

Academic burnout in terms of perfectionism and self-efficacy

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Abstract: The study aims to determine whether there is a relationship between perfectionism and self-efficacy in academic burnout. The subjects of the study were high school students as well as boarding school students in the Bandar Lampung area. This type of research uses quantitative methods. Sampling using purposive sampling method with a total sample of 170 respondents. Data analysis used multiple linear regression analysis techniques with JASP. The results of this study indicate that there is a significant positive relationship between perfectionism and academic burnout. The relationship between negative self-efficacy and academic burnout has a significant negative relationship. The effective contribution of the perfectionism variable to the academic burnout variable is 28%. Meanwhile, the effective contribution given by self-efficacy to the academic burnout variable is 5%. That is, the conclusion is obtained that the higher the perfectionism, the higher the academic burnout, and vice versa. However, the higher the self-efficacy, the lower the academic burnout, and vice versa..

Keywords: Academic Burnout; Perfectionism; Self-Efficacy

Introduction

Education is very important in the life of an individual to develop potential abilities such as self-control and help individuals become more competitive in today's sophisticated era. (Afifah, 2019; Dimala et al., 2019; Hermaleni et al., 2016). The academic demands currently felt by students due to the many demands for skills in the world are increasing along with the times and technological advances. (Ramadhan et al., 2022; Purwati, 2016). In the competitive academic world and high demands, currently, many individuals have prolonged and excessive pressure which can hurt mental health and well-being until individuals feel bored so that concentration can decrease (Afifah, 2019; Purwati, 2016). (Afifah, 2019; Ningsih et al., 2014).

For students who cannot adjust to the high level of demands in the academic field, academic burnout can emerge as a result. (Ramadhan et al., 2022). Not only that, the optimization of the learning system that occurs and the increasing pressure are also things that can cause negative effects, namely, academic burnout. (Amanda, 2022). In the academic context, academic burnout often occurs among students, lecturers, researchers, and other parties involved in the learning and research process (Ramadan et al., 2022). (Ramadhan et al., 2022; Cloudy et al., n.d.).

High school students are the last level students, usually aged between 15 and 18 years in the secondary education system who are in a very curious phase in everything including finding their identity, so it is not impossible if they experience academic burnout. (Teen, 2023; Amanda, 2022). Academic burnout not only affects psychological problems, but also causes physical fatigue, loss of interest in themselves, feelings of pressure and discomfort, and loss of enthusiasm, and can even trigger suicidal behavior as experienced by students in South Korea. (Karimi & Fallah, 2021; Lailatul et al, 2020; Noh et al., 2013).

Academic burnout in students was first described by Kaffry and Pines, who described it as a syndrome characterized by fatigue, lack of motivation, and diminished interest in learning. (Yahya et al., 2021). Feelings of fatigue caused by learning pressure, cynical and

indifferent behavior towards lessons, and a sense of inadequacy are usually felt by students experiencing academic burnout. (Japeri & Hijrianti, 2022).

National development that is currently being faced, especially in the global free market which has many obstacles and competition, must certainly be supported by good quality human resources. One way that can be done is through education, to improve the quality of human resources who master science and technology. (Sudirman et al., 2023). A boarding school is a school with a system that is different from regular schools in general. (Hermaleni et al., 2016).. Boarding school students are students who attend boarding schools and are faced with a situation of separation from their parents. Starting new things with living conditions separated from parents and meeting new people, both caregivers and new friends, is certainly not an easy thing this is because of the demands to have self-adjustment skills. (Maslihah, 2018). A homogeneous environment, because boarding school students have the same environment, will also affect student competence (Hermaleni et al., 2018). (Hermaleni et al., 2016). Students who attend boarding schools experience fatigue, this is due to the tight learning schedule and the target of completing assignments well that must be achieved. (Afifah, 2019; Japeri & Hijrianti, 2022)..

According to Maslach & Leiter (2016) academic burnout is a syndrome characterized by mental exhaustion, inefficiency, and apathy. It is considered a stressful experience embedded in social relationships that involve the views of others. Someone who experiences burnout will experience fatigue and also saturation so that they are no longer able to do other activities. This exhaustion is followed by feelings of cynicism or avoidance of the environment, as well as low self-esteem. (Afifah, 2019). The number of academic demands or excessive burden can cause academic burnout which causes stress that will ultimately have an impact on mental and academic conditions. (Muflihah & Savira, 2021). Academic burnout felt by students is also influenced by several factors such as loss of student motivation and loss of ability to improve certain skills (Helfajrin & Ardi, 2019). (Helfajrin & Ardi, 2020).. According to Maslach (2003), several factors that influence academic burnout are gender, age, marital status, and personality. One of the personality traits is perfectionism (Enns et al., 2002).

