

# PENGARUH POLA ASUH TERHADAP STRES AKADEMIK SISWA-SISWI SEKOLAH MENEGAH ATAS DI MEDAN

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## INTISARI

Stres akademik merupakan salah satu permasalahan kesehatan mental yang umum dialami remaja, yang muncul akibat berbagai tuntutan pendidikan seperti jadwal belajar yang padat, banyaknya tugas, serta tuntutan pencapaian akademik yang tinggi. Salah satu faktor yang memengaruhi kemampuan siswa dalam menghadapi tekanan tersebut adalah pola asuh orang tua. Penelitian ini melibatkan 198 siswa-siswi SMA Perguruan Buddhis Bodhicitta Medan. Hasil analisis menunjukkan bahwa pola asuh memberikan sumbangan efektif sebesar 48,6% terhadap stres akademik, yang ditunjukkan oleh nilai *Adjusted R Square* sebesar 0,486, sementara 51,4% sisanya dipengaruhi oleh faktor lain di luar penelitian ini. Lebih lanjut, hasil penelitian menunjukkan bahwa pola asuh *authoritarian* memiliki hubungan positif dan signifikan dengan stres akademik ( $t = 3,740$ ;  $p < 0,05$ ), demikian pula pola asuh *permissive* yang juga menunjukkan hubungan positif dan signifikan dengan stres akademik ( $t = 5,286$ ;  $p < 0,05$ ). Sebaliknya, pola asuh *authoritative* tidak menunjukkan hubungan yang signifikan dengan stres akademik ( $t = 0,107$ ;  $p > 0,05$ ). Dengan demikian, dapat disimpulkan bahwa penerapan pola asuh *authoritarian* dan *permissive* berkontribusi terhadap meningkatnya tingkat stres akademik siswa, sedangkan pola asuh *authoritative* tidak terbukti berpengaruh secara signifikan terhadap stres akademik pada siswa SMA di Medan.

**Kata kunci:** Stres Akademik, Pola Asuh Orangtua, *Authoritarian*, *Authoritative*, *Permissive*, Siswa SMA

# ***THE INFLUENCE OF PARENTING STYLES ON ACADEMIC STRESS OF HIGH SCHOOL STUDENTS IN MEDAN***

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## ***ABSTRACT***

*Academic stress is one of the mental health problems commonly experienced by adolescents, arising from various educational demands such as tight study schedules, a heavy workload, and high academic achievement expectations. One factor that influences students' ability to cope with this pressure is parental parenting style. This study involved 198 students of SMA Perguruan Buddhis Bodhicitta Medan. The results of the analysis showed that parenting style contributed an effective contribution of 48.6% to academic stress, as indicated by an Adjusted R Square value of 0.486, while the remaining 51.4% was influenced by other factors outside this study. Furthermore, the results showed that authoritarian parenting had a positive and significant relationship with academic stress ( $t = 3.740$ ;  $p < 0.05$ ), as did permissive parenting, which also showed a positive and significant relationship with academic stress ( $t = 5.286$ ;  $p < 0.05$ ). In contrast, authoritative parenting did not show a significant relationship with academic stress ( $t = 0.107$ ;  $p > 0.05$ ). Therefore, it can be concluded that the application of authoritarian and permissive parenting styles contributes to higher levels of academic stress among students, whereas authoritative parenting is not proven to have a significant effect on academic stress among high school students in Medan.*

***Keywords: Academic Stress, Parenting Styles, Authoritarian, Authoritative, Permissive, High School Students***