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## The Effect of School Climate on Stress Level of Vocational Middle School Students of Depok

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**ABSTRACT:** *This study aims to determine and test empirical data related to school climate on student stress levels. In this study the authors used a quantitative approach through the survey method. The sample of this research is 69 students of vocational high school ( SMK )Depok Polymedicine. Data collection techniques using a questionnaire / questionnaire, observation, and documentary studies. The data analysis technique used is descriptive analysis, correlation coefficient, and simple regression analysis. The type of analysis used is simple correlation and regression analysis. The results of this study indicate that there is a negative and significant influence between the school climate and the stress level of students of SMK Polimedik Depok. This is known based on the results of the correlation coefficient of -0.502 and the coefficient of determination R-square of 0.250. The simple regression results show the equation = 46,217 - 0.250 X<sub>2</sub> which means that partially, if there is an increase in one unit of school climate score, it will affect the decrease in student stress level scores by 0.250.*

**KEYWORDS:** school climate, stress level, vocational high school

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### INTRODUCTION

Lately a lot of students are experiencing stress even though the level is not heavy. This is because students are weak in dividing their time between school, study, worship, play, do schoolwork, and other activities. Students basically have an adaptation mechanism in dealing with problems, including in dealing with trauma, but adjustments to deal with traumatic stress are more difficult to do (Prawira, 2017) . In contrast to everyday stress, which generally can be more easily overcome, as experienced by school students, namely learning stress (Taufik, et al ., 20113) . Learning stress conditions are categorized as mild stress levels compared to traumatic stress which will interfere with the personality who experiences it and if not handled properly can greatly disrupt individual functions (Aryani, 2016). Another opinion states that the stress faced by individuals can be in the form of *non-ego-envolved* stress, namely stress that does not threaten a person's basic needs and *ego-envolved* stress, namely stress that threatens basic needs and the integrity of one's personality which requires correct and appropriate handling in the workplace. get over it Based on Hude's (2006) explanation that the concept of stress was originally based on the mechanical principles of load, stress, and *strain* . In the Qur'an to describe the serious

problems faced by humans, the word burden (on the back) is used as mentioned in the following verse:

وَوَضَعْنَا عَنْكَ وِزْرَكَ ۚ الَّذِي أَنْقَضَ ظَهْرَكَ ۗ

*And we have removed from you your burden. That weighs on your back . (Al Insyirah/94: 2-3)*

There are 3 (three) important things that must be done in dealing with stress, namely maintaining a relationship with Allah, regulating behavior and having social support from people around. Stress on students can be influenced by external factors such as the physical environment and conditions of social interaction at school , as well as internal conditions such as the number of learning tasks, demands for good rankings from parents, romance, conflicts among friends, and others .

Purwakanita Hasan in detail explains the concept of stress based on the principle of load mechanics through the letter Al Insyirah as follows:

أَلَمْ نَشْرَحْ لَكَ صَدْرَكَ ۙ وَوَضَعْنَا عَنْكَ وِزْرَكَ ۚ ۱  
الَّذِي أَنْقَضَ ظَهْرَكَ ۗ ۲  
وَرَفَعْنَا لَكَ ذِكْرَكَ ۚ ۳  
فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۝ ۴  
مَعَ الْعُسْرِ يُسْرًا ۖ ۶  
فَإِذَا فَرَغْتَ فَانصَبْ ۗ ۷  
وَإِلَىٰ رَبِّكَ فَأَرْجُ ۚ ۸

*Have We not opened your chest for you? And We have removed from you your burden, which weighs on your back? And We exalt for you your title (name) . For verily after hardship there is ease, verily after hardship there is ease. So when you have finished (from a business), do it seriously (business) another, and only to your Lord should you hope . (Al Insyirah/94: 1-8)*

If analyzed, the letter above includes both subjective and objective perspectives on stress. The second verse (burden) is more oriented towards an objective perspective, but the third verse (back), and verse one (dada) contains more of a subjective perspective. The continuation verse of this surah can also provide inspiration on how a person copes with the stress he faces.

First, in the principle of lever mechanics, there is a law that an object is easier to lift on a higher (longer) lever arm. To solve problems, humans must look from a higher place so that they can see the whole problem broadly. From this, humans will be able to see that "after hardship there is ease". Then, humans should not stand idly by, but must do the work one by one, either to solve the problem or other goals.

