

Academic Burnout and Relationship with Gratitude

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Abstract

In education, academic burnout is a common problem that is often encountered and triggers problems related to student achievement and learning outcomes. High academic burnout is one of the triggers for high academic burnout among students. The aim of this research is, first to test empirically the relation between gratitude and academic burnout, and second to find out whether there or not the differences in academic burnout between male and female students. This research is descriptive correlative research. The number of samples is 197 respondents from the total population and using *simple random sampling techniques* for sampling. To find the relationship between the two variables, the product-moment correlation formula is used with a 5% of level error, and a t-test to look for the difference in the level of academic burnout between male and female students, the calculation is assisted by the SPSS program. The results of this study are, first, product-moment correlation reported there is a significant negative correlation (r - value = $-0,387 > r$ -table $0,139$, $p= 0,000$) between gratitude and academic burnout. Second, the results from the t-test is, there is no significant difference in academic burnout between male and female students meaning that both male and female students have the same opportunity to experience academic burnout.

Keywords: Gratitude, Academic Burnout, Counseling

Abstrak

Di dunia Pendidikan, academic burnout menjadi salah satu masalah umum yang sering dijumpai dan menjadi pemicu persoalan terhadap prestasi dan hasil belajar siswa. Tingginya tuntutan academic merupakan salah satu pemicu tingginya academic burnout pada siswa. Tujuan dari penelitian ini yang pertama ialah untuk menguji secara empirik ada atau tidaknya hubungan antara kebersyukuran dengan *academic burnout* dan yang kedua untuk mencari tahu apakah terdapat perbedaan *academic burnout* antara peserta didik laki-laki dan perempuan. Jenis penelitian ini adalah penelitian diskriptif korelatif. Sampel yang diambil sejumlah 197 menggunakan teknik *simple random sampling* dari total populasi. Teknik analisa data untuk mencari hubungan kedua variabel menggunakan rumus korelasi *Product-Moment* dengan taraf kesalahan 5%, yang pengerjaannya menggunakan bantuan program SPSS dalam perhitungannya. Hasil dari perhitungannya didapatkan hasil bahwa nilai r -hitung = $-0,387 > r$ -tabel= $0,139$ serta $p= 0,000$, dimana dari hasil ini dapat diambil kesimpulan bahwa terdapat hubungan yang negative signifikan antara kebersyukuran dengan *academic burnout*. Selanjutnya setelah dilakukan uji t, tidak ditemukan adanya perbedaan tingkat academic burnout antara siswa laki-laki dan perempuan. Hal ini berarti baik siswa laki-laki dan perempuan memiliki kesempatan yang sama besar untuk mengalaih *academic burnout*.

Kata Kunci: Kebersyukuran, *Academic Burnout*, Konseling



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INTRODUCTION

Academic burnout is one of the main problems among Indonesian students. Academic burnout or academic boredom is

a negative emotion that can effect to students achievement (Sari et al., 2022). Academic burnout is defined as a feeling of being bored because of high learning

demands, not caring about academic assignments and feelings of pessimism about assignments (Herawati et al., 2022). as well as described by Rahmatpour et al., (2018) which generally reveals that academic burnout is a feeling of tiredness as a result of being forced to learn, pessimism about assignments, and feelings of incompetence as a student.

Problems that might appear as a result of academic burnout, as explained by Sharififard et al., (2020) where students will be tired, lose energy, lose interest in learning activities and participation in class activities, and most certainly student performance will not be good in the not be good in learning activities. Furthermore, academic burnout can give a negative impact on students' mental health including anxiety, depression, frustration, and fear of learning (Rahmatpour et al., 2018). The same thing was also explained by Lee et al., (2020) that academic burnout will also encourage student emotional fatigue, students who are also emotionally tired will lose energy, anxious, nervous and feel drained to frustration. Therefore it is not uncommon to find students who state that 'I feel emotionally drained because of my studies' or 'I am tired at the end of every day at school'.

