



EDUTECH

Jurnal Teknologi Pendidikan

Journal homepage <https://ejournal.upi.edu/index.php/edutech>

EduTech
JURNAL TEKNOLOGI PENDIDIKAN

Hubungan antara Dukungan Sosial Keluarga dan Stres Akademik Peserta Didik di SMA Negeri 10 Palembang

Rini Elmy Antika dan Nur Wisma

Universitas Sriwijaya, Indonesia

E-mail: rinielmi003@gmail.com nurwisma@fkip.unsri.ac.id

ABSTRACT	ARTICLE INFO
<p>Academic stress is a common psychological condition experienced by students due to various demands such as assignments, examinations, and performance expectations. This study aims to explore the relationship between family social support and academic stress among eleventh-grade students at SMA Negeri 10 Palembang. Employing a quantitative correlational design with purposive sampling, 84 students participated. Instruments included validated scales for family social support and academic stress. Data were analyzed using the Spearman Rho correlation test. Results indicated that family social support was generally at a moderate level, while academic stress ranged from moderate to high. However, no significant correlation was found between the two variables ($r = 0.023$; $p = 0.834$). These findings suggest that other factors, such as academic workload, school environment, and individual coping strategies, may have a stronger influence on students' academic stress levels.</p>	<p>Article History: <i>Submitted/Received 18 Juli 2025</i> <i>First Revised 26 Juli 2025</i> <i>Accepted 29 Juli 2025</i> <i>First Available online 06 Ags 2025</i> <i>Publication Date 01 Okt 2025</i></p> <p>Keyword: <i>Academic stress, Family support, Psychological pressure, Peserta didik, SMA</i></p>
<p>ABSTRAK</p> <p>Stres akademik merupakan kondisi psikologis yang umum dialami oleh peserta didik akibat berbagai tuntutan akademik, seperti tugas, ujian, dan tekanan untuk berprestasi. Penelitian ini bertujuan untuk mengetahui hubungan antara dukungan sosial keluarga dan stres akademik pada peserta didik kelas XI di SMA Negeri 10 Palembang. Penelitian ini menggunakan pendekatan kuantitatif korelasional dengan teknik purposive sampling terstruktur, melibatkan 84 peserta didik. Instrumen</p>	

yang digunakan berupa skala dukungan sosial keluarga dan skala stres akademik. Analisis data menggunakan uji korelasi Spearman Rho. Hasil penelitian menunjukkan bahwa tingkat dukungan sosial keluarga berada pada kategori sedang, sedangkan tingkat stres akademik berada pada kategori sedang hingga tinggi. Namun, tidak terdapat hubungan yang signifikan antara kedua variabel ($r = 0,023$; $p = 0,834$). Temuan ini menunjukkan bahwa stres akademik kemungkinan dipengaruhi oleh faktor lain di luar dukungan keluarga, seperti beban akademik, lingkungan sekolah, atau kemampuan coping peserta didik.

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1. PENDAHULUAN

Adolescence is a critical phase of human development characterized by significant physical, emotional, and social transitions. It is a time when individuals seek identity and independence, yet often experience vulnerability to various internal and external pressures, including academic-related challenges (Mahendroyoko, 2016). In this context, academic stress has emerged as one of the most prevalent psychological conditions among high school students. This stress may manifest due to burdensome homework, time constraints, examinations, and high expectations from both parents and teachers (Muti et al., 2023).

Academic stress refers to the psychological response to academic-related demands that exceed an individual's adaptive capabilities. Bedewy and Gabriel (as cited in Palangda et al., 2022) suggest that academic stress involves negative cognitive, emotional, and physiological reactions due to school-related demands. These include performance anxiety, reduced motivation, irritability, and even physical symptoms such as headaches or sleep disturbances. Furthermore, when stress is persistent and unmanageable, it can interfere with students' learning processes, reduce their concentration, and ultimately impair academic achievement (Safitri & Dewi, 2020). The prevalence of stress and mental health problems among adolescents has become a global concern. According to the World Health Organization (2018), approximately 10–20% of adolescents worldwide suffer from mental health issues, including stress and depression. In Indonesia, the Basic Health Research (Riskesdas, 2018) revealed that 6.1% of adolescents experience emotional mental disorders, which may stem from academic burdens, social pressures, or lack of support systems. One of the most crucial sources of support for adolescents is the family.

