

Academic Burnout of Elementary School Students in Lamongan

Moh. Vito Miftahul Munif,¹ M. Naquib Ashrofun Nashr²

^{1,2} Universitas Islam Darul 'Ulum Lamongan, Indonesia

Email: vitomunif@unisda.ac.id,¹ mnaquibashrofunnashr@unisda.ac.id²

Abstract

Academic burnout is an increasingly prevalent issue among students, including those at the elementary school level, due to rising academic demands and learning pressures. This condition has the potential to hinder students' learning well-being and academic development. This study aimed to analyze the level of academic burnout among elementary school students in Lamongan Regency. The research employed a quantitative approach with a descriptive design. The research subjects consisted of 41 elementary school students selected as the study sample. Data were collected using an academic burnout questionnaire that had been tested for validity and reliability. Data analysis was conducted using descriptive statistics with the assistance of SPSS, including minimum and maximum scores, mean, standard deviation, and categorization of academic burnout levels. The results showed that students' academic burnout scores ranged from 24 to 96, with a mean score of 69.39 and a standard deviation of 15.377. Based on the categorization results, the majority of students were classified as having a high level of academic burnout (53.66%), followed by a moderate level (41.46%) and a low level (4.88%). These findings indicate that academic burnout is a dominant condition experienced by elementary school students in Lamongan Regency, highlighting the need for attention and intervention from schools and educators to reduce students' academic burnout levels.

Keywords: *Academic Burnout, Elementary School Students, Lamongan*

INTRODUCTION

Academic burnout is a psychological condition characterized by emotional exhaustion, cynicism toward learning activities, and feelings of inability to meet academic demands. Burnout was first described by Maslach and Leiter as a prolonged stress reaction associated with excessive workload.¹ Profound burnout is dangerous and impacts daily activities, both at work and in the learning process. In the context of learning, academic burnout has become a daily problem for college students, secondary school students, and now even elementary school students due to increased study load.² This condition of academic burnout is characterized by several main symptoms such as prolonged mental fatigue, decreased interest and motivation in lessons, apathy towards schoolwork, and feelings of helplessness in facing academic challenges.³

Education plays a crucial role in producing a quality generation,⁴ but in recent years, the phenomenon of burnout in elementary school students has begun to garner attention due to its direct impact on learning motivation, academic performance, and mental health. Students experiencing burnout typically exhibit symptoms such as fatigue during learning, loss of interest in lessons, anxiety when facing assignments, and feelings of inability to follow the material.⁵ This situation is certainly concerning because elementary school is a fundamental period for the formation of study habits, emotional development, and long-term academic readiness.⁶

The factors that cause burnout in elementary school students are quite diverse. Excessive workloads, busy class schedules, high grade demands from schools or parents, and a lack of varied

learning methods contribute to the emergence of learning pressure. Furthermore, a competitive learning environment and a lack of emotional support also increase the likelihood of burnout.⁷ In modern times, excessive use of gadgets and increasingly early school entry ages have also been reported to be associated with increased academic stress in children.⁸

The dynamics of education in Lamongan continue to evolve with the implementation of a curriculum that emphasizes competency development, formative assessment, and learning projects. While the primary goal is admirable, these more complex academic demands have the potential to place an additional burden on elementary school students, especially in the upper grades. Observations at several elementary schools in Lamongan indicate that students often face mounting assignments, tightly scheduled exams, and increasingly intense extracurricular activities. These conditions cause some students to tire quickly, lose focus, and exhibit an avoidance of learning.

Based on these facts, research on elementary school student fatigue levels in Lamongan is crucial. Empirical data is needed to determine the level of student fatigue and which elements are most prominent: emotional exhaustion, anti-school behavior, or declining academic performance. By analyzing fatigue levels comprehensively, schools can develop better intervention plans. These could include simpler assignments, increased teacher support, more child-friendly learning, and more proportionate academic load management.

This research can also help local governments and education stakeholders develop policies that support the psychological well-being of elementary school students. To enhance long-term academic success and improve the quality of the learning process, early burnout prevention is crucial. Therefore, research on the analysis of burnout levels among elementary school students in Lamongan is highly relevant, important, and has practical benefits for educational advancement.

