

Research Article

**Should Students Engage to Their Study?
(Academic Burnout and School-Engagement among Students)**

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Abstract: Inability to deal with lectures efficiently leads students vulnerable to academic burnout. Burnout contributes to the high dropout rate among students, and this phenomenon has occurred on several universities in Indonesia. To overcome these problems, students should generate the feelings, attitudes and positive attitude towards the academic demands, or known as school engagement. School involvement is a predictor of students' dropout rate. This study aims to analyze the dropout problem in many private universities in Jakarta by examining the psychological variables: academic burnout and school engagement. 208 students from some private university in Jakarta participated and fulfilled two questionnaires: academic burnout and school engagement that has been modified to suit the college setting. Correlation of the variables showed $r = -0.399$ ($p = 0.000$). This means that school engagement plays a role in reducing academic burnout among students. These findings contribute a reference for academic counseling to support the decreasing of students' dropout rate.

Keywords: academic burnout; school engagement; students

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INTRODUCTION

Students who are studying in universities are faced with various demands which will help them to adapt to the real working environment. In carrying out the study, students must adapt to the educational system, methods of learning, and social skills are very different from previous educational level (Khoo, Abu-rasain, and Hornby in Chai, 2012). They are also expected to meet the various demands such as the fulfillment of the tasks of lectures, face the complexity of the lecture material which is more difficult from year to year, do social adjustment in the campus environment, and the fulfillment of expectations to achieve academic achievement (Heiman&Kariv in Alfian, 2014).

Students who are not able to deal efficiently lectures will make them vulnerable to burnout. Burnout in academic or academic burnout is defined as feeling tired due to the demands of study, has a cynical attitude towards the tasks of lectures, and feeling incompetent as a student (Schaufeli, et al., 2002). Cordes (in Law, 2007) states that burnout in individuals associated with deterioration of interpersonal relationships, and the development of negative behavior that could damage the individual concerned. Students who are experiencing burnout would skip classes (absenteeism), do not do a good job, and got the exam results are worse until finally the potential for expulsion from college (Law, 2007).

Impact of burnout through its issuance of a college student or known as the dropout has occurred on several universities in Indonesia. Ratnaningsih, Asep, and Day (2008).found the dropout rate from 2001 to 2007 at the Open University reached 85.08%, the majority affected by the students' endurance. A similar phenomenon occurred at the Institut Teknologi Bandung (ITB), Senior Vice Rector of ITB, Prof. Adang Surahman said that on average about 10 percent of the students at ITB per batch or two percent per year has dropped out mostly due to academic problems. To overcome this, the KM-ITB held counseling against those who threatened to drop out. (<https://infoitb.wordpress.com/drop-out-itb/>).

High drop out rate was average due to academic problems make several universities in

Indonesia opened psychological counseling services for students. One of them is the Faculty of Psychology YARSI. The faculty has opened psychological consultation clinic for students to consult on academic or personal problems they experienced during running studies. In September 2012 and May 2013 were 23 consultations later in September 2013 to July 2014 was recorded 37 times consultation by students. In September 2014 until January 2015 there were 42 consultations students. The average consultation issues are academic problems.

Academic problems that are not immediately resolved could potentially lead to academic burnout in students. Leiter and Maslach (2000) says that there are six factors that influence whether or burnout appears that workload, control, reward, community, value, and fairness, In the context of the course workload could be doing a lot of tasks such as writing a paper lectures, understand the journal, making presentations, and prepare for exams in a short time. Control such as difficulty in taking decisions related to the tasks the lecture due to the influence of friends is more dominant, faculty, campus or regulations. Reward, for example, students do not receive appreciation from teachers, peer friends, or parents on academic achievement that he got. A community such as students does not have a good relationship with classmates and lecturers so that they feel less comfortable running the lecture. Value can be a mismatch values embraced by the demands of college students.

The number of factors that could potentially lead to the student academic burnout, can be an obstacle for students in running the lecture. To overcome these problems, students need to develop feelings, attitudes and positive attitude towards the academic demands (Fredricks, Blumenfeld, & Paris in Bilge, Dost, Cetin, 2014). The third positive component is known as school engagement. When a student showed positive engagement with academic activities, he will be more motivated and to show self-regulated learning behavior better.

School engagement the most important factor in determining the likelihood of a student experiencing drop-outs (Archambault, Janosz, Morizot, & Pagani in Bilge et al, 2014; Fredricks, 2011). Even Finn (in Bilge, et al., 2014) found a

significant relationship between school engagement and academic success, where the higher the students' school engagement, they will be more able to cope with the demands and constraints of the study so that they are more likely to perform optimally.

