

Abstrak

Kecemasan akademik merupakan salah satu permasalahan yang sering dialami siswa kelas XII dalam menghadapi tuntutan akademik dan persiapan seleksi masuk perguruan tinggi. Penelitian ini bertujuan untuk mengetahui pengaruh *Academic Self-Efficacy* dan *Parental Expectation* terhadap kecemasan akademik pada siswa SMA kelas XII Bimbel Salemba Group Depok. Penelitian menggunakan pendekatan kuantitatif. Subjek penelitian berjumlah 191 siswa yang dipilih menggunakan teknik *accidental sampling*. Data dikumpulkan menggunakan *Morgan-Jinks Student Efficacy Scale* (MJSES), *Perception of Parental Expectation Inventory* (PPEI), dan *Academic Anxiety Scale* (AAS), kemudian dianalisis menggunakan regresi linear berganda. Hasil penelitian menunjukkan bahwa *Academic Self-Efficacy* berpengaruh negatif dan signifikan terhadap kecemasan akademik, sedangkan *Parental Expectation* berpengaruh positif dan signifikan terhadap kecemasan akademik. Secara simultan, kedua variabel berpengaruh signifikan terhadap kecemasan akademik dengan kontribusi sebesar 21,8%. Temuan ini menunjukkan bahwa keyakinan terhadap kemampuan diri dan harapan orang tua berperan dalam membentuk tingkat kecemasan akademik siswa.

Kata Kunci : *Academic Self-Efficacy*, *Parental Expectation*, kecemasan akademik, siswa SMA, seleksi perguruan tinggi.



Abstract

Academic anxiety is one of the common problems experienced by twelfth-grade students in facing academic demands and preparing for college entrance examinations. This study aimed to examine the influence of academic self-efficacy and Parental Expectation on academic anxiety among twelfth-grade high school students at Salemba Group Depok tutoring center. This study employed a quantitative approach. The participants consisted of 191 twelfth-grade students selected using accidental sampling. Data were collected using the Morgan-Jinks Student Efficacy Scale (MJSES), Perception of Parental Expectation Inventory (PPEI), and Academic Anxiety Scale (AAS), and were analyzed using multiple linear regression. The results indicated that academic self-efficacy had a negative and significant effect on academic anxiety, whereas Parental Expectation had a positive and significant effect on academic anxiety. Simultaneously, both variables had a significant effect on academic anxiety, with a contribution of 21.8%. These findings suggest that students' confidence in their abilities and Parental Expectations play an important role in shaping students' academic anxiety.

Keywords : *academic self-efficacy, Parental Expectation, academic anxiety, high school students, college entrance selection.*

