

The Influence of Hardiness and Self Efficacy in Overcoming Academic Burnout on Students at Islamic Boarding Schools

Ely Fauziah¹, Ghozali Rusyid Affandi²
^{1,2}Muhammadiyah University of Sidoarjo, Indonesia



DOI : <https://doi.org/10.61796/icossh.v2i3.157>



Sections Info

Article history:

Submitted: April 15, 2025

Final Revised: May 20, 2025

Accepted: June 07, 2025

Published: June 14, 2025

Keywords:

Academic Burnout

Hardiness

Self efficacy

Students of Islamic boarding schools

ABSTRACT

Objective: This study aims to examine the influence of hardiness and self-efficacy on academic burnout among students in Islamic boarding schools. **Method:** The research involved 140 male and female students in grades 7–9 who live and study in Islamic boarding schools, selected using non-probability accidental sampling from a total population of 180. Data were collected through offline and online questionnaires utilizing the Dispositional Resilience Scale (DRS-15), the General Self-Efficacy Scale, and the School Burnout Inventory (SBI). **Results:** The results of multiple linear regression analysis indicate that hardiness and self-efficacy together significantly influence academic burnout, with an F-value of 135.865 and $p < 0.001$. The coefficient of determination ($R^2 = 0.665$) suggests that 66.5% of the variance in academic burnout can be explained by the combined influence of these two variables, while the remaining 33.5% is attributed to other factors. **Novelty:** This study contributes to the literature by highlighting the predictive role of psychological resilience and belief in one's capabilities in reducing academic burnout in a boarding school context, offering insights for the development of targeted psychological interventions within religious educational settings.

INTRODUCTION

Islamic boarding schools are among the oldest Islamic institutions in Indonesia that have long been an institution that has an important role in nation building. Islamic boarding school is a religious school that is facilitated with a place for students to live while attending the school. Students are taught educational knowledge based on Islamic religious values with their own norms and activities that are not the same as students who attend other public schools. There are advantages in the education system at boarding schools, namely students will be more independent because they do not live with parents, must be able to adapt to new environments and communities, live more organized, disciplined because the schedule has been strictly arranged for 24 hours supervised by the supervisor, every day Students are burdened by not a few activities from waking up to going back to sleep all arranged so that all time is used effectively and not wasted. That is why students are very vulnerable to Burnout. Burnout is a syndrome of physical and mental fatigue that includes the development of a negative self-concept, poor concentration, and negative behavior [1].

This situation makes the classroom atmosphere cold, less comfortable, reduced dedication and commitment, learning achievement is not maximized. It also makes them want to keep their distance and not interact with the surrounding environment. Academic burnout means emotional exhaustion experienced by students due to study

demands, cynical attitudes towards schoolwork and incompetence as students, in this case defined as chronic emotional tension and saturation caused by excessive and continuous pressure. These problems can hinder and interfere with the performance of the pesantren's educational goals. A student who experiences Academic Burnout for a long period of time and a high enough intensity and accumulates is able to make the individual experience fatigue in both physical and psychological forms, this situation if it continues to occur until it reaches a saturation point will affect the individual physically and emotionally, the mental state decreases, feelings of helplessness, hopelessness, dry feelings that cause apathy, negative self-concept and negative attitudes [2].

Previous research has shown that burnout is associated with various academic problems and other negative behaviors. Previous research by Duru [3], shows that burnout is negatively related to academic performance. Academic burnout has three aspects, namely: a). Emotional Exhaustion, related to feelings of fatigue but not directly related to others as a common source. This dimension leads to feelings of emotional overload and feelings of reduced emotional resources. The individual lacks the energy to face another day or another person. b). Cynicism, characterized by an attitude of academic indifference. c). Personal Inadequacy (Decreased personal achievement) [4].

According to Maslach, the factors that influence academic burnout consist of situational or external factors and individual or internal factors. Situational or external factors consist of factors from outside a person in the form of excessive workload, minimal facilities and lack of social support, the way teachers teach, environmental conditions, while individual or internal factors that influence academic burnout consist of factors that come from a person consisting of demographic characteristics and personality characteristics. Personality characteristics are one of the major variables that include individual factors. Related to internal factors, Smet states that one of the personality patterns that is considered to keep a person healthy despite experiencing stressful life events is hardiness. It can be said that a low hardiness personality in students will be related to high academic burnout, otherwise if a high hardiness personality will be related to low academic burnout in students. According to Kobasa, hardiness is a personality correlation that is favorable for a person to deal with pressure in his life. [5]. According to Kobasa, hardiness has three aspects, namely commitment, control, and challenge. [6]. Results Previous research by Fahmi [2] showed that hardiness has a negative relationship with academic burnout.