Family social support refers to the emotional, informational, instrumental, and appraisal assistance provided by family members to help an individual cope with stressful conditions (Sarafino & Smith, 2011). In the adolescent stage, family support plays an essential role in fostering resilience and positive coping mechanisms. A supportive family environment contributes to a sense of belonging, reduces anxiety, and helps students develop confidence in managing academic challenges (Ali, 2020; Mahira, 2021). Moreover, students who perceive high levels of family support tend to report lower levels of academic stress (Hilmi et al., 2018; Fatwa, 2014). Bandura's (1986) social cognitive theory emphasizes the importance of social environments—including families—in shaping individual behaviors, beliefs, and emotional regulation. The family serves as the first and most enduring source of emotional support, and this support becomes especially significant during critical academic periods. However, in many cases, adolescents may perceive a lack of support due to limited parental involvement, busy schedules, or ineffective communication patterns within the family.

Although numerous studies have highlighted the protective effect of family social support on stress levels, contextual research is still limited, particularly within Indonesian senior high schools. SMA Negeri 10 Palembang, as one of the public schools in South Sumatra, represents a diverse student population with various academic and social backgrounds. Therefore, this study seeks to explore the level of family social support and academic stress among its students and to investigate the relationship between the two variables.

This research is expected to provide meaningful insights for educators, school counselors, and parents in identifying and addressing the psychological needs of

students. Additionally, the findings may serve as a basis for developing intervention strategies aimed at enhancing students' mental health through strengthened family support.

Research questions are

- What is the level of family social support perceived by students at SMA Negeri 10 Palembang?
- What is the level of academic stress experienced by students at SMA Negeri 10 Palembang?
- Is there a significant relationship between family social support and academic stress among students at SMA Negeri 10 Palembang?
- For this study, the following hypotheses were formulated:
- H₀: There is no significant relationship between family social support and academic stress among students at SMA Negeri 10 Palembang.

2. METODE

This study This study aimed to examine the relationship between family social support and academic stress among students at SMA Negeri 10 Palembang. A quantitative correlational research design was used to explore this relationship. The design is suitable for measuring the strength and direction of association between two variables without manipulation. A purposive sampling technique was applied to select 84 students from Grade XI as respondents. The instruments used in this study were two questionnaires: one measuring family social support based on Sarafino & Smith's (2011) theory, and another measuring academic stress adapted from the framework of Lazarus & Folkman (1984). Both instruments had been tested for validity and reliability prior to distribution.

The data collection was conducted through self-administered questionnaires. Students were asked to complete the forms individually, and confidentiality was assured. For the analysis, Spearman Rho correlation was used since the data did not meet the assumption of normality.

3. HASIL DAN PEMBAHASAN

In all one A total of eighty-four (84) questionnaires were distributed to students of SMA Negeri 10 Palembang, and all questionnaires were successfully retrieved and analyzed. This indicates a 100% response rate. The respondents consisted of an equal number of male and female students. Out of the 84 students, 42 (50.0%) were male, and 42 (50.0%) were female. This indicates a balanced gender distribution in the sample. Details are shown in **Table 1**.

Table 1. Frequency distribution of respondents by sex.

Sex	No.	Percentage (%)
Male	42	50.0
Female	42	50.0
Total	84	100.0

Table 2 the reliability test results on the family social support variable instrument showed a Cronbach's Alpha value of 0.839. The value belongs to the very high category, which indicates that the instrument has excellent internal consistency. With a total of 18 valid statement items, this instrument is declared reliable and can be used in research

and the reliability test results of the academic stress variable instrument show that Cronbach's Alpha value is 1,000. Based on the reliability criteria, this value is included in the very high category, so that the instrument has an excellent level of internal consistency. With 18 statement items declared valid, this instrument is considered reliable and worth using in this study.

Table 2. reliability test results of variables X and Y.

