THE INFLUENCE OF *BURNOUT STUDY* TOWARD STUDENTs ACHIEVEMENT

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Abstract

This study aims to analyze the effect of burnout study on the learning outcomes of students in the accounting expertise program at SMK Negeri 4 Makassar. The variables in this study are burnout study as an independent variable and learning outcomes as a dependent variable. The population of this study is all students in the accounting expertise program at SMK Negeri 4 Makassar. The sampling technique uses the proportionate stratified random sampling technique, samples from the population are obtained from the entire population with a sample of 76 students. Data collection techniques used are questionnaires and documentation. Data analysis techniques used are percentage descriptive analysis, instrument test, and hypothesis test. Based on the results of data analysis that has been carried out, the results of descriptive analysis of burnout study amounted to 44.78 percent which is classified as low and learning outcomes of 90.43 percent which are classified as very high. From the results of a simple linear regression analysis, a burnout study was obtained $Ý = 84.602 + 0.094X$ which means that with every addition of 1 burnout study value, the value of learning outcomes increased by 0.094. The results of the coefficient of determination analysis (r^2) obtained the value $(r^2) = 0.024$ which means that burnout study has a contribution to learning outcomes of 2.4 percent and the remaining 97.6 percent is influenced by other factors. While from the results of the t-test analysis obtained a significant value of $0.000<0.05$ which means that burnout study has a significant positive effect on learning outcomes, thus the hypothesis is accepted.

Keywords: *Burnout Study; Learning Outcomes*

Abstrak

This research aims to analyze the effect of *burnout study* on student learning outcomes in the accounting skills program at SMK Negeri 4 Makassar. The variables in this research are *burnout study* as the independent variable and learning outcomes as the dependent variable. The population of this research is all students in the accounting skills program at SMK Negeri 4 Makassar. The sampling technique used a *proportionate stratified random sampling technique*, samples from the population were obtained from the entire population with a sample of 76 students. The data collection techniques used are questionnaires and documentation. The data analysis techniques used are descriptive percentage analysis, instrument testing, and hypothesis testing. Based on the results of the data analysis that has been carried out, the results of the descriptive analysis *of the burnout study* were 44.78 percent, which is classified as moderate, and learning outcomes were 90.43 percent, which is classified as very high. From the results of a simple linear regression analysis, it was obtained that *burnout study* $Ý = 84.602 + 0.094X$, which means

that for every additional 1 *burnout study value*, the learning outcome value increased by 0.094. The results of the analysis of the coefficient of determination (r^2) obtained a value of (r^2) = 0.024, which means that the *burnout study* contributed 2.4 percent to learning outcomes and the remaining 97.6 percent was influenced by other factors. Meanwhile, from the results of the t-test analysis, a significant value of 0.000<0.05 was obtained, which means that *burnout study* has a significant positive effect on learning outcomes, thus the hypothesis is accepted.

Keyword: *Burnout Study;* Learning Results

INTRODUCTION

The world of education is currently increasingly developing so education can be said to be very important in making the nation's life intelligent. One of the problems facing the world of education today is the weakness of the learning process. Problems in learning are things that hinder the teaching and learning process which results in a lack of focus during the learning process in class, such as boredom, saturation, and fatigue both mentally and physically. So it is feared that it will hinder and reduce the rate of growth in absorbing knowledge. This situation is called *study burnout*.

According to Magdalena et al (2021:193) *Study burnout* or learning boredom is the mental condition of a person who is bored, tired, reluctant, lethargic, not enthusiastic, or enthusiastic about carrying out learning activities. *Burnout Study* is a certain period of time used for studying but does not produce results. A student experiencing *burnout* feels as if the knowledge and skills gained from learning are not progressing. "The lack of progress in learning outcomes generally does not last forever, but only within a certain time span, for example, a week" (Syah, 2020: 181) .