In addition, low self-efficacy is also a factor that causes burnout in students at An-Nur Muhammadiyah Sidoarjo boarding school, such as feeling less confident in their own abilities (low self-efficacy). According to Bandura [7] Self Efficacy is the most important modifiable factor in human behavior. Bandura argues that self efficacy is the epitome of social cognitive theory, where an individual has beliefs and evaluations about their ability to perform tasks and responsibilities, Bandura explains self efficacy affects how a person feels thinks, motivates himself, acts and influences goals that can be influenced. Albert Bandura [8] states that self-efficacy in each individual lies in three

aspects, namely magnitude (task difficulty), strength (strength of belief), and generality (generalization).

Research conducted by Orpina and Prahara [9] showed a significant negative relationship between self efficacy and academic burnout. Students who have high self-efficacy are able to manage academic pressures that can cause burnout by directing students to their problem-solving efforts, and vice versa, students who have low self-efficacy will usually avoid academic problems. In line with research conducted by Amalia [10] that there is a positive relationship between self efficacy and hardiness on burnout.

The results of an initial survey conducted at An-Nur Muhammadiyah Sidoarjo boarding school showed that the level of burnout among 25 respondents was quite varied, namely 4% experienced very high academic burnout, 28% experienced high academic burnout, and 40% were at a moderate level. Meanwhile, 20% of respondents had low levels of academic burnout and 8% were very low. The majority of respondents (68%) experienced burnout at moderate to high levels, indicating the need for deeper attention to students at the boarding school. This phenomenon is supported by previous research which found that the effective contribution of hardiness to academic burnout in Islamic Boarding School students of Persatuan Islam Putra Bangil was 50.5%. This concludes that there is a problem with academic burnout in boarding school students. So the purpose of this study is to see if there is an effect of hardiness and self-efficacy on academic burnout in students at An-Nur Sidoarjo Islamic Boarding School.

RESEARCH METHOD

Researchers use correlational quantitative research, which aims to determine the influence between variables and other variables. The sampling method in this study uses non-probability sampling. Non Probability Sampling used in this study is accidental sampling. According to Sugiyono, accidental sampling is a sampling technique based on chance, that is, any subject who happens to meet the researcher can be used as a sample, if it is deemed that the person who happened to be met is suitable as a data source [11]. The population of this study were students at the Muhammadiyah An-Nur Sidoarjo boarding school who were grades 1 to 3. With a population of 180 students, using a sample of 140 students with Krejcie Morgan with a significance level of 1%.

There are three variables used, namely the variables of hardiness (X1), self-efficacy (X2) and academic burnout (Y). The measuring instrument used in the burnout scale uses the School Burnout Inventory (SBI), which is a measuring instrument developed by Salmela-Aro and adapted and translated into Indonesian by (Rahman, 2020). This measuring instrument consists of 3 aspects, namely exhaustion, cynicism, and inadequacy, in which there are 9 kinds of items. Analysis of the validity of each item is done by looking at the Anti-image Correlation value in the Anti- image Matrices output obtained from exploratory factor analysis. If the Anti-image Correlation value is greater than 0.5, then the item can be considered valid. Reliability analysis was carried

out with Chronbach's Alpha with a criterion of ≥ 0.7 . In other words, if the Alpha Chronbach value ≥ 0.7 , it can be said to be reliable.

The second part, namely hardiness, researchers used the Dispositional Resilience Scale (DRS-15) measuring instrument. Which was developed by Bartone (2010) and adapted and translated into Indonesian by (Putra, 2023). The Dispositional Resilience Scale consists of three dimensions of hardiness, namely, commitment, control, and challenge, consisting of 15 items where 8 items are favorable and 7 items are unfavorable. The DRS-15 has a total reliability value of 0.753, while the reliability values on the dimensions of commitment, control and challenge are 0.743, 0.796, 0.441, and 0.441, respectively.[12]

Then the third part is self efficacy. The instrument used in this study is an adaptation of the general self efficacy scale which measures self efficacy as a whole based on the aspects of self efficacy proposed by Bandura, namely magnitude, generality, and strength. The general self efficacy scale consists of 10 items and was adapted and translated into Indonesian by (Novrianto, 2019). The construct validity test on the General self efficacy scale shows that the items of this instrument are unidimensional which only measures one factor, namely self efficacy and supports the theorized one-factor model. The items of this instrument all have a t-value > 1.96 and positive factor loadings. Thus, the General self efficacy scale is proven valid in measuring the construct of self efficacy in a comprehensive context and using a scale model, with statements with five answers namely "very unsuitable", "unsuitable", "neutral", "suitable", and "very suitable" [13].

