



## Academic Burnout Among Students During the COVID 19 Pandemic: a Gender-Based Analysis

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### INTRODUCTION

During the COVID-19 pandemic, people are required to stay at home. The teaching and learning process in higher education also takes place online.

Conditions that were different from usual before the pandemic made some people experience stress, including students (Fitriani et al., 2022). Students who are unable to cope with stress and boredom due to the

**Abstract:** Academic burnout among FKIP UHAMKA students will be analyzed based on gender. A descriptive approach is utilized in the quantitative research methodology. A sample of 307 students was chosen from the 6,544 total pupils who participated in the research. According to the study's findings, academic burnout can be classified according to a person's gender. The researchers discovered that male students fell into the low category, scoring 75% in sub-variable exhaustions, 61% in cynicism, and 50% in inefficacy. Additionally, the majority of female students fall into the low category, with percentage values in the subvariables for weariness (76%), cynicism (63%), and inefficacy (64%) all falling into the low range. Thus, it can be said that both male and female students at FKIP UHAMKA have low levels of academic burnout.

**Abstrak:** Burnout akademik di kalangan mahasiswa FKIP UHAMKA akan dianalisis berdasarkan jenis kelamin. Pendekatan deskriptif digunakan dalam metodologi penelitian kuantitatif. Sampel sebanyak 307 siswa dipilih dari total 6.544 siswa yang berpartisipasi dalam penelitian. Menurut temuan penelitian, kelelahan akademik dapat diklasifikasikan menurut jenis kelamin seseorang. Para peneliti menemukan bahwa siswa laki-laki termasuk dalam kategori rendah, dengan skor 75% pada sub-variabel kelelahan, 61% pada sinisme, dan 50% pada ketidakmampuan. Selain itu, sebagian besar mahasiswi termasuk dalam kategori rendah, dengan nilai persentase pada subvariabel kelelahan (76%), sinisme (63%), dan inefisiensi (64%) semuanya termasuk dalam kategori rendah. Dengan demikian, dapat dikatakan baik mahasiswa maupun mahasiswi FKIP UHAMKA memiliki tingkat kejenuhan akademik yang rendah.

learning they do will bring up negative emotions, this condition is called academic burnout. Academic burnout causes students to lose enthusiasm, decrease performance in learning, and can even decrease the desire to interact or socialize with people around them, thus causing an impact on the conditions in which a person will withdraw from his environment.

There are three aspects of burnout, namely emotional exhaustion, depersonalization, and low self-esteem (Schaufeli et al., 2002). This exhaustion dimension refers to feelings of tiredness but does not refer directly to other people as a general source. Exhaustions lead to excessive emotional feelings and feelings of depletion of emotional resources so that individuals feel lack of energy to face another day or other people (Leiter & Maslach, 2003). This dimension of cynicism is characterized by indifference or distant attitude towards the lectures being undertaken. This dimension of inefficacy includes social and non-social aspects of academic achievement. Individuals will feel helpless, feel that all the tasks given are heavy, so when they feel ineffective, students tend to develop a sense of inadequacy.

Burnout consists of five factors, namely: a) lack of social support, b) demographic factors, c) self-concepts, d) role conflict and role ambiguity, and e) isolation (Gold & Roth, 2013). Meanwhile, according to (Maslach, 2003) there are four factors that influence burnout, namely: a) gender, b) age, c) marital or family status, and d) personality. (Portnoy, 2011) divides burnout symptoms into five types, namely: a) cognitive (decreased concentration, apathy, rigidity, disorientation, minimization, and preoccupation with trauma), b) emotional (helplessness, anxiety, guilt, anger, numbness, fear, helplessness, sadness, depression and shock), c) behavioral (irritable, withdrawn, moody, sleep deprivation, nightmares, changes in appetite, increased alertness and isolation), d) spiritual (questioning the meaning of life, hopelessness, loss of purpose, questioning

religious beliefs, loss of faith, skepticism), and e) somatic (sweating, fast heartbeat, difficulty breathing, aches and pains, dizziness, compromised immune system, headache, difficulty falling asleep or waking up).