The student's learning process is not only influenced by the school and curriculum but the biggest influence is determined by an educator in the learning process in the classroom. The learning process is too monotonous, the intonation is not varied enough, it is difficult to understand the subject matter due to ineffective delivery of the material and students cannot interact directly with educators or their peers . This creates a feeling of loneliness as a result of which students feel bored and tired of studying. *Burnout study* includes an incident that often occurs to all humans without exception to students, in fact, quite a few students experience *burnout* while studying. Judge stated (in Khusumawati, 2014: 2) that " *study burnout* is a condition where a person's mental condition is disturbed which causes a feeling of tiredness and boredom which makes a person lazy, lethargic and not enthusiastic about carrying out learning activities ". This creates the need for motivation. learning that students must have, then this can help in improving students' learning success. Success in the learning process can be seen from the learning

outcomes obtained by students. "Learning outcomes are the abilities that students have after receiving learning experiences" (Sudjana, 2019:22) . The quality of education is closely related to success in producing quality students, which is the central point in the teaching and learning process.

SMK Negeri 4 Makassar is one of the Vocational High Schools in the city of Makassar. This school applies the Independent Curriculum for classes X, XI, and XII in the accounting skills program. Based on information obtained on February 28, 2023, several students from the accounting skills program at SMK Negeri 4 Makassar via social media (Instagram) stated that they were very tired when studying all the subjects and assignments given because they were too difficult and too many and caused a feeling of lazy and bored to study or do. Therefore, initial data (pre-research) was collected by distributing *burnout study* questionnaires on learning outcomes for students in the accounting skills program obtained from 20 respondents. *Burnout study* occurs due to long-term academic pressure, busy learning activities make students lazy, bored, and tired of participating in learning activities and learning activities that are too monotonous, thus having a negative impact on the learning process.

Based on initial observations, the percentage of the Study (X) burnout indicator for students was 6.9 percent, which is in the high category. This is based on the opinion of Arikunto (2018:35) who states that "the *burnout study variable* is included in the range of 61%-80% which is relatively high". The indicators found were still below the percentage, namely the cognitive fatigue indicator of 68%. Meanwhile, the average percentage of learning outcome indicators (Y) for students is quite 46% based on the standard percentage of indicators according to Arikunto (2008:35) which states that "learning outcome variables are in the range of 41%-60% in the category enough ". So, it can be concluded that *the burnout study* has a significant positive effect on the learning outcomes of students in the accounting skills program at SMK Negeri 4 Makassar. This is in line with what was expressed by Fatmawati (2018: 466) that "learning boredom has a positive and significant effect on student learning outcomes in the form of bad habits in studying, low learning motivation, irrational cognition, obsessive and compulsive, self-esteem and self-confidence. low self-esteem". Research conducted by Nur Reski (2021) stated that "learning boredom has a significant effect on students' learning concentration during the *Covid-19 pandemic* in economics subjects at SMA Negeri 1 Gunung Toar Taluk Kuantan". Not only that, research conducted by Muh. Idul Awal (2022) stated that "learning boredom had a positive and significant

effect during the *Covid-19 pandemic* on the learning outcomes of students in Islamic religious education and character subjects in class XI of SMA Negeri 1 Pangkep".

RESEARCH METHODS

The data analysis technique used are instrument testing and hypothesis testing using *SPSS* 2 5. Instrument testing consists of validity testing and reliability testing. Meanwhile, hypothesis testing consists of simple linear regression analysis, coefficient of determination, and t-test

The object of the research is SMK Negeri 4 Makassar. The population in this research is all students of the accounting skills program at SMK Negeri 4 Makassar, totaling 320 students for the 2022/2023 academic year. The measurement of the learning motivation variable uses a *Likert* scale measuring instrument with a questionnaire sheet based on *the Burnout study* as the independent variable (X) which is measured, namely emotional fatigue, physical fatigue, and cognitive fatigue. Learning outcomes as the dependent variable (Y) measured are cognitive, affective, and psychomotor. The data analysis design used in this research uses descriptive percentage analysis, instrument testing, and hypothesis testing.