Perfectionism is often associated with various symptoms of psychological disorders, previous research has also shown that perfectionism can cause academic burnout (Garratt-Reed et al., 2018). (Garratt-Reed et al., 2018). The discussion of academic burnout in students is considered important because it can help understand many things about student habits while attending school to the achievements obtained at school not only that but also to know the impact that results from academic burnout. (Yu et al., 2016) Perfectionism is defined by Hewitt & Flett (1991) Perfectionism, is a person's desire to achieve perfection by setting high standards for oneself, setting standards for others, and expecting others to set standards for themselves. Perfectionism is a multidimensional concept, meaning that it is explained from both social and personal perspectives (Dayo & Faradina, 2020). Perfectionism is a behavior shown by the following characteristics: the desire to be perfect, setting high standards for oneself, setting high standards for others, and believing that others put pressure on perfection and evaluate strictly (Hewitt & Flett, 2020). (Hewitt & Flett, 1991).

Research conducted by Yu et al, (2016) showed that the results of research on one aspect of perfectionism, namely socially-prescribed perfectionism, hurt self-efficacy, causing academic burnout in Korean medical students. Another similar study is research by Chang et al, (2015) with results showing that perfectionism has a relationship with academic burnout through academic motivation by being a mediator variable, research conducted in Korea. The next research that is in line is research by Elsadik & Abady, (2019) which shows the results that there is a significant relationship between the three variables of metacognitive beliefs, academic perfectionism, and academic burnout.

Academic burnout is usually related to academic stress including academic demands, time pressure, frequent learning evaluations, high parental expectations, lack of opportunities, and competition with peers. The trigger for someone to experience academic burnout is prolonged academic stress. (Permatasari et al., 2021; Chang et al., 2015). Increasing self-efficacy is one way to overcome the difficulties faced in the academic world. (Charkhabi et al., 2013; Permatasari et al., 2021; Ramadhan et al., 2022). Self-efficacy has been found to influence the way an individual perceives when dealing with pressure (Rustika, 2016). (Rustika, 2012). a person's self-efficacy in undergoing certain activities can affect the level of effort and personal performance.

According to Lewicki (in Fairuza & Maryatmi, 2022), self-efficacy is the ability of individuals to control certain events or situations in their lives and their belief in the ability to push themselves by using their cognitive strengths. Self-efficacy according to Baron and Bryne (in Widyaningrum & Susilarini, 2021) is an individual's belief in his ability or competence for performance in achieving goals, completing the tasks he receives, and in overcoming a problem that the individual is facing.

This research is by previous research from Arlinkasari & Akmal (2017) who found a correlation between self-efficacy and academic burnout. Other research findings are in line are the research of Fairuza & Maryatmi (2022) which also found a significant correlation or relationship between self-efficacy and academic burnout. Based on the background above, this research is very important to do, because researchers want to know the impact of perfectionism on burnout in students. This research is also expected to help raise awareness of stress management and mental health in the academic environment. This study aims to determine the relationship between perfectionism and self-efficacy with academic burnout. The research was conducted on 12th-grade students in the category of boarding school students. The first hypothesis shows that there is a relationship between perfectionism self-efficacy with academic burnout. The second hypothesis shows that there is a relationship between perfectionism and academic burnout. The third hypothesis shows that there is a relationship between self-efficacy and academic burnout.

Methods

This study uses quantitative research methods consisting of dependent variables and independent variables. The variables of this study are academic burnout (Y), perfectionism (X1), and self-efficacy (X2). The population of this study was high school students (SMA) as well as boarding school students in the Bandar Lampung area. The subjects of this study were 170 high school students in Bandar Lampung. The sample selection used a Nonprobability sampling technique in the form of purposive sampling, this is by the objectives of the research conducted.

