

INTISARI

Latar Belakang: Mahasiswa profesi Ners menghadapi tuntutan akademik dan praktik klinik yang tinggi, meliputi jadwal stase padat, tanggung jawab pelayanan pasien, serta kewajiban penyelesaian tugas dan ujian stase. Kondisi tersebut berpotensi menimbulkan kelelahan emosional yang berujung pada *burnout* akademik dan mendorong munculnya perilaku prokrastinasi akademik. Penelitian yang meneliti hubungan *burnout* akademik dan prokrastinasi akademik pada mahasiswa profesi Ners belum banyak dilakukan.

Tujuan: Mengidentifikasi hubungan antara *burnout* akademik dengan prokrastinasi akademik pada mahasiswa profesi Ners FK-KMK UGM.

Metode: Penelitian ini merupakan penelitian analitik korelasional dengan rancangan *cross sectional*. Penelitian ini dilaksanakan pada bulan November – Desember 2025 dengan sampel penelitian adalah 100 mahasiswa profesi Ners FK-KMK UGM yang dipilih menggunakan teknik total sampling. Instrumen penelitian menggunakan kuesioner *Maslach Burnout Inventory-Student Survey (MBI-SS)* dan *Academy Procrastination Scale (APS)*. Data dianalisis dengan uji korelasi *Pearson Product Moment*.

Hasil: Mayoritas responden mengalami *burnout* akademik rendah (nilai *mean* $30,38 \pm 12,85$ di bawah nilai *mean* teoritis 39) dan prokrastinasi akademik sedang (nilai *mean* $60,95 \pm 14,54$ mendekati nilai *mean* teoritis 66). Hasil analisis uji *Pearson* didapatkan nilai $r = 0,597$ dan $p = 0,000$.

Kesimpulan: Terdapat hubungan yang positif dengan kekuatan korelasi sedang antara *burnout* akademik dengan prokrastinasi akademik pada mahasiswa profesi Ners FK-KMK UGM.

Kata Kunci: *burnout* akademik, mahasiswa profesi Ners, prokrastinasi akademik.

ABSTRACT

Background: Nursing clinical rotation face high academic and clinical rotation, including intensive clinical rotation schedules, responsibilities in patient care, and the obligation to complete assignments and clinical examinations. These conditions have the potential to cause emotional exhaustion, which may lead to academic burnout and encourage the emergence of academic procrastination behaviors. There have been few studies examining the relationship between academic burnout and academic procrastination in nursing professional students.

Objective: To identify the relationship between academic burnout and academic procrastination among clinical rotation students at FK-KMK UGM.

Method: This study was an analytical correlational study with a cross sectional design. The research was conducted from November to december 2025. The sampel consisted of 100 clinical rotation students at FK-KMK UGM selected using total sampling technique. The research instrumen used Maslach Burnout Inventory-Student Survey (MBI-SS) and Academy Procrastination Scale (APS). Data were analyzed with the Pearson Product Moment correlation test.

Result: The majority of respondents experienced low academic burnout (mean score $30,38 \pm 12,85$, below the theoritical mean of 39) and moderate academic procrastination (mean score $60,95 \pm 14,54$, near the theoritical mean of 66). The results of the Pearson test showed a value of $r = 0,597$ and $p = 0,000$.

Conclusion: There is a positive relationship with a moderate correlation strength between academic burnout and academic procrastination among clinical rotation students at FK-KMK UGM.

Keywords: academic burnout, academic procrastination, clinical rotation students.