

ABSTRAK

Hasil penelitian di berbagai negara menunjukkan bahwa bidang akademik menjadi sumber utama stres siswa. Stres akademik menjadi akar berbagai permasalahan remaja, namun studi tentang faktor yang berpengaruh khususnya faktor afektif belum banyak diteliti. Tujuan penelitian ini adalah menguji secara empirik konsep teoretik peran afek positif terhadap stres akademik dengan dimediasi oleh koping proaktif, regulasi emosi, dan orientasi tujuan penguasaan pada siswa SMP. Kerangka teoretik yang digunakan adalah the broaden and build theory dan undoing hypothesis menurut Fredrickson serta cognitive motivational relational theory of coping menurut Lazarus & Folkman. Hipotesis penelitian adalah: konsep teoretik mengenai peran afek positif terhadap stres akademik dengan dimediasi oleh koping proaktif, regulasi emosi, dan orientasi tujuan penguasaan pada siswa SMP sesuai dengan data empirik. Subjek penelitian adalah siswa SMP di Kabupaten Sleman. Teknik pengambilan sampel menggunakan cluster random sampling. Alat pengambilan meliputi: Skala Stres Akademik, Skala Afek Positif, Skala Koping Proaktif, Skala Regulasi Emosi dan Skala Orientasi Tujuan Penguasaan. Analisis data menggunakan Structural Equation Modeling (SEM) dengan Program AMOS 21. Hasil penelitian menunjukkan bahwa model teoretik yang menyatakan bahwa afek positif berpengaruh secara tidak langsung terhadap stres akademik fit dengan data empirik dan sesuai dengan konsep teoretik. Peran afek positif terhadap stres akademik secara tidak langsung melibatkan 2 jalur mediasi serial. Jalur mediasi pertama, afek positif berpengaruh terhadap penurunan stres akademik melalui pengaruh regulasi emosi terhadap orientasi tujuan penguasaan dan selanjutnya orientasi tujuan penguasaan mempengaruhi stres akademik. Jalur mediasi kedua, afek positif berpengaruh pada penurunan stres akademik melalui pengaruh koping proaktif terhadap orientasi tujuan penguasaan dan selanjutnya orientasi tujuan penguasaan mempengaruhi stres akademik. Hasil penelitian menunjukkan bahwa jalur mediasi pertama mampu menjelaskan peran tidak langsung afek positif terhadap stres akademik, sedang jalur mediasi kedua gagal menjelaskan peran tidak langsung afek positif terhadap stres akademik,

Kata kunci: afek positif, stres akademik, koping proaktif, regulasi emosi, orientasi tujuan penguasaan, siswa SMP

ABSTRACT

The various countries' research show that the academic field is a source of students' stress. Academic stress is the root of various teenage problems, but studies of influential factor, especially affective factor, have not been widely studied. This study aims to test the theoretical concepts regarding the role of positive affect on academic stress by mediating proactive coping, emotional regulation, and mastery goal orientation in middle school students empirically. The theoretical framework used are the broaden and build theory and undoing hypothesis according to Fredrickson and the cognitive motivational relational theory of coping according to Lazarus & Folkman. The research hypothesis is: theoretical concepts regarding the role of positive affect on academic stress mediated by proactive coping, emotion regulation, and mastery goal orientation in junior high school students fit according to empirical data. The research subjects were junior high school students in Sleman regency. The sampling technique uses cluster random sampling. The research instruments are the Academic Stress Scale, Positive Affect Scale, Proactive Coping Scale, Emotion Regulation Scale and Mastery Goal Orientation Scale. Data analysis uses Structural Equational Modeling (SEM) with AMOS 21 Program. The results of the study show that the theoretical model which states that positive affect influence academic stress indirectly fit with empirical data and in accordance with theoretical concepts. The role of positive affect on academic stress indirectly involves 2 serial mediation pathways. The first mediation pathway, positive affect affects the reduction of academic stress through the influence of emotional regulation on mastery goal orientation and then mastery goal orientation influences academic stress. The second path of mediation, positive affect influence academic stress decrease through the influence of proactive coping on mastery goal orientation and subsequently the mastery goal orientation affects academic stress. The results show that the first mediation pathway success, while the second mediation pathway fail to explain the indirect role of positive affect on academic stress.

Keywords: *positive affect, academic stress, proactive coping, emotional regulation, mastery goal orientation, middle school students*