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Effectiveness of Group Guidance Using Self Management Techniques to Reduce Academic Burnout in Students

Siti Komariah Sipahutar[1*], Yenti Arsini[2]

[12] Universitas Islam Sumatera Utara, Indonesia
*Correspondence: E-mail: siti0303203155@uinsu.ac.id

A B S T R A C T

Academic burnout is a significant phenomenon in education, particularly among students. In the educational context, academic burnout can have an impact on the quality of education and student learning outcomes. Students who experience *academic burnout,* which is characterized by difficulty concentrating, getting bored and tired easily, not being interested in the material being taught and often postponing work (school assignments), getting angry easily, not having confidence in one's abilities, feeling tired because of the large amount of school assignments. This research aims to determine the effectiveness of self-management techniques in reducing academic burnout among students at MAN 1 LABURA. The research uses a quantitative approach with an experimental design, involving 20 students from class XI MIPA 2 and class XI IPS 2, selected using purposive sampling. Data was collected using questionnaires and analyzed with descriptive statistics and independent samples (t test) using the SPSS program version 26.0 for Windows. The results of the t-test data analysis carried out showed that there was a significant difference between the control class and the experimental class which was found to have a sig (2-tailed) value of 0.000 < 0.05. Therefore, it can be concluded that group guidance with techniques *self management* effective in reducing *academic burnout* in class XI MIPA 2 students at MAN 1 LABURA.

A R T I C L E   I N F O

1. INTRODUCTION

Academic burnout is an increasingly significant phenomenon in the world of education, especially among students. In an educational context, academic burnout can have an impact on the quality of education and student learning outcomes. Students who have academic burnout tend to have low academic achievement, are less active in the learning process, and have a low level of satisfaction with education. Burnout is called a negative change in a person's attitude, mood and behavior in the face of work pressure. Students who experience excessive stress will experience academic fatigue which is characterized by physical, emotional and mental changes (Khaleghkhah et al., 2021).

Burnout is a serious academic problem that has attracted the attention of many researchers in the academic field, which is caused by many cognitive, emotional, behavioral and academic burnout factors (Qafelebashi dkk., 2015). Siswa who experienced academic burnout will easily feel disappointed, sensitive, depressed and less interested in academic lessons (Ghods et al., 2023). Academic burnout considered a serious problem in a career academic learners. Academic burnout is an important factor in understanding behavior academic students, because it affects achievement academic students, social relationships, and influencing students in continuing their studies.

Burnout is a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment. Symptom burnout divided into five parts: 1). Physical, 2). Emotional, 3). Behavior, 4). Interpersonal, 5) and attitudes (Norez, 2017). Symptom Burnout such as physical and emotional can be seen from conditions such as; headaches, insomnia and anger (Cecil, 2021). The main characteristics of fatigue are: fatigue due to working conditions for a long time, detachment, distancing oneself from the environment (Coetzee et al., 2019).

Academic burnout is defined as psychological and behavioral disorders that occur in students, such as not being interested in learning, lacking motivation to learn and interest. As a result, academic fatigue can have a serious impact on academic performance, physical health, mental health and even depression (Chen et al., 2022). Academic burnout refers to negative attitudes and behaviours towards studying, experienced as a feeling of study fatigue, resulting from excessive pressure or lack of interest. According to the resource-demand model, the emergence of academic burnout is caused by a large number of demands that the individual cannot manage. Students are usually under the pressure of high academic expectations, created by themselves or by the outside world. This causes academic stress which can weigh on students' enthusiasm and even lead to burnout. Student burnout can result in lack of interest in class activities, feelings of depression, absenteeism, tardiness, and irresponsible behavior (Xu et al., 2022).

Academic burnout is a feeling of tiredness that results from a feeling of compulsion in studying (exhaustion), namely the individual feels prolonged fatigue physically, mentally and emotionally. And individuals will feel their energy drained and feel empty, pessimistic about tasks (cynicism), namely being cynical about people in the work environment and tending to avoid work, and reduced interest. feeling of incompetence as a student (inefficiency), namely feeling dissatisfied with oneself, work and life (Rahmatpour et al., 2019). Academic burnout is relatively common among students and refers to feeling tired due to high academic demands and requirements (educational burnout), negative attitudes and lack of interest in the field of study (academic disinterest), and a feeling of incompetence in the field of education (academic inefficiency). Academic burnout is often associated with sadness and loss of interest which can reduce motivation and negatively impact the quality of learning and performance. Academik burnout can result in students dropping out of school, missing class,

or being in a bad mood. It can also cause physical fatigue, insomnia, alcoholism, substance abuse, and family problems (Mohebbi et al., 2021).

