



Academic Burnout of the Final Year University Students

Mariam Elisabeth Biremanoe¹, Luky Kurniawan², Ruly ningsih³, and Nur Sholehah Dian Saputri⁴

^{1,2,3,4} Universitas Mercu Buana Yogyakarta, Jl. Wates Km. 10 Yogyakarta, Indonesia
lbiremanoe@gmail.com

Abstract. The purpose of this study is to find out what factors cause final-year students to experience academic burnout at University. This research uses a type of qualitative research with a case study method. The sampling technique is purposive sampling, while the data collection techniques used by researchers are interviews, observation, and documentation. This study found that several factors were causing academic burnout in final-year students including lack of social support, poor time management, workload, and individual factors such as lack of self-efficacy, low self-esteem, and low hardiness.

Keywords: academic stress, covid-19 pandemic, Online lectures

1 Introduction

Final-year students are students who are in semesters 7 and 8 or more and are already able to take KKN courses and final thesis or assignments [1]. Furthermore, [1] explained that generally final year students are in the age range of 20 to 25 years. Final-year students are often required to have a sense of optimism and play an active role in solving their problems, both academic and non-academic, which cause stress [2]. Students often experience stress that comes from their academic activities [3]. If stress occurs continuously without being handled and chronic it can lead to its occurrence burnout [4].

According to [5][6], Burnout is symptoms that usually include a cynical and negative attitude, a power in thinking that often leads to a dead-end mind that is closed to change or innovation. Burnout It can be experienced by every human being regardless of age, gender, occupation, or education and is increasingly recognized as a serious problem that can affect a person's life. Pines and Aronson [7] define burnout as the state of an individual experiencing physical, emotional, and mental exhaustion.

According to [8]) in their research revealed that burnout Academic is feeling tired because of academic demands, feeling cynical and having a separate attitude or staying away from lectures, and having feelings of incompetence as a student. Therefore burnout academic achievement can cause a decrease in student learning achievement. The result of research from [9] the results of this study indicates that the educational staff at Mercu Buana University Yogyakarta with a percentage value of 92.45% in the "Low" category and a percentage value of 7.55% in the "Medium" category.

Research conducted by [10] with results of research on students experiencing academic burnout because there are several influencing factors, namely due to a lack of relationships with supervisors and families, lack of appreciation from supervisors, the workload is so large during semester 7, and the existence of injustice received. According to Gold and Roth [11], the factors contained in burnout academic factors include lack of social support, demographic factors, isolation factors, situational factors, and individual factors which include, hardiness, locus of control, coping styles, and self-esteem.

Dimensions in academic burnout according to [12][11] namely exhaustion, cynicism, and academic ineffectiveness. While the dimensions of burnout in [13] are emotional exhaustion, depersonalization, and reduced personal achievement. Meanwhile, the symptoms experienced by burnout sufferers according to George and Jones [14] are physical exhaustion, mental exhaustion, emotional exhaustion, and low self-esteem. Academic burnout can have an impact on student academic success and personal life [15].

Based on the preliminary study that was carried out by the researchers using the interview method at Mercu Buana University Yogyakarta on October 13, 2021, with 9 students which showed that students felt symptoms of burnout namely dizziness, fatigue, laziness in attending lectures because of the many demands during college, no motivation in doing assignments, and also feeling stressed with lectures in general online. The results show below burnout academic experience experienced by students can become an obstacle for students in their lectures.

Experienced students' burnout academics may experience stress because there are many academic demands, students experience burnout most academics do not know the causal factors. So the purpose of this study was to determine the causal factors of burnout in final-year students at Mercu Buana University, Yogyakarta. The benefit of this research is that it can add information about burnout experienced by students and can help final-year students identify burnout and what they experienced

2 Research Approach

The This research uses a type of qualitative research with a case study method. According to [16], qualitative research is a research method based on the philosophy of post-positivism, used to examine natural object conditions, (as opposed to experiments) where the researcher is the key instrument.