So far, the research on the three variables: school engagement and academic burnout more done in the school setting and Indonesia studies on both these variables still very minimal done on the student group. By knowing the factors that affect academic burnout such as self-engagement, this study may contribute to the higher education providers in improving the psychological well-being of students, especially those associated with an increase in achievement. By optimizing the performance of students during their studies, college helped to suppress the possibility of dropout in students.

Based on the statements above, the writer interested to see the relationship between school engagement and academic burnout in students, The research hypothesis is that there is a negative relationship between school engagement and academic burnout in students.

METHOD

This research is quantitative with the correlational approach, namely by measuring the relationship between the three variables in this study. This study uses associative research design and the type of research in this study was non-experimental. In this study, researchers wanted to see the relationship between academic self-efficacy and academic burnout, Associative hypothesis testing in this study using statistical analysis Pearson product moment correlation for normally distributed data and Spearman correlation for normally distributed data.

Samples were students undertaking studies at universities in Jakarta. The characteristics of this sample are students who are actively enrolled in college with sex men and women aged 18-30 years. In addition, students also choose a number from 3 to 5 on a scale of stress given. Roscoe (in Sugiyono, 2010) declared a decent sample size in the study were between 30 to 500. In a very large population, the suggested minimum number of

samples is 100 (Alreck& Settle, 2004). Based on the researchers determined the number of samples in this study was 200 students.

The sampling technique used in this study is nonprobability sampling and sampling method used is incidental sampling. The researchers gave a questionnaire research on the subject in accordance with the characteristics of the samples have been determined. The data obtained is quantitative data describing the condition of the samples associated with the variable of school engagement and academic burnout.

There are two measuring instruments used in this study, that the measuring instrument academic burnout and school engagement. School-Engagement measuring tool in the study came from a school-engagement scale developed by Fredericks, Blumenfeld, Friedel, and Paris (2005) and consisted of 14 item. Researchers adapted this measure into Indonesian to measure three dimensions of school-engagement in the cognitive, affective, behavioral. This scale uses a frequency scale from 0 (never) to 6 (always). 0 = never, 1 = almost never, 2 = rarely, 3 = sometimes, 4 = often, and 5 = always.

Academic burnout measuring instrument used in this study is the Maslach Burnout Inventory- Student Survey (MBI-SS). This instrument was developed by Schaufeli, et al (2002). Researchers adapt the measuring instrument Maslach Burnout Inventory-Student Survey (MBI-SS) into Indonesian to measure the propensity of academic burnout students based on three dimensions, namely exhaustion, cynicism, and reduce of professional efficacy. Total item on this scale is a 15-item in the form of a statement. This scale uses a frequency scale from 0 (never) to 6 (always). 0 = never, 1 = almost never, 2 = rarely, 3 = sometimes, 4 = often, 5 = very often, and 6 = always. Item in this measuring instrument consists of a 9-item and 6-item favourable/unfavourable.

RESULT AND DISCUSSION

Reliability and Validity

Before the data collection is done, the researchers first to test the validity and reliability of measuring instruments-school academic burnout and engagement to 40 students. Process reliability test using SPSS for Windows 20. Here are the results of testing the reliability of the measuring instrument:

Table 1. Test Reliability Test Equipment

Scale	Cronbach's Alpha	N of Items
School Engagement	0.889	14
Academic Burnout	0.913	13

According to the table above, it can be concluded that both the measuring instrument has good reliability with an alpha value of > 0.7 (Wells and Wollack in Azwar, 2012).

Based on the validity of the test item analysis techniques, from 15 total item, There is two item on the measuring instrument academic burnout invalid based on the corrected item total correlation below 0.2. Item-item with a value corrected item total correlation above 0.2 can be used for data retrieval, while item 11 and item 12 which has a corrected item total correlation value below 0.2 is deleted and is not used in the measurement of academic burnout. Thereby, the total item used to measure academic burnout in this study is as much as 13 item. Meanwhile, all-item on school-engagement of measuring instruments showed good validity based on the corrected item total correlation is above 0.2.

Variable Description

Measuring School-Engagement in this study came from a school-engagement scale developed by Fredericks, Blumenfeld, Friedel, and Paris (2005) and consists of 15 items of questions. Researchers adapted this measure into Indonesian for measuring the three-dimensional engagement in school-namely cognitive, affective, behavioral. This scale uses a frequency scale from 0 (never) to 6 (always).