This verse also indicates time management techniques, how to organize work that does not pile up, so that the load becomes lighter. All of this must be done with full hope in God. If these steps have been done then the chest will feel airy. Psychologically open chest means getting calm. Biologically open chest means not suffering from diseases related to the chest or breathing (Hasan, 2008).

Hasan (2008) further explains that stress arises as a subjective reaction after a person compares the negative implications of a stressful event with the ability of adequate resources to cope with the incident. In this theory, stress occurs because a person perceives the consequences of this stressful event, and he does not have the ability to overcome it. In the Qur'an it is stated:

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْ

*Allah will not burden a person except according to his ability. He will be rewarded for the good he has worked for and will be punished (for his evil) . (Al Baqarah/2:286)*

From the description above, stress is a depressed condition due to internal or external factors that affect a person's physical, psychological and social life. Stress that occurs in a person is usually not the same from one another, although the factors that cause it may be the same. A person can experience mild, moderate, or severe stress (chronic stress). It is strongly influenced by emotional maturity, spiritual maturity, and one's ability to handle and respond to *stressors* (sources of stress).

The National Safety Council (2003) argues that not all stress is bad. Sometimes, a certain degree of stress is needed by humans to stay healthy. On that basis, they divide stress into good stress and bad stress. Stress is considered good if stress has an impact on the emergence of positive motivation and inspiration. While bad stress is stress that gives the impact of anger, tension, confusion, anxiety, feeling guilty, or overwhelmed.

The stress experienced by students is also closely related to the situation and condition of the school's physical environment or school climate. Mukhtar and Iskandar as quoted by Kompri (2014) state that school climate can be seen as an ideal characteristic that describes the psychological aspects of a particular school, which differentiates one school from another. These characteristics affect the behavior of teachers and students which form a kind of feeling of teachers and students towards the school.

According Supardi (2013) i claim school can affect the residents of the school, for example, a positive school climate is associated with emotional and behavioral problems of students. I claim the school refers to the "taste" of the school, and it can vary from one school to another school. The school climate reflects the physical and psychological aspects of the school that are easy to change and is a necessary pre-condition for the creation of a good teaching and learning process (Utari, 2015) .

Kathan Shukla, et al. ( in Supardi, 2013 ) mentions that the scope of the school climate is often very broad and can include various organizational, educational, interpersonal, and security aspects of the school experience . School climate is the atmosphere in a school. One aspect that can support the success of the learning process is the school climate. A conducive school climate is a climate that is truly appropriate and supports the smoothness and continuity of the teacher's learning process. For this reason, it is necessary to understand several things that have an important role in creating a conducive school climate, namely the physical environment, social environment, and cultural environment, these three aspects in the learning process must support each other (Supardi, 2013) .

The school climate determines the quality of a school that creates a healthy learning environment, initiates the dreams and aspirations of students and parents, stimulates the creativity and enthusiasm of teachers, and strengthens all stakeholders in it ( Ozen, 2018)

A conducive school climate is a prerequisite for the implementation of an effective teaching and learning process. Some elements of school climate that fosters student learning spirit in them that lingkungan school safe and orderly, optimistic and high expectations of the school community, school health, and activities centered on the student (*student centered activities*).

Unfortunately, the majority of school climates are still very much concerned with magnificent buildings, completeness of advice and infrastructure, but have not paid attention to a school climate that is proper and comfortable for learning, environmentally friendly, surrounded by an intimate spiritual atmosphere, created greetings, smiles (3S), and mutual respect. respect among the entire school community. If this is realized, surely the stress level of students due to the large number of school assignments does not have a negative effect on student achievement.

Based on the reality on the ground when making the initial observation, found a variety of problems that occur in vocational Polimedik Depok: first, stress which often occurs in the student is learning stress caused by internal factors and external student. Second, the stress that occurs among students is caused by the inability to adapt to the many school programs that must be carried out, and the physical and social environmental factors that are not conducive. Third, the school climate related to the physical condition of the school, the condition of the school environment and social conditions among school members still needs to be improved. Fourth, there is still a need for the realization of a positive school climate that will have an impact on increasing student enthusiasm for learning.

The formulation of the research problem is as follows: 1) What is the description of descriptive data on school climate and stress levels of students at the Depok Polymedic Vocational High School? 2) apakah there are climatic influences on the level of stress school students Vocational High School Polimedik Depok?