This research was conducted at Mercu Buana University, Yogyakarta, the subjects in this study were college students and final-year students from each study program at Mercu Buana University, Yogyakarta. There are 13 Study Programs for regular morning classes, including Communication Studies, Psychology, Mathematics Education, English Language Education, Guidance and Counseling, Sports Science, Management, Accounting, Agrotechnology, Animal Husbandry, Food Product Technology, Information Systems, and Information Technology. The following is the subject data in this study:

Table 1. Research Subject

Name/Initials	Semester	Major
ST	9	Communication
FB	9	Psychology
AN	9	English Language Education
ET	7	Mathematics Education
MA	7	Guidance and Counseling
DD	7	Sports Science
SN	7	Management
BS	7	Accounting
YP	9	Animal Husbandry
RF	7	Agrotechnology
FA	7	Food Product Technology
MS	9	Information Systems
YR	7	Information Technology

This study uses data collection techniques, namely observation interviews, and documentation. While the data collection technique uses purposive sampling. Data analysis researchers use data reduction, data display, and conclusion.

3 Results And Discussion

3.1 Results

Based on the results of interviews with research subjects, researchers get the results of the causal factors of burnout academics in final year students at Mercuri Buana University, Yogyakarta. The following is a table of summaries of interviews with research subjects:

Table 2. Factors Causing Academic Burnout In Final Year Students

Factors Causing Academic Burnout in Final Year Students
Lack of social support
Workload and bad time management
Self Efficacy
Self Esteem
Hardiness

Factors lack of Social Support

The factor of lack of social support experienced by each subject was almost the same, according to the results obtained. Subject ST says do not receive support in the local environment regarding lectures from friends during his stay. The FB subject said that

he did not have good relationships with friends in his neighborhood, so there was no support regarding lectures.

Subject AN said that he was not familiar with friends in his neighborhood so there was no support regarding lectures. The ET subject said that he had a good relationship with his boarding house friends, but there was no support regarding his lectures. The MA subject said that he said he had a good relationship with a friend with whom he lived but did not meet often so there was no support regarding lectures. Furthermore, subject DD said that he had good relationships with friends in the neighborhood, but there was no support regarding lectures from his friends.

The SN subject said he did not have good relationships with friends in his neighborhood, so there was no support in terms of lectures. The BS subject said he did not have good relationships with friends in his neighborhood so there was no support regarding his lectures. Subject YP said he did not have good relationships with friends in his neighborhood, so there was no support from friends in his neighborhood. RF subjects said that they did not have good relationships with friends in their neighborhood, so there was no support regarding lectures. FA subjects said they had good relationships with friends in their neighborhood, but there was no support regarding their studies. MS subjects said they did not have good relationships with friends in the environment where they lived, so there was no support regarding lectures. Subject YR said he did not have good relationships with friends in his neighborhood, so there was no support regarding lectures.

Workload and Bad Time Management

All subjects felt that the task was excessive and finally, it was difficult to manage their time to do the task. Subject ST said that the completion of his thesis was carried out when the revisions were few, and the obstacles in working on the thesis were himself and the many demands from the lecturers. FB subject said that he was not good at allocating time for completing assignments so assignments were often overstretched. At the same time, the obstacle is in himself who is negligent in dividing the time.

Subject AN said that in the division of time, he often overslept and carried out his assignments according to his level of enthusiasm, while the obstacle was that references for completing assignments had been sought, causing subject AN to be lazy to do them. The ET subject said that in dividing the time for completing assignments according to the level of enthusiasm alone the obstacle to completing the task was that he found it difficult to find references.

The MA subject said that the distribution of time was by his free time for silat practice so that sometimes it was time to collect his assignments. Subject DD said that in the division of tasks, there was more work on thesis proposals than the existing tasks and the obstacles were regarding the lack of references and not fully understanding the work on thesis proposals. The subject of SN said that the division of time was carried out by the deadline for collecting assignments and the obstacles, namely if there were many assignments and there were many demands from the lecturer, the subject would feel dizzy and stressed.

The BS subject said that the completion of the task was carried out when it was

within the deadline for the assignment. While the obstacles in completing tasks come from oneself, where when there are many tasks, the subject does not have the intention and enthusiasm to complete them. Subject YP said that in completing the task, the spirit of completing the task was by the condition of the laptop, where the condition of the laptop often had errors and did not support task completion.

