

## The Effectiveness of Using Group Guidance Services with the Ability Potential Response (APR) Technique to Reduce Academic Burnout in Final Year Students

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### Abstract

Students often experience boredom and stress. Students experience this because they are working on their thesis and lecture assignments, which is known as academic burnout. Academic burnout can cause psychological problems for students. To reduce this problem, you can use group guidance services using the ability potential response technique, also known as APR. Ability potential response, is a technique in group guidance that focuses on counselors verbally recognizing students' ability to be independent in carrying out various activities. This study aims to determine and describe the effectiveness of group guidance services using APR techniques in reducing student burnout. The research method is a quantitative approach with a quantitative research design, an experimental method, and quantitative data analysis using SPSS version 20 with the Kruskal-Wallis Significance Rank Test, employing purposive sampling with a research sample of 20 students. This study demonstrates the impact of group guidance services that use APR techniques on reducing student burnout. Based on the study's results, group guidance using this ability potential response technique was effective in reducing students' academic burnout.

**Keywords:** academic burnout, ability, potential response techniques, group guidance

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## INTRODUCTION

Many students experience burnout while working on their theses. Students experience this when they are in the process of completing their final assignments, coupled with ongoing lectures, a condition known as academic burnout. Academic burnout can cause psychological problems for students. This problem sometimes makes it difficult for students to control themselves and focus on their final assignments. In this regard, researchers aim to address academic burnout among students. This is also supported by expert opinion, which states that completing final assignments for students can lead to burnout due to the various challenges they face (Hasbillah & Rahmasari, 2022).

Education is essential to achieving a better life. However, although it should be enjoyable, education often becomes a burden for many, both students and teachers. If this burden is not managed properly, it can lead to severe burnout. This condition can affect a person's mental health and academic performance. Therefore, academic burnout must be a serious concern for all parties involved in education, including higher education.

Burnout is a state of exhaustion and loss of both psychological and physical energy. Burnout is typically experienced as persistent physical, mental, and emotional exhaustion. Academic burnout among students is caused by several factors, including a lack of connection with supervisors and family, a lack of appreciation from supervisors, an overwhelming workload during the seventh semester, and perceived injustice (Hasbillah & Rahmasari, 2022).

Academic burnout is a state of exhaustion that affects a person's mind, feelings, and body, usually due to constant academic pressure. Its characteristics include a loss of enthusiasm for learning, negative thoughts about oneself, and difficulty maintaining a balance between personal and academic life. Because it is psychobiological in nature (psychological burdens manifest as physical symptoms, such as dizziness, difficulty concentrating, and susceptibility to illness), this research is important for understanding the burnout experienced by students today. The higher the grades obtained, the greater the academic burnout experienced by students, and vice versa. This is supported by Wati (2018), who stated that group guidance using psychodrama techniques can reduce burnout (learning saturation) among students.

Academic burnout remains a significant issue for final-year students due to the challenges and difficulties they face. This demonstrates that academic burnout remains a topic of study among researchers. A study by Hasbillah & Rahmasari (2022) found that students experience academic burnout due to factors such as poor relationships with lecturers, lack of appreciation, and work overload, which affect their mental health and daily lives. Furthermore, a study by Marchella et al (2023) showed a positive and significant relationship between academic burnout and academic procrastination, meaning that the higher the academic burnout, the higher the procrastination behavior among final-year students in Surabaya.

Burnout, as an obstacle to the learning process, is a student problem that schools, especially counselors, must address quickly. Preventive and handling efforts must be continuously carried out in schools. Previous researchers have conducted studies by providing interventions to students experiencing burnout. Building on previous research, Muna (2020) found that counselors can overcome burnout by providing individual counseling, learning motivation in the form of games to increase learning enthusiasm,



and group counseling. Group guidance includes several techniques used by counselors to implement counseling or solve problems experienced by counsees, one of which is the ability potential response technique. By using group guidance services, the potential response technique is known as APR.

