

Academic burnout in terms of hardiness in psychology faculty students who are working on a thesis

Annisa Handayani^{1*}, Rini Eka Sari², Andreas Yudha Fery Nugroho³


^{1*} Sarjanawiyata Tamansiswa University, Indonesia;

² Sarjanawiyata Tamansiswa University, Indonesia;

³ Sarjanawiyata Tamansiswa University, Indonesia.

¹anissahandayani3@gmail.com, ²rini.sari@ustjogja.ac.id, ³andreas.yudha@ustjogja.ac.id

*Correspondent Author

KEYWORDS	ABSTRACT
Academic Burnout College Students Hardiness	<p>This study aims to empirically examine the relationship between hardiness and academic burnout in Faculty of Psychology students who are working on their thesis. The hypothesis proposed in this study is that there is a negative relationship between hardiness and academic burnout in Faculty of Psychology students who are working on their thesis. The sampling technique in this study was purposive sampling with the criteria of active students of the faculty of psychology, students of class 2017-2019, currently taking the final thesis. The results showed that there is a significant negative relationship between hardiness and academic burnout in students who are working on their thesis. The hypothesis proposed in this study is accepted, namely that there is a negative relationship between hardiness and academic burnout in psychology faculty students who are working on their thesis. The higher the hardiness possessed by students, the lower the academic burnout experienced by students, and vice versa. The relationship can be seen from the correlation coefficient (r) of -0.475 with a significance value of $p=0.000$ ($p<0.05$) and an effective contribution of 22.56%.</p> <p>This is an open-access article under the CC-BY-SA license.</p> 

Introduction

Education is one of the important factors to improve the quality of Human Resources (Fahmi & Widyastuti, 2018). In education, individuals will be given knowledge and training in order to develop individual knowledge and abilities that can be applied and applied in the future (Triovano & Khoirunnisa, 2021). At the tertiary level, students have the obligation to compile a final project in the form of a thesis (Permatasari et al., 2021). Students who can complete their assignments and graduate on time will benefit, one of which is being able to start their careers earlier (Putra, 2020).

Students are responsible for immediately completing the thesis, along with demands

from parents, supervisors, and family (Puspitaningrum, 2018). The process of working on a thesis requires high consistency besides that it also requires costs, energy, and also more thought in working on the thesis. This encourages students to immediately complete the thesis and get a bachelor's degree (Permatasari et al. 2021). The fact that occurs is that students have great challenges in working on theses, such as busyness outside of lectures, difficulty determining titles, boredom, and laziness (Rizka, 2019).

Some of the demands received by students can cause them to feel tired and stressed (Nurmala et al., 2020). When fatigue and stress are perceived negatively or responded to excessively, it can impact health and academics (Sanjaya, 2022). If the feelings experienced by students are left for a long period without serious help to resolve, it can lead to prolonged fatigue and the development of academic burnout symptoms (Aguayo et al. 2019).

An individual's negative psychological experience caused by academic demands and also gaps in academics that affect emotions, behavior, relationships with others, and individual motivation is called academic burnout (Kasih, 2021). Burnout is a response caused by prolonged stress and has a negative effect on the individual, organization, and service users concerned (Maslach et al. 2001).

In the field of education, academic burnout refers to fatigue due to academic demands, so that students lose interest in completing academic tasks and feel incompetent as students (Hidayati et al. 2021). According to the results of Khairani & Ifdil's research (in Wasito & Yoenanto, 2021), academic burnout symptoms are fatigue accompanied by loss of energy, trying to find other activities, not interested in working on the thesis, irritable when facing thesis obstacles, feeling that the results obtained are not appreciated, feeling that the results obtained are not as expected, frequent headaches, easily suspicious of others, feeling a failure and afraid to face problems. The aspects of academic burnout proposed by Maslach et al. (2001) are aspects of fatigue, depersonalization, and decreased self-achievement for reference in making research measuring instruments.

