

Hubungan Regulasi Emosi dan Dukungan Sosial dengan Stres Akademik pada Kelompok Usia Remaja di Jakarta Timur = Relationship between Emotion Regulation and Social Support and Academic Stress in the Adolescent Age Group in East Jakarta

Septia Eka Ilhami, author

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Abstrak

Dukungan sosial dan regulasi emosi dapat mencegah terjadinya stres pada remaja. Penelitian ini bertujuan untuk mengetahui hubungan antara regulasi emosi dan dukungan sosial dengan stres akademik pada kelompok usia remaja. Penelitian dilakukan menggunakan desain korelasi dengan metode kuantitatif. Sampel pada penelitian ini adalah remaja sebanyak 441 orang. Instrumen yang digunakan adalah Emotion Regulation Questionnaire-Children and Adolescent (ERQ-CA), Multidimensional Scale of Perceived Social Support (MSPSS), dan Educational Stress Scale for Adolescents (ESSA). Hasil penelitian yang dianalisis dengan uji chi square menunjukkan adanya hubungan yang signifikan antara regulasi emosi dengan stres akademik (p value=0,001; \hat{I}_{\pm} =0,05) dan ada hubungan antara dukungan sosial dengan stres akademik (p value=0,002; \hat{I}_{\pm} =0,05). Diharapkan remaja dapat meningkatkan regulasi emosi dan memperbaiki hubungan sosialnya dengan orang lain, orang tua diharapkan mampu memberikan perhatian lebih pada remaja, dan penelitian selanjutnya diharapkan meneliti tentang pengaruh teman sebaya terhadap stres akademik remaja.

.....Social support and emotional regulation can prevent stress in adolescents. This study aims to determine the relationship between emotional regulation and social support and academic stress in the adolescent age group. The research was conducted using a correlation design with quantitative methods. The sample in this study was 441 teenagers. The instruments used were the Emotion Regulation Questionnaire-Children and Adolescent (ERQ-CA), the Multidimensional Scale of Perceived Social Support (MSPSS), and the Educational Stress Scale for Adolescents (ESSA). The research results analyzed using the chi square test showed that there was a significant relationship between emotional regulation and academic stress (p value=0.001; \hat{I}_{\pm} =0.05) and there was a relationship between social support and academic stress (p value=0.002; \hat{I}_{\pm} =0,05). It is hoped that teenagers can improve emotional regulation and improve their social relationships with other people, parents are expected to be able to pay more attention to teenagers, and future research is expected to examine the influence of peers on teenagers' academic stress.