This research instrument uses academic burnout, perfectionism, and self-efficacy scales. The academic burnout measuring instrument used in this study is the Maslach Burnout Inventory-Student Survey (MBI-SS) measuring instrument translated by Andi Zenudin Japeri (2017). Perfectionism scale measured using (Hewitt & Flett, 1991) namely the Multidimensional Perfectionism Scale. This scale measures the dimensions of self-oriented perfectionism, other-oriented perfectionism, and socially-prescribed perfectionism. The self-efficacy scale was measured based on Bandura's (1994) theory adapted by Ghuffron & Risnawati (2010). Data collection will be carried out using a Likert model scale which is carried out by distributing questionnaires. The data that has been obtained will be processed using the help of the JASP version 16 for the Windows application .

Results and Discussion

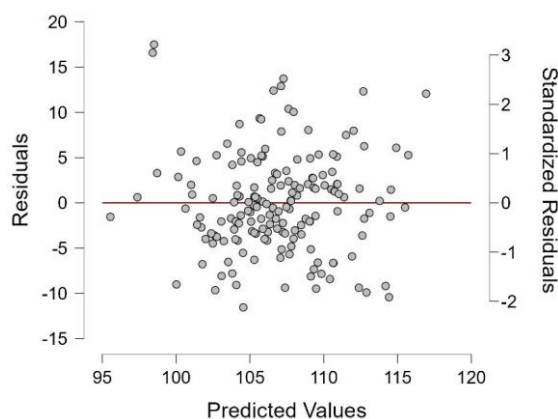
Based on the results of the variable linearity test in this study, Academic Burnout and Perfectionism have a positive relationship. Meanwhile, the results of the linearity test for the Academic Burnout variable with Self-Efficacy show a negative relationship. Furthermore, the multicollinearity test can be seen in table 1.

Table 1. Multicollinearity Test Results

Variables	Tolerance	VIF
Perfectionism	0,716	1.396
Self-Efficacy	0,716	1.396

Based on the multicollinearity test results presented above, it is known that independent variable 1, namely perfectionism, gets a VIF value of 1,396 < 0.10 , and independent variable 2, namely self-efficacy, which gets a VIF value of 1,396 < 0.10 , it can be concluded that the multicollinearity assumption is met. In addition, the Homoskasitas test was carried out, presented in Figure 1.

Figure 1. Homoskasistas Test Results



Based on the results of the Homoskasistas test using residual vs predicted, the red line in the figure looks sloping and the scatter plot looks like the points spread randomly at both the bottom and top, which means that the residuals are not influenced by other variables so that the assumption test is fulfilled. The first hypothesis test is shown in table 2.

Table 2. First Hypothesis Test

Model	R	R ²	F	Sig
H ₁	0.579	0.336	42.164	0.001

Based on the results of the first hypothesis test shown in Table 2, it can be seen that the correlation coefficient (R) value is 0.579 with F having a value of 42.164 and a significance level of 0.001 ($p < 0.001$). Based on these results, it can be concluded that there is a relationship between perfectionism self-efficacy with academic burnout. Based on the R-square value or the coefficient of determination, the value obtained (R²) is 0.336 so from this it can be seen that perfectionism and self-efficacy influence academic burnout by 33.6%. The results of the next hypothesis are presented in table 3.

Table 3. Second and Third Hypothesis Test Results

Variables	R	Sig.	Description
X1-Y	0.568	0.001	Positive-significant
X2-Y	-0.399	0.001	Negative-significant

Based on the table above, the correlation coefficient (R) is 0.568 with a significance of 0.001 ($p < 0.01$). Based on these results, it can be concluded that there is a positive relationship between perfectionism and academic burnout, which means that the second hypothesis is accepted. So the higher the perfectionism, the higher the academic burnout, and vice versa, the lower the perfectionism, the lower the academic burnout.

Furthermore, from the results of the third hypothesis test, there is a relationship between self-efficacy and academic burnout. In the table above, the correlation coefficient (R) is -0.399 with a significance of 0.001 ($p < 0.01$). Based on the results presented, it can be concluded that the third hypothesis is accepted, which means that there is a negative relationship between self-efficacy and academic burnout. So it can be explained that the higher the self-efficacy, the lower the academic burnout, and vice versa, the higher the academic burnout, the lower the self-efficacy.

This study conducted on 12th-grade boarding school students in Bandar Lampung aims to determine whether there is a relationship between perfectionism and self-efficacy with academic burnout. The results of the first hypothesis test show that the correlation value (R) is 0.579 with an F value of 42.164 and a significant level of 0.001 ($p < 0.001$). The results obtained indicate that there is a relationship between perfectionism and academic burnout.

