

ABSTRAK

GAMBARAN STRES AKADEMIK SISWA SEKOLAH DASAR YANG MENGALAMI PERALIHAN PEMBELAJARAN JARAK JAUH (PJJ) KE PEMBELAJARAN TATAP MUKA (PTM) SDN DURI PULO 07 DAN 09

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Diberlakukannya kembali Pembelajaran Tatap Muka (PTM) di Indonesia mengharuskan siswa untuk beradaptasi kembali dengan kebiasaan Pembelajaran Jarak Jauh (PJJ). Hal ini berdampak kurang baik terutama bagi siswa SDN Duri Pulo 07 dan 09 yang masih membutuhkan bimbingan untuk beradaptasi melepaskan kebiasaan Pembelajaran Jarak Jauh (PJJ). Tujuan dari penelitian ini untuk mengetahui gambaran stres akademik yang mengalami peralihan Pembelajaran Jarak Jauh (PJJ) ke Pembelajaran Tatap Muka (PTM) pada siswa SDN Duri Pulo 07 dan 09. Metode penelitian kuantitatif deskriptif, teknik *non probability sampling*, metode *purposive sampling*. Sampel penelitian berjumlah 88 siswa yang merupakan siswa SDN Duri Pulo 07 dan 09. Alat ukur berdasarkan teori Gadzella dengan reliabilitas (α) 0,937 dan 22 aitem valid. Hasil penelitian menunjukkan bahwa siswa SDN Duri Pulo 07 dan 09 mengalami stres akademik tinggi sebesar 59,1%. Dimensi dominan dari stres akademik yaitu dimensi *Physiological* (reaksi fisik). Hasil tabulasi silang menunjukkan bahwa siswa SDN Duri Pulo 07 dan 09 laki-laki maupun perempuan (59,1%), tingkat kelas 3 (65%), tinggal bersama kerabat (77,8 %), metode Pembelajaran Tatap Muka (PTM) (83,3 %), dan metode belajar kelompok (70,0%) cenderung mengalami stres akademik tinggi sedangkan siswa yang tinggal bersama orang tua, dengan metode Pembelajaran Jarak Jauh (PJJ) tingkat kelas 6 stres akademiknya cenderung rendah.

Kata kunci :Stres Akademik, Pembelajaran Tatap Muka (PTM) Pembelajaran Jarak Jauh (PJJ).

ABSTRACT

DESCRIPTION OF ACADEMIC STRESS OF ELEMENTARY SCHOOL STUDENTS WHO ARE EXPERIENCED THE TRANSITION OF DISTANCE LEARNING (PJJ) TO FACE-TO-FACE LEARNING (PTM) SDN DURI PULO 07 AND 09

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The re-enactment of Face-to-face Learning (PTM) in Indonesia requires students to re-adapt to distance learning habits (PJJ). This has an unfavorable impact, especially for the students of SDN Duri Pulo 07 and 09 who still need guidance to adapt to letting go of Distance Learning (PJJ) habits. The purpose of this study was to describe the academic stress that experienced the transition from distance learning (PJJ) to face-to-face learning (PTM) for students at SDN Duri Pulo 07 and 09. Descriptive quantitative research methods, non-probability sampling techniques, and purposive sampling methods. The research sample was 88 students who were students of SDN Duri Pulo 07 and 09. The measuring instrument was based on Gadzella's theory with reliability (α) 0.937 and 22 valid items. The results showed that students of SDN Duri Pulo 07 and 09 experienced high academic stress of 59.1%. The dominant dimension of academic stress is the Physiological dimension (physical reaction). The results of the cross tabulation showed that the students of SDN Duri Pulo 07 and 09 were male and female (59.1%), grade 3 (65%), lived with relatives (77.8%), face-to-face learning method (PTM) (83,3%, and group learning methods (70,0%) tend to experience high academic stress. Meanwhile, students who live with their parents, using distance learning method (PJJ) at grade 6 level tend to have low academic stress.

Keywords: *Academic Stress, Face-to-face Learning (PTM), Distance Learning (PJJ)*