

ABSTRAK

Tanlyana, Feli. 2026. Hubungan antara pola asuh otoriter dengan stres akademik pada remaja generasi Z dimediasi oleh regulasi emosi. Skripsi. Yogyakarta: Psikologi, Fakultas Psikologi, Universitas Sanata Dharma.

Penelitian ini bertujuan untuk mengetahui hubungan antara pola asuh otoriter dengan stres akademik dimediasi oleh regulasi emosi pada remaja generasi Z. Pengambilan sampel penelitian menggunakan teknik convenience sampling. Peneliti menggunakan skala Parental Authority Questionnaire short version, Difficulties in Emotion Regulation Scale 16 item, dan skala stres akademik yang disusun oleh peneliti berdasarkan aspek stres secara umum oleh Sarafino untuk mengumpulkan data penelitian. Berdasarkan hasil uji mediasi bootstrapping, diperoleh data bahwa regulasi emosi tidak memediasi pola asuh otoriter ayah ($p = 0,816$) maupun pola asuh otoriter ibu ($p = 0,114$) terhadap stres akademik. Selanjutnya, peneliti melakukan uji regresi berganda untuk melihat pengaruh variabel regulasi emosi terhadap stres akademik sebagai variabel independen bersama dengan pola asuh otoriter ayah dan ibu. Hasil uji regresi menunjukkan bahwa pola asuh otoriter ayah dan regulasi emosi memiliki pengaruh signifikan sebesar 26,4% terhadap stres akademik ($F = 41,8, p < 0,001$). Demikian pula dengan pola asuh otoriter ibu dan regulasi emosi yang memiliki pengaruh signifikan sebesar 25,8% terhadap stres akademik ($F = 40,5, p < 0,001$). Dalam hal ini, regulasi emosi memiliki pengaruh negatif terhadap stres akademik sehingga dapat menurunkan tingkat stres. Lalu, pola asuh otoriter ayah dan pola asuh otoriter ibu memberikan pengaruh positif terhadap stres akademik sehingga tingginya pola asuh otoriter orang tua dapat meningkatkan stres akademik.

Kata kunci: Regulasi emosi, pola asuh otoriter ayah, pola asuh otoriter ibu, stres akademik

ABSTRACT

Tanlyana, Feli. 2026. The relationship between authoritarian parenting and academic stress in generation Z teenagers mediated by emotional regulation. Thesis. Yogyakarta: Psychology, Psychology Faculty, Sanata Dharma University.

This study aims to determine the relationship between authoritarian parenting and academic stress mediated by emotional regulation in Generation Z adolescents. The research sample was collected using convenience sampling. The researchers used the short version of the Parental Authority Questionnaire, the 16-item Difficulties in Emotion Regulation Scale, and an academic stress scale developed by the researchers based on Sarafino's general stress aspects to collect research data. Based on the results of the bootstrapping mediation test, it was found that emotion regulation did not mediate authoritarian parenting by fathers ($p = 0.816$) or authoritarian parenting by mothers ($p = 0.114$) on academic stress. Furthermore, the researcher conducted a multiple regression test to see the effect of the emotion regulation variable on academic stress as an independent variable along with the authoritarian parenting styles of fathers and mothers. The regression test results show that authoritarian parenting by fathers and emotional regulation have a significant influence of 26.4% on academic stress ($F = 41.8$, $p < 0.001$). Similarly, authoritarian parenting by mothers and emotional regulation have a significant influence of 25.8% on academic stress ($F = 40.5$, $p < 0.001$). In this case, emotional regulation has a negative influence on academic stress, thereby reducing stress levels. Furthermore, authoritarian parenting by fathers and authoritarian parenting by mothers have a positive influence on academic stress, meaning that high levels of authoritarian parenting by parents can increase academic stress.

Keywords: Emotional regulation, authoritarian parenting by fathers, authoritarian parenting by mothers, academic stress.