

THE EFFECT OF JOB BURNOUT ON ACADEMIC PROCRASTINATION ON WORKING STUDENT

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ABSTRACT

This study aims to test the effect of job burnout and academic procrastination on working students. This study uses a sample with a probability sampling technique, which uses students who undergo lectures while working. The number of student populations who took the known night class lecture was 127 students who were then counted using the Slovin formula to get the number of samples of 96 subjects. Data collection techniques in this study use a scale which is then analyzed using simple linear regression analysis. Hypothesis testing in this study shows the result that there is an influence between burnout jobs on academic procrastination in working students. The results of the study show that there is an influence between job burnout and academic procrastination in working students. The higher the burnout job in students, the higher the academic procrastination, and vice versa.

Keywords: academic; job burnout; procrastination; student; working

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INTRODUCTION

Students are people who have been officially registered at a university and should study until they complete assignments given by lecturers (Iswanto, 2016). Student activities do not only go through lectures but can while working and running an independent business (Orpina & Prahara, 2019). This explains that college and work are two things that have obvious differences and not only in terms of the roles being carried out but also in terms of the activities carried out and the differences in responsibilities possessed by individuals. Students who choose to work have several reasons such as meeting economic needs, doing their hobbies as workers, building wider relationships, and so on.

This makes students have to find ways to meet their educational and financial needs which, according to Mardelina & Muhson (2017) students can find a way out to meet their needs by working. Students who carry out the dual role of studying and working will likely experience fatigue which can have an impact on student academics such as delays that occur in their academic field so there is a negative impact from work on their studies. This is to the explanation of

Mardelina & Muhson (2013) who said that working students know that their choice can be both a benefit and a risk for their academics so there are sides that harm the students themselves.

Delaying academic assignments or what is known as academic procrastination is one of a person's failure to carry out an academic activity because individuals consciously delay their academic assignments (Iven & Tjundjing, 2008). Fauziah (2016) explained that delays in carrying out academic assignments or academic procrastination can occur in individuals due to internal factors such as physical fatigue after carrying out other activities that are more dominant. The dominant activity carried out by working students is carrying out their duties and responsibilities at work so physical fatigue that has an impact on academics can occur because students feel tired and stressed with their work so they choose to postpone or feel lazy to do their academic assignments. Busyness and student activities outside of lectures such as work can cause students to be late for class and even delay work on assignments or what is commonly called academic procrastination (Fauziah, 2016). Based on this explanation, it can be illustrated that working students can carry out academic procrastination because they feel lazy and other things are considered more important to do first such as work. Based on the results of observations made by researchers to students at Muhammadiyah University, East Kalimantan, who worked seemed to be doing academic assignments during work hours, and when conducting simple interviews, students said they were used to doing assignments when the submission deadline was approaching, doing makeshift assignments, and prioritizing work matters. rather than academic work.

This can happen because students prioritize their work and focus on completing work demands first. If this condition is carried out continuously, of course, it can disrupt student learning activities and will affect student learning outcomes. The same and continuous activities carried out by someone as well as the various demands and pressures from the work carried out by individuals can trigger work fatigue or job burnout. This opinion is based on Lubbadah (2020) which explains that job burnout is a state of exhaustion experienced by a person due to long-term interactions with stressors and will be related to work results, physical health problems, and mental health problems so that fatigue Work can be described as a fundamental constraint caused by an increase in workload and harms employees and the organization.

Another opinion was conveyed by Harnida (2015) which explains that burnout is a type of tension related to stress or the presence of psychological pressure experienced by a person every day and is marked by physical, mental, and emotional fatigue so that burnout can be said to be a

situation where a person feels full by the pressure that has reached a certain point within. Research on burnout and academic procrastination by Iswanto (2016) explains that there is a significant relationship between Burnout academic and academic procrastination in students and the results of this study also explain that the very little influence of Burnout academic on the increase Academic procrastination is seen from 110 students classified as low Burnout academic, as many as 57 people and as many as 76 students experienced low academic procrastination. Research conducted by Mardelina & Muhson (2013) explained that working part-time has a significant influence on learning activities and academic achievements so the academic achievement of students who work tends to be lower than students who do not work.

Anggia & Budiani (2012) explained that there was a 43% influence of emotional fatigue on the learning behavior of students who work. Linggasari & Kurniawan (2020) researched students who work where the results showed a significant relationship between work part-time and student academic achievement and also explained that there was a fairly high relationship between the two variables. Students who work part-time tend to have less time for learning activities compared to students who do not work. The conclusion of this study also explains that working part-time students harms academic achievement.

Although undergoing lectures while working is not easy to do, there are positive impacts that can be felt by students such as the development of relationships with many people, can have their income, and can help themselves develop to be more confident (Mardelina & Muhson, 2017). Students who choose to study while working also certainly understand the consequences that will be faced such as sacrificing time for socialization with friends until their rest time (Iswanto, 2016). The research illustrates that emotional fatigue and work have a relationship and can affect learning behavior and academic achievement in students.

