

INTISARI

Latar belakang: Pendidikan keperawatan sebagai program studi dengan tekanan akademik tinggi yang dapat menyebabkan terjadinya stres akademik dan *burnout* akademik pada mahasiswa. Tahun studi menjadi salah satu faktor yang memengaruhi kondisi stres akademik dan *burnout* akademik yang cenderung mengalami perubahan signifikan setiap tahunnya.

Tujuan penelitian: Mengidentifikasi perbedaan tingkat stres akademik dan *burnout* akademik pada mahasiswa S-1 Ilmu Keperawatan FK-KMK UGM tahun pertama, kedua, ketiga, dan keempat.

Metode: Penelitian ini merupakan penelitian *cross sectional* yang melibatkan 242 responden mahasiswa S-1 Ilmu Keperawatan FK-KMK UGM tahun pertama, kedua, ketiga, dan keempat pada September-Oktober 2024 menggunakan teknik *proportionate stratified random sampling*. Pengumpulan data menggunakan kuesioner *Perception Academic Stress Scales (PASS)* dan *Maslach Burnout Inventory-Student Survey (MBI-SS)*. Analisis data menggunakan uji ANOVA.

Hasil: Mahasiswa sebanyak 68,2% (n=165) mengalami stres akademik dan *burnout* akademik sebanyak 67,4% (n=163) dalam kategori sedang. Tidak terdapat perbedaan stres akademik ($p\text{-value}=0,810$) yang signifikan pada mahasiswa tahun pertama, kedua, ketiga, dan keempat. Tidak terdapat perbedaan *burnout* akademik ($p\text{-value}=0,143$) yang signifikan pada mahasiswa tahun pertama, kedua, ketiga, dan keempat. Terdapat perbedaan yang signifikan pada sumber dukungan sosial dan tingkat stres akademik ($p\text{-value}=0,016$). Terdapat perbedaan yang signifikan antara usia ($p\text{-value}=0,013$) dan tingkat *burnout* akademik. Terdapat perbedaan yang signifikan pada sumber dukungan sosial ($p\text{-value}=p=0,001$) dan tingkat *burnout* akademik.

Kesimpulan: Tidak terdapat perbedaan stres akademik dan *burnout* akademik yang signifikan pada mahasiswa tahun pertama, kedua, ketiga, dan keempat. Dukungan sosial berperan penting sebagai upaya yang dapat dilakukan mahasiswa untuk menurunkan tingkat stres akademik dan *burnout* akademik.

Kata kunci: Stres akademik, *burnout* akademik, mahasiswa S1 keperawatan, tahun akademik

ABSTRACT

Background: Nursing education as a study program with high academic pressure that can cause academic stress and burnout in nursing students. Years of study are one factor that influences academic stress and burnout conditions, which tend to experience significant changes every year.

Objective: This study aims to identify difference in academic stress and burnout levels in the first, second, third, and fourth-year students of Bachelor of Nursing Study Program, Faculty of Medicine, Public Health, and Nursing, Universitas Gajah Mada.

Method: This study used a cross-sectional research design involved 242 respondents of first, second, third, and fourth-year students of Bachelor of Nursing Study Program, Faculty of Medicine, Public Health, and Nursing, UGM. They were selected through proportionate stratified random sampling from September - October 2024. Data were collected using the Perception Academic Stress Scales (PASS) and Maslach Burnout Inventory-Student Survey (MBI-SS) questionnaires. Data analysis was conducted using ANOVA test.

Result: A total of 68.2% (n=165) of students experienced moderate academic stress and 67.4% (n=163) experienced moderate academic burnout. There was no significant difference between academic stress (p-value=0.810) among first, second, third, and fourth-year students. There was no significant difference between academic burnout (p-value=0.143) among first, second, third, and fourth-year students. There was a significant difference between sources of social support (p-value=0.016) and academic stress level. There was a significant difference between age (p-value=0.013) and academic burnout level. There was a significant difference between sources of social support (p-value=p=0.001) and academic burnout level.

Conclusion: There was no significant difference between academic stress and academic burnout among first, second, third, and fourth-year students. Social support plays an important role in helping students to reduce their academic stress levels and academic burnout.

Keywords: Academic stress, academic burnout, nursing undergraduate students, year of study