

ABSTRAK

Eka Transiana, 111714253010, Pengaruh *Academic Stress*, *Achievement Motivation*, dan *Perceived Social Support* terhadap *Academic Burnout* Siswa SMK Negeri “X” Surabaya, Tesis, Fakultas Psikologi Universitas Airlangga Surabaya, Indonesia, 2019.

Penelitian ini bertujuan untuk mengetahui apakah terdapat pengaruh *academic stress*, *achievement motivation*, dan *perceived social support* terhadap *academic burnout* siswa SMK Negeri “X” Surabaya. Variabel *academic stress* dalam penelitian ini menggunakan teori yang dikembangkan oleh Sun, dkk. (2011). Sedangkan variabel *achievement motivation* menggunakan teori yang dikembangkan oleh Keller, dkk. (1978). Sementara itu, variabel *perceived social support* menggunakan teori yang dikembangkan oleh Zimet. (1988), dan variabel *academic burnout* menggunakan teori yang dikembangkan oleh Salmela-Aro, dkk. (2009).

Penelitian ini menggunakan metode penelitian kuantitatif dengan pendekatan survey. Subjek dalam penelitian ini adalah siswa kelas X jurusan Teknik Audio Video (TAV) dan Bisnis Konstruksi dan Properti (BKP) tahun pelajaran 2019/2020. Jumlah subjek dalam penelitian ini adalah 103 siswa yang terdiri dari 88 orang berjenis kelamin laki-laki dan 15 orang berjenis kelamin perempuan. Alat ukur yang digunakan dalam penelitian ini adalah skala adaptasi dari *Educational Stress Scale for Adolescents* (ESSA) yang dikembangkan oleh Sun, dkk. (2011) dengan nilai $r = 0,88$ *Cronbach's \alpha* untuk mengukur *academic stress*. Kemudian karakteristik *achievement motivation* menurut Keller, dkk. (1978) untuk mengukur *achievement motivation*. Sementara itu skala adaptasi dari *Multidimensional Scale of Perceived Social Support* (MSPSS) yang dikembangkan oleh Zimet. (1988) dengan nilai $r = 0,81$ *Cronbach's \alpha* untuk mengukur *perceived social support*, dan skala adaptasi dari *Student Burnout Inventory* (SBI) yang dikembangkan oleh Salmela-Aro, dkk. (2009) dengan nilai $r = 0,88$ *Cronbach's \alpha* untuk mengukur *academic burnout*. Penelitian ini menggunakan teknik analisis regresi berganda dengan bantuan IBM SPSS 22 for Windows.

Hasil dari penelitian ini menunjukkan ada pengaruh antara *academic stress*, *achievement motivation*, dan *perceived social support* secara simultan terhadap *academic burnout* dengan sumbangan sebesar 29,7%, sedangkan sisanya dipengaruhi oleh variabel lain yang tidak dibahas dalam penelitian ini. Sementara itu, secara parsial hasil penelitian ini menunjukkan bahwa *academic stress* dan *achievement motivation* berpengaruh secara signifikan terhadap *academic burnout*, sedangkan *perceived social support* tidak berpengaruh secara signifikan terhadap *academic burnout*.

Kata Kunci: *Academic Burnout*, *Academic Stress*, *Achievement Motivation*, *Perceived Social support*.

ABSTRACT

Eka Transiana, 111714253010, *The Effect of Academic Stress, Achievement Motivation, and Perceived Social Support to Academic Burnout on Student of Vocational High School in Surabaya, Master Thesis, Faculty of Psychology, Airlangga University, Surabaya, Indonesia, 2019.*

This study aim to find out the effect of academic stress, achievement motivation, and perceived social support to academic burnout on student of vocational high school in Surabaya. The academic stress in this study used a theory developed by Sun et al. (2011). While the achievement motivation used a theory developed by Keller et al. (1978). Meanwhile, the perceived social support used a theory developed by Zimmet et al. (1988), and the academic burnout used a theory developed by Salmela-Aro et al. (2009).

This research used quantitative method with survey approach. This study involved 10th grade of vocational high school students majoring in Audio Video Engineering and Construction and Property Business 2019/2020. The subjects in this study were 103 students consisting of 88 men and 15 women. The adaptation scale of Educational Stress Scale for Adolescents (ESSA) developed by Sun et al. (2011) with $r= 0,88$ cronbach's α , the characteristics of achievement motivation according to Keller et al. (1978), the adaptation scale of Multidimensional Scale of Perceived Social Support (MSPSS) developed by Zimmet at al. (1988) with $r= 0,81$ cronbach's α , and the adaptation scale of Student Burnout Inventory (SBI) developed by Salmela-Aro at al. (2009) with $r= 0,88$ cronbach's α were used as research tools. This study used multiple regression analysis techniques with the help of IBM SPSS for Windows.

The results of this study indicated there was an influence between academic stress, achievement motivation, and perceived social support to academic burnout simultaneously with contribute 29,7% , while the rest were influenced by other variabls not discussed in this research. Meanwhile, partially the results of this study indicated that academic stress and achievement motivation significantly influenced to academic burnout, while perceived social support did not significantly influenced to academic burnout.

Keyword: Academic Burnout, Academic Stress, Achievement Motivation, Perceived Social Support.