Theoretically, the *National Safety Council* (2003) defines stress as the inability to cope with threats faced by mental, physical, emotional, and spiritual human beings. Hawari (1997) explains that stress is the body's response to various non-specific demands or burdens on it. However, in addition, stress is also a trigger factor as well as a result of a disorder or disease.

Stress is a condition that requires individual response patterns because there are things that disturb the balance. Stress by Hude (2006) is defined as the physical and psychological reaction to the demands of living one's life burdensome and would interfere with the welfare of his (Crawford, and Henry, 2003).

Hude (2006) also explains that stress is something that poses a threat to the organism. Here in the distinction between challenges and threats. Challenge is something that comes from circumstances in which a person feels he is able to atasinya, sedangkan threat is something that comes from circumstances in which a person feels he can not handle it.

Hasan (2008) explains that based on the theory, stress comes from the Latin *strictus*. Stress is a complex and sometimes confusing concept. Hasan (2008) stated that initially the

concept of stress was based on the mechanical principles of load (external force), stress (which gets power), and tension (*strain*, damage as a result of load and stress). Scientific research on stress was initially carried out to examine how human reactions use their resources to fight or avoid threatening stimuli, whether it be physical tension (such as a burden that is beyond their capabilities), or psychological tension (such as negative emotions that arise due to relationship conflicts). social). But in its development, the word stress which was originally described in the concept of physics, is also explained in the concepts of biology, medicine and psychology to describe humans (Olpin and Hesson, 2013).

Olpin and Hesson (2013) describe stress in three ways, namely stimulus, response, and interaction. Stimulus to the stress caused by three things: *first*, a disaster, such as hurricanes and earthquakes, *the two* events major life (*major live event*), such as divorce and death, and *the third* is a chronic condition, such as staying in a noisy and crowded environment. Response is the way a person reacts to stress, either physiologically or psychologically, such as feeling nervous and the heart beating faster when speaking in public. While what is meant by interaction is a series of adjustments and the process of interaction between oneself and the environment or is also interpreted as a transaction (Aryani, 2016).

According to Klein, et al (2016), stress is described through the stimulus that causes stress, the response of people when stress occurs, and the interaction that occurs between the stimulus and response. Thus, stress is a condition created by the interaction between stimulus and response.

In terms of level, stress can be divided into two, namely ordinary/mild stress which is experienced by almost everyone and traumatic stress (severe stress) which refers to experiences that are painful, startling and exceed mild stress situations (Lee, 2012). Some examples of trauma include being in an accident, experiencing sexual harassment, sudden death of a family member, miscarriage and being fired from work. Stress resulting from or following a traumatic event is known as post-traumatic stress. Humans basically have adaptation mechanisms in dealing with problems, including in dealing with trauma, but adjustments to deal with traumatic stress are more difficult to do. In contrast to everyday stress, which generally can be more easily overcome, as experienced by school students, namely learning stress. Learning stress conditions are categorized as mild stress levels compared to traumatic stress which will interfere with the personality who experiences it and if not handled properly can greatly disrupt individual functions (Aryani, 2016). Another opinion states that the stress faced by individuals can be in the form of *non-ego-involved* stress, namely stress that does not threaten a person's basic needs and *ego-involved* stress, namely stress that threatens basic needs and the integrity of one's personality which requires correct and appropriate handling in the workplace. get over it Based on the explanation of Hude (2006) that the concept of stress was originally based on the mechanical principles of load, stress, and *strain*. In the Qur'an to describe the serious problems faced by humans, the word burden (on the back) is used as mentioned in the following verse:

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Further in the described by Holford, Patrick and Lawson (2015) theory of cognitive appraisal of stress states that the stress arising as a subjective reaction after someone did a comparison between the negative implications of stressful events with the ability of sufficient resources to cope with the incident. In this theory, stress occurs because a person perceives the consequences of this stressful event, and he does not have the ability to overcome it. In the Qur'an it is stated:

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Kompri (2014) states that the school climate is basically an ideal characteristic that describes the psychological aspects of a particular school, which differentiates one school from another. These characteristics affect the behavior of teachers and students which form a kind of feeling of teachers and students towards the school.

Another definition says that school climate refers to the "feel" of the school, and this can vary from one school to another (Yahya, 2019). The school climate reflects the physical and psychological aspects of the school that are easy to change and is a necessary precondition for the creation of a good teaching and learning process (Utari, 2015).

