

ACADEMIC BURNOUT CONDITIONS IN INDONESIAN STUDENTS: PHYSICAL, MENTAL, AND EMOTIONAL

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Received 6 April 2024; Received in revised form 30 May 2024; Accepted 30 June 2024

ABSTRACT

The unclear end of the Covid-19 pandemic has had an impact on learning in schools. Students as an affected community cause the online learning process with various limitations, even though students have begun to get used to online learning. Conditions related to online learning pose a new problem about academic burnout. This study aims to develop an academic burnout scale and describe the condition of student academic burnout. The research method uses a mix-method with academic burnout variables and the target is students. The results found three aspects of academic burnout from physical fatigue, mental exhaustion, and emotional exhaustion. The burnout scale is validly tested with reliability in the very high category. The measurement of student academic burnout found that the average student has a high burnout category as a result of online learning. The effects of burnout conditions are self-confidence, motivation, achievement, self-control or depression in students. Immediate intervention for the prevention, reduction, or alleviation of burnout by school counselors or in collaboration with psychologists or universities.

Keywords: academic burnout, physical burnout, emotional burnout, mental burnout

INTRODUCTION

The pandemic has had an impact on education. The teaching and learning process is implemented from face-to-face to virtual face-to-face learning. Distance or online learning solutions are preventive measures from coronavirus, one of which is the existence of large-scale social restrictions. In addition, the policy is to always use masks when traveling and wash hands as often as possible. Everything is done to prevent the spread of COVID-19 which continues to take victims. Social restrictions caused school and workplace activities to be closed. Online learning is considered quite appropriate for this situation (Handarini, 2020). The government hopes that students will get new experiences in the learning process with the application of online learning (Oktawirawan, 2020)

This online learning makes learning can be done with various times (Shukla et al., 2020). So we can continue to learn even though we are not in class. Online learning uses internet-based learning methods with good connectivity (Malyana, 2020). Online learning is expected to be an alternative educational problem during the pandemic, however, online learning raises obstacles. Online learning requires students to have electronic devices and good internet signals in learning, but not all areas have good internet access and the cost of internet packages for students is still expensive. Another obstacle related to teaching and learning which is usually carried out through a direct learning process, is now the distance learning process, which means there is no strong interaction between teachers and students.

The lack of face-to-face interaction between teachers and students or students with each other in online learning activities is new for students. Changes in this learning system require students to make new adjustments, both in the method of receiving material to completing assignments. students who are burdened with non-optimal tasks in following learning as explained that non-optimization in the learning system or lectures can be influenced by the number of tasks that must be completed, both done alone and in groups, resulting in academic burnout in students (Christiana, 2020). Many tasks and narrow deadlines, affect stress levels and do not rule out the possibility of students experiencing academic burnout.

Individuals with burnout conditions will experience the first physical fatigue such as headaches, fever, muscle tension, then the second emotional fatigue such as feeling inferior, failing, always blaming, and the third mental fatigue such as irritability, anger, and boredom (Sutarjo et al., 2014). Students with academic burnout not only feel physical fatigue but also emotional and mental fatigue, so that it can affect the student's own psychology. Burnout is a process of burnout that causes anyone to feel depressed (Sari et al., 2020).

Learning saturation can occur due to doing the same activity every day. The pressure to always do the tasks that students carry and do every day can create burnout (Vitasari, 2016). Dense learning activities can also cause burnout. The behavior of individuals with burnout conditions is irritable, sensitive and easily frustrated (Hidayat, 2016). Saturation has an impact on the learning process and outcomes. Students with saturation conditions in learning result in non-optimal learning outcomes (Pawicara & Conilie, 2020). Burnout causes students to feel depressed to experience mental health disorders. Burnout is also concerned with students' physical, mental, and emotional well-being. Academic burnout is related to the condition of student motivation and interest in learning. Measurement of student burnout conditions becomes an urgency. The purpose of this writing is to develop instruments about student academic burnout and find out the condition of student academic burnout.

METHOD

This study uses a mixed-method approach to describe the phenomenon of student academic burnout. The variable in this study was academic burnout. The subjects of the study are students in Indonesia. The author prepares the academic burnout scale through five stages. The stages of preparing the academic burnout scale through a review of relevant theories about the characteristics of academic burnout, academic burnout scale grids, burnout instruments, validity and reliability tests of the academic burnout scale, dissemination of academic burnout scale data to students in Indonesia, the last is the analysis of validity and reliability data, as well as the percentage of academic burnout supported by journal or book document data. The data is interpreted by the author and then discussed mandalaly.

RESULTS AND DISCUSSION

The results of a theoretical study on academic burnout found data from documents that academic burnout has three forms, namely physical fatigue, emotional fatigue, and mental fatigue (Sutarjo et al., 2014). The description of academic burnout with the first aspect of physical fatigue has four descriptors: (1) daily fatigue, (2) experiencing pain, (3) having difficulty sleeping, and (4) having an eating disorder.

