

RINGKASAN

Prestasi belajar merupakan salah satu bidang penting dalam pendidikan. Terdapat faktor-faktor yang memengaruhi prestasi siswa, baik internal maupun eksternal. Penelitian sebelumnya mengenai prestasi belajar telah banyak dilakukan (Khoirin, 2017; Prijayanti, 2015; Colquhoun dan Bourne, 2012; Adiputra, 2015; Fu Chang dan Cheng Chien, 2015) namun tidak memberikan hasil yang tetap sama.

Selanjutnya penelitian ini menguji pengaruh dari Beban belajar, Dukungan sosial, *Self esteem* dan *Self efficacy* terhadap Prestasi belajar dengan *Academic burnout* sebagai variabel intervening. Penelitian ini dilakukan di SMK Negeri di Banyumas khususnya pada siswa kelas XII jurusan TBSM. Responden penelitian ini berjumlah 85 responden.

Hasil penelitian menunjukkan bahwa beban belajar berpengaruh positif terhadap prestasi belajar dan *academic burnout*. Dukungan sosial berpengaruh negatif terhadap prestasi belajar dan *academic burnout*. *Self esteem* tidak berpengaruh terhadap prestasi belajar tetapi berpengaruh positif terhadap *academic burnout*. *Self efficacy* berpengaruh positif terhadap prestasi belajar tetapi tidak berpengaruh terhadap *academic burnout*. *Academic burnout* diketahui tidak memediasi pengaruh dari variabel beban belajar, dukungan sosial, *self esteem* dan *self efficacy* terhadap prestasi belajar.

Kata Kunci : Beban belajar, Dukungan sosial, *Self esteem*, *Self efficacy*, *Academic burnout*, Prestasi belajar

SUMMARY

Learning achievement is one of the important fields in education. There are factors that influence student achievement, both internally and externally. Many previous studies on learning achievement have been carried out (Khoirin, 2017; Prijayanti, 2015; Colquhoun and Bourne, 2012; Adiputra, 2015; Fu Chang and Cheng Chien, 2015) but did not give the same results.

Furthermore, this study examines the effect of learning load, social support, self-esteem and self-efficacy on learning achievement with academic burnout as an intervening variable. This research was conducted at the State Vocational High School in Banyumas, especially in class XII students majoring in TBSM. Respondents in this study amounted to 85 respondents.

The results showed that the study load had a positive effect on learning achievement and academic burnout. Social support has a negative effect on learning achievement and academic burnout. Self-esteem has no effect on learning achievement but has a positive effect on academic burnout. Self efficacy has a positive effect on learning achievement but has no effect on academic burnout. Academic burnout is known not to mediate the effect of study load, social support, self-esteem and self-efficacy variables on learning achievement.

Keywords: study load, social support, self esteem, self efficacy, Academic burnout, learning achievement