

PREVENTION OF ACADEMIC BURNOUT IN HIGH SCHOOL STUDENTS THROUGH GROUP GUIDANCE SERVICES WITH PRIORITY SCALE MAKING LIST TECHNIQUES

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Abstract

This study aims to examine the effectiveness of group counseling services using the priority scale listing technique in preventing academic burnout among students at SMA Negeri 1 Bilah Hulu. Academic burnout is a condition characterized by emotional exhaustion, decreased motivation to study, and feelings of helplessness, often experienced by students due to excessive academic pressure and ineffective time management. The research employed a quantitative approach with a pre-experimental design (one-group pretest-posttest design). The subjects of the study were 10 students identified as having moderate to high levels of academic burnout tendencies, based on initial assessments using a modified version of the Maslach Burnout Inventory–Student Survey (MBI-SS). The intervention consisted of five group counseling sessions incorporating the priority scale listing technique to help students organize their academic tasks and responsibilities more systematically. Data analysis using the Wilcoxon Signed Ranks Test revealed a significant reduction in academic burnout scores after the intervention ($Z = -2.803$, $p < 0.005$). These findings indicate that group counseling using the priority scale listing technique is effective in preventing and reducing symptoms of academic burnout among students. The implications of this study highlight the critical role of school counseling services in helping students develop effective time management and decision-making skills to better cope with academic demands.

Keywords: Academic Burnout, Group Guidance, Time Management

Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas layanan bimbingan kelompok dengan teknik membuat daftar skala prioritas dalam mencegah academic burnout pada siswa SMA Negeri 1 Bilah Hulu. Academic burnout merupakan kondisi kelelahan emosional, penurunan motivasi belajar, dan perasaan tidak berdaya yang sering dialami siswa akibat tekanan akademik yang berlebihan dan manajemen waktu yang kurang efektif. Pendekatan penelitian yang digunakan adalah kuantitatif dengan desain pre-eksperimental (one group pretest-posttest design). Subjek dalam penelitian ini adalah 10 siswa yang teridentifikasi memiliki tingkat kecenderungan burnout akademik sedang hingga tinggi berdasarkan hasil asesmen awal menggunakan instrumen Maslach Burnout Inventory–Student Survey (MBI-SS) yang telah dimodifikasi. Intervensi dilakukan melalui lima sesi bimbingan kelompok dengan penerapan teknik membuat daftar skala prioritas sebagai upaya membantu siswa dalam mengatur beban tugas dan tanggung jawab akademik secara lebih sistematis. Hasil analisis data menggunakan uji Wilcoxon Signed Ranks Test menunjukkan adanya penurunan signifikan skor burnout akademik setelah diberikan layanan ($Z = -2.803$, $p < 0.005$). Temuan ini menunjukkan

bahwa layanan bimbingan kelompok dengan teknik membuat daftar skala prioritas efektif dalam mencegah dan menurunkan gejala burnout akademik pada siswa. Implikasi dari penelitian ini menggarisbawahi pentingnya peran bimbingan konseling sekolah dalam membantu siswa mengembangkan keterampilan manajemen waktu dan pengambilan keputusan yang tepat dalam menghadapi tuntutan akademik.

Kata Kunci: *Burnout Akademik, Bimbingan Kelompok, Manajemen Waktu*

INTRODUCTION

Education is an important element in the formation of individual quality and the progress of a nation, Based on Law Number 20 of 2003 Article 1 concerning the National Education System, education is a process that is carried out consciously and organized, students can learn actively and independently to achieve predetermined goals, develop their potential to grow spiritual, religious, personality, moral intelligence, self-control, and skills (Law of the Republic of Indonesia. NO 20, 2013) (Muta'Aaly, 2022). However, in its implementation, students are faced with various academic pressures that can cause psychological problems in themselves, such as *academic burnout*. *Academic burnout* is a chronic stress condition caused by high learning demands and excessive stress that has an impact on students' mental health. (Anshorryyah & Hadinata, 2023).

