Study About *Burnout* for International Islamic Education Students 2022

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Abstract
This study aims to evaluate the factors causing academic burnout among students of the International Islamic Education program, class of 2022, semester 5. The focus of this research is to explore students' experiences and perceptions related to the academic burnout they have encountered, as well as the strategies they use to cope with it. This study employs a qualitative approach with a phenomenological method and thematic analysis. Data were collected through open-ended questionnaires distributed digitally to students who met the criteria. The findings show that excessive workload, emotional pressure, and multitasking between studies, organizations, and work are the primary factors contributing to academic burnout. Students experience difficulty in managing time and dealing with multiple tasks with overlapping deadlines. Additionally, the anxiety about task completion and pressure from various aspects worsen the burnout condition. This study provides valuable insights into the factors contributing to academic burnout and the need for a more holistic approach in supporting students' academic and mental well-being.

Keywords: *Academic Burnout, Students, International Islamic Education, Contributing Factors, Coping Strategies*

INTRODUCTION

Student activities often include various academic pressures and demands. The burdens experienced by students combined with expectations from themselves and others can be quite a big stress trigger. This condition risks triggering the emergence of a phenomenon called "*burnout* academic" (Vizoso et al., 2019 in Rahmania El Barusi & Kurniawati, 2024). *Burnout* Academics are characterized by feelings of fatigue, lack of enthusiasm and decreased self-confidence due to high academic pressure. This condition can have an impact on reducing student motivation to learn (Fariboz et al, 2019 in Rahmania El Barusi & Kurniawati, 2024). A number of studies reveal those students susceptible to *academic burnout* with the latest studies showing an increase in cases of academic burnout among students (Rosales-Ricardo et al., 2021 in Rahmania El Barusi & Kurniawati, 2024).

Previous research conducted by Azizah (Azizah & Aisah, 2022) on "The influence of positive religious coping on academic boredom in Islamic religious education students at private universities in Yogyakarta" showed that 5th semester Islamic Religious Education students experienced fatigue in fulfilling academic assignments. and showing signs of academic burnout, such as feeling bored and tired activity academic.

Burnout is a dangerous medical condition and has negative effects such as excessive stress which can cause bad behavior and disrupt physical and emotional health. Burnout is an individual's reaction to stress which is characterized by fatigue, physical, emotional and mental consequences of situations that require excessive emotional involvement. This condition arises because of an imbalance between abilities of someone with demands that must be met. Someone who experiences burnout tends to experience very high levels of fatigue. Apart from that, they also have the potential to show changes in behavior in a bad direction (Maslach & Jackson, 1981). Excessive gaps between expectations and reality lead to burnout. Stress in daily life and accumulated disappointments cause a slow decline in enthusiasm, which leads to fatigue (Ayala, 1996).

Alsaad (in Aini, 2024) mentions depersonalization (cynicism), reduced achievement and self-esteem, and emotional exhaustion as the three main components of academic burnout. Stress from too many

demands on a person's time causes emotional exhaustion. Cynicism, also known as depersonalization, is an attitude of losing interest and having a negative opinion of the work environment and organization. On the other hand, a decrease in achievement or self-esteem results in a decrease in motivation and self-confidence to compete.

Not only does burnout cause burnout in students, but in recent years, the phenomenon of hustle culture has become a trend that dominates society's mindset, especially among the younger generation. Hustle culture refers to a lifestyle that emphasizes relentless productivity, excessive hard work, and the glorification of busyness as a symbol of success. Through social media, this culture is increasingly entrenched with the narrative that "success can only be achieved through continuous hard work," thus creating high social pressure to continue to be productive and achieve personal and professional goals. This often results in mental and physical fatigue, as well as ignoring the importance of a healthy life balance between work and time for yourself (Yuningsih & Prasetya, 2022).

Gen Z is the leader of the revolution industry 4.0 where their enthusiasm is very high, the ability to think critically and the desire to work based on technology (Metris, 2024). The desire to achieve success quickly has encouraged many Indonesian teenagers, especially students, to adopt the lifestyle *hustle culture*. Their first priority is work and career which often comes at the expense of other aspects of life. This phenomenon, which has actually been happening for a long time, is now back in the spotlight (Budiarjo & Casmini, 2023), especially among Gen Z. They believe that success can only be achieved through tireless hard work. This view has become stronger during the COVID-19 pandemic, where many people feel threatened by losing their jobs and are encouraged to work harder. In fact, working continuously without adequate rest can have a negative

impact on mental and physical health (Rhoma Iskandar & Novi Rachmawati, 2022).

Hustle culture has a significant impact on students' mental and academic well-being. The non-stop work pattern that this culture emphasizes often leads to mental exhaustion or *burnout*, which is characterized by emotional exhaustion, depersonalization, and decreased motivation. Apart from that, the demand to continue to be productive also causes academic stress, where students feel pressured by the workload, limited time, and expectations of achieving high achievements. In the long term, this condition can have a negative impact on their mental health, quality of life, and even academic achievement. This condition is further exacerbated by the lack of social support and adequate resources, so that students feel isolated in their struggle to balance ambition and prosperity (Balkeran, 2020)

This research was conducted to analyze burnout that occurs among International Islamic Education students' class of 2022, considering the significant impact it has. This theme was chosen because of its relevance to students' current actual conditions, as well as the importance of providing comprehensive understanding and strategies to help them manage existing pressures. By understanding burnout, it is hoped that this research can provide new insights into burnout for International Islamic Education 2022 students to maintain students' mental well-being.

