

# The Effect Of Causal Factors And Coping Strategies On Academic Burnout Among Students Of The Faculty Of Economics And Business, Universitas Negeri Jakarta

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**Abstract.** The high academic pressure experienced by students, such as excessive workload, lack of social support from the surrounding environment, and an unsupportive learning environment, can trigger emotional exhaustion, cynicism, and a decline in achievement in an individual. These issues form the background of this study, which uses a quantitative approach with a survey method and involves 65 respondents selected through purposive sampling. Data were collected through an online questionnaire and analyzed using multiple linear regression with the assistance of IBM SPSS Statistics software. The results indicate that the factors causing academic burnout have a significant influence on students' academic burnout, with workload being the most dominant factor. Meanwhile, coping strategies do not show a statistically significant influence on students' academic burnout levels. These findings indicate that although students employ various coping strategies, their impact on reducing burnout levels remains low. Therefore, preventive efforts are needed to manage academic workload and strengthen social support from the university. This study contributes to understanding students' psychological conditions and can serve as a basis for the government and higher education institutions to design more student-centered educational policies that prioritize mental health.

**Keywords:** Academic Burnout, Coping Strategies, Activity Load, Academic Pressure, Academic Stress.

## Introduction

Student mental health has been a global focus in recent years, especially after the COVID-19 pandemic, which has increased academic and social pressures among students (Christiana, 2022; Sagita & Meilyawati, 2021). This aligns with global commitments through the Sustainable Development Goals (SDGs), particularly SDG 3 (Good Health and Well-being), which emphasizes the importance of mental health, and SDG 4 (Quality Education), which calls for an education system that supports students' overall well-being (Alisjahbana & Murniningtyas, 2018).

Academic burnout is one of the most common forms of psychological distress experienced by students in modern education. Academic burnout is characterized by emotional exhaustion, cynicism toward learning activities, and a diminished sense of self-achievement due to excessive academic stress (Christiana, 2022; Christina Primer Diningtyas Yosalia & Christiana Hari Soetjningsih, 2024; Maslach & Leiter, 2016). Students experiencing academic burnout tend to lose motivation to learn, feel overwhelmed, and withdraw from social situations (Edú-valsania et al., 2022; Fernández-Castillo & Fernández-Prados, 2022; Permatasari et al., 2021).

Previous studies have identified various reasons for academic burnout, including: lack of social support, heavy workloads, and unengaging learning environments (Hasbillah & Rahmasari, 2022; Nafa Aulia Rahma & Prihatsanti, 2023; Trimulatsih & Appulembang, 2022). On the other hand, coping strategies are students'

efforts to deal with academic stress. (Lazarus & Folkman, 2013) classify coping strategies into two categories: problem-focused coping, which is oriented toward problem-solving, and emotion-focused coping, which focuses on emotion management.

However, there is a gap between theory and practice in this field, and the coping strategies used are not always effective in reducing academic burnout. Especially in the post-pandemic era, the dynamics of blended learning, part-time work demands, and involvement in organizations have increased the complexity of stressors faced by students (Christiana, 2022; Sagita & Meilyawati, 2021). Therefore, further research is needed on the effectiveness of coping strategies in addressing academic burnout, considering the underlying causes comprehensively.

The purpose of this study is to analyze the impact of factors contributing to academic burnout and coping strategies on the level of academic burnout among students at the Faculty of Economics and Business, Universitas Negeri Jakarta. The uniqueness of this study lies in testing the effectiveness of students' coping strategies in the context of contemporary academic stress influenced by academic workload, work, and post-pandemic organizational activities, thereby contributing to the development of mental health approaches in higher education (Arifah & Sari, 2023; Edú-valsania et al., 2022; Karnia et al., 2025).

## Methods

This study uses a quantitative approach with a causal associative design to analyze the influence of factors causing academic burnout and coping strategies on academic burnout among students. The study was conducted from February to May 2025 and involved 65 active undergraduate students from the Faculty of Economics and Business at the Universitas Negeri Jakarta. Participants were selected using purposive sampling with specific inclusion criteria: (1) respondents are active students at the Faculty of Economics and Business, (2) respondents have completed at least one semester of study at the Faculty of Economics and Business, Universitas Negeri Jakarta, and (3) respondents are willing to voluntarily complete the research questionnaire.

Data was collected using a structured questionnaire distributed via Google Forms through various social media platforms. The measurement tool consisted of 30 statement items measuring three main variables: academic burnout (Y), factors causing academic burnout (X1), and coping strategies (X2). The questionnaire was developed based on an established theoretical framework, including burnout indicators from (Maslach & Leiter, 2016) and coping strategy indicators from (Lazarus & Folkman, 2013). All items were rated using a 4-point Likert scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree).

The collected data were analyzed using IBM SPSS Statistics software. The analysis procedures included testing the validity and reliability of the instruments, testing classical assumptions such as normality, multicollinearity, and heteroscedasticity, followed by multiple linear regression analysis to determine the effect of independent variables on dependent variables. This methodological approach was chosen to ensure rigorous and reliable findings in line with the research objectives.

