



Received: 24-06-2024
Accepted: 04-08-2024

ISSN: 2583-049X

Academic Resilience and Self-efficacy with Academic Burnout of Working Students

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DOI: <https://doi.org/10.62225/2583049X.2024.4.4.3127>

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Abstract

The phenomenon of working while studying is often found in cities in Indonesia. Work and study activities carried out simultaneously certainly have challenges. Students who work experience decreased motivation, decrease motivation, experience anxiety when doing coursework or work, are unable to overcome the conflict between study and work and leave study or work. This research aims to examine the relationship between academic resilience and self-efficacy and academic burnout in working students. This research involved 129 students who worked as research subjects. Determining the number of samples in this study used the saturated sample method. The measuring instruments used in this research are the Academic Burnout Scale, Academic

Resilience Scale, and Self-Efficacy Scale which were compiled by the researcher. The data analysis used in this research is multiple linear regression analysis. The research results show that academic resilience and self-efficacy together have a correlation with academic burnout. This research shows that there is a negative relationship between academic resilience and academic burnout. The higher the academic resilience, the lower the academic burnout of working students. There is a significant negative relationship between self-efficacy and academic burnout. The higher the self-efficacy, the lower the academic burnout of working students.

Keywords: *Burnout* Academics, Academic Resilience, Self-Efficacy, Working Students

Introduction

The phenomenon of working while studying is often found in cities in Indonesia. Work and study activities carried out simultaneously certainly have challenges, for example there is less study time for students who study while working compared to other students (Mardelina & Muhson, 2017) ^[8]. Students who study while working are required to maintain a balance between academic and work activities so as not to sacrifice one of their activities (Octavia & Nugraha, 2013) ^[11]. The difficulty of dividing study and work time and the problems that arise cause daily schedules to always be busy, resulting in a tendency to neglect one's duties as a student (Mardelina & Muhson, 2017) ^[8].

Research from Warnock, *et al* (2023) shows that student workers during the Covid-19 pandemic experienced a decline in work performance and higher levels of work fatigue. As a result, according to Arlinkasari & Akmal (2017) ^[2], students experience various problems in their studies and work, making them prone to experiencing academic burnout or what is called academic burnout (Orpina & Prahara, 2019) ^[12].

Burnout Academic refers to stress, burden or other psychological factors caused by the learning process followed by students which causes emotional exhaustion, a tendency to depersonalize, and feelings of low self-achievement (Orpina & Prahara, 2019) ^[12]. The condition of academic burnout among students is often experienced in all parts of the world, as described by Rad, *et al* (2017) ^[13] that 86.6% of students in China experience severe academic pressure, this results in academic burnout. In Iran, 71.7% of medical students experience severe stress and 76.8% of academic burnout due to anxiety about the future, inability to carry out medical procedures, worry about hurting patients and high family expectations. In Europe alone, 1,702 nursing students experienced academic burnout, a condition where students are less able to complete assignments and tend to stop working. There were 54.4% of Managerial Sciences students in Serbia who were detected as experiencing academic burnout. A national survey conducted in 2009 involving 9 universities in Finland showed that 45% of respondents were at increased risk of academic burnout.

Kastaman & Coraila (2022)^[6] explain that working students experience decreased concentration, anxiety when doing coursework and work, decreased motivation, inability to resolve conflicts between study and work, not caring about studying and leaving lectures or work. Students tend to sacrifice academic activities, play truant, postpone coursework and reduce academic performance because they have difficulty dividing their time and energy between work and study.

If not treated immediately, academic burnout can cause several effects, such as sadness, depression, despair, difficulty sleeping, lack of energy, heart attack, withdrawal from work, absenteeism and reduced ability to do tasks, loss of interest, enthusiasm and passion. which ultimately results in dissatisfaction and withdrawal (Khaekal, *et al*, 2022)^[7].

Based on the academic burnout questionnaire from Schaufeli's (2002)^[16] academic burnout theory which was distributed to 30 students, it showed that working students felt tired from going through the day on campus and felt very tired at the end of the lecture. Apart from that, students also feel emotionally stressed from the lectures they are taking and doubt the importance of the lectures they are taking.