RESEARCH METHOD

This research uses a qualitative approach to explore students' experiences and perceptions regarding burnout. This approach aims to understand in depth how students feel the impact of burnout and the strategies they use to overcome it. Research participants are active students of the study program *International Islamic Education* class of 2022, especially semester 5. This criterion was chosen because this group is expected to

experience significant academic pressure due to lecture schedules and claim other academics. With this approach, research is expected to provide a clear picture of the burnout experiences experienced by students and relevant solutions to overcome them.

The data collection technique uses an open-ended questionnaire which is prepared in digital format using the Google Forms platform. The questionnaire link was distributed via social media groups for International Islamic Education study program students class of 2022. Sampling used a purposive sampling technique to select participants with the criteria of active students of the International Islamic Education study program class 2022 semester 5 who were undergoing an intensive academic process.

The data analysis technique uses a phenomenological method approach with thematic analysis. Read the data as a whole to understand participants' experiences, code responses to identify key themes, group codes into relevant themes, analyze relationships between themes, and construct in-depth descriptions using direct quotes from participants. Next, the data is reduced, compared with literature which is relevant and ends with drawing conclusions to formulate the essence of the phenomenon studied

RESULTS AND DISCUSSION

1.1 Causative factor *Burnout* Academics Among Students

Based on the results of a questionnaire conducted on 2022 semester 5 students of the International Islamic Education study program, it can be concluded that several significant factors that cause academic burnout are excessive workload, pressure from a busy academic schedule, as well as emotional and social factors that influence their well-being.

- Excessive workload

Most respondents said that tasks coming together with close deadlines

were the main contributing factors to burnout. As explained by one respondent, "Sometimes I feel like I'm so confused about which assignment to do first, tired and a large number of tasks," this shows that difficulties in managing time and choosing task priorities contribute greatly to stress. Regarding the two courses that have *deadlines* simultaneously, which forces them to expend more effort on the two tasks. Pressure This not only affects academic performance, but also impacts their mental and physical health, as stated by another respondent who felt "tired at heart, tired in mind, tired physically."

- Emotional Pressure and Anxiety about Tasks

Emotional pressure is also an equally important factor in causing academic burnout. Several respondents state feelings of anxiety and pressure when faced with large numbers of tasks which must be completed in a short time. One of the respondents said, "Sometimes I feel a little anxious if all the tasks can't be finished within a certain time," which shows a feeling of fear or worry. about oneself's ability to solve on time. These feelings are further exacerbated by situations where there is no external support, such as pressure from parents which exacerbates these feelings of depression and anxiety.

- Other Exacerbating Factors *Burnout*

Some respondents also highlighted other exacerbating factors of burnout, such as involvement in organizations and work. As students who are also active in organizations and work, they find it increasingly difficult to manage their time at college, organizations and work. As explained by one respondent, "a lot of

coursework, there is also pressure from organization and I also work which requires me to be able to manage my time." This multitasking factor worsens the burnout conditions they experience, where pressure coming from various sides adds to their psychological burden.

Overall, the results of this questionnaire illustrate that the main factors causing academic burnout among semester 5 students are excessive workload, emotional stress due to time strict collection, as well as multitasking between lectures, organizations, and work. These factors interact with each other and create feelings of stress that bother Academic balance and student mental health.

1.2 Efforts and strategies to overcome burnout

From the results of the analysis of questionnaire answers, respondents have various ways to overcome the burnout they experience. One way is to take a short break such as closing the laptop or stopping activities for a while. This step is considered effective for refreshing the mind and giving the body space to recover before continuing with the tasks that must be completed. Apart from that, many respondents chose to use relaxation techniques as a first step. This technique includes simple actions such as taking deep, slow breaths, trying to be mindful and reflecting redden Regarding what to do, respondents also emphasized the importance of gradually relieving stress by calming oneself through relaxation.

However, there are also respondents who rely on digital entertainment such as playing on their cellphones or scrolling through social media, especially platforms such as TikTok, to improve their mood. This activity is considered capable of providing temporary space from the

pressure they are facing, although some respondents realize that this method is not completely a solution. Other respondents stated that they chose to do their hobbies such as painting, cooking, or even going for a walk to divert their minds from prolonged feelings of fatigue.

When respondents were asked about habits or routines that help reduce stress, some respondents mention activities such as entertainment, exercise, and carrying out spiritual activities include prayer and supplication as a way to get closer to Allah and seek inner peace.

Some respondents enjoy listening to music or watching films to give them the opportunity to forget for a moment the burden of tasks that have piled up. Meanwhile, other respondents believed that spending time with friends could reduce feelings of isolation and increase enthusiasm.

Results of this questionnaire reflect that students have various ways to manage burnout and stress which involve physical, emotional, social and spiritual approaches. With choosing a strategy that suits you, they can personally deal with academic pressure better while maintaining a balance between academic demands and mental health.

CONCLUSION

This research found that academic burnout among International Islamic Education students' class 2022 semester 5 was influenced by several significant factors, including excessive workload, emotional pressure due to tight deadlines, as well as multitasking factors between studies, organizations and work. These factors interact with each other and create pressure that disrupts students' academic balance and mental health. Apart from that, the growing phenomenon of hustle culture among students also worsens this condition by encouraging excessive productivity without paying

attention to the importance of a healthy life balance.

In an effort to overcome burnout, students use various strategies involving physical, emotional, social and spiritual approaches. Some of these include taking short breaks, using relaxation techniques, doing digital entertainment activities, and carrying out spiritual activities such as prayer and worship. Apart from that, students also involve themselves in hobbies or social activities to divert their minds and relieve stress. While these strategies are effective for managing stress, it is important for students to continue to seek approaches that suit their individual needs in order to cope with academic pressure and maintain optimal mental well-being.

This research provides important insights into the causes and impacts of academic burnout in students, as well as providing recommendations for better stress management, both at the individual level and in the broader academic context.

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