Table 2. Variable Statistic Value School Engagement

number of Samples	Min	Max	mean
208	0	84	42

From the table above, it can be seen that the minimum value of the gauges of school engagement is 0 while the maximum value of 84. The average value of the variable is 42. After The minimum and maximum values obtained measuring tools, researchers perform categorization, and obtained the following results:

Table 3. Categorization School Engagement

Range of Values	categorization	Total	Percentage
0-42	Low	36 people	17.3%
43-84	High	172 people	82.7%
amount		208 people	100%

Based on the table above categorization obtained data results of school engagement as many as 36 people have lower levels of school engagement, 172 people have high levels of school engagement.

Academic Research Variables

The research data obtained through the variable of academic burnout Maslach Burnout Inventory- Student Survey (MBI-SS) made by Schaufeli, et al (2002). Academic burnout (Schaufeli, et al, 2002) which consists of three dimensions of exhaustion, cynicism, and reduce of professional efficacy. The following is the description of the variable data on academic burnout, as measured by Maslach Burnout Inventory- Student Survey (MBI-SS) adaptation as much as 13 item with 0-6 scoring range.

Table 4. Variable Statistic Value Academic Burnout

number of Samples	Min	Max	mean
208	0	78	39

From the table above, it can be seen that the minimum value of the measuring instrument Academic Burnout is 0 while the maximum value of 78. The average value of the variable is 39. After arrange of values obtained in the meter, the researcher's categorization then obtained the following results:

Table 5. Categorization Academic Burnout

the range of Values	categorization	Total	Percentage
0-39	Low	179 people	86%
40-78	High	29 people	14%
amount		208 people	100%

Based on the categorization in the table above were obtained academic burnout resulting data as many as 179 people have a low level of academic burnout, 29 people have a high level of academic burnout.

Table 6. Description of Subject Based Factors Cause Academic Burnout on the subject

Factors Academic Burnout	Total
workload	149 person
Control	45 person
reward	15 person
Community	18 person
fairness	17 person
values	19 person
more	16 person

Based on the above table it can be seen that the dominant factors causing burnout in the study sample were workload as many as 149 people.

Overview of Respondents

The number of participants who began the study was 208 demographic data with details as follows:

Table 7. Demographic Data

Variables	Amount	Percentage
AGE		
18-21 years	156	75%
22-25 years	50	25%
26-30 years	2	1%
GENDER		
Man	25	12%
woman	183	88%
SEMESTER		
Semester 1-2	77	37%
Semester 3-4	32	15.4%
Semester 5-6	36	17.3%
Semester 7- onwards	63	30.3%
GPA		
$X < 2.76$	28	13.4%
$2.76 \leq X < 3.48$	147	70.7%
$3.48 \leq X$	33	15.9%

Normality test

Table 8. Normality Table Data

variables to	K-SZ
School Engagement	0.092
Academic burnout	0.061

Normality test results showed that the value of K-SZ school engagement and academic burnout above 0.05, then it can be said that the distribution of the data on both the normal distribution of measuring instruments.

Correlation Test Results

Table 9. Table Relationships between School Engagement and Academic Burnout on Students.

variables to	Pearson	Sig (2-tailed)	N
academic burnout and academic self efficacy	-0.399	0,000	208

In Table 9 shows that the value of the correlation between all dimensions of school engagement and academic burnout of $r = -0.399$ with a significance value of $p = 0.000$ ($p \leq 0.05$). The significant value of $p \leq 0.05$, it can be concluded that the hypothesis is accepted and there is a significant relationship between school engagement and academic burnout, and both variables are negatively correlated (Sarwono, 2012).

Value is negative coefficient indicates that higher levels of school engagement in students, the lower the level of propensity to experience academic burnout in students. Conversely the lower school engagement in students, the higher the level of propensity to experience academic burnout in students. with the value of $r = -0.399$ then the correlation between academic self-efficacy and academic burnout were obtained classified sufficient correlation (Sarwono, 2012).

Linkage Test Demographic Factors by School Engagement and Academic Burnout

Researchers perform statistical calculations to merit differences in school engagement and academic burnout based on demographic factors.

