

LEVEL ACADEMIC BURNOUT IN FINAL LEVEL STUDENTS OF THE FACULTY OF MEDICINE MUSLIM UNIVERSITY OF INDONESIA

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ABSTRAK

Pendidikan merupakan kebutuhan utama bagi sebuah bangsa. Sebagai mahasiswa, individu diharapkan kreatif dan mandiri. Banyak mahasiswa mengalami tekanan akibat tuntutan akademik. Hal ini dapat menyebabkan sindrom kelelahan atau burnout, yaitu suatu kondisi di mana seseorang mengalami kelelahan emosional, kecenderungan depersonalisasi, dan perasaan tidak berdaya. Fenomena ini dikenal sebagai burnout akademik. Ketika mahasiswa berada di bawah tekanan terus-menerus, hal ini dapat menyebabkan burnout yang ditandai dengan kelelahan, frustrasi, sinisme terhadap orang lain, dan rasa tidak berguna. Penelitian ini bertujuan untuk mengetahui tingkat burnout akademik pada mahasiswa tingkat akhir Fakultas Kedokteran Universitas Muslim Indonesia. Desain penelitian ini adalah deskriptif observasional, di mana pengumpulan data dilakukan dalam jangka waktu tertentu selama penelitian. Data penelitian diperoleh dari data primer menggunakan kuesioner School Burnout Inventory (SBI) dimana total sampel dari penelitian ini adalah 225 responden. Hasil penelitian menunjukkan bahwa 162 (72%) responden mengalami burnout akademik tingkat rendah, 35 (16%) mengalami burnout akademik tingkat sedang, 27 (11%) tidak mengalami burnout akademik, dan 1 (1%) responden mengalami burnout akademik tingkat tinggi. Berdasarkan hasil penelitian, dimensi personal inadequacy memiliki tingkat rata-rata yang paling tinggi dibandingkan dimensi lain

ABSTRACT

Level Academic Burnout In Final Level Students Of The Faculty Of Medicine Muslim University of Indonesia. Education is a primary need for a nation. As students, individuals are expected to be creative and independent. Many students experience pressure due to academic demands. This can cause fatigue or burnout syndrome, which is a condition where a person experiences emotional exhaustion, a tendency to depersonalize, and feelings of helplessness. This phenomenon is known as academic burnout. When students are under constant pressure, this can lead to burnout which is characterized by exhaustion, frustration, cynicism towards others, and a sense of uselessness. This study aims to determine the level of academic burnout in final year students at the Faculty of Medicine, Indonesian Muslim University. The design of this research is descriptive observational, where data collection is carried out over a certain period of time during the research. Research data was obtained from primary data using the School Burnout Inventory (SBI) questionnaire where the total sample for this study was 225 respondents. The results showed that 162 (72%) respondents experienced low levels of academic burnout, 35 (16%) experienced moderate levels of academic burnout, 27 (11%) did not experience academic burnout, and 1 (1%) respondent experienced high levels of academic burnout. Based on the research results, the personal inadequacy dimension has the highest average level compared to other dimensions.

INTRODUCTION

Education is a primary need of a nation. The better the quality of education in a country, the better the quality of the country it produces. Several aspects can develop in humans, namely cognitive, psychomotor, and emotional aspects. Humans as social creatures cannot be separated from using speaking skills to communicate with each other in social life, problem-solving, discussion/communication expressing ideas, and oral activities such as feelings as part of language skills that are important in teaching and everyday life. Everyone has different levels in various aspects. Innovative, creative, interesting educational interactions between educators and students are needed to develop superior students. This cannot be separated from the role of the lecturer. There are no sophisticated technological tools that can replace the role of lecturers. Students have various potentials that cannot be honed and developed through technology.^{1,2}

As a student, each individual is required to be a creative and independent person. However, becoming a strong, dignified, independent, and creative individual requires various processes that must be gone through. While studying at a university, students will not be separated from their obligation to complete study assignments and other academic and non-academic activities. Students are expected to be able to face various demands that can help their ability to adapt to a real work environment. During the study process, students are expected to be able to adapt to the education system, learning methods, and social skills that are at the next level compared to previous education.³

Many students are under pressure due to academic demands and experience extreme stress. This can lead to burnout syndrome, in which a person experiences emotional exhaustion, depersonalization tendencies, and a lower sense of accomplishment. This can be called academic burnout. The various learning methods undertaken by medical students during their undergraduate medical program include expert lectures, tutorials, Clinical Skill Learning (CSL), laboratory practicums, plenary sessions, and independent study. The existence of competing grades, frequent experiences of frustration, tension in the university environment, and lack of rest time are the factors responsible for the incidence of burnout in medical students. The incidence of burnout among medical students increases along with the increasing levels of education in medical faculties. The incidence of burnout is higher in final-year students compared to other-year medical students. This shows that students start to feel tired and lose interest in learning as their education level increases.^{4,5}