Variable	Cronbach's Alpha	Reliability Level
Family Social Support (X)	0,839	Very High
Academic Stress (Y)	1,000	Very High

The hypothesis based on the data in **Table 3**, from a total of 84 students in class XI at SMA Negeri 10 Palembang, family social support is spread into five categories, namely, very low, low, medium, high and very high. Medium category has 33 respondents (39,3%), low 21 respondents (25,0%), high 15 respondents (17,9%), very high 12 respondents (14,3) and very low there are 3 respondents (3,6%).

Table 3. The level of family support received by students at SMA Negeri 10 palembang.

Category	Interval	Frequency	%
Very Low	$X \leq 19$	3	3,6%
Low	$19 < X \leq 30$	21	25,0%
Medium	$30 < X \leq 40$	33	39,3%
High	$40 < X \leq 50$	15	17,9%
Very High	$X > 50$	12	14,3%
Total		84	100%

Table 4, Based on the data in **table 4** academic stress in 84 students in class XI SMA Negeri 10 Palembang is spread in five categories with 42 respondents (50,0%), high 26 respondents (31,0%), very low 9 respondents (10,7%), low 5 Respondents (6,0%) and very high 2 respondents (2,4%). This shows that Most of the students who experience high academic stress, although there are those who Shows low academic stress symptoms.

Table 4. The level of Academic Stress of SMA Negeri 10 Palembang Students.

Category	Interval	Frequency	%
Very Low	$X \leq 33$	9	10,7%
Low	$33 < X \leq 46$	5	6,0%
Medium	$46 < X \leq 60$	42	50,0%
High	$60 < X \leq 73$	26	31,0%
Very High	$X > 73$	2	2,4%
Total		84	100%

The hypothesis based on the results of the hypothesis test using the Spearman Rho technique, Obtained a correlation coefficient value of 0.023 with a significance level of 0.834 ($p > 0.05$). This value shows that there is no relationship that Significant between the level of family social support and the level of academic stress on Class XI students at SMA Negeri 10 Palembang, will be seen in the following table:

Table 5. Spearman rho correlation test results between social support and stress academic.

			Skor total dukungan sosial keluarga	Skor total stres akademikk
Spearman's rho	Skor total dukungan sosial keluarga	Correlation Coefficientsig	1.000	.023
		Sig. (2-tailed)	.	.834
		N .	84	84
	Skor total stres akademikk	Correlation Coefficient	.023	1.000
		Sig. (2-tailed)	.834	.
		N	84	84

The purpose of this study is to examine the relationship between family social support and academic stress among students at SMA Negeri 10 Palembang. In order to achieve this aim, the insights of various psychological and educational theories were considered. Several relevant studies and journals were also reviewed, particularly in the areas of family support, academic pressure, and student mental health.

In addition, a purposive sampling technique was used to select eighty-four (84) students from Grade XI who met the research criteria. The questionnaire was the main instrument used for data collection, consisting of two scales: one measuring family social support and the other measuring academic stress. For the data analysis, the Spearman Rho correlation technique was employed to determine the significance of the relationship between the two variables. Research results show that there is no significant relationship between family social support and academic stress. This can be explained by the possibility that the form of family support received is general, not directly related to the academic pressure experienced by students. In addition, it may be that the support is not perceived as effective or relevant enough in the context of high academic burden. Factors such as personal coping strategies, pressure from the school

environment, and internal motivation can also be moderator variables that play a greater role in affecting students' academic stress levels.

4. SIMPULAN

The level of family social support among students was categorized as moderate. The level of academic stress experienced by students ranged from moderate to high. There was no significant relationship between family social support and academic stress ($r = 0.023$; $p = 0.834$). Other factors, such as academic workload and the learning environment, are likely to have a more dominant influence. The implications of this study show the need for a multi-dimensional approach in dealing with the academic stress of students. Not only social support from the family, but also interventions such as coping strategy training, workload management, and increased support from the school environment need to be considered. Further studies are recommended to examine the role of interpersonal relationship quality and parent-child communication patterns in influencing academic stress.

5. PERNYATAAN PENULIS

Penulis menyatakan bahwa tidak terdapat konflik kepentingan terkait penerbitan artikel ini. Penulis menegaskan bahwa naskah artikel bebas dari plagiarisme.

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