LITERATURE REVIEW

Academic burnout is a psychological condition that arises due to excessive study pressure, characterized by emotional exhaustion, a cynical attitude towards learning, and decreased academic efficacy.⁹ Maslach and Leiter define burnout as a chronic response to prolonged stress, characterized by feelings of fatigue, detachment from work, and a decreased sense of competence.¹⁰ In the school context, burnout often occurs when academic demands exceed a student's capacity to adapt.¹¹ Academic burnout is a condition where a person feels physically, mentally, and emotionally exhausted, followed by feelings of wanting to avoid the environment, as well as feeling low self-esteem, which causes boredom in learning, indifference towards academic tasks, lack of motivation, laziness, and results in a decline in learning achievement.¹²

The term burnout is closely related to terms such as alienation, indifference, apathy, cynicism, pessimism, physical and mental exhaustion, and extreme tension.¹³ state that academic burnout is chronic fatigue experienced by students caused by overwork on schoolwork. Furthermore, it is accompanied by feelings of pessimism and indifference toward schoolwork, feelings of inadequate competence, and a loss of success in academic tasks. During the elementary school developmental phase, children are developing academic self-concept, independence, and emotional regulation skills. When the academic load is not appropriate for their developmental stage, burnout is more likely to occur.¹⁴ Recent research shows that elementary school children who face complex tasks and busy schedules are more prone to exhibiting learning fatigue, disinterest in lessons, and academic anxiety.¹⁵

Burnout in elementary school students has different characteristics than in adolescents. In children aged 7–12, the inability to manage academic stress is due to their still-developing self-regulation skills.¹⁶ Children don't yet have mature coping strategies, so the pressure of studying can easily turn into emotional exhaustion or aversion to school. Inglés et al. found that burnout in elementary school children is often characterized by decreased motivation to learn, the emergence of school avoidance behavior, passive behavior during learning, and academic anxiety.¹⁷ Furthermore, burnout at this age can affect cognitive and emotional development, as well as social relationships with peers.

Based on the explanation above, it can be concluded that academic burnout is a condition in which a student experiences extreme exhaustion, both physically and emotionally. This exhaustion is

caused by the numerous activities and tasks within the academic environment, as well as the numerous demands of academic assignments, which lead to decreased motivation to learn, a feeling of laziness, and even decreased academic achievement.

According to Schaufeli et al.,¹⁸ academic burnout consists of three dimensions: exhaustion, cynicism, and inefficacy. First, exhaustion (fatigue), a condition of reduced energy in individuals caused by the high demands of learning. This is characterized by an attitude of giving up easily, tiredness and lethargy without the passion for learning, and easily giving up. Second, cynicism, a condition where individuals experience pessimistic feelings and reduced interest in studies. Forms of behavior from the cynicism dimension that often appear in students experiencing academic burnout include truancy, anger, not doing assignments, or having negative thoughts about lecturers. Third, inefficacy, a condition where students feel incompetent as learners. This can lead to problems such as decreased self-confidence and belief in their abilities, making students feel stressed, dissatisfied with the learning outcomes they have obtained, and immediately incompetent.

Academic burnout in elementary school students can be triggered by various factors, including both internal and external factors. Internal factors include: First, low self-regulation skills. Children with poor time, attention, and emotional management skills are more susceptible to burnout. Second, decreased learning motivation, lack of interest, or a mismatch between learning styles and learning methods increase the risk of burnout. Third, low self-efficacy, a lack of confidence in completing academic tasks, increases psychological burden.

Furthermore, external factors include: First, excessive academic workloads, numerous assignments, consecutive tests, and complex material can trigger learning fatigue. Second, family environment, high parental expectations, lack of support, or family conflict can trigger stress in children. Third, school climate, competitive pressure, authoritarian teacher behavior, and an unsupportive classroom environment contribute to burnout. Fourth, the influence of technology. Excessive use of devices increases distraction, reduces learning focus, and increases the risk of stress.

Meanwhile, according to Setiyowati et al.,¹⁹ the emergence of academic burnout is influenced by various interrelated factors, including academic demands, individual conditions, and the learning environment. Burnout occurs when a high academic load, such as numerous assignments, exam pressure, and the need to achieve academic excellence, is out of balance with a student's ability to manage it. This ongoing pressure leads to physical and emotional exhaustion.

