

## ABSTRAK

**Latar Belakang:** *Burnout syndrome* adalah kondisi kelelahan psikologis yang penting ditangani di lingkungan akademik. Konsep *mindfulness* merupakan peluang strategi intervensi yang dapat mencegah *burnout syndrome* mahasiswa. Hubungan antara *mindful eating* dan *burnout syndrome* dapat dieksplorasi sebagai langkah rekomendasi intervensi untuk mengurangi *burnout syndrome*.

**Metode:** Penelitian menggunakan metode *cross sectional* dengan subjek mahasiswa sarjana program studi Kedokteran dan Non Kedokteran angkatan 2021 – 2024. Kuesioner *Maslach Burnout Inventory* (MBI) digunakan untuk menetapkan status *burnout syndrome* sedangkan kuesioner *Mindful Eating Questionnaire* (MEQ) digunakan untuk mengetahui dimensi *mindful eating*. Data diuji dengan regresi logistik sederhana dan regresi logistik ordinal.

**Hasil:** Dimensi *burnout syndrome* responden didominasi kelelahan emosional dan rasa rendah pada capaian diri derajat rendah. Meskipun didominasi derajat rendah, lebih dari 25% responden mengalami *burnout syndrome* derajat sedang. *Mindful eating* program studi Kedokteran mengarah pada *distraction* sedangkan Non Kedokteran mengarah pada *awareness*. *Mindful eating* dengan tipe *distraction* (aOR = 0,45;  $p < 0,05$ ) dan *external cues* (aOR = 2,23;  $p < 0,05$ ) serta aktivitas fisik sedang (aOR = 2,02;  $p < 0,05$ ) berhubungan signifikan terhadap *burnout syndrome* setelah dikendalikan variabel perancu. *Problem focused-coping* berperan sebagai faktor protektif terhadap kelelahan emosional (aOR = 0,32;  $p < 0,05$ ) dan depersonalisasi (aOR = 0,40;  $p < 0,05$ ) serta berbanding lurus terhadap rasa rendah pada capaian diri (aOR = 2,49;  $p < 0,05$ ).

**Kesimpulan:** *Distraction*, *external cues*, *problem-focused coping*, dan aktivitas fisik sedang perlu dipertimbangkan dalam strategi untuk mengurangi *burnout syndrome*.

**Kata kunci:** *burnout syndrome*, akademik, mahasiswa, *mindful eating*

## ABSTRACT

**Background:** Burnout syndrome is a psychological exhaustion that is important to address in academic settings. The mindfulness concept offers a promising approach for intervention strategies at preventing student burnout. Exploring the relationship between mindful eating and burnout syndrome may serve as a foundation for developing effective interventions to reduce burnout.

**Method:** This study used cross-sectional design with undergraduate students from medical and non-medical study programs in the years 2021–2024 as participants. The Maslach Burnout Inventory (MBI) was used to assess burnout syndrome, while the Mindful Eating Questionnaire (MEQ) was used to measure mindful eating dimensions. Data were analyzed using simple logistic and ordinal logistic regression.

**Results:** The burnout syndrome dimensions among respondents characterized by a low degree of emotional exhaustion and personal accomplishment. More than 25% respondents experienced moderate levels. Among medical students, mindful eating was dominated by distraction, while among non-medical students, it was dominated by awareness. After controlling the confounders, distraction (aOR = 0.45;  $p < 0,05$ ), external cues (aOR = 2.23;  $p < 0,05$ ) and moderate levels of physical activity (aOR = 2.02;  $p < 0,05$ ) were found to be significantly associated with burnout syndrome. Problem-focused coping served as a protective factor against exhaustion (aOR = 0.32;  $p < 0.05$ ) and depersonalization (aOR = 0.40;  $p < 0.05$ ) but was positively associated with feeling lack of personal accomplishment (aOR = 2.49;  $p < 0.05$ ).

**Conclusion:** Distraction, external cues, problem-focused coping and moderate physical activity need to be considered in strategies to reduce burnout syndrome.

**Keywords:** burnout syndrome, academic, students, mindful eating