

PENGARUH STRES AKADEMIK DAN *PERCEIVED SCHOOL SUPPORT* DENGAN *SCHOOL BELONGING* DIMEDIASI OLEH RESILIENSI PADA SISWA SMPS LENTERA KASIH

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh stres akademik dan *perceived school support* terhadap *school belonging* melalui resiliensi pada siswa SMPS Lentera Kasih. Penelitian ini menggunakan pendekatan kuantitatif dengan desain *ex post facto* dan analisis jalur (*path analysis*). Sampel penelitian berjumlah 120 siswa menggunakan teknik *simple random sampling*. Data dikumpulkan menggunakan instrumen *Educational Stress Scale for Adolescents* (ESSA), *Child and Adolescent Social Support Scale* (CASSS), *Psychological Sense of School Membership* (PSSM), dan *Brief Resilience Scale* (BRS). Hasil penelitian menunjukkan bahwa stres akademik berpengaruh negatif signifikan terhadap *school belonging* ($\beta = -0,200$; $p = 0,002$) dan resiliensi. Sebaliknya, *perceived school support* berpengaruh positif signifikan terhadap *school belonging* ($\beta = 0,660$; $p = 0,000$) dan resiliensi ($\beta = 0,425$; $p = 0,000$). Resiliensi juga terbukti berpengaruh positif signifikan terhadap *school belonging* ($\beta = 0,166$; $p = 0,017$). Hasil analisis mediasi mengonfirmasi bahwa resiliensi mampu memediasi pengaruh stres akademik dan *perceived school support* terhadap *school belonging*, yang ditandai dengan penurunan nilai efek langsung variabel independen serta peningkatan nilai *R Square* model dari 54,8% menjadi 56,9%.

Kata kunci: stres akademik, *perceived school support*, resiliensi, *school belonging*

THE ROLE OF ACADEMIC STRESS AND PERCEIVED SCHOOL SUPPORT WITH SCHOOL BELONGING MEDIATED BY RESILIENCE AMONG STUDENTS OF SMPS LENTERA KASIH

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ABSTRACT

This study aims to analyze the effect of academic stress and perceived school support on school belonging through resilience among students at SMPS Lentera Kasih. This study used a quantitative approach with an ex post facto design and path analysis. The research sample consisted of 120 students selected using a simple random sampling technique. Data were collected using the Educational Stress Scale for Adolescents (ESSA), the Child and Adolescent Social Support Scale (CASSS), the Psychological Sense of School Membership (PSSM), and the Brief Resilience Scale (BRS). The results showed that academic stress had a significant negative effect on school belonging ($\beta = -0.200; p = 0.002$) and resilience. Conversely, perceived school support had a significant positive effect on school belonging ($\beta = 0.660; p = 0.000$) and resilience ($\beta = 0.425; p = 0.000$). Resilience was also proven to have a significant positive effect on school belonging ($\beta = 0.166; p = 0.017$). The mediation analysis results confirmed that resilience was able to mediate the effects of academic stress and perceived school support on school belonging, indicated by a decrease in the direct effect values of the independent variables and an increase in the model's R Square value from 54.8% to 56.9%.

Keywords: Academic Stress, Perceived School Support, Resilience, School Belonging.