

THE REALTIONSHIP BETWEEN ACADEMIC BURNOUT AND ACADEMIC PROCASTINATION OF HIGH SCHOOL STUDENTS IN CILACAP

Endang Rifani¹, Dewi Lestari², Miftakhurohmah³

Dosen¹, Mahasiswa^{2,3}

Universitas Nahdlatul Ulama Al Ghazali Cilacap^{1,2,3}

endangrifani0@gmail.com¹

Abstract

Academic procrastination is the behavior of delaying to complete academic tasks. Academic procrastination can be caused by psychological conditions that are emotionally exhausted. This study aims to determine the realtionshin between academic burnout and academic procrastination of high school students in Cilacap. This research is a quantitative correlation study and the data were analyzed using descriptive analysis. The research subjects used cluster random sampling involving 100 high school students in Cilacap. The result of the study using the *person product moment* = correlation test, showed $r_{xy} = 0.624$ with the significance value of $p = 0.0000$ ($p < 0,05$) indicating that the hypothesis is accepted. So that the result reveal there is significant positive relationship between academic burnout and student academic procrastination.

Keyword: Academic Burnout, Academic Procastination, Student

Introduction

Academic procrastination is the attitude and behavior of delaying to complete a given academic task intentionally accompanied by various reasons despite understanding the consequences of this behavior (Faizah, 2021). Procastination is a voluntary procrastination behavior towards scheduled and important work that has emotional, physical and academic consequences (Wattimena, 2015). Procastination is the activity of deliberatery delaying doing tasks to the point of subjective discomfort (Dluha, 2016).

Aziz and Rahrdjo (2013) the factors that infulence academic procrastination behavior are divided into primary procrastination factors (wich always appear in every informant) and secondary (which appear in some respondents). Primary procrastination factors include anxiety, time disorganization, poor task approach, and stress fatigue. Meanwhile, secondary procrastination factors include low discomfort tolerance & pleasure seeking (trapped in comfort zone), self-depreciation (hopeless about the future). Environmental disorganization (unsupportive environment), and lack of assertion (low commitment).

Academic procrastination can be influenced by internal and external factors, where the most influenced by internal factors are physical and psychological conditions (Ghufron & Rini, 2014).

Physical conditions include the physical condition and health of individuals, while psychological condition include the soul in which there are emotions, feelings, attitudes, and others. The cause of individuals committing acts of academic procrastination can be caused by fatigue with their psychological conditions.

Individuals carry out procrastination behavior in doing the assigned tasks due to laziness, lack of motivation, not understanding the material provided, lack of focus, tasks that are too heavy, difficult to understand, too long in front of a laptop or smartphone and physical and psychological fatigue (Agustriandri, 2021). The results of the interview show that online lectures make students experience fatigue boredom, resulting in a tendency to delay doing the assignments given by the lecturer.

One of the factors that influence academic procrastination is a psychological condition that experiences emotional burnout (Agustriandri, 2021). Academic burnout is fatigue resulting from excessive demands on energy, strength and resources which consists of three dimensions, namely emotional exhaustion, depersonalization and decreased individual achievement. Students who experience academic burnout tend to be absent frequently, do not do assignments well and get poor results. Research conducted by Vitalonary (2022) found the factor that students do academic procrastination is due to feelings of fatigue and stress caused by continuous demands (burnout).

Academic burnout is psychological event where individual feel tired, apathetic and cynical about their academic activities, causing their personal achievements to decrease (Maharani, 2019). Academic burnout is a feeling of fatigue due to study demands, feeling cynical and detached (away from) school, and feeling incompetent as student characterized by emotional exhaustion, reluctance to study (cynicism) and decreased self-efficacy (Zulkarnain, 2019). Academic burnout is characterized by depersonalization, emotional exhaustion and reduced individual achievement (Marchella; Matulesky; & Pratiti, 2019).

Agustiandri (2021) showed that there is a positive relationship between academic burnout and academic procrastination with correlation value of 0.309 and a significance of 0.001. This means that individuals with high academic burnout tend to commit academic burnout tend not to commit academic procrastination. In line with research by Vitalonary (2022) which explains if there is a positive and significant correlation between academic burnout and academic procrastination. However, the academic burnout variable only contributes 5.4% of the influence on academic procrastination, while 94.6% is influenced by other factors not examined in the study.