The research found that around 88.9% of third-year medical students experienced burnout. About 80% of this pressure arises from stress caused by how students respond to the learning methods applied in medical school. When students are under constant pressure, this will give rise to burnout, characterized by tiredness, frustration, cynicism towards other people, and uselessness.^{6,7}

Based on the background description provided and the results of the data obtained, especially in South Sulawesi, research on academic burnout among Medical Faculty students is rarely done. The Indonesian Muslim University is located in South Sulawesi, and the Faculty of Medicine has a reasonably heavy curriculum. Various academic activities such as Progress Tests, Student Oral Case Analysis, and Objective Structured Clinical Examinations, as well as researchers' curiosity regarding conditions occurring in their environment, mean that researchers are interested in researching the level of academic burnout in final year students at the Faculty of Medicine, Indonesian Muslim University.

METHOD

This research was carried out by collecting data through the School Burnout Inventory questionnaire to see the level of academic burnout in final year students at the Faculty of Medicine, Indonesian Muslim University. The variable in this research is academic burnout. This research was carried out at the Medical Faculty of the Indonesian Muslim University in October 2024. The School Burnout Inventory questionnaire is a measuring tool used to measure students' Academic Burnout level, which consists of nine question items covering the three dimensions of burnout, namely Emotional Exhaust, Cynism and Depersonalization, and Personal Inadequacy.

The instrument used in this research is the School Burnout Inventory questionnaire, which has been tested for validity. The data collection technique uses total sampling. There were 225 respondents, consisting of 65 men and 160 women. The data that has been collected is then processed using the Microsoft Excel 2016 applications.

RESULTS

The number of respondents involved in this research was 225 samples. The frequency of men is 65, with a percentage of 28.9%. Meanwhile, the frequency of women was 160, with a percentage of 71.1%.

Characteristics of Respondents Based on Place of Residence

Table 1. Characteristics of Respondents Based on Place of Residence

Gender	Living With Parents		Total
	No	Yes	
Man	46	19	65
Woman	115	45	160
Total	161	64	225

Based on Table 1, it is known that the number of respondents who do not live with their parents is 161. 46 of them are men, and 115 of them are women. Meanwhile, 64 respondents lived with their parents. 19 of them were men, and 45 of them were women.

Respondent Characteristics Based on Organizational History

Table 2. Characteristics of Respondents Based on Organizational History

Gender	Joining an Organization		Total
	No	Yes	
Man	11	54	65
Woman	43	117	160
Total	54	171	225

Based on Table 2, it is known that the number of respondents who did not join the organization was 54 respondents. A total of 11 of them were men, and 43 were women. Meanwhile, the number of respondents who joined the organization was 171 respondents. A total of 54 of them were men, and 117 of them were women.

Indicator Assessment Results School Burnout Inventory

Table 3. Indicator Assessment School Burnout Inventory

Indicator	Statement	Mean
Emotional Exhaust	Overwhelmed by coursework	2,32
	Not sleeping well because of college assignments	2,42
	In my free time, I think a lot about things related to my college assignments	2,27
	The impact of tasks on personal relationships	1,87
	Lack of motivation to do college assignments	2,05
Rate-rate		2,18
Cynism and Depersonalization	Loss of interest in completing coursework	2,16
	Constantly wondering if coursework means anything	2,07
Rate-rate		2,11
Personal Inadequacy	Feeling unable to do college assignments	2,88
	High expectations for coursework	2,14
Rate-rate		2,51

Based on Table 3, the average value for the number of statements about being overwhelmed by coursework is 2.32. The average value of the number of statements that did not sleep well due to coursework was 2.42. The average value of the statement that in my free time, I think a lot about things related to college assignments is 2.27. The statement's average value regarding tasks' impact on personal relationships is 1.87. The average value of the statement of lack of motivation to do coursework is 2.05. These five statements act as indicators of emotional exhaustion. The average value of the emotional exhaustion indicator is 2.18.

The average value of the statement of loss of interest in completing coursework is 2.16. The average value of the statement that keeps wondering whether coursework is meaningful is 2.07. These two statements indicate cynicism towards coursework, with an average score of 2.11.

The average value of the statement of feeling unable to do college assignments was 2.88. The average value of statements of high expectations for coursework is 2.14. These two statements indicate feelings of inadequacy in college, with an average score of 2.51.