In addition, internal psychological factors also play a role, such as low learning motivation, weak self-regulation, and negative perceptions of academic ability. When individuals feel unable to meet academic demands, feelings of helplessness and decreased academic efficacy emerge, accelerating the development of burnout. Setiyowati et al. also emphasize the role of the learning environment, including monotonous learning methods, a competitive academic climate, and a lack of social support from teachers, lecturers, and peers. This lack of support makes it difficult for individuals to cope with academic stress. Overall, academic burnout is seen as the result of an imbalance between high academic demands and limited personal and environmental resources, leaving individuals with insufficient energy and coping strategies to persist in the learning process.

METHOD

This study used a quantitative descriptive design to analyze the level of academic burnout among elementary school students in Lamongan Regency. The subjects consisted of 41 elementary school students spread across several schools, which served as the research sample.

The focus of this study was academic burnout, a state of learning fatigue experienced by students due to academic demands, reflected in aspects of emotional exhaustion, learning boredom, and decreased academic motivation. Data were collected using an academic burnout questionnaire in the form of a rating scale designed to quantitatively measure students' levels of academic burnout.

The research instrument underwent validity and reliability testing to ensure the accuracy and consistency of the measurement tool in measuring the construct of academic burnout. The data obtained were analyzed using descriptive statistics, including minimum, maximum, mean, and standard deviation

values. Next, a categorization analysis was conducted to categorize students' levels of academic burnout into low, medium, and high categories. Data analysis was performed using SPSS.

RESULT

To obtain a general overview of the academic burnout status of elementary school students in Lamongan Regency, researchers conducted a descriptive statistical analysis of the collected data. This analysis aimed to determine the characteristics of the student academic burnout data, including the number of respondents, minimum and maximum scores, average scores, and the level of data distribution. The results of the descriptive statistical analysis are presented in the following table.

Table 1. Descriptive Statistics of Academic Burnout Levels

N	Minimum	Maximum	Mean	Stf. Ediation
41	24	96	69.39	15.377

Based on the SPSS descriptive statistics output, the burnout variable was measured in 41 respondents (N = 41), with all valid data available for analysis (Valid N = 41). The burnout score had a minimum value of 24 and a maximum value of 96, indicating a fairly wide range of academic burnout scores.

The mean burnout score of 69.39 indicates that respondents generally had a relatively high level of academic burnout. Meanwhile, the standard deviation of 15.377 indicates a significant variation in burnout scores among respondents, resulting in uneven academic burnout levels.

Overall, these descriptive statistics indicate that respondents' levels of academic burnout varied, with a tendency toward the mid-to-high range. Therefore, further analysis is warranted, including categorization and testing of relationships with other research variables.

To obtain a more comprehensive picture of the academic burnout levels of elementary school students in Lamongan Regency, the burnout scores obtained were classified into three categories: low, medium, and high, based on predetermined score intervals. This classification aims to show the proportional trend in students' academic burnout levels. The results of this categorization are then presented in tables and distribution graphs to more clearly observe the distribution of students' academic burnout levels in each category.

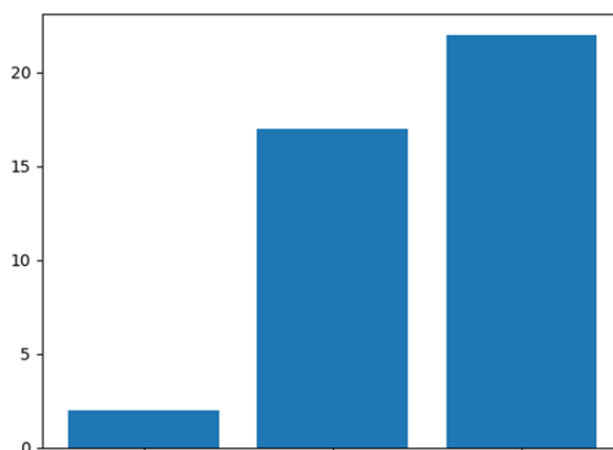


Figure 1. Frequency distribution of academic burnout levels

Table 2. Frequency distribution of academic burnout levels

Burnout category	Interval Score	Frequency	Percentage (%)
Low	24–47	2	4.88
Middle	48–71	17	41.46
High	72–96	22	53.66
Total	24–96	41	100

Based on the analysis of academic burnout data from 41 students, it appears that student burnout tends to be in the high category. This is demonstrated by the largest proportion of respondents, 22 students (53.66%), who fell into the high burnout category. This finding indicates that more than half of the students experience significant academic burnout, which has the potential to impact their motivation to learn, concentration, engagement in learning, and psychological well-being.