RESULTS AND DISCUSSION

Percentage Descriptive Analysis

burnout study variable data collected from questionnaire results on 76 students, with three *burnout study indicators*, namely: 1) emotional fatigue, 2) physical fatigue, and 3) cognitive fatigue can be seen in Table 1 below:

Table 1. Percentage recapitulation of burnout study variables

No	Items	Actual Score	Ideal Score	Percentage Actual Score (%)	Information
1	Emotional exhaustion	748	1,900	39.26	Low
2	Physical exhaustion	1,112	1,900	58.52	Currently
3	Cognitive fatigue	693	1,900	36.47	Low
	Amount	**2,553**	**5,700**	**44.78**	**Currently**

The results of the actual score percentage for the learning motivation indicator obtained an average actual score percentage of 77.57 percent in the high category in accordance with the opinion of Arikunto (2018: 35) . However, three *burnout studies* obtained an actual score percentage of 44.78 percent. This is based on the opinion of Arikunto & Jabbar (2018:35) who

state that "interpretation of scores in the range of 41%-60% is considered moderate". So, it can be concluded that the *burnout study variable* is included in the medium category.

The average value (mean) is 90.43, where this value is in the interval $90 \leq A \leq 100$ as stated by Simamora (2018:44) that "the criteria for the level of learning outcomes in the interval $90 \leq A \leq 100$ are in the very high category" with a standard deviation of 2.787.

Based on these results, it can be concluded that the even semester UAS scores of students in the accounting skills program at SMK Negeri 4 Makassar for the 2022/2023 academic year have an average percentage of 90.43, including in the very high category, where there are no students who scored below the level criteria. learning outcomes.

The results of the descriptive analysis of student learning outcomes can be seen in Table 2 below.

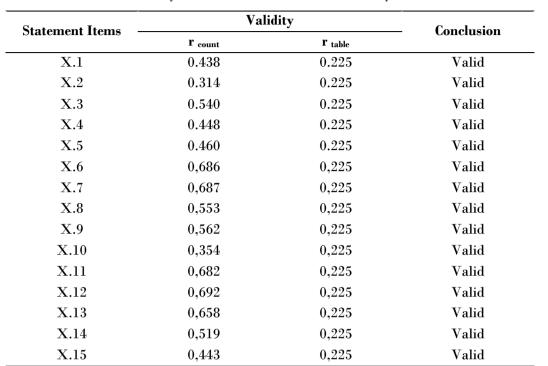Table 2. Conclusion of Respondents' Responses on Student Learning Results

Variable	N	Minimum	Maximum	Mean	Standard Deviation
Learning Outcomes (Y)	76	82	96	90.43	2,787

Instrument Test

a. Instrument Validity Test

The validity test of the instrument in this study was measured based on statement items by comparing the $_{calculated\ r\text{-}value}$ with the r $_{table}$ for df = n-2. The number of samples (n) in this study was 76, so the df obtained was 76-2 = 74, with a significance level of 5% so that r $_{table}$ = 0.225.

The r $_{table\ value}$ can be seen in the r table. if r $_{calculated}$ is greater than the r $_{table}$ then the variable instrument can be said to be valid . The results of testing the validity of the *burnout study instrument* (X) with 15 statement items can be seen in Table 3 as follows;

Table 3. Validity Test Results of the Burnout Study Instrument

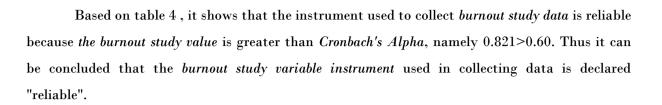| Statement Items	Validity		Conclusion
	r count	r table	
X.1	0.438	0.225	Valid
X.2	0.314	0.225	Valid
X.3	0.540	0.225	Valid
X.4	0.448	0.225	Valid
X.5	0.460	0.225	Valid
X.6	0,686	0,225	Valid
X.7	0,687	0,225	Valid
X.8	0,553	0,225	Valid
X.9	0,562	0,225	Valid
X.10	0,354	0,225	Valid
X.11	0,682	0,225	Valid
X.12	0,692	0,225	Valid
X.13	0,658	0,225	Valid
X.14	0,519	0,225	Valid
X.15	0,443	0,225	Valid