Previous research results show that academic burnout can be triggered by social support (Trimulatsih & Appulembang, 2022)^[17], self-efficacy (Orpina & Prahara, 2019)^[12], low problem focused coping (Raharjo & Prahara, 2022)^[14], academic resilience (Khaekal, *et al*, 2022)^[7], school engagement (Arlinkasari & Akmal, 2017)^[2] and work study conflict (Kastaman & Coraila, 2022)^[6].

Based on all the factors that trigger academic burnout, researchers observed that the academic resilience factor, namely an individual's ability to face failure, stress and academic pressure (Khaekal, *et al*, 2022)^[7] has a big role in preventing academic burnout. Especially Cassidy (2016)^[4] stated that academic resilience refers to the characteristics that trigger individuals to have the potential to achieve academic success.

Research conducted by Maylani & Kusdiyanti (2021)^[9] shows that resilience has an influence of 7.1% on academic burnout. These results show that high resilience in individuals will cause lower academic burnout, conversely individuals with low levels of resilience will have high academic burnout. Research conducted by Khaekal, *et al* (2022)^[7] shows that academic resilience has a negative correlation with academic burnout, where the lower the academic resilience, the higher the academic burnout.

Confidence in one's abilities is one of the factors that can trigger burnout. Bandura's belief in one's abilities is called self-efficacy. Another factor that influences academic burnout is self-efficacy. Self-efficacy is an individual's belief that he is able to overcome problems in certain circumstances and is able to produce positive results (Utami & Helmi, 2017)^[19]. Self-efficacy helps individuals not quickly give up when faced with problems, because self-efficacy is able to make individuals have a plan or solution for every problem they face (Rahmati, 2015)^[15]. Research from Komaraju & Nadler (2013) shows that high self-efficacy is needed by students in dealing with problems originating from the academic environment. Students with high self-efficacy will continue to strive to achieve targets even though they face difficulties.

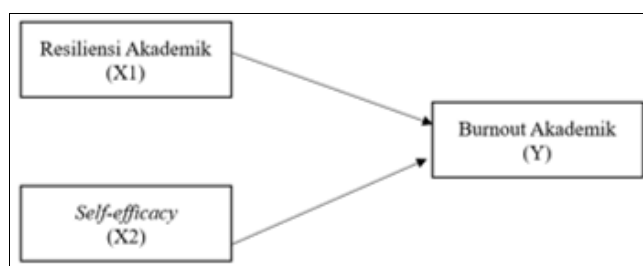
Students with high levels of self-efficacy will be flexible in solving problems in lectures, target higher expectations for

academic achievement, and show better performance than students with low self-efficacy (Chemers, *et al*, 2001). Students with good academic self-efficacy are also able to try various options for their actions when they do not achieve success at first.

The results of research from Andi, *et al* (2020)^[11] prove that self-efficacy has a negative correlation with burnout experienced by students. These results can show that self-efficacy can reduce burnout in students. Ugwu, Onyishi and Tyoyima (2013)^[18] recommend that students should have adequate self-efficacy, so that they are protected from academic burnout.

Based on this preliminary description, the hypothesis in this research is as follows:

1. Academic resilience and self-efficacy correlate with academic burnout.
2. Academic resilience is negatively correlated with academic burnout.
3. *Self-efficacy* negatively correlated with academic burnout.



Research methods

Population and Sample

This research is a correlational quantitative research. The variables that will be used in this research are academic burnout as the dependent variable and academic resilience and self-efficacy as the independent variables. The population in this research is 129 students who work at the Muhammadiyah University of Kupang. Determining the number of samples in this research uses the saturated sampling method, namely the sampling technique when all members of the population are used as samples. The sample in this study amounted to 129 people taken from the entire population.

Variables and Measurement

Measuring academic burnout uses items compiled by researchers based on indicators proposed by Yang (2004)^[20]. The reliability test in this study obtained a value of 0.905 with 5 items invalid and 25 items valid. Measuring academic resilience uses items compiled by researchers based on the indicators proposed by Cassidy (2016)^[4]. The reliability test in this study obtained a value of 0.943 with 8 items invalid and 34 items valid. Measuring self-efficacy uses items compiled by researchers based on indicators proposed by Bandura (1997)^[3]. The reliability test in this study obtained a value of 0.918 with 6 items invalid and 24 items valid.