Ability potential response is a technique in stimulating group counseling that emphasizes verbal recognition from the counselor to the student regarding their ability to act independently (Astuti, 2012). The ability potential response technique is a method for facilitating group counseling, emphasizing verbal recognition by the counselor to the client of their ability to act independently (Wati et al., 2022). The novelty of this research relative to previous research lies in the use of the APR technique. This technique is a verbal recognition by the counselor to the client of their ability to act independently.

Group guidance services are very useful for overcoming student problems. This is also supported by effective group guidance services that improve students' prosocial behavior, which are carried out successfully and significantly (Ulfa, 2018). Another opinion reveals that group guidance can improve politeness in speaking with peers (Suryani, 2017). Student success in the learning process can be influenced by factors both within and outside the individual (Mancuso et al, 2013). Motivation is the energy that drives students to learn, thereby achieving optimal learning outcomes (Kusurkar et al, 2013; Nur, 2017). Students with strong motivation will be motivated to engage in teaching and learning activities (Abeysekera & Dawson, 2015). If there is a strong motivation to learn, learning saturation (burnout) will be overcome. This study aims to reduce student academic burnout. The hypothesis is that there will be a significant difference in academic burnout behavior in the experimental group before and after participating in group guidance services using the ability potential response technique. The novelty of this study is the use of the ability potential response technique.

Several previous studies have shown a positive influence of the Ability Potential Response Technique, including research by Apriana et al. (2024), which reported a significant relationship with the provision of group counseling services. Another study by Wati et al (2022) examined the results of their research group counseling service. Research by previous researchers shows that group counseling services using the Ability Potential Response Technique are among the techniques that can be used to address various problems, in this case, academic burnout among final-year students.

## METHOD

This study employed an experimental design. This experimental design involved administering a pretest to the experimental group before the treatment, followed by a posttest to compare results before and after the treatment (Yusuf, 2013). Population. As the title of this study suggests, the population was 27 final-semester PG PAUD students. A sample size of 20 was drawn from this population of 27. This sample size met the requirements for sampling a population.

The sampling technique used was purposive sampling, selecting the sample based on specific characteristics (Rosady, 2017). The instrument used was a questionnaire. The researcher also administered the questionnaire. A questionnaire is a data collection method that involves creating a list of questions for respondents to answer (Mancuso et al, 2013).



The sample was selected through purposive sampling, with 10 students in the experimental group and 10 in the control group as research subjects. The research data were collected using an academic burnout instrument. The researcher then provided group guidance services to the students. In this study, a normality test was conducted to determine the distribution of the data. The normality test is intended to show that the sample data comes from a normally distributed population. The normality test was conducted by comparing the Kolmogorov-Smirnov values and the normality test results for the data distribution using SPSS 20 for Windows. The data analysis for this research question used the ideal score (Azwar, 2010). To assess students' academic burnout before and after the treatment, non-parametric statistical techniques were used, assuming that data below 30 were not normally distributed. The non-parametric statistical analysis used was the Wilcoxon signed-rank test because the researcher wanted to assess the certainty of whether there was a difference in students' academic burnout after the treatment using the APR technique.

## RESULTS AND DISCUSSION

### Results

In accordance with the purpose of the pretest, which was to determine the initial picture of academic burnout behavior before treatment was administered, the pretest results obtained in the experimental and control groups were not significantly different. The pretest results were analyzed using SPSS version 2.0. The following presents the pretest conditions regarding the academic burnout behavior of each final-year student in the experimental and control groups.

**Table 1.**  
 Experimental Group

No.	Name Code	Pretest Score	Category	Name Code	Posttest Score	Category
1.	A1	41	High	A1	27	Low
2.	A2	48	High	A2	30	Moderate
3.	A3	30	Moderate	A3	29	Low
4.	A4	44	High	A4	29	Moderate
5.	A5	45	High	A5	30	Moderate
6.	A6	46	High	A6	28	Low
7.	A7	21	Low	A7	20	Very Low
8.	A8	50	High	A8	23	Low
9.	A9	52	Very High	A9	30	Low
10.	A10	51	Very High	A10	31	Moderate
Total		428			277	
Mean		42.8			27.7	
Category		High			Low	