Unlike the research that has been done previously, in this study the variables that are influenced are academic procrastination and the variables that influence burnout jobs and the subjective chosen are students who undergo lectures while working. Academic procrastination behavior among students can occur due to various factors that cause the appearance of delaying behavior to complete or even start working on academic assignments. This habit often occurs coupled with other activities that cause students to be less able to adjust lecture time such as making time to do academic assignments. Someone who chooses to work while studying at university will take risks such as experiencing burnout because they do multiple activities almost every day. The impact of

burnout that can occur in the scope of lectures is the delay in completing student academic assignments. This happens because students feel tired of work and become lazy to do academic assignments so they choose to postpone the process.

This study aims to determine the effect of job burnout on the academic procrastination of working students. This influence is revealed through the aspect of job burnout, namely emotional exhaustion associated with the occurrence of aspects of academic procrastination, namely the existence of delays and delays in doing academic assignments that it affects learning behavior and student learning outcomes.

METHOD

This study uses a non-experimental quantitative approach with linear regression analysis to see the effect of the independent variables on the dependent variable. This study also uses cross-sectional research, namely research that uses the time of measurement of dependent and independent variable data only once at the same time.

The sampling technique used is non-probability sampling with purposive sampling. The purposive sampling technique or judgment sampling is a method used to determine a sample from a population that is adjusted to the criteria of the researcher, namely students have jobs and enrolled students are actively studying.

The analysis technique in this study used descriptive analysis to explain information from demographic data such as age, gender, education, length of work, and how many hours worked per day. Next, to see the effect of the independent variables on dependent, researchers used a simple linear regression analysis to see the effect of the independent variable on the dependent variable.

Data Collection

Researchers compile academic procrastination behavior instruments developed by Ferrari et al. (1995) including delaying behavior when completing academic tasks, slowness in completing academic tasks, and gaps considered more fun and can benefit students.

This scale test also uses the assistance of expert judgment to be able to improve each variable item. The scale reliability test uses Alpha Cronbach provided that if the Alpha value is greater than the R table, then the item used is declared reliable or consistent and if the alpha is smaller than the

value of the r table, then the item is not consistent. Reliability is said to be the coefficient of reliability whose numbers are within the range of 0 to 1.00. Alpha value > 0.7 is considered an item as a whole has been reliable (Muaja et al, 2013). The higher the reliability close to the figure of 1.00, the higher the reliability. Testing validity and reliability using SPSS 26 for Windows. The academic procrastination scale in this study has a reliability value with an Alpha Cronbach of 0.890 and a burnout job of 0.896.

RESULT

Data analysis in this study uses simple linear regression analysis to be able to see the effects that occur between burnout jobs on academic procrastination.

Table 1. Descriptive Statistical Test Results

Job Burnout		
N	Valid	96
	Missing	0
Mean		93
Standar Deviasi		20,6
Minimum		31
Maximum		155

Table 2. Descriptive Statistical Test Results

Job Burnout		
N	Valid	96
	Missing	0
Mean		75
Standar Deviasi		16,6
Minimum		25
Maximum		125

Based on the results of data collection that has been carried out, it is found that the academic procrastination scale of the subject is distributed into 4 groups of academic procrastination categories. It appears that 5.2% of the subjects are in the high category, 61.5% are in the medium category, 31.3% in the low category and 2.1% are in the very low category. Based on an average of 85.03 it can be said that the average student who experiences a burnout job has academic procrastination in the medium category.

On the burnout job scale, the results were obtained that 1.0% or 1 subject was in the high category, 37.5% or 36 subjects in the medium category, 53.1% or 51 subjects were in a low category and 8.3% or 8 subjects are in a very low category. Based on an average of 62.41 it can be said that the average student who experiences a burnout job is in a low category.

Kolmogrov-Smirnov's normality test results in the variable show a significance of 0.074 for the Burnout job variable and 0.093 for the academic procrastination variable which means that data is normally distributed because ($p > 0.05$). Furthermore, the results of the linearity test showed a significant result of 0,000 ($p < 0.05$) so it can be said that there is a linear relationship between the burnout job variable and academic procrastination.

Table 3. Simple Regression Test Summary Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.341 ^a	.117	.107	13.839

a. Predictors: (Constant), *Job_Burnout*

Based on the correlation or relationship (R) value of 0.341 and the coefficient of determination (R Square) value of 0.117, it means that the effect of the independent variable, namely job burnout, on the dependent variable, namely academic procrastination, is 11.7%.

