

BURNOUT PROFILE OF FINAL-YEAR STUDENTS AT THE SEKOLAH TINGGI ILMU DAKWAH (STID) SIRNARASA IN THE 2025/2026 ACADEMIC YEAR

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Abstract

University students are in a phase of their education with much more complex academic demands than those at previous levels. They are required to think critically, make independent decisions, and possess effective communication skills as part of their academic readiness for college (Ansari et al., 2022; Vosniadou, 2020; Sari et al., 2025). Burnout is a significant issue among final-year students. According to Maslach & Jackson, there are three aspects of burnout: emotional exhaustion, depersonalization, and decreased academic performance. Therefore, the purpose of this study was to determine the burnout profile of final-year students at the Sirnarasa Islamic Da'wah College (STID) in the 2025/2026 academic year. This study used a descriptive quantitative method, with 48 items on a Likert scale, and was conducted with 27 final-year students. The results showed that final-year students did not experience significant burnout. Therefore, the burnout profile of final year students at the Sirnarasa Islamic College (STID) in the 2025/2026 academic year is in the low category.

Keywords: Burnout Profile, Emotional, Final Year Students.

A. INTRODUCTION

College students are students in a phase of their education with much more complex academic demands than those of students at previous levels (Ramadhani et al., 2025). They are required to think critically, make independent decisions, and possess effective communication skills as part of their academic readiness for college (Ansari et al., 2022; Vosniadou, 2020; Sari et al., 2025).

Exhaustion from studies or academic demands, also known as academic burnout, is a common academic problem among students in higher education (Ibrahim et al., 2023). The level of academic burnout among students varies. Based on data presented by (J. Lee et al., 2012; Rad et al., 2017; Permatasari et al., 2021), in China, 86.6% of students experience severe academic stress leading to academic burnout. Meanwhile, in Iran, 76.8% of medical students experience academic burnout and 71.7% experience severe stress caused by anxiety about the future, worry about harming patients, inability to perform medical techniques, and high family expectations. In Europe, 1,702 nursing students experience academic burnout, where students feel incapable of completing their assignments and have a tendency to quit their jobs. Managerial Science students in Serbia experience academic burnout as much as 54.4%. In 2009, academic burnout data related to a study among Finnish students collected through a national survey from nine universities in Finland found that 45% of all respondents were at clear risk of experiencing increased academic burnout. The Malang Times (2020) recorded three cases of student suicide due to depression while working on their final

assignments in 2020. Since 2014, there have been at least 10 suicides due to depression related to their thesis. Another case, reported by the Karawang Post (2021), involved a student attempting suicide due to depression related to his thesis or final assignment. The student's reason for attempting suicide was fear of not being able to complete his studies on time (Hasbillah & Dian, 2022; Purnamasari, 2024).

Based on Maslach & Jackson's (1981) opinion in Jeikawati (2023), burnout is defined as a syndrome of emotional exhaustion and cynicism, often occurring in individuals whose work involves interacting with others. Burnout then refers to a state of mental and emotional exhaustion due to symptoms of stress that can be caused by high pressure from the role being undertaken, deadlines for completing responsibilities, and a lack of resources needed to carry out those responsibilities (Haryati S, 2024). Burnout is characterized by three aspects: emotional exhaustion, depersonalization, and reduced personal accomplishment (Syarifita et al., 2023). Emotional exhaustion is indicated by a decrease in emotional energy and a loss of enthusiasm. When an individual experiences burnout, emotional exhaustion occurs first, followed by depersonalization. The depersonalization experienced makes a person feel no sympathy for others (Rosnawati et al., 2024). Another aspect, namely decreased personal accomplishment, occurs in a separate process and is related to the level of personal control and social support (Halim & Elisabeth, 2024). Decreased personal accomplishment can also be indicated by feelings of inability to carry out professional and personal tasks and reduced productivity in carrying out one's work (Pertiwi et al., 2021).

Leiter and Maslach, in Nursalam (2015), identified several factors that influence the emergence of burnout. First, work overload, where individuals undertake too much work with little time. Second, lack of work control, where rules sometimes limit individuals' ability to innovate. Third, being rewarded for work, where there is a lack of appreciation from the college environment. Fourth, breakdown in community, where individuals lack a sense of belonging to their college environment. Fifth, being treated fairly, where feelings of being treated unfairly. Sixth, dealing with conflicting values, where individuals engage in actions inconsistent with their values (Alimah, 2016). Burnout syndrome is often found in human service professions such as police, nurses, doctors, counselors, and social workers (Pangastiti, 2011; Alimah, 2016).

