

## Peran passion dalam belajar terhadap academic burnout pada mahasiswa di wilayah Jabodetabek dalam pembelajaran jarak jauh (PJJ) = The role of passion for studying on academic burnout among university students in Jabodetabek in distance learning (PJJ).

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### Abstrak

Kondisi Pembelajaran Jarak Jauh (PJJ) dapat memicu atau memperburuk academic burnout pada mahasiswa. Passion dalam belajar dapat membantu mahasiswa menghadapi tuntutan-tuntutan akademis agar terhindar dari kelelahan fisik dan emosional, serta tetap termotivasi melakukan tugas-tugas selama menjalani perkuliahan. Penelitian ini dilakukan untuk mengetahui hubungan antara passion dalam belajar dan academic burnout serta kontribusi kedua tipe passion yaitu harmonious dan obsessive passion terhadap academic burnout. Partisipan penelitian ini sejumlah 201 mahasiswa S1/D4 tahun pertama sampai tahun terakhir yang sedang mengikuti PJJ di perguruan tinggi Jabodetabek. Pada penelitian ini academic burnout diukur menggunakan Maslach Burnout Inventory - Students Survei (Arlinkasari & Rauf, 2016), sedangkan passion dalam belajar diukur menggunakan Passion Scale (Marsh et al., 2013) yang diadaptasi ke dalam konteks akademis dan Bahasa Indonesia. Analisis data menggunakan teknik statistik Pearson product-moment correlation dan multiple linear regression. Hasil penelitian menunjukkan adanya korelasi negatif dan signifikan ( $r = -.48, p < .01$ ) antara passion dalam belajar dan academic burnout. Passion dalam belajar berkontribusi sebesar 21% terhadap penurunan academic burnout. Harmonious passion ( $= -.40, p < .01$ ) memiliki kontribusi lebih besar terhadap penurunan academic burnout dibandingkan obsessive passion ( $= -.08, p > .05$ ) yang artinya semakin tinggi harmonious passion mahasiswa dalam belajar, maka academic burnout nya akan semakin rendah.

.....Conditions of Distance Learning (PJJ) can trigger or worsen academic burnout in university students. Passion for studying can help university students face academic demands in order to avoid physical and emotional fatigue, and stay motivated to do assignments during their studies. This research was conducted to determine the relationship between passion for studying and academic burnout and the contribution of the two types of passion, namely harmonious and obsessive passion to academic burnout. Participants in this study were 201 S1 / D4 students from the first to the last year who were following PJJ at higher education in Jabodetabek. In this study, academic burnout was measured using the Maslach Burnout Inventory - Students Survey (Arlinkasari & Rauf, 2016), while passion for studying was measured using the Passion Scale (Marsh et al., 2013) which researchers adapted to the academic context and Indonesian language. Data analysis used statistical techniques Pearson product-moment correlation and multiple linear regression. The results showed a negative and significant correlation ( $r = -.48, p < .01$ ) between passion for studying and academic burnout. Passion for studying contributed 21% to the decline in academic burnout. Harmonious passion ( $= -.40, p < .01$ ) has a greater contribution to reducing academic burnout than obsessive passion ( $= -.08, p > .05$ ) which means that the higher the students' harmonious passion for studying, the lower the academic burnout will be.