**Table 2.**  
 Control Group

No.	Name Code	Pretest Score	Category	Name Code	Posttest Score	Category
1.	B1	30	Low	B1	28	Low
2.	B2	51	Very High	B2	50	High
3.	B3	40	Moderate	B3	40	Moderate
4.	B4	41	High	B4	40	Moderate
5.	B5	41	High	B5	39	Moderate
6.	B6	30	Low	B6	29	Low
7.	B7	31	Moderate	B7	31	Moderate
8.	B8	49	High	B8	47	High
9.	B9	50	High	B9	42	High
10.	B10	50	High	B10	41	High
	Total	413			387	
	Mean	43.1			38.7	
	Category	High			Low	

Data obtained from the pretest results showed that 10 final-year students in the experimental group had high and very high academic burnout behavior (8 students), another student in the moderate category, and one in the low category. Meanwhile, the pretest results showed that 6 students in the control group had high or very high academic burnout, 2 in the moderate category, and 2 in the low category.

The academic burnout behavior of each member of the experimental group, based on the pretest results, was categorized as high, moderate, or low. The highest score was obtained by A9 with 52, and the lowest by A3 with 30. Meanwhile, the academic burnout behavior of each member of the control group, based on the pretest results, was categorized as high or moderate. The highest score was obtained by B2 with 51, and the lowest scores were B1 and B6 with 30. Students completing their final assignments sometimes experience burnout. Students experience boredom due to obstacles encountered while completing their final assignments. This can sometimes make it difficult for them to control themselves and focus on their final assignments.

**Table 3.**  
 Frequency Distribution of Aggressive Behavior Variables in the Experimental Group and Control Group (Pretest)

Score Range	Category	Experiment (F)	Experiment (%)	Control (F)	Control (%)
51 - 60	Very High	2	20	1	10
41 - 50	High	6	60	5	50
31 - 40	Moderate	1	10	2	20
21 - 30	Low	1	10	2	20
11 - 20	Very Low	0	0	0	0
Total		10	100	10	100



Based on Table 3, it is known that out of 10 final year students in the experimental group, students who have academic burnout behavior in the very high category are 2 students (20%), in the high category are 6 students (60%), in the medium category are 1 student (10%) and in the low category are 1 student (10%). Meanwhile, in the control group of 10 students in the control group, students who have academic burnout behavior in the very high category are 1 student (10%), in the high category are 5 students (50%), in the medium category are 2 students (20%), and in the low category are 2 students (20%).

#### Posttest Data Results

After administering two treatment sessions to the experimental and control groups, the researchers re-measured academic burnout behavior in both groups. The results of the academic burnout behavior measurements in the experimental and control groups are shown in Table 4.

**Table 4.**  
 Posttest Scores for Each Academic Burnout Behavior in the  
 Experimental and Control Groups

No.	Experiment Group			Control Group		
	Initial Name	Score	Category	Initial Name	Score	Category
1.	A1	27	Low	B1	28	Low
2.	A2	30	Moderate	B2	50	High
3.	A3	29	Low	B3	40	Moderate
4.	A4	29	Moderate	B4	40	Moderate
5.	A5	30	Moderate	B5	39	Moderate
6.	A6	28	Low	B6	29	Low
7.	A7	20	Very Low	B7	31	Moderate
8.	A8	23	Low	B8	47	High
9.	A9	30	Low	B9	42	High
10.	A10	31	Moderate	B10	41	High
Total Score		277		387		

Posttest data showed that 4 of the 10 final-year students in the experimental group had moderate academic burnout, 5 had low academic burnout, and 1 had very low academic burnout. Meanwhile, posttest results showed that 4 of the 10 final-year students in the control group had high academic burnout, 4 had moderate, and 2 had low.

The posttest results showed that each member of the experimental group had different academic burnout scores, with two categories: moderate and low. The highest score was achieved by A10 with 31, and the lowest by A7 with 20. Meanwhile, each member of the control group had a different academic burnout score, with three categories: high, moderate, and low. The highest score was achieved by B2 with 50, and the lowest by B1 with 28.