Test Assumptions

Normality Test

The normality test for the distribution of academic burnout variables was carried out using the Kolmogorov-Smirnov technique. The distribution rule for the academic burnout variable is declared normal if $p > 0.05$. The results of the

normality test using the Kolgomorov-Smirnov test showed $p = 0.074$. These results show that the distribution of data on the academic burnout variable is normally distributed.

Linearity Test

The rule for testing the linearity of a relationship is if the deviation from linearity is significant or $p > 0.05$. The results of the linearity test between the academic resilience variable and the academic burnout variable obtained F deviation from linearity = 1.352 with a significance of 0.117, which states that academic resilience and academic burnout have a linear relationship. The results of the linearity test between self-efficacy and the academic burnout variable obtained F deviation from linearity = 0.687 with a significance of 0.913, which states that academic resilience and academic burnout have a linear relationship.

Multicollinear Test

The multicollinearity test is a test carried out to see whether there are independent variables that have similarities between correlations. A regression model that is free from multicollinearity is the result of an analysis with a tolerance number greater than 0.10 and a VIF limit below or smaller than 10.00. The results of the multicollinearity test for academic resilience and self-efficacy showed a tolerance value of 0.340 (>0.10) and a VIF of 2.944 (<10.00). This means that there is no multicollinearity or intercorrelation between academic resilience and self-efficacy.

Heteroscedasticity Test

Heteroscedasticity test analysis uses the Glejser test, where heteroscedasticity is considered non-existent if the correlation between variable X and ABS_RES is greater than 0.05 and is declared to have heteroscedasticity if the correlation between variable The results of the heteroscedasticity test on the academic resilience and self-efficacy variables obtained a significance of 0.621 (>0.05) on the academic resilience variable and a significance of 0.426 (>0.05) on the self-efficacy variable. This means that heteroscedasticity does not occur in these two variables.

Results and Discussion

Research result

This research is a correlational quantitative research with data analysis using multiple linear regression analysis techniques. Based on the results of the multiple linear regression test, the calculated F value was 50.521 with a significance level of 0.000 ($p < 0.05$). These results show that

the first hypothesis which states that there is a relationship between academic resilience variables and self-efficacy on academic burnout is proven.

Table 1: Results of Linear Regression Analysis of Academic Resilience and Self-Efficacy with Academic Burnout

F	p	Information
50,521	0,000	Very Significant

Based on the results of the linear regression test, a partial relationship was obtained, namely that there was a negative relationship between academic resilience and academic burnout in working students. Based on the test results, it can be seen that the significance value is 0.014 (<0.05) and the correlation coefficient value is -2.481. A negative value means that if academic resilience increases, academic burnout will decrease. Conversely, if academic resilience decreases, academic burnout will increase.

Table 2: Results of Linear Regression Analysis of Academic Resilience and Academic Burnout

t	p	Information
-2,481	0,014	Very Significant

From the results of linear regression analysis, a partial relationship was obtained in the form of self-efficacy which was negatively correlated with academic burnout. Based on the test results, it can be seen that the significance value is 0.000 (<0.05) and the correlation coefficient value is -3.661. A negative value means that if self-efficacy increases, academic burnout will decrease. Conversely, if self-efficacy decreases, the level of academic burnout will increase.

Table 3: Results of Linear Regression Analysis of Self-Efficacy and Academic Burnout

t	p	Information
-3,661	0,000	Very Significant

Effective Contribution

The effective contribution of each independent variable can be obtained by looking at the Cross Product results and the output of multiple linear regression analysis. The following are the results of the effective contribution of each independent variable in this research:

Table 4: Effective Contribution of Each Independent Variable

Variable	β coefficient	Cross Products	Regression	R2	Pvariable Effective Contribution	Total Effective Contribution
Academic Resilience	- 0.235	-11039,806	6574,268	0.445	17.5 %	44.5%
Self-Efficacy	- 0.383	-10384,070			27.0 %	

The table shows that the largest effective contribution to the dependent variable of academic burnout is self-efficacy, namely 27.0% and the effective contribution of the academic resilience variable is 17.5%. The overall effective contribution to the academic burnout variable is 44.5%. This analysis explains that the dominant influence on academic burnout comes from self-efficacy.