Furthermore, 17 students (41.46%) fell into the moderate burnout category. This group exhibits moderate burnout symptoms, such as fatigue during learning activities or decreased academic enthusiasm, but has not yet reached a severe level. Students in this category are at risk of increasing burnout if they do not receive appropriate support and learning strategies.

Meanwhile, only 2 students (4.88%) fell into the low burnout category. This very small proportion indicates that only a small number of students are able to optimally manage academic demands without experiencing significant burnout.

DISCUSSION

The results of the descriptive statistical analysis indicate that the burnout level among elementary school students in Lamongan Regency is at a level that requires serious attention. The average burnout score of 69.39 indicates that students generally fall into the moderate to high category. This finding aligns with the distribution of burnout categories, which indicates that the majority of students fall into the high burnout category, thus reinforcing the indication that learning fatigue has been experienced by the majority of respondents.

The relatively wide range of burnout scores, from 24 to 96, indicates variation in burnout experiences among students. The standard deviation of 15.377 indicates that student burnout levels are heterogeneous, with some students experiencing very high levels of burnout, while others experience lower levels. This variation indicates that burnout experiences among elementary school students are not uniform and are strongly influenced by both individual factors and the learning environment.

Within the theoretical framework of Maslach and Jackson,²⁰ burnout is a psychological syndrome consisting of emotional exhaustion, cynicism, and decreased self-achievement. In the context of elementary school students, this burnout condition can manifest as learning fatigue, decreased interest in participating in learning, indifference to schoolwork, and low academic self-confidence. The mean burnout score approaching the high category indicates that most students have likely experienced emotional exhaustion due to ongoing academic demands. The findings of this study can also be explained through the concept of school burnout proposed by Salmela-Aro et al.,²¹ who stated that burnout in students arises as a response to prolonged academic pressures, such as the burden of assignments, evaluation demands, and academic expectations from teachers and parents. The high average burnout score indicates that the learning demands received by elementary school students in Lamongan Regency have the potential to exceed their psychological capacity.

Furthermore, according to Demerouti et al.,²² burnout occurs when high learning demands are not balanced with adequate resources, such as teacher support, enjoyable learning methods, and a conducive learning environment. The high variation in burnout scores, as reflected in the standard deviation, indicates that students with better psychological and social resources tend to experience lower burnout, while students with limited support are more susceptible to experiencing high levels of burnout. Furthermore, this finding aligns with Walburg's²³ research, which states that burnout can emerge as early as elementary school and negatively impact students' learning motivation, academic engagement, and psychological well-being. If this burnout condition is not addressed early, there is a risk of developing negative attitudes towards school and the learning process at subsequent levels of education.

Overall, the results of this study confirm that burnout among elementary school students is a real and significant phenomenon. The average burnout score, which ranged from moderate to high, and with significant variation in scores, indicates the need for early and systematic intervention. Learning approaches oriented toward psychological well-being, strengthening emotional support from teachers and parents, and adjusting academic demands according to students' developmental stages are important steps to reduce burnout levels in elementary school students.

The results show that the distribution of elementary school students' academic burnout levels falls into three categories: low, moderate, and high. Of the 41 students who responded, the majority fell into the high burnout category. Two students (4.88%) fell into the low burnout category, with a score range of 24–47. This percentage indicates that only a small proportion of students experience low levels of academic burnout, meaning they are relatively able to manage learning demands without excessive stress. Meanwhile, 17 students (41.46%) fell into the moderate burnout category, with a score range of 48–71. These findings indicate that nearly half of the respondents experienced moderate symptoms of academic burnout, such as the onset of learning fatigue and decreased motivation, although not yet at the most severe level.

