

The Relationship Between Emotional Regulation and Academic Burnout in Universitas Kristen Satya Wacana Students

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Abstrack

Negative emotions that arise when experiencing academic burnout need to be managed, a process known as emotional regulation. This study aims to investigate the relationship between emotional regulation and academic burnout among students at Universitas Kristen Satya Wacana. This research employed a quantitative method and a correlational design, with 153 students from Universitas Kristen Satya Wacana as participants. Data is collected using a simple random sampling technique. Emotional regulation was measured with the Emotion Regulation Questionnaire (ERQ) ($\alpha = 0.754$), and academic burnout was measured with the Maslach Burnout Inventory Student Survey (MBI-SS) ($\alpha = 0.846$). The results of this study showed a significant value of 0.003 ($p < 0.05$) and a correlation coefficient of -0.250, indicating that the higher the emotional regulation, the lower the academic burnout felt. This research can serve as a reference for the University to develop academic and non-academic policies that reduce academic pressure.

Keywords: emotional regulation, academic burnout, college students

Abstrak

Emosi negatif yang dirasakan saat mengalami kelelahan akademik perlu dikendalikan, kontrol ini disebut dengan regulasi emosional. Penelitian ini bertujuan untuk mengetahui hubungan antara regulasi emosi dan kelelahan akademik pada mahasiswa Universitas Kristen Satya Wacana. Penelitian ini menggunakan metode kuantitatif dan desain korelasional, dengan peserta 153 mahasiswa Universitas Kristen Satya Wacana. Data dikumpulkan menggunakan teknik simple random sampling. Regulasi emosional diukur dengan Kuesioner Regulasi Emosi (ERQ) ($\alpha = 0,754$) dan kelelahan akademik diukur dengan Maslach Burnout Inventory Student Survey (MBI-SS) ($\alpha = 0,846$). Hasil penelitian ini menunjukkan nilai sig = 0,003 ($p < 0,05$) dan koefisien korelasi -0,250, artinya semakin tinggi regulasi emosional yang dimiliki, semakin rendah kelelahan akademik yang dirasakan. Penelitian ini dapat menjadi acuan bagi Universitas untuk membuat kebijakan akademik dan non akademik yang dapat mengurangi tekanan akademik.

Kata kunci: regulasi emosional, kelelahan akademik, mahasiswa

Article info

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INTRODUCTION

College students are those studying at a public or private university. College students are active individuals who are pursuing an education program and taking a study program at one of the higher education institutions, such as institutes, universities, colleges, polytechnics, and also academics (Sholichah et al., 2018). According to (Listyanti, 2012), college students are classified as those who enter the emerging adulthood stage and experience a period of transition from the adolescent development stage. When studying, students certainly have a variety of coursework that must be completed. Students are required to develop their social, emotional, and creative skills. Through lectures, students practice their ability to think critically, solve problems, and think analytically. Often, coursework makes college students feel bored and burdened, leading many of them to experience academic burnout.

Academic burnout is a condition in which students experience physical and mental fatigue due to various factors, including academic pressure, emotional exhaustion, overwhelming coursework, negative attitudes towards tasks and learning, and low personal achievement (Rinawati & Darisman, 2020). According to academic research, burnout is characterized by a feeling of fatigue due to excessive study demands (exhaustion), a lack of interest in academic tasks (cynicism), and a sense of incompetence (reduced efficacy). Academic burnout can occur due to long-term academic pressure faced by students. In essence, academic burnout refers to the overwhelming feelings felt by students, excessive stress, and other psychological factors. This can occur during the college learning process. As a result, students tend to feel emotional burnout, decreased learning achievement, and feelings of depersonalization (Yang, 2004). Academic burnout can manifest in several symptoms in students, including sensory fatigue, reduced enthusiasm for learning, decreased attention to learning, feelings of boredom, decreased motivation to learn, and lower learning outcomes (Khusumawati & Christiana, 2018). The primary factors contributing to burnout are excessive workload, a lack of appreciation, a lack of justice, a lack of community, a lack of control, and value conflicts. The results of burnout experienced by students are mental distress, such as depression, anxiety, fear of hostility, low morale, frustration, and reduced productivity (Yang, 2004).

