

# Kontribusi Trait Kepribadian Terhadap Tingkat Academic Burnout Pada Siswa Kelas 3 SMA Negeri di Jakarta Saat Pembelajaran Jarak Jauh = Contribution of Personality Traits to the Level of Academic Burnout in Grade 3 Students of Public High Schools in Jakarta during Distance Learning

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## Abstrak

Penelitian ini bertujuan untuk melihat kontribusi atau peran trait kepribadian terhadap academic burnout pada siswa kelas 3 SMA Negeri di Jakarta, khususnya pada Pembelajaran Jarak Jauh (PJJ) selama masa pandemi Covid-19. Dalam pelaksanaannya, PJJ memiliki dampak yang membuat pembelajaran menjadi kurang efektif, sehingga memengaruhi kondisi mental sosial emosional siswa. Kendala-kendala yang muncul dan beban tugas selama PJJ menyebabkan siswa dapat merasa lelah secara emosional, tidak merasa mampu dalam menyelesaikan tugas, dan menjadi tidak peduli terhadap kegiatan belajarnya. Dengan kata lain siswa mengalami academic burnout. Penelitian ini dilakukan pada 357 siswa kelas 3 SMAN di Jakarta. Academic burnout diukur dengan menggunakan Maslach Burnout Inventory – Student Survey (MBI-SS). Sementara itu kepribadian siswa diukur menggunakan IPIP-BFM-25. Hasil perhitungan Pearson correlation menunjukkan bahwa kelima trait kepribadian (extraversion, agreeableness, conscientiousness, emotional stability, dan intellect) memiliki hubungan yang negatif dan signifikan dengan academic burnout. Hasil analisis lanjutan menunjukkan bahwa kecuali trait extraversion, empat trait kepribadian lainnya memiliki kontribusi yang signifikan terhadap munculnya academic burnout pada siswa

.....This study aims to see the influence and contribution of personality traits on academic burnout in grade 12 public high school students in Jakarta, especially during the PJJ or Distance Learning period. Throughout its implementation PJJ has made learning less effective, thus affecting the social emotional state of students. Constraints and the workload during PJJ cause students to feel emotionally tired, incapable of completing assignments, and become indifferent towards their academic activities. In other words, students experience academic burnout. The study was conducted on 357 12th graders at SMAN in Jakarta. Academic burnout was measured using the Maslach Burnout Inventory - Student Survey (MBI-SS). Meanwhile, student personality is measured using IPIP-BFM-25. The results of the Pearson correlation calculation show that the five personality traits (extraversion, agreeableness, conscientiousness, emotional stability, and intellect) have a negative and significant relationship with academic burnout. Further analysis show that except for extraversion, four other personality traits have a significant contribution to the emergence of academic burnout in students