

Diterima	: 15 Februari 2023
Direvisi	: 17 April 2023
Disetujui	: 25 April 2023
Diterbitkan	: 30 April 2023

FACTORS AFFECTING ACADEMIC FATIGUE IN COLLEGE STUDENTS A SYSTEMATIC REVIEW

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Abstrak: Rutinitas yang dialami mahasiswa dalam menghadapi perkuliahan menyebabkan stress yang berujung kepada kelelahan secara emosional, situasi ini disebut dengan *academic burnout*. Penelitian ini bertujuan untuk mengetahui faktor-faktor yang menyebabkan burnout pada mahasiswa. Studi ini bertujuan untuk mereview studi-studi terdahulu tentang kelelahan akademik pada mahasiswa, review dilakukan secara sistematis dengan menerapkan pedoman PRISMA Database online yang digunakan dalam pencarian : *Google Scholar, Google Scholar, Springer, Taylor & Francis, Sage, Researchgate* dengan strategi pencarian yang ditetapkan sebelumnya. Screening dilakukan dengan menerapkan kriteria inklusi dan eksklusi. Artikel yang dilibatkan dalam review (N=5) juga telah melalui penilaian Hasil penelitian ini ditemukan beberapa faktor yang mempengaruhi *academic burnout* pada mahasiswa antara lain *gender, anxiety, self-efficacy*, banyaknya kegiatan yang diikuti mahasiswa, lingkungan kampus dan hubungan atau dukungan yang diperoleh dari individu lain.

Kata-kata Kunci: kelelahan akademik, faktor, mahasiswa.

FACTORS INFLUENCING STUDENT ACADEMIC BURNOUT SYSTEMATIC REVIEW

Abstract: The routine experienced by students in facing lectures causes stress which leads to emotional exhaustion, this situation is called *academic burnout*. This study aims to determine the factors that cause burnout in college students. This study aims to review previous studies on academic burnout in students, the review was carried out systematically by applying PRISMA guidelines. Online databases used in searches: *Google Scholar, Google Scholar, Springer, Taylor & Francis, Sage, Researchgate* with a defined search strategy previously. Screening was carried out by applying inclusion and exclusion criteria. The articles involved in the review (N = 5) have also gone through an assessment. The results of this study found several factors that influence academic burnout in students, including *gender, anxiety, self-efficacy*, the number of activities students participate in, the campus environment and the relationships or support they receive. from another individual.

Keywords: *Should be written under the abstract in bold italics and should reflect the substance of the paper as also mentioned in the title. Maximum 5 words.*

INTRODUCTION

Two years ago, the world community was disturbed by the outbreak of the Corona Disease (COVID-19) virus which became a pandemic throughout the world, including Indonesia. Covid-19 has a direct impact on all people in the world, including students. All kinds of forms of preventing Covid-19 transmission are carried out by the government, including by enforcing *social distance* and physical distance rules. This makes the community experience a transition in various ways, the community is asked to adapt to the changes caused by the Covid-19 virus. Enforced distance learning Government with an online system is one of the efforts to preventing the Covid-19 virus in Indonesia. However, the transition to an online learning system carried out by students has various limitations in its implementation, including difficult signals or unstable networks, difficulty understanding explanations from lecturers, lack of opportunities to discuss directly with course lecturers, to limited educators and students in using applications used for online learning (Fikri et al., 2021).

Learning is rarely far away or online learning is a learning solution so that teaching and learning activities can be carried out in the midst of the Covid-19 pandemic. As time goes by, the situation of pandemic is felt to be getting better. There are several universities that have begun to implement the offline learning system gradually and continue to implement health protocols in learning activities. This certainly requires students to re-adapt to changes in the learning system from online to offline. Students are required to adapt back to time management effectively in order to fulfill their academic activities (Amalia et al., 2022). The process of readjusting to the amount of time they need to fulfill academic activities, does not rule out the possibility of causing the effects of fatigue in terms of emotional and physical. According to (Cole et al., 2004), attending college is a stressful situation. These stressful circumstances can affect productivity or make the individual's learning process more difficult, so stressful situations require coping skills. Prolonged stress experienced by students

results in *burnout*. Meanwhile, burnout experienced by students is known as academic *burnout* which has an impact on declining *academic performance*, the emergence of negative attitudes towards universities and the emergence of feelings of inefficiency (Rigg et al., 2013). According to research conducted by (Nityaswati, 2021) the impact of academic burnout on students, students feel tired in thinking. Fatigue in thinking is also a form of psychological fatigue. Psychological fatigue can have an impact on physical fatigue, one of which is students feel dizzy when thinking. In fact, they feel tired when they hear the word 'college'.

