

Abstrak

Penelitian ini dilatarbelakangi oleh tingginya tuntutan akademik dan kehidupan berasrama yang berpotensi meningkatkan risiko *burnout* akademik pada siswi asrama MAN 22 Jakarta. Penelitian ini bertujuan untuk mengetahui pengaruh *self efficacy* dan dukungan sosial terhadap *burnout* akademik pada siswi asrama MAN 22 Jakarta. Penelitian ini menggunakan pendekatan kuantitatif dengan rancangan penelitian kausal pada 42 siswi asrama yang dipilih menggunakan teknik *total sampling*. Analisis data dilakukan menggunakan analisis regresi linear berganda dengan hasil yang menunjukkan bahwa *self efficacy* dan dukungan sosial berpengaruh secara simultan terhadap *burnout* akademik ($F = 12,468$; $p < 0,001$; $R^2 = 39\%$). Secara parsial, *self efficacy* berpengaruh negatif dan signifikan terhadap *burnout* akademik ($\beta = -0,621$; $p < 0,001$), sedangkan dukungan sosial tidak berpengaruh signifikan terhadap *burnout* akademik ($\beta = -0,135$; $p = 0,290$). Temuan ini menunjukkan bahwa *self efficacy* merupakan faktor yang lebih dominan dalam menurunkan *burnout* akademik dibandingkan dengan dukungan sosial.

Kata Kunci : *burnout akademik, self efficacy, dukungan sosial*

Abstract

This study was motivated by the high academic demands and boarding school environment that may increase the risk of academic burnout among female boarding students at MAN 22 Jakarta. The study aimed to examine the influence of self-efficacy and social support on academic burnout among female boarding students at MAN 22 Jakarta. This study employed a quantitative approach with a causal research design involving 42 female boarding students, who were selected using the total sampling technique. Data were analyzed using multiple linear regression analysis. The results showed that self-efficacy and social support simultaneously had a significant effect on academic burnout ($F = 12.468$; $p < .001$; $R^2 = .39$). Partially, self-efficacy had a significant negative effect on academic burnout ($\beta = -.621$; $p < .001$), whereas social support had no significant effect on academic burnout ($\beta = -.135$; $p = .290$). These findings indicate that self-efficacy is a more dominant factor in reducing academic burnout than social support.

Keywords: *academic burnout, self efficacy, social support*