Burnout according to (Maslach, C., & Michael, 1997) It is a condition of emotional exhaustion and cynical attitude that is often experienced by individuals who have a heavy workload. (Suharsimi, 2020) *Burnout*. It can also occur due to a mismatch between expectations and reality in the learning process. Freudenberger explained *Burnout* as a term that reflects a state of inability or fatigue caused by excessive stress on the individual's energy, strength, and resources. (Barcza-Renner et al., 2024). *Academic Burnout* is a situation in which a person experiences burnout and stress both physically and emotionally due to overwork and high expectations of results. (Oct, 2022)

Hanina et al., 2021 *Academic burnout*. It can also be caused by heavy academic loads, high expectations, to a less supportive learning environment, where an unsupportive learning atmosphere will exacerbate student burnout. (Yulistiorini et al., 2022) *Burnout* can arise due to a lack of sufficient rest time for students. (Purnomo et al., 2022) *Academic burnout* can be caused by the lack of time management of students in the use of smartphones, so that it can become dependent and cause indifference to lessons. (Fitriyadi et al., 2023) Burnout in students arises due to high expectations and pressure in learning activities, and also due to the lack of skills that students have and their indifference to the learning process. (Muna, 2020) *Academic burnout* characterized by student boredom in the educational environment. (Aypi et al., 2022) Environmental conditions that are not supportive in terms of family, school, and social environment have a great influence on the emergence of *academic burnout* in students.

Academic burnout is affected by physical and emotional fatigue, a cynical attitude towards lessons, and a decrease in student achievement and motivation. (Mostafavian et al., 2022) This condition can cause various negative impacts, such as prolonged stress, to weakening student involvement in the learning process. (Shah, 2016) *Academic burnout*.

What happens continuously to students can also make students experience a decrease in student confidence. Afifudin 2012, Septiani et al., 2022 characteristics of students who experience *academic burnout* 1) Students have difficulty taking lessons like other students do; 2) Often late or reluctant to complete tasks; 3) Avoid challenging tasks; 4) Lack of attention or negligence in various matters; 5) Apathy or loss of interest; 6) Vulnerable to low learning motivation; 7) Unable to focus, easily distracted; 8) Attention loss quickly; 9) Likes to be alone, difficulty in adapting; 10) Irritability; 11) Be rebellious, aggressive, and quick to ignite emotions when facing differences of opinion; 12) poor academic performance.

Prevention efforts for *academic burnout* can be done through group guidance services. Group guidance is one of the guidance services that provides information to group members to assist in planning and decision-making. (Winkel, W., S, 2007). The main function of group guidance services is the function of understanding and development. (Hayati, 2022). Group guidance aims to support the personal and social development of each member. (Hartanti, 2022) In general, this guidance improves students' social skills, especially communication. In particular, group tutoring facilitates the growth of emotions, thoughts, insights, and attitudes to support more effective behaviors, especially in verbal and nonverbal communication skills. In this case, group tutoring services are carried out to help students to be able to manage themselves to prevent them from experiencing *academic burnout*. (Siti Komariyah Sipahutar, 2024) Self-management techniques in group tutoring are very effective in helping students cope with *academic burnout*. (Elvina, 2019) Self-management techniques are very important to apply for every individual. (Agustina, 2024) Self-management is the first step to help students manage time and improve student self-control so that they are better prepared to face the demands of lessons so as to reducing the risk of experiencing excessive emotional fatigue. Asmari (2020) Self-management strategies such as the technique of making a priority scale list are an important solution in preventing the occurrence of *academic burnout*, The priority scale is a sequence of needs arranged based on the most urgent to the least important and non-urgent, which is arranged based on a pyramid of needs that a person needs through rational thinking. Because this technique helps students in organizing tasks based on their urgency, so that students can focus on completing tasks effectively and reduce the occurrence of multitasking. Phenomenon of *academic burnout*. Nowadays, it is increasing, this is shown in research conducted by (Supriyanto et al, 2022) This revealed that as many as 52% of students in Indonesia experienced *academic burnout*. At a very high level, this is due to the large number of students who have not been given an understanding of good academic management.