**Table 5.**  
 Frequency Distribution of Academic Burnout Behavior Variables in the Experimental and Control Groups (Posttest)

Score Range	Category	Experiment (F)	Experiment (%)	Control (F)	Control (%)
51 – 60	Very High	0	0	0	0
41 – 50	High	0	0	4	40
31 - 40	Moderate	4	40	4	40
21 - 30	Low	5	50	2	20
11 - 20	Very Low	1	10	0	0
Total		10	100	10	100

Based on Table 5, of the 10 students in the experimental group, 4 (40%) of the final-year students exhibited moderate academic burnout, 5 (50%) were in the low category, and 1 (10%) were in the very low category. Meanwhile, of the 10 final-year students in the control group, 4 (40%) exhibited high academic burnout, 4 (40%) the moderate category, and 2 (20%) the low category.

**Results of Academic Burnout Behavior Data in the Experimental Group**

The research data obtained in the experimental group were based on the instruments administered to the 10 final-year students in the experimental group before and after treatment (pretest) and after treatment (posttest). The following presents the scores for each group's academic burnout behavior before and after treatment.

**Table 6.**  
 Comparison of Academic Burnout Behavior in the Experimental Group, Pretest and Posttest

No.	Initial Name	Pretest Score	Category	Posttest Score	Category
1.	A1	41	High	27	Low
2.	A2	48	High	30	Moderate
3.	A3	30	Moderate	29	Low
4.	A4	44	High	29	Moderate
5.	A5	45	High	30	Moderate
6.	A6	46	High	28	Low
7.	A7	21	Low	20	Very Low
8.	A8	50	High	23	Low
9.	A9	52	Very High	30	Low
10.	A10	51	Very High	31	Moderate
Total Score		428		277	
Mean		42.8	High	27.7	Low

Table 6 shows that the experimental group's academic burnout scores decreased, indicating a change in final-year students' academic burnout behavior. Significant changes occurred after receiving group guidance services using the APR technique. Before receiving group guidance services using the APR technique, the average pretest score was 52, which was in the high category. Meanwhile, after receiving group guidance



services using the APR technique, the average posttest score was 20, which was in the low category.

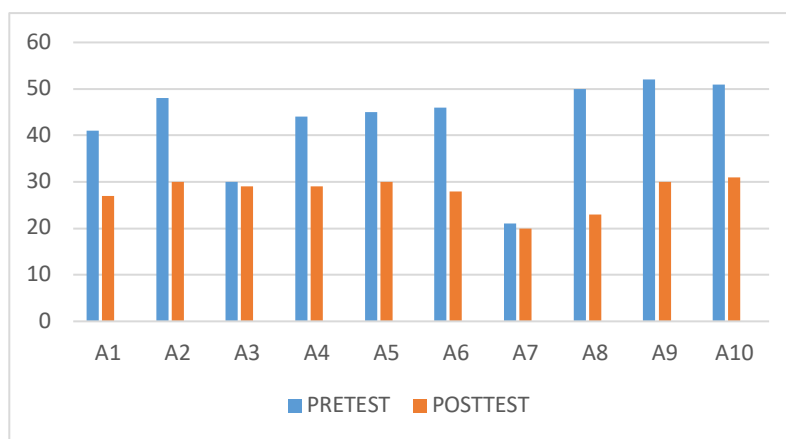
The differences in the frequency of aggressive behavior across the experimental group conditions, based on the pretest and posttest results, are shown in the table below.

**Table 7.**  
 Pretest and Posttest Results of Burnout Behavior

Score Range	Category	Pretest F	%
51 - 60	Very High	2	20
41 - 50	High	6	60
31 - 40	Moderate	1	10
21 - 30	Low	1	10
11 - 20	Very Low	0	0
Total		10	100

Table 7 shows a difference in academic burnout behavior in the experimental group before and after participating in group guidance services using the APR technique. During the pretest, 20% (2 students) were in the very high category, 60% (6 students) in the high category, 10% (1 student) in the moderate category, and 10% (1 student) in the low category. After the treatment, changes were observed, as seen in the posttest results: 40% (4 students) were in the moderate category, 50% (5 students) were in the low category, and 10% (1 student) was in the very low category.

