Relationship between Academic Self-awareness and Self-regulation Learning with Academic Burnout in Online Learning for Students of Universitas Negeri Yogyakarta 2021

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ABSTRACT

The purpose of this study is to describe the relationship between academic self-awareness and self-regulation learning with academic burnout in online lectures by UNY students. This study is based on previous research on the correlation of self-regulation learning and academic procrastination of UNY students, that there is a relationship between the two variables. The research method that will be used is descriptive quantitative approach, while the type of research is correlational research. The data collection technique used a questionnaire instrument which was distributed to UNY students. The population in this study were all students of UNY which consisted of 7 faculties, while the sample would be conducted using random sampling method. The results to be achieved are to describe the relationship between academic self-awareness and self-regulation with academic burnout in online lectures for UNY students in 2021. The results show that: (1) there is a negative and significant relationship between academic self-awareness and academic burnout of UNY students with a score of a significance of 0.000 and a value of -0.75%, (2) there is a negative and significant relationship between self-regulation and academic burn out of UNY students with a significance value of 0.000 and a correlation value of -5.19 and (3) there is a significant academic relationship self awareness and self regulation with academic burnout together with a significance of 0.000 and a correlation value of 41.1%.

Kata Kunci: *academic self awareness, self regulation learning, academic burnout*