Academic burnout viewed from working students' self-management in Madiun city

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Abstract: The purpose of this study was to determine the correlation between academic burnout and self-management of students who both study and work in the city of Madiun. Respondents in this study were 96 working students. Sampling was selected by purposive sampling method. This study used a quantitative method with data collection measuring tools of academic burnout scale and self-management scale. The data collected were tested using Pearson Product Moment. The test resulted in a coefficient value of -0.745 with a significance of 0.000, meaning that there is a correlation between academic burnout and self-management of students who are currently working in Madiun City.

Keywords: academic burnout; self-management; working students.

Abstrak: Penelitian ini bertujuan untuk membuktikan hubungan *academic burnout* dan *self-management* pada mahasiswa yang bekerja. Sebanyak 96 mahasiswa yang kuliah sambil bekerja dipilih sebagai responden dengan teknik pengambilan sampling yaitu *purposive sampling.* Penelitian ini menggunakan metode kuantitatif dengan alat ukur pengumpulan data yaitu skala *academic burnout* dan skala *self-management.* Data yang dikumpulkan dapat di uji menggunakan *Pearson Product Moment.* Hasil penelitian yang diperoleh yaitu koefisien sebesar -0.745 dengan signifikansi sebesar 0.000, artinya terdapat korelasi antara *academic burnout* dan *self-management*.

Kata kunci: *academic burnout; self-management;* mahasiswa yang bekerja.

INTRODUCTION

As people get older, their personal growth demands and tasks get increased. A positive correlation exists between changing body, thought, and relationship with task, role, and responsibility. The higher the education level is, the more the task and responsibility are (Hulukati & Djibran, 2018).

Students face various challenges and obstacles which might disrupt their study, especially for those who have a job. It has been quite a common phenomenon in which students play two roles, as a student and worker. Working students in average have 20-30 working hours per week (Inayah et al., 2023).

Those working students have a number of reasons for their double roles such as fulfilling their study and daily needs, and reducing parents' financial burdens. The main reason is fulfilling living cost and academic needs. The decision to work can alleviate these burdens which eventually helps their parents as well. Other reasons are obtaining working experience, acquiring particular skills, and nurturing independence and responsibility.

Students are demanded to complete their work beyond their study time. It often forces them to neglect their academic loads (Orpina & Prahara, 2019). Hence, time management, focus, and responsibility are crucial for working students to help them to optimally play their two roles. This surely will need more time, energy, and effort (Mardelina & Muhson, 2017).

Simultaneous studying and working may pose negative impacts for students. Students with insufficient capability to cope with it often face negative consequences (Arlinkasari & Akmal, 2017). One of the consequences is what Schaufeli et al. (Aida & Rosiana, 2022) call as academic burnout.

Academic burnout is a state of stress and mental exhaustion encountered by students due to overwhelming academic loads. This may lead to emotional exhaustion, feeling of incompetence, and even depersonalization in which students feel disconnected from themselves and their study (Maslach & Leiter, 2016). The finding goes along with another study which stated that burnout could be identified from decreased individual's interest in completing their tasks, feeling exhausted during learning process, low motivation, feelings of incompetence and ineffectiveness in daily activities, and the possibility of negative consequences (Rad, Shomoossi, Rakhshani, &

Sabzevari, 2017).

Kaho (2015) mentioned that working students were more prone to mental problems. A similar idea is expressed by Orpina and Prahara (2019) who confirmed that the double loads of study and work drained students' physical and mental energy. It led to students having difficulty to control their emotions, being apathetic, easily getting angry, and even wanting to quit the study. The pressure coming from the academic assignments and lecturers' demand made them think the study as a burden, causing their focus to shift to their work which was more profitable. There is a study conducted in Indonesia revealing that academic burnout got students to become passive, consider the learning process only as a formality, and not really apply their academic knowledge to solve problems (Nurcahyanti, 2017). Individuals are highly susceptible to academic burnout if the external loads and demands exceed the available resources (Salmela-Aro & Upadyaya, 2014).