The RF subject said that in completing the task, he made a list of tasks according to the deadline for submitting the task, but the obstacle was the weak internet network which did not support the completion of the task. The FA subject said that his work was carried out according to his level of enthusiasm and by the deadline for submitting the assignment. so that the obstacle to doing his job is himself.

The MS subject said that the completion of his thesis was according to his level of enthusiasm, where the causal factor was that the lecturers were difficult to find, causing him to become lazy. Subject YR said that completing assignments was adjusted to the deadline for submitting assignments. Obstacles to completing tasks come from the subject, where the subject feels unable to complete the task at hand.

Self Efficacy

Self-efficacy on the subject can be seen as follows. The ST subject said that he did not have any ability either, so in his lectures, the ST subject said that he felt bored and in his lecture, the ST subject said that he had not continued the progress of his thesis. The FB subject said that he could sing and that was one of his strengths, but in his lectures, the FB subject said that the many demands of assignments made him feel tired, dizzy, and bored. Subject AN said that he had one ability that he could rely on, namely the ability to be on time, but in academics, there was no specific ability so that in his lectures. Subject AN said that in the final semester, there were not so many assignments, on the end of the semester, he was just taking a thesis, but the AN subject felt that he had a lot of responsibility for the thesis, so he already felt heavy and unable to do it.

The ET subject said that he did not have any ability and in the final semester the subject felt dizzy with the completion of assignments and thesis. The MA subject said that he could be a good listener, but during his lectures in the final semester of the MA he felt that if there were lots of assignments, he would feel dizzy and stressed.

DD's subject said that he had good analytical skills but at his lecture, DD's subject felt that he had a burden on his mind that made him bored. On the SN subject, he said that he did not have any ability so in his lectures, the SN subject felt a lot of burden in working on his thesis proposal. The BS subject said that they did not have specific abilities in any field. Furthermore, in the final semester, the subject feels dizzy and stressed if there are many assignments and many thesis revisions.

Subject YP said that he had no ability in any field. Meanwhile, in the final semester, the subject found it difficult to complete assignments and revise their thesis. The RF subject said that he did not have any specific abilities that could be relied upon. In the final semester, the subject felt stressed about his thesis and felt unable to complete it. The FA subject said that he could cook and that his lectures in the final semester made the subject feel a lot of burden and stress. The MS subject said that keeping people's secrets was one of his abilities. In this final semester, the subject feels bored with the

thesis because the lecturer is hard to find. Subject YR said that he had coding skills. In the final semester, the subject feels a lot of pressure and burden of mind making it difficult to complete assignments.

Self-esteem

Low self-esteem in students will make a negative assessment of them. The ST subject said he lacked that he was often seen as arrogant and quiet, and the ST subject said that in his life he had ups and downs where if the subject was in an ups and suddenly felt down then the subject could no longer control himself to return to his the up period. Subject ST also said that he never gave credit to himself. The FB subject said that he was able to adapt well and his weakness was that he was not on time and the FB subject said that he never gave himself credit. Subject AN said that he had the advantage of being punctual, but the drawback was that he was too lazy to complete assignments and often piled up assignments, and subject AN said he had never given himself an award.

The MA subject said that he had advantages outside of academics such as pencak silat, but his weaknesses were that the MA subject was still afraid to make big decisions or was still hesitating in making decisions. The MA subject said his appreciation was more about words of encouragement for himself, so that was enough to reward him. The DD subject said that he had the advantage of being able to adapt to a new environment but the drawbacks of the DD subject cannot be consistent with something, does not have a commitment to themselves, and still has unstable emotions. The SN subject said that he had advantages in the field of sports and the drawback was that he quickly felt stressed if there were many demands on tasks that exceeded his abilities. And the subject of SN also said that he had never given himself an award.

The BS subject said that he had no advantages in any case, and his weaknesses were that he was easily influenced by the environment and was a forgetful person. The subject has never given awards to himself. Subject YP said that he felt he had no advantages in any case, while the drawback was that the subject said that he was shy, panicked, and had difficulty establishing communication with people he had just met. The subject has never given awards to himself.

