

# HUBUNGAN ANTARA KELEKATAN ANAK-ORANG TUA DENGAN STRES AKADEMIK PADA SISWA SD N SRONDOL WETAN 02 SEMARANG DENGAN SISTEM PEMBELAJARAN *FULL DAY SCHOOL*

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## ABSTRAK

*Full day school* membuat siswa lebih banyak menghabiskan waktunya di sekolah. Hal ini mengakibatkan siswa mengalami stres akademik karena banyaknya tuntutan akademik. Anak pada masa sekolah dasar rentan terhadap stres karena kemampuannya masih terbatas dalam menghadapi stres, sehingga kelekatan anak-orang tua berpengaruh penting bagi anak dalam menghadapi stres akademik. Penelitian ini bertujuan untuk mengetahui hubungan antara kelekatan anak-orang tua dan stres akademik. Populasi yang digunakan dalam penelitian yaitu siswa kelas IV dan V SD N Sronдол Wetan 02 Semarang yang berjumlah 168 siswa dengan sampel penelitian sebanyak 115 siswa. Teknik pengambilan sampel menggunakan *cluster random sampling*. Alat ukur yang digunakan adalah skala kelekatan anak-orang tua (21 aitem,  $\alpha=.876$ ) dan skala stres akademik (23 aitem,  $\alpha=.876$ ). Analisis data menggunakan analisis regresi sederhana, dengan nilai  $r_{xy} = -.497$  dan  $p=.000$  ( $p<.05$ ). Hasil penelitian menunjukkan bahwa terdapat hubungan negatif yang signifikan antara kelekatan anak-orang tua dengan stres akademik pada siswa SD N Sronдол Wetan 02 Semarang dengan sistem pembelajaran *full day school*, artinya semakin tinggi kelekatan anak-orang tua, maka semakin rendah stres akademik siswa dan semakin rendah kelekatan anak-orang tua, maka semakin tinggi stres akademik siswa. Kelekatan anak-orang tua memberikan sumbangan efektif sebesar 24,7% terhadap stres akademik siswa.

**Kata kunci** : Kelekatan anak-orang tua; stres akademik; *full day school*

## ABSTRAK

*Full day school learning system makes students spend their more time in the school. This causes the students to get academic stress because there are many academic demands. The primary school students are susceptible to get stressed since their abilities in dealing with the stress are still limited, so the child-parent attachment is important for the children in the face of academic stress. This study aims to determine the relationship between child-parent attachment and academic stress. The population used in this study is the fourth and fifth-grade students of SD N Sronдол Wetan 02 Semarang totaling 168 students with the sample of 115 student. The sampling technique used in this study is cluster random sampling. The measuring instrument used in this research is the child-parent attachment scale (21 items,  $\alpha = .876$ ) and the academic stress scale (23 items,  $\alpha = .876$ ). The data analysis uses the simple regression analysis, with the value of  $r_{xy} = -.497$  and  $p = .000$  ( $p < .05$ ). The results show that there is a significant negative relationship between the child-parent attachment to the academic stress on students of SD N Sronдол Wetan 02 Semarang with the full day school learning system. It means that the higher the child-parent attachment is the lower the academic stress of students and the lower child-parent attachment is the higher the academic stress of students. The child-parent attachment contributes effectively to 24.7% of the academic stress on students.*

**Keywords**: Child-Parent Attachment, Academic Stress, Full Day School