Dinata, et al (2023) mentioned that there is an influence of academic burnout on academic procrastination behavior. Excessive learning activities can trigger academic burnout and have no desire to do the assigned tasks. This then encourages students to postpone doing the assignments given and choose to do other activities that are fun and relieve boredom. In line with research conducted by Marchella, et al. (2023) which states there is a positive and significant relationship between academic burnout and academic procrastination. This means that the higher the academic burnout, the higher the academic procrastination behavior.

Simbolon & Simbolon (2021) explained that the higher the level of academic burnout, the higher the level of academic procrastination in students and vice versa. In line with research conducted by Farkhah, et al. (2022) which states that there is a positive and significant relationship between academic burnout and students academic procrastination in preparing a thesis. Students who experience burnout will have difficulty controlling the emotions that arise, causing the emergence of academic procrastination behavior in preparing the thesis.

This research departs from research conducted by Vitalonary (2022) who suggested that research use a sample that has criteria are in accordance with the expected research in order to get the data needed. Researchers use cluster random sampling techniques in this study where the research subjects will be broader and adjusted to the research objective.

Research Methods

This research method is a type of correlation quantitative research. The subjects in this study were 100 high school students in Cilacap who were selected based on cluster random sampling. The instruments used in this study academic burnout scale and academic procrastination scale. Data collected was carried out using a likert scale with answer options: Strongly Agree (SS); Agree (S); Disagree (TS); Strongly Disagree (STS).

The academic burnout on this study consist of 15 items with 3 indicators, namely; exhaustion, depersonalization, reduced personal accomplishment. The academic procrastination scale consists of 20 item measured by 4 indicators, namely; delays in starting to complete academic tasks, delays in doing academic tasks, time gaps between actual work plans in doing academic tasks, and doing other activities that are more enjoyable than doing academic tasks. The data analysis technique used in this research is descriptive analysis using computer software assistance through the SPSS (Statistica Program Society Science) version 26.0 for windows.

Discussion

Respondents in this study totaled 100 high school students in Cilacap, consisting of 23 male students and 77 female students. The age range of respondents is 15 years old totaling 7 students, 16 years old totaling 75 students and 17 years old totaling 18 students. Respondents came from class X as many as 7 students, class XI as many as 79 students and class XII as many as 14 students. The results of data regarding gender, age and class of respondents can be seen in table 1 below.

Table 1. Data Tabulation

Gender	N	Age	N	Class	N
Male	23	15	7	X	7
Female	77	16	75	XI	79
		17	18	XII	14

The results of the frequency analysis of the level of academic procrastination can be seen in table 2. The data show that most students (83%, N = 83) have a moderate level of academic procrastination, at a high level as much as (16%, N = 16) and a low level as much as (1%, N = 1).

Table 2. Frequency of Academic Procastination

Variable	Academic Procastination level		
Academic Procastination	High	Medium	Low
	16	83	1

The results of the frequency analysis of the level of academic burnout can be seen in table 3. The data shows that most students (69%, N = 69) have a moderate level of academic burnout, at a high level as many as (30%, N = 30) and students have a low level of academic burnout as many as (1%, N = 1).

Table 3. Frequency of Academic Burnout

Variable	Academic Burnout Level		
Academic Burnout	High	Medium	Low
	30	69	1

Based on the data that has been obtained to determine the correlation, it is necessary to conduct a correlation test. The results of the correlation between academic burnout and academic procrastination can be seen in Table 4.

Table 4. Correaltion of Academic Procastination with Academic Burnout

Variable	N	Sig.	Academic Burnout	Academic Procastination
Academic Burnout	100	0,000	1	0,624
Academic Procastination		0,000	0,624	1

From the table above, the correlation value between academic burnout and academic procrastination shows the same value (0.624). The results of the correlation analysis of ($r_{xy}=0.624$)

with a significance value of ($p=0.000$) explain that the hypothesis that has been proposed is accepted, namely there is a very significant relationship between academic burnout and academic procrastination. The results of this study also show that academic burnout and academic procrastination have a positive correlation, meaning that the higher the level of student academic burnout, the higher the academic procrastination, and vice versa.