The analysis technique used to analyze the data from this study is using multiple regression analysis with a Likert model scale using the help of JASP software.

RESULTS AND DISCUSSION

Results

Descriptive analysis in this study was conducted to determine an overview of the responses of the research sample to the variables of hardiness, self-efficacy, and academic burnout obtained while in the field..

Tabel 1. Frequency distribution of respondent characteristics based on gender and class

Characteristics	Category			Distribusi	Presentase
	high	Mediu	Low		
Male	14	19	31	64	46%
Female	16	27	33	76	54%
Class					
7	7	6	10	23	16%

Characteristics	Category			Distribusi	Presentase
	high	Mediu	Low		
8	11	14	22	47	34%
9	12	26	32	70	50%

Based on table 1, it can be seen that the largest number of respondents were female, 76 (54%) of whom were mostly in grade 9, 70 (50%).

Tabel 2. Descriptive analysis

	Descriptive Statistics		
	Y	X1	X2
Valid	140	140	140
Missing	0	0	0
Mean	21.086	47.000	36.379
Std. Deviation	5.209	7.362	6.445
Minimum	9.000	27.000	15.000
Maximum	34.000	60.000	49.000

Based on the descriptive test results obtained, the number of valid data for academic burnout, hardiness, and self-efficacy variables is 140, without any missing data. The average value of the academic burnout variable (Y) is 21,086 with a standard deviation of 5,209. The minimum value recorded for this variable is 9,000, while the maximum value reaches 34,000. Meanwhile, the hardiness variable (X1) has an average of 47.000 with a standard deviation of 7.362. The minimum value for this variable is 27,000, while the maximum value reaches 60,000. The self efficacy variable (X2) shows an average of 36,379 with a standard deviation of 6,445. The minimum value recorded is 15,000, while the maximum value is 49,000.

The normality test is used to determine whether the data collected is normally distributed or not. The criterion used is that the data is said to be normal if the significance or coefficient value (P value) on the One Sample Kolmogorov-Smirnov output is greater than the specified alpha of 0.05 (P value > 0.05). [15]

Based on the results of the Kolmogorov-Smirnov normality test, it is known that the significant value is 0.494 (P > 0.05), it can be concluded that the normality test is normally distributed.

Tabel 3. Test Analysis

<i>Fit Statistics</i>		
Test	Statistic	p
Kolmogorov-Smirnov	0.070	0.494

Linearity Test Used to determine whether the two or more variables tested have a linear relationship or not significantly. The basis for decision making in the linearity test If the probability value > 0.05 then the relationship between variables (X) and (Y) is significant. If the probability value < 0.05 then the relationship between variables (X) and (Y) is not significant..[16]

