

**HUBUNGAN *SELF-EFFICACY* DENGAN *BURNOUT* AKADEMIK
PADA MAHASISWA SARJANA KEPERAWATAN
UNIVERSITAS BHAKTI KENCANA**

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ABSTRAK

Mahasiswa keperawatan sering menghadapi tekanan akademik dan tuntutan praktik klinik yang tinggi, sehingga berisiko mengalami *burnout* akademik. *Burnout* akademik ditandai dengan kelelahan emosional, sikap sinis terhadap tugas akademik, serta penurunan rasa percaya diri dalam menyelesaikan tanggung jawab belajar. Salah satu faktor dapat memengaruhi tingkat *burnout* adalah *self-efficacy*, yaitu keyakinan individu terhadap kemampuan dirinya dalam menghadapi situasi tekanan akademik. Mahasiswa dengan *self-efficacy* tinggi cenderung lebih mampu mengelola *burnout* akademik secara efektif. Penelitian ini bertujuan untuk mengetahui hubungan antara *self-efficacy* dengan *burnout* akademik pada mahasiswa Sarjana Keperawatan Universitas Bhakti Kencana. Metode penelitian yang digunakan adalah kuantitatif dengan desain korelasional dan pendekatan *cross-sectional*. Populasi dalam penelitian ini sebanyak 499 mahasiswa. Teknik pengambilan sampel menggunakan *stratified random sampling* dengan jumlah responden sebanyak 222 mahasiswa. Instrumen yang digunakan dalam penelitian ini adalah *General Self-efficacy Scale* (GSES) dan *Maslach Burnout Inventory Student Survey* (MBI-SS). Analisa univariat menggunakan distribusi frekuensi, analisa univariat menggunakan *Spearman Rank*. Hasil penelitian menunjukkan bahwa sebagian besar mahasiswa memiliki tingkat *self-efficacy* dalam kategori sedang (94,6%) dan sebagian besar tingkat *burnout* akademik dalam kategori tinggi (54,5%). Hasil analisis menggunakan uji *Spearman Rank* menunjukkan adanya hubungan negatif yang signifikan antara *self-efficacy* dan *burnout* akademik ($\rho = -0,142$; $p\text{-value} = 0,035$). Artinya, semakin tinggi *self-efficacy* yang dimiliki mahasiswa, maka semakin rendah tingkat *burnout* akademik yang mereka alami. Temuan ini menunjukkan perlunya pendekatan edukatif dan psikososial yang sistematis untuk meningkatkan *self-efficacy* melalui pelatihan keterampilan, bimbingan akademik serta pembentukan lingkungan belajar yang mendukung. Upaya ini penting untuk mencegah terjadinya *burnout* akademik dan meningkatkan ketahanan psikologis mahasiswa.

Kata kunci: *Burnout* akademik, Mahasiswa Keperawatan, *Self-efficacy*,

Daftar Pustaka: 6 Buku (2016-2020)

27 Jurnal (2015-2025)

**RELATIONSHIP BETWEEN SELF-EFFICACY AND ACADEMIC
BURNOUT UNDERGRADUATE NURSING STUDENTS
BHAKTI KENCANA UNIVERSITY**

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ABSTRACT

Nursing students often face high academic pressure and clinical practice demands, putting them at risk of academic burnout. Academic burnout is characterized by emotional exhaustion, a cynical attitude towards academic tasks, and decreased self-confidence in completing learning responsibilities. One factor that can influence the level of burnout is self-efficacy, namely an individual's belief in their ability to deal with academic pressure situations. Students with high self-efficacy tend to be more able to manage academic burnout effectively. This study aims to determine the relationship between self-efficacy and academic burnout in Bachelor of Nursing students at Bhakti Kencana University. The research method used is quantitative with a correlational design and a cross-sectional approach. The population in this study was 499 students. The sampling technique used stratified random sampling with a total of 222 students as respondents. The instruments used in this study were the General Self-efficacy Scale (GSES) and the Maslach Burnout Inventory Student Survey (MBI-SS). Univariate analysis used frequency distribution, univariate analysis used Spearman Rank. The results showed that most students had a moderate level of self-efficacy (94.6%) and a high level of academic burnout (54.5%). The Spearman Rank test showed a significant negative relationship between self-efficacy and academic burnout ($\rho(\text{rho}) = -0.142$; $p\text{-value} = 0.035$). This means that the higher the self-efficacy of students, the lower the level of academic burnout they experience. These findings indicate the need for a systematic educational and psychosocial approach to increase self-efficacy through skills training, academic guidance, and the creation of a supportive learning environment. These efforts are important to prevent academic burnout and increase student psychological resilience.

Keywords: Academic Burnout, Nursing Students, Self-efficacy

Bibliography: 6 Books (2016-2020)

27 Journals (2015-2025)