Academic burnout influenced by stressful environmental factors over a long period of time. It is characterized by physical and emotional exhaustion due to excessive demands and psychological strain. Students experience academic burnout because of the many educational activities and academic demands. Emotional exhaustion is the most prominent aspect of burnout. For students, this fatigue has a significant impact on their ability to complete assignments. Fatigue causes individuals to distance themselves emotionally and cognitively from tasks because they feel overwhelmed by the demands. Depersonalization involves cynical behavior and indifference to tasks when feeling tired and discouraged. Furthermore, low personal performance at work caused by prolonged work demands and lack of resources or facilities, results in the emergence of cynicism towards work and ineffective performance (Wahyuni et al., 2023).

Based on the results of observations made on April 1 2024 at MAN 1 LABURA. Researchers obtained data and information from interviews with 10 students and guidance and counseling teachers that there were students who experienced this academic burnout, which is characterized by difficulty concentrating, getting bored and tired easily, not being interested in the material being taught and often postponing work (school assignments), getting angry easily, not having confidence in one's abilities, feeling tired because of the large amount of school assignments. This is reinforced by the statement of the subject teacher who stated that, in class, students often do not focus, and are sleepy during learning, are less interested in the subject, and are always late, and do not even do the homework they are given. As for the causes academic burnout experienced by students due to the large number of free assignments given, not being able to manage time well, long study periods, inappropriate class hours and the large number of activities outside of school.

Academic burnout has various impacts such as decreased academic achievement, academic delays, decreased sleep quality, and less than optimal work. Based on the results of analysis of a number of journals used as sources, intensity burnout experienced by the academic community is still quite high; Hence, events academic burnout What is happening among the academic community must be addressed immediately to optimize the learning and education process (Nurani et al., 2022).

Academic burnout students are influenced by individual and environmental factors such as self-efficacy, academic engagement and social support. For example, they are not interested or even bored with learning and treat learning activities negatively, which usually leads to low learning efficiency and low subjective well-being (Koivuneva & Ruokamo, 2022). Students who experience academic burnout can experience decreased academic performance, sleep disturbances, fatigue, symptoms of depression, low self-esteem, addictive behavior and eating disorders (Hao et al., 2021). One of the internal triggers academic burnout is the lack of students' skills in time management (Aria et al., 2024).

Self management is a person's ability to recognize and manage their physical, emotional, mind, soul and spiritual aspects. There is a negative correlation between self management and burnout , which means the better the skill self management a person, the lower the level of saturation. Previous research shows that implementation self management can reduce academic burnout to students (Rahmawati & Firman, 2024). Skill improvement self management aims to help clients directly in managing and controlling themselves or their behavior. Self management is closely related to human psychological function, where individuals are expected to be able to monitor their behavior or condition, determine their

goals, and motivate and guide themselves to change their behavior (Suryanti et al., 2022). Self management aims to help students in the process of changing negative behavior into positive behavior. By observing oneself: noting certain behaviors (thoughts, feelings and actions) and their interactions with environmental events: reorganizing the environment as specific cues or antecedents to certain responses: and presenting oneself and determining for oneself the positive stimulus that follows the response desired (Lesmana et al., 2024).

Based on the results of previous research conducted by Cut Aidilatul, et al, the use of self-management techniques in group guidance can reduce academic burnout significantly, namely from "high" to "low" with a difference in score of 24.96 (Cut Aidilatul, 2023) Research conducted by Maria Ulfa and Ni Komang Suarningsih shows that the study habits of students at SMPN 1 Kapontori were initially in the low category. However, after being provided with group counseling services, their study habits improved to the high category (Ulfa & Suarningsih, 2018). Research by Ulfah Faridah and Arsyadani Mishbahuddin (2020) shows that the effectiveness of group guidance services using self-instruction influential in reducing student learning boredom (Faridah & Mishbahuddin, 2020).