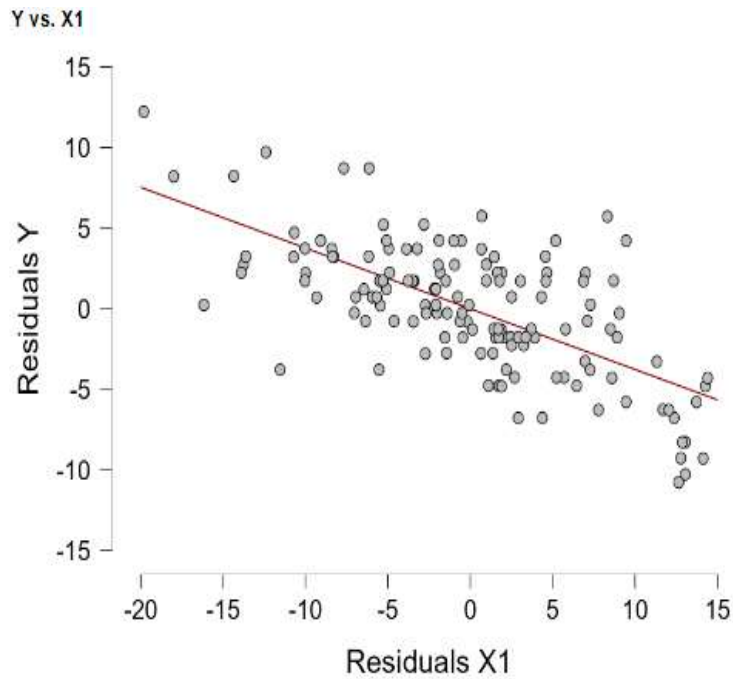


Figure 1. Plot Academic Burnout vs Hardiness

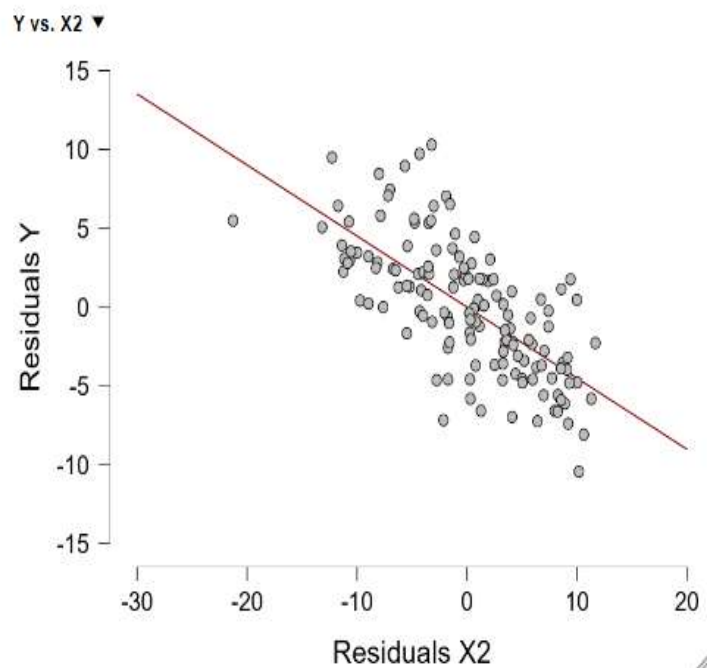


Figure 2. Plot Academic Burnout vs Self efficacy

Based on figures 1 and 2, it can be seen that the data distribution forms an elliptical line, which shows that the hardiness and self-efficacy variables fulfill the linearity test.

Multicollinearity test is intended to see the influence between each variable. The presence and absence of multicollinearity can be seen from the Variance Inflation Factor (VIF) and Tolerance values. If the VIF value < 10 and the Tolerance value > 0.1 , it can be stated that there is no multicollinearity problem between the independent variables..[17]

Tabel 4. Multicollinearity Test

Variable	Tolerance	VIF
Hardiness (X1)	0.986	1.014
Selfefficacy (X2)	0.986	1.014

Based on the multicollinearity test results, it shows that the Tolerance value of the hardiness and self efficacy variables is $1.014 > 0.1$. While the VIF value of the hardiness and self efficacy variables is $0.986 < 10$ so it can be concluded that there is no multicollinearity in the two independent variables..

Hypothesis testing is used to determine whether there is an influence between the variables of hardiness and academic burnout, self efficacy and academic burnout, in addition to whether there is an influence between the variables of hardiness and self efficacy on academic burnout.

Tabel 5. Hypothesis testing of the effect of hardiness with academic burnout, the effect of selfefficacy with academic burnout

Pearson's Correlations				
Variable		X1	X2	Y
1. Hardiness (X1)	Pearson's r	—		
	p-value	—		
2. Selfefficacy (X2)	Pearson's r	0.119	—	
	p-value	0.163	—	
3. Academic Burnout	Pearson's r	-0.598	-0.621	—
	p-value	$< .001$	$< .001$	—

Based on the results of hypothesis testing using Pearson correlation or product moment, the negative effect between hardiness and self efficacy has a correlation coefficient (r) of 0.119 with a p-value = 0.163. Because the p value > 0.05 , the effect between hardiness and self efficacy is significant. The effect between hardiness and academic burnout has a correlation coefficient (r) of -0.598 with a p-value < 0.001 , which shows a negative and significant effect between hardiness and academic burnout. The effect between self efficacy and academic burnout has a correlation coefficient (r) of -0.621 with

a p-value <0.001, which also shows a negative and significant effect between self efficacy and academic burnout.

Tabel 6. Uji hipotesis hardiness and self efficacy with academic burnout

ANOVA						
Model		Sum of Squares	df	Mean Square	F	p
M ₁	Regression	2507.000	2	1253.500	135.865	< .001
	Residual	1263.971	137	9.226		
Total		3770.971	139			

Based on table 7, it shows that the F value is 135.865 with a p-value <0.001, which indicates that the regression model as a whole is significant in explaining the academic burnout variable. This means that the variables of hardiness and self-efficacy together have a significant influence on the academic burnout variable.