The measurement of school climate according to Cohen et al (1983) consists of 10 dimensions, which are grouped into four categories, namely 1) *safety*, 2) *teaching and learning*, 3) *interpersonal relationships*, and 4) *institutional environment*. The first category consists of a) *rules and norms*, which include rules that are clearly communicated and implemented consistently; b) *physical safety* includes the feeling of students and parents who feel safe from physical harm at school; and c) *social and emotional security* includes the feeling of students who feel safe from ridicule, innuendo, and exclusion. The second category consists of a) *support for learning*, indicating support for teaching practices, such as positive and constructive responses, encouragement to take risks, academic challenges, individualized attention, and opportunities to demonstrate knowledge and skills in various ways; b) *social and civic learning*, showing support for the development of social and community knowledge and skills, including effective listening, problem solving, reflection and responsibility, and ethical decision making. The third category consists of a) *respect for diversity*, showing mutual respect for individual differences at all levels, namely between students and students, parents and students, and parents and parents; b) *social support adults*, showing a cooperative and trusting relationship between parents and parents to support students in terms of high expectations for success, willingness to listen, and personal care; c) *social support students* show a network of relationships to support students' academic and personal activities. The fourth category consists of a) *school connectedness/engagement*, which includes positive ties to school, a sense of belonging, and general norms for participation in school life for students and families; and b) *physical surroundings*, including cleanliness, order, and attractiveness of facilities and adequate resources and materials.

Based on the description above, the school climate is a description of the physical and psychological aspects of the school that are felt by school residents (teachers, students and education staff) who have certain characteristics and distinguish schools from one another. Measurement of school climate according to Cohen (1983) is divided into 4 (four) categories, namely; 1) *safety* whose dimensions consist of *rules and norms*, *physical safety* and *social and emotional security*, 2) *teaching and learning* whose dimensions consist of *support for learning* and *social and civic learning*, 3) *interpersonal relationships* whose dimensions consist of *respect for diversity*, *social support adults* and *social support students*, 4) *institutional environment* whose dimensions consist of *school connectedness/engagement* and *physical surroundings*.

## METHOD

This research approach is quantitative which is based on the philosophy of positivism which emphasizes objective phenomena and is studied quantitatively. Making simplification of objectivity of the research design is done by using figures, statistical processing, and structure (Sukmadinata, 2017).

The method used in this study is the survey method, which is the method used to collect information in the form of opinions from a large number of people on a particular topic (Sukmadinata, 2017). The population in this study were all students of the Depok Polymedic Vocational High School, amounting to 215 students. The number of samples taken in this study were 69 people. The technique that is used is how the sample that researchers mix the subjects in the population so that all subjects are considered equal. Thus, the researchers gave the rights equal to every subject for an opportunity (*chance*) selected into the sample (Arikunto, 2002). The nature of the data in this study is in the form of numbers, scoring, discrete and continuum. The measurement of stress levels in this study uses the *Perceived Stress Scale 10* (PSS 10) measurement model. While to measure school climate, the author makes a research instrument by referring to the school climate theory developed by Cohen (1983).

The source of the data in the study is the subject from which the data was obtained, if the researcher uses a questionnaire or interview in collecting the data, then the source of the data is called the respondent, namely the person who responds or answers the researcher's questions (Widoyoko, 2013). In this case the data is divided into two, namely primary data and secondary data.

Data collection techniques in this study were using questionnaires, observations, interviews and documentary studies. Data analysis techniques include descriptive analysis and hypothesis testing. Descriptive data is obtained from the results of frequency analysis for each variable, in the form of grouping the calculated average data, average (*mean*), average standard error (*standard error of mean*), median and mode (*mode*), standard deviation (*standard deviation*), variants, (*variance*), range (*range*), the lowest score, highest score, and frequency distribution histogram graph that accompanied the three variables of the study. Next, a frequency table and histogram image are made for each variable.

To prove it, the associative hypothesis test was carried out by testing the correlation between the independent and dependent variables with simple linear regression. All analyzes were performed using IBM SPSS Statistics Version 25 software (Sugiyono, 2014).