The second aspect related to academic burnout is emotional fatigue with five descriptors, namely (1) easily anxious, (2) feelings of guilt and blame, (3) feelings of failure in learning, (4) loss of control in learning, and (5) excessive fear. Lastly, the aspect of mental fatigue with two descriptors is (1) loss of meaning and learning expectancy and (2) cognitive difficulties. Academic burnout scale grid.

Table 1. Academic Burnout Scale Grid

Variable	Aspects	Descriptors
Epidemic Burnout	Physical fatigue	Daily fatigue
		Getting sick
		Having trouble sleeping
		Eating disorders
	Emotional exhaustion	Anxiety
		Feelings of guilt and blame
		Feelings of failure in learning
		Loss of self-control in learning
		Excessive fear
	Mental Fatigue	Loss of meaning and expectation of learning
		Cognitive difficulties

The burnout scale was compiled in the form of 41 statements (faforable and unfavorable), then tested on 123 respondents. The results of the trial to 123 respondents found 36 valid statements with a validity r count of ≥ 0.176 and six invalid statements (void) with r count < 0.176 . Invalid statements are not suitable to be used as a measurement of student academic burnout conditions. Valid statements about academic burnout can be used by future researchers, counselors, or psychologists to reduce or overcome student academic burnout.

Table 2. Physical Fatigue Aspect Statements

Statement from the Academic Burnout Scale	Validitas	Information
1. Physical fatigue		
a. Daily fatigue		
I feel that I lost a lot of energy completing schoolwork during the pandemic	0,602	Valid
I feel powerless going through daily activities during online learning	0,555	Valid
I move passionately every day during online learning	0,664	Valid
I feel excited during schoolwork	0,464	Valid
b. Getting sick		
I need medicines to support my health during online learning	0,157	Invalid
I strained my neck muscles during online learning	0,505	Valid
I went through online learning in a fit condition	0,459	Valid
My body stays relaxed while studying online	0,671	Valid
c. Having trouble sleeping		
I stayed up late at night completing the task	0,371	Valid
My sleep hours were disrupted due to school assignments	0,503	Valid

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Statement from the Academic Burnout Scale	Validitas	Information
I have enough time to rest at night	0,540	Valid
d. Having an eating disorder		
I lost my appetite during online learning	0,509	Valid
My meal schedule was irregular during online learning	0,403	Valid
I always take the time to eat regularly	0,405	Valid
2. Emotional Exhaustion		
a. Anxious easily		
I am not calm about participating in online learning	0,706	Valid
I was unable to complete the task calmly	0,722	Valid
I was able to think rationally during online learning	0,490	Valid
I took online learning quietly	0,721	Valid
b. Feeling guilty and blaming		
I regret that I can't regret the task	0,102	Invalid
I am not satisfied with the work I do during online learning	0,521	Valid
I am satisfied with what I have tried in participating in online learning	0,404	Valid
It's not my fault if I am not able to follow online learning well	-0,393	Invalid
c. Feeling of failure in learning		
I don't understand what I'm learning online	0,472	Valid
I can't reflect on what I learned in completing assignments during online learning	0,526	Valid
My knowledge increased by participating in online learning	0,384	Valid
I reflect on what I learned well in completing assignments online	0,535	Valid
d. Easily lose self-control in learning		
I can't set priorities in learning online	0,590	Valid
I can't be patient in completing tasks online	0,510	Valid
I was able to keep my priorities in online learning	0,662	Valid
e. Experiencing excessive fear		
I worry about thinking about my learning outcomes during online learning	0,149	Invalid
I think I'm the only one who has trouble completing assignments during the pandemic	0,269	Valid
I didn't imagine the worst possible outcome in online learning	-0,219	Invalid
I am calm thinking that the other party will be more tolerant during online learning	0,250	Valid
3. Mental Fatigue		
a. Loss of meaning and expectation of learning		
Learning online has become uninteresting for me	0,511	Valid
I was desperate for school assignments online	0,600	Valid
I feel like online assignments have had a positive impact	0,488	Valid
Completing assignments during online learning has been important to me	0,444	Valid
b. Cognitive difficulties		
I was unable to capture the intent of the assignment given online	0,481	Valid
I can't follow the explanation of the material online	0,552	Valid
I followed the lecturer's explanation well online	0,491	Valid
I remember the material well by taking online learning	0,424	Valid

The results of the trial analysis also measured reliability from the academic burnout scale. The results of reliability tests using Alpha Cronbach, found a very high level of reliability of 0.914. Accurate academic burnout scale to measure academic burnout.

Table 3. Reliability of the Academic Burnout Scale

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.914	.918	41

The results also found that most students experienced burnout in the high category with a percentage of 42.28% and only 9.76% of students experienced very high burnout. Other data describe that only 14.63% of students do not experience burnout or burnout in the very low category. Then 33.33% of students or one-third of students experienced burnout in the low category. The research fact also concluded that the average academic burnout of students in the high category. The description of burnout conditions in the following graph.