The results of the instrument validity test based on Table 3 show that all statement items submitted for the *burnout study variable have a* calculated r value between 0.314 to 0.692. This shows that the calculated r value for all *burnout study* variable statement items is greater than the r table value, namely 0.225. Based on these results, it can be concluded that all statement items contained in the *burnout study questionnaire* are declared "valid".

b.   Instrument Reliability Test

The aim of the reliability test is to measure whether a person's answers to statement items in a questionnaire are consistent or not. Instrument reliability testing in this research was carried out using *Cronbach's Alpha technique*, with a total of 76 student respondents. An instrument is declared reliable if *the Cronbach's Alpha value* is >0.60. The table of instrument reliability test results can be seen in Table 4 below:

Table 4. Reliability Test Results of the Burnout Study Instrument

Cronbach's Alpha	N of Items
,821	15

Based on table 4 , it shows that the instrument used to collect *burnout study data* is reliable because *the burnout study value* is greater than *Cronbach's Alpha*, namely 0.821>0.60. Thus it can be concluded that the *burnout study variable instrument* used in collecting data is declared "reliable".

Hypothesis testing

a. Simple Linear Regression Analysis

Simple linear regression was used in this research to measure the influence of the *burnout study variable* on learning outcomes. The analysis was carried out using *SPSS Version 25.0 for Windows,* the results of the linear regression calculations are presented in Table 6 below:

Table 6. Results of Simple Linear Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	Q	Sig.
		B	**Std. Error**	**Beta**		
1	(Constant)	84,602	2,395		35,328	,000
	Burnout Study	,094	,069	,156	1,358	,179
a. *Dependent Variable*: Learning Outcomes						

Based on table 6, shows that the simple linear regression equation model $\acute{Y} = 84.602 + 0.094$. Based on the equation model obtained, it is known that the constant value (a) is 84.602, meaning that if *the burnout study* value is zero, then the learning outcome variable is 0.094 units. The regression coefficient (b) value is positive, namely 0.094, meaning that if the *burnout study variable* increases by one, then the learning outcome variable will increase by 0.094 units.

b. Coefficient of Determination

The coefficient of determination (r^2) is used to determine how much contribution or contribution the *burnout study* variable makes to student learning outcomes in the accounting skills program at SMK Negeri 4 Makassar. The r^2 value has an interval of zero to one ($0 \leq r^2 \geq 1$). If r^2 is large (close to one) it means that the independent variable can provide almost everything needed to predict the dependent variable. Meanwhile, if r^2 is small (close to zero), it means that the ability of the independent variable to explain the dependent variable is very limited. The results of calculating the coefficient of determination can be seen in Table 7 as follows:

Tabel 7. Hasil Koefisien Determinasi (r²)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.156ᵃ	.024	.011	4.10596

a. *Predictors: (Constant), Burnout Study*

Based on table 7, the coefficient of determination is 0.024 or 2.4 percent. This means that *burnout study* contributes to learning outcomes by 2.4 percent while the remaining 97.6 percent is influenced by other factors. So it can be concluded that the *burnout study variable* on student learning outcome variables in the accounting skills program at SMK Negeri 4 Makassar is very limited.

c.   t-test

The t-test is used to test the hypothesis and find out how significant the influence of the *burnout study variable* is on student learning outcome variables in the accounting skills program at SMK Negeri 4 Makassar. To determine the effect of *burnout study* on learning outcomes using the t-test, compare the significance values less than 0.05 (5%). A variable is said to have a significant effect when the significance value obtained is smaller than 5% ($\alpha = 0.05$). The results *of* the t-test using *SPSS Version 25.0 for Windows* can be seen in Table 8 as follows:

Table 8. Hasil Uji-t

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	84.602	2.395		35.328	.000
Burnout Study	.094	.069	.156	1.358	.179

a. *Dependent Variable*: Hasil Belajar

Based on table 22, it shows that a significance value of 0.000 is obtained which is smaller than 0.05 (0.000<0.05), which means that the *burnout study variable* has a significant positive effect on student learning outcomes in the accounting skills program at SMK Negeri 4 Makassar. Therefore, it can be concluded that the hypothesis proposed in this study is declared "accepted".

