

Peran *Self-Regulated Learning* dan Dukungan Sosial Orang Tua Terhadap Stres Akademik Siswa SMA/Sederajat Pada Saat Menjalani Proses Belajar Daring di Masa Pandemi COVID-19

Nafkhatul Wahidah¹, Budi Andayani²

¹Fakultas Psikologi Universitas Gadjah Mada
e-mail : nafkhatulwahidah@mail.ugm.ac.id

Abstract. *Academic stress is a stressor experienced by students and originates from the school environment. This study aims to determine the predicting factor of self-regulated learning and parental social support to student academic stress through out the COVID-19 period. The analysis in this study used multiple regression analysis to determine the effect of self-regulated learning and parental social support on student academic stress. The instrument this study is using the Academic Stress Scale, the Self-Regulated Learning Scale, and the Parental Social Support Scale. The participants in this study were 162 senior high school who studied from home during the COVID-19 pandemic and lived in West Sumatera. The results of the multiple regression analysis in this study indicate that self-regulated learning and parental social support contribute to the level of academic stress experienced by senior high school students who are under going the online learning process during the COVID-19 pandemic in West Sumatera.*

Keywords: *Academic stress, self-regulated learning, social support, the COVID-19 pandemic*

Abstrak. Stres akademik merupakan stressor yang dialami siswa dan bersumber dari lingkungan sekolah. Penelitian ini bertujuan untuk mengetahui peran antara *self-regulated learning* dan dukungan sosial terhadap stres akademik siswa selama menjalani proses pembelajaran daring dimasa COVID-19. Penelitian ini menggunakan analisis regresi ganda untuk melihat hubungan antara *self-regulated learning* dan dukungan sosial orang tua terhadap stres akademik siswa. Alat ukur dalam penelitian ini menggunakan Skala Stres Akademik, Skala *Self-Regulated Learning*, dan Skala Dukungan Sosial Orang Tua. Partisipan pada penelitian ini sebanyak 162 siswa SMA/Sederajat yang belajar dari rumah selama masa pandemi COVID-19 dan tinggal di Sumatera Barat. Hasil analisis regresi ganda pada penelitian ini menunjukkan bahwa *self-regulated learning* dan dukungan sosial orang tua berkontribusi terhadap tingkat stres akademik siswa SMA/Sederajat yang sedang menjalani proses pembelajaran daring di masa pandemi COVID-19 di Sumatera Barat.

Kata kunci : *Stres akademik, self-regulated learning, dukungan sosial, pandemi COVID-19*