Academic burnout is the effect of fatigue triggered by academic pressure, lack of interest in the tasks given by lecturers, and feelings of inability to undergo lectures (Schaufeli et al., 2002). Sedangkan menurut Pines & Aronson, (2013) Burnout in students is an emotional condition in which a person feels fatigue and boredom as a result of increasing task demands. *Burnout* felt by students is a response to situations they are experiencing that are emotionally demanding. *Burnout* experienced by students can be defined as feelings of hopelessness and helplessness caused by protracted stress related to learning (Santrock, 2003).

From the explanation above, it can be concluded that *burnout* experienced by students is an emotional condition in which individuals feel tired and bored both physically and emotionally caused by lecture activities and continuous learning intensity. *Burnout* will cause a reaction in the form of psychological withdrawal from students, where a student becomes unable to carry out his duties properly as a result of which he feels emotional fatigue and also boredom in learning. For this reason, the purpose of this study is to determine the factors that cause burnout experienced by students. Based on the background above, *this systematic literature review* was conducted with the aim of determining the factors that cause *academic burnout* in students.

RESEARCH METHODS

This research method uses a *systematic literature review* (SLR) approach. Siddaway et al. (2019) revealed that *systematic literature review* is a review carried out systematically and in detail to identify, select and assess relevant research, collect and analyze data that has been obtained. The *systematic literature review* method is quite relevant to be used to present the latest developments on certain thoughts and topics (Galvan & Galvan, 2017). Pautasso (2013) said there are at least 10 rules regarding the *systematic literature review* method, one of which is the rule of critical and consistent rules to emphasize the ability of literature reviewers to explain literature summaries, but also discuss literature critically by revealing a focus on discussion, methods, to *research gaps*.

In finding data sources, researchers use the help of the Publish or Perish Version 8 (PoP 8) application (Adams, 2021). Data search in this study using four *databases*, including: Google Scholar, Springer, Taylor & Francis, Sage dan Researchgate. Search using PoP8 Produce 915 articles and then carry out the

appropriate article screening process, after completing the screening process it is found that there are seven articles to be reviewed.

The article search process is guided by *keywords* that match the topic of the title of the systematic literature review. *The keywords* used are, "Academic burnout" OR "burnout" AND "college". The article search stage to be reviewed begins with identifying articles in the *database* and using predetermined keywords. The articles are then selected based on duplication and other reasons. Then enter the selection process to determine the articles to be processed, at this stage articles that do not meet the criteria will not be processed again. The last step is the stage of determining permanent articles to be reviewed (Page et al., 2021).

The articles to be reviewed in this study have inclusion criteria, namely: (1) research articles in the 2017-2022 range; (2) English and Indonesian articles; (3) available in *full-text*; and (4) using quantitative and qualitative research methods.

RESULTS AND DISCUSSION

Result

The search process for articles in this study was carried out from October 25-28, 2022. Article search using PoP8 application which produces 915 articles from four *databases*, namely Google Scholar, Springer, Taylor & Francis, Sage and Researchgate. Next, the articles are filtered by duplication, title, abstract, and keywords. The screening process resulted in 56 articles being reprocessed, 47 articles not being fully accessible to researchers, and 812 articles not being reprocessed because they did not fit the context of the factors that cause burnout in students.

Of the 56 articles that match the title and abstract, five articles were obtained that will be reprocessed because they are in accordance with the criteria for participants, study design, and have results regarding the factors that cause burnout in students, while the remaining 51 articles cannot be reprocessed due to the absence of suitability of participants,

study design, and no results were found regarding the factors causing *burnout* in students. The next step is filtering the list of article references that will be processed. In the end, five articles were obtained that were relevant to the criteria to be reviewed in this study.

Selected articles describe various factors of *academic burnout* in students where one article says *student gender* (Fiorilli et al., 2022), one article states *anxiety* (Hwang & Kim, 2022), then *self-efficacy* (Friedman, 2003), two articles say the number of activities participated in (Azimi et al., 2016; Salgado & Au-Yong-oliveira, 2021), three articles stating the campus environment (Hwang & Kim, 2022; Salgado & Au-Yong-oliveira, 2021; Sarcheshmeh et al., 2019), one article states relationships/support gained from other individuals (Salgado & Au-Yong-oliveira, 2021), and three articles say hope (Hwang &

Kim, 2022; Salgado & Au-Yong-oliveira, 2021; Sarcheshmeh et al., 2019) is a factor in *burnout* in students.

Internal Factors

Several studies used in this study found internal factors that affect *academic burnout* in students. There are three internal factors that affect *academic burnout* in students, namely *gender*, *anxiety*, and *expectations*. *Gender* is an important factor in understanding *academic burnout* in students.

Female college students showed higher rates of burnout, cognitive impairment, and emotional impairment than male college students.

