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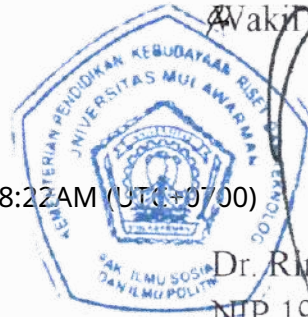
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 File name: Emosi\_Pada\_Siswa\_SMA\_Winda\_Hardianti\_Ningrum\_1902106...  
 File size: 187.44K  
 Page count: 11  
 Word count: 3,864  
 Character count: 25,386  
 Submission date: 12-Dec-2023 08:22 AM (UTC+0700)  
 Submission ID: 2235950479

## SIMILARITY INDEX



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NIP. 198104172005012001

**Psikobernes**  
Jurnal Ilmiah Psikologi  
Volume xx No x | Month Year: pp.ppp  
DOI: 10.30605/psikobernes

p-ISSN: 2477-2666  
e-ISSN: 2477-3674

**Stres Akademik Ditinjau Dari Kecerdasan Emosi Pada Siswa SMA**

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<b>Article Info</b>	<b>ABSTRACT</b>
Article history: Received: Revised: Accepted:	Students who experience the transition from distance learning to face-to-face learning are faced with challenges that require students to adapt again to new habits and rules in a short time, so there is a high possibility that students will experience academic stress. In dealing with academic stress that arises as a result of the transition from distance learning to face-to-face learning, the emotional intelligence factor is something that needs to be considered. This research uses a quantitative approach with a research sample of 100 students at SMA Negeri 1 Loa Janan who were selected using probability sampling techniques. The data analysis technique used is Pearson correlation analysis. The results of the research show that there is no relationship between emotional intelligence and academic stress in students at SMA Negeri 1 Loa Janan who experienced a transition from distance learning to face-to-face learning. Judging from the calculated r value < r table, namely 0.64 < 0.37 and the p-value of 0.583 (p > 0.05), which explains that even with high emotional intelligence students can still feel academic stress.
<b>Keywords:</b> Emotional intelligence; academic stress; face-to-face learning; distance learning.	
<b>ABSTRAK</b>	<b>Kata kunci</b>
Siswa yang mengalami peralihan dari pembelajaran jarak jauh ke pembelajaran tatap muka dihadapkan pada tantangan yang mengharuskan para siswa untuk beradaptasi kembali dengan kebiasaan dan aturan baru dalam waktu yang cepat sehingga besar kemungkinan siswa mengalami stres akademik. Dalam menghadapi stres akademik yang timbul akibat peralihan dari PJJ ke PTM, faktor kecerdasan emosi menjadi hal yang perlu dipertimbangkan. Penelitian ini menggunakan pendekatan kuantitatif dengan sampel probabilitas acak 100 siswa di SMA Negeri 1 Loa Janan yang dipilih menggunakan teknik probability sampling. Teknik analisis data yang digunakan berupa analisis korelasi Pearson. Hasil penelitian menunjukkan tidak terdapat hubungan antara kecerdasan emosi dengan stres akademik pada siswa SMA Negeri 1 Loa Janan yang mengalami peralihan pembelajaran PJJ menjadi PTM. Ditinjau dari nilai r hitung < r tabel yaitu 0,64 < 0,37 dan nilai p sebesar 0,583 (p > 0,05), yang menjelaskan bahwa dengan kecerdasan emosi yang tinggi pun siswa masih bisa merasakan stres akademik.	Kecerdasan emosi; Stres akademik; Pembelajaran Tatap Muka; Pembelajaran Jarak Jauh.
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