Guidance is a service process provided to individuals to help them acquire the knowledge and skills needed to make choices, plans and interpretations needed to adapt well (Arsini, 2017). Group guidance with techniques self management has been proven to be an effective strategy for improving students' quality of life. This approach focuses on developing students' skills in self-regulation. In this approach, students are taught to identify goals, translate those goals into behavior, carry out personal monitoring, design change plans, and evaluate each behavior. Therefore, researchers are interested in conducting research entitled "Effectiveness of Group Tutoring using self-management techniques to reduce academic burnout in students." This research aims to determine the effectiveness of self-management techniques in reducing academic burnout among students at MAN 1 LABURA, with a population of 243 students from 7 classes. In this research, researchers used techniques self management which focuses on developing students' skills in self-organization and control, as well as managing time well to improve the quality of life.

2. METHODS

This research uses a quantitative approach. According to Sugiyono (2018: 13) quantitative data is a research method based on positivistic (concrete data), research data in the form of numbers that will be measured using statistics as a calculation test tool, related to the problem being studied to produce a conclusion. This research uses a quasi-experimental design. According to Sugiyono (2015: 107) experimental research designs are used to find the effect of certain treatments on other variables under controlled conditions. As part of quantitative methods. With a Pretest-posttest design form. The location of this research was carried out at MAN 1 LABURA, with a sample size of 20 students from class XI MIPA 2 and class XI Ips 2 with a population of 65 students from 2 classes. The sampling technique in this research uses a purposive sampling technique where sampling is carried out based on considerations according to certain criteria with a data collection technique in the form of a questionnaire.

3. RESULTS AND DISCUSSION

The data in this research includes the condition of students who experience academic burnout. This research used a test in the form of a questionnaire by giving a pretest and

posttest to the control class and experimental class with 20 statement items. The results of distributing pretest and posttest questionnaires are presented in the following **Table 1.**

Table 1. Pretest academic burnout.

Category	Interval	Frequency	Percent (%)
Very high	63-73	5	25%
High	53-63	15	75%
Currently	42-52	0	0%
Low	31-41	0	0%
Very Low	20-30	0	0%
AMOUNT		16	100%

Based on **Table 1** results *pretest* As presented above, it can be concluded that there are 5 students or 25% who have the very high category and 15 students or 75% who have the high category. This means students who experience the situation *academic burnout* reaches 100%. Next, the 20 students will be divided into two groups, 10 students will be given group guidance treatment using techniques *self management* (experiment) and 10 students will be given group guidance treatment without techniques *self management* (control).

Table 2. *Posttest academic burnout* experimental group.

Category	Interval	Frequency	Percent (%)
Very high	63-73	0	0%
High	53-63	0	0%
Currently	42-52	0	0%
Low	31-41	1	10%
Very Low	20-30	9	90%
AMOUNT		16	100%

In the results **Table 2** *posttest* in the experimental group showed that 1 student (10%) had behavior *academic burnout* in the low category and 9 students (90%) have behavior *academic burnout* in the very low category. This shows a decrease in behavior *academic burnout* after being given group guidance treatment with techniques *self management*.

Table 3. *Posttest academic burnout control group*.

Category	Interval	Frequency	Percent (%)
Very high	63-73	0	0%
High	53-63	4	40%
Currently	42-52	6	60%
Low	31-41	0	0%
Very Low	20-30	0	0%
AMOUNT		16	100%

In **Table 3** results *posttest* in the control group showed that 4 students (40%) had behavior *academic burnout* in the high category and 6 students (60%) have behavior *academic burnout*

in the low category. This suggests that there is only a slight decline in behavior *academic burnout* without any technique *self management*.

Table 3. Hypothesis testing *independent samples t test* (uji t).

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
		F	Say.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Mark	Equal variances assumed	,559	,464	12,031	18	,000	20,500	1,704	16,920	24,080
	Equal variances not assumed			12,031	17,788	,000	20,500	1,704	16,917	24,083

The t test is used to test the regression coefficient partially, with the aim of determining the significance of the role of the independent variable on the dependent variable, with the assumption that the other independent variables are considered constant. Based on table 4 above, to find out whether there is a significant difference between the posttest data for the control class and the experimental class, it can be seen from the sig (2-tailed) value. If the sig (2-tailed) value is <0.05, then there is a significant difference between the control class and the experimental class.