Category Mean Respondent's Answer**Table 4. Mean Category of Respondents' Answers**

Level Academic Burnout	Interval
No burnout	1,87 - 2,07
Low	2,17 - 2,37
Currently	2,47 - 2,67
High	2,77 - 2,97

The results of assessing respondents' answers to each indicator are processed through the mean value of the question items. The mean scale functions to assess respondents' answers to the questionnaire. In the value range 1.87 – 2.07, it is categorized as no burnout. In the value range 2.17 – 2.47, it is categorized as mild. In the value range 2.47 – 2.67, it is categorized as moderate. In the value range 2.77 – 2.97, it is categorized as severe.

Frequency Distribution Academic Burnout**Table 5. Frequency Academic Burnout**

Academic Burnout	Frequency		Total(%)
	Of (%)	No (%)	
Man	54 (24%)	11 (6%)	65 (29%)
Woman	144 (64%)	16 (16%)	160 (71%)
Total	198 (88%)	27 (22%)	225 (100%)

Based on Table 5, it was found that 198 respondents (88%) experienced this academic burnout; 54 (24%) of them were men, and 144 (64%) of them were women. Meanwhile, 27 respondents (12%) did not experience this academic burnout; 11 (5%) of them were men, and 27 (12%) of them were women.

Table 6. Frequency Distribution Academic Burnout

Interval	Category	Frequency (%)
9 – 15	No burnout	27 (11%)
16 – 22	Low	162 (72%)
23 – 29	Medium	35 (16%)
30 – 36	High	1 (1%)

Based on Table 6, it was found that 27 respondents (12%) did not experience this burnout. 162 respondents (72%) experienced this burnout at a low level. A total of 35 respondents (16%)

experienced this burnout medium level. One respondent (0%) experienced this high level of burnout.

Table 7. Frequency Distribution Academic Burnout In Male Students

Interval	Category	Frequency (%)
9 – 15	No burnout	11 (16%)
16 – 22	Low	43 (67%)
23 – 29	Medium	10 (16%)
30 – 36	High	1 (1%)

Based on Table 7, it was found that 11 respondents (17%) did not experience this burnout. A total of 43 respondents (67%) experienced this burnout low level. A total of 10 respondents (16%) have experienced this burnout. One respondent (2%) experienced this burnout at a high level.

Table 8. Frequency Distribution Academic Burnout In Female Students

Interval	Category	Frequency (%)
9 – 15	No burnout	16 (10%)
16 – 22	Low	119 (75%)
23 – 29	Medium	25 (15%)
30 – 36	High	0 (0%)

Based on Table 8, it was found that 16 respondents (10%) did not experience this burnout. A total of 119 respondents (75%) experienced this burnout light level. A total of 25 respondents (15%) experienced this burnout medium level.

Table 9. Frequency Distribution Academic Burnout For students who do not live with their parents

Interval	Category	Frequency (%)
9 – 15	No burnout	22 (14%)
16 – 22	Light	114 (71%)
23 – 29	Currently	24 (15%)
30 – 36	Light	1 (1%)

Based on Table 9, it was found that 22 respondents (10%) did not experience this burnout. A total of 114 respondents (51%) experienced this burnout low level. A total of 24 respondents (11%) experienced this burnout medium level. As many as one respondent experienced burnout high level.

Table 10. Frequency Distribution Academic Burnout For students who live with their parents

Interval	Category	Frequency (%)
9 – 15	No burnout	5 (8%)
16 – 22	Low	48 (75%)
23 – 29	Medium	11 (17%)
30 – 36	High	0 (0%)

Table 10 shows 5 respondents (8%) did not experience this burnout. A total of 48 respondents (75%) experienced this burnout low level. A total of 11 respondents (17%) experienced this burnout medium level.

Table 11. Frequency Distribution Academic Burnout For students who do not join the organization

Interval	Category	Frequency (%)
9 – 15	No burnout	6 (11%)
16 – 22	Low	40 (74%)
23 – 29	Medium	8 (15%)
30 – 36	High	0 (0%)

Table 11 shows 6 respondents (11%) did not experience this burnout. A total of 40 respondents (74%) experienced this burnout low level. A total of 8 respondents (15%) experienced this burnout medium level.

Table 12. Frequency Distribution Academic Burnout For students who join organizations

Interval	Category	Frequency (%)
9 – 15	No burnout	21 (12%)
16 – 22	Low	122 (71%)
23 – 29	Medium	27 (16%)
30 – 36	High	1 (1%)

Based on Table 12, 21 respondents (12%) did not experience this burnout. A total of 122 respondents (71%) experienced this burnout low level. 27 respondents (16%) experienced this medium level burnout. As many as one respondent experienced a high level.