This study is in line with previous research which reveals that if there is a positive and significant relationship between academic burnout and academic procrastination, it means that the higher the academic burnout, the higher the academic procrastination behavior (Marchella, et al. 2003). The results of this study also reinforce previous research which reveals that academic burnout affects the level of academic procrastination (Faizah. 2021).

So that this study reveals that there is a positive correlation between academic burnout and academic procrastination. There is a relationship between the level of academic burnout and the level of procrastination, the higher the level of academic burnout, the higher the level of academic procrastination experienced by students, and vice versa. Students who experience burnout in learning greatly affect their academic work, so students tend to postpone their academic assignments.

Conclusion

The results of this study reveal that there is a significant correlation between academic burnout and academic procrastination. Respondents or students who have high academic burnout, the level of academic procrastination is also high. Students who experience learning burnout tend to delay their academic work. This study only focuses on knowing the relationship between academic burnout and academic procrastination. So that future researchers can conduct research on the relationship between academic burnout and academic procrastination at different levels of education seen from gender and age.

Bibliography

- Agustriandri, F. (2021). Hubungan Antara Academic Burnout Dengan Prokastinasi Akademik Pada Mahasiswa Fakultas Psikologi Universitas Islam negeri (UIN) Maulana Malik Ibrahim Malang di Masa Perkuliahan Daring. *Skripsi*.
- Aziz, A., & Rahardjo, P. (2013). Faktor-Faktor Prokastinasi Akademik Pada Mahasiswa Tingkat Akhir Yang Menyusun Skripsi di Universitas Muhammadiyah Purwokerto Tahun Akademik 2011/2012. *PSYCHO IDEA*, 1693-1076.

- Dinata, W., Wahyudi, & Fikry, Z. (2023). Hubungan Antara Prokastinasi Akademik dengan Burnout Akademik Pada Peserta Didik. *Jurnal Pendidikan Tambusai*, 1438-1445.
- Dluha, M. S. (2016). Pengaruh Perfectionisme, Achievement Goal Orientation dan Jenis Kelamin Terhadap Prokastinasi Akademik Mahasiswa. *Skripsi*.
- Faizah, S. N. (2021). Pengaruh Burnout Terhadap Prokastinasi Akademik Pada Anak Didik Panti Asuhan Semarang. *Skripsi*.
- Farkhah, S., HASanah, M., & Amelasasih, P. (2022). Pengaruh Academic Burnout Terhadap Prokastinasi Akademik Dalam Menyusun Skripsi Pada Mahasiswa. *Jurnal Bimbingan dan Konseling Islam*, 47-57.
- Ghufron, M. N., & Rini, R. (2014). *Teori-Teori Psikologi*. Yogyakarta: Ar-Ruzz Media.
- Maharani, D. M. (2019). Hubungan Antara Self-Esteem Dengan Academic Burnout Pada Siswa Kelas XI SMA Negeri 1 Semarang Tahun Ajaran 2018/2019. *Skripsi*.
- Marchella, F., Matulessy, A., & Pratitis, N. (2023). Academic Burnout Pada Mahasiswa Tingkat Akhir: Bagaimana Peranan Prokastinasi Akademik dan Academic Burnout? *Journal of Psychological Research*, 28-37.
- Simbolon, P., & Simbolon, N. (2021). Hubungan Academic Burnout Dengan Prokastinasi Akademik Pada Mahasiswa Stikes Santa Elisabeth Medan. *Jurnal Pendidikan*, 96-108.
- Vitalonary, H. (2022). Hubungan Burnout Akademik Dengan Prokastinasi Akademik Pada Mahasiswa Kuliah Online. *Skripsi*.
- Wattimena, E. P. (2015). Hubungan Antara Perfectionisme Dengan Prokastinasi Akademik dalam Menyelesaikan Skripsi Pada Mahasiswa di Faktultas Psikologi. *Skripsi*.
- Zulkarnain, Q. (2019). Hubungan Antara Perfectionisme Dengan Academic Burnout Pada Siswa Kelas XI SMAN 5 Surabaya. *Skripsi*.