In the RF subject said that he had advantages, namely he liked to try new things, while on the lack of subjects felt he did not have stable emotions. The way the subject rewards himself is by taking a walk. The FA subject said that he has advantages, where he likes to maximize what he can. On the drawbacks, the subject said that he could not be given pressure in the form of criticism and reproach. The subject has never given awards to himself. The MS subject said that his advantage was being able to keep secrets. His weakness is that he is lazy to do things that trouble him. Subject YR said he had advantages namely listening and focusing on receiving information. Meanwhile, his weakness is that he is lazy to do tasks that he thinks are difficult to do. The way the subject gives the award is by listening to the song.

Hardiness

The ST subject said that he felt anxious, tired, and felt bored. When the ST subject

already feels this way, what he does is take medicine so he can sleep. The FB subject said that he felt anxious, dizzy, and stressed because he was afraid of being left behind by his peers, and in overcoming this the FB subject chose to listen to music to get better himself. Subject AN said that he felt like he was lazy, *mood* messy, unable to complete the thesis, anxious, and afraid of being left behind by his friends, so what the AN subject does is eat the food he likes or go for a walk to reduce the burden on his mind.

The ET subject said that he felt worried, dizzy, anxious, and often felt nauseous when faced with many tasks and to overcome this ET chose to sleep so that his mind could be calmer. MA subject said that he felt like if there were many demands he would feel like stress and the way to overcome it was by walking around Jogja at night. Subject DD said that he felt anxious, dizzy, and bored in the final semester, in overcoming this subject DD chose to go for a walk and listen to songs to be more relaxed. Subject SN Subject said that he felt like stress and had a lot of burdens on his mind, so he could overcome them the SN subject chose to find a place like a beach to calm his mind.

The BS subject said that he felt dizzy, anxious, stressed, and felt afraid of being left behind by his friends. The way for the BS subject to overcome it is by resting or sleeping. Subject YP said that he felt like he was stressed and afraid that his thesis would not be completed. In overcoming this, the subject went to meet with friends to chat. This can help the subject in reducing stress.

The RF subject said that he felt anxious and afraid that he would not pass this final semester. The solution is to listen to music and sleep. This can reduce the burden on the subject's mind. The FA subject said he felt anxious and afraid that what he was doing would be fruitless. The way the subject overcomes his fear is by locking himself in the bedroom and sleeping. The MS subject said that he felt anxious and afraid if his thesis was not finished. The way the subject overcomes it is by taking a walk around Jogja. Subject YR said that he felt anxiety, fear, and stress. Subjects feel afraid of being left behind by their classmates. The way the subject overcomes this is by listening to songs.

3.2 Discussion

Based on the results of the research described above, the results show that there are causal factors in burnout academics in final-year students. These factors will be discussed thus.

Lack of Social Support

Lack of social support has been found to increase burnout in several studies. Social support functions, namely: listening, professional support, emotional support, and various social realities. Listening in the sense of giving advice or making judgments. Emotional support is defined as having someone who always accompanies and appreciates what you do. This is the most important function to reduce burnout [11]. Social interactions that occur between individuals, individuals, and groups, groups, and groups do not always run smoothly. Interaction will run smoothly if each party has the same interpretation of their behavior pattern, within a social group structure [17].

The ST subject said that he had social relations that seemed normal or less familiar with friends in the neighborhood where he lived. So there is no support regarding

lectures from friends in the neighborhood where he lives. The FB subject also said the same thing where he did not have good relationships with friends in his neighborhood, and there was no support regarding his lectures.

Furthermore, subject AN also said that he did not have close relationships with friends in his neighborhood. So there is no support regarding lectures. On the ET subject, he said that he had good relationships with friends in his neighborhood, but there was no support regarding lectures from friends in his neighborhood. Whereas the MA subject said that he had good relationships with friends in his neighborhood, but there was no support regarding his lectures.

The DD subject said that he had good relationships with friends in his neighborhood, but there was no support regarding his lectures. On the subject, SN said that he did not have a good relationship with friends in the environment where he lives and there is no support regarding his lectures. The BS subject also does not have good relationships with friends in the environment where he lives, and there is no support regarding his lectures.

Furthermore, regarding the subject, YP said that he did not have good relationships with friends in the neighborhood where he lived. Therefore there is no support regarding lectures. On the RF subject, he said that he had good relationships with friends in his neighborhood, but there was no support regarding his lectures.

