

INTISARI

Latar Belakang: Mahasiswa keperawatan mengalami tekanan akademik yang cukup besar, sehingga memiliki risiko tinggi mengalami masalah psikologis, salah satunya *burnout*. Pendidikan Ilmu Keperawatan mempunyai dua tahapan yang memiliki beban dan tanggung jawab masing-masing, sehingga dapat menyebabkan tingkat stres yang beragam. Stres yang dibiarkan dalam waktu lama tanpa adanya pemulihan dan yang melebihi mentalitas individu dapat menyebabkan terjadinya *burnout*.

Tujuan Penelitian: Mengetahui perbedaan *academic burnout* mahasiswa tahap akademik dan tahap profesi PSIK FK-KMK UGM.

Metode: Penelitian ini merupakan penelitian kuantitatif dengan rancangan *cross-sectional*. Sampel penelitian sejumlah 229 mahasiswa yang diambil melalui teknik *proportional stratified random sampling* dari populasi mahasiswa tahap akademik angkatan 2021, 2022, 2023, dan 2024 serta tahap profesi semester 1 dan semester 2 PSIK FK-KMK UGM. Penelitian ini menggunakan kuesioner *School Burnout Inventory* (SBI) dan dianalisis menggunakan *Independent Samples T-test*.

Hasil: Rata-rata skor *academic burnout* mahasiswa tahap akademik lebih tinggi (28.45 ± 8.125) dibandingkan dengan tahap profesi (25.45 ± 5.917). Hasil analisis perbedaan menunjukkan perbedaan yang signifikan pada *academic burnout* mahasiswa tahap akademik dan tahap profesi dengan nilai p sebesar 0,043.

Kesimpulan: Terdapat perbedaan *academic burnout* pada mahasiswa tahap akademik dan tahap profesi PSIK FK-KMK UGM.

Kata kunci: *academic burnout*, mahasiswa keperawatan

ABSTRACT

Background: Nursing students experience considerable academic pressure, putting them at high risk of psychological issues, including burnout. Nursing education consists of two stages, academic and clinical, each with its own demands and responsibilities, potentially leading to varying levels of stress. Prolonged stress without adequate recovery, especially when exceeding an individual's mental capacity, may result in burnout.

Objective: This study aimed to examine the differences of academic burnout between academic and clinical rotation students of the Bachelor of Nursing Study Program at the Faculty of Medicine, Public Health, and Nursing (FK-KMK) UGM.

Method: This study was a quantitative study with a cross-sectional design. A total of 229 students were selected using proportional stratified random sampling. The School Burnout Inventory (SBI) questionnaire was used for data collection. An Independent Samples T-test was performed to analyze differences between groups.

Result: The mean academic burnout score for academic students was higher (28.45 ± 8.125) compared to clinical rotation students (25.45 ± 5.917). The analysis showed a significant difference in academic burnout between the two groups, with a p-value of 0.043.

Conclusion: There is a significant difference in academic burnout between academic and clinical rotation students in the Bachelor of Nursing Study Program at FK-KMK UGM.

Keywords: academic burnout, nursing student