

Hubungan Pembelajaran Daring selama Pandemi COVID-19 terhadap Academic Burn-Out dan Kesehatan Mental Mahasiswa Preklinik Fakultas Kedokteran Gigi Universitas Indonesia Tahun 2021 = Relationship between Online Learning during the COVID-19 Pandemic to Academic Burnout and Mental Health of Undergraduate Dental Students at Universitas Indonesia in 2021

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Abstrak

Latar Belakang: Pandemi COVID-19 melibatkan berbagai sektor kehidupan yang berpeluang menimbulkan permasalahan yang menjadi sumber stress bagi masyarakat, salah satunya adalah perubahan metode pelaksanaan pembelajaran di perguruan tinggi menjadi pembelajaran daring melalui media dan terhubung dengan jaringan (internet). Pembelajaran daring dengan beban akademis ditambah kewajiban untuk isolasi dapat berpengaruh terhadap berkurangnya interaksi sosial dan menjadi faktor risiko untuk fenomena academic burnout dan penurunan nilai kesehatan mental. Tujuan: Untuk mengetahui hubungan pembelajaran daring di masa pandemi Covid-19, faktor internal, dan faktor eksternal terhadap academic burnout dan kesehatan mental mahasiswa preklinik Fakultas Kedokteran Gigi Universitas Indonesia tahun 2021. Metode: Studi cross-sectional berupa kuesioner online pada mahasiswa preklinik Fakultas Kedokteran Gigi Universitas Indonesia tahun 2021 dengan total population sampling berjumlah 372 mahasiswa pada bulan Juli hingga Agustus 2021. Kuesioner terdiri dari 39 pertanyaan. Digunakan uji korelasi melalui uji Spearman dengan melihat nilai p-value dan r (koefisien korelasi) untuk analisis statistik. Hasil: Berdasarkan uji Spearman, terdapat hubungan yang signifikan ($p < 0,05$) antara pembelajaran daring dengan academic burnout dan kesehatan mental, antara beberapa dimensi academic burnout dengan durasi pendidikan dan dukungan orang tua, dan antara beberapa dimensi kesehatan mental dengan dukungan orangtua dan dukungan peer group. Kesimpulan: Semakin baik persepsi mahasiswa terhadap kualitas pembelajaran daring, maka semakin rendah nilai academic burnout dan semakin tinggi kualitas kesehatan mentalnya. Selain itu, mahasiswa masih banyak mahasiswa yang memiliki nilai academic burnout di tingkat moderat dan tinggi, dan nilai kesehatan mental yang di bawah rata-rata. Kemudian, ditemukan bahwa durasi pendidikan dan dukungan sosial dari orang tua dan peer group memiliki hubungan dengan beberapa dimensi dari academic burnout dan kesehatan mental.

.....Background: The COVID-19 pandemic involves various sectors of life that may cause many problems that become a source of stress for the community, one of which is the change in the method of conventional learning in universities to online learning through media and connected to the internet. Online learning with an academic load and obligation to social distancing during a COVID-19 pandemic can affect reduced social interaction and be a risk factor for the phenomenon of academic burnout and mental health decline.

Objective: To determine the relationship of online learning during the COVID-19 pandemic, internal and external factors to academic burnout and mental health of undergraduate Undergraduate Dental Students University of Indonesia in 2021. Methods: Cross- sectional study in the form of online questionnaires for undergraduate dental students with a total population sampling of 372 students from July to August 2021. The questionnaire consists of 39 questions. The correlation test is used through the Spearman test by looking

at the p-value and r (correlation coefficient) for statistical analysis. Results: Based on the Spearman test, there was a significant relationship ($p < 0.05$) between online learning and academic burnout and mental health, between several dimensions of academic burnout and the duration of education and parental support, and between several dimensions of mental health and parental support. peer group support. Conclusion: The better the student's perception of the quality of online learning, the lower the academic burnout value and the higher the quality of mental health. In addition, there are still many students who have moderate and high academic burnout scores, and mental health scores that are below average. Then, it was found that the duration of education and social support from parents and peer groups was associated with several dimensions of academic burnout and mental health.