PENGARUH *GRIT* DAN *PSYCHOLOGICAL CAPITAL* TERHADAP *ACADEMIC BURNOUT* MAHASISWA PEKERJA

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INTISARI

Mahasiswa pekerja merupakan mahasiswa yang memiliki dua tanggungjawab berbeda, hal ini kerap kali menjadi suatu beban tersendiri yang dapat berpotensi pada kelelahan akademik (*academic burnout*). Peran internal dalam diri menjadi salah satu perihal yang dapat memberikan proteksi pada risiko tersebut, seperti keteguhan jangka panjang (*grit*) sekaligus modal psikologis yang positif (*psychological capital*). Penelitian ini bertujuan guna menguji korelasi *grit* dan *psychological capital* dengan *academic burnout* pada mahasiswa pekerja. Desain kuantitatif dengan korelasional digunakan dalam penelitian ini dengan teknik *convenience sampling* terhadap 307 mahasiswa pekerja di Jawa Timur. Data dihimpun menggunakan *form* atau kuesioner *online*, lalu dilakukan analisis uji regresi linear secara parsial dan simultan. Hasil penelitian menunjukkan bahwa *grit* berkorelasi negatif signifikan dengan *academic burnout* dengan nilai korelasi −.716 dan korelasi seragam ditemukan juga pada *psychological capital* dengan nilai −.373 dengan *academic burnout.* Kedua variabel tersebut memberikan sumbangsih sebesar 54.9% dalam menjelaskan variasi *academic burnout.* Temuan ini memberikan konfirmasi bahwa keteguhan jangka panjang diiringi dengan modal psikologis yang positif dalam diri memiliki modal keterbalikan dengan kelelahan akademik.

Kata kunci: kelelahan akademik, keteguhan, modal psikologis, mahasiswa pekerja

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ABSTRACT

Working students were students who had two different responsibilities, which often became a burden that could potentially lead to academic burnout. Internal roles within oneself were one of the factors that could provide protection against this risk, such as long-term perseverance (grit) and positive psychological capital. This study aimed to examine the correlation between grit and psychological capital with academic burnout among working students. A quantitative correlational design was used in this study with convenience sampling of 307 working students in East Java. Data were collected using an online form or questionnaire, followed by partial and simultaneous linear regression analysis. The results of the study indicated that grit was significantly negatively correlated with academic burnout with a correlation value of −.716, and a similar correlation was also found in psychological capital with a value of −.373 with academic burnout. These two variables contributed 54.9% in explaining the variation in academic burnout. These findings confirmed that long-term grit accompanied by positive psychological capital had an inverse relationship with academic burnout.

Keywords: academic burnout, grit, psychological capital, working students

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BAB I

PENDAHULUAN

A. Latar Belakang Masalah

Isu keletihan mental atau lebih dikenal *burnout* menjadi perhatian dalam bidang keilmuan psikologi. Temuan tentang *burnout* dalam berbagai konteks juga dijelaskan mengalami perkembangan yang drastis di seluruh dunia (Rosales-Ricardo et al., 2021). Isu ini turut diakui sebagai salah satu tantangan global karena memberikan dampak negatif pada kesehatan fisik dan psikis individu serta turut berdampak pada kinerja dalam organisasi.

Dinamika *burnout* sebagai isu dunia juga turut ditemukan pada negara maju dan berkembang termasuk negara di wilayah barat dan timur dengan konteks dan hasil yang beragam (Carod-Artal & Vázquez-Cabrera, 2013; de Sousa, 2021). *Burnout* sering ditunjukkan pada individu yang mengalami tekanan berkelanjutan, seperti pada profesi yang bekerja dalam sektor publik termasuk anggota kepolisian dan tenaga kesehatan (Gaspar et al., 2024; Gomes et al., 2022; Sipos et al., 2024). Fenomena tersebut dijelaskan telah berdampak luas terhadap kinerja, kualitas hidup, termasuk pada kesehatan mental individu (Corbeanu et al., 2023; Gibbons et al., 2025; Ramírez et al., 2025).

Burnout atau kelelahan dalam konsep psikologi dijelaskan sebagai suatu sindrom yang disebabkan oleh adanya paparan stres yang tinggi dan berkepanjangan (Marković et al., 2024; Sarafino & Smith, 2011). *Burnout*

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dalam teoritis psikologi dijelaskan oleh Maslach dan Jackson (1981) sebagai sindrom yang tersusun atas kelelahan emosional, depersonalisasi atau sikap sinis, dan penurunan pencapaian diri. Individu dengan *burnout* identik dengan pengalaman emosi putus asa, perasaan ketidakberdayaan, harga diri yang rendah, dan ketidakpuasan terhadap segala pencapaian diri serta kewalahan dalam menghadapi berbagai tuntutan pekerjaan (Khammissa et al., 2022). *Burnout* dalam cakupan kajian psikologis berhasil dikaitkan dalam beberapa latar seperti pekerjaan dan pelayanan publik termasuk kesehatan, layanan sosial, maupun pendidikan. *Burnout* dalam keterkaitan lain juga dapat dipahami sebagai suatu kondisi kelelahan karena tuntutan studi, sikap sinis terhadap tugas akademik, dan perasaan inkompeten sebagai mahasiswa (Maysarah et al., 2024; Schaufeli et al., 2002).

Burnout dalam konteks pendidikan atau sering disebut *academic burnout* dapat dialami oleh mahasiswa. *Academic burnout* pada mahasiswa bermula pada beban tugas yang berlebih, stres yang berkepanjangan, dan berkurangnya motivasi dalam menyelesaikan tugas akademik, serta adanya perasaan ketidakberdayaan dalam melakukan aktivitas akademik sehari-hari (Hasbillah & Rahmasari, 2022; Nafissa & Dwatra, 2024). *Academic burnout* yang tinggi berdampak negatif pada berbagai lingkup akademik mahasiswa seperti penurunan keterlibatan dan pencapaian akademis (Qin et al., 2025; Zhang et al., 2023). Tingginya *academic burnout* juga memberikan efek pada berbagai aspek kehidupan

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