Women are more emotional so it is difficult to control their negative emotions (irritability) so they have a great chance of *academic burnout*. *Anxiety* is also a factor that influences the occurrence of *academic burnout* in students. Students' anxiety about adapting to university life and completing the curriculum can lead to *academic burnout*.

Another internal factor found was *expectation*. Expectations are another internal factor that can bring *academic burnout*. Expectations of teachers, campus environment, and campus facilities affect *student academic burnout*. If students' expectations with these

Discussion

Students who live college life have a very solid routine. The ruiny of life on campus while undergoing lectures is inseparable from the state of stress that can come from various factors, both internal and external from the environment. Prolonged and chronic stress will have a negative impact causes changes in self-motivation and burnout (Muflihah & Savira, 2021).

Burnout can occur in all groups of individuals including students and is a psychological experience because it involves individual feelings, hopes, and loneliness in dealing with negative experiences that refer to uncomfortable situations. This is in line with research conducted (Hwang & Kim, 2022) which states that the expectations of students can be a special factor Causes of *burnout*. In line with this opinion (Fessell & Cherniss, 2020) suggests that *burnout* is a change in attitude and behavior in the form of reactions such as psychologically withdrawing from an activity he is doing, such as keeping a distance from lecturers, being cynical with them, skipping

things are not met, students will feel pressured and can bring *academic burnout*.

External factors

Several studies in this study also found external factors that can affect *student academic burnout*. Three external factors were found to be factors that can bring *academic burnout* to students, namely, activities followed, campus environment, and relationships / support obtained from other individuals. The activities that students participate in can be a factor that affects *academic burnout*. Students who participate in many activities are more likely to be affected by *academic burnout*. More activities will bring a lot of pressure to students and increase the occurrence of *academic burnout*.

Another factor that can bring *academic burnout* is the environment, especially on campus where students study. A comfortable campus environment with facilities that support students can prevent *academic burnout*. Meanwhile, if the environment is uncomfortable, it will increase the possibility of *academic burnout*. Relationships with other individuals were the last external factor found in all five articles used in the study. The higher the (good) relationships with their peers, the lower the student's *academic burnout* rate classes during college, often being late and the desire to quit college is high. It was also affirmed by (A. M. Pines & Keinan, 2005)

specifically found that *burnout* is physical fatigue experienced by individuals, in the form of fatigue that is decreased energy, and also mental fatigue characterized by low self-esteem and depersonalization, as well as emotional fatigue associated with personal feelings characterized by a sense of helplessness and depression. Likewise, experienced by students, burnout experienced by students is known as *academic burnout* which results in decreased academic performance and also the emergence of feelings of inefficiency (Schaufeli et al., 2002).

From the above opinion, it can be concluded that burnout experienced by students is an emotional and physical condition where an individual feels exhausted and bored caused by several factors, the first factor is sex or *gender*. Broadly speaking, men and women have something in common when experiencing *academic burnout*, but the difference is that women tend to experience emotional exhaustion and intensity more often than men.

While men tend to feel depressionization or cynical feelings (Walburg, 2014). Men have a higher graph of emotional exhaustion and deprecation than women (Abdulwahab et al., 2011).

The next factor that causes burnout is personality, (Mufida, 2019) states that the factor that causes academic burnout is individual differences in the dispositional characteristics of students, in another sense self-efficacy is believed to be an important factor in the involvement of students who experience *academic burnout*. This is in line with research conducted by (Rigg et al., 2013) which states that self-efficacy plays an important role in causing academic burnout in students.

Confidence in self-efficacy in students can influence him in finishing Various Problems Related to academics, students with high self-efficacy can manage academic stress by directing it to solving the problems at hand. Conversely, students with low self-efficacy will try to avoid academically related problems.

When an individual feels a lack of motivation in himself, support from others is needed, the next factor is *social support*,

(Salgado & Au-Yong-oliveira, 2021) Saying that relationships or support obtained from others can be a factor in *academic burnout* experienced by students. Lack of social support has been found to increase burnout (Densten, 2001) Explains the six functions of social support: listening, professional support, professional challenge, emotional support, emotional challenge and sharing social reality.

Listening in the sense of giving advice or making judgments about the problems faced, emotional support is defined by having someone who is always present and appreciates what an individual does, it can play a very important role in reducing *academic burnout*. The last factor is the number of activities that are participated in by students who are exhausted. Every student is required to carry out many activities with limited time, as a result each student gets a load that often exceeds his ability capacity, the condition consumes a lot of energy which can eventually lead to fatigue both physically and emotionally (Hwang & Kim, 2022).

COVER

This study revealed that students experience *academic burnout* which is influenced by several factors, one of which is student self-efficacy, adding evidence that academic fatigue is a warning signal for a decline in student

academic achievement on campus. Therefore, it is recommended by the institution to facilitate students and encourage students to cooperate with interprofessional, collaboration, and communication.

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