Based on the results of the t-test carried out, there was a significant difference between the control class and the experimental class which was known to have a sig (2-tailed) value of 0.000 < 0.05. Therefore, it can be concluded that group guidance with techniques *self management* effective in reducing *academic burnout* in class XI MIPA 2 students at MAN 1 LABURA.

Group tutoring is a series of activities that focus on providing information and experience through group activities. Another definition of group guidance is activities that utilize group dynamics to achieve group guidance goals (Folastri & Rangka, 2016). Group guidance is the process of providing assistance to individuals through a group atmosphere, where each member participates and shares experiences and efforts in developing insight, attitudes, skills and personality (Rismi et al., 2022).

In the process of guiding the research group using tekmik *self management* in helping students overcome *academic burnout*. *Self management* is a person's ability to control their thoughts, feelings and behavior. Self-management plays an important role in achieving

learning goals (Amir, 2016). Behaviorally, self-management helps students control their learning activities. In this research, researchers carried out treatment or treatments in four meetings.

The first meeting, level *monitoring* or self-observation. At this stage students are asked to observe and record all their behavior. Starting from behavior at school and outside school. Things that students need to pay attention to when recording behavior are intensity, frequency and duration. At this stage, students are also asked to take turns expressing their problems, such as difficulty concentrating, getting bored and tired easily, not being interested in the material being taught, often delaying work (school assignments), getting angry easily, not having confidence in their abilities and getting tired easily because of the large number of assignments. which are given. The results of the research also show that the cause of this occurrence is that students experience *academic burnout* namely, lack of motivation, lack of time management, fatigue at work, academic load, and long study hours (Elvina, 2019). After finding the problem, the researcher discussed the problem to be discussed, namely academic burnout. This is in accordance with the symptoms of academic burnout. Then the researcher explained material about the impact and ways to reduce academic burnout by using self-management techniques.

Second meeting, level *contracting.* At this stage students are asked to make a contract in the form of an agreement. Where students are asked to write plans and activities they want to carry out as main priorities. In this case, students will also impose sanctions on themselves if they do not carry out the contract that has been made. This is done so that students are more serious and can make changes to themselves.

Fourth meeting, self control. At this stage the researcher explains the purpose of stimulus control. Where at this activity stage students are expected to be able to prepare and determine self-planning and strategies that suit themselves. By reducing undesirable behavior and increasing desired behavior.

Fourth meeting, self reward. At this stage students are given an appreciation of the process of changing behavior. This activity is carried out as a reward or appreciation to himself. This stage is also an evaluation stage where students are also asked to assess the activities that have been carried out, what must be improved, what must be improved and what must be maintained. After carrying out these several stages, the researchers then carried out a posttest again to see whether self-management techniques could reduce academic burnout in students.

Next on research (Sadewa & et al, 2023) shows that group guidance with techniques *self management* can also increase resilience in students. Likewise, research conducted by (Ulfa, 2018) shows the provision of group counseling services using techniques *self management* can improve students' study habits.

4. CONCLUSION

Based on the results of the research carried out, it can be concluded that before treatment *(pretest)* There are 5 students who are included in the very high category and 15 students who are *included* in the high category. Then the 20 students were divided into two groups, 10 students were given technical treatment *self management* (experiment) and 10 students without treatment (control). Then after giving *posttest* in the experimental group there was a significant decrease, namely 1 student experienced a decrease *academic bunout* in the low category and as many as 9 students experienced a decline *academic bunout* in the very low

category. Meanwhile, in the control group there was only a slight decrease, namely 4 students were in the high category and 6 students were in the medium category.

The *results* of the t-test data analysis carried out showed that there was a significant difference between the control class and the experimental class which was found to have a sig (2-tailed) value of 0.000 < 0.05. Therefore, it can be concluded that group guidance with techniques *self management* effective in reducing *academic burnout* in class XI MIPA 2 students at MAN 1 LABURA.

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