Research Descriptive Data

The results of descriptive analysis from SPSS show that academic burnout among working students tends to be moderate (48.8%). The categorization of descriptive

research data on the academic burnout variable is presented in the following table:

Table 5: Descriptive Data for Academic Burnout Categorization

Intervals	Category	Frequency	Percentage
$X \leq 41.6655$	Very Low	9	7.0%
$41.6655 < X \leq 52.4085$	Low	25	19.4%
$52.4085 < X \leq 63.1515$	Currently	63	48.8%
$63.1515 < X \leq 73.8945$	Tall	21	16.3%
$73.8945 < X$	Very high	11	8.5%

The results of descriptive analysis from SPSS show that academic resilience among working students tends to be moderate (48.8%). The categorization of research descriptive data on academic resilience variables is presented in the following table:

Table 6: Descriptive Data for Categorization of Academic Resilience

Intervals	Category	Frequency	Percentage
$X \leq 105.867$	Very Low	9	7.0%
$105.867 < X \leq 118.789$	Low	25	19.4%
$118.789 < X \leq 131.711$	Currently	63	48.8%
$131.711 < X \leq 144.633$	Tall	22	17.1%
$144.633 < X$	Very high	10	7.8%

The results of descriptive analysis from SPSS show that self-efficacy among working students tends to be moderate (45.7%). The categorization of research descriptive data on self-efficacy variables is presented in the following table:

Table 7: Descriptive Data for Self-Efficacy Categorization

Intervals	Category	Frequency	Percentage
$X \leq 70.2685$	Very Low	11	8.5%
$70.2685 < X \leq 81.9495$	Low	23	17.8%
$81.9495 < X \leq 93.6305$	Currently	59	45.7%
$93.6305 < X \leq 105.3115$	Tall	28	21.7%
$105.3115 < X$	Very high	8	6.2%

Discussion

The first hypothesis in this research, namely that there is a relationship between academic resilience and self-efficacy towards academic burnout, is accepted and can support the results of previous research.

In line with the results above, research from Kalesar (2021) ^[5] shows that resilience and self-efficacy together can help protect against academic burnout in female high school students. Individuals who have good resilience will have the capacity to develop according to experience and self-efficacy helps individuals feel calm so they can overcome difficult tasks. Students who will be more diligent and work hard to achieve goals so that they can complete assignments without feeling excessive pressure and students who will have the confidence to be able to complete various kinds of difficult assignments and assignments. This belief prevents students from academic burnout because students tend not to avoid assignments and assess their own abilities better. These conditions together reduce emotional fatigue, the desire not to achieve and reduce the reluctance to complete studies.

Working students must have the desire to work hard, focus on goals and the confidence to face various tasks so that they can complete coursework and overcome challenges at work without feeling excessive emotional stress.

Students who work certainly have challenges both in completing work assignments and college assignments. The large number of tasks both in the work environment and in the educational environment can certainly make students vulnerable to experiencing stress and pressure which leads to academic burnout. Students who experience academic burnout will show an attitude of avoiding responsibility in carrying out assignments, not caring about lecture assignments, feeling emotionally exhausted and not wanting to achieve (Yang, 2004) ^[20].

Working students need to overcome academic burnout so that their academic life is not disrupted. Cassidy (2016) ^[4] mentioned the aspect of academic resilience, namely being able to manage uncomfortable feelings and negative emotions. Working students certainly need to manage negative emotions and feelings of discomfort in order to avoid feelings of frustration and tension due to excessive emotional and psychological demands in carrying out their roles as students and working individuals. Students who are able to manage negative emotions can reduce excessive frustration thereby reducing the occurrence of academic burnout. At the same time, students also develop confidence in being able to face tasks even though they are difficult (Bandura, 1997) ^[3]. Students who are confident in their ability to face all the tasks they receive, even though they are difficult, can reduce emotional and psychological frustration and tension. Students who are confident in their abilities to face difficult tasks will not be stressed because of the academic demands they receive. Working students who have the ability to manage feelings of discomfort and negative emotions and have confidence in facing tasks even though they are difficult can reduce feelings of frustration and excessive tension resulting from excessive emotional and psychological demands.