The phenomenon of academic burnout is getting higher during the Covid-19 pandemic. Learning that was initially face-to-face had to be carried out online and resulted in a high feeling of burnout in learning (Wahyu & Simanullang, 2020). Even so, when the process of study returns to normal and is carried out face-to-face again, academic burnout still be categorized as high as stated by (Zahra et al., 2022) where 40.95% of students from the total population experience academic burnout in

the high category. Author also found a real phenomenon that was experienced when carrying out PPL (*Praktik Pengalaman Lapangan*) at one of the public high schools in Semarang. Based on the teacher's explanation, it was found that students did not submit assignments on time, did not bring the textbooks they should have brought, did not take notes, and collected test papers that were still blank without completing any questions. Further information was also presented by students who admitted that they did not do homework at home, felt bored and had difficulty focusing during studying activities and were indifferent when doing tests, as it is known this information is a form of academic burnout by students.

There are several factors that create academic burnout among students including social support, self-efficacy, self-concept, self-regulation, gratitude, professional identity, life pressures, personality dimensions, consciousness, role ambiguity, and workload (Susanto & Suminar, 2022). Lau et al., (2020) also stated that there are three factors that contribute to creating academic burnout, including coping strategies, professionalism, and self-efficacy. From internal factors, explained by Yesantharao et al., (2023) that happiness and gratitude are also determining factors in the formation of burnout. In this case, it is said that individuals with high happiness and gratitude have a smaller chance of experiencing burnout

Gratitude is an important aspect of the foundation of a healthy mental life including avoiding the problem of academic burnout (Sood in Wibowo & Mulawarman, 2022). Same exposure to the previous opinion Emmons and Mishra (Manita et al., 2019) revealed that the basis of well-being

and mental health over the life span is gratitude (Anas in Rosita et al., 2023) explained that the concept of gratitude is a tendency to give a positive response to experiences experienced and the perceived impact. Students who have a sense of gratitude tend to appreciate positive things in their learning environment, not only in school but also in home environment, togetherness with friends, existing teachers and their learning outcomes.

McCullough, Emmons and Tsang (in Rosita et al., 2023) describe aspects of gratitude consisting of intensity, frequency, span, and density. Intensity is a person's gratitude after experiencing a positive event in his life. Frequency is the level of gratitude that individuals have for the small kindnesses experienced. Span is an individual's gratitude covering education, health, profession and individual life. While density is a time when individuals can write down or mention the names that are considered to encourage them so that they can find gratitude.

Several previous studies revealed that gratitude has a relationship to individual psychological conditions. The study of Bono et al. (2020) proves that the gratitude variable has a significant role in reducing the risk of psychological harm to individuals. The second study related to gratitude and burnout on emotional regulation at work by Guan and Jepsen, (2020) revealed that moderation in gratitude has an influence on the external emotional regulation of burnout. Subsequent research by Yukhymenko-Lescroart et al., (2022) stated that gratitude in individuals plays a role in preventing burnout in athletes. The fourth study by Caragol et al. (2022) revealed from their experiments that efforts to increase gratitude have a positive effect on reducing burnout among health

professionals. Slightly different results were found in the study of Jans-Beken et al., (2020) which found results that although gratitude makes a positive contribution to social well-being, emotional well-being, and psychological well-being, the effect that gratitude gives to three aspects research is not strong enough. From all studies that have been described, the purpose of this research is to find a relationship between gratitude and academic burnout in high school students.

METHODS

The population in this study was 392 people, after being calculated by the Solvin formula with an error rate of 5%, a sample of 197 respondents was obtained. The sampling technique uses a simple random sampling technique. Data collection uses a psychological scale to measure academic burnout and gratitude variables. The two instruments were converted into a Likert scale with four options (very suitable, suitable, not suitable, very not suitable).

In order to construct a psychological scale for the variable academic burnout, the question item refers to the dimensions of academic burnout developed by Schaufeli et.al (2002). This scale has been used in Maharani's research (2019)". The items compiled are based on indicators of academic burnout which include exhaustion, cynicism, and reduced academic efficacy. Meanwhile, the gratitude scale refers to the aspects of gratitude developed by McCullough, Emmons & Tsang (2002) which include intensity, frequency, span, and density. This aspect has previously been used in several studies, one of which is the research by Issom & Nadia (2021).

The academic burnout scale consists of 15 items with a total of 9 items of favourable items and 6 items of unfavourable items. The gratitude scale consists of 19 items with 5 favorable items and 14 unfavorable items. After the instrument was compiled, an instrument trial was then carried out involving 50 respondents and taking an error level of 5% with the product moment formula, while the tool for calculating it using the help of the Statistical Product and Services Solution (SPSS).

