

# TINGKAT STRES AKADEMIK SISWA SMA DITINJAU DARI KUALITAS BIMBINGAN BELAJAR DI YOGYAKARTA

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## ABSTRAK

Penelitian ini bertujuan untuk mengungkapkan tingkat stres akademik siswa yang ditinjau dari kualitas bimbingan belajar. Hipotesis penelitian ini yaitu adanya hubungan negatif dan signifikan antara kualitas bimbingan belajar dengan stres akademik siswa dimana semakin tinggi kualitas bimbingan belajar yang diikuti, maka semakin rendah tingkat stres akademik yang dialami oleh siswa. Partisipan dalam penelitian ini berjumlah 109 siswa kelas XII di Yogyakarta yang sedang mengikuti bimbingan belajar. Pengumpulan data dilakukan dengan menggunakan metode survey yang terdiri dari dua skala, yaitu skala modifikasi Stres Akademik dan skala Kualitas Bimbingan Belajar yang dibuat oleh peneliti sendiri. Pada skala Stres Akademik memiliki reliabilitas sebesar 0,936 dan pada skala Kualitas Bimbingan Belajar memiliki reliabilitas sebesar 0,880. Teknik analisis dilakukan dengan menggunakan uji korelasi *Spearman's rho*. Hasil penelitian menunjukkan bahwa terdapat hubungan negatif dan signifikan antara kualitas bimbingan belajar dengan stres akademik ( $r = -0,216$ ;  $p = 0,012$ ).

**Kata kunci:** Kualitas bimbingan belajar, bimbingan belajar, stres akademik, siswa.

# HIGH SCHOOL STUDENT'S ACADEMIC STRESS LEVEL REVIEWED BY THE QUALITY OF TUITION CENTER IN YOGYAKARTA

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## **ABSTRACT**

This study aims to reveal the high school student's academic stress level reviewed by the quality of tuition centers in Yogyakarta. The hypothesis of this study is that there is a negative and significant relationship between the quality of tuition centers and the student's academic stress. It means higher the quality of tutoring, the lower the level of academic stress that occurs in students. The participants in this study were 109 students from 12th grade in Yogyakarta who joined the tutorial program. The data were collected using a survey method consisting of two scales, namely the modified Academic Stress scale and Tuition Center Quality scale which were made by the researcher. On the Academic Stress scale, it has a reliability of 0.936 and on the Quality of Tutoring Scale, it has a reliability of 0.880. The researcher used the Spearman's rho correlation test to analyze the data. The results showed that there was a negative and significant relationship between the quality of tutoring and academic stress ( $r = -0.216$ ;  $p = 0.024$ ).

**Keywords:** Quality of tuition center, tuition, tutoring, academic stress, student.