Meanwhile, the high burnout category, with a score range of 72–96, had the largest number of respondents, representing 22 students (53.66%). This indicates that more than half of the students experienced high levels of academic burnout, characterized by learning boredom, emotional exhaustion, and negative attitudes toward academic activities. Overall, the distribution of this data shows that the majority of students experienced moderate to high levels of burnout, thus concluding that academic burnout is a fairly dominant condition experienced by elementary school students.

The high percentage of burnout in the high category in this study indicates that respondents are likely experiencing intense emotional exhaustion, accompanied by decreased emotional engagement and negative perceptions of their roles. This finding aligns with Christina Maslach's²⁴ research, which states that burnout arises from an imbalance between environmental demands and individual resources. When work or activity demands increase without adequate social support, control, and rewards, individuals tend to experience ongoing emotional exhaustion and a decrease in the meaning of their work. The results of this study are also consistent with previous research that found that high levels of burnout are often experienced by individuals in high-pressure environments. Similarly, research by Schaufeli et al.²⁵ showed that individuals with high workloads and limited psychological resources are more likely to experience burnout. Similarly, research by Demerouti et al.²⁶ confirmed that burnout increases when job demands exceed available job resources.

The group of respondents with moderate burnout (40.48%) indicates that most respondents are in the transition phase of burnout. According to Leiter and Maslach,²⁷ this phase is crucial because individuals still have the opportunity to recover if they receive appropriate interventions, such as increasing social support, managing workload, and strengthening adaptive coping strategies. Without intervention, moderate burnout has the potential to develop into high burnout. The low percentage of respondents with low burnout (4.76%) indicates that only a small number of individuals are able to maintain a balance between demands and personal capacity. This reinforces the findings of Bakker and Demerouti,²⁸ who stated that the availability of psychological resources such as resilience, social support, and autonomy plays a crucial role in suppressing burnout levels.

Overall, the results of this study reinforce Maslach's burnout theory and previous empirical findings that burnout is a multidimensional phenomenon influenced by the interaction between individuals and their environment. The high levels of burnout among respondents demonstrate the need for serious attention from relevant parties to design preventive and curative interventions to reduce the risk of negative impacts of burnout on mental health, performance, and the quality of individual roles.

CONCLUSION

This study shows that academic burnout is a real and quite prominent condition among elementary school students in Lamongan Regency. The level of academic burnout experienced by students is not homogeneous, but is dominated by moderate to high levels. This finding indicates that the academic demands faced by elementary school students have the potential to exceed their adaptive capacity, resulting in the emergence of learning fatigue from an early age.

The implications of this study's results emphasize the importance of schools and educators paying serious attention to students' psychological well-being during the learning process. Efforts to prevent academic burnout can be implemented through more proportional management of the learning load, the implementation of student-centered learning strategies, and the creation of a learning environment that supports students' psychological well-being.

This study has several limitations, including the relatively limited sample size and the study area, which does not represent all elementary school students in Lamongan Regency. Furthermore, this study used only a descriptive approach, thus failing to uncover factors influencing student academic burnout. Based on these limitations, it is recommended that future research involve a larger and more diverse sample and employ correlational or experimental research designs to examine the causal factors and effective interventions in reducing levels of academic burnout in elementary school students.

The results of this study provide important implications for educational practices in elementary schools. The high rate of burnout among elementary school students demonstrates the need for a learning approach that focuses not only on academic achievement but also on students' psychological well-being. Teachers are expected to create a supportive, enjoyable learning environment that is appropriate to children's developmental characteristics. Furthermore, students with moderate and high burnout require special attention through psychological support, strengthening learning motivation, and reducing excessive academic pressure. This is crucial considering that early burnout can have long-term impacts on students' attitudes toward school and the learning process.

Based on research findings and the burnout theoretical framework, several policy recommendations that can be implemented in elementary schools, particularly in Lamongan Regency, include: First, adjusting the academic load for elementary school students, taking into account child-friendly and developmentally appropriate learning principles. Second, strengthening the role of teachers as emotional supporters, not just as transmitters of material, through training related to mental health and early detection of student burnout. Third, creating a fun learning environment through active, creative, and joyful learning methods. Fourth, increasing parental involvement, particularly in providing emotional support and reducing excessive pressure on children's academic performance. Fifth, integrating psychological well-being programs into schools, such as simple relaxation activities, developing social-emotional skills, and school counseling.