Table 10. demographic factors linkage with school engagement and academic burnout

Demographic factors	School Engagement		Academic Burnout	
	U / T	Sig	U / T	Sig.
Gender	0.56	0,812	1.797	0.074
Semester	1.798	0.184	0.416	0,746
GPA	0,249	0.618	2.906	0.057

According to the table above, it can be concluded that there was no difference in scores/grades of school engagement and academic burnout significantly by gender, semester, and GPA subject.

Based on the test results of data analysis showed that there is a significant relationship between all dimensions of school engagement and academic burnout in students. The relationship is reflected in the correlation that generates significant value 0.000 This shows that school engagement can predict or measure the level of academic burnout in students in Jakarta.

The correlation coefficient school engagement and academic burnout of -0.399. Correlation coefficient values were in the range interval of values $r = 0.25-0.5$ considered to have a sufficient correlation (Sarwono, 2012). The results of statistical tests both variables show a negative sign. That is if the school-student engagement at low then the tendency to experience high academic burnout and vice versa if the high levels of school engagement the tendency of students experiencing academic burnout will decrease.

The results are consistent with previous studies showing that school engagement significantly related to academic burnout and both variables are negatively correlated (Salmelo-Aro&Kuntu 2010; Ugwu, et al, 2013). That is, feeling tired due to the demands of study that could have an impact on dropout can be overcome by increasing the feelings, attitudes and positive attitude towards the activities of the study.

Another interesting finding of this study is the absence of differences in school engagement and academic burnout based on the characteristics of the sample. By sex, the sample of women and men have high levels of school engagement and academic burnout tends to be the same. While the research Salmela-Aro&Kuntu (2010), found that female

students tend to have higher levels of fatigue than male students. Not only that, female students also tend to negatively assess their academic competence than the male students. However, the feeling of weakness in female students makes them featuring an extra effort in the adjustment of the academic demands. This makes women students tend to have better academic achievement than male students.

The study also found no difference in the level of academic burnout and school engagement in the sample based on grade point average (GPA). That is, students with higher achievement does not mean having a better school engagement than those with a lower GPA. So it is with academic burnout, where students with lower achievement do not necessarily indicate a higher academic than students with a better performance. These findings also differ from the results Salmeta-Aro, et al (2016) which states that students with better school engagement will show higher achievement.

This study found that the workload is a factor causing the most dominant academic burnout felt by the sample. Workload occurs because of academic assignments were given exceeds the capacity of the student's own ability. This can cause a decline in the quality of learning, unhealthy relationships in an academic environment, lowering the students' creativity, and ultimately lead to academic burnout (Leiter&Maslach, 2000).

CONCLUSION

The results showed a significant relationship between school engagement and academic burnout in students. School engagement negative correlation with academic burnout, meaning the positive attitude, behavior, and cognitive students' academic demands, the lower their chances of academic burnout, and vice versa.

The purpose of this study was to measure the relationship of variables school engagement and academic burnout in students one effort to suppress the dropout rate in higher education in Indonesia, especially Jakarta as a research location. Researchers realized that there are still some limitations to this study and self-disclosure in this study will

contribute to the next research related to psychological factors associated with optimizing student learning process in college.

With the correlation value of 0.399 in the variable school engagement and academic burnout indicates that school engagement can predict the emergence of academic burnout almost by 40%. That is, there is a factor contribution / 60% of other variables that can predict academic burnout as the root of the main problems trigger the high possibility of experiencing dropout students. As for the other variables that can be examined simultaneously in subsequent research, the academic self-efficacy (Ugwu et al., 2013), study habits (Bilge et al., 2014), self-esteem (Virtanen, et al., 2016).

Another limitation of this research is not done testing the correlation dimensions of school engagement with academic burnout dimensions. Thus, this study can not reveal the dimensions of school engagement in the most responsible decline in academic burnout dimensions. While Maslach et al. (2001) in his study says that, positive affection towards academic demands directly opposite the academic fatigue (exhaustion) and cynicism (cynicism) to the academic tasks. However, because this study did not aim to test the correlation between the dimensions of the two variables, this study can not confirm the findings of Maslach et al. (2001) on the socio-cultural context in Indonesia.

The results of this study can be used as a reference in dealing with academic problems often experienced by students, particularly those related to psychological factors that can lead to the possibility of students experiencing dropout. Counselors and counselors at the university level education can help students overcome burnout with interventions that are generally aimed at building the attitudes, behaviors and positive thoughts of students to academic demands. Some of the interventions that can be done are in the form of mentoring programs, peer counseling, academic advising structured and life-skills training (Lippman, 2008).

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