

Mediasi Academic Self-efficacy dalam Hubungan Persepsi Dukungan Makna Belajar dari Dosen dan Academic burnout pada Taruna Akademi Kepolisian Selama Pandemi = The Mediation of Academic Self-efficacy in the Relationship of Perceived Lecturer's Meaning Support in Learning and Academic Burnout on Police Cadets During Pandemic

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Abstrak

Di masa pandemi COVID-19, para peserta didik di Akademi Kepolisian, yang disebut taruna, menjalani program pembelajaran jarak jauh (PJJ). Selama PJJ, taruna memiliki tuntutan akademis yang tinggi dengan rutinitas yang padat. Kondisi ini berpotensi menyebabkan munculnya academic burnout yang berdampak negatif pada individu maupun lembaga pendidikan. Berdasarkan penelitian terdahulu, ditemukan bahwa academic burnout memiliki hubungan negatif dengan beberapa faktor, diantaranya adalah academic self-efficacy dan peran dari pengajar untuk memberikan dukungan dalam proses belajar peserta didik. Penelitian ini dilakukan untuk melihat peran academic self-efficacy dalam hubungan antara persepsi dukungan makna belajar dari dosen dan academic burnout. Sebanyak 279 partisipan diperoleh dalam penelitian yang menggunakan alat ukur 'Academic Burnout', 'Academic Self-efficacy', dan 'Persepsi Dukungan Makna Belajar dari Dosen'. Data yang diperoleh dianalisis menggunakan Hayes Macro PROCESS untuk menguji model mediasi. Hasil penelitian menunjukkan bahwa academic self-efficacy secara parsial dan signifikan memediasi ($ab = -.26, p < .001, 95\% \text{ CI } [-.40 \text{ s.d. } -.11]$) hubungan antara persepsi dukungan makna belajar dari dosen dan academic burnout. Temuan dari penelitian ini membuktikan bahwa persepsi dukungan makna belajar dari dosen berperan penting dalam meningkatkan academic self-efficacy pada taruna Akpol untuk dapat menurunkan potensi academic burnout yang dialami selama PJJ.

<hr>During the COVID-19 pandemic, students at the Indonesian Police Academy, called cadets, underwent a distance learning program. During distance learning, cadets have high academic demands with a busy routine. This condition can lead to the emergence of academic burnout, which has a negative impact on individuals and educational institutions. Previous research found that academic burnout has a negative relationship with several factors, including academic self-efficacy and the lecturer's role to provide support in learning. This research was conducted to see the role of academic self-efficacy on the relationship between perceived lecturer's meaning support in learning and academic burnout. A total of 279 participants were obtained in the study using measuring instruments 'Academic Burnout', 'Academic Self-efficacy', and 'Perceived Lecturer's Meaning Support in Learning'. The data obtained were analyzed using Hayes Macro PROCESS to test the mediation model. The results showed that academic self-efficacy partially and significantly mediates ($ab = -.26, p < .001, 95\% \text{ CI } [-.40 \text{ to } -.11]$) relationship between perceived lecturer's meaning support in learning and academic burnout. This finding proved that the perceived lecturer's meaning support in learning plays an important role in improving academic self-efficacy for police cadets, in order to reduce the potential of academic burnout experienced during distance learning