

Kelelahan (General, Fisik, Emosional, Dan Mental) Berdasarkan Beberapa Faktor Pada Siswa/I SMA Negeri 48 Jakarta Tahun 2020

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Abstrak

Kelelahan banyak terjadi pada siswa/i SMA dimana kondisi ini dapat menurunkan motivasi dan prestasi kerja sehingga memengaruhi proses belajar dan menyebabkan penurunan prestasi belajar. Terdapat peningkatan kelelahan di Jakarta dari tahun 2009- 2018 dari 13.5% menjadi 14.7% (Andiningsari, P., 2019 dan Juliana, M., et al., 2018). Kelelahan dapat dipengaruhi oleh banyak faktor seperti pola aktivitas siswa, perilaku asupan makan, durasi tidur, durasi latihan fisik, stres akademik, dan lainnya. Untuk melihat perbedaan proporsi kelelahan berdasarkan beberapa faktor tersebut dan diketahui hubungan serta faktor dominannya, dilakukan penelitian cross-sectional pada siswa/i SMA Negeri 48 Jakarta. Total sampel penelitian adalah 148 siswa. Hasil penelitian ini menunjukkan kelelahan pada siswa yang terjadi yaitu kelelahan mental (59.5%), kelelahan emosional (48.6%), kelelahan general (46.6%), dan kelelahan fisik (20.9%). Hasil analisis dengan uji chi-square menunjukkan terdapat perbedaan bermakna kebiasaan konsumsi buah terhadap kelelahan general (P-value = 0.004) dan kelelahan mental (P-value = 0.021), durasi latihan fisik terhadap kelelahan general (P-value = 0.008), dan stres akademik terhadap kejadian kelelahan general (P-value = 0.003), kelelahan fisik (P-value = 0.053), kelelahan emosional (P-value = 0.001), dan kelelahan mental (P-value = 0.009). Hasil analisis regresi logistik liner menunjukkan pola aktivitas santai, kebiasaan konsumsi sayur, kebiasaan konsumsi buah, durasi tidur, durasi latihan fisik, dan stres akademik berhubungan dengan kelelahan, kemudian stres akademik menjadi faktor dominan untuk kelelahan general (OR = 7.572), kelelahan fisik (OR = 8.126), dan kelelahan emosional (OR = 6.506), sedangkan kebiasaan konsumsi buah menjadi faktor dominan untuk kelelahan mental (OR = 6.157). Kata kunci: Kelelahan General, Fisik, Emosional, Mental, Faktor-faktor, Siswa SMA, Jakarta

Fatigue often occurs in high school students in which this condition can reduce motivation and work performance so that it could affect the learning process and cause a decrease in learning achievement. There was an increase in fatigue in Jakarta from 2009-2018, from 13.5% to 14.7% (Andiningsari, P., 2019 and Juliana, M., et al., 2018). Fatigue can be influenced by many factors such as student activity patterns, eating behavior, sleep duration, duration of physical exercise, academic stress, and others. To see the difference in the proportion of fatigue based on these factors and their relationship as well as dominant factors, a cross-sectional study was conducted on students at SMA Negeri 48 Jakarta. The total sample of the study was 148 students. The results of this study indicate that fatigue in students occurred including mental fatigue (59.5%), emotional fatigue (48.6%), general fatigue (46.6%), and physical fatigue (20.9%). The results of the analysis with the chi-square test showed that there were significant differences in fruit consumption habits against general fatigue (P-value = 0.004) and mental fatigue (P-value = 0.021), duration of physical exercise against general fatigue (P-value = 0.008), and academic stress on the occurrence of general fatigue (P-value = 0.003), physical fatigue (P-value = 0.053), emotional fatigue (P-value = 0.001), and mental fatigue (P-value = 0.009). Liner logistic regression analysis results exhibited that patterns of leisure activity, vegetable consumption habits, fruit consumption habits, sleep duration, duration of physical exercise, and academic stress were related to

fatigue, then academic stress became the dominant factor for general fatigue (OR = 7,572), physical fatigue (OR = 8,126), and emotional fatigue (OR = 6.506), while fruit consumption habit was the dominant factor for mental fatigue (OR = 6,157). Key words: General, Physical, Emotional, Mental Fatigue, Factors, High School Students, Jakarta