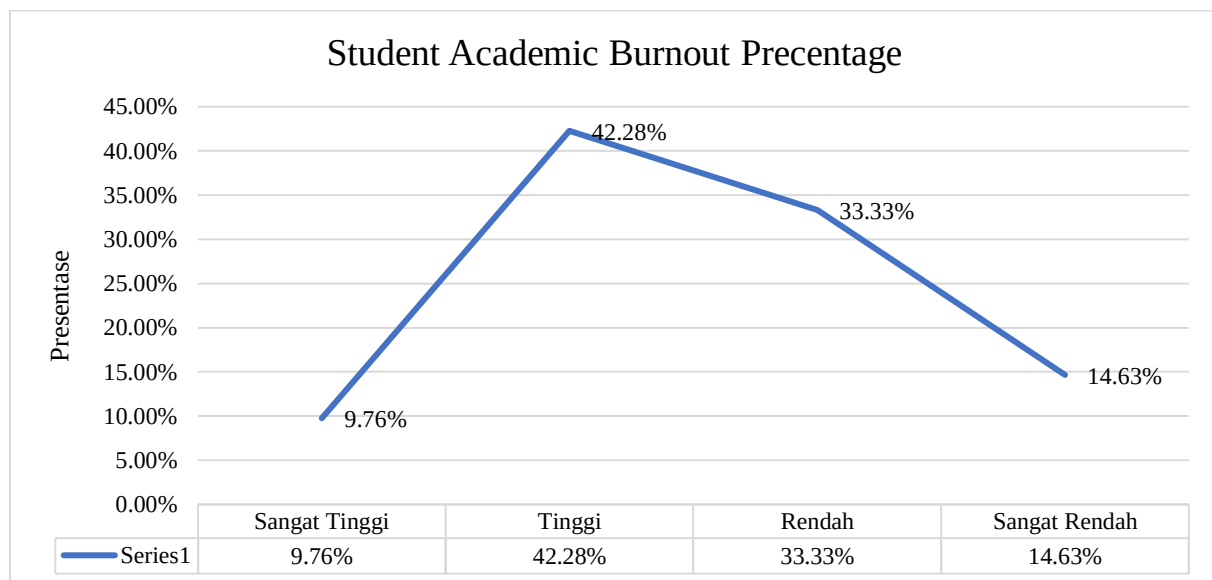


Figure 1. Student Academic Burnout in Covid-19 Pandemic Conditions

Measurement of academic burnout in students as urgency by counselors, psychologists, and universities in order to develop the quality of future students. The scale of academic burnout has not been widely developed and published. Academic burnout is very influential on student confidence and learning achievement (Madigan & Curran, 2021). Academic burnout also indirectly affects students' motivation and self-control (Lee et al., 2020). Worse yet, academic burnout has an impact on depressive conditions (Cheng et al., 2020). The effects of academic burnout as a basis for measuring students' academic burnout conditions through the academic burnout scale for intervention by school counselors.

The condition of academic burnout of students with a high category average requires intervention. Prevention, reduction, and alleviation programs of academic burnout need intervention from school counselors. Counselors should consider students' study skills (Asikainen et al., 2020). The Covid-19 pandemic condition is not over, so students need intervention related to academic burnout conditions.

Although many interventions have been carried out by researchers and school counselors. The fact that group psychotherapy services can only help students reduce academic burnout, but increases the condition of academic burnout again (Noh et al., 2020). Another fact that the application of group situations can reduce students' academic burnout positively (Wangid & Purwanti, 2020).

School counselors need training in preventing student academic burnout. The introduction of creative arts counseling so that school counselors can implement creative arts counseling as a strategy to reduce academic burnout (Supriyanto & Prasetiawan, 2021). Another fact that peer support impacts academic burnout (Fun et al., 2021). Peer *guidance* services as a strategy to involve peers with school counselor assistance (Supriyanto et al., 2020). Intervention through counseling services and guidance services as an alternative to school counselors helps students who experience academic burnout problems.

CONCLUSION

The pandemic conditions of the new normal era have an impact on the condition of student academic burnout during online learning. The academic burnout scale is structured with three indicators of physical exhaustion, mental fatigue, and emotional exhaustion. The academic burnout scale has been tested for validity with 36 valid statements ($r \text{ count} \geq 0.176$) and the reliability of the academic burnout scale of 0.914 (very high category). The academic burnout scale measures the condition of academic burnout of Indonesian students from various regions which concludes that the average academic burnout is in the high category, then requires counseling services. Counseling services are used to reduce or overcome student academic burnout. Academic burnout scales can be adopted and used by subsequent researchers, or counselors and psychologists to measure student burnout. Academic burnout conditions also require counseling services, especially for students with high and very high academic burnout.

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