The research data above is supported by observations and interviews that researchers conducted at the beginning of the study. The results of these interviews were conducted with four students of the Faculty of Psychology who were and began working on their thesis. The four students are two students of class 2019, one student of class 2018, and one student of class 2017. Interviews with 2019 batch students were conducted at the Faculty of Psychology,

Sarjanawiyata Tamansiswa University, on September 26, 2022. While interviews with students of class 2018 were also conducted at the Faculty of Psychology, Sarjanawiyata Tamansiswa University, on October 25, 2022, and students of class 2017 were conducted on October 27, 2022.

The interview results explained that students working on their thesis get demands, starting from determining the title that is in accordance with the field of interest. In addition, the uncertainty of information related to determining the thesis supervisor makes some students experience doubts and confusion about who to consult when starting to work on the thesis.

The results of these interviews also show that the four Faculty of Psychology students who are working on their thesis experience different symptoms of academic burnout from students from class 2017 to students from class 2019. Students in 2017 experienced academic burnout because of the demands received from parents. Then for students in 2018 experienced academic burnout because they experienced fatigue in waiting for feedback from the supervisor. Meanwhile, students in 2019 experienced academic burnout due to differences in the system between ordinary lectures and working on a thesis. This causes changes in life, such as experiencing disturbances in sleep patterns, eating patterns, and often feeling dizzy. One case that has occurred in a student with the initials X who experienced mental disorders due to fatigue while working on the thesis. Students feel stressed, cry every day, have difficulty managing sleep patterns, and even have time to end their lives because of the many demands received. Starting from the environment, lecturers do revisions repeatedly, which makes students disrupt their sleep cycle. The student is suspected of experiencing academic burnout (Amirullah, 2022).

Factors that influence burnout are situational factors, namely factors that come from outside a person, and individual factors, namely factors that come from within a person (Maslach et al. 2021). Regarding individual factors, each individual on burnout depends on personal characteristics, namely personality type. According to Smet (in Fahmi & Widyastuti, 2018), one of the personality patterns considered to be able to keep a person healthy despite experiencing a lot of pressure in life is hardiness.

Hardiness is a personality that arises from within the individual as an attitude that turns stressful situations into opportunities for growth (Maddi, 2006). Meanwhile, according to Kobasa (1979), hardiness is a collection of various personalities that have a function to emphasize within the individual to be able to adapt and solve problems in a new environment.

Hardiness can maintain mental and physical health in stressful situations such as academic burnout (Maheswari et al., 2022). When facing problems, individuals with high levels of hardiness will view a problem as a challenge to be faced and resolved (Anggara & Laksmiwati, 2022). The ability to survive individuals under pressure that causes stress varies, according to Rakhmawati et al. (2019), someone who has a good level of hardiness will find it easier to focus on strategy, control, and commitment in the face of pressure. According to Kobasa (1979), hardiness has three aspects: control, commitment, and challenge.

Based on the description above, the researcher is interested in conducting research on "Academic Burnout in Review of Hardiness in Psychology Faculty Students who are Working on Thesis". The purpose of this research is to empirically examine the relationship between hardiness and academic burnout in Faculty of Psychology students who are working on a thesis. With the hope that this research can provide benefits for the development of psychology, especially the development of educational psychology. In addition, it is expected to provide an overview of academic burnout in terms of hardiness. So that lecturers and universities can provide an understanding for students that the importance of hardiness personality is owned by every student. The hypothesis in this study is that there is a negative relationship between hardiness and academic burnout among Faculty of Psychology students who are working on their thesis. That is, the higher the hardiness possessed, the lower the academic burnout experienced. Conversely, the lower the hardiness, the higher the academic burnout experienced.

Method

The method used in this study is to use a quantitative correlational approach, namely with the dependent variable of this study, namely academic burnout, while the independent variable is hardiness. The subjects in this study were 88 students who were taken using purposive sampling technique. In this research, sampling has certain characteristics, namely female and male gender, active students of the Faculty of Psychology, Sarjanawiyata Tamansiswa University Yogyakarta, students from 2017 to 2019 Faculty of Psychology, Sarjanawiyata Tamansiswa University, students who are taking their final project. The data collection method in this study is using a test with a scale measuring instrument. The scale used in this study is a Likert scale based on aspects of each research variable. Data analysis was used to see the relationship between hardiness and academic burnout in Faculty of Psychology

students working on their thesis using the Karl Pearson product-moment correlation technique with the help of the SPSS 20 program.

