HUBUNGAN ANTARA STRES AKADEMIK DENGAN PERILAKU CYBERBULLYING DI MASA PANDEMI PADA MAHASISWA UNIVERSITAS DIPONEGORO

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan antara stres akademik dengan perilaku *cyberbullying* di masa pandemi pada mahasiswa Universitas Diponegoro. *Cyberbullying* merupakan perilaku atau tindakan yang membahayakan dan menyakiti orang lain dengan menggunakan media elektronik di dunia maya. Perilaku *cyberbullying* juga berdampak negatif bagi korban yang mengalaminya. Salah satu faktor yang memengaruhi perilaku *cyberbullying* adalah stres akademik. Populasi penelitian ini adalah 40298 mahasiswa S1 Universitas Diponegoro. Sampel penelitian terdiri dari 348 mahasiswa yang diperoleh melalui teknik *purposive sampling*. Metode pengumpulan data menggunakan Skala Stres Akademik (28 aitem, α= 0,906.) dan Skala Perilaku *Cyberbullying* (30 aitem, α= 0,945.). Analisis *Spearman-Rho* menunjukan bahwa terdapat hubungan positif yang signifikan antara stres akademik dengan perilaku *cyberbullying* (r_s = 0,293; $p < 0{,}05$). Artinya semakin tinggi stres akademik yang dialami, maka semakin tinggi perilaku *cyberbullying* yang dilakukan oleh mahasiswa Universitas Diponegoro.

Kata kunci: stres akademik; *cyberbullying*; mahasiswa.

THE RELATIONSHIP BETWEEN ACADEMIC STRESS AND CYBERBULLYING BEHAVIOR DURING PANDEMIC STUDENTS IN DIPONONEGORO UNIVERSITY

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ABSTRACT

This study aims to determine the relationship between academic stress and cyberbullying behavior during the pandemic in Diponegoro University students. Cyberbullying is behavior or action that harms and hurts others by using electronic media in cyberspace. Cyberbullying behavior also has a negative impact on victims who experience it. One of the factors that influence cyberbullying behavior is academic stress. The population of this study was 40298 undergraduate students at Diponegoro University. The research sample consisted of 348 students obtained through purposive sampling technique. The data collection method used the Academic Stress Scale (28 items, = 0.906.) and the Cyberbullying Behavior Scale (30 items, = 0.945.). Spearman-Rho analysis showed that there was a significant positive relationship between academic stress and cyberbullying behavior ($rs = 0.293$; $p < 0.05$). This means that the higher the academic stress experienced, the higher the cyberbullying behavior carried out by Diponegoro University students..

Keyword: academic stress; cyberbullying; college student.