

PENGARUH STRES AKADEMIK TERHADAP *SCHOOL SATISFACTION*
YANG DIMEDIASI OLEH *SELF REGULATED LEARNING*
PADA SISWA SMA KOTA BANDUNG

SKRIPSI

Diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Sarjana
Psikologi.



Disusun oleh:

Fanny Rafikasari

NIM 1605830

PROGRAM STUDI PSIKOLOGI
FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS PENDIDIKAN INDONESIA

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Oleh:

Fanny Rafikasari

Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Sarjana Psikologi di Program Studi Psikologi Fakultas Ilmu Pendidikan

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Maret 2021

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REGULATED LEARNING PADA SISWA SMA KOTA BANDUNG*

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HALAMAN PENGESAHAN SKRIPSI

Fanny Rafikasari
1605830

Pengaruh Stres Akademik terhadap *School Satisfaction* yang dimediasi oleh *Self Regulated Learning* pada siswa SMA Kota Bandung

Disetujui dan disahkan oleh pembimbing:

Pembimbing I



Helli Ihsan, M.Si
NIP. 19750912 200604 1 002

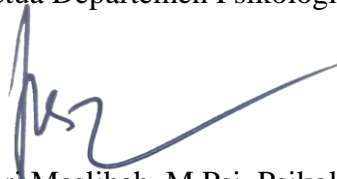
Pembimbing II



Anastasia Wulandari, M.Psi., Psikolog
NIP. 19780208 200604 2 002

Mengetahui

Ketua Departemen Psikologi



Dr. Sri Maslihah, M.Psi, Psikolog
NIP. 19700726 200312 2 001

SKRIPSI INI TELAH DIAJUKAN PADA:

Hari, Tanggal : Rabu, 24 Maret 2021

Waktu : Pukul 08.00-09.00 WIB

Tempat : Ruang Sidang 1

Para penguji terdiri atas:

Penguji 1



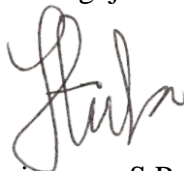
Drs. MIF. Baihaqi, M.Si
NIP. 19621208 198803 1 001

Penguji 2



Helli Ihsan, M.Si
NIP 19750912 200604 1 002

Penguji 3



Ita Juwitaningrum, S.Psi., M.Pd.
NIP.19780312 200501 2 002

Tanggung jawab yuridis ada pada:



Fanny Rafikasari
1605830

PERNYATAAN KEASLIAN SKRIPSI DAN PERNYATAAN BEBAS
PLAGIARISME

Dengan ini Saya menyatakan bahwa skripsi dengan judul **Pengaruh Stres Akademik terhadap *School Satisfaction* yang dimediasi oleh *Self Regulated Learning* pada siswa SMA Kota Bandung** ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini saya siap menanggung risiko/sanksi apabila dikemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Bandung, 2021

Fanny Rafikasari

Fanny Rafikasari, 2021

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KATA PENGANTAR

Dengan menyebut nama Allah yang Maha Pengasih lagi Maha Penyayang. Segala puji hanya milik Allah, Tuhan semesta alam. Shalawat dan salam semoga tercurahkan kepada penutup para nabi, sosok rahmat Allah untuk seluruh alam, yakni Junjungan kita Muhammad SAW.; juga kepada keluarganya, kepada para sahabatnya, juga kepada generasi tabiin dan generasi penerus tabiin yang terus menyebar kebaikan hingga hari kiamat.

Alhamdulillah, saya telah menyelesaikan penelitian yang berjudul “**Pengaruh Stres Akademik terhadap Kepuasan Terhadap Sekolah yang dimediasi oleh Self Regulated Learning pada siswa SMA Kota Bandung**”. Stres akademik, kepuasan terhadap sekolah, dan *self regulated learning* menjadi topik yang menarik untuk diteliti karena pengalaman sekolah yang dinilai negatif oleh siswa akan meningkatkan stres akademik. Siswa yang mengalami stres cenderung memiliki kepuasan terhadap sekolah yang rendah. Hal tersebut berdampak pada keterlibatan siswa dengan sekolah, prokrastinasi, bahkan prestasi akademik. *Self regulated learning* atau regulasi diri dalam belajar dapat membantu siswa untuk meningkatkan kepuasan siswa terhadap sekolah dan menjadi strategi koping yang berfokus pada masalah. Siswa yang melakukan regulasi diri, ia akan melakukan perencanaan, evaluasi maupun memonitor proses belajarnya. Regulasi diri juga berhubungan dengan stres, siswa yang stres cenderung memiliki regulasi diri yang rendah.