Study burnout is a condition where students are uncomfortable and bored while studying, which can determine whether they are good at achieving learning outcomes, so the lower *the study burnout* for students, the higher the student's learning outcomes. This means that students whose learning outcomes are good will not experience *study burnout*, conversely, if students experience *study burnout* then their learning outcomes will be low.

the burnout study research variables obtained an average actual score of 44.78 percent, including in the medium category as stated by Arikunto (2018:35). The *burnout study* indicators are: 1) emotional fatigue of 39.36 percent, 2) physical fatigue of 58.52 percent, and 3) cognitive fatigue of 36.47 percent. Of the three *burnout study indicators*, the highest percentage is physical fatigue at 58.53 percent and the indicator with the lowest percentage is cognitive fatigue at 36.47 percent.

The results of the description of learning outcomes obtained an average (mean) value of 90.43, where this value is in the interval $90 \leq A \leq 100$, including the very high category as stated by Simamora (2018:44). The standard deviation is 2.787.

The results of hypothesis testing in this research, using *SPSS 25.0 for Windows*. The results of a simple linear regression analysis obtained the equation $\acute{Y} = 84.602 + 0.094X$, this means that if the *burnout study variable* has a value of zero, then the learning outcome variable is 84.602 units. The regression coefficient value is positive, namely 0.094, this means that if the *burnout study variable* increases by one, then learning outcomes will increase by 0.094 units. The results of the analysis of the coefficient of determination are 0.024 or 2.4 percent. This means that *burnout study* only contributes 2.4 percent to learning outcomes, while the remaining 97.6 percent is influenced by other factors. Based on the results of the t-test, a significant value of 0.000 was obtained, which is less than 5 percent (0.000<0.05), which means that the *burnout study variable* has a significant positive effect on student learning outcomes in the accounting skills program at SMK Negeri 4 Makassar. The meaning of positive influence is that the lower the level of *study burnout* , the higher the learning outcomes obtained by students. So the hypothesis proposed "it is suspected that *burnout study* has a positive and significant effect on student learning outcomes in the accounting skills program at SMK Negeri 4 Makassar" can be accepted.

The results of this research are in line with previous research conducted by Awal (2022) and Nur Reski (2021) as well as the theory put forward by Chaplin in Syah (2012: 181) that " *Study burnout* can hit students if they have lost motivation and lost consolidation. one particular skill level before a particular student reaches the next skill level." The theory explained by Schaufeli & Enzmann in Zuhra (2021:65) is that one of the indicators of *burnout studies* that often occurs in students is physical fatigue, which will have a bad impact on health, making students feel headaches, have difficulty sleeping or insomnia, so that the hormones released become chaotic and irregular and can cause a person to become stressed."

Thus, it can be concluded that students who have low *study burnout will* have high learning outcomes, whereas students who have high *study burnout will have low study results*.

CONCLUSION

Based on the results of the data analysis and discussion described in the previous chapter regarding the influence of *burnout studies* on student learning outcomes in the accounting skills program at SMK Negeri 4 Makassar, it can be concluded:

1. Based on the results of descriptive analysis, *the burnout study* of students in the accounting skills program at SMK Negeri 4 Makassar on the physical fatigue indicator obtained an average percentage of 58.52 percent in the medium category.

2. Based on the results of descriptive analysis, the learning outcomes of students in the accounting skills program at SMK Negeri 4 Makassar have an average percentage of 90.43 percent which is included in the very high category, where no students obtained scores below the criteria for the level of learning outcomes that have been determined. determined.

3. *Burnout study* has a positive and significant effect on student learning outcomes in the accounting skills program at SMK Negeri 4 Makassar, with a significance value of 0.000<0.05.

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