



ACADEMIC BURNOUT: DO COLLEGE STUDENTS WHO JOIN ORGANIZATIONS EXPERIENCE IT?

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Abstract

The education system in universities puts much pressure on students so that they can meet academic requirements. This strict learning system can cause students to experience academic burnout, which impacts mental and academic health. This study aims to reveal academic burnout in students who join organizations and how many students experience academic burnout when participating in organizations. The research method used was quantitative, with a descriptive approach and a sample of 50 students participating in the organization. The measuring tool used is the Oldenburg Burnout Inventory – Student Version, which consists of 16 statements covering two dimensions, namely exhaustion and disengagement. The results revealed that an average of 36 students experienced academic burnout, or as much as 72%, and students who joined organizations experienced academic burnout. It recommended that further researchers research on a larger scale to get a complete picture of academic burnout experienced by students who join organizations.

Keywords: academic burnout, college student, organization

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Introduction

The education system in higher education usually puts much pressure on students so that they can meet academic requirements. This rigorous learning system can cause students to experience academic burnout, which impacts mental and academic health (Rad, Shomoossi, Hassan, et al., 2017). Academic burnout is a chronic stress condition due to excessive academic demands (Rahmatpour et al., 2019). This condition causes students to feel exhausted, not excited, and need more energy to study. Students who experience academic burnout will experience decreased productivity, decreased motivation, and poor learning quality (X. Zhang et al., 2013). College students are often caught in a pattern where they feel the need to follow a busy schedule, try to complete tasks in record time, and, at the same time, have trouble finding time to rest. The imbalance between task demands and available time often makes students feel uncontrollable and easily stressed.

Many activities in lectures are very diverse; students often have to sort out what activities they want to undergo. Of the many activities among students, one is students who are active in organizations (Huwaë & Rugebregt, 2020). Students who are active in organizations like to involve themselves in various activities or activities held by organizations. There are often problems where students are more concerned with organizational activities than academic demands. Many students leave activities with a significant level of responsibility, namely lectures, and some students are more interested in completing other responsibilities outside of academic activities first (Febrianti et al.,

2020). Students who study while participating in organizational activities are required to be able to carry out their duties and responsibilities well, starting with time management, namely between the time used for lectures and organizing (Huwae & Rugebregt, 2020; Yandri & Juliawati, 2017). Undergoing lectures while organizing will affect the student's academic achievement, seeing the two roles carried out (Juliawati, 2017; Mardelina & Muhson, 2017).

Academic burnout is a state of burnout, burnout, and lack of motivation caused by excessive academic pressure. Students active in organizations often have higher demands on time and responsibility, which can increase the risk of burnout. The theory that agrees with this is Job Stress Theory, which states that excessive workload and pressure associated with tasks and responsibilities can cause stress that negatively impacts individual well-being (Lazarus & Folkman, 1984). Furthermore, Job Satisfaction theory relates the level of individual satisfaction with the job or activity carried out with the level of stress and burnout experienced. Active students in organizations may feel engaged and satisfied with their contributions. However, if the burden of tasks and responsibilities is too significant, their satisfaction levels can decrease and contribute to the risk of burnout (Greenhaus & Allen, 2011). *Work-Life Balance Theory* This theory emphasizes the importance of maintaining a balance between the demands of work and personal life. Students who are active in organizations may face challenges in managing time between academic, organizational, and personal life activities, which can increase the risk of burnout (Locke, 1976; Maslach, 2003).

Burnout has a significant adverse impact on mental health and academic achievement. Students who experience academic burnout will experience a decrease in the quality of learning (Xie et al., 2019). They need help to concentrate and understand the subject matter. In addition, students also tend to have difficulty completing academic tasks and exams well. Academic burnout can also decrease motivation (X. Zhang et al., 2013). They sometimes feel uneasy about learning or need clear educational goals. This can cause students to lose interest in college and not be eager to face academic tasks (Sujadi, 2023). Academic burnout has three dimensions: emotional exhaustion, cynicism, and low personal accomplishment. First, emotional exhaustion is a feeling of lack of energy and depleted emotional resources, as well as fatigue resulting from excessive emotional involvement beyond one's limits and feeling overwhelmed by the academic demands placed on the individual (Aguayo et al., 2019; Maslach et al., 2001). Emotional exhaustion can be characterized by difficulty sleeping, lethargy, problems in the stomach or digestion, tense muscles, and dizziness (McCormack & Cotter, 2013).