Implementing policies oriented toward student psychological well-being is expected to reduce burnout rates early on, allowing students to develop optimally both academically and emotionally.

REFERENCES

- ¹ Christina Maslach, 'Burnout: A Multidimensional Perspective', in *Professional Burnout: Recent Developments in Theory and Research*, 1993, pp. 19–32, doi:10.4324/9781315227979-3.
- ² Schaufeli, W. B., Martínez, I. M., Pinto, A. M., Salanova, M., & Bakker, A. B. (2002). Burnout and Engagement in University Students: A Cross-National Study: A Cross-National Study. *Journal of Cross-Cultural Psychology*, 33(5), 464-481. <https://doi.org/10.1177/0022022102033005003>
- ³ Asrowi, A., Susilo, A. T., & Hartanto, A. P. (2020). Academic burnout pada peserta didik terdampak pandemi COVID-19. *G-Couns: Jurnal Bimbingan dan Konseling*, 5(1), 123–130. <https://doi.org/10.31316/g.couns.v5i1.1195>
- ⁴ Moh. Vito Miftahul Munif, "The Educational Quality Development Model of Kaoru Ishikawa's Perspective," *Al-Fâhim: Jurnal Manajemen Pendidikan Islam* 6, no. 2 (2024): 463–476, <https://doi.org/10.54396/alfahim.v6i2.1298>
- ⁵ Salmela-Aro, K, Kiuru, N & Nurmi, J-E 2008, 'The role of educational track in adolescents' school burnout: A longitudinal study', *British Journal of Educational Psychology*, vol. 78, no. 4, pp. 663-689. <https://doi.org/10.1348/000709908X281628>
- ⁶ John W. Santrock, *Children*, 14th ed. (New York: McGraw-Hill Education, 2019).
- ⁷ Caterina Fiorilli, Simona De Stasio, Carlo Di Chiacchio, Alessandro Pepe, dan Katariina Salmela-Aro, "School Burnout, Depressive Symptoms and Engagement: Their Combined Effect on Student Achievement," *International Journal of Educational Research* 84 (2017): 1–12, <https://doi.org/10.1016/j.ijer.2017.04.001>
- ⁸ Xin Zhang, Yifan Zhang, dan Yanhui Yang, "Mindfulness and Academic Burnout Among Chinese Elementary School Students: The Mediating Role of Perceived Teacher Support," *Frontiers in Psychology* 14 (2023): Article 1133706, <https://doi.org/10.3389/fpsyg.2023.1133706>.