Ten members of the experimental group included in the calculation experienced a decrease in their pretest-to-posttest scores or a change after receiving group guidance services using the APR technique. Figure 1 below illustrates the individual academic burnout behaviors in the pretest and posttest groups.



**Figure 1.** Histogram of Pretest and Posttest Results of Academic Burnout Behavior in the Experimental Group

Figure 1 shows a difference in the academic burnout behavior of final-year students before and after participating in group guidance services using the APR



technique. Of the 10 final-year students who received the treatment, all students experienced changes in their academic burnout behavior.

**Results of Academic Burnout Behavior Data in the Control Group**

The research data obtained in the control group were based on the instruments administered to the 10 final-year students before and after the treatment (pretest) and after the treatment (posttest). The following table presents the scores for each group's academic burnout behavior before and after the treatment.

**Table 8.**

Comparison of Academic Burnout Behavior in the Control Group Pretest and Posttest

No.	Initial Name	Pretest Score	Category	Posttest Score	Category
1.	B1	30	Low	28	Low
2.	B2	51	Very High	50	High
3.	B3	40	Moderate	40	Moderate
4.	B4	41	High	40	Moderate
5.	B5	41	High	39	Moderate
6.	B6	30	Low	29	Low
7.	B7	31	Moderate	31	Moderate
8.	B8	49	High	47	High
9.	B9	50	High	42	High
10.	B10	50	High	41	High
Total Score		413		387	
Mean		41.3	High	38.7	Moderate

Based on the table, the academic burnout behavior of the control group did not show significant changes after receiving group guidance services without special treatment. Before being given group guidance services without special treatment, the average pretest score was 50. Meanwhile, after being given group guidance services without special treatment, the average posttest score was 50. The difference in the control group conditions from the pretest and posttest results for academic burnout behavior can be seen in the table below.

**Table 9.**

Pretest and Posttest Results of Academic Burnout Behavior in the Control Group

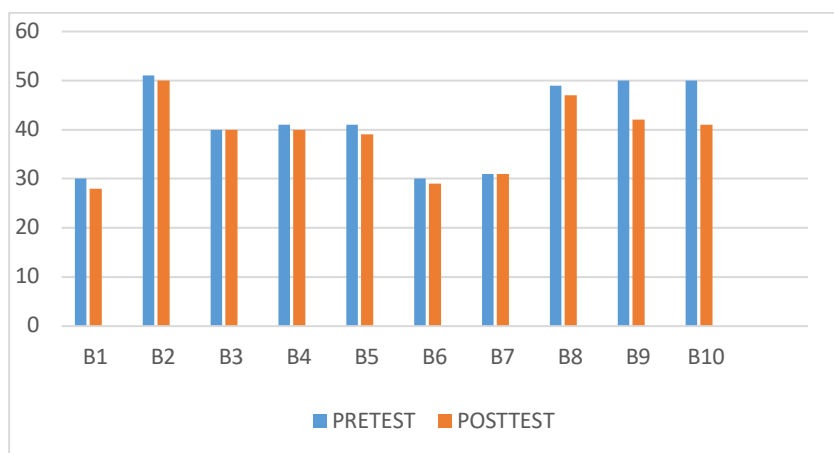
Score Range	Category	Pretest		Posttest	
		F	%	F	%
51 - 60	Very High	1	10	0	0
41 - 50	High	5	50	4	40
31 - 40	Moderate	2	20	4	40
21 - 30	Low	2	20	2	20
11 - 20	Very Low	0	0	0	0
Total		10	100	10	100

The table shows a difference in academic burnout behavior in the control group before and after participating in group guidance services without special treatment. During the pretest, 10% (1 student) were in the very high category, 50% (5 students) were in the high category, 20% (2 students) were in the moderate category, and 20% (2



students) were in the low category. After treatment, no significant changes occurred, as evidenced by the posttest results: 40% (4 students) were in the high category, 40% (4 students) were in the moderate category, and 20% (2 students) were in the low category.