The MS subject said that he had normal relationships with friends in his neighborhood, but there was no support regarding his lectures. Meanwhile, subject YR said that he did not have good relationships with friends in the environment where he lived, and there was no support regarding his lectures. From the explanation above, it can be concluded that a lack of good communication can lead to bad relationships with the people around us. This can affect students in their lectures, and students will be vulnerable to burnout academic. In line with the results of research conducted by [18] suggest that students who have high social support will be able to face various daily difficulties. Social support can reduce pressure due to activities that cause academic boredom, such as piling up academic assignments. Furthermore, in [19] lack of social support in dealing with a burden, other people are needed who can provide social support so that individuals can avoid burnout academic.

Workload and Bad Time Management

Students who experience academic burnout are caused by excessive assignments making it difficult for them to manage their time [20]. Subject ST said that in completing his thesis it was done when the revisions given by the lecturer were few and not if there were not many demands from the lecturer. The obstacles to completing the thesis task come from himself, where if there are many thesis revisions it will make him dizzy as a result of being too lazy to do it.

Regarding the FB subject, he said that he didn't do a good job of distributing his time to complete his assignments and thesis. Therefore the obstacle also comes from himself, where the subject said that he was negligent in allocating time. The subject AN said that in the division of time, he often overslept and the completion of his tasks was adjusted to his level of enthusiasm. Obstacles experienced by AN subjects in completing assignments, namely subjects finding it difficult to find references for completing

assignments, resulting in laziness to do assignments.

The ET subject said that the division of time in completing assignments was adjusted to the level of enthusiasm, and the obstacles to completing the task were from him who found it difficult to find references. Next on the subject MA in the division of time for carrying out tasks, it is adjusted to the martial arts training schedule. Regarding the obstacle, namely from himself, where the subject finds it difficult to divide his time between completing assignments and doing silat training.

Meanwhile, the DD subject shared more time to complete the proposal, but the obstacle was that the DD subject felt that he still did not understand the workings of the thesis proposal and that he still lacked references to complete his proposal. For SN subjects, the time distribution is adjusted according to the number of assignments and the deadline for collecting assignments. While obstacles in completing assignments, namely if there are many demands from lecturers. On the BS subject said that the division of time to complete the task was done when it was close to the task collection limit. While the obstacle is himself who does not have the intention and enthusiasm to complete his task.

Subject YP also said that the division of time to complete assignments was adjusted to his enthusiasm when the laptop was in good condition. The obstacle is the condition of the laptop which often has errors and does not support the completion of tasks. While the RF subjects divided their time according to the assignment collection deadline, however, the RF subjects experienced obstacles on a weak internet network and did not support completing assignments.

Furthermore, on the subject of FA, the division of time to complete the task is adjusted to the level of enthusiasm and is done when it is at the deadline for collecting assignments. Therefore the obstacle to the subject of FA is himself. On the subject of MS in allocating time to complete assignments, it is adjusted to the level of enthusiasm caused by lecturers who are difficult to find. On YR's subject in completes the task according to the deadline for collecting the task, so that the obstacle is in himself where the subject feels unable to complete the task at hand.

So it can be concluded that students often feel unable to complete assignments because students feel that the assignments given are difficult to do. Students also have low enthusiasm in completing academic assignments and some students experience problems with laptops and internet networks. This is in line with research by [21] which shows that workload occurs because the academic assignments given exceed the capacity of the student's abilities.

Self-Efficacy

Self-efficacy is a belief in oneself to do and complete everything that is faced well, in other words, self-efficacy is a condition where individuals believe in their ability to achieve the future or goals expected [18]. Bandura [22] [23] says Self-efficacy is something a person's belief in his ability to organize and carry out the course of action required to complete a particular task.

This self-efficacy refers to an individual's belief in his ability to generate motivation from within to deal with situations such as feelings of burnout [24] The ST subject said that he did not have any abilities, and the subject had never given him an award.

The FB subject said that he could sing, and in his lectures, the subject often felt tired, dizzy, and bored with assignments in the final semester. Subject AN said that he could be on time when there was a meeting, but in his lectures, the subject felt he did not have any specific abilities. In this final semester, subject AN feels that he has a lot of heavy responsibility for his thesis.

