

Abstrak

Stres akademik merupakan salah satu permasalahan psikologis yang sering dialami mahasiswa akibat tuntutan akademik dan tekanan dari lingkungan sosial. *Self-awareness* diperkirakan dapat membantu mahasiswa mengelola tekanan tersebut sehingga berpotensi memoderasi hubungan antara tekanan sosial dan stres akademik. Penelitian ini bertujuan menganalisis pengaruh tekanan sosial terhadap stres akademik, pengaruh *self-awareness* terhadap stres akademik, serta menguji peran *self-awareness* sebagai variabel moderator pada mahasiswa Fakultas Sains dan Teknologi UIN Sunan Gunung Djati Bandung. Penelitian menggunakan pendekatan kuantitatif dengan desain korelasional terhadap 458 mahasiswa yang dipilih menggunakan teknik *proportionate stratified random sampling*. Data dikumpulkan menggunakan *Resistance to Peer Influence Scale (RPI)*, *Perception of Academic Stress Scale (PAS)*, dan *Self-Awareness Outcomes Questionnaire (SAOQ)*. Analisis data dilakukan menggunakan *Moderated Regression Analysis (MRA)* melalui PROCESS Macro Model 1 Hayes dengan bantuan IBM SPSS Statistics. Hasil penelitian menunjukkan bahwa tekanan sosial tidak berpengaruh signifikan terhadap stres akademik ($\beta = -0,0748$; $p = 0,6701$). *Self-awareness* juga tidak berpengaruh signifikan terhadap stres akademik ($\beta = -0,1129$; $p = 0,6534$). Interaksi antara tekanan sosial dan *self-awareness* tidak berpengaruh signifikan terhadap stres akademik ($\beta = -0,0038$; $p = 0,5279$), sehingga *self-awareness* tidak terbukti berperan sebagai variabel moderator. Model penelitian memiliki nilai R^2 sebesar 0,207, menunjukkan 20,7% variasi stres akademik dijelaskan oleh model.

Kata Kunci : Tekanan sosial, stres akademik, *self-awareness*, moderasi, mahasiswa.

Abstract

Academic stress is one of the most common psychological problems experienced by university students due to academic demands and pressure from their social environment. Self-awareness is assumed to help students manage such pressure and may moderate the relationship between social pressure and academic stress. This study aimed to analyze the effect of social pressure on academic stress, examine the effect of self-awareness on academic stress, and investigate the moderating role of self-awareness among students of the Faculty of Science and Technology, UIN Sunan Gunung Djati Bandung. This study employed a quantitative approach with a correlational design involving 458 students selected through proportionate stratified random sampling. Data were collected using the Resistance to Peer Influence Scale (RPI), the Perception of Academic Stress Scale (PAS), and the Self-Awareness Outcomes Questionnaire (SAOQ). Data were analyzed using Moderated Regression Analysis (MRA) with Hayes' PROCESS Macro Model 1 in IBM SPSS Statistics. The results indicated that social pressure had no significant effect on academic stress ($\beta = -0.0748$; $p = 0.6701$). Self-awareness also had no significant effect on academic stress ($\beta = -0.1129$; $p = 0.6534$). Furthermore, the interaction between social pressure and self-awareness had no significant effect on academic stress ($\beta = -0.0038$; $p = 0.5279$), indicating that self-awareness did not function as a moderating variable. The model explained 20.7% of the variance in academic stress ($R^2 = 0.207$).

Keywords: *Social pressure, academic stress, self-awareness, moderation, university students.*