Result and Discussion

Results of Reliability Estimation and Instrument Validity Tests

The test reliability estimate on the hardiness scale was analyzed using Cronbach's alpha formula and only used valid items. The results of the reliability estimation analysis showed that the academic burnout scale had an alpha Cronbach coefficient of 0.847, and the hardiness scale had an alpha Cronbach coefficient of 0.836. Content validity testing is confirmed by the suitability of the contents of the items with the aspects to be measured. Selection of items is done using a power difference of ≥ 0.25 so that items that have a difference index greater than or equal to 0.25 are eligible for inclusion in the research scale.

1. Categorization Results

Based on the results of data analysis and categorization that has been done, the academic burnout scale shows that students who are working on a thesis are in the moderate category as much as 54.54% (48 out of 88 research subjects). Where students who are female (60%) have a higher level of academic burnout than students who are male (39.14%). While on the hardiness scale, students who are working on a thesis are in the high category, namely 77.28% (68 of 88 research subjects). Where students who are male (82.61%) have a higher hardiness personality than students who are female (75.38%).

Table 1. Categorization of Academic Burnout and Hardiness Variables

Categorization	Variables					
	Academic Burnout	F	%	Hardiness	F	%
Very High	$> 92,4$	0	0	$> 83,9$	10	11,36
High	$74,80 < x \leq 92,4$	8	9,0	$60,98 < x \leq 83,9$	68	77,28
Medium	$57,2 < x \leq 74,80$	48	54,54	$52,02 < x \leq 60,98$	7	7,95
Low	$39,6 \leq x \leq 57,2$	30	34,09	$36,1 \leq x \leq 52,02$	3	3,41
Very Low	$< 39,6$	2	2,28	$< 36,1$	0	0
Total		88	100		88	100

Table 2. Categorization by Gender of Academic Burnout and Hardiness Variable Hardiness Variable

Variables	Gender	Categorization					Total	
		ST	T	S	R	SR		
Academic Burnout	Male	F	0	1	9	11	2	23
		%	0	4,34	39,14	47,83	8,69	100
	Female	F	0	7	39	19	0	65
		%	0	10,77	60	29,23	0	100
Hardiness	Male	F	3	19	1	0	0	23
		%	13,04	82,61	4,35	0	0	100
	Female	F	7	49	6	3	0	65
		%	10,76	75,38	9,24	4,62	0	100

3. Assumption Test

a. Normality Test

The normality test uses the one sample Kolmogorov Smirnov technique with the rule, namely if $p > 0.05$ means that the data distribution is normally distributed and there is no change in the difference in empirical and hypothetical data distribution. Meanwhile, if $p < 0.05$ means that the data distribution is not normally distributed and there is a change in the difference in empirical and hypothetical data distribution.

Table 6. Normality Test Results

Variabel	Ks-Z	Sig.	Keterangan
Academic Burnout	0,603	0,860	$P > 0,05$ (Normal)
Hardiness	1,028	0,241	$P > 0,05$ (Normal)

The normality test results above show that the academic burnout variable has a Ks-Z coefficient = 0.603 with a p-value = 0.860 ($p > 0.05$) and the hardiness variable has Ks-Z = 1.028 with a p-value = 0.241 ($p > 0.05$). These results indicate that the normality test of the academic burnout and hardiness variables is normally distributed and there is no change in the difference in empirical and hypothetical data distribution.

b. Linearity Test

The linearity test was conducted using the test for linearity. The relationship between the two variables can be said to be linear if the value of linearity is less than 0.05 ($p < 0.05$). The results of the linearity test between the academic burnout variable and hardiness show that the result

of F linearity is 24.752 with a significance value of $p = 0.000$ ($p < 0.05$). So it can be concluded that there is a relationship between the academic burnout variable and the hardiness variable, which is linear or follows a straight line.