Based on the above phenomenon, the researcher is interested in examining the burnout profile of final-year students in the 2025/2026 academic year at the Sinarasa Islamic Da'wah College (STID). This is due to the high prevalence of burnout, and the inherent risk of burnout, which can hinder their learning in higher education. Furthermore, the Sinarasa Islamic Da'wah College (STID) also prepares students as prospective preachers, instructors, mentors, and professionals in the field of Islamic da'wah, who are expected to possess emotional stability, mental resilience, and personal integrity. Therefore, this research on the burnout profile of final-year students is crucial as a baseline for developing academic guidance and mentoring services that align with the character of Islamic da'wah sciences in the future.

B. LITERATURE REVIEW

Burnout Maslach

Burnout is understood as a psychological syndrome that arises from exposure to chronic stress within a role/work context, and is reflected in a relatively stable response pattern (Fatchurahman et al., 2022). Maslach's model emphasizes that burnout is not simply "tired," but involves mutually reinforcing affective, cognitive, and behavioral dimensions (Aji T, 2025). Conceptually, burnout consists of exhaustion, cynicism/depersonalization, and reduced efficacy/personal accomplishment. In the context of higher education, this framework is often

used to interpret academic pressure as a "work context" for students, especially when the demands of final assignments increase. Thus, measuring burnout based on these three dimensions helps researchers map burnout profiles more diagnostically, rather than simply using a total score. Indicators (brief points):

- Emotional exhaustion: fatigue, loss of energy, easily stressed during academic activities
- Cynicism/depersonalization: withdrawal, negative responses to lectures/assignments, loss of social empathy
- Decreased effectiveness: feelings of inadequacy, decreased productivity, weakened academic confidence

Job Demands-Resources Model (JD-R)

The JD-R model explains that role conditions can be divided into demands and resources, which operate through two main processes. The first process is the "exhaustion" pathway: high demands (e.g., workload, time pressure, role conflict) lead to exhaustion if they persist. The second process is the motivational pathway: adequate resources (e.g., social support, autonomy, feedback, role clarity) increase engagement and reduce the likelihood of burnout. The JD-R is flexible because it can be adapted from the workplace to academic contexts, with "demands" representing study demands and "resources" representing learning support. Therefore, the JD-R is particularly useful if your research is not only describing burnout but also examining why burnout arises or decreases through role demands and resources. Indicators (brief points):

- Academic demands: workload, deadline pressure, thesis complexity, role conflict (study, family, work)
- Academic resources: support from friends/family/lecturers, access to guidance, learning autonomy, clarity of thesis guidelines
- Burnout outcomes: exhaustion, disengagement/cynicism, decreased performance

Conservation of Resources (COR)

The Cognitive Resilience Framework (COR) views stress as a consequence of the threat of resource loss, actual resource loss, or failure to acquire resources after an investment of effort. Resources here include energy, time, self-esteem, social support, competence, and conditions an individual values. Burnout can be understood as a state of resource depletion that leads to a downward spiral of loss: the more exhausted and stressed an individual becomes, the more difficult it is for an individual to recover resources, thus increasing stress. The COR also explains why social support, self-regulation strategies, and time management are often key protective mechanisms: they all function as mechanisms for accumulating or restoring resources. With this framework, your research can assess burnout not simply as a symptom, but as a result of the dynamic of resource loss versus gain during the final project process. Indicators (brief points):

- Resource loss: decreased energy, time depletion, depleted motivation, decreased self-confidence
- Resource threat: fear of not graduating on time, worry about failing a mentorship, evaluation pressure
- Lack of resource gain: significant effort does not result in progress on the thesis, ineffective mentorship
- Buffer resources: social support, adaptive coping, study skills/time management

C. RESEARCH METHODOLOGY

This study employed a descriptive quantitative method. This method was used because the research data processed is numerical and subjected to statistical analysis (Alif et al., 2023). The descriptive technique, on the other hand, aims to provide a structured and realistic

description (Waruwu M, 2024). Data collection was conducted using a questionnaire on burnout.

The respondents in this study were students at the Sirnarasa Islamic Da'wah College (STID) in the 2025/2026 academic year, with a total population of 27 students, consisting of 13 students in the Islamic Guidance and Counseling (BPI) study program and 14 students in the Islamic Broadcasting Communication (KPI) study program. Respondents were selected from the total population. Each student respondent received an explanation of the research objectives, data confidentiality, and was asked to provide informed consent before completing the questionnaire.

This research instrument used one variable, burnout, which was measured using a Likert scale. This burnout variable contains 48 items organized into three main aspects according to the model (Maslach & Jackson 1981): emotional exhaustion, depersonalization, and reduced personal accomplishment. Each aspect consists of four indicators, each containing four items, encompassing both favorable and unfavorable items. For more details, see Table 1 for the burnout scale.

