

# Hubungan antara prokrastinasi akademik dan academic burnout di situasi pandemi covid-19 pada Mahasiswa Fakultas Psikologi Universitas Indonesia = The relationship between academic procrastination and academic burnout among University of Indonesia Psychology Students during the covid-19 pandemic.

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## Abstrak

Perubahan metode pembelajaran pada mahasiswa dari tatap muka menjadi Pembelajaran Jarak Jauh (PJJ) dapat mengakibatkan berbagai masalah pada mahasiswa, antara lain masalah academic burnout yang ditandai oleh kondisi kelelahan fisik, perilaku sinis yang ditandai dengan menurunnya motivasi, dan kurangnya efikasi diri yang disebabkan oleh banyaknya tuntutan akademik (Schaufeli et al., 2002). Salah satu faktor yang dapat memengaruhi academic burnout mahasiswa adalah perilaku prokrastinasi akademik. Penelitian ini ingin melihat hubungan antara prokrastinasi akademik dan academic burnout di situasi PJJ selama pandemi Covid-19. Pengukuran academic burnout dilakukan dengan menggunakan Maslach Burnout Inventory Student Survey (MBI-SS), sedangkan pengukuran prokrastinasi akademik dilakukan dengan menggunakan Academic Procrastination Scale-Short Form (APS-S). Partisipan penelitian ini adalah mahasiswa Fakultas Psikologi Universitas Indonesia (N=201; perempuan = 82.6%). Hasil analisis Pearson Correlation menunjukkan bahwa terdapat hubungan positif yang signifikan antara prokrastinasi akademik dan academic burnout pada mahasiswa Fakultas Psikologi Universitas Indonesia  $r(201) = .19, p < 0.01$ . Kemudian, terdapat hubungan yang signifikan antara prokrastinasi akademik dan dimensi academic burnout yaitu exhaustion  $r(201) = .35, p < 0.01$ , cynicism  $r(201) = .36, p < 0.01$ , dan academic inefficacy  $r(201) = .46, p < 0.01$ . Temuan penelitian ini memberi masukan bahwa perilaku prokrastinasi akademik berhubungan dengan adanya kecenderungan academic burnout mahasiswa.

.....Changes in learning methods for students from offline to distance learning (PJJ) can cause various problems for students, including academic burnout which are characterized by physical exhaustion, cynical behavior marked by decreased motivation, and lack of self-efficacy caused by academic demands (Schaufeli et al., 2002). One factor that can influence student academic burnout is academic procrastination. This study wants to examine the relationship between academic procrastination and academic burnout during the PJJ situation. Measurement of academic burnout was carried out using Maslach Burnout Inventory Student Survey (MBI-SS), whereas measurement of academic procrastination was carried out using Academic Procrastination Scale-Short Form (APS-S). The participants of this study were students of the Faculty of Psychology, University of Indonesia (N=201; female = 82.6%). Pearson Correlation analysis shows that there is a significant positive correlation between academic procrastination and academic burnout  $r(201) = .19, p < 0.01$ . Furthermore, there is a significant correlation between academic procrastination and the dimensions of academic burnout, namely exhaustion  $r(201) = .35, p < 0.01$ , cynicism  $r(201) = .36, p < 0.01$ , and academic inefficacy  $r(201) = .46, p < 0.01$ . Findings of this study provide input that academic procrastination is related to the tendency of academic burnout.