Saya berharap melalui penelitian ini pembaca dapat memahami dampak serta faktor yang menyebabkan stres akademik dan kepuasan terhadap sekolah. Serta dapat memahami dan mengimplementasikan regulasi diri dalam belajar di kehidupan sehari-hari. Saya juga menyadari bahwa penelitian ini masih memiliki banyak kekurangan oleh karena itu saya menerima segala saran dan kritik dengan senang hati.

Bandung, Maret 2021

Fanny Rafikasari, 2021

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Fanny Rafikasari
1605830

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Segala puji dan rasa syukur peneliti panjatkan kepada Allah SWT yang selalu melimpahkan rahmat dan ridho-Nya sehingga peneliti dapat menghadapi segala kesulitan dalam menyelesaikan skripsi ini. Banyak pihak yang telah membantu peneliti dalam proses pengerjaan skripsi ini, oleh karena itu peneliti mengucapkan terima kasih kepada:

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Bandung, 2021

Fanny Rafikasari

1605830

ABSTRAK

Fanny Rafikasari (1605830). *Pengaruh Stres Akademik Terhadap School Satisfaction Dimediasi oleh Self Regulated Learning Pada Siswa SMA Kota Bandung.* Skripsi, Departemen Psikologi, Fakultas Ilmu Pendidikan, Universitas Pendidikan Indonesia, Bandung (2020).

Penelitian ini bertujuan untuk mengetahui apakah *self regulated learning* berperan sebagai mediator dalam hubungan stres akademik terhadap school satisfaction pada siswa sma kota bandung. Pendekatan penelitian yang digunakan adalah pendekatan kuantitatif. Teknik sampling yang digunakan adalah convenience sampling. Sebanyak 317 partisipan mengisi kuesioner *Educational Stress Scale for Adolescents (ESSA)* dan *Self-Regulated of Learning Self-Report Scale (SRL-SRS)* yang diterjemahkan kedalam bahasa indonesia, dan alat ukur kepuasan hidup terhadap sekolah (*school satisfaction*) yang dikembangkan dari aspek-aspek kepuasan sekolah yang digunakan oleh huebner. Analisis data menggunakan analisis regresi linear dan analisis regresi berganda. Hasil penelitian ini menunjukkan bahwa *self regulated learning* bukan variabel mediator dalam hubungan stres akademik terhadap kepuasan terhadap sekolah, melainkan sebagai variabel prediktor yang berdiri sendiri terhadap kepuasan siswa terhadap sekolah dan terdapat pengaruh signifikan stres akademik dan *self regulated learning* terhadap kepuasan terhadap sekolah.

Kata kunci: stres akademik, *self regulaed learning*, *school satisfaction*.

ABSTRACT

Fanny Rafikasari (1605830). *Pengaruh Stres Akademik Terhadap School Satisfaction Dimediasi oleh Self Regulated Learning Pada Siswa SMA Kota Bandung.* Skripsi, Departemen Psikologi, Fakultas Ilmu Pendidikan, Universitas Pendidikan Indonesia, Bandung (2020).

This study aims to determine whether self-regulated learning acts as a mediator in the relationship of academic stress to school satisfaction among high school students in Bandung City. The research used a quantitative approach. The sampling technique used convenience sampling. A total of 317 participants filled out the Educational Stress Scale for Adolescents (ESSA) and Self-Regulated of Learning Self-Report Scale (SRL-SRS) questionnaires which were translated into Indonesian, and a measuring tool for school life satisfaction (school satisfaction) which is developed from the aspects of school satisfaction used by Huebner. Data analysis used linear regression analysis and multiple regression analysis. The results of this study indicate that self-regulated learning is not a mediator variable in the relationship of academic stress to school satisfaction, but as an independent predictor variable on student satisfaction with school and there is a significant effect of academic stress and self regulated learning on satisfaction with school.

Kata kunci: Academic Stress, *Self Regulaed Learning*, *School Satisfaction*.

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