Students tend to experience academic burnout in the middle of their study in which they have to complete their final requirement in the final semesters. A research carried out by LM Psikologi UGM uncovered that 73.12% of participants encountered severe exhaustion, 57.03% of participants had medium category of cynicism, and 49.43% of them fell in low category of reduced academic efficacy. The research also disclosed three biggest causes of academic burnout namely academic loads, declining internal motivation, and pressure from the surrounding environment such as from friends, partner, and family.

A survey conducted to ten respondents revealed that 60% of respondents encountered emotional pressure, 70% experienced physical impacts such as headache, stomachache, and changing eating pattern, 20% showed unwillingness to complete assignments, 40% suppressed their desire for attention, 20% weakened their motivation, 10% skipped classes, and 10% failed to complete their assignments. This fact is supported by the pre-eliminary result which indicated that they made the decision to study after they had a job to prepare for the education cost. Another student decided to take a job at semester 6 since she thought that she needed working experience. A student mentioned that she faced challenges at semester 4 as the academic loads started to get heavier. She also experienced decreased motivation and difficulty at time management for studying and

working; unstable emotions like anger, anxiety, and sadness; physical health issues like headache, neck pain, and tense shoulder muscles; and ignorance towards students' task and obligation. Kay and Wanjohi (Oyoo, Mwaura, & Kinai, 2018) explained that students with academic burnout displayed some characteristics like difficulties to complete the academic loads causing them to feel depressed and uncomfortable. This led to lower interest and enthusiasm toward learning materials and lack of participation in the classroom which eventually brought to bad academic performance. It is important for students with academic burnout to be able to develop their self-management skill to adapt to the sustainable changes. The skill enables individuals to overcome various transformations, improve self-understanding, determine the correct steps, and design strategies to achieve their goals, so that they can solve the problems which emerge due to exhaustion (Saeed, Zafar, & Hanif, 2022). In a study by Jazimah (2015), it was found that students with good self-management were able to motivate themselves to self-development, optimize their potentials, control their desires to achieve their positive goals, and develop their life aspects to become a better person. In reality, working students are unable to properly manage their roles a student and professional worker (Faruqdin, 2022). Students with a decent self-management can control themselves, encourage themselves to study, and elevate their potentials (Zamarni, 2022). Lack of self-management skills can hinder them from controlling themselves, positioning themselves, and achieveing their full potentials. Conversely, students with good self- and time- management can do well both in their study and work, and are ready for more responsibilities (Mardelina & Muhson, 2017).

The above findings are supported by another study which showed that lack of self-management skill led to inability to distribute time for work and academic loads. It prevents from maximum completion of the two aspects. It is important to improve self-management skills to prevent ones from encountering difficulties in controlling emotion, thought, and behaviour which might hinder goal achievement (Tully, Tiwa, & Hartati, 2022). Good self-management helps individuals to manage and direct internal drives more effectively (Tully et al., 2022).

According to Maslach et al.(Oktia, 2022),

burnout is a negative impact of long-term work pressure. People who experience this will be emotionally drained and depersonalized, and have lower self-achievement. This emerges when the workload exceeds one's capability to cope with it (Khairani & Ifdil, 2015)

Academic burnout refers to mental and emotional fatigue within academic realm due to stress from academic and non-academic burdens. As a consequence, they show symptoms like depersonalization (emotional involvement loss), fatigue, and low performance.

Academic burnout not only hinders the learning process but also triggers negative attitude on students. Negative attitudes can be in the form of consistent criticism to oneself, other people, or related system. It may lead to the loss of learning interest, decreased confidence, and problem-solving issue (Hederich & Caballero, 2016).