## RESEARCH RESULT

### Description of Research Result Data

The data used as the basis for the description of the results of this study were the stress level score (Y), and the school climate (X). The data is processed, so that some descriptive



data can be seen, including: number of respondents (N), average price ( *mean* ), average standard error ( *standard error of mean* ), *median* or middle value, mode ( *mode* ) or value that often appear, *standard deviation* ( *standard deviation* ), variance ( *variance* ), range ( *range* ), lowest score ( *minimum score* ), highest score ( *maximum score* ) are as follows:

Table 1 . Descriptive Data on School Climate Variables (X)

Statistics		
School Climate		
N	Valid	69
	Missing	0
mean		107.49
Std. Error of Mean		1.221
median		108.40
Mode		108
Std. Deviation		10.140
Variance		102.812
Range		51
Minimum		77
Maximum		128
Sum		7417

Based on the table above, the descriptive data on the school climate variable (X) obtained from the research results show that the number of respondents is 69 respondents, the average score is 107.49, the standard error average score is 1.221, the median is 108.40, the mode is 108, standard deviation 110,140, variance 102,812, score range (range) 51, lowest score 77, highest score 128.

Table 2 . Frequency Distribution of School Climate Variables (X)

School Climate					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	77-81	2	2.9	2.9	2.9
	82-86	1	1.4	1.4	4.3
	87-91	3	4.3	4.3	8.7
	92-96	1	1.4	1.4	10.1
	97-101	7	10.1	10.1	20.3
	102-106	11	15.9	15.9	36.2
	107-111	22	31.9	31.9	68.1

<b>School Climate</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
112-116	12	17.4	17.4	85.5
117-121	5	7.2	7.2	92.8
122-126	4	5.8	5.8	98.6
127-131	1	1.4	1.4	100.0
Total	69	100.0	100.0	

Noting the descriptive data above, where the average score of school climate ( $X_1$ ) is 107,49 or equal to  $107.49 : 230 \times 100\% = 79.62\%$  of the ideal score is 135. Referring to the above criteria, then the students' perceptions of school climate is at a fairly high level (79,62%).

Table 3 . Descriptive Data of Student Stress Level Variable (Y)

<b>Statistics</b>		
Stress Level N	Valid	69
	Missing	0
mean		19.30
Std. Error of Mean		.609
median		19.73
Mode		16
Std. Deviation		5.059
Variance		25.597
Range		25
Minimum		4
Maximum		29
Sum		1332

Based on the table above, the descriptive data on the stress level variable (Y) obtained from the research results show that the number of respondents is 69 respondents, the average score is 19.30, the standard error average score is 0.609, the median is 19.73, the mode is 16, 5.059 standard deviations, variances 25.597, the range of scores (range) 25, the lowest score 4, the highest score of 29. the frequency distribution table with the number of classes divided by 3 (three) that is 0-13 (mild stress), 14-26 (stress s edang ) and 27-40 (severe stress).

Table 4. Frequency Distribution of Students' Stress Levels (Y) Stress Levels

		Freque ncy	Perce nt	Valid Perce nt	Cumulati ve Perce nt
Vali d	0-13	7	10.1	10.1	10.1
	14- 26	57	82.6	82.6	92.8
	27- 40	5	7.2	7.2	100.0
	Tota l	69	100.0	100.0	

Taking into account the descriptive data above, it can be concluded that of the 69 students of Depok Polymedicine Vocational School who became research respondents who experienced mild stress, there were 7 people (10.1%), who experienced moderate stress as many as 57 people (82.6%) and who experienced severe stress were as many as 5 people (7.2%).

### The Effect of School Climate (X) on Students' Stress Levels (Y)

The hypothesis of this research can be formulated as follows.

$H_0 \rho_{y.x2} = 0$  means that there is no influence school climate (X) on the level of stress (Y).

$H_a \rho_{y.x2} \neq 0$  : there is an influence school climate (X) on the level of stress (Y).

Table 5. Results of School Climate Correlation Test (X) on Student Stress Level (Y)

		Correlations	
		TOTAL_Y	TOTAL_X2
TOTAL_Y	Pearson Correlation	1	-.502 **
	Sig. (2-tailed)		.000
	N	69	69
TOTAL_X2	Pearson Correlation	-.502 **	1
	Sig. (2-tailed)	.000	
	N	69	69

According to the table above, it can be concluded that the 99% confidence level ( $\alpha = 0,01$ ) correlation coefficient of -0.502. Thus, the  $H_0$  is rejected and  $H_a$  accepted, which means that there is a negative and significant impact school climate on teacher performance. The correlation coefficient of 0.502 means that the correlation is at a moderate level.

