

## ABSTRAK

**HUBUNGAN PERSEPSI TENTANG *FULL DAY SCHOOL* DENGAN  
STRES AKADEMIK, KARAKTER, DAN MINAT BELAJAR PESERTA  
DIDIK**

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Penelitian ini bertujuan untuk mengetahui apakah terdapat hubungan persepsi siswa tentang *full day school* dengan stres akademik, karakter, dan minat belajar peserta didik. Penelitian ini merupakan penelitian *ex-post facto* yang dilaksanakan pada bulan Mei-Juni 2020. Populasi penelitian adalah seluruh peserta didik di SMA Stella Duce 2 Yogyakarta. Sampel penelitian sejumlah 129 siswa adalah siswa kelas XI IPA, IPS, dan Bahasa yang diambil dengan teknik *purposive sampling*. Data dikumpulkan dengan menggunakan kuesioner dan dianalisis dengan uji korelasi *Product Moment Pearson*.

Hasil penelitian ini menunjukkan bahwa : (1) ada hubungan persepsi tentang *full day school* dengan stres akademik dengan nilai *Correlation coefficient* sebesar +0,202 dan nilai signifikansi (*2-tailed*) sebesar 0,022; (2) ada hubungan persepsi tentang *full day school* dengan karakter peserta didik dengan nilai *Correlation coefficient* sebesar +0,381 dan nilai signifikansi (*2-tailed*) sebesar 0,000; (3) ada hubungan persepsi tentang *full day school* dengan minat belajar dengan nilai *Correlation coefficient* sebesar +0,353 dan nilai signifikansi (*2-tailed*) sebesar 0,000.

**Kata kunci:** persepsi tentang *full day school*, stres akademik, karakter, minat baca.

## ABSTRACT

**THE CORRELATION BETWEEN THE PERCEPTION ON FULL DAY SCHOOL AND THE STUDENTS' ACADEMIC STRESS, CHARACTERS, INTERESTS IN LEARNING**

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*This study aimed to determine whether there were correlations between students' perceptions of full day school and academic stress, character, and interests in learning. This research was an ex-post facto study conducted in May- June 2020. The population was all students of Stella Duce 2 Yogyakarta High School. The research samples consisted of 129 students from Grade XI of Physical Sciences, Social Sciences, and Language Study and were taken with a purposive sampling technique. Data were collected using questionnaires and analyzed by Pearson Product Moment correlation test.*

*The results of this study indicated that: (1) there was a correlation between perception on full day school and academic stress with the correlation coefficient value of +0.202 and the significance value (2-tailed) of 0.022; (2) there was a correlation between perception on full day school and the character of students with the correlation coefficient value of +0.381 and the significance value (2-tailed) of 0,000; and (3) there was a correlation between perception on full day school and learning interest with the correlation coefficient value of +0.353 and the significance value (2-tailed) of 0,000.*

**Keywords:** Perception on full day school, academic stress, character, interest in reading.