From the tryout results, it was stated that all statement items on the academic burnout scale were valid because the correlation coefficient value was more than 0.279. Likewise, for the results of the gratitude scale tryout, all items can be declared valid because the resulting coefficient value is > 0.279 .

Both scales also have a high reliability value with a score of 0.865 for the academy burnout scale and 0.837 for the gratitude scale. Both scales are measured using Cronbach's Alpha formula with the help of

Statistical Product and Services Solution (SPSS) as a calculation tool.

Furthermore, for data analysis, the results of correlation analysis will be presented to find out a relationship between academic burnout variables and gratitude. Second, the results of the T-test will be presented to find out whether there is a difference in the level of academic burnout between male and female students.

RESULTS

The correlation test for two variables used the Product-Moment formula with Statistical Product and Services Solution (SPSS) as a calculation tool. The author carried out a descriptive analysis before conducting a correlation test. After the descriptive analysis test was carried out, it was found that most students had academic burnout levels in the medium category, as well as for the gratitude variable, most students were in the medium category. For more detailed results, it can be seen in the [Table 1](#).

Table 1. Category level of Academic Burnout and Gratitude

Category	Gratitude	Academic Burnout
High	10%	16%
Medium	71%	67%
Low	19%	17%

Before carrying out a correlation test, it is necessary to test the classical assumptions for two variables. Classical assumption test includes the normality test and linearity test. Normality test of the data using One-Sample Kolmogorov-Smirnov test. After being tested, it can be stated that two variables have normal data distribution with score of 0.07 for the academic burnout variable and 0.015 for the gratitude variable.

The linearity test uses the lack of fit method by looking at the deviation of linearity which obtains results in the amount of 0.105 (> 0.05), which means that two variables have a linear relationship.

After the classical assumption requirements are fulfilled, the author can calculate the relationship between two variables which are calculated by the Product-Moment formula using the Pearson index. The results obtained that there is a

Table 2. Correlation Analysis Results

Variabel	N	R	P	Explanation
Academic Burnout and gratitude	197	-0,387	0,000	Negative -Significant

significant correlation value in the amount of -0.387, so the hypothesis previously proposed by the author which states that

there is a (negative) significant relationship between academic burnout and gratitude is accepted the correlation [Table 2](#).

Based on the table of correlation analysis results above which shows a significance value of -0.387, the hypothesis previously proposed with the statement that there is a negative significant relationship between academic burnout and gratitude is accepted. Negative results are indicated by the Pearson correlation value which shows a negative value, this means that if student gratitude is high, then the risk

of academic burnout will also be low, and vice versa.

The results of a second analysis look for differences in the level of academic burnout in terms of student gender. But before that it is necessary to do a homogeneity test first. The results of the homogeneity test can be seen in the following [Table 3](#).

Table. 3 Homogeneity test

Levene Statistic	df 1	df 2	Sig.
0,182	1	195	0,670

Based on the calculation results in the table above, value of sig. is 0.670 which is higher than 0.05, it can be concluded that the two population variances are identical,

so, further analysis can be carried out to find whether there is a difference in the level of academic burnout between male and female students.

Table. 4 t-test

Gender	Mean	Std Deviation	Sig.	N
Male	38.48	5.155	0,670	75
Female	38.46	4.814		122

After the t-test was carried out which produced the table above, it was found that value of sig. is 0.670 (> 0.05) which can be concluded that there is no difference in the level of academic burnout between male and female students.

DISCUSSION

After correlation test was carried out, it was found that there was a negative

relationship between academic burnout and the gratitude. In other words, gratitude has a role in reducing or minimizing the formation of academic burnout in students. This finding is similar to the explanation by Hardianti et al., (2021) who found a negative significant relationship between gratitude and adolescent mental health. Likewise, what was found in research by Valikhani et al., (2019) where

stated that there is a relationship between gratitude and the quality of life of individuals in which stress is one of the mediators

Further explained by Niedobylski et al. (2022) which states that gratitude is an important factor that can reduce level of academic burnout. In this case, gratitude has a significant role in fighting against the formation of academic burnout as a big problem for Indonesian education program. It can be said that individuals with high gratitude are less to have negative emotions including academic burnout and depersonalization (Nicuță et al., 2022). Therefore it can be said that gratitude can be used as a factor that needs to be improved to prevent academic burnout from occurring in student (Yukhymenko-Lescroart, 2022).