Table 4. Anova Test

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2375.055		12375.055	12.400	.001
	Total					
	Error					

Based on the results in table 4, it can be seen that the calculated $F_{value} = 12.400$ with a significance level of $0.001 < 0.05$, so the regression model can be used to predict academic procrastination variables or can be interpreted in other words, namely that there is an effect of job burnout (X) on variables academic procrastination (Y).

DISCUSSION

The majority of respondents in this study were male, with as many as 52 respondents with a percentage of 54.2% while women were 44 respondents with a percentage of 45.8%. Based on age, the majority of the final teenagers are 71 to 25 years old as many as 91 respondents with a percentage of 94.8 %. Seeing from the results of respondents based on the highest level of

education found at the high school level are equivalent namely 90 respondents with a percentage of 93.8%. Then seen from the length of time of work of 1 to 4 years as many as 44 people with a percentage of 45.8%. Seeing the results of the duration of working hours in this study, the most results were obtained by working hours for 5 to 8 hours, namely 68 respondents with a percentage of 70.8%.

Hypothesis testing in this study shows the result that there is an influence between the burnout job on academic procrastination in students who work. This is indicated by the correlation coefficient number between burnout jobs and academic procrastination is $R_{xy} = 0.341$ with a significance value of 0.001 ($\text{sig} < 0.05$) which means there is an influence between burnout jobs on academic procrastination in working students. Based on these results, the hypothesis that states that there is an influence between the burnout job on academic procrastination in students who work can be accepted. This is in line with research by Mardelina & Muhson (2013) which explains that there is a significant impact between students who work on student learning activities and achievements which means student learning activities that do not work higher than the learning activities of students who work. Linggasari & Kurniawan (2020) also said that there was a significant and strong relationship between part-time work and student academic achievements seen from the learning achievement of part-time students including in the category of very satisfying.

So working and undergoing lectures can be said to have a significant relationship. The coefficient of determination (R Square) is 0.117 meaning that the effect of the independent variable namely the burnout job on the dependent variable, academic procrastination is 11.7%. While the remaining (100% - 11.7%) 88.3% is influenced by other factors. The regression coefficient value of the independent variable is 0.385 in the simple linear regression test table so it can be said that with each addition of 1% burnout job value, the academic procrastination value increases by 0.385. The regression coefficient is positive so it is explained that the direction of the influence of the Burnout job variable on academic procrastination is positive. This means that the higher the burnout job, the higher the academic procrastination in students who work. This is in line with previous research Swasri et al. (2017) which explains that workers with a working period of more than 5 years tend to experience work fatigue. Another study states that the work period of 1-10 years is a percentage of the tendency of job burnout as much as 50%. This can explain that the

longer a person's work period will have the more experience and ability to work so can avoid the occurrence of burnout jobs (Afrilia & Utami, 2018).

Then the results of the job burnout categorization show that 34.4% of the sample is in a low category and 65.6 of the samples are in the medium category. Overall it can be said that the majority of UMKT students are in the medium category for academic procrastination and job burnout. The researcher also carried out an additional analysis, namely conducting a statistical descriptive analysis to see the level of student job burnout based on length of service. These results explain that the subjects in the low and medium job burnout categories in this study were in the working period of approximately 1 to 4 years and the category there was 1 subject who had worked for more than 20 years in the low category. The longer a person's work experience, the more experience related to how to deal with problems in the work environment (Afrilia & Utami, 2018).

That is, the longer the working period, the lower the job burnout, and the shorter the working period, it is enough to influence the occurrence of job burnout in employees. Based on these results it appears that respondents with a length of service of more than 10 years have 3 subjects who are in the low job burnout category and for respondents with more than 20 years of service there is 1 subject who is in the low burnout category. That is, from the long service characteristics of more than 10 years, it is classified as job burnout which is lower than the other long service groups. This is supported by research Afrilia & Utami (2018) which argues that the length of service for employees of more than 10 years has a high proportion because the long tenure can provide experience and knowledge for employees to be able to deal with problems that occur in the work environment to avoid employees from burnout behavior.

Statistical descriptive analysis was also carried out by researchers to see the level of academic procrastination in students based on the length of service. The results in table 4.32 explain that subjects who are in the category of low and moderate academic procrastination in this study are in a working period of approximately 1 to 4 years and there is 1 subject whose working period is more than 20 years which is in the medium category. This explains that tenure also has quite an effect on the academic procrastination behavior of students who work even though the categories are classified as low and moderate.

CONCLUSION

The results of the study show that there is an influence between job burnout and academic procrastination in working students. The higher the job burnout felt by students, the higher their tendency to academic procrastination. Vice versa, the lower the job burnout, the lower the academic procrastination of working students. The results of the analysis of job burnout variables are mostly in the low category and the academic procrastination variable is in the medium category. Some of the factors that influence this are the length of time worked, the workload that is owned both on campus and at work, and gender.

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