Research Jiménez-Ortiz et al. (2019) shows that 52% of students experience academic burnout during college. This happens because they experience various demands, such as pressure to achieve academically from their family, demands to complete coursework from professors, and competition to earn good grades. In addition Ross et al (Listiyandini, 2017), students have social demands, such as maintaining good relationships with people around them, working in groups, finding potential partners, and actively participating in campus activities. Internal factors such as individual characteristics to positively or negatively predict resilience in the academic context, students' temperament, and students' self-esteem also affect academic burnout.

Research Rad et al. (2017) regarding burnout shows that 86.6% of students in China experience academic burnout, which makes them feel stressed in their college activities. In Iran, 71.7% of medical students worry about the future, fear hurting patients, are concerned about being unable to apply their medical knowledge, and bear high family expectations. Meanwhile, 1,702 nursing students in Europe feel academic burnout. A total of 187 students (70.6%) of first-year medical students in Brazil experienced high academic burnout, had high levels of cynicism, and low academic performance Liu et al (2023). Regarding other data, 245 (54.3%) undergraduate chemistry students in Nigeria reported experiencing severe academic burnout (Ezeudu et al., 2020). Indonesian students



also feel academic burnout. Wasito and Yoenanto (2021) Conducted research on psychology students at Airlangga University, and the results showed that there were 49 students (27.4%) out of 179 students who were working on their thesis who experienced high category academic burnout and 10 other students (5.6%) in the very high category. A total of 45 students (22.1%) is in the low category, and 15 students (8.4%) are in the very low category. Factors that influence academic burnout, as outlined in the Multidimensional Theory of Burnout (MTB), include a lack of motivation, decreased personal achievement, and individual emotional exhaustion.

Emotional regulation enables students to manage the exhaustion they feel. Negative emotions that arise when experiencing academic burnout need to be managed, and this process is referred to as emotional regulation. Cognitive functions, such as perception, memory, reasoning, problem-solving, and others, are influenced by emotions. Emotional regulation can help an individual manage their emotional experiences. Emotional regulation is related to academic outcomes, including burnout. Emotional regulation is a person's ability to assess, cope, manage, and express emotions to achieve emotional balance. The ability to manage high emotions can help people deal with tensions in their lives (Gross, 1998). Emotional regulation is used by individuals as a strategy to influence the emotions they feel, when they will feel them, and how to express them (Gross, 1999). Emotional regulation is the process by which individuals regulate, experience, and express their emotions, which can influence their behavior in achieving their goals.

According to Gross (2014), the aspects of emotional regulation are engaging in goal-directed behavior (goals), strategies for emotion regulation (strategies), acceptance of emotional responses (acceptance), and control of emotional reactions (impulse). Emotional regulation is a form of individual emotional intelligence that can be regulated and trained. Robertson et al (Yusuf et al., 2017) Individuals who have low emotional regulation will have difficulty modifying emotions in solving the problems faced; emotional regulation can also adjust the experience of positive and negative emotions felt. The ability of students to regulate their emotions will enable them to overcome feelings of anger, sadness, or anxiety. Emotional regulation is influenced by the ability to focus and be calm. This skill is beneficial for helping students manage their feelings and focus their minds on learning, enabling them to easily overcome academic burnout. Effective emotion regulation in college students can mitigate the negative effects of academic burnout (Dzulfikri & Affandi, 2023). If students are able to regulate emotions positively, the academic burnout they experience will also decrease. It is aligned with the research result conducted by Rahayu and Fauziah (2019) that stated a negative relationship between emotional regulation and academic burnout. This means that the higher the emotional regulation, the lower the academic burnout will be.