The coefficient of determination test is used to measure how far the model's ability to explain variations in the dependent variable. The coefficient of determination is between zero and one.[Based on table 7, it shows that the F value is 135.865 with a p-value <0.001, which indicates that the regression model as a whole is significant in explaining the academic burnout variable. This means that the variables of hardiness and self-efficacy together have a significant influence on the academic burnout variable.

The coefficient of determination test is used to measure how far the model's ability to explain variations in the dependent variable. The coefficient of determination is between zero and one.[18]

Tabel 7. Test the coefficient of determination

Model	R	R ²	Adjusted R ²	RMSE
M ₀	0.000	0.000	0.000	5.209
M ₁	0.815	0.665	0.660	3.037

Based on the results of the analysis, the value of R = 0.815 was obtained, which shows that there is a strong relationship between the variables of hardiness and self efficacy with academic burnout. Then also obtained the results of the R² value = 0.665 which indicates that the hardiness and self efficacy variables have an influence on the academic burnout variable by 66.5% while the other 33.5% is influenced by other factors..

Multiple linear regression tests are used to show the relationship between certain independent variables and the dependent variable, Multiple Linear Regression is expressed in mathematical equations as follows:

$$Y = a + b_1X_1 + b_2X_2 + \dots + b_nX_n$$

Ket :

Y = Variabel dependen

X1,X2,Xn = Variabel independen

a = Konstanta

b1,b2,bn = Koefisien Regresi

Tabel 8. Coefficient of multiple regression T value

		Coefficients				
Model		Unstandardized	Standard Error	Standardized	t	p
0	(Intercept)	21.086	0.440		47.900	< .001
1	(Intercept)	55.184	2.093		26.370	< .001
	Hardiness	-0.377	0.035	-.532	-10.687	< .001
	Self efficacy	-0.451	0.040	-.558	-11.195	< .001

Based on table 4 with the regression equation $Y = -0.377 X_1 + -0.451 X_2 + 55.184$, this shows that hardiness has a significant negative effect on academic burnout, which means that every one point decrease in hardiness will reduce academic burnout by -0.377. Similarly, self efficacy has a significant negative effect on academic burnout, which means that every one point decrease in self efficacy will reduce academic burnout by -0.451.

Discussion

This study shows that the hardiness variable (X1) and academic burnout (Y) have a correlation coefficient (r) of -0.598 with a p-value <0.001, which shows a significant negative relationship between hardiness and academic burnout in students at Pondok Pesantren, which means that if the hardiness personality of students increases, academic burnout tends to decrease, and vice versa. This is in line with research conducted by Putri, which shows that there is a significant negative relationship between hardiness personality and academic burnout..[19]

While the self efficacy variable (X2) and academic burnout (Y) have a correlation coefficient (r) of -0.621 with a p-value <0.001, which also shows a negative and significant relationship between self efficacy and academic burnout, in line with research conducted by Wasito et al, it is said that self efficacy (X2) has a negative influence on academic burnout (Y). So it can be concluded that the higher the self efficacy, the lower the academic burnout. [20].

The relationship between hardiness and self efficacy together on academic burnout on partial regression plots shows that hardiness (X1) and self efficacy (X2) have a significant negative relationship to academic burnout (Y), which means that when the

value of hardiness or self efficacy increases, the value of academic burnout tends to decrease. The results of the determination analysis test show a value of $R = 0.815$, which means that there is a strong relationship between the variables of hardiness and self efficacy with academic burnout. Then also obtained the results of the R^2 value = 0.665 which indicates that the hardiness and self efficacy variables have an influence on the academic burnout variable by 66.5% while the other 33.5% is influenced by other factors.

Hardiness is one of the personality factors that play an important role in dealing with pressure and challenges, including in the academic context. Hardiness consists of three main components, namely commitment, control, and challenge. These three aspects make individuals more resilient in dealing with stressful situations. In the context of education, especially in a boarding school environment that has a strict life structure, a busy learning schedule, and high spiritual and academic demands, students are often faced with continuous pressure. [21]. In these situations, students who have a high hardiness personality will be able to adjust better, not easily feel depressed, and be able to maintain their academic performance. They have a commitment to completing their learning responsibilities, are able to control their emotional responses to stress, and perceive challenges as opportunities to grow and learn, not as obstacles. Research conducted by Utami [22] reinforces this view, that hardiness has a negative influence on the emergence of academic burnout symptoms. Students with high levels of hardiness tend to have better resistance to academic stress, so they are able to maintain their mental health during the learning process. They also tend to have better emotion regulation, are able to build positive coping strategies, and are better able to withstand social and academic pressures at pesantren. Conversely, individuals with low hardiness are more prone to burnout due to a lack of ability to manage pressure. They tend to feel a loss of control over the situation, lack motivation, and easily feel physically and emotionally exhausted. Academic burnout itself includes three main dimensions, namely emotional exhaustion, cynicism, and reduced academic efficacy. All three can affect students' enthusiasm for learning, academic achievement, and mental health. Likewise, on the contrary, if the hardiness personality of a student or individual is low, it tends to easily experience burnout.