4. Hypothesis Test

Hypothesis testing in this study used the product moment correlation technique from Karl Pearson with the help of the SPSS 20.0 for windows program. The hypothesis can be said to be accepted if it has a p-value smaller than 0.05 ($p < 0.05$). The results of hypothesis testing between academic burnout and hardiness variables in the table above show that the correlation coefficient value is -0.475 with a significance value of 0.000 ($p < 0.05$). This shows that there is a negative relationship between the variables of academic burnout and hardiness, where the higher the hardiness personality of the individual, the lower the chance of academic burnout, and vice versa. Thus, the hypothesis in this study is accepted. This study shows that hardiness provides an influence of 22.56% on the occurrence of academic burnout.

5. Difference Test

Researchers conducted additional tests using this independent sample t-test. Researchers wanted to find out more about the differences between academic burnout and hardiness based on gender.

Table 4. Difference Test Results

Variables	Independent Sample t-Test			Mean
	T	Sig.	Description	
Academic Burnout	-2,568	0,012	There is a Difference	
			Male	56,39
			Female	62,63
Hardiness	-0,626	0,534	No Difference	
			Male	70,93
			Female	72,75

The t-test based on gender on the academic burnout variable has a p-value of 0.012 ($p < 0.05$), meaning that it can be concluded that there are differences in academic burnout between female and male students. Where the female gender has higher academic burnout than the male gender. While the difference test based on gender on the hardiness variable has a p-value of 0.534 ($p > 0.05$). This means that it can be concluded that there are no differences in hardiness based on gender in students of the Faculty of Psychology, Sarjanawiyata Tamansiswa University, both male and female.

Discussion

The results showed that there is a very significant negative relationship between hardiness and academic burnout in students who are working on a thesis. The relationship can be seen from the correlation coefficient (r) of -0.475 and a significance value of $p=0.000$ ($p<0.05$). This means that the higher the hardiness of students who are working on a thesis, the lower the academic burnout experienced. Conversely, the lower the hardiness, the higher the academic burnout in students who are working on their thesis. This is in line with research conducted by Rizky & Harsono (2022), showing a correlation coefficient value of -0.568 with a significance value of 0.000 ($p < 0.05$). These results explain that academic burnout, which is influenced by hardiness, has a negative relationship direction where the higher the hardiness, the lower the level of academic burnout, and vice versa. This statement is reinforced by the results of research conducted by Rismanto (2020), which shows that there is a strong and significant negative relationship ($r = -0.730$ and $p < 0.05$) between hardiness and burnout in Dalmas members.

According to Sugiyono (2013), the range of correlation values with a coefficient interval of $0.600 - 0.799$ is categorized as a correlation coefficient with a strong level of relationship. Based on these results, it can be concluded that the hypothesis proposed by the researcher is accepted. These results are in accordance with the hypothesis proposed by the researcher, namely that there is a negative relationship between hardiness and academic burnout in Faculty of Psychology students who are working on their thesis. That is, the higher the hardiness, the lower the academic burnout. Conversely, the lower the hardiness, the higher the academic burnout. The results of the study are in line with the theory, which states that hardiness is one of the factors that can affect the occurrence of academic burnout. In general, hardiness has an important role in keeping individuals healthy despite experiencing pressure or burnout. Good hardiness in individuals can reduce the possibility of academic burnout. This is in accordance with the opinion stated by Maslach et al. (2001) that students have a tendency to experience academic burnout influenced by the high and low hardiness possessed by that individual.

Hardiness owned by individuals has an influence on dealing with severe circumstances (Kobasa, 1979). Students who have a hardiness personality will enjoy every process of working on the thesis and not think about the thesis excessively because the changes

that occur in life are considered a challenge and are useful for future life development. In addition, students who have strong hardiness in themselves tend to be confident and persistent in dealing with something despite experiencing pressure and also slow development.

