

THE INFLUENCE OF HARDINESS AND SELF EFFICACY IN OVERCOMING ACADEMIC BURNOUT ON STUDENTS AT ISLAMIC BOARDING SCHOOLS

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Introduction

Background:

A boarding school is a religious school that is facilitated with a place for students to live while attending the school. Every day students are burdened by activities that are not small from waking up to going back to sleep all arranged so that all time is used effectively and not wasted. That is why students are very vulnerable to Burnout. Burnout is a syndrome of physical and mental exhaustion that includes the development of a negative self-concept, poor concentration, and negative behaviors. Smet stated that one of the personality patterns that is considered to be able to keep a person healthy despite experiencing stressful life events is hardiness, besides that in previous research that low self-efficacy is also a factor causing the emergence of burnout in students at boarding schools.

Purpose:

The purpose of this study is to determine whether there is an effect of hardiness and self-efficacy on academic burnout in students at boarding schools.

Research Question (Problem Formulation)

Is there an influence between hardiness and self-efficacy with academic burnout in students at boarding schools?

Hypothesis:

Based on research that has been conducted by researchers, it can be concluded that through the results of regression analysis in the form of partial regression plots obtained in the study, there is a significant influence between hardiness and self efficacy on academic burnout, which means that when hardiness and self efficacy increase, academic burnout in students tends to decrease.

Method

- Research Type** : Quantitative
- Population** : Boarding school students
- Sample** : 140 (refers to the Krejcie Morgan table with a significance level of 1%.)
- Sampling technique** : Accidental sampling
- Data collection technique** : Likert Scale
- Data analysis** : Multiple regression analysis

Benefits of Research

The results of this study contribute to the development of educational psychology, especially in knowing the effect of hardiness and self-efficacy with academic burnout on students who are studying at boarding schools.

Result

Pearson's Correlations

Variable		X1	X2	Y
1. Hardiness (X1)	Pearson's r	—		
	p-value	—		
2. Selfefficacy (X2)	Pearson's r	0.119	—	
	p-value	0.163	—	
3. Academic Burnout (Y)	Pearson's r	-0.598	-0.621	—
	p-value	< .001	< .001	—

Based on the results of hypothesis testing using Pearson correlation or product moment, the negative effect between hardiness and self efficacy has a correlation coefficient (r) of 0.119 with a p-value = 0.163. Because the p value > 0.05 , the effect between hardiness and self efficacy is significant. The effect between hardiness and academic burnout has a correlation coefficient (r) of -0.598 with a p-value < 0.001 , which shows a negative and significant effect between hardiness and academic burnout. The effect between self efficacy and academic burnout has a correlation coefficient (r) of -0.621 with a p-value < 0.001 , which also shows a negative and significant effect between self efficacy and academic burnout.

Conclusions

The results of the determination analysis test show a value of $R = 0.815$, which means that there is a strong relationship between the variables of hardiness and self efficacy with academic burnout. Then also obtained the results of the R^2 value = 0.665 which indicates that the hardiness and self efficacy variables have an influence on the academic burnout variable by 66.5% while the other 33.5% is influenced by other factors.