The research results by William (2013) found that organizational commitment was significantly negatively associated with burnout. The same research was also conducted by Prajawati (2020), who found a very significant negative relationship between organizational commitment and burnout in members of the Surakarta Police Traffic Police. The same thing Orpina and Prahara did (2019) In interviews with students showed that students have feelings of physical and mental fatigue towards their busy routines, such as having to go to college after a day of work, and students feel unable to control their emotions. Hence, they feel less caring for others and can vent their emotions to others; students said they want to leave their college activities because they feel heavy with excessive activities, so they want to choose one of their routines; the students also said that sometimes lectures increase their workload. Students stated that they feel burdened by the tasks given by the lecturer and sometimes feel unable to complete their tasks, so they do not collect the assignments given by the lecturer.

Research literature shows that academic burnout is associated with various academic problems of students, such as students who have high levels of academic burnout, vulnerable to having low psychological capital and academic engagement (Jeffrey et al.,

2014; Rad, Shomoossi, Rakhshani, et al., 2017; Shih, 2015; Y. Zhang et al., 2007), low positive support (Chang et al., 2016; Karimi & Fallah, 2019; Lyndon et al., 2017; Stoeber et al., 2011) from classmates, satisfaction needs, and work involvement in completing group tasks (Lyndon et al., 2017; Shih, 2015). Similarly, the emergence of student academic burnout is suspected that students experience "self-identity stress," "interpersonal stress," "future developmental stress," and "academic stress" (Aguayo et al., 2019; Lin & Huang, 2014).

Based on observations, researchers found that the phenomenon of academic burnout in students of Institut Agama Islam Negeri Kerinci was caused by several things, including the tight schedule of student organizational and non-organizational activities, as well as study fatigue factors that caused many tasks that could not be completed properly. Some students stated that the course assignments could not be completed correctly, so the results of the studies they achieved were considered different than expected. Therefore, this research needs to help us understand more deeply how student involvement in organizations can affect their stress levels and academic burnout. This can provide insight into the factors that drive burnout.

Through studies conducted in Indonesia, little research still discusses academic burnout in students who participate in organizations, especially in students who participate in student organizations. Not only for lectures but also for organizational activities, it is interesting to see the relationship between academic burnout experienced by students who participate in organizational activities. Thus, this study aims to determine academic burnout in students who participate in organizations.

Method

The method used in this study is a quantitative method with a descriptive approach that aims to reveal what it is. Descriptive research is not intended to test a particular hypothesis but only describes what it is about a variable. With quantitative research, many are required to use numbers, starting from collecting interpretation data on the data and the appearance of the results. So, it can be concluded that quantitative descriptive research in this study is to see, review, and describe with numbers the object under study as it is and draw conclusions about it according to the phenomena that appear at the time the research is carried out (Arikunto, 2006; Putra, 2016).

The population of this study is active students in universities in Sumatra who participate in campus organizations. In determining the sample, researchers set a time of 20 days in June 2023 for data collection. Respondents who participated to take part in the survey were as many as 50 students who participated in organizations on campus. The demographic characteristics of respondents can be seen in Table 1. Most respondents were dominated by the most followed organization, HIMA, with as many as 19 students, based on the Higher Education category dominated by Institut Agama Islam Negeri Kerinci as many as 19 students. Ethical consent has been agreed upon with the direct respondent as the subject of the study. Respondents allow their responses to be recorded for research purposes and maintain the confidentiality of respondent data. The Ethics Committee on Research and Community Service Institut Agama Islam Negeri Kerinci has also tested this research.