Academic burnout is a feeling of tiredness due to the demands of study, having a cynical feeling and an attitude of being separated or away from the place of study, and feeling incompetent as a student (Zhang et al., 2007). Students who experience academic burnout experience symptoms such as students feeling tired in all parts of their senses and lack of enthusiasm in participating in teaching and learning activities, boredom arises, lacks motivation, lacks attention, has no interest and does not bring results (Mudjahid, 2017). Academic burnout is different from stress in general and it's not exhaustion that comes from studying all night. Academic burnout is the culmination of all the fatigue that has been sitting in the body and mind for too long.

Academic burnout is a result of overworked activities, competition, low self-confidence, and an abundance of tasks. Academic burnout is characterized by symptoms such as difficulty focusing when studying, irritability out of frustration, pessimism about one's abilities, lack of interest in campus-related matters, and lack of interest in activities.

According to (Cole et al., 2004), going to college can be stressful. Academic stress can result from a variety of circumstances, including the perception of a high amount of studies, excessive lecture assignments, a lack of study spaces or equipment, tough exam questions, brief exam periods, and even excessive demands and expectations of academic accomplishment.

Researchers have discovered that stressed-out students frequently exhibit poor health (Chambel & Curral, 2005), depression (Das & Sahoo, 2012), sleep difficulties, and lower academic performance (Rafidah et al., 2009). (Waqas et al., 2014). Burnout can result from chronically experiencing stress

that is not managed (Greenberg & Baron, 2008).

## METHOD

This study used a descriptive quantitative approach as its methodology. A detailed examination of a phenomena is used in the descriptive technique to describe data about facts, signs, and features of a specific group of people in a structured, accurate, and authentic way.

The population of this study were students from the University of Muhammadiyah Prof. Dr. Hamka, Faculty of Education and Teaching (FKIP), as many as 6544 students .which was drawn using a convenience sampling technique, which involves picking up random things or individuals who just happen to cross paths with researchers (Sugiyono, 2019). The researcher employed the Slovin formula to calculate the sample size for the study and came up with a sample size of 98 samples.

A questionnaire about academic burnout was used to collect data, and it was adapted from one of the research variables used in a study of the relationship between coping strategies that focus on emotions and learning burnout in nursing study program students at the faculty of medicine at the University of Lambung Mangkurat Banjarbaru (Regina et al., 2020). The academic burnout questionnaire was modified based on the Schaufeli et al. study's findings about the dimensions of burnout, including weariness, cynicism, and inefficacy (2002). The survey has four

No	Sub Variable	Mean	% Mean	St. Deviasi	Desc
1	Exhaustions	19.47	48.67%	2.827	R
2	Cynicism	17.17	47.70%	2.976	R
3	Inefficacy	29.07	48.45%	5.636	R
<b>Total</b>		<b>65.59</b>	<b>48.27%</b>	<b>11.439</b>	<b>R</b>

response options: strongly agree, agree, disagree, and strongly disagree.

The academic burnout questionnaire uses a Likert scale as its assessment method, which is offered with both positive and negative

remarks. The academic burnout questionnaire comprises 34 valid statement items, according to the results of applying the Pearson product moment correlation formula to verify its validity. The coefficient on the academic burnout questionnaire was 0.876 according to the findings of the reliability test using the Cronbach alpha technique. To establish the total level of academic burnout, which is classified into five categories—very high, high, medium, and low—the data analysis method used in this study combines statistical analysis with classification. Continuous data analysis was done, including the collection, processing, presentation of descriptive data, and drawing conclusions from research results.

## RESULTS AND DISCUSSION

The average academic burnout level of students during the COVID-19 epidemic was 63.41, with a standard deviation of 9.52, according to the study's findings. The category of academic burnout in the table below provides an illustration of these findings:

**Table 1. Categorization of Academic Burnout**

Category	Score	% Average
Very high	≥ 134	≥ 85 %
High	95 - 114	70 - 84 %
Currently	75 - 94	55 - 69 %
Low	55 - 74	41 - 54 %
Very Low	≤ 54	≤ 40 %

Furthermore, the research data based on academic burnout sub-variables for FKIP students, obtained the following data.

**Table 2. Results Based on Sub Variables**

Based on the results in table 2 above, 48.67% of the sub-variables for exhaustions, cynicism, and inefficacy fall into the low group. 48.45% of these sub-variables fall

into the low category. In addition, the information from the study on student academic burnout conducted during the COVID-19 epidemic is broken down by gender in the table below.