Cassidy (2016) ^[4] states that the aspect of good academic resilience is when individuals perceive difficulties as opportunities to develop, work hard to achieve goals and are able to solve problems creatively. Students who work when faced with college assignments and busy lives as working individuals can experience fatigue which results in reduced motivation, decreased performance in doing something and even withdrawal. The view that difficulties are opportunities to develop, work hard to achieve goals and be able to solve problems creatively is needed so that students remain focused on their education and reduce the desire to withdraw. At the same time, students' confidence in their ability to complete various tasks and master various fields (Bandura, 1997) ^[3] reduces the desire to avoid responsibility in students who experience academic burnout. Working students who are willing to work hard, consider difficulties as an opportunity to develop, are able to solve problems creatively and are confident in their ability to complete various tasks will be more diligent and focused on their studies and will not shy away from responsibilities and assignments because they are confident of being able to complete the assignments. -his duties.

Cassidy (2016) ^[4] states that the aspect of good academic resilience is when individuals are able to reflect on themselves to find out their strengths and weaknesses and are able to find the right strategy to overcome academic difficulties without the help of others. Working students need to know their strengths and weaknesses so they can determine good study strategies so they don't experience obstacles in studying and working. At the same time, Bandura (1997) ^[3] mentioned the aspect of good self-efficacy, namely when individuals have strong confidence in their own abilities. Working students need to believe in their own abilities, this belief causes individuals to do anything because they are confident in their own abilities and reduce the tendency to judge themselves badly. Working students who are confident in their own abilities, reflect on themselves to find out their strengths and weaknesses and are able to find the right strategy to overcome academic

difficulties without the help of others will not have the desire to not achieve and will not have a tendency to evaluate themselves negatively because students believe in their abilities, and know the advantages and disadvantages.

Working students who are willing to work hard, consider difficulties as an opportunity to develop, are able to solve problems creatively and are confident in their ability to complete various tasks will be more diligent and focused on their studies and will not shy away from responsibilities and assignments because they are confident of being able to complete the assignments. -his duties.

Another study found that resilience and self-efficacy together can help reduce academic burnout in medical students in China (Wei, 2023). Resilience and self-efficacy are negatively correlated with academic burnout, so resilience and self-efficacy can help reduce academic burnout among medical students.

The second hypothesis in this research, namely that academic resilience is negatively correlated with academic burnout, is accepted. This negative correlation means that if the level of academic resilience is high, then the level of academic burnout will be low. Vice versa, if individual academic resilience is low then academic burnout will be high.

Resilient students will be willing to accept feedback and view difficulties as opportunities to grow. This ability allows students not to avoid assignments because they do not consider excessive assignments as a tiring burden. Apart from that, resilient students will work hard to achieve goals and reflect on themselves to find out their strengths and weaknesses. This ability can reduce the level of burnout because by knowing one's own strengths and weaknesses, individuals are able to avoid negative self-judgment which ultimately prevents individuals from developing.

The results of this research are in line with research from Maylani & Kusdiyati (2021)^[9] on university students in Bandung City during the Covid-19 period, showing that students who have high resilience have lower academic burnout scores. In contrast to this, students with low levels of resilience show higher academic burnout. This is caused by the high resilience of students so that students can deal with stress more effectively. If working students do not overcome negative emotions and manage their feelings well, then students will feel stressed by the demands of college and start trying to avoid college assignments. Resilient individuals will face tasks well because they are able to manage negative emotions.

The third hypothesis in this research is that self-efficacy is negatively correlated with academic burnout. This negative correlation indicates that if the level of self-efficacy is high then the level of academic burnout will be low. Conversely, if self-efficacy is low, the level of academic burnout will be high.

The pressure experienced by working students, both academic and work pressure, will reduce the student's performance. With good self-efficacy, students will not easily give up in stressful situations and will be able to overcome stress so that they are free from situations that cause burnout.

The results in this study are in line with research from Orpina & Prahara (2019)^[12] on working students. Students who have high self-efficacy will be helped to overcome academic pressure, be more diligent in studying and avoid stress which can trigger burnout (You, 2018)^[21]. Students

with a high level of self-efficacy do not give up easily when facing challenges because they always have plans and ways to overcome them (Rahmati, 2015)^[15].