Rooted from a number of definitions above, it can be concluded that academic burnout is a psychological condition experienced by individuals in academic field in which they are exhausted and frustrated due to high academic loads, are emotionally and physically drained, tired, weary, and not able to concentrate. They also lose their interest and motivation in academic activities, and have negative feelings and trust issues to academic activities, which cause decreased academic performance. There are three dimensions of academic burnout according to Maslach et al.(Oktia, 2022) namely a) Exhaustion, in which a person feels drained and unmotivated due to excessive pressure; b) Cynicism, in which a person becomes pessimistic and uninterested in academic activities; c) Inefficacy, in which a person experiences decreased competency and motivation leading to self-doubt. Self-management skills allow individuals to push themselves into progress, to effectively manage every personal potential, to manage all potentials leading to success, and to augment each personal aspect to perfection (Ulfa & Suarningsih, 2018). Jazimah (2015) states that self-management skill refers to the ability to effectively plan, manage, and control behaviour and emotion including feeling, thought, and action. Self-management skill assists one to recognize and understand their potentials, so that they are able to motivate themselves to keep learning and making progress, manage and optimize all potentials,

and control and direct their competences to achieve positive goals (Purwanto, 2020). Yates (Mustikaningtyas, Adelia, Sriandi, & Habsy, 2024) mentions that there are four aspects of self-management:

a. Management by antecedent

Individuals are able to control their response towards their feeling and thought.

b. Management by consequence

Individuals are able to control their feeling, thought, and goal.

c. Cognitive techniques

Individuals are able to switch their mindset, feeling, and behaviour by recognizing antecedents, omitting undesired aspects and replacing them with more constructive and positive aspects (consequences).

d. Affective techniques

Individuals are directly able to manage and control emotions.

METHOD

This study applied correlational design with quantitative method to investigate the correlation between variables. The sample was students who had part-time jobs in Madiun City. This study involved 96 respondents selected using purposive sampling method with Lemeshow formula.

Measurement was completed using academic burnout Likert-scale and self-management scale adapted from a study (Zamarni, 2022). The Likert-scale was projected into 4 categories; Strongly Favorable (SS), Favorable (S), Unfavorable (TS), and Strongly Unfavorable (STS). Suitability test was performed through expert judgment from three lecturers. The trial was then conducted to 30 respondents to measure the validity and reliability of the instrument.

RESULT AND DISCUSSION

The validity and reliability test using academic burnout scale displayed corrected item-total correlation of 0.159-0.802 and alpha cronbach coefficient of 0.935, resulting in a valid and reliable scale. Self-management scale was obtained for the corrected item-total correlation of -0.023-0.759 and reliability coefficient of 0.930, resulting in a valid and reliable instrument.

The research was carried out from March 10, 2023 – March 30, 2023 to 96 working students in Madiun City. The preliminary research generated descriptive statistics based on categorizations, as depicted in the following table:

Table 1. Academic Burnout Categorization

No.	Category	Total Respondents
1.	High	17
2.	Medium	69
3.	Low	10

Based on the data in Table 1, respondents are divided into three categories based on the levels of academic burnout; low category for 10 respondents, medium category for 69 respondents, and high category for 17 respondents. Referring to the theory by Maslach et al. (Oktia, 2022), high category of academic burnout means that students feel exhausted and depersonalized, and have low achievement while doing their activities, in which they are demanded to balance their time and energy for both work and study. This poses impact to students' physical and mental state. Medium level of academic burnout means that students are within the process of adaptation to the double roles, attempt to overcome work and academic problems, and try to have some enthusiasm while feeling physically and mentally drained. Low category of academic burnout refers to students' ability to both study and work, do not encounter emotional exhaustion or tendency of depersonalization, and have the confidence and trust to their own potentials. A study (Mardelina & Muhson, 2017) discovered that part-time job disrupted students' learning concentration and reduced their study time due to working preparation. This occurs as the priority to study is replaced by the priority to work, leading to low academic achievement.