The table shows that the 10 members of the control group included in the calculation experienced a decrease in their average pretest and posttest scores or a change after receiving group guidance services without special treatment. Figure 2 below illustrates the individual academic burnout behaviors in the pretest and posttest groups.



**Figure 2.** Histogram of Pretest and Posttest Results of Academic Burnout Behavior in the Control Group

Figure 2 shows a difference in academic burnout behavior before and after participating in group guidance services without special treatment. Of the 10 students who received treatment, all experienced changes in their academic burnout behavior. Participants naturally had their own methods of coping with burnout, both through internal and external support.

The hypothesis proposed in this study was: "There is a significant difference in the academic burnout behavior of final-year students in the experimental group before and after participating in group guidance services using the APR technique." This hypothesis was tested using the Wilcoxon Signed-Rank Test in SPSS version 2.0. Based on this, the results are summarized in Table 10 below.

**Table 10.**

Results of the Wilcoxon Signed Ranks Test Analysis: Differences in Academic Burnout Behavior in the Pretest and Posttest of the Experimental Group

Test Statistics <sup>a</sup>	
	Posttest – Pretest
Z	-2,809 <sup>b</sup>
Asymp. Sig. (2-tailed)	,005
a. Wilcoxon Signed Ranks Test	
b. Based on positive ranks.	



Based on Table 10, the Asymp. Sig. (2-tailed) probability for academic burnout behavior in the final-year students in the experimental group is 0.005, or a probability below the alpha of 0.05 ( $0.005 < 0.05$ ). Based on these results,  $H_0$  is rejected and  $H_1$  is accepted. Therefore, the first hypothesis tested in this study is accepted: "There is a significant difference in academic burnout behavior in the experimental group before and after participating in group guidance services using the APR technique." Based on research results (Muhamad Sani Rosyad Hasbillah & Diana Rahmasari, 2022), the suboptimal lecture system is influenced by the large number of assignments students must complete, both individually and in groups, resulting in burnout.

Furthermore, to determine the direction of this difference, whether the pretest or posttest is higher, see Table 11 below.

**Table 11.**  
 Direction of Difference in Pretest and Posttest Academic Burnout Behavior in the Experimental Group

<b>Ranks</b>		N	Mean Rank	Sum of Ranks
Posttest -	Negative Ranks	10 <sup>a</sup>	5,50	55,00
Pretest	Positive Ranks	0 <sup>b</sup>	0,00	0,00
	Ties	0 <sup>c</sup>		
	Total	10		
a. Posttest < Pretest				
b. Posttest > Pretest				
c. Posttest = Pretest				

Based on the table, a score of 10b indicates that of the 10 experimental group respondents involved in the calculation, 10 final-year students experienced a decline in their scores from the pretest to the posttest. Therefore, the results above indicate that the experimental group experienced significant changes after participating in group guidance services using the APR technique. This can be seen in the fact that the 10 final-year students who participated in group guidance services using the APR technique had lower posttest scores than the pretest.

The second hypothesis tested in this study is "There is a difference in academic burnout behavior in the control group before and after participating in group guidance services without special treatment." This second hypothesis will also be tested using the Wilcoxon Signed Ranks Test in SPSS version 2.0. It is clear that several factors contribute to burnout in participants, including relationships with lecturers, appreciation from lecturers, work overload, and unfairness.



**Table 12.**  
 Results of the Wilcoxon Signed Rank Test Analysis of Academic Burnout Behavior  
 Between the Pretest and Posttest of the Control Group

Test Statistics <sup>a</sup>	
	Post – Pre
Z	-2,546 <sup>b</sup>
Asymp. Sig. (2-tailed)	,011

a. Wilcoxon Signed Ranks Test  
 b. Based on positive ranks.

Based on Table 12, the Asymp. Sig. (2-tailed) probability figure for the academic burnout behavior of the control group is 0.011, or a probability below alpha 0.05 (0.005 < 0.05). From these results, Ho is rejected and H1 is accepted. Thus, the second hypothesis tested in this study can be accepted, namely "There is a difference in the academic burnout behavior of the control group before and after participating in group guidance services without special treatment". This is in accordance with the researcher's assumption that the academic burnout behavior of undergraduate students can be reduced with group guidance services using the APR technique. Providing group guidance services using the APR technique can significantly reduce student behavior. This can be seen from the average pretest score of 428 and the average posttest score after receiving group guidance services using the APR technique of 277.