The relationship between academic burnout, perfectionism, and self-efficacy has become a subject of study and interesting research. Maslach and Jackson (1981) suggested that there is a link between academic burnout and feelings of energy and emotional exhaustion experienced by students. This is due to the theory that high demands and pressures in the learning environment can lead to fatigue. This can be seen in reduced motivation, engagement, and academic performance of students. (Mistica, R., Zubair, H. G. A., 2023)..

Studies have shown that perfectionism is a significant predictor of academic burnout in students in learning (Garratt-Reed et al., 2018). Based on previous research that is by research on academic burnout in students caused by decreased motivation to excessive burden to cause fatigue. This eventually resulted in decreased motivation and academics (del Carmen Pérez-Fuentes & Gázquez-Linares, 2021). Not only that, socially prescribed perfectionism has been shown to hurt a person, so the impact will cause academic burnout (Faiman, 2020). (Faiman, 2020). When a student cannot cope with stress they experience pressure to achieve academic achievement effectively, the bad thing that can happen is that the student experiences academic burnout. (Lee & Lee, 2018). Academic burnout is very much related to the problem of how students adapt as well as their psychological well-being. Perfectionism is often associated with various psychological problems (Seong & Chang, 2021). (Seong & Chang, 2021) Previous research has also shown that perfectionism is linked to academic burnout (Gao, 2023). (Gao, 2023). Perfectionism has a positive effect on the avoidance of mastery and worry in a person, causing academic burnout. Not only that, the impact that occurs also causes psychological well-being, self-efficacy, and achievement goals (Chang et al., 2020). (Chang et al., 2020).

Self-efficacy, defined as the belief in one's ability to succeed, is a significant predictor of academic burnout. Previous research has shown that higher levels of self-efficacy are associated with lower levels of academic burnout, serving as a protective factor.

The results of hypothesis testing on the self-efficacy variable on academic burnout show that there is a significant negative effect with a coefficient value (R) of -0.399 with an F value of 42.164 with a significant level of 0.001 ($p < 0.001$). Then these results indicate that the research hypothesis is accepted. Furthermore, it can be concluded that self-efficacy has an important role in the level of academic burnout in students, this can be seen if self-efficacy in students is high then the influence of students to experience academic burnout will be low and vice versa if academic burnout is low then self-efficacy in students is low.

This research is also reinforced by previous research conducted by Rumapea et al, (2022) who conducted research to determine the relationship between self-efficacy and academic burnout and found a significant negative relationship between self-efficacy and academic burnout. Other research conducted by Yao et al., (2018) shows a negative relationship between self-efficacy and academic burnout, this study states that if self-efficacy is high, it will affect academic burnout so that it becomes low. In addition, self-efficacy has also been found to moderate the relationship between academic stress and burnout in adolescents, with higher self-efficacy supporting the negative effects of academic stress on burnout. (Gao, 2023).

Based on research that has been conducted by researchers who discuss the variable perfectionism that hurts boarding school students it has a relationship to form students experiencing academic burnout. This is motivated by students' demands to be able to carry out excessive responsibilities, not to mention dissatisfaction, disappointment, and obsession with the activities that must be followed. Not only that, feelings of anxiety, tension, and a serious attitude in responding to all things also ultimately make students experience academic burnout.

The existence of self-efficacy variables has an impact on students, research that has been conducted by researchers that self-efficacy can help students not to feel hopeless when faced with academic assignments or difficult problems so that academic burnout does not occur. As explained earlier, when students experience academic burnout, it will cause many negative impacts, such as decreased motivation in learning and even low self-esteem. Therefore, high self-efficacy can affect burnout in students

Conclusions and Suggestions

Based on the results of the research that has been conducted, it can be seen that there is a relationship between perfectionism, self-efficacy, and academic burnout. This research was conducted on 12th-grade boarding school students in Bandar Lampung City. The results of the research conducted by researchers show that there is a significant positive influence between perfectionism on academic burnout, meaning that the higher the perfectionism in students, the higher the academic burnout felt. This is in line with the first hypothesis which means that the hypothesis is accepted. Likewise, the second hypothesis is also accepted, because the results show that there is a significant negative influence between self-efficacy on academic burnout, meaning that the higher the self-efficacy in students, the lower the academic burnout and vice versa.

The suggestions for future research are to be able to add the number of research subjects, in addition to being able to re-examine the perfectionism variable with academic burnout but by adding other variables. Given this, it cannot be denied that there are still very few studies in Indonesia that discuss the relationship between perfectionism and academic burnout

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