Furthermore, the findings of this study say that there is a significant negative relationship between self-efficacy and academic burnout in pesantren students. This is explained in the research of Hartawati et al., [23]. Academic burnout is a condition of emotional exhaustion, cynical attitude towards academic tasks, and feelings of incompetence that arise from the pressure of constant study. One psychological factor that plays an important role in reducing the level of burnout is self-efficacy. Self-efficacy refers to an individual's belief in his or her ability to organize and complete the tasks at hand. Individuals with high self-efficacy tend to be better able to deal with academic demands, because they believe that they are able to overcome challenges and control their learning outcomes. students with high self-efficacy have a greater interest in academic tasks, show consistent effort, and are better able to overcome obstacles in the learning process. These findings reinforce the notion that self-efficacy not only impacts on learning

outcomes, but also on students' mental health and resilience in the face of academic burdens. In addition, research by Jianping et al., [24] also showed that high self-efficacy is closely related to intrinsic motivation, self-learning strategies, and resilience to academic pressure, all of which contribute to preventing burnout.

Furthermore, in the research of Orpina et al., [25] stated that, students with high self-efficacy tend to do a positive appraisal of academic stress. They see challenges as something that can be overcome, not as a threat, thus developing adaptive coping strategies. [26]. In contrast, students with low self-efficacy tend to avoid tasks, quickly feel inadequate, and more easily experience discouragement when faced with academic difficulties. Therefore, increasing self-efficacy through experiences of success, positive modeling from teachers, and social support from the pesantren environment is essential to reduce the risk of burnout and support students' overall psychological resilience..

Self-efficacy is an individual's belief in his or her ability to organize and carry out the actions needed to achieve certain goals. In the world of education, especially in a pesantren environment that demands independence, high discipline, and spiritual and academic responsibility, self-efficacy is an important psychological factor that affects students' learning well-being. [27]. The higher the level of self-efficacy possessed by a student, the greater the ability to overcome learning challenges and reduce the risk of academic burnout. Students with high self-efficacy will believe that they are able to control the process and results of their learning activities. They will show a proactive attitude in completing tasks, dare to face difficulties, and do not give up easily when they encounter obstacles in the learning process.[28].

This study has limitations because it uses a quantitative approach that does not delve deeply into the subjective experiences of the students. Further research is recommended to use qualitative or mixed-methods to gain a more thorough understanding of the dynamics of burnout and its protective mechanisms. In addition, researchers can also consider other variables that may play a role in burnout, such as social support, coping styles, or aspects of spirituality.

CONCLUSION

Fundamental Finding : This study confirms a significant negative influence of hardiness and self-efficacy on academic burnout among students at Islamic boarding schools, indicating that higher levels of resilience and belief in one's capabilities are associated with lower levels of academic burnout. **Implication :** These findings emphasize the importance of developing students' psychological resilience and self-efficacy as key strategies to mitigate academic stress within the unique environment of pesantren education. Programs that foster goal-setting, self-reflection, and adaptive coping strategies may be effective in reducing burnout symptoms. **Limitation :** The study is limited by its focus on only two psychological variables and a specific population within one Islamic boarding school, which may restrict the generalizability of the results. **Future Research :** Future studies are encouraged to investigate additional psychological, environmental, and social factors contributing to academic burnout, employ varied

methodological approaches, and include diverse pesantren settings to gain a more comprehensive understanding of student well-being in Islamic educational institutions.