## Discussion

Academic burnout can cause psychological problems for students. Some students consider their final assignment (thesis) a frightening prospect and even find it difficult to complete. This, combined with other conditions such as retaking previously failed courses and working outside class hours, can lead to academic problems. Revealing student learning independence through group counseling services using the APR technique is categorized as good (Wati & Jamain, 2022).

Group guidance services are a type of guidance and counseling service offered as part of educational efforts, alongside orientation, information, content mastery, individual counseling, group counseling, mediation, and consultation (Prayitno, 2017). This is supported by other opinions, which suggest that role-playing within group guidance is also highly effective (Andriati, 2016). A similar view was expressed by Winarlin & Lasan (2016) regarding the effectiveness of group guidance using sociodrama techniques in reducing aggressive behavior.

Another opinion: Ardimen et al. (2019) state that group guidance using the self-reflection approach (BKp-M model) should utilize the BKp-M model to facilitate student self-development. Its application can be carried out to achieve specific student self-development goals. Furthermore, Andriati & Rustam (2018) reported the development of a group guidance model that uses problem-solving methods to increase students' motivation to learn. Group guidance models using simulation techniques are effective in improving students' emotional intelligence (Lestari, 2012). Group guidance using outbound techniques is effective in improving student adjustment (Imam Subagyo, 2013).



Another opinion supports this finding: group guidance services influence peer conformity (Sartika & Yandi, 2019). Therefore, group guidance services are highly effective in reducing the problems individuals face.

Counseling involves a process of interpersonal communication through verbal and non-verbal channels. With online counseling becoming increasingly popular, it is crucial that ethical principles are consistently upheld to ensure client safety (Laing et al, 2012). By fostering empathy, acceptance, and appreciation, sincerity, honesty, and genuine concern from the counselor, clients can express their condition through verbal and non-verbal responses. This condition can be communicated through specific verbal expression techniques, one of which is the ability potential response (APR) technique. According to Wahyuni (2019), this ability, a potential response technique, can also increase independence.

The APR technique is used to showcase and demonstrate a client's potential. This technique is a supportive response from the counselor, who verbally acknowledges the client's potential or ability to perform a specific task. This technique aims to encourage clients who want to do something but lack the initiative, drive, or confidence to begin. It can also develop the client's awareness of their strengths or positive qualities (Budi, 2012).

Based on the results of previous studies, it shows that group guidance services using the APR technique are effective in reducing academic burnout behavior, which is reinforced by the results of research conducted using group counseling with the APR technique can reduce academic burnout in students. If students are unable to handle problems in lectures and work efficiently, it will make students vulnerable to various problems that can have negative impacts (Arlinkasari & Akmal, S. Z., 2017). This is also supported because it greatly affects success in learning and working, in the family environment, and social relationships with others (Komara, I. B, 2016). In addition, other opinions, group counseling services, with the ability to respond to potential techniques, are effective in increasing students' emotional intelligence (Ana, 2024). It can be seen that group guidance services using the APR technique can drive change, especially in this study, and reduce academic burnout among final-year early childhood education students in the experimental group, as shown by the pretest and posttest results.

## CONCLUSION

Given the high number of final-year students experiencing academic burnout, researchers used the Ability Potential Response (APR) technique. In this APR technique, counselors demonstrate students' abilities to perform a specific activity. This ability-potential response is a supportive response from the counselor, in which the counselor verbally acknowledges the student's ability or potential to perform. Based on the results of the activities conducted, it can be concluded that group guidance to reduce academic burnout among final-year early childhood education students using the APR technique is effective. The impact of academic burnout on students is evident in their mental state and daily life. This then causes students to experience changes within themselves and, subsequently, to adapt to these changes. Participants also experienced changes in their mental state, such as being easily frightened, becoming more emotional, being jealous of other students, and so on.



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