

Hubungan Tipe Motivasi Akademis Dan Burnout Akademis Pada Siswa SMA Yang Menjalani Pembelajaran Jarak Jauh Selama Pandemi Covid-19 = Relationship between Types of Academic Motivation and Academic Burnout in High School Students Undergoing Distance Learning during the Covid 19 Pandemic

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Abstrak

Penelitian ini bertujuan untuk melihat hubungan antara tipe motivasi akademis dan burnout akademis yang terjadi pada siswa SMA selama pembelajaran jarak jauh di masa pandemi Covid-19. Penelitian ini merupakan penelitian kuantitatif korelasional dengan teknik analisis spearman correlation. Alat ukur yang digunakan untuk mengukur variabel burnout akademis adalah Maslach Burnout Inventory-Student Survey (MBI-SS) dan motivasi akademis diukur menggunakan Academic Motivation Scale (AMS)-Bahasa Indonesia versi singkat. Seratus lima puluh tiga (153) siswa SMA sederajat yang menjalani pembelajaran jarak jauh menjadi partisipan dalam penelitian yang diadakan secara daring. Penelitian menunjukkan tiga hasil, pertama motivasi intrinsik dan burnout akademis memiliki korelasi negatif signifikan dengan ($r = -0.51^{**}$, $p < 0,01$). Kedua, motivasi ekstrinsik dan burnout akademis berkorelasi negatif signifikan dengan ($r = -0.41^{**}$, $p < 0,01$). Ketiga, amotivasi dan burnout akademis berkorelasi positif signifikan dengan ($r = 0.36^{**}$, $p < 0,01$). Dari penelitian ini diketahui tiga tipe motivasi akademis: intrinsik, ekstrinsik, dan amotivasi memiliki hubungan signifikan dengan burnout akademis.

.....This study aims to look at the relationship between types of academic motivation and academic burnout that occurs in high school students during distance learning in the Covid-19 pandemic. This research is a quantitative correlational study using the Spearman correlation analysis technique. The measurement tool used to measure academic burnout is the Maslach Burnout Inventory-Student Survey (MBI-SS) and academic motivation is measured using the Academic Motivation Scale (AMS)-short version. One hundred and fifty-three (153) high school students who underwent distance learning became participants in the research which was conducted online. Research shows three results, firstly intrinsic motivation and academic burnout have a significant negative correlation ($r = -0.51^{**}$, $p < 0.01$). Second, extrinsic motivation and academic burnout have a significant negative correlation ($r = -0.41^{**}$, $p < 0.01$). Third, amotivation and academic burnout have a significant positive correlation ($r = 0.36^{**}$, $p < 0.01$). From this study it is known that three types of academic motivation: intrinsic, extrinsic, and amotivation have a significant relationship with academic burnout.