



Abstrak. Stres akademik muncul ketika tuntutan belajar dirasakan melebihi kemampuan siswa, dan perundungan diketahui dapat memperparah kondisi tersebut. Penelitian ini bertujuan menguji peran dukungan sosial sebagai moderator dalam hubungan antara perundungan dan stres akademik pada siswa SMP. Sampel terdiri dari 203 siswa yang mengisi Skala Stres Akademik, *Olweus Bully/Victim Questionnaire* (OBVQ), dan *Multidimensional Scale of Perceived Social Support* (MSPSS). Analisis menggunakan *Generalized Linear Model* (GLM) pada modul GAMLj3 Jamovi. Hasil menunjukkan bahwa perundungan berhubungan dengan peningkatan stres akademik, serta dukungan sosial memiliki peran moderasi yang signifikan. Interaksi antara perundungan dan dukungan sosial signifikan ($\beta = -0,145$; $p = 0,049$), menandakan adanya efek moderasi. Dukungan sosial tingkat sedang hingga tinggi berfungsi sebagai buffer yang melemahkan dampak perundungan terhadap stres akademik, sedangkan dukungan sosial rendah tidak memberikan perlindungan yang berarti. Temuan ini menekankan pentingnya dukungan sosial sebagai faktor pelindung dalam mengurangi dampak perundungan terhadap stres akademik pada siswa SMP.

Kata Kunci: *Stres Akademik, Perundungan, Dukungan Sosial, Siswa SMP.*

Abstract. Academic stress occurs when students perceive learning demands as exceeding their capabilities, and bullying is known to intensify this condition. This study aimed to examine the moderating role of social support in the relationship between bullying and academic stress among junior high school students. The sample consisted of 203 students who completed the Academic Stress Scale, the Olweus Bully/Victim Questionnaire (OBVQ), and the Multidimensional Scale of Perceived Social Support (MSPSS). Data were analyzed using the Generalized Linear Model (GLM) in the GAMLj3 module of Jamovi. The results indicated that bullying was associated with higher levels of academic stress, and social support functioned as a significant moderator. The interaction between bullying and social support was significant ($\beta = -0,145$; $p = 0.049$), demonstrating a moderating effect. Moderate to high levels of social support buffered the impact of bullying on academic stress, whereas low levels of support provided minimal protection. These findings highlight the importance of social support as a protective factor in mitigating the adverse effects of bullying on academic stress in junior high school students.

Keywords: *Academic Stress, Bullying, Social Support, Junior High School.*