REFERENCES

- [1] C. A. Karambut et al., "EKOMAKS : Jurnal Ilmu Ekonomi, Manajemen, dan Akuntansi; Analisis Student Engagement Dan Burnout Pada Mahasiswa Politeknik Negeri Manado", [Online]. Available: <http://ekomaks.unmermadiun.ac.id/index.php/ekomaks>
- [2] A. R. Fahmi and W. Widyastuti, "Hubungan Antara Hardiness Dengan Burnout Pada Santri Pondok Pesantren Persatuan Islam Putra Bangil," *J. Psikol. Poseidon (Jurnal Ilm. Psikol. dan Psikol. Kemaritiman)*, vol. 1, no. 1, p. 66, 2018, doi: 10.30649/jpp.v1i1.11.
- [3] D. H. Rahman, "Validasi School Burnout Inventory versi Bahasa Indonesia," *J. Penelit. Ilmu Pendidik.*, vol. 13, no. 2, pp. 85–93, 2020, doi: 10.21831/jpipfip.v13i2.32579.
- [4] A. Basith, M. S. Rahman, and U. R. Moseki, "Academic Burnout in Vocational High School Students," *Int. J. Multi Discip. Sci.*, vol. 6, no. 1, p. 10, 2023, doi: 10.26737/ij-mds.v6i1.4143.
- [5] H. B. M. S. R. H. y S. J. Sigurdsson H., "Hubungan antara kepribadian hardiness dengan burnout pada guru sekolah dasar," *Encycl. volcanoes.*, no. 1995, p. 662, 2000.
- [6] I. Dayanti, "Pengaruh Hardiness, Dukungan Sosial dan Faktor Demografi Terhadap Academic Burnout pada Mahasiswa Fakultas Kedokteran UIN Syarif Hidayatullah Jakarta," *Skripsi*, p. 148, 2019.
- [7] M. I. Aypi, Y. N. Ekawati, and J. Periantalo, "Hubungan Antara Hardiness Dengan Academic Burnout Siswa Kelas Xi Sma Negeri 1 Kota Jambi Pada Masa Pandemi Covid-19," *J. Psikol. Jambi*, vol. 7, no. 1, pp. 1–14, 2022, doi: 10.22437/jpj.v7i1.20128.
- [8] Nasuha, Septya Suarja, and Imam Pribadi, "Hubungan antara Self Efficacy Terhadap Academic Burnout University," *G-Couns J. Bimbingan. dan Konseling*, vol. 8, no. 01, pp. 285–293, 2023, doi: 10.31316/gcouns.v8i01.5111.
- [9] I. Ismail, "Iriani Ismail Jurnal Manajemen Bisnis Indonesia Vol. 4, Nomor 1, Oct 2016 PERAN," *Iriani Ismail J. Manaj. Bisnis Indones. Vol. 4, Nomor 1, Oct 2016 PERAN SELF Effic. DALAM Meningkatkan. KINERJA Kop. Indones.*, vol. 4, pp. 35–50, 2016.
- [10] D. Auliannisa, "Hubungan Self-Efficacy Dengan Academic Burnout Pada Mahasiswa Yang Melakukan Pembelajaran Jarak Jauh (PJJ)," *Bhs. dan Pendidik.*, vol. 3, no. 4, pp. 40–46, 2023, [Online]. Available: <https://doi.org/10.55606/cendikia.v3i4.1767>
- [11] V. R. Amalia, R. V Zwagery, and R. Rusli, "Self Efficacy Terhadap Academic Burnout Pada Peserta Didik Sma Dalam Peralihan Pembelajaran Daring Ke Pembelajaran Luring," *J. Educ....*, vol. 10, no. 3, pp. 434–441, 2022, [Online]. Available: <http://journal.ipts.ac.id/index.php/ED/article/view/4112%0Ahttps://journal.ipts.ac.id/index.php/ED/article/download/4112/2643>
- [12] A. Daengs, E. Istanti, and I. Kristiawati, "Peran Timelimenes Dalam Meningkatkan Customer Satisfaction, Customer Loyalty Pt. Jne," *J. Baruna Horiz.*, vol. 5, no. 1, pp. 1–7, 2022, doi: 10.52310/jbhorizon.v5i1.71.
- [13] P. Religiusitas, *DUKUNGAN KELUARGA TERHADAP STRESS AKADEMIK SISWA DI SAAT NEW NORMAL*. 2023.
- [14] R. Novrianto, A. K. E. Maretih, and H. Wahyudi, "Validitas Konstruk Instrumen General Self Efficacy Scale Versi Indonesia," *J. Psikol.*, vol. 15, no. 1, p. 1, 2019, doi: 10.24014/jp.v15i1.6943.
- [15] A. I. Suryani, S. K, and M. Mursalam, "Pengaruh Penggunaan Metode Mind Mapping