Individuals will be calm in facing difficult tasks and activities, have high persistence, motivation and stability when they have high self-efficacy. This high self-efficacy makes individuals less susceptible to stress and academic burnout. Apart from that, individuals with a high level of self-efficacy show seriousness and motivation to progress, learn and achieve (Naderi, 2018)^[10]. Working students must of course have high motivation and perseverance in order to be able to carry out their role as students and individuals who work well, as well as the desire to progress, learn and achieve, enabling students to care about their lecture assignments and reduce their desire to avoid responsibility in carrying out their studies. lecture assignments.

Students with high self-efficacy have a high sense of usefulness, self-confidence, self-esteem and confidence in their own abilities, so that students have confidence that their presence is needed (Orpina & Prahara, 2019)^[12]. Students who have a high level of self-efficacy will also try to develop their potential to the maximum. Apart from that, students who have high self-efficacy will have a prosocial and disciplined attitude in dividing their time and duties as students (Orpina & Prahara, 2019)^[12].

The results of the effective contribution value of the academic resilience variable to academic burnout are 17.5%, which means that academic resilience in students contributes to reducing academic burnout in students by 17.5%. The results of the effective contribution value of the self-efficacy variable to academic burnout are 27.0%, which means that academic resilience in students contributes to reducing academic burnout in students by 27.0%. The effective contribution of this self-efficacy variable is the largest effective contribution in this research. This effective contribution is not very high, but it shows that self-efficacy has a correlation in reducing academic burnout in working students.

The total effective contribution of academic resilience and self-efficacy variables to academic burnout is 44.5%. These results indicate that the variables in this study, namely academic resilience and self-efficacy, contributed 44.5% to academic burnout and 55.5% came from other variables not examined in this study, such as social support (Trimulatsih & Appulembang, 2022)^[17], problem focused coping (Raharjo & Prahara, 2022)^[14], and school engagement (Arlinkasari & Akmal, 2017)^[2].

Conclusion and Suggestions

Conclusion

Academic burnout is a condition where an individual experiences emotional exhaustion due to academic demands so that the individual becomes unmotivated, lacks interest in fulfilling assignments, feels incompetent as a student and is cynical about lecture assignments. As a working student, it is important to have low academic burnout in order to stay motivated in carrying out college assignments and avoid stress during college. Many factors influence the academic burnout of working students. In this research, it was found that academic resilience and self-efficacy have a significant relationship with academic burnout.

The purpose of this research is to determine the relationship between academic resilience and self-efficacy on academic burnout in working students. The subjects in this research

were 126 working students at the Muhammadiyah University of Kupang. Based on the results of the multiple linear regression test, the calculated F result was 50.521 with a significance level of 0.000 ($p < 0.05$), indicating that the first hypothesis which stated that academic resilience and self-efficacy were correlated with academic burnout was proven. Then the second hypothesis, namely that academic resilience is negatively correlated with academic burnout, has been proven to be indicated by a significance value of 0.000 (< 0.05) and a correlation coefficient value of -2.481. The third hypothesis which states that self-efficacy is negatively correlated with academic burnout is proven based on the results of calculating a significance value of 0.000 (< 0.05) and a correlation coefficient value of -3.661.

Suggestion

It is hoped that the results of this research can be a reference for future researchers to involve independent variables other than academic resilience and self-efficacy which can influence academic burnout in working students, for example social support, problem focused coping, school engagement and work study conflict.

Working students are expected to be able to prioritize important and urgent tasks, seek help and support from their closest environment such as friends or family, and create a comfortable environment to complete assignments. Apart from that, students are expected to increase their self-efficacy by observing and learning from other people's experiences as role models and studying harder to improve their own abilities, find out their own strengths and develop their own skills, manage their thoughts and emotions well, avoid excessive stress, looking for friends and an environment that can support, learn from mistakes and increase self-confidence.

Students are also expected to increase academic resilience by developing a positive mindset, working hard to achieve goals, increasing self-confidence, developing creativity so they can solve various problems, considering difficulties as opportunities for growth and not obstacles, and reflecting on themselves to find out their weaknesses and strengths, and think positively and optimistically. These things are done to reduce the level of academic burnout so that it does not interfere with students carrying out their coursework.

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