Table 1. Burnout Scale

<i>No</i>	<i>Aspect</i>	<i>Item</i>		<i>Amount</i>
		<i>favorable</i>	<i>Unfavorable</i>	
1.	Emotional exhaustion	8	8	16
2.	Depersonalization	8	8	16
3.	Reduced personal accomplishment	8	8	16
Total		24	24	48

Source: Processed by Researchers, 2025

Data analysis in this study was carried out using descriptive statistical analysis to describe the average value, standard deviation, score distribution, and drawing conclusions from the research results.

D. RESULT AND DISCUSSION

This section presents the results of the descriptive statistical analysis. The researchers classified them into categories that corresponded to the subjects' points. Azwar (2013) stated that the purpose of categorical classification is to place subjects into groups whose positions are classified along a continuum based on measurable characteristics. The categorization criteria are high, medium, and low.

Table 2. Descriptive statistics of research variables

<i>Variabel</i>	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>Standard deviasi</i>
Burnout	27	57	227	159	29,40

Source: Processed by Researchers, 2025

Descriptive statistics were used to provide an overview of the burnout levels among the 27 student respondents. Based on the analysis, Table 1 above shows that the burnout variable has a minimum score of 57, a maximum score of 227, with an average value (mean) of 159 and a standard deviation of 29.40. This value indicates that the burnout level among students is in the low category on average.

Table 3. Burnout categorization

<i>Category</i>	<i>score</i>	<i>Frequency</i>	<i>Presentation</i>
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Low	128 – 240	25	92,59%
Middle	64 – 127	1	3,70%
High	48 – 63	1	3,70%

Source: Processed by Researchers, 2025

Based on the table above, it can be concluded that the burnout variable categorization of 27 final-year students at the Sirnarasa Islamic Da'wah College (STID) in the 2025/2026 academic year is as follows: 25 (92.59%) were in the low category, 1 (3.70%) were in the moderate category, and 1 (3.70%) were in the high category. The conclusion from the table above indicates that the burnout variable categorization of final-year students at the Sirnarasa Islamic Da'wah College (STID) in the 2025/2026 academic year falls into the low category. To determine the results based on the burnout variable aspect of final-year students at the Sirnarasa Islamic Da'wah College (STID) in the 2025/2026 academic year, the following data were obtained.

Table 4. Results based on variable aspects

No	Variable aspects	Ideal	Min	Max	Mean	Sum	%Mean	St.deviiasi
1.	Emotional exhaustion	80	21	79	52,18	1409	65,22%	10,24
2.	Depersonalization	80	18	80	53,11	1434	66,38%	10,72
3.	Reduced personal accomplishment	80	18	76	53,70	1450	67,12%	10,51

Source: Processed by Researchers, 2025

Based on the results of Table 4 above, emotional exhaustion had a score of 65.22%, which is classified as low, depersonalization had a score of 66.38%, which is also classified as low, and decreased performance had a score of 67.12%, which is classified as low. The achievement level of burnout among final-year students at the Sirnarasa Islamic College (STID) in the 2025/2026 academic year is divided into three categories: High, Medium, and Low. The burnout score for final-year students at the Sirnarasa Islamic College (STID) in the 2025/2026 academic year is in the Low category, with only a small number of students experiencing burnout. Further details are presented based on the breakdown by burnout aspect as follows:

Table 5. Results of the categorization of emotional exhaustion aspects.

Category	Frequency	pesentase
High	0	0,00%
Middle	2	7.41%
Low	25	92,59%

Source: Processed by Researchers, 2025

Based on Table 5 above, final-year students at the Sirnarasa Islamic Studies College (STID) do not experience emotional exhaustion (physical fatigue, stress, emotional exhaustion, or drastic mood swings). Students' emotional, stress, and mood management abilities are as follows: Low (92.59%), Medium (7.41%), and High (0%).

