

**PENGARUH *SELF REGULATED LEARNING* TERHADAP STRES
AKADEMIK PADA SISWA KELAS SEPULUH
DI SMKN 1 KARAWANG**

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ABSTRAK

Menyelesaikan berbagai tugas akademik merupakan tuntutan dan tanggung jawab seorang siswa. Namun, tidak sedikit siswa khususnya kelas sepuluh mengalami stres akademik karena ketidakmampuannya dalam menghadapi berbagai tuntutan akademik. Hal ini disebabkan karena siswa kelas sepuluh merupakan siswa yang mengalami masa peralihan dari Sekolah Menengah Pertama (SMP), sehingga siswa masih belum terbiasa dengan mata pelajaran yang ada di Sekolah Menengah Kejuruan (SMK). Stres akademik dapat diminimalisir apabila siswa memiliki kemampuan *self regulated learning*, yaitu siswa dapat mengatur dan menyusun strategi kegiatan belajarnya dengan baik sehingga mampu menghadapi berbagai tuntutan akademik. Tujuan penelitian ini adalah untuk mengetahui pengaruh *self regulated learning* terhadap stres akademik pada siswa kelas sepuluh di SMKN 1 Karawang. Penelitian ini menggunakan metode kuantitatif dengan alat pengumpulan data berupa skala *self regulated learning* dan skala stres akademik. Teknik pengambilan sampel dalam penelitian ini menggunakan teknik *non-probability sampling* dalam bentuk sampling kuota, sehingga dari 861 populasi yang terdiri dari siswa kelas sepuluh terdapat 265 siswa yang menjadi subjek penelitian. Berdasarkan hasil uji hipotesis (regresi linear sederhana) diperoleh nilai signifikansi sebesar $0.000 < 0.05$ yang artinya H_a diterima dan H_o ditolak dengan nilai R square sebesar 0.282, yaitu ada pengaruh *self regulated learning* terhadap stres akademik pada siswa kelas sepuluh di SMKN 1 Karawang sebesar 28.2%.

Kata kunci: Siswa SMK, *Self Regulated Learning*, Stres Akademik.

**THE EFFECT OF SELF REGULATED LEARNING ON ACADEMIC
STRESS IN CLASS TEN STUDENTS AT
SMKN 1 KARAWANG**

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ABSTRACT

Completing various academic tasks is a student's demands and responsibilities. However, not a few students, especially tenth graders, experience academic stress due to their inability to deal with various academic demands. This is because tenth graders are students who experience a transition period from Junior High School (SMP), so that students are still not familiar with the subjects in Vocational High Schools (SMK). Academic stress can be minimized if students have the ability to self-regulated learning, namely students can organize and strategize their learning activities well so that they are able to face various academic demands. The purpose of this study was to determine the effect of self-regulated learning on academic stress in tenth grade students at SMKN 1 Karawang. This study uses a quantitative method with data collection tools in the form of a self-regulated learning scale and an academic stress scale. The sampling technique in this study used a non-probability sampling technique in the form of quota sampling, so that from the 861 population consisting of tenth grade students there were 265 students who were the research subjects. Based on the results of hypothesis testing (simple linear regression) obtained a significance value of $0.000 < 0.05$, which means H_a is accepted and H_o is rejected with an R square value of 0.282, which means that there is an effect of self-regulated learning on academic stress in tenth grade students at SMKN 1 Karawang by 28.2%.

Keywords: *Vocational High School Students, Self Regulated Learning, Academic Stress.*