

ABSTRAK

Hubungan Antara *Academic Self-efficacy* dengan Stres Akademik Pada Mahasiswa Tingkat Pertama Di Masa Transisi Pandemi Serta Tinjauannya Dalam Islam

Tahun pertama perkuliahan merupakan periode transisi dari pendidikan menengah menuju pendidikan tinggi. Adanya tuntutan untuk menjadi pembelajar mandiri, serta transisi dari pembelajaran jarak jauh menuju pertemuan tatap muka tentunya dapat menjadi stres akademik. Di sisi lain, terdapat faktor-faktor yang mempengaruhi sejauh mana peserta didik dapat bertahan dalam menghadapi stres, salah satunya *self-efficacy*. Penelitian ini bertujuan untuk melihat hubungan *academic self-efficacy* dan stres akademik pada mahasiswa tingkat pertama di masa transisi pandemi dengan menggunakan metode kuantitatif. Jumlah partisipan penelitian ini sebanyak 210 orang mahasiswa aktif tingkat pertama. Instrumen penelitian yang digunakan adalah *Academic Self-Efficacy Scale* dan *Academic Stress Inventory*. Hasil penelitian dengan menggunakan teknik uji korelasi *spearman's rho* menunjukkan bahwa variabel *academic self-efficacy* dan stres akademik ($r_s = -.667, p < .001$) memiliki korelasi negatif yang signifikan. Dengan demikian, semakin tinggi *academic self-efficacy* maka semakin rendah stres akademik yang dialami mahasiswa. Dalam perspektif Islam, *academic self-efficacy* berkaitan dengan stres akademik, seorang muslim yang memiliki *academic self-efficacy* yang rendah maka memiliki tingkat stres akademik yang tinggi.

Kata Kunci : *Academic Self-efficacy*, Stres Akademik, Mahasiswa

ABSTRACT

The Relationship Between Academic Self-Efficacy and Academic Stress in First Year Students in the Pandemic Transition Period and Overview in Islam Perspective

The first year of college is a transition period from secondary education to higher education. The demand to be an independent learner, as well as the transition from distance learning to face-to-face meetings, can certainly cause academic stress. On the other hand, some factors influence the extent to which students can survive in the face of stress, one of which is self-efficacy. This research aims to look at the relationship between academic self-efficacy and academic stress in first-year students during the pandemic transition period using quantitative methods. The total number of participants in this research was 210 active first-year students. The research instruments used were the Academic Self-Efficacy Scale and the Academic Stress Inventory. The results of research using Spearman's rho correlation test technique show that the variables academic self-efficacy and academic stress ($r_s = -.667, p < .001$) have a significant negative correlation. Thus, the higher the academic self-efficacy, the lower the academic stress experienced by students. In an Islamic perspective, academic self-efficacy is related to academic stress, a Muslim who has low academic self-efficacy has a high level of academic stress.

Keywords : *Academic Self-Efficacy, Stress Academic, Student*