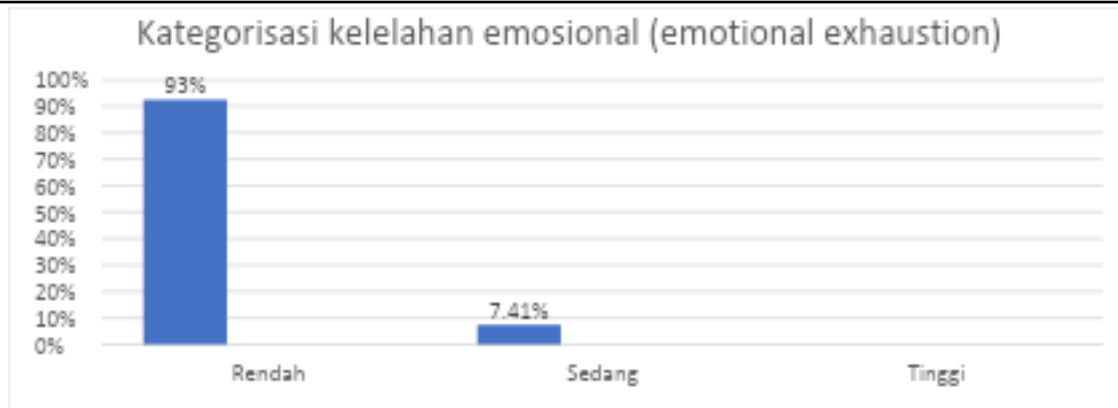


Figure 1. Graph of categorization of aspects of emotional exhaustion.
Source: Processed by researchers, 2025

Table 6. Results of categorization of aspects of depersonalization.

<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
High	1	3,70%
Middle	0	0,00%
Low	26	96,30%

Source: Processed by Researchers, 2025

Based on table 6 above, there is 1 final year student at the Simarasa Islamic Studies College (STID) who experienced depersonalization (which shows pressure, negative attitudes, negative interactions, and loss of identity), namely: Low (96.30%), medium (0.00%), High (3.70%).



Figure 2. Depersonalization aspect categorization graph
Source: Processed by researchers, 2025

Table 7. Reduced personal accomplishment aspect categorization results

<i>Category</i>	<i>Frequence</i>	<i>Percentage</i>
High	0	0,00%
Middle	1	7,41%
Low	26	92,59%

Source: Processed by Researchers, 2025

Based on table 7 above, there is 1 final year student at the Sirnarasa Islamic Studies College (STID) who experienced a decline in achievement (including internal factors, external factors, poor time management, and negative self-view), namely: Low (92.59%), Medium (7.41%), High (0.00%)



Figure 3. Graph of the results of the categorization of aspects of reduced personal accomplishment.

Source: Processed by researchers, 2025

Based on the research findings above, the burnout level of final-year students is in the low category. The results indicate that burnout is low based on various variables. Emotional exhaustion was 65.22%, which is considered low, depersonalization was 66.38%, which is considered low, and academic decline was 67.12%, which is considered low. Therefore, it can be concluded that final-year students at the Sirnarasa Islamic Da'wah College (STID) in the 2025/2026 academic year, with a data distribution of 27, or 100%, are in the low category.

The questionnaire was distributed to final-year students at the Sirnarasa Islamic Da'wah College (STID) in the 2025/2026 academic year. The burnout variable was based on Maslach & Jackson's theory (in Jeikawati, 2023), which includes three aspects: emotional exhaustion, depersonalization, and academic decline. In the context of final-year students, especially those working on their theses, academic pressure increases significantly because they are faced with a complex final assignment that determines graduation. This pressure includes the pressure to graduate quickly, parental expectations, and difficulties in compiling the thesis, searching for literature, and establishing effective communication with supervisors (Rahayu & Cahyadi, 2018; David.S., 2025). Therefore, good time management skills, emotional regulation, and social support from those around them, such as friends, family, and lecturers, are crucial in the thesis completion process.

Therefore, burnout requires special attention because it can affect students' readiness to carry out lectures and enter society later, as well as serve as material for learning development in higher education.

E. CONCLUSION

Based on the analysis of the research data described above, it can be concluded that burnout, according to Maslach and Jackson's theory, is a syndrome of emotional exhaustion and cynicism frequently occurring in individuals whose work involves interacting with others. It encompasses three aspects: emotional exhaustion, depersonalization, and decreased performance. Burnout syndrome is also prevalent in certain occupations, particularly in

human service professions such as police officers, nurses, doctors, counselors, and social workers. Several factors contribute to the development of burnout. First, work overload, where individuals undertake too much work with too little time.

Second, lack of work control, where rules sometimes limit individuals' ability to innovate. Third, being rewarded for work, where there is a lack of appreciation from the college environment. Fourth, breakdown in community, where individuals lack a sense of belonging within their college environment. Fifth, being treated fairly, where individuals feel unfairly treated. Sixth, dealing with conflicting values, where individuals engage in actions inconsistent with their values. Thus, the burnout profile of final-year students at the Sirnarasa Islamic Studies College (STID) in the 2025/2026 academic year shows that students did not experience significant burnout, but some students fell into the moderate and high categories. This study demonstrates the importance of providing guidance, support, and academic mentoring services to students to help them manage academic stress.

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