-
- ⁹ Christina Maslach, “Burnout: A Multidimensional Perspective,” dalam *Professional Burnout: Recent Developments in Theory and Research*, ed. Wilmar B. Schaufeli, Christina Maslach, dan Tadeusz Marek (Washington, DC: Taylor & Francis, 1993), 19–32.
- ¹⁰ Christina Maslach, Wilmar B. Schaufeli, dan Michael P. Leiter, “Job Burnout,” *Annual Review of Psychology* 52 (2001): 397–422, <https://doi.org/10.1146/annurev.psych.52.1.397>.
- ¹¹ Wilmar B. Schaufeli, Isabel M. Martínez, Alexandra M. Pinto, Marisa Salanova, dan Arnold B. Bakker, “Burnout and Engagement in University Students: A Cross-National Study,” *Journal of Cross-Cultural Psychology* 33, no. 5 (2002): 464–481, <https://doi.org/10.1177/0022022102033005003>
- ¹² Riska D. Febriani, Rizki Hariko, Vivaldo Yuca, dan Evita Magistarina, “Factors Affecting Student’s Burnout in Online Learning,” *Jurnal Neo Konseling* 3, no. 3 (2021): 32–38, <https://doi.org/10.24036/00567kons2021>.
- ¹³ Edi Suharto, *Pekerjaan Sosial di Dunia Industri: Memperkuat CSR (Corporate Social Responsibility)* (Bandung: Alfabeta, 2009).
- ¹⁴ John W. Santrock, *Children*, 14th ed. (New York: McGraw-Hill Education, 2019).
- ¹⁵ Xin Zhang, Yifan Zhang, dan Yanhui Yang, “Mindfulness and Academic Burnout among Chinese Elementary School Students: The Mediating Role of Perceived Teacher Support,” *Frontiers in Psychology* 14 (2023): Article 1133706, <https://doi.org/10.3389/fpsyg.2023.1133706>.
- ¹⁶ Melanie J. Zimmer-Gembeck, “Stress and Coping in Children and Adolescents,” dalam *Developmental Psychopathology*, ed. Dante Cicchetti, 3rd ed. (Hoboken, NJ: Wiley, 2016), 1–30.
- ¹⁷ María Carmen Martínez-Monteagudo and others, ‘Trait Emotional Intelligence Profiles, Burnout, Anxiety, Depression, and Stress in Secondary Education Teachers’, *Personality and Individual Differences*, 142 (2019), pp. 53–61, <https://doi.org/10.1016/j.paid.2019.01.036>
- ¹⁸ Wilmar B. Schaufeli, Isabel M. Martínez, Alexandra M. Pinto, Marisa Salanova, dan Arnold B. Bakker, “Burnout and Engagement in University Students: A Cross-National Study,” *Journal of Cross-Cultural Psychology* 33, no. 5 (2002): 464–481, <https://doi.org/10.1177/0022022102033005003>
- ¹⁹ Arbin Janu Setiyowati, Indriyana Rachmawati, Bambang Budi Wiyono, Henny Indreswari, dan Eko Pramudya Laksana, “Analysis of the Structural Relationship Emotional Regulation, Academic Procrastination, and Academic Burnout,” *International Journal of Evaluation and Research in Education (IJERE)* 13, no. 3 (2024): 1703–1711, <https://doi.org/10.11591/ijere.v13i3.26778>
- ²⁰ Christina Maslach dan Susan E. Jackson, “The Measurement of Experienced Burnout,” *Journal of Organizational Behavior* 2, no. 2 (1981): 99–113, <https://doi.org/10.1002/job.4030020205>
- ²¹ Katariina Salmela-Aro, Noona Kiuru, Esko Leskinen, dan Jari-Erik Nurmi, “School Burnout Inventory: Reliability and Validity,” *European Journal of Psychological Assessment* 25, no. 1 (2009): 48–57, <https://doi.org/10.1027/1015-5759.25.1.48>
- ²² Evangelia Demerouti, Arnold B. Bakker, Friedhelm Nachreiner, dan Wilmar B. Schaufeli, “The Job Demands–Resources Model of Burnout,” *Journal of Applied Psychology* 86, no. 3 (2001): 499–512, <https://doi.org/10.1037/0021-9010.86.3.499>
- ²³ Vera Walburg, “Burnout among High School Students: A Literature Review,” *Children and Youth Services Review* 42 (2014): 28–33, <https://doi.org/10.1016/j.childyouth.2014.03.020>
- ²⁴ Christina Maslach, Wilmar B. Schaufeli, dan Michael P. Leiter, “Job Burnout,” *Annual Review of Psychology* 52 (2001): 397–422, <https://doi.org/10.1146/annurev.psych.52.1.397>
- ²⁵ Wilmar B. Schaufeli, Isabel M. Martínez, Alexandra M. Pinto, Marisa Salanova, dan Arnold B. Bakker, “Burnout and Engagement in University Students: A Cross-National Study,” *Journal of Cross-Cultural Psychology* 33, no. 5 (2002): 464–481, <https://doi.org/10.1177/0022022102033005003>
- ²⁶ Evangelia Demerouti, Arnold B. Bakker, Friedhelm Nachreiner, dan Wilmar B. Schaufeli, “The Job Demands–Resources Model of Burnout,” *Journal of Applied Psychology* 86, no. 3 (2001): 499–512, <https://doi.org/10.1037/0021-9010.86.3.499>
- ²⁷ P. L. Perrewe & D. C. Ganster (Eds.), *Research in Occupational Stress and Well-Being* (Vol. 3, hlm. 91–134). Oxford: Elsevier. [https://doi.org/10.1016/S1479-3555\(03\)03003-8](https://doi.org/10.1016/S1479-3555(03)03003-8)
-

- ²⁸ Arnold B. Bakker dan Evangelia Demerouti, “The Job Demands–Resources Model: State of the Art,” *Journal of Managerial Psychology* 22, no. 3 (2007): 309–328, <https://doi.org/10.1108/02683940710733115>
-