## Result and Discussion

Validity and reliability tests were conducted to ensure that the research instruments were appropriate and consistent in measuring the variables in this study. The validity test results showed that all items for the three variables, Academic Burnout (Y), Factors Causing Academic Burnout (X1), and Coping Strategies (X2), had correlation values greater than the r-table value of 0.2441. This indicates that all questionnaire items are valid. Reliability testing using Cronbach's Alpha yielded values of 0.874 for Academic Burnout, 0.906 for Causes of Academic Burnout, and 0.622 for Coping Strategies, all exceeding the reliability threshold of 0.60. Therefore, the instruments are considered reliable.

Table 1. Reliability Test Results of the Instrument

Variable	Cronbach's	Reliability
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	Alpha	Threshold
Academic Burnout (Y)	0,874	0,60
Factor Causing Academic Burnout (X1)	0,906	0,60
Coping Strategies (X2)	0,622	0,60

Descriptive statistics show that most respondents feel a high academic burden. The highest average score was recorded for the statement "I feel I have too many things to do in a short period of time" (mean = 3.15). The average academic burnout score was 2.79, indicating a moderate level of stress experienced by students.

Table 2. Results of Classical Assumption Tests

Test Type	Result/Value	Conclusion
Normality	Sig. = 0,200	Normal
Multicollinearity	VIF = 1,001	No multicollinearity
Heteroskedasticity	Random distribution	No heteroskedasticity

The classical assumption test confirmed that the data met the requirements for regression analysis. The normality test showed a significance value of 0.200 ( $p > 0.05$ ), indicating a normal distribution. The multicollinearity test resulted in a VIF of 1.001, confirming the absence of multicollinearity among the independent variables. The heteroscedasticity test showed a random distribution of data points, indicating no heteroscedasticity.

Table 3. Multiple Linear Regression Test Results (T-Test)

Coefficients <sup>a</sup>					
Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	3,496	4,027		,868
	Faktor	,825	,044	,921	18,577
	Strategi	,036	,112	,016	,320

Multiple linear regression analysis (t-test) shows that factors causing academic burnout significantly influence academic burnout among students ( $p = 0.000 < 0.05$ ) with a regression coefficient of 0.825. This indicates that high activity loads or low social support increase the likelihood of burnout. On the other hand, coping strategies do not have a statistically significant effect ( $p = 0.750 > 0.05$ ) with a regression coefficient of 0.036.

These findings indicate that external factors such as high activity load, low social support, and an unsupportive learning environment significantly increase the risk of academic fatigue (Nafa Aulia Rahma & Prihatsanti, 2023; Trimulatsih & Appulembang, 2022). On the other hand, coping strategies do not have a statistically significant effect on academic burnout, as indicated by low coefficients and high p-values. This suggests that although students have implemented various coping strategies, these strategies may not be sufficiently effective in reducing academic burnout. The coping strategies used tend to be general in nature and may not always align with the specific stress triggers faced, resulting in low effectiveness (Bohibu, 2024; Lazarus & Folkman, 2013).

Table 4. F-Test Results (ANOVA)

ANOVA <sup>a</sup>					
Model		Sum of Squares	df	Mean Square	F
1	(Constant)	2177,765	2	1088,882	172,619
	Faktor				

	Total	391,097	62	6,308		
		2568,862	64			

The F test (ANOVA) showed that both independent variables collectively had a significant effect on academic fatigue ( $F = 172.619$ ,  $p = 0.000 < 0.05$ ). This indicates that although coping strategies were not significant individually, they still contributed to the overall model when combined with other factors. Therefore, universities need to address structural academic pressures and provide appropriate coping education to enhance students' psychological resilience.

## Conclusion

The validity and reliability test results indicate that the research tools used are appropriate and consistent in measuring the research variables. All questionnaire items were classified as valid because the correlation coefficient  $r$  exceeded the value listed in the table, and were classified as reliable because Cronbach's alpha value exceeded the threshold of 0.60. Descriptive statistics show that students generally experience moderate levels of academic burnout, with high academic workload as the main issue.

The results of the classical assumption test show that the data are suitable for regression analysis. The t-test results show that the factors causing academic burnout have a significant effect on student fatigue, while coping strategies do not have a significant effect. This indicates that external stress factors such as high workload, low social support, and an unsupportive learning environment play a more dominant role in causing academic burnout than coping mechanisms.

However, the F-test results indicate that both independent variables together have a significant influence on academic burnout, emphasizing the importance of a holistic approach. Therefore, educational institutions must not only structurally reduce academic pressure but also provide more specific and effective coping training to strengthen students' mental resilience.

## Acknowledgments

The author would like to express his gratitude to the Faculty of Economics and Business, Jakarta State University, for the academic and administrative support provided during this research process. Thanks are also extended to the supervising lecturers, as well as to the student respondents who participated voluntarily.

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