

# **PERAN MODERASI *SELF-COMPASSION*: HUBUNGAN *PERCEIVED STRESS* DAN *ACADEMIC BURNOUT* SELAMA PEMBELAJARAN DARING PADA MAHASISWA**

Salsabilah Paramadina  
Fakultas Psikologi

Pembimbing:

Dr. Dra. Hartanti, Msi., Taufik Akbar Rizqi Yunanto, S.Psi., M.Psi., Psikolog.

## **ABSTRAK**

Fleksibilitas pembelajaran daring dapat menimbulkan berbagai gangguan dan tuntutan yang menghambat proses pembelajaran mahasiswa. Salah satu tuntutan yang paling dikeluhkan mahasiswa dalam pembelajaran daring adalah beban tugas berlebih. Mahasiswa Psikologi UBAYA tidak hanya memiliki tuntutan tugas akademik, melainkan juga memiliki tuntutan tambahan sebagai syarat kelulusan. Segala kendala dan tuntutan membuat mahasiswa merasa stres berkepanjangan selama pandemi yang berisiko menjadi *academic burnout*. *Academic burnout* dipengaruhi oleh *perceived stress* mahasiswa terhadap situasi pembelajaran daring. *Self-compassion* diprediksi memoderasi hubungan *perceived stress* dan *academic burnout* selama pembelajaran daring. Penelitian ini merupakan kuantitatif survei yang menguji keberfungsian moderasi *self-compassion* dalam hubungan antara *perceived stress* dengan *academic burnout*. Sampel penelitian terdiri dari 265 mahasiswa Fakultas Psikologi UBAYA yang diambil dengan *accidental sampling* secara *online*. Pengujian keberfungsian moderator menggunakan uji regresi berjenjang. Temuan penelitian ini menunjukkan bahwa *self-compassion* tidak berfungsi sebagai moderator hubungan *perceived stress* dengan *academic burnout*. Dikarenakan tuntutan akademik mahasiswa lebih menekankan pada kognitif yang berorientasi pada masalah. *Self-compassion* sebagai strategi koping emosi kurang bermanfaat mengatasi masalah tuntutan akademik mahasiswa yang masih dapat diselesaikan secara efektif menggunakan strategi koping masalah. Dengan demikian, mahasiswa harus bersikap proaktif mencari solusi permasalahan agar dapat mengatasi permasalahan dengan baik.

Kata kunci: *Academic burnout*, pembelajaran daring, *perceived stress*, *self-compassion*

# ***THE ROLE OF SELF-COMPASSION MODERATION: THE RELATIONSHIP OF PERCEIVED STRESS AND ACADEMIC BURNOUT DURING ONLINE LEARNING IN STUDENTS***

Salsabilah Paramadina  
Faculty of Psychology

Contributor :

Dr. Dra. Hartanti, Msi., Taufik Akbar Rizqi Yunanto, S.Psi., M.Psi., Psikolog.

## **ABSTRACT**

*The flexibility of online learning can cause various distractions and demands that hinder the student learning process. One of the demands that students complain about the most in online learning is the burden of excess tasks. UBAYA Psychology students not only have academic assignment demands, but also have additional demands as a condition of graduation. All obstacles and demands make students feel prolonged stress during a pandemic that risks becoming an academic burnout. Academic burnout is affected by perceived student stress on online learning situations. Self-compassion is predicted to moderate perceived stress and academic burnout relationships during online learning. This study is a quantitative survey that tests the function of self-compassion moderation in the relationship between perceived stress and academic burnout. The study sample consisted of 265 students of the Faculty of Psychology UBAYA taken by accidental sampling online. Moderator function testing uses hierarchy regression analysis. The findings of this study suggest that self-compassion does not serve as a moderator of perceived stress relationships with academic burnout. Due to the academic demands of students put more emphasis on cognitively oriented problems. Self-compassion as an emotional coping strategy is less useful to overcome the problem of academic demands of students that can still be solved effectively using problem coping strategies. Thus, students must be proactive in finding solutions to problems in order to overcome problems well.*

**Keywords:** *Academic burnout, online learning, perceived stress, self-compassion*