The tendency of academic burnout in psychology faculty students working on their thesis is in the moderate category, while hardiness in most students is in the high category. Ramadhan & Rinaldi (2022) state that individuals with high hardiness believe that something that happens in their lives can be controlled by themselves and view change as something interesting and challenging, not something threatening. Therefore, students who have high hardiness will view all problems positively so that students do not easily experience complex fatigue, which can lead to academic burnout.

Researchers also conducted additional analysis to determine whether there are differences between hardiness and burnout based on gender. This additional test uses an independent sample t-test. The results of the test based on gender on academic burnout have a significant value of 0.012 ($p < 0.05$), which shows that there is a difference in academic burnout where the female gender (62.63) has a higher level of academic burnout than the male gender (56.39). While hardiness has a significance value of 0.534 ($p > 0.05$), this shows that there is no difference influenced by gender there is hardiness.

The results in this study also show that the effective contribution of hardiness to academic burnout in students with a coefficient of determination of 0.2256. This illustrates that hardiness provides an influence of 22.56% on academic burnout in psychology faculty students who are working on a thesis. In addition, 77.44% is influenced by other factors not examined in this study.

Conclusion

Based on the results of quantitative data analysis obtained through this study, it can be concluded that the research hypothesis is accepted, namely that there is a negative relationship between hardiness and academic burnout in Faculty of Psychology students who are working on their thesis, with a negative relationship direction. Where the higher the hardiness, the lower the academic burnout in psychology faculty students who are working on their thesis. Conversely, the lower the hardiness, the higher the burnout that is owned by psychology faculty students who are working on their thesis. This can be seen from the results of hypothesis testing between the hardiness variable and academic burnout, which shows a correlation coefficient (r) of -0.475 with a significance value of 0.000 ($p < 0.05$). The effective contribution of the hardiness variable to the academic burnout variable is 22.56%, so there are

77.44% other factors that can affect academic burnout outside of the aspects of the hardiness variable used by researchers.

Suggestion

Based on the research that has been done, the researchers provide some suggestions for the subjects, namely to maintain their hardiness so that they have a tough personality in dealing with pressure by responding to everything that happens wisely, increasing insight, thinking positively, not comparing their own work with the work of others. With high hardiness, it can reduce the level of moderate academic burnout by making a routine schedule for working on the thesis, having targets, and appreciating yourself after completing something. Researchers also have suggestions for future researchers, which are expected to be able to expand more other variables that can affect the tendency of academic burnout, such as self-esteem, parental support, social support, stress coping, and locus of control. In addition, it is hoped that future researchers can expand subject categories such as different research samples or research conducted in other places.

References

- Aguayo, R., Cañadas, GR, Assbaa-Kaddouri, L., Cañadas-De la Fuente, GA, Ramírez-Baena, L., & Ortega-Campos, E. (2019). Profil risiko faktor sosiodemografi dalam timbulnya sindrom kelelahan akademik pada sampel mahasiswa. *Jurnal internasional penelitian lingkungan dan kesehatan masyarakat*, 16 (5), 707.
- Amirullah. 2022. Stres Mengerjakan Skripsi, Mahasiswa ini Berakhir Gangguan Mental dan Dipasung. <https://aceh.tribunnews.com/2022/07/28/stres-mengerjakan-skripsi-mahasiswa-ini-berakhir-gangguan-mental-dan-dipasung>. Diunduh pada tanggal 01 Oktober 2022.
- Anggara, A. R. D., & Laksmiwati, H. Hubungan antara hardiness dengan stres pada atlet pelajar beladiri Kota Blitar. *Jurnal Penelitian Psikologi*, 9 (5), 104-115.
- Fahmi, A. R & Widyastuti. (2018). Hubungan antara *hardiness* dengan *burnout* pada santri Pondok Pesantren Persatuan Islam Putra Bangil. *Jurnal Psikologi POSEIDON*, 12 (1), 66-73.
- Hidayati, S., Amalia, R., & Aiyub, A. (2021). Burnout mahasiswa keperawatan dalam mengikuti program profesi nersdi masa pandemi Covid-19. *Jurnal Ilmiah Mahasiswa Fakultas Keperawatan*, 5(4).
- Kasih, Ursula. C. I. (2021). Hubungan antara regulasi emosi dengan burnout pada guru SMA N di wilayah Kota Yogyakarta. *Skripsi*. Universitas Sanata Dharma.
- Kobasa, S. C. (1979). Stressful life events, personality, and health: an inquiry into hardiness. *Journal of personality and social psychology*, 37(1), 1.
- Maddi, S.R. (2006). Hardiness: the courage to grow from stresses. *Journal of Positive Psychology*, 1, 160–168.
- Maheswari, H., Sofia, E., Kusumawati, F., & Magetsari, M. A. (2021). Kemampuan hardiness dalam meminimalisir dampak burnout terhadap psychological well-being: Studi kasus dosen Universitas Pertamina. *Jurnal Sociaperti*, 1(1).
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual review of psychology*, 52(1), 397-422.