Table 6 . The Results of the Coefficient of Determination of School Climate ( $X_2$ ) on Student Stress Level (Y)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.502 <sup>a</sup>	.252	.241	4.409

a. Predictors: (Constant), TOTAL\_X2

The test results of the coefficient of determination *R Square* of 0.252 means that the school climate can affect the stress level of students by 0.252 or 25.2%, the remaining 74.8% is influenced by other factors.

Table 7. Results of School Climate Regression Test ( $X_2$ ) against Student Stress Level(Y)]

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	46,217	5.693		8.118	0.000
	TOTAL_X	-0.250	0.053	-0.502	-4.748	0.000
2						

a. Dependent Variable: TOTAL\_Y

Based on the table above, it can be seen that the school climate regression equation on students' stress levels is  $= 46,217 - 0,250 X_2$ . This result can be interpreted that partially, if there is an increase in one unit of school climate score, it will affect the decrease in student stress scores by 0.250.

## DISCUSSION

School climate is proven to affect students' stress levels. From the statistical test known that the partial influence exerted school climate on student stress levels are negative with coefficient B of -0,250. These results indicate that the school climate can also be a factor that can reduce stress on students. This is in line with the views expressed by Marshall (in Mulyono, 2020) which suggests that i claim the school may mem p engaruhi many people in the school, for example, a positive school climate is associated with emotional and behavioral problems of students. A positive school climate is a school climate that is free from the possibility of noise, crowds and crime. Everything is always in a state of peace,

very friendly relations are prominent among the residents, starting from the principal, teachers, students and administrative staff. This kind of situation causes students to feel safe, peaceful, free from all pressures, threats that can harm their learning activities.

The principal of the Depok Polymedicine Vocational School has tried to present a positive school climate. Some of the efforts made include repairing school buildings, procuring supporting infrastructure, activating extracurricular activities, and tourism activities. Since these efforts need to be maintained and improved, it is also important for schools to pay attention to other aspects of school climate that is in keeping security of the school community and to build a more harmonious relationship between the school community and also parents.

The results of this study are in line with the opinion of dikemukakan by Sopiati and Sahari (2011) which states that the environmental study is one factor that is believed to be the key to achieving success in learning. To achieve joyful learning conditions without stress, students need to learn in a learning environment that supports this. Looking at the results of the research that the authors have done, it can be said that the theory presented by Sopiati and Sahari can be empirically proven that school climate has an influence on students' stress levels with a moderate strength of influence .

The results of this study also strengthen the findings of Kompri (2014) which found that a positive school climate, namely a school climate that is free from the possibility of noise, crowds and crime, causes students to feel safe, peaceful, free from all pressures, threats that can harm their learning activities.

## CONCLUSION

Based on the results of research and discussion, it can be concluded as follows:

1. Score average school climate ( $X_1$ ) is 107,49 or equal to 107.49:  $230 \times 100\% = 79.62\%$  of the ideal score is 135. Referring to the above criteria, then the students' perceptions of school climate were at a high enough level (79,62%). Of the 69 students of Depok Polymedicine Vocational School who became research respondents who experienced mild stress, there were 7 people (10.1%), who experienced moderate stress as many as 57 people (82.6%) and 5 people who experienced severe stress (7.2%).
2. There is a negative and significant influence between the school climate and the stress level of the Depok Polymedicine Vocational High School students. This is known based on the results of the correlation coefficient  $r_{yx}$  of -0.502 at the 99% confidence level ( $\alpha = 0.01$ ). A negative sign on the correlation coefficient means that the correlation that occurs is negative, while the correlation coefficient of 0.502 indicates that the correlation that occurs is at a moderate level. The magnitude of the influence or coefficient of determination R-square is 0.252, which means that the school climate has an effect on stress levels of 25.2% and means the remaining 74.8% is determined by other factors. For directions influence or dip regression coefficient  $e$  roleh  $Y = 46.217 - 0.250 X_1$ , which means that that partial, if there is an increase of one unit score of a school climate that will affect students' stress levels decrease score of 0.250.



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Result implications of this study are expected to be used as a parameter in the consideration or decision of an effort to bring attention to the learning school climate conducive as an effort to reduce the level of stress that occurs in students.

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