Furthermore, the ET subject said that he did not have any ability, and in lectures, subjects often feel dizzy with assignments and theses in the final semester. Furthermore, the MA subject said he could be a good listener, and in his lectures, the MA subject said if he had a lot of assignments piled up, he would feel stressed. The subject DD said that he had good analytical skills, but in his lectures, the subject DD felt bored with the assignments in the final semester.

Meanwhile, the subject SN said that he did not have any ability. In this final semester, the SN subject said that he had a lot of thoughts and stress over his thesis. In the BS subject said that he had no ability in any field, in his lectures the can subject said that he often felt dizzy and stressed if he got lots of assignments and lots of thesis revisions in this final semester.

Subject YP said that he did not have any ability, and the subject found it difficult to complete his assignments and thesis in this final semester. Whereas the RF subject said that he did not have any abilities that could be relied upon, then during his lectures in this final semester, the subject felt stressed about his thesis and felt unable to finish it.

On the subject of FA said that he has the ability in the field of cooking. However, in his lectures in the final semester, the subject felt a lot of burden and stress from his lecture assignments. Furthermore, on the subject of MS, he said that he had abilities such as being able to keep secrets. In the lectures in the final semester, the subject felt bored with the thesis because the lecturers were difficult to find. Meanwhile on the subject YR said that he has the ability in the field of coding. And in his lectures in this final semester, the subject feels that he has a lot of pressure that drains his energy, and a lot of thoughts in the final semester so it is difficult for the subject to complete assignments.

This is in line with research conducted by [25] with the results of self-efficacy research influencing burnout academically, this can show that when final-year students have good self-efficacy, then it is likely that burnout academics become small.

Self-Esteem

According to [26], self-esteem is a person's attitude based on the perception of how he values and evaluates himself as a whole, which is in the form of a positive or negative attitude towards himself. Whereas [27] self-esteem is defined as a feeling of liking and respecting oneself, as a result of interaction with the environment and several awards, acceptance, and treatment of others. The ST subject said that he was often said to be arrogant and shy towards people he had just met, and the ST subject said that he had ups and downs, where when the ups and downs suddenly went down, it was difficult to return to the ups again. The ST subject also said that he had never given himself an award.

Subject FB said that he had the advantage of being able to adapt easily to a new environment, but the drawback was that the subject said that he was slow and felt he

could not be on time. Furthermore, the FB subject also said that he had never given himself an award. Subject AN said that he had advantages in terms of being on time when there were appointments/meetings, and the drawback was that the subject had never given awards to himself.

Meanwhile, the ET subject said that he had advantages in terms of being an ice-breaker when hanging out with his friends. Meanwhile, on the drawbacks, the subject said that he was a person who was slow in digesting information. The ET subject also said that he had never given himself an award. Furthermore, the MA subject said that he had advantages in the sport of pencak silat, and the drawback was that the subject was still afraid to make a big decision in his life.

The DD subject also said that he had the advantage of being able to adapt to a new environment quickly, but the drawback was that the subject said that he could not be consistent and did not have a commitment to himself. On the subject, SN said that he had advantages in the field of sports, the drawback was that he quickly felt stressed if there were many demands on tasks that exceeded his abilities. Followed by the BS subject where the subject says that he has no advantages in any case and for his shortcomings, the subject is a person who is easily influenced by his environment.

The subject YP said that he did not have any advantages, and for the shortcomings the subject said that he was a shy person and was very panicked about something new and the subject was difficult to build communication with new people he knew. Subject YP also said that he had never given an award to himself. On the RF subject said that he has advantages, namely he likes to try something new, but on the subject's shortcomings said that he did not have stable emotions.

The FA subject also said that he had advantages in that he liked to maximize what he could do and the drawback was that the subject felt that he could not be put under pressure in the form of criticism and criticism. Furthermore, the MS subject said that he had the advantage of being able to keep secrets, and the disadvantage was that the subject felt lazy to do something that he thought would be troublesome for him. The subject also said that the award for himself was for not bothering himself. And on the subject YR said that he had advantages in terms of being a good listener and being able to focus on digesting information, while the drawback was that the subject said that he was lazy to do tasks that he thought were difficult. The subject's award to him is by listening to songs.

