ABSTRAK

Mahasiswa Generasi Z menghadapi berbagai tuntutan akademik yang berpotensi menimbulkan stres akademik dan berkaitan dengan kondisi kesejahteraan psikologis. Penelitian ini bertujuan untuk mengetahui hubungan antara stres akademik dan kesejahteraan psikologis pada mahasiswa Generasi Z. Hipotesis penelitian ini adalah terdapat hubungan negatif antara stres akademik dan kesejahteraan psikologis pada mahasiswa Generasi Z, yaitu semakin tinggi stres akademik maka semakin rendah kesejahteraan psikologis, dan sebaliknya. Partisipan penelitian berjumlah 306 mahasiswa Generasi Z berusia 18–29 tahun yang dipilih menggunakan teknik *snowball sampling*. Pengumpulan data dilakukan menggunakan dua skala, yaitu *Ryff's Psychological Well-Being Scale* (RPWB) hasil adaptasi Prameswari Andini (2022) dan *Perception of Academic Stress Scale* (PASS) hasil adaptasi Tiara (2022) yang dimodifikasi peneliti, keduanya disusun dalam bentuk skala Likert. Data dianalisis menggunakan teknik korelasi Product Moment dari Pearson dengan bantuan program SPSS versi 25.0. Hasil penelitian menunjukkan terdapat hubungan negatif yang signifikan antara stres akademik dan kesejahteraan psikologis pada mahasiswa Generasi Z ($r = -0{,}578$; $p < 0{,}001$), sehingga hipotesis penelitian diterima. Stres akademik memberikan kontribusi sebesar 33,4% terhadap kesejahteraan psikologis ($R^2 = 0{,}334$), sedangkan 66,6% sisanya dipengaruhi oleh faktor lain di luar penelitian ini. Hasil kategorisasi menunjukkan mayoritas mahasiswa berada pada kategori sedang, baik pada stres akademik (62,7%) maupun kesejahteraan psikologis (64,1%).

Kata kunci: mahasiswa Generasi Z, kesejahteraan psikologis, stres akademik

ABSTRACT

Generation Z students face various academic demands that potentially trigger academic stress and relate to their psychological well-being. This study aims to examine the relationship between academic stress and psychological well-being among Generation Z students. The hypothesis proposed is that there is a negative relationship between academic stress and psychological well-being, meaning that the higher the academic stress experienced, the lower the psychological well-being, and vice versa. Participants consisted of 306 Generation Z students aged 18–29 years, selected using the snowball sampling technique. Data were collected using two scales, namely the Ryff's Psychological Well-Being Scale (RPWB) adapted by Prameswari Andini (2022) and the Perception of Academic Stress Scale (PASS) adapted by Tiara (2022) and modified by the researcher, both arranged in Likert scale format. Data were analyzed using Pearson's Product Moment correlation technique with the assistance of SPSS version 25.0. The results showed a significant negative relationship between academic stress and psychological well-being among Generation Z students ($r = -0.578$; $p < 0.001$), thus the proposed hypothesis was accepted. Academic stress contributed 33.4% to psychological well-being ($R^2 = 0.334$), while the remaining 66.6% was influenced by other factors not examined in this study. Categorization results showed that the majority of students were in the moderate category for both academic stress (62.7%) and psychological well-being (64.1%).

eywords: academic stress, Generation Z students, psychological well-being