In recent years, the study of emotion regulation has increased in importance, as it is closely related to individual well-being. However, research on emotional regulation, with academic burnout as a variable and college students as the subjects, is still considered limited. Most research studies examining the relationship between emotional regulation and burnout are conducted in the workplace. For this reason, researchers are interested in investigating the relationship between emotional regulation and academic burnout in college students. The novelty of this research can also provide implications for academic policy, as the findings of this study can serve as a reference for universities to develop academic and non-academic policies aimed at improving student welfare.



METHOD

This research employs a quantitative method with a correlational design to investigate the relationship between emotional regulation and academic burnout among college students at Universitas Kristen Satya Wacana. The study employed simple random sampling (probability sampling) as the data collection technique, where the research population consisted of active students from Universitas Kristen Satya Wacana who had been studying for at least one year. Thus, the criteria for participants in this study were randomly selected from study programs at Universitas Kristen Satya Wacana and included 2023 students from the same class batch. Researchers distributed questionnaires using Google Forms, which were completed by participants who met the criteria. The sample consists of 153 active students from Universitas Kristen Satya Wacana. The limitation of this research is the lack of initiative of Universitas Kristen Satya Wacana students in filling out the distributed questionnaires so, it takes a long time in the data collection process. The following table shows the demographic distribution of participants:

Table 1.
Participant Demographics

No	Participant Classification	Description	N
1.	Gender	Male	48
		Female	105
		Total	153
2.	Class Batch	2023	36
		2022	28
		2021	81
		2020	7
		>2019	1
		Total	153

Emotional regulation is measured by Gross and John (2003)'s Emotional Regulation Questionnaire scale. This scale measures 2 aspects of emotional regulation, cognitive reappraisal and expressive suppression. The results of the emotional regulation scale reliability test show the Cronbach alpha coefficient value $\alpha = 0.754$ and have been validated by expert judgment. Academic burnout is measured by the Maslach Burnout Inventory Student Survey scale which is based on burnout theory by Maslach and Jackson (1981). This scale measures 3 aspects of academic burnout: exhaustion, cynicism, and reduced academic efficacy. The results of the academic burnout scale reliability test show the Cronbach alpha coefficient $\alpha = 0.784$ and have been validated by expert judgment. Data analysis in this study used the SPSS 24 version application and the analysis methods used were normality test, linearity test, Pearson correlation hypothesis test and simple regression test.



RESULT AND DISCUSSION

Descriptive Statistics Test

Table 2.
Descriptive Statistics Results

	N	Maximum	Minimum	Mean	Std. Deviation
Emotional Regulation	153	70	37	54.78	6.983
Academic Burnout	153	42	0	19.27	8.975

Based on table 2 above, the results of descriptive statistics of emotional regulation has a maximum value of 70, a minimum value of 37, a mean of 54.78 and a standard deviation of 6.983. While the descriptive statistical results of academic burnout produce a maximum value of 42, a minimum value of 0, a mean of 19.27 and a standard deviation of 8.975.

Table 3.
Emotional Regulation Categorization

Interval	Categorize	N	Percentage
$X < 10$	Low	22	14%
$10 \leq X < 61$	Medium	104	68%
$X \geq 61$	High	27	18%

Table 3 shows the categorization of emotional regulation in Universitas Kristen Satya Wacana students, which are low, medium, and high. The result shows 22 students in the low category with a percentage of 14%. In the moderate category, there are 104 students with a percentage of 68%, and 27 students with a percentage of 18% in the high category.

Table 4.
Academic Burnout Categorization

Interval	Categorize	N	Percentage
$X < 10$	Low	26	17%
$10 \leq X < 28$	Medium	102	67%
$X \geq 28$	High	25	16%

Table 4 shows the categorization of academic burnout in Universitas Kristen Satya Wacana students, which is low, medium, and high. There are 26 students who are in the low category, with a percentage of 17%. In the moderate category, there are 102 students with a percentage of 67% and 25 students with a percentage of 16% in the high category.