In this way, it can be concluded that most students do not know and know what they are like internally, and students never give credit to themselves. This is in line with research conducted by [28] where there is a relationship between self-esteem and burnout academics that points in a different direction, if self-esteem *is* owned by high students then the tendency to experience burnout academics is getting lower. On the other hand, if self-esteem *is* owned by low students, then the tendency to experience burnout *in* academics will be higher.

Hardiness

Hardiness is the individual's belief in identifying situations that have the potential to become stressful so that the individual can minimize them [29]. According to [30]

states that hardiness can help individuals see opportunities more clearly as an exercise in making decisions, whether under stress or not.

The ST subject said that he felt anxious, tired, and bored in the final semester. To overcome this, the subject said that he had to take medicine to sleep. On the FB subject, he said that he felt anxious, dizzy, and stressed because he was afraid of being left behind by his friends. This was handled by the subject by listening to music mood getting better.

Furthermore, subject AN said that he felt lazy, in a messy mood, felt unable to complete his thesis, was anxious, and was afraid of being left behind by his friends. The way the subject overcomes this is by eating and walking. Meanwhile, the ET subject said that he felt worried, dizzy, anxious, and sometimes nauseous when faced with many demanding tasks.

Whereas MA subjects when there are many task demands, will feel like stress and overcome them by walking around Jogja. Likewise, the DD subject said he felt anxious, dizzy, and bored. To overcome this walk and listen to music. Subject SN feels stress and a lot of burden on the mind, and to overcome it by going to the beach so that it can calm the burden on the mind. Furthermore, the BS subject feels dizzy, anxious, stressed, and afraid of being left behind by his friends, the way the BS subject overcomes that is by sleeping. Meanwhile, subject YP said that he felt like he was stressed and afraid if his thesis was not finished, the way the subject handled it was by meeting his friends so they could chat.

Meanwhile, the RF subject felt anxious and afraid if he didn't pass this semester, and to overcome this the subject listened to songs so his mind could relax. The FA subject also said that he felt anxious and afraid if what he was doing didn't get any results, and the way to overcome it was by sleeping and locking himself in his room. The MS subject said he felt anxious and afraid that his thesis would not be completed, and the way the MS subject handled this was by walking around Jogja. Likewise, subject YR said that he felt anxious, afraid, stressed. YR's way of dealing with it is listening to songs so that her mind can relax.

It can be concluded that students often feel anxious, stressed, afraid, worried, nauseous, dizzy, and unable to do something in this final semester, but most students can find out how to deal with it even if it's only temporary. However, if not taken seriously it will have an impact on burnout prolonged. In line with research conducted by [31] shows that there is a significant relationship between hardiness with burnout. The negative relationship between variables hardiness with burnout This academic shows that students who are working on a thesis if they have a high-level hardiness is high, will tend to have a level academic burnout the low. On the other hand level of hardiness for students who are working on a low thesis, will tend to have a level of academic burnout the highest.

4 Conclusion

Based on the results of this study it can be concluded that there are several causative factors to burnout academic achievement in final year students at Mercu Buana

University Yogyakarta including lack of social support, bad time management, and workload, individual factors such as lack of self-efficacy, low self-esteem, and hardiness. Lack of social support, that is, there is no good relationship with friends in the neighborhood where you live, you don't build good communication, you feel uncomfortable with your living environment so you often move to boarding houses, you choose not to mingle with your surroundings, which causes loneliness. Bad time management and workload that is, work on assignments is done if you feel you understand, whereas if you don't understand the task any more students will feel lazy and ignore the assignment, and there are many demands from lectures that exceed students' abilities, work on assignments is carried out when it is nearing the time of assignment collection.

Lack of self-efficacy, namely, lack of confidence about the abilities of students, lack of good motivation, and feeling unsure of the ability to complete existing tasks to display an attitude of cynicism. Self-esteem low, that is, students think more negatively about themselves and lack self-esteem as students are still in process and feel they don't deserve something of value for themselves. The low hardiness that is, Students often feel excessive stress anxiety, and fear when students feel unable to complete their academic assignments

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