Research (Reach & Choose, 2022) proves that cognitive behavioral therapy (CBT) is effective in reducing *academic burnout* in students. Research conducted by (Madigan et al., 2024) says that various treatments such as mindfulness, (CBT) and REBT can help reduce *academic burnout* in students, but from some of these studies, there has been no research that specifically examines the effectiveness of group guidance services with the

technique of making a priority scale list to prevent *academic burnout* in students. In addition, the research they do takes a long time, even though students in school need simple strategies to help them solve these problems. In Madigan's research, researchers said that a new approach is needed that is more time-saving and can be implemented practically in schools, especially to prevent *academic burnout* before it happens. Therefore, this research is here to be able to create group guidance services with simpler techniques to help students manage tasks effectively so that they can help students to prevent the occurrence of *academic burnout* in themselves. The purpose of this study is to determine the effectiveness of group guidance services with the technique of making a priority scale list in preventing the occurrence of *academic burnout among* students of SMA Negeri 1 Bilah Hulu. This intervention is expected to be a practical and efficient alternative solution for Bk teachers to be able to help students manage academic load by compiling a list of priority scales.

METHOD

This study uses a quantitative approach, this approach is used to measure how much influence group tutoring services with the technique of making a priority scale list on the prevention of *academic burnout* in students. This study uses a pre-experimental experimental method using a one-group *pretest-posttest design*. This study uses an intervention study because it provides treatment in the form of group guidance services using the technique of making a priority scale list. The total population of class X students is 270 students, and sampling is carried out by the *purposive* sampling technique.

Purposive sampling is a technique for determining samples with certain considerations or criteria. This means that the researcher selects the sample based on specific characteristics that follow the research objectives. (Sugiono, 2013). Because the population of this study exceeded 100 people, the researcher assigned a sample of 10% of the total population. There were 27 students who took the Pre-Test. Furthermore, 10 of the test results were taken from experienced *academic burnout* to follow the group guidance service. (Arikunto Suharsimi, 2013) Sampling can be done at 10-15% or 15-20% of the total population.

The data collection technique used the Maslach Burnout Inventory – Student Survey (MBI-SS) Instrument, which consisted of 3 components: Exhaustion (5 items), Cynicism (4 items), and Efficacy (6 items). This instrument has been translated and adjusted using *the two-way translation* technique by linguists, namely a lecturer in English at Uinsu Medan. The data analysis technique in this study used Descriptive Statistics, the Wilcoxon Signed Ranks Test, and the Cohen's d effect size test to measure the effect of the treatment that had been given.

RESULTS AND DISCUSSION

Table 1. Research Subject Taking Criteria

SCORE	CATEGORY
63- 75	Very High

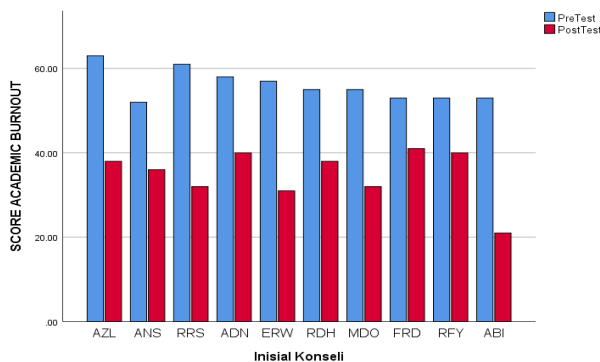
51-62	Tall
39-50	Keep
27-38	Low
15-26	Very low

Table 2. Comparison of *Pre-Test* and *Post-Test* Results of Experimental Samples

RESEARCH SAMPLE	RATHER <i>PRE-TEST</i>	CATEGORY	POST-TEST <i>SCORE</i>	CATEGORY
AZL	63	Very High	38	Low
ANS	52	Tall	36	Low
RRS	61	Tall	32	Low
DNA	58	Tall	40	Keep
ADULTS	57	Tall	31	Low
RDH	55	Tall	38	Low
MDO	55	Tall	32	Low
FRD	53	Tall	41	Keep
RFY	53	Tall	40	Keep
ABI	52	Tall	21	Very Low
AVERAGE	55,9	Tall	34,9	Keep

The treatment provider held 6 meetings. The activity was carried out offline with one pre-test offline description and four treatments, and one post-test. After providing treatment to students with high *academic burnout* categories, there were changes between before and after treatment. The following research presents *the results of the pre-test and post-test*:

