

HUBUNGAN ANTARA KECERDASAN EMOSIONAL DENGAN STRES AKADEMIK PADA SISWA SMA N 1 KINALI PASAMAN BARAT

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan antara kecerdasan emosional dengan stres akademik pada siswa SMA N 1 Kinali Pasaman Barat. Latar belakang penelitian didasarkan pada fenomena tingginya tingkat stres akademik di kalangan siswa, yang ditandai dengan reaksi emosional negatif, kesulitan konsentrasi, dan perilaku menunda-nunda tugas. Kecerdasan emosional dianggap sebagai faktor yang dapat mengurangi stres akademik karena kemampuannya dalam mengelola emosi dan memotivasi diri. Penelitian ini menggunakan metode kuantitatif dengan desain korelasional. Partisipan terdiri dari 211 siswa SMA N 1 Kinali Pasaman Barat yang dipilih melalui teknik simple random sampling. Data dikumpulkan menggunakan skala kecerdasan emosional (26 item, $\alpha = 0,894$) dan skala stres akademik (23 item, $\alpha = 0,903$), kemudian dianalisis dengan uji korelasi Pearson. Hasil penelitian menunjukkan adanya hubungan negatif yang signifikan antara kecerdasan emosional dengan stres akademik ($r = -0,599$; $p < 0,01$), artinya semakin tinggi kecerdasan emosional, semakin rendah stres akademik yang dialami siswa. Kecerdasan emosional memberikan sumbangan efektif sebesar 35,88% terhadap stres akademik. Implikasi penelitian ini menekankan pentingnya program pengembangan kecerdasan emosional di sekolah untuk membantu siswa mengelola stres akademik secara lebih efektif.

Kata kunci: kecerdasan emosional, stres akademik, siswa SMA, korelasi, pengelolaan emosi.

**THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND
ACADEMIC STRESS AMONG STUDENTS AT SMA N 1 KINALI
PASAMAN BARAT**

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ABSTRACT

This study examines the relationship between emotional intelligence and academic stress among students at SMA N 1 Kinali Pasaman Barat. Academic stress has become a significant concern in educational settings, often manifested through emotional distress, concentration difficulties, and Procrastination behaviors. Emotional intelligence, with its components of self-awareness, self-regulation, motivation, empathy, and social skills, is hypothesized to mitigate academic stress. Using a quantitative correlational design, the research involved 211 high school students selected through simple random sampling. Data were collected using validated scales measuring emotional intelligence (26 items, $\alpha = 0.894$) and academic stress (23 items, $\alpha = 0.903$). Pearson correlation analysis revealed a significant negative relationship between the variables ($r = -0.599$, $p < 0.01$), indicating that higher emotional intelligence correlates with lower academic stress. The findings suggest that emotional intelligence accounts for 35.88% of the variance in academic stress levels. These results emphasize the importance of integrating emotional intelligence development programs in school curricula to enhance students' stress management capabilities. The study contributes to the existing literature on adolescent psychology and Provides Practical implications for educational interventions.

Keywords: *emotional intelligence, academic stress, high school students, stress management, correlation.*