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**PENGARUH *MINDFULNESS* TERHADAP *ACADEMIC BURNOUT*
DIMEDIASI OLEH *BOREDOM PRONENESS* PADA MAHASISWA
SELAMA PEMBELAJARAN DARING**

SKRIPSI

Diajukan untuk memenuhi sebagian dari syarat memperoleh gelar sarjana
Program Studi Psikologi



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**PROGRAM STUDI PSIKOLOGI
FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS PENDIDIKAN INDONESIA
2022**

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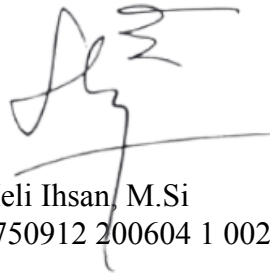
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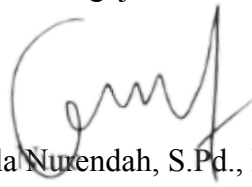
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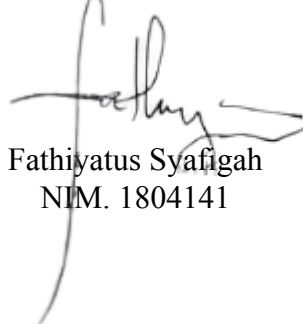
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ABSTRAK

Fathiyatus Syafigah (1804141). *Pengaruh Mindfulness terhadap Academic Burnout dimediasi oleh Boredom Proneness pada Mahasiswa Selama Pembelajaran Daring*. Skripsi. Prodi Psikologi, Fakultas Ilmu Pendidikan, Universitas Pendidikan Indonesia. Bandung. (2022).

Penelitian ini bertujuan untuk mengetahui apakah *boredom proneness* memediasi pengaruh *mindfulness* terhadap kondisi *academic burnout* mahasiswa Universitas Pendidikan Indonesia selama pembelajaran daring dengan metode penelitian kuantitatif dengan menggunakan analisis regresi linear bertingkat dan uji sobel. Penelitian mengukur tingkat *mindfulness*, *academic burnout*, dan *boredom proneness* pada mahasiswa yang menjalani proses pembelajaran daring dengan partisipan rentang usia 18-24 tahun. Penelitian ini menggunakan instrumen hasil adaptasi dari *Five-Facet Mindfulness Questionnaire* (FFMQ-15), *School Burnout Inventory* (SBI), dan *Boredom Proneness Scale* (BPS). Hasil penelitian ini menunjukkan bahwa terdapat pengaruh negatif *mindfulness* terhadap *academic burnout* dengan nilai signifikansi <0.001 dan *boredom proneness* mampu memediasi sempurna pengaruh *mindfulness* pada *academic burnout*.

Kata kunci: *mindfulness*, *academic burnout*, *boredom proneness*, pembelajaran daring.

ABSTRACT

Fathiyatus Syafigah (1804141). The Effect Of Mindfulness On Academic Burnout Mediated By Boredom Proneness On University Students During Online Learning. Thesis. Prodi of Psychology, Faculty of Education, Universitas Pendidikan Indonesia. Bandung. (2022).

This study aims to determine whether boredom proneness able to mediate the effect of mindfulness on the condition of academic burnout of students at the University of Education Indonesia during online learning with quantitative research methods using stratified linear regression analysis and Sobel test. The study measured the level of mindfulness, academic burnout, and boredom proneness in students with participants aged 18-24 years. This study uses an instrument adapted from the Five-Facet Mindfulness Questionnaire (FFMQ-15), School Burnout Inventory (SBI), and the Boredom Proneness Scale (BPS). The results of this study indicate that there is a negative effect of mindfulness on academic burnout with a significance value of < 0.001 and boredom proneness is able to mediate the effect of mindfulness on academic burnout..

Keywords: mindfulness, academic burnout, boredom proneness, online learning.

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