DISCUSSION

The results of this study show that out of 225 respondents, 162 (72%) final-year students at the Faculty of Medicine, Indonesian Muslim University experienced academic burnout at a low level. Of the 65 male respondents, 43 (66%) experienced this burnout low level. Meanwhile, of the 160 female respondents, 119 (74%) experienced this burnout low level. According to Edu-Valsaneia et al., burnout levels have mild and non-specific physical symptoms such as headaches, back pain, fatigue, and lack of cooperation. At the moderate level, concentration deficits, irritability, cynicism, progressive loss of motivation, frustration, inadequacy, feelings of guilt, and low self-confidence appear. At high levels, there is an increase in absenteeism, reluctance to complete tasks, depersonalization, even suicidal thoughts, and drug abuse.²⁸

From all three dimensions of academic burnout, dimensions likely to influence academic burnout in this research are aspects of personal inadequacy. This dimension has a higher average value than the other two aspects. Personal inadequacy is when an individual feels that his abilities are insufficient and feels like he has failed. This aspect tends to cause individuals to evaluate themselves and be negatively pessimistic about their abilities, so responding to every job is an excessive burden. When this happens, a person takes a long time to improve self-efficacy. Self-efficacy is the most important factor in human behavior. With self-efficacy, a reasonable person will carry out suitable activities because they have clear motivation for their goals, strong motivation, stable emotions, and the ability to succeed in doing something. Level self-efficacy High levels will direct a person to develop their personality, reduce stress, and be strong in facing every threatening situation.^{29,30}

Besides personal inadequacy, the second highest dimension is emotional exhaustion. Emotional exhaustion is a condition of weakening of an individual's personal feelings so that his emotional resources become depleted. Moods can turn into emotions when an individual loses focus on an object, which can influence personal decisions. Emotional exhaustion can be seen in a person's condition, such as fatigue or tiredness, and someone who experiences this feeling shows difficulty in adapting to the environment.^{28,31}

The final dimension that influences events of academic burnout is cynicism. Cynicism refers to negative attitudes, feelings, and views of individuals. This is an imbalance between job demands and the individual's abilities. Meanwhile, cynicism is the interpersonal component of burnout, which is defined by an attitude of detachment, neglect, and indifference toward the work performed and/or the people who receive it. Individuals who experience this will show negative attitudes and behavior, become irritable, lose idealism, and avoid people in their environment.^{22,28}

The results of this research align with research in the class of 2021 students at the Faculty of Medicine, Airlangga University, with a total of 93 student respondents. A total of 30 students (32.3%) experienced this burnout low level, 28 students (30.1%) medium level, 22 students (23.7%) high level, 8 students (8.6%) very low level, and 5 students (5.4%) very high level.³²

As for the research conducted on UNISMA Medical Faculty, pre-clinical students had more or less the same results namely 197 respondents experienced burnout low/middle level, where 125

respondents (63%) were female students and 72 respondents (37%) were male students. A total of 74 respondents experienced this high burnout level, where 45 respondents (61%) were female students, and 29 respondents (39%) were male students.³³

However, the results of this study are not always in line with those of several other studies. Research conducted by Makki (2020) on Medical Education students at UIN Malang shows this incident burnout medium level was 176 (92.63%) and no students with no distinction burnout. Incident burnout can be influenced by work overload, where students are required to do many tasks with limited processing time while students also carry out the learning process from morning to evening. This research also found that more female students experienced burnout than male students. High expectations for the learning process can cause this because women use their feelings more when facing a problem than men.³⁴

The research results on Trisakti University Faculty of Medicine students showed that 60.58% of students experienced this medium-heavy burnout. This study found that more male students (44.4%) experienced this burnout moderate-severe than female students (30.2%). However, statistically, there is no relationship between gender and the incidence of burnout.³⁵

In research at the Faculty of Medicine, Tarumanagara University, Jakarta, most respondents experienced moderate burnout, namely 173 people (95.1%). This incident was caused by work overload factors triggered by a busy lecture schedule, short time to submit assignments, and much material that must be studied.³⁶

CONCLUSION

Academic burnout has three dimensions that can be indicators of where the event occurred: emotional exhaustion at a light level, cynicism at a mild level, and personal inadequacy at a moderate level. Of these three dimensions, personal inadequacy has the highest level. The results showed that 162 (72%) respondents experienced low-level academic burnout, 35 (16%) experienced moderate-level academic burnout, 27 (11%) did not experience academic burnout, and 1 (1%) respondent experienced high-level academic burnout.

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