

Abstrak

Stres akademik merupakan kondisi dimana seseorang secara psikologis, fisik, dan emosional mengalami tekanan yang melebihi kapasitasnya. Penelitian ini bertujuan untuk mengetahui pengaruh *self regulated learning* dan *academic self efficacy* terhadap stres akademik pada siswa kelas XI SMAN 1 Cicalengka. Responden penelitian berjumlah 172 responden dengan menggunakan 3 alat ukur instrumen yaitu *Educational Stress Scale for Adolescents* (ESSA), *The Academic Self Efficacy Scale* (TASES), dan *Self Regulated Learning Scale Measurement Tool*. Analisis data dilakukan menggunakan teknik penelitian korelasional prediktif. Secara parsial, *self regulated learning* dan *academic self efficacy* berpengaruh negatif signifikan terhadap stres akademik. Secara simultan, kedua variabel berpengaruh signifikan terhadap stres akademik.

Kata Kunci : *Stres Akademik, Self Regulated Learning, Academic Self Efficacy.*



Abstract

Academic stress is a condition in which an individual experiences psychological, physical, and emotional pressure that exceeds their capacity. This study aims to determine the influence of self-regulated learning and academic self-efficacy on academic stress among 11th-grade students at SMAN 1 Cicalengka. The study involved 172 respondents and utilized three measurement instruments: the Educational Stress Scale for Adolescents (ESSA), the Academic Self-Efficacy Scale (TASES), and the Self-Regulated Learning Scale Measurement Tool. Data analysis was conducted using a predictive correlational research technique. Individually, both self-regulated learning and academic self-efficacy were found to have a significant negative effect on academic stress. Simultaneously, both variables exerted a significant influence on academic stress.

Keyword : Self Regulated Learning, Academic Self Efficacy, Stres Akademik