Table 1 Demographic Characteristics of Respondents

| Variable | Category | Frequency |
|--------------|-------------------------------------|-----------|
| Organization | BEM | 3 |
| | EXIST | 2 |
| | HIMA | 19 |
| | IPQOH FSI/LDK | 3 |
| | IMK | 2 |
| | IMAPEFSI | 4 |
| | IMM | 4 |
| | KAMMI | 1 |
| | OUTLENS | 1 |
| | PMII | 3 |
| | PSM | 1 |
| | SKI | 1 |
| | TBM | 1 |
| | UKM | 5 |
| College | Institut Agama Islam Negeri Kerinci | 19 |
| | IAI Nusantara Batang Hari | 2 |
| | Institut Pertanian Bogor | 1 |
| | Poltekkes Kemenkes Jambi | 3 |
| | Poltekkes Kemenkes Yogyakarta | 1 |
| | STIE Sakti Alam Kerinci | 2 |
| | Universitas Andalas | 3 |
| | Universitas Bengkulu | 3 |
| | Universitas Batam | 1 |
| | Universitas Dharma Andalas | 1 |
| | Universitas Fortdecock Bukittinggi | 3 |
| | Universitas Jambi | 10 |
| | Universitas Negeri Padang | 1 |

This research instrument uses the Oldenburg Burnout Inventory – Student Version (OLBI-S) to collect data on student academic burnout. OLBI-S was initially developed to measure burnout, containing 16 statements covering two dimensions: exhaustion and disengagement (Demerouti et al., 2010). Furthermore, this scale was adapted to measure academic burnout (Reis et al., 2015). Respondents were asked to respond to scale items using a scale that ranged from 1 (strongly agree) to 4 (strongly disagree). Internal consistency ranges from 0.97 – 0.99, and the validity and reliability test of the scale with the acquisition of Cronbach's Alpha value of 0.841.

This research was conducted by providing Oldenburg Burnout Inventory – Student Version (OLBI-S) to students who are willing to become respondents by distributing Google Forms to social media such as Facebook, Instagram, and WhatsApp. The data that has been collected is then analyzed with descriptive statistics using the average score, standard deviation, and percentage of research variables with categorization norms. (Azwar, 2010).

Researchers admit that the method used is only limited to a descriptive approach, namely seeing, reviewing, and describing with numbers the object under study as it is and drawing conclusions about it according to the phenomena that appear when the research is carried out.

Result and Discussion

The research was conducted on 50 students who participated in the organization. The results of processing the Academic Burnout scale, in general, can be seen in Table 2 below:

Table 2 Distribution of Academic Burnout Frequency in Students Who Join Organizations

| Category | Score Range | Frequency | Percentage |
|----------|------------------------|-----------|------------|
| Low | $X < 41,14$ | 8 | 16 % |
| Average | $41,14 \leq X < 48,30$ | 36 | 72 % |
| High | $48,30 \geq X$ | 6 | 12 % |

Table 2 shows that out of 50 students, eight experienced academic burnout with a low category of 16%, then as many as 36 students experienced an average academic burnout of 72%. A total of six students experienced academic burnout in the high category of 12%. So, students who participate in organizations on campus experience academic burnout.

Furthermore, the results of processing the Academic Burnout scale seen from the aspects of exhaustion and disengagement owned by students can be seen in the following picture:

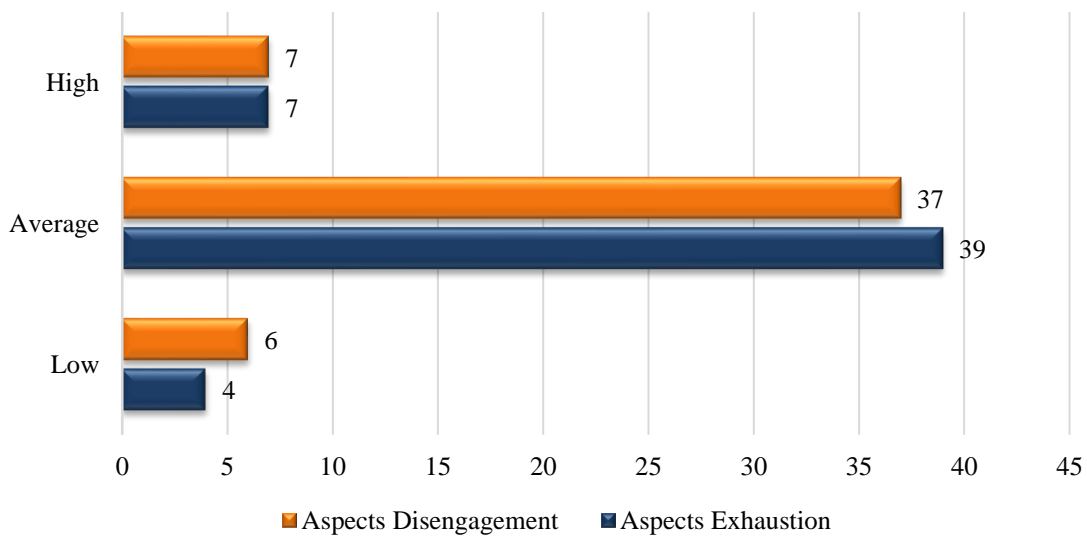


Figure 1 Academic burnout is seen from the aspect of exhaustion and disengagement.

Figure 1 shows that out of 50 students, the average student experienced academic burnout, 72% in the burnout aspect and 78% in the release aspect. The average student who joins the organization generally experiences academic burnout, 72% or as many as 36 people. Academic Burnout in Students Who Join Organizations is seen as something that could be better for students. Burnout and student engagement are in the moderate category, with not too much academic burnout. Students who have excessive levels of pressure and stress can cause academic fatigue. So, students who join organizations in terms of exhaustion and disengagement experience academic burnout. Therefore, students need to understand and manage excessive levels of pressure and stress in order to avoid academic burnout.

This study showed that students who participated in organizations experienced academic burnout. If a person is physically exhausted for a long time, he will also be mentally exhausted. At that time, they could not function at an average level, and their physical abilities declined (Widayanti et al., 2017). A study found that academic stress was positively associated with levels of academic burnout in college students. Students who experience higher levels of academic stress tend to have higher levels of academic burnout (Yusoff et al., 2021). In addition, some studies have also shown that academic stress affects academic fatigue; The higher the academic pressure, the higher the burnout

experienced (J. Lee & Choi, 2014; M. J. Lee et al., 2020). The results also revealed that academic fatigue is associated with psychological maladaptation (M. Y. Lee & Lee, 2018). The results of the study also showed that academic burnout comes from unaddressed emotional fatigue that makes individuals begin to provide distance from the surrounding environment, or called cynicism, to avoid tasks or demands that make individuals stressed and depressed, the inability of individuals to do this—handling the task at hand that causes feelings of insecurity with his ability or low personal achievement (Maslach et al., 2001; Muflihah & Savira, 2021).

There are several limitations in this study; this research still has several things that need to be improved, such as the number of samples that are still small, the reach of universities that still need to represent Indonesia, and the number of samples that are not evenly distributed in each university. So, suggestions and input are needed for further research.

Conclusion

The general conclusion of this study is related to the fact that students who participate in organizations experience academic burnout. Academic Burnout in Students Who Join Organizations is in the medium category. Then, Academic Burnout in Students Who Join Organizations in terms of exhaustion is in the medium category. Academic Burnout in Students Who Join Organizations is seen in terms of understanding engagement is in the medium category. From the results of this study, it is recommended that further researchers research on a larger scale to get a complete picture of students related to Academic Burnout in organizations.

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Author Contributions Statement

All authors equally contribute to conducting research and writing articles.

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