- Nurmala, M. D., Wibowo, T. U. S. H., & Rachmayani, A. (2020). Tingkat stres mahasiswa dalam pembelajaran online pada masa pandemi Covid-19. *Jurnal Penelitian Bimbingan Dan Konseling*, 5(2).
- Permatasari, R., Noviandari, H., & Mursidi, A. (2021). Studi deskriptif dampak psikologis mahasiswa program studi bimbingan dan konseling Universitas PGRI Banyuwangi Dalam Penyusunan Skripsi di Masa Pandemi COVID-19. *Jurnal Bina Ilmu Cendekia*, 2 (1), 127-141.
- Puspitaningrum, K. (2018). Pengaruh dukungan sosial orang tua terhadap *burnout* pada mahasiswa dalam mengerjakan skripsi. *Jurnal Riset Mahasiswa Bimbingan dan Konseling*, 4 (10), 615-625.
- Putra, Rivandi P. 2020. Dear Mahasiswa, ini 5 Manfaat Kalau Kamu Lulus Kuliah Tepat Waktu. <https://www.idntimes.com/life/education/rivandi-pranandita-putra/manfaat-kalau-kamu-lulus-kuliah-tepat-waktu-c1c2>. Diunduh pada tanggal 29 September 2022.
- Rakhmawati, RA, Supriatna, UY, & Wardati, MA (2019). Studi deskriptif mengenai hardiness pada siswa atlet (PPLP) Jawa Barat). *Prosiding Psikologi*, 5 (2), 723-729.
- Ramadhan, M. R., & Rinaldi, R. (2022). Hubungan antara dukungan teman sebaya dengan burnout akademik pada siswa Madrasah Aliyah Islamic Boarding School Ar-risalah. *Jurnal Riset Psikologi*, 5(3), 87-98.
- Rismanto, L. D. (2020). Hubungan antara kepribadian hardiness dengan burnout pada anggota Dalmas Ditsamapta Polda Diy. *Naskah Publikasi Program Studi Psikologi*, 1-15.
- Rizka, Ajeng. 2019. 9 Kendala Legenda dalam Pembuatan Skripsi. Setiap Tahun sama aja Problemnya, Tapi Nggak Teratasi juga. <https://www.hipwee.com/hiburan/kendala-pembuatan-skripsi/>. Diunduh pada tanggal 12 Oktober 2022.
- Rizky, MH, & Harsono, YT (2022). Hubungan antara hardiness dengan burnout pada anggota himpunan pengusaha muda cabang Kota Malang. *Jurnal Berkembang*, 2 (3), 166-171.
- Sanjaya, A. I. (2022). Hubungan Dukungan sosial orangtua dengan stres akademik selama pembelajaran daring Di Mts N Pundong Bantul Yogyakarta. *Skripsi*. Universitas Mercu Buana Yogyakarta.
- Sugiyono (2013). *Metode Penelitian Kuantitatif dan Kualitatif dan R&D*. Bandung: CV Alfa Beta.
- Triovano, K. A., & Khoirunnisa, R. N. (2021). Hubungan antara regulasi diri dengan perilaku prokrastinasi akademik pada siswa kelas XI. *Penelitian Psikologi*, 8 (1), 201-211.