Graph 1. *Pretest and posttest: Academic level of student burnout*



Based on the graph above shows that there is a difference in score between before being treated and after, namely a decrease in the level of *academic burnout* after students follow the *treatment process*. After the results of *the pre-test* and *post-test* level of *academic burnout* in students are known, the data can be analyzed using a descriptive statistical test, the Wilcoxon Signed Ranks Test, and to measure how much of an effect the service is having using *the Cohen's d effect size test*. The presentation of the calculation of research data analysis is as follows:

Table 3. Descriptive Statistics

	Descriptive Statistics					
	N	Range	Minimum	Maximum	Mean	Hours of deviation
PRE- TEST	10	11	52	63	56.00	3.712
POST - TEST	10	11	48	59	52.60	4.195
Valid N (listwise)	10					

In this study, it can be seen that after being interspersed, there are differences in the results of the pre-test and post-test. This can be seen from the minimum score of $52 < 48$, the maximum pre-test score of $63 < 58$, and the average score of $56 < 52$. Based on the results of descriptive statistics, there was a decrease in the average academic *burnout* score after treatment. This indicates that the interventions that have been provided have the potential to prevent the level of academic burnout in students. This score decrease will then be further analyzed using the following test.

Table 4. Wilcoxon Test Test Statistics

		AFTER-BEFORE
WITH ASYMP.SIG. (2-TAILED)	(2-	-2.803b .005

Based on the results of the Wilcoxon Signed Rank Test, a significance value of $p=0.005$ was obtained, which was smaller than the significance level of $\alpha=0.05$, so that it can be concluded that there is a significant difference between *the results of the pre-test and post-test* of the experimental class. Furthermore, to find out the level of effectiveness of group guidance services with this technique of making a list of priority scales, calculations are carried out by finding out how big the effect of these services and techniques is by testing the effect of the Size of the D, namely:

Effect size (r) formula in the Wilcoxon test

$$r = \frac{Z}{\sqrt{N}}$$

$$Z = -2.803$$

$$\text{Number of samples } N=10$$

$$\text{Open } r = \frac{-2.803}{\sqrt{10}} = -0.886$$

Criteria for categorizing Cohen's d effect size (J Cohen, 1988)

EFFECT SIZE	INTERPRETATION
$R < 0.10$	Very small
$0.10 \leq 0.30$	Small

$0.30 \leq R < 0.50$	Keep
$R \geq 0.50$	Big

The effect *size calculation* was 0.886. With these results, it is compared with the effect size category criteria table, and interpretation of the large category is obtained. This shows that making a priority scale list has a huge influence on preventing *academic burnout* in students. The results of *the effect size test* can be confirmed from the results of post-test scores of the experimental class. Post-test scores showed that there was a decrease in the value of *academic burnout* questionnaires, which means that there was a significant influence of the technique of making a priority scale list in group guidance services to prevent *academic burnout* in students.

This study aims to determine the effectiveness of group guidance services with the technique of making a priority scale list in preventing *academic burnout* in high school students. Based on the results of data analysis, it was found that there was a decrease in *academic burnout scores* after being provided with services. The average pre-test score of 56.00 dropped to 52.60 in the post-test. The *Wilcoxon Signed Ranks Test* shows the results of the Ayspmp. Sig. (2-tailed) 0.005, which means there is a significant difference between before and after treatment. In addition, the effectiveness test using *effect size* produced a value of 0.886, which is included in the large category, showing that group tutoring services with priority scale techniques are very effective in preventing *academic burnout*.

These results are in line with research by (Ardianto et al., 2022) This shows that Group Guidance Services with Self-Management Techniques have proven to be effective in increasing self-efficacy and lowering students' academic anxiety. Although the techniques used are different, they are both part of the approach to *self-regulation*, which helps students organize their academic tasks and responsibilities independently and in a structured manner. This study reinforces the findings of the researcher that self-management with specific strategies (in this case, priority scales) has a positive impact on reducing symptoms of *Burnout*.

In addition, the results of this study are also supported by (Madigan et al., 2024) This suggests that group-based interventions (such as group tutoring) have a significant effect in lowering rates of academic burnout, particularly in high school students. This research strengthens the argument that group approaches in educational settings are effective because they allow for the exchange of experiences, social support, and collective reflection.

