ABSTRAK

HUBUNGAN KEMANDIRIAN BELAJAR SISWA, REGULASI EMOSI, DAN TINGKAT PEMAHAMAN SISWA TERHADAP MATERI BELAJAR DENGAN STRES AKADEMIK

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Penelitian ini bertujuan untuk mengetahui: (1) hubungan antara kemandirian belajar siswa dengan stres akademik, (2) hubungan antara regulasi emosi dengan stres akademik, dan (3) hubungan antara tingkat pemahaman siswa terhadap materi belajar dengan stres akademik. Penelitian ini adalah penelitian *ex-post facto* yang dilaksanakan pada bulan Oktober - November 2021. Subjek penelitian ini adalah peserta didik SMA Xaverius 1 Belitang dan SMA Xaverius 5 Belitang yang berjumlah 291 siswa. Sampel sebanyak 84 diambil menggunakan teknik *simple random sampling*. Data dikumpulkan menggunakan kuesioner. Uji validitas butir instrumen menggunakan rumus korelasi *product moment* dan uji reliabilitas menggunakan rumus *Cronbach's Alpha*. Data dianalisis menggunakan *Spearman Rank*.

Hasil penelitian ini adalah: (1) Kemandirian belajar siswa berhubungan dengan stres akademik dengan nilai r 0,262 dan p_{value} 0,016 ≤ 0,05, (2) Regulasi emosi berhubungan dengan stres akademik dengan nilai r 0,366 dan p_{value} 0,001 ≤ 0,05, dan (3) Tingkat pemahaman siswa terhadap materi belajar tidak berhubungan dengan stres akademik dengan nilai r 0,085 dan p_{value} 0,443 > 0,05.

Kata Kunci: Kemandirian Belajar Siswa, Regulasi Emosi, Tingkat Pemahaman, dan Stres Akademik

ABSTRACT

THE RELATIONSHIP BETWEEN STUDENTS' LEARNING INDEPENDENCE, EMOTION REGULATION, AND LEARNING COMPREHENSION LEVEL AND ACADEMIC STRESS

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This study was aimed to determine: (1) the relationship between students' learning independence and academic stress, (2) the relationship between students' emotion regulation and academic stress, and (3) the relationship between students' learning comprehension level and academic stress. This research was an ex- post facto research which was conducted in October - November 2021. The subjects of the research were 291 students of SMA Xaverius 1 Belitang and SMA Xaverius 5 Belitang. A total of 84 samples were taken using the technique of simple random sampling. The data were collected by using a questionnaire. The validity of the instruments was tested using the product moment correlation formula, while the reliability was tested using Cronbach's Alpha formula. The data were analyzed using Spearman Rank.

The findings of this study were: (1) Students' learning independence was related to academic stress with r value 0.262 and p_{value} 0.016 $\leq$ 0.05, (2) Students' emotion regulation was related to academic stress with r value 0.366 and p_{value} 0.001 $\leq$ 0.05, and (3) Students' learning comprehension level is not related to academic stress with r value 0.085 and p_{value} 0.443 > 0.05

Keywords: *Students' learning independence, emotion regulation, learning comprehension level, and academic stress*