Table 2. Self-Management Categorization

No.	Category	Total Respondents
1.	High	15
2.	Medium	67
3.	Low	14

Referring to the data in Table 2, respondents were categorized into three; 14 respondents in low category, 67 respondents in medium category, and 15 respondents in high category.

A theory by Yates (Mustikaningtyas et al., 2024) states that students in high category of self-management are able to do self-evaluation, brace themselves to do the preferred actions, are able to plan the next steps, and have the ability to control themselves. They are capable of consciously making future steps for themselves. Individuals with good self-management can handle positive and negative drives, manage those drives to reach goals, and have the ability to make rational decisions (Tully et al., 2022). Students with medium category of self-management are in the middle of their attempt to consciously control themselves. Low category of self-management means that students ignore important things which should be under their control. This indicates that students are unable to do self-evaluation, do not plan their actions, and lack of self-control. Pertiwi (2018) proved that students with low self-management displayed difficulty in regulating themselves, like low motivation and self-control in developing the potentials. This causes bad performance in study and work, and physical and emotional exhaustion.

The next statistical test was completed using assumption tests, namely normality test, linearity test, and hypothesis test.

Table 3. Normality Test

Variable	N	Sig.
Academic Burnout Self-management	96	.200

The normality test was done using one-sample kolmogorov smirnov test of the SPSS for windows 25.0 version. On each variable, the value of Sig. was obtained for (2-tailed) 0.200, higher than 0.05, meaning that the data from the two variables were normally distributed.

Table 4. Linearity Test

Variable	Linearity Index (F)	Sig.
Academic Burnout Self-management	1.257	.215

The correlation between working students' academic burnout and self-management was analyzed using linearity test of SPSS version 25.0. The test showed the value of Deviation from Linearity sig. (2-tailed) for 0.215, higher than the coefficient of significance of 0.05. It indicates that the correlation between the two variables is linear.

Table 5. Hypothesis Test

Variable	Pearson Correlation	Sig.
Academic Burnout Self-management	-.745	.000

Statistical analysis in the table shows a significant negative correlation between academic burnout and self-management on working students. The coefficient of correlation r_{xy} of -0.745 denotes that the higher the academic burnout is, the lower the self-management is. The negative symbol (-) on the correlation coefficient indicates that the corrrelation between academic burnout and self-management goes in different direction. The higher the academic burnout gets, the lower the self-management is, and vice versa.

The acceptance of hypothesis in this study that academic burnout is correlated with self-management is supported by a study by Rini (2007), which revealed a significant negative correlation between academic burnout and self-management. The study stated that the higher the burnout, the lower the self-management, and vice versa. Another study confirmed that low self-management posed negative impact of burnout. It means that individuals with low self-management are more susceptible to burnout that those with good self-management (Tully et al., 2022).

CONCLUSION AND SUGGESTION

This study uncovers the correlation between academic burnout and self-management among working students in Madiun City. It is proven by the two main findings:

1. The coefficient of correlation between academic burnout and self-management for -0.745, with significance value of (sig.) 0.000. It signifies a significant and positive correlation between the two variables. The sig. value smaller than 0.05 means that the correlation is statistically significant. This also means that the H0 (null hypothesis) stating that there is no correlation between academic burnout and self-management is rejected, and Ha (alternative hypothesis) stating the existence of correlation is accepted.
2. The value of r (0.745) is bigger than the value of r table (0.2591). It shows that the correlation between academic burnout and self-management is siginificantly higher than what is expected.

The following are some recommendations for relevant parties:

1. For working students

It is expected that working students have good self-management identified by the ability to control thought, feeling or emotion, and behavior to minimize academic burnout. Students need to know that there are conditions in which they may experience academic burnout. Thus, it will be helpful to acquire good self-management skills especially for working students.

2. For future study

Future studies are expected to include more research sample, not only involving students working part-time but also those students working full-time, freelance, or other types of jobs.

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