

# HUBUNGAN STRES AKADEMIK, EFIKASI DIRI DENGAN KEJENUHAN AKADEMIK PADA SISWA SMAN 1 TAJURHALANG

**Anastasya Putri Nainggolan**

## **Abstrak**

Perubahan kurikulum berdampak pada siswa karena menuntut kemampuan adaptasi terhadap sistem pembelajaran yang baru, sehingga berpotensi meningkatkan stres akademik dapat menurunkan efikasi diri serta memicu kejenuhan akademik, sementara penelitian yang menghubungkan stres akademik dan efikasi diri dengan kejenuhan akademik pada siswa SMA masih terbatas. Penelitian ini bertujuan untuk menganalisis hubungan antara stres akademik dan efikasi diri dengan kejenuhan akademik pada siswa SMA Negeri 1 Tajurhalang. Penelitian menggunakan metode kuantitatif dengan pendekatan korelasional dan desain *cross-sectional*. Sampel penelitian terdiri atas siswa SMA sebanyak 301 siswa yang dipilih melalui teknik *stratified random sampling*. Pengumpulan data dilakukan menggunakan instrumen *Educational Stress Scale of Adolescent (ESSA)*, *General Self-Efficacy Scale (GSES)*, serta *Maslach Burnout Inventory–Student Survey (MBI-SS)*. Data yang diperoleh dianalisis menggunakan uji *Chi-Square*. Hasil analisis menunjukkan adanya hubungan antara stres akademik dan kejenuhan akademik ( $p = 0,001$ ), serta hubungan efikasi diri dan kejenuhan akademik ( $p = 0,001$ ). Siswa dengan tingkat stres akademik tinggi cenderung mengalami kejenuhan akademik lebih besar, sedangkan siswa dengan efikasi diri tinggi menunjukkan tingkat kejenuhan yang lebih rendah. Dengan demikian, memberikan gambaran hubungan stres akademik, efikasi diri dengan kejenuhan akademik sehingga memberikan gambaran awal pentingnya pengelolaan stress akademik.

**Kata Kunci:** Stres Akademik, Efikasi Diri, Kejenuhan Akademik, Siswa SMA, Remaja

# THE RELATIONSHIP BETWEEN ACADEMIC STRESS, SELF EFFICACY AND ACADEMIC BURNOUT AMONG STUDENTS OF SMAN 1 TAJURHALANG

Anastasya Putri Nainggolan

## Abstract

*Curriculum changes impact students because they require the ability to adapt to the new learning system, thus potentially increasing academic stress can reduce self-efficacy and trigger academic burnout, while research linking academic stress and self-efficacy with academic burnout in high school students is still limited. This study aims to analyze the relationship between academic stress and self-efficacy with academic burnout in students of SMA Negeri 1 Tajurhalang. The study used a quantitative method with a correlational approach and a cross-sectional design. The study sample consisted of 301 students selected through a stratified random sampling technique. Data collection was carried out using the Educational Stress Scale of Adolescent (ESSA), General Self-Efficacy Scale (GSES), and Maslach Burnout Inventory–Student Survey (MBI-SS) instruments. The data obtained were analyzed using the Chi-Square test. The results of the analysis showed a relationship between academic stress and academic burnout ( $p = 0.001$ ), as well as a relationship between self-efficacy and academic burnout ( $p = 0.001$ ). Students with high levels of academic stress tend to experience greater academic burnout, while students with high self-efficacy show lower levels of burnout. This provides a picture of the relationship between academic stress, self-efficacy, and academic burnout, thus providing an initial insight into the importance of managing academic stress.*

**Keywords:** *Academic Stress, Self-Efficacy, Academic Burnout, Senior High School, Adolescents*