- terhadap Hasil Belajar Ilmu Pengetahuan Sosial Murid Kelas V SDN no. 166 Inpres Bontorita Kabupaten Takalar," *JKPD (Jurnal Kaji. Pendidik. Dasar)*, vol. 4, no. 166, pp. 741– 753, 2019, [Online]. Available: <https://journal.unismuh.ac.id/index.php/jkpd/article/view/2373>
- [16] C. K. Setiawan, S. Yanthy, Y. Mahasiswa, D. Dosen, and M. Unsuraya, "THE BODY SHOP INDONESIA (Studi Kasus Pada Followers Account Twitter @TheBodyShopIndo)," *J. Ilm. M-Progress*, vol. 10, no. 1, pp. 1–9, 2020.
- [17] E. Yaldi et al., "Penerapan Uji Multikolinieritas Dalam Penelitian Manajemen Sumber Daya Manusia," *J. Ilm. Manaj. dan Kewirausahaan*, vol. 1, no. 2, pp. 94–102, 2022, doi: 10.33998/jumanage.2022.1.2.89.
- [18] A. Natoen, S. AR, I. Satriawan, and Periansya, "Faktor-Faktor Demografi Yang Berdampak Terhadap Kepatuhan Wajib Pajak Badan (UMKM) Di Kota Palembang," *J. Ris. Terap. Akunt.*, vol. 2, no. 2, pp. 101–115, 2018.
- [19] A. A. Putri, "Hubungan Antara Kepribadian Hardiness Dan Academic Burnout Pada Mahasiswa Yang Menjalani Pembelajaran Online Di Masa Pandemi Covid-19," *J. Ilm. Penelit. Psikol. Kaji. Empiris Non-Empiris*, vol. 8, no. 2, pp. 12–24, 2022, [Online]. Available: <https://doi.org/10.2685/jippuhamka.v8i2.10548>
- [20] A. Y. U. A. Wasito and N. H. Yoenanto, "Buletin Riset Psikologi dan Kesehatan Mental Pengaruh Academic Self-efficacy terhadap Academic Burnout Pada Mahasiswa yang Sedang Mengerjakan Skripsi," *Brpkm*, vol. 1, no. 1, pp. 112–119, 2021.
- [21] W. Wati and I. Ifdil, "Academic Hardiness in Students Who Are Working on Thesis," *Curr. Issues Couns.*, vol. 8, no. 2, pp. 198–203, 2023, [Online]. Available: <http://bk.ppj.unp.ac.id/index.php/cic/article/view/670>
- [22] P. A. A. Marisa and L. H. Utami, "Kontribusi Stress Kerja Dan Hardiness Pada Burnout Pekerja," *J. Psikol. Integr.*, vol. 9, no. 1, p. 29, 2021, doi: 10.14421/jpsi.v9i1.2077.
- [23] N. Stocks et al., "Hubungan antara self efficacy dengan burnout pada pengajar taman kanak-kanak sekolah 'x' di jakarta," *J. Psikol.*, vol. 12, no. 1, pp. 1–23, 2016, [Online]. Available: https://www.researchgate.net/publication/329616753_Hubungan_Self_Efficacy_Dengan_Burnout_Pada_Guru_Di_Sekolah_Dasar_Inklusi/link/5c125b5a4585157ac1bf52ee/download
- [24] G. Jianping, Z. Zhihui, S. Roslan, Z. Zaremohzzabieh, N. A. N. Burhanuddin, and S. K. Geok, "Improving hardiness among university students: A meta-analysis of intervention studies," *Front. Psychol.*, vol. 13, 2023, doi: 10.3389/fpsyg.2022.994453.
- [25] S. Orpina and S. A. Prahara, "Self-Efficacy dan Burnout Akademik pada Mahasiswa yang Bekerja," *Indones. J. Educ. Couns.*, vol. 3, no. 2, pp. 119–130, 2019, doi: 10.30653/001.201932.93.
- [26] Z. Rahmati, "The Study of Academic Burnout in Students with High and Low Level of Self-efficacy," *Procedia - Soc. Behav. Sci.*, vol. 171, no. 1996, pp. 49–55, 2015, doi: 10.1016/j.sbspro.2015.01.087.
- [27] Y. Yin, A. Parpala, and A. Toom, "International students' burnout and self-efficacy profiles and their relation to writing conceptions," *Res. Comp. Int. Educ.*, vol. 19, no. 2, pp. 175–196, 2024, doi: 10.1177/17454999241232241.
- [28] A. Basith, A. Syahputra, and M. Aris Ichwanto, "Academic Self-Efficacy As Predictor Of Academic Achievement," *JPI (Jurnal Pendidik. Indones.)*, vol. 9, no. 1, p. 163, 2020, doi: 10.23887/jpi-undiksha.v9i1.24403.

Ely Fauziah

Muhammadiyah University of Sidoarjo, Indonesia

Email: elyfauziah69@gmail.com

*** Ghozali Rusyid Affandi (Corresponding Author)**

Muhammadiyah University of Sidoarjo, Indonesia

Email: ghozali@umsida.ac.id
