



The Relationship Between Burnout and Coping Styles and Their Influence on University Student Behavior

Salsa Putri Azzahra¹, Agung Nugraha², Anandha Putri Rahimsyah^{3*}

^{1,2,3} Universitas Muhammadiyah Tasikmalaya, Indonesia

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ABSTRACT

This study aims to analyze the relationship between burnout and coping styles in students of the Guidance and Counseling Study Program at Universitas Muhammadiyah Tasikmalaya, class of 2021. The research employed a quantitative correlational design with a sample of 198 students. The instruments used were a burnout scale and a coping style questionnaire. Data analysis was performed using the Pearson Product-Moment correlation test in SPSS version 25. The results indicate a significant positive relationship between burnout and coping styles, with a correlation coefficient (r) of 0.575 and a significance value (p) of 0.00 (< 0.05). This finding suggests that the higher a student's burnout, the more likely they are to experience a coping style. Conversely, students with lower burnout levels tend to exhibit lower coping styles. The conclusion of this study confirms that coping styles increase with higher levels of burnout among students. This research provides empirical evidence for educators and counselors to design guidance programs that enhance students' coping skills when facing academic challenges.

KATA KUNCI

Burnout;
Gaya Koping;
Perilaku Mahasiswa

ABSTRAK

Penelitian ini bertujuan untuk menganalisis hubungan antara burnout dengan gaya koping pada mahasiswa Program Studi Bimbingan dan Konseling Universitas Muhammadiyah Tasikmalaya angkatan 2021. Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional, melibatkan 198 mahasiswa sebagai sampel. Instrumen yang digunakan berupa skala burnout dan angket gaya koping, sedangkan analisis data dilakukan menggunakan uji korelasi Pearson Product Moment dengan bantuan perangkat lunak SPSS versi 25. Hasil penelitian menunjukkan adanya hubungan positif yang signifikan antara burnout dan gaya koping, dengan koefisien korelasi (r) sebesar 0,575 dan nilai signifikansi (p) sebesar 0,00 ($< 0,05$). Temuan ini mengindikasikan bahwa semakin tinggi burnout mahasiswa, maka semakin tinggi pula gaya koping yang dialami. Sebaliknya, mahasiswa dengan burnout rendah cenderung mempunyai gaya koping yang rendah. Kesimpulan dari penelitian ini menegaskan bahwa penggunaan gaya koping meningkat seiring dengan tingginya Tingkat burnout pada mahasiswa. Kontribusi penelitian ini memberikan landasan empiris bagi praktisi Pendidikan dan konselor untuk merancang program bimbingan yang berfokus pada peningkatan gaya koping mahasiswa dalam menghadapi tantangan akademik

1. INTRODUCTION

University students are individuals engaged in higher education, the highest level of formal education in the Indonesian educational system (Kurniawan, 2020). The college years are a critical period in personal development, characterized by increasing pressure to acquire knowledge and skills. In addition to academic demands, students face a variety of non-academic challenges that can act as stressors (Liu et al., 2023). The high pressure to complete assignments on time, particularly for students in their final year, can be a stressor that contributes to burnout (Hastuti, 2022).

* **Corresponding Author:** Anandha Putri Rahimsyah; anandha@umtas.ac.id

Department of Guidance and Counseling, Universitas Muhammadiyah Tasikmalaya, Indonesia

Address: Jl. Dukuh Tamansari No.KM 2, Mulyasari, Kec. Tamansari, Tasikmalaya, Jawa Barat 46196, Indonesia

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From a developmental perspective, early adulthood marks a critical period in which individuals demonstrate more mature decision-making skills and greater independence. During this phase, young adults typically assume increasing responsibilities related to their academic, social, and personal lives. This growth in autonomy encourages the development of stronger self-regulation and problem-solving skills, which are essential for managing the complexities they face. This is also associated with increased coping efficacy, as individuals become more familiar with their strengths and limitations through accumulated life experiences (Bandura, 1997).

The concept of burnout was first introduced by American clinical psychologist Fredenberger in 1974. Later, Maslach developed the three-dimensional theory, initially applied to describe burnout in helping professions, identifying it as a syndrome characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach, 2016). While burnout is commonly observed in helping professions such as doctors, nurses, psychologists, and teachers, over time, it has also been recognized among students (Yang, 2004). Burnout is a state of physical, emotional, and mental fatigue resulting from prolonged exposure to high-pressure conditions (Hardiyanti, 2013). It represents a psychological condition characterized by persistent negative feelings accompanied by reduced motivation in learning contexts (Ling, 2014). Motivation is a critical aspect of individual behavioral development (Safitri et al., 2025).

Initially, burnout was primarily associated with service-oriented jobs, but over time, it has been observed in other professions, organizational roles, industries, and among students and university students (Maslach, 2012). Early recognition of burnout symptoms is expected to accelerate interventions. Common signs reflect the core components of burnout: emotional exhaustion, depersonalization, and diminished personal accomplishment. Emotional exhaustion manifests as subjective fatigue in completing multiple tasks, leading to decreased resilience, frustration, and irritability. Depersonalization appears as emotional distancing, indifference toward work and others, and cynical or detached behaviors as a form of self-protection. This component significantly influences negative professional attitudes. Reduced personal accomplishment is evident when individuals feel their efforts are meaningless or unappreciated, leading to low self-esteem, reduced motivation, and declining performance. In severe cases, students may even decide to drop out (Almeida et al., 2016; Dyrbye et al., 2015).

Burnout can be addressed through coping strategies, which serve as mechanisms for managing problems or situations perceived as obstacles, painful challenges, or threats (Aldwin & Revenson, 1987). Through coping strategies, individuals can respond to stress cognitively, emotionally, attitudinally, and behaviorally (Paat et al., 2023).

According to Lazarus & Folkman (1