

# **PENGARUH *SELF REGULATED LEARNING* TERHADAP STRES AKADEMIK PADA SANTRI**

**Nafisatul Holqiyah<sup>1</sup>, Anggraeni Swastika Sari<sup>2</sup>, Maulana Arif Muhibbin<sup>3</sup>**

Universitas Muhammadiyah Jember

[Nafisatulhlqyh8@gmail.com](mailto:Nafisatulhlqyh8@gmail.com)

**Fakultas Psikologi, Universitas Muhammadiyah Jember**

## **INTISARI**

Penelitian ini bertujuan untuk mengetahui pengaruh *Self-Regulated Learning* terhadap stres akademik pada santri di Pondok Pesantren Al-Ishlah Bondowoso. Penelitian menggunakan pendekatan kuantitatif non-eksperimental dengan metode regresi linear sederhana. Subjek penelitian berjumlah 130 santri yang dipilih menggunakan teknik *proportionate stratified random sampling*. Pengumpulan data menggunakan skala *Self-Regulated Learning* berdasarkan teori Zimmerman (1989) dengan reliabilitas Cronbach's Alpha sebesar 0,867 dan skala stres akademik berdasarkan *Educational Stress Scale for Adolescents* (ESSA) yang dikembangkan oleh Sun dan Dunne (2011) dengan reliabilitas Cronbach's Alpha sebesar 0,772. Analisis data dilakukan menggunakan analisis statistik deskriptif dan regresi linear sederhana. Hasil penelitian menunjukkan bahwa terdapat pengaruh negatif yang signifikan antara *Self-Regulated Learning* terhadap stres akademik ( $p < 0,001$ ) dengan nilai koefisien determinasi ( $R^2$ ) sebesar 0,373. Hasil tersebut menunjukkan bahwa *Self-Regulated Learning* mampu menjelaskan 37,3% variasi skor stres akademik, sedangkan 62,7% variasi skor stres akademik belum dapat dijelaskan oleh model penelitian. Hasil analisis deskriptif menunjukkan bahwa 65% santri memiliki *Self-Regulated Learning* pada kategori rendah dan 66% santri memiliki stres akademik pada kategori tinggi. Berdasarkan analisis per aspek, aspek beban tugas memiliki proporsi kategori tinggi terbesar pada stres akademik (62,3%), sedangkan aspek metakognitif memiliki proporsi kategori rendah terbesar pada *Self-Regulated Learning* (58,5%). Dengan demikian, semakin tinggi *Self-Regulated Learning* yang dimiliki santri, semakin rendah skor stres akademik yang diperoleh.

**Kata Kunci:** Pondok Pesantren, Santri, *Self Regulated Learning*, Stres Akademik

- 
1. Peneliti
  2. Dosen Pembimbing I
  3. Dosen Pembimbing II

# **PENGARUH SELF REGULATED LEARNING TERHADAP STRES**

## **AKADEMIK PADA SANTRI**

**Nafisatul Holqiyah<sup>1</sup>, Anggraeni Swastika Sari<sup>2</sup>, Maulana Arif Muhibbin<sup>3</sup>**

Universitas Muhammadiyah Jember

[Nafisatulhlqyh8@gmail.com](mailto:Nafisatulhlqyh8@gmail.com)

*Faculty of Psychology, Muhammadiyah University of Jember*

### **ABSTRACT**

*This study aimed to examine the effect of Self-Regulated Learning on academic stress among santri at Pondok Pesantren Al-Ishlah Bondowoso. This study employed a non-experimental quantitative approach using simple linear regression analysis. The participants consisted of 130 santri selected through proportionate stratified random sampling. Data were collected using a Self-Regulated Learning Scale based on Zimmerman's (1989) theory with a Cronbach's Alpha reliability coefficient of 0.867, and the Educational Stress Scale for Adolescents (ESSA) developed by Sun and Dunne (2011) with a Cronbach's Alpha reliability coefficient of 0.772. Data were analyzed using descriptive statistics and simple linear regression. The results revealed a significant negative effect of Self-Regulated Learning on academic stress ( $p < 0.001$ ) with a coefficient of determination ( $R^2$ ) of 0.373. These findings indicate that Self-Regulated Learning accounted for 37.3% of the variance in academic stress scores, while the remaining 62.7% of the variance was explained by factors not included in the present model. Descriptive analysis showed that 65% of the santri had low levels of Self-Regulated Learning, whereas 66% experienced high levels of academic stress. Based on the dimensional analysis, the workload dimension showed the highest proportion of participants in the high category (62.3%) for academic stress, while the metacognitive dimension showed the highest proportion of participants in the low category (58.5%) for Self-Regulated Learning. Therefore, higher levels of Self-Regulated Learning were associated with lower academic stress scores among the santri.*

**Keywords:** Academic Stress, Islamic Boarding School, Santri, Self Regulated Learning

- 
1. Researcher
  2. Supervisor 1
  3. Supervisor II