Assumption Test Results
Normality Test

Table 5.
 Kolmogorov-Smirnov Normality Test

		Emotional_Regulation	Academic_Burnout
N		153	153
Normal Parameters	Mean	54.78	19.27
	Std. Deviation	6.983	8.975
Most Extreme Differences	Absolute	0.051	0.050
	Positive	0.051	0.049
	Negative	-0.047	-0.050
Test Statistic		0.051	0.050
Asymp. Sig. (2-tailed)		0.200	0.200

Based on Table 5, the results of the Kolmogorov-Smirnov normality test on the emotional regulation and academic burnout scales are normally distributed. The significance value of the emotional regulation scale is 0.200 or sig>0.05, and the significance value of the academic burnout scale is 0.200 or sig>0.05.

Linearity Test

Table 6.
 Linearity Test

		Sum Of Squares	df	Mean Square	F	Sig.
Between groups	(Combined)	1956.339	28	69.869	0.842	0.693
	Linearity	704.797	1	704.797	8.495	0.004
	Deviation from Linearity	1251.541	27	46.353	0.559	0.960
Within groups		10288.132	124	82.969		
Total		12244.471	152			

Based on Table 6, the results of the linearity test show a significance value of 0.960 ($p > 0.05$), which means the data is linear.



**Hypothesis Test Results
 Correlation Test**

Table 7.
 Pearson Correlation Test

		Emotional_Regulation	Academic_Burnout
Emotional_Regulation	Pearson Correlation	1	-0.240
	Sig. (2-tailed)		0.003
	N	153	153
Academic_Burnout	Pearson Correlation	-0.240	1
	Sig. (2-tailed)	0.003	
	N	153	153

The results of the correlation test using the Pearson product-moment test show a significance value of 0.003 ($p < 0.05$) with a correlation coefficient value of -0.240. The results of this correlation test state that there is a significant negative relationship between emotional regulation and academic burnout, where the level of correlation strength is in the weak category.

Simple Regression Test

Table 8.
 Simple Regression Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.240	0.058	0.051	8.742

Based on Table 8, it is known that the R value obtained is 0.240, and the emotional regulation variable has an influence of 5.8% on the academic burnout variable.

From this research, the hypothesis test result is significant at 0.003, which means it is smaller than 0.05, so the data is correlated. The Pearson correlation value shows -0.240, which means the correlation coefficient is negative. In conclusion, there is a significant negative relationship between emotional regulation and academic burnout in Universitas Kristen Satya Wacana students. The higher the emotional regulation possessed, the lower the academic burnout experienced by students when studying or doing their coursework. The results of this study are in line with the research of Rahayu and Fauziah (2019), which shows a negative relationship between emotional regulation and academic burnout in students. Emotional regulation plays a role in academic burnout,



where emotional regulation can reflect self-regulation strategies to control and encourage emotional well-being. This also helps individuals avoid burnout (Talbot & Mercer, 2018). Whereas research has Iuga & David (2024) found that emotional regulation strategies are less effective in overcoming academic burnout if the individual has psychopathology in the emotional aspect.

Individuals who have good emotional regulation strategies can make these individuals able to face challenges and changes in their lives (Wulan & Sari, 2015). Therefore, college students who have low emotional regulation will be emotionally unprepared when facing unexpected conditions or situations. Every student needs to have good emotional regulation skills in order to be able to attend lectures productively. In line with the research Wulan and Sari (2015), emotional regulation has a role in reducing academic burnout, where individuals can regulate their emotions and control the pressure.

Academic burnout can occur because students have negative perceptions of learning loads, learning difficulties, competition with peers, lack of learning facilities, fear of failure, short exam times, academic requirements, and excessive assignments (Bedewy et al., in Fun et al., 2021). Students who experience academic burnout tend to be unproductive, find it difficult to regulate their emotions and maintain their motivation. Thus, the role of emotional regulation is important to overcome academic burnout. Individuals who have good emotional regulation can control their emotions and know to regulate them appropriately. This happens because students self-reflect on the negative feelings they feel, which will result in burnout (Setiyowati et al., 2024). Students will reflect on the burnout experienced and try to improve their academic quality. In line with Fairuza and Maryatmi' research (2022) this, it states that the better the ability to regulate emotions, the less likely burnout will occur. Other research conducted by Devi and Huwae (2023) states that good emotional regulation will make individuals able to be calm in stressful situations. This can also make individuals control themselves and overcome problems more quickly.