Gratitude is the quality of how individuals can appreciate every person, event, and situation of life. Gratitude will make students to look at everything more positively towards the events they experience, including affecting the soul, mind, heart and mind which also includes the problem of facing academic burnout. Gratitude can grow optimism, establish good relationships with others, influence behaviour in a more positive direction and improve quality of life (Hardianti et al., 2021), therefore it is not surprising to find individuals who have high gratitude are also followed with positive quality of life. In several studies it has been proven that gratitude has a positive relationship with preventing depression and anxiety, making individuals feels supported and increasing subjective well-being in individuals (Bono, Mangan, et al., 2020). Individuals with a high value of gratitude are possible to have good coping (Sun et al., 2020) in dealing

with the problems they are experiencing and looking for alternative plans to solve the problem. It is because individuals with high gratitude can accept themselves both accept their weaknesses and strengths with positive feelings, that's why gratitude has an important role in reducing the formation of academic burnout. Efforts to increase gratitude can also call as one of the efforts to improve individual mental well-being (Kardas et al., 2019), therefore it is very important to increase gratitude in order to increase mental well-being which is included in efforts to avoid academic burnout for students.

However, at the correlation significance value calculated, it disclosed a low correlation value between the gratitude variable and the academic burnout variable. This finding is the same with the result of Fahmi et al., (2019) in their research which found a low relationship between gratitude and burnout in elementary school teachers in Yogyakarta. It means that, high or low student academic burnout is not always influenced by the gratitude that exists in students. This finding is in line with the research of Gabana et al., (2017) which said that although there is a significant relationship between variables gratitude and burnout, the correlation is quite low. As written by Wahyudi et al., (2021) that there are other factors that are more strong to build individual psychological well-being including age, gender, personality, culture and level of education besides religiosity also has an important role to build individual psychological well-being. Aguayo et al., (2019) in their research also explained that sociodemographic factors have a strong influence on academic burnout among students, there are gender, major studied, and level of education

So it can be concluded that one of the factors influencing the reduction of academic burnout is gratitude, but even so gratitude is not a strong factor to create academic burnout in students, there are still other factors that need to be explored and stronger when compared to gratitude to create academic burnout.

The second analysis found no difference in the level of academic burnout between male and female students. That means that both male and female students have the same risk of developing academic burnout in themselves. These findings are the same as Permatasari et al. (2021) explain that there is no difference in academic burnout between male and female students. Accordingly, a similar result is also found in Castellanos (2018) and Khosravi (2021) which states that there is no significant difference between male and female students in their experience of academic burnout, which means that both male and female students have same burden or risk to experience academic burnout. The fact about isn't any differences between male and female students can be obtained due to several factors, one of the reasons is because at school both male and female students are given the same learning treatment, besides that, there are the same rights and obligations given by the school without differentiating gender is also one of the factors why there is no difference in the level of academic burnout between male and female students.

This research has been held as well and as thoroughly as possible, but there are still limitations. First, the possibility of faking good by students even though it was advised that respondents to fill out the instrument according to their own circumstances. Second, this study only

investigate academic burnout from a gratitude perspective, there are still other factors that also create academic burnout in students which have not been discussed in more depth and detail in this study. Third, the sample used was only one age group (grade XI) at one of the State Senior High Schools in Semarang so that it limits the generalizability.

As for some suggestions to parties related to this research, the first is for counselor at school. Counselor can reduce academic burnout through various services provided, as explained by Eseadi (2022) students who are struggling with academic burnout can be helped by counselors to create an effective learning environment through counseling sessions.

As a counselor at school, it is necessary to provide good services like classical settings or group counseling settings by topic about alleviating academic burnout or reducing academic burnout as a strategy to prevent failure in student achievement. Several strategies that can be used in this service include group counseling with Solution Focus Group Counseling technique which is effective to reducing student academic burnout (Ateş, 2016).

CONCLUSION

Based on the research results, author can conclude that there is a significant negative relationship between gratitude and academic burnout in high school students. That is, if students' gratitude is high, it will be followed by a low risk of academic burnout by students. But even so, the gratitude factor is not strong enough to create student academic burnout, or in other words, the high academic burnout experienced by students is not always caused by low gratitude, there are still other

factors that have not been explored in this research which stronger to influence on the formation of academic burnout or in students. In addition, there was no difference in the level of academic burnout between male and female students, meaning that both male and female students have the same risk of experiencing academic burnout.

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