However, some research does not fully support the effectiveness of group tutoring services. (Messina et al., 2024) Through a controlled trial protocol, it is stated that, until now, there is still a Lack of RCT-based evidence that demonstrates the long-term effectiveness of group guidance on reducing academic burnout. Some studies conducted in short duration and without a control group often produce inconsistent effects. This can

be a reflection and limitation for this study, which uses a quasi-experimental design without a comparison group.

Other unfavorable results were obtained from the study by (Castro-Camacho et al., 2022) Who evaluated Group-based interventions at scale and found that the effect was not significant on stress reduction and burnout if it was not complemented by an individualization component or long-term follow-up. From this, it can be concluded that the success of the intervention is greatly influenced by the design, intensity, and context of service implementation.

Nevertheless, this research contributes to novelty (*Novelty*), namely by using priority scale techniques specifically in the context of group guidance services. This approach has not been explicitly explained in previous studies. Most studies still use general self-management techniques, without distinguishing between management technical focuses, such as task priority lists. Therefore, the results of this study provide an idea that the technique of making a priority scale can be a more targeted and concrete strategy in helping students cope with academic pressure. (Natasyah, 2024) Self-Management Techniques can help students become more disciplined in managing time, including making a priority scale. (Thoria et al., 2020) By setting a priority scale, students are able to determine which tasks should be completed first based on urgency and deadlines, so they can avoid task accumulation, excessive academic pressure, and mental exhaustion.

Therefore, the priority scale is an effective strategy in managing time, reducing stress, and ultimately preventing burnout in the context of education. (Febriani et al., 2020) The large number of assignments from almost all subjects that are not properly organized on the priority scale can lead to the accumulation of tasks, anxiety, fatigue, and decreased motivation to learn. Handling Priority Scale List Creation Techniques can train students to plan, prioritize, and evaluate their learning activities so that they will succeed in preventing them from happening, *significantly*. Score drops, *Burnout*. It also shows that simple but structured interventions can improve focus, time efficiency, and reduce the multitasking stress that often causes stress in students. This is in line with the findings. (Oct, 2022) This states that *academic burnout* is triggered by the inability to manage time, the pressure of the workload that accumulates, and the student's low self-control over academic challenges.

Thus, the results of this study confirm that technique-based group guidance services, making priority scale lists, have a significant positive influence and can be an alternative to preventive interventions in guidance and counseling services in schools to reduce the potential for academic burnout. However, the study also recognizes that its validity is still limited to a design without a control group and a short duration of intervention. Therefore, it is recommended that further studies involve control groups, longer duration of interventions, and follow-up evaluations to measure the long-term effects of these techniques.

CONCLUSION

Based on the results of data analysis obtained through the design of pre-test and post-test in one experimental group, it can be concluded that group guidance services with the technique of making priority scale lists are effective in reducing the level of academic burnout of high school students. This is shown by the significant difference in score between the pre-test and the post-test. The average student academic burnout score decreased from 56.00 to 52.60. The Wilcoxon Signed Ranks Test shows the results of the Ayspmp. Sig. (2-tailed) 0.005, which means there is a significant influence of the intervention given. In addition, the effectiveness test using Cohen's d yielded a value of 0.886, which was included in the large effects category. This means that group guidance services with the technique of making a priority scale list can help prevent academic burnout in students of SMA Negeri 1 Bilah Hulu.

Suggestions for future research should be to use a more complete experimental research design, namely by creating a control group and an experimental group to compare the results of the group that was given the intervention and the group that was not given the intervention to see the effect of the intervention that had been given clearly and accurately. Further research is recommended to conduct follow-up measurements after a few weeks or months after the intervention is given to the student. This aims to see if the changes that occur in students are temporary or can last for a long time. Advice for BK teachers should be included in one of the techniques when providing group guidance services to students. If BK teachers begin to see signs that students are starting to be less enthusiastic or that there is a decline in academic achievement, BK teachers should immediately assist so that students do not experience academic burnout.

The results of this study show that group guidance services based on priority scale strategies can be one of the practical alternatives in preventing academic burnout in high school students. This shows the importance of self-management strategies in supporting students' psychological well-being. In addition, these findings also expand the application of self-management techniques in a more focused direction, namely on the skills of compiling an academic priority scale.

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