The results showed that students with good cognitive assessment skills will have good emotional regulation. The perspective on the academic burnout situation changes positively and reduces the negative emotional impact. This is in line with research Iramadhani et al. (2024) where reassessment is one of the most common and effective emotion regulation strategies. Individuals focus on interpreting the situation being experienced, which aims to reduce the emotional impact and focus on the response to be given. Other research conducted Li et al. (2024) shows that cognitive reassessment reduces burnout because individuals maintain a positive attitude towards negative situations being felt. In the context of college students, cognitive reappraisal strategies, such as those who are given a large amount of coursework, are considered to support their academic abilities.

Research conducted by Setiyowati et al. (2024) states that cognitive reassessment has a negative correlation with academic burnout. If students have good cognitive reassessment, they can reduce maladaptive attitudes such as academic burnout. Good cognitive reassessment affects the way students think, they have the confidence to achieve, to prevent academic burnout. Therefore, students who have good emotional regulation can manage their emotions, reassess, and reduce academic burnout. Emotional regulation training can help students to prevent and reduce burnout. One training that can be used is Mindfulness-Based Stress Reduction (MBSR). This training focuses on practicing mindfulness through meditation and breathing techniques. MBSR training is also useful for relieving stress due to exhaustion when studying. Research Gitara et al



(2023) states that MBSR training has an impact on reducing burnout. The average score before training was 64.825, while the average score after training was 53.025. This proves that mindfulness training is effective. This training allows individuals to control themselves and play an active role in determining what to do when under pressure, so as to prevent or reduce academic burnout.

The results of this study indicate that emotional regulation contributes to academic burnout by 5.8%, and the other 94.2% is influenced by other factors. Besides emotional regulation, another factor that can be related to academic burnout is self-efficacy. Self-efficacy plays a 2.5% role in academic burnout (Andini et al., 2024). This becomes the limitation in this study, which is also a consideration for future researchers to discuss and explore other factors related to academic burnout. Another limitation is that researchers do not differentiate samples based on study programs or class batches at Universitas Kristen Satya Wacana, because each study program or class batch has a different academic load. In addition, the limitation in this study is that there are still few sources that discuss the relationship between the two variables at the student level.

CONCLUSION

Based on the results of the study, it can be concluded that there is a significant negative relationship between emotional regulation and academic burnout in Universitas Kristen Satya Wacana students. The higher the emotional regulation, the lower the academic burnout felt. Emotional regulation owned by Universitas Kristen Satya Wacana students has an average value of 54.78, meaning that, on average, students have emotional regulation in the moderate category with a percentage of 68%. Academic burnout experienced by Universitas Kristen Satya Wacana students has an average of 19.27, meaning that, on average, students have academic burnout in the moderate category with a percentage of 67%. To reduce academic burnout, Universitas Kristen Satya Wacana can make academic and non-academic policies. Academic programs include making study plans aligned with students' abilities. Lecturers can manage the number of assignments so that they do not accumulate at the same time. Another academic program is to provide student counseling services conducted by professional counselors to provide emotional support and help students manage stress. The University can also provide non-academic activity programs such as recreation, sports, and art programs to divert students from academic pressure. The effective contribution of emotional regulation to academic burnout is 5.8%. This means that there are 94.2% other factors related to academic burnout. Based on the results of the effective contribution, the researcher suggests that future researchers can examine other aspects that can contribute to academic burnout or conduct research about emotional regulation and academic burnout in each study program or class at Universitas Kristen Satya Wacana.

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