**Table 3. Results of Categorization of Academic Burnout by Gender**

Man			Woman		
Sub Variable	F	%	Sub Variable	F	%
<b>Exhaustions</b>			<b>Exhaustions</b>		
Very high	0	0%	Very high	0	0%
High	0	0%	High	0	0%
Currently	7	11%	Currently	19	8%
Low	46	75%	Low	186	76%
Very Low	8	13%	Very Low	41	17%
<b>Cynicism</b>			<b>Cynicism</b>		
Very high	0	0%	Very high	0	0%
High	0	0%	High	0	0%
Currently	10	16%	Currently	40	16%
Low	37	61%	Low	155	63%
Very Low	14	23%	Very Low	51	21%
<b>Inefficacy</b>			<b>Inefficacy</b>		
Very high	0	0%	Very high	0	0%
High	0	0%	High	0	0%
Currently	12	20%	Currently	25	10%
Low	31	50%	Low	157	64%
Very Low	18	30%	Very Low	64	25%

Based on the results in table 3 above, it can be explained that there are differences in the level of academic burnout of students based on gender. Male students had a result of 39% which was included in the very low category, while female students had a result of 45% which was included in the low category.

The percentage findings for the sub-variables exhaustions (75%), cynicism (61%), and inefficacy (50%) for male students fell into the poor category, according to table 3's results of the categorization of academic burnout by gender. Additionally, the majority of female students fall into the low category, with percentage values in the subvariables for weariness (76%), cynicism (63%), and inefficacy (64%) all falling into the low range. Thus, it may be inferred that both male and female students have modest levels of academic burnout.

Because each person's personality traits determine their amount of academic burnout, there are no variances or differences in the level of academic burnout experienced based on gender. According to (Maslach, Schaufeli, and Leiter, 2001), a variety of factors, including personality traits, might affect a student's level of academic burnout. Academic burnout can be avoided based on personality traits such as degrees of "fortitude" (hardiness), internal or external control centers (loci of control), coping mechanisms, and self-esteem (self-esteem). According to Fredericks et al. (cited in Arlinkasari & Akmal, 2017), when students express positive attachment to academic activities or activities, these students are more motivated to participate in learning activities and display positive learning behaviors. Additionally, Lori (in Putri, 2020)) explained that type D, cautious, and perfectionist personality characters frequently experience academic burnout because they struggle with unpleasant emotions and social hurdles. Thus, it may be said that gender has no bearing on whether academic burnout occurs. Additionally, Sitohang (in (Eliyana, 2018)) claimed that essentially both male and female students can experience academic fatigue. The cause is that each person faces different pressures in life. Therefore, the pressure received during online learning can be overcome by each student, such as coping with stress in responding to a task or work they have.

The results of this study are inversely proportional to the opinion of Ivancevich (in Indilusiantari & Meliana, 2015) which explains that women tend to experience academic burnout than men because the socialization process of men are raised with independence, the aim of which is for men to be able to be straightforward, assertive, persistent, and not easily emotional. Meanwhile, if women are more involved in activities related to the emotional aspect, then they are easy to experience emotional exhaustion which can trigger depersonalization. In addition, according to (Khairani & Ifdil, 2015) it also explains that

men are more prone to experiencing academic burnout than women because men need more social assistance and protection than women. If men feel a lack of social support, it will cause men to feel alienated and feel disappointed which will then result in academic burnout. However, according to Sitohang (in (Fyana & Rozali, 2020)) explaining that women have a higher level or opportunity to experience academic burnout than men.

According to a different viewpoint, gender influences whether men and women experience burnout. Gender is a type of social and cultural construction, according to Ridjal et al. (in Indilusiantari & Meliana, 2015). Gender, in theory, is how cultures understand gender differences. This is due to how clearly men and women differ physically, particularly in terms of their features and body types. According to Indilusiantari & Meliana's (2015) research findings, which support this viewpoint, burnout syndrome is influenced by gender and affects 28 individuals, or 65.0% of the population.

Dhara (in Alimah et al., 2016) asserts that men are more likely than women to experience burnout. This is because women have the ability to cope with stress, are flexible, and are better able to cope with great pressure. However, at the same time, men are more foot and serious in dealing with problems. Additionally, Yikealo et al., in (Wahyu & Simanullang, 2020) revealed a connection between gender and the stressors that contribute to academic burnout. According to the findings, female students were more stressed than male pupils. Men are trained to be more manly and not display emotional weakness, but women are more sensitive to the surroundings than men.

This assertion is consistent with research by Maylani & Kusdiyati (2021) and Susilo & Hartanto (2020), which indicates that female students are more likely to experience academic burnout. This is due to the fact that women are more susceptible to emotional exhaustion than males, making them more likely to feel stress, which contributes to an

increase in academic burnout. As a result, women will benefit from social support that prevents academic fatigue.

However, if women are too focused on finding sources of social support, it can consume a lot of energy and time that should be spent on studying and resting. Thus, it will provide more opportunities that cause greater pressure (Backović et al., in Maylani & Kusdiyati, 2021). However, this contradicts the argument of Arnsten et al., (in (Wahyu & Simanullang, 2020)) which states that stress that leads to academic burnout is caused by the inability of individuals to solve problems. In other words, it has nothing to do with a person's gender because both men and women basically receive pressures during lectures. Therefore, if students can solve and overcome the problems or pressures they face, the pressure they experience will have a positive impact, for example students feel challenged in developing themselves and their creativity (Pascoe et al., in Alimah et al., 2016).

Demographic characteristics connected to gender are thought to be among the elements that have the greatest impact on academic burnout when compared to other factors. According to study, men, as compared to women and single people, are more prone to develop academic burnout. Men are therefore seen to require more social assistance than women (Febriani et al., 2021). This theory, however, conflicts with the findings of (Maylani & Kusdiyati, 2021), which indicate that men, as opposed to women, have a more positive perception of and belief in their capacity to solve problems and control situations. As a result, males are seen to be better able to take in information from their environment and utilize it to evaluate and control it (Barends, in Maylani & Kusdiyati, 2021) as well as to be more concentrated while trying to solve an issue (Hampel & Peterman in Maylani, 2010). In actuality, though, social assistance is required regardless of gender. According to results by Kim et al., (in Fun et al., 2021)) social support from parents and peers is thought to be able to lower the amount of

academic burnout specifically based on the academic dimension for both male and female students. exhaustion itself.

Regarding the above assertion, Putri's studies (in Fun et al., 2021) demonstrate that social support among psychology students adds 15% to academic burnout. Students receive emotional support in the form of invitations to stay involved in the lecture process, such as inviting discussions to discuss lecture materials that are thought to be challenging, listening to stories and complaints, offering suggestions, and making assessments. This is one way that students experience a sense of belonging. This emotional support is described as the help and gratitude that students receive from their classmates while listening to lectures.

In this approach, the emotional pressure that students experience as a result of their interactions with peers and their evaluation of difficult lecture situations can be lessened by the emotional support. Additionally, 12% of psychology students report that social support has an impact on their ability to cope with academic burnout. Students are given assessment support in the form of information pertaining to the lecture process, feedback during the interaction process, and peer guidance for decision-making in problem-solving. This appraisal support is seen to be very beneficial for students in acquiring crucial data to perform an assessment of situations that are thought to be urgent so that the coping mechanism process is more effective at fixing a problem. The classification of academic burnout based on gender reveals that FKIP students, both male and female students, are in the low category, it can be concluded.

## CONCLUSION

The conclusion for this research, can be concluded that there is no difference in the level of academic saturation between men and women, and both are in the low category, based on the results of data processing regarding differences in the level of academic saturation of FKIP students, Universitas Muhammadiyah Prof. DR.

HAMKA during the COVID-19 pandemic. The analysis of the academic saturation dimensions, namely exhaustion, cynicism, and low ineffectiveness, led to the low level of academic saturation by gender. Researchers can provide several suggestions, including 1) using theoretical information and theoretical applications to analyze the gender variations in student academic burnout levels in the COVID-19 epidemic, and 2) hoping that other researchers will be able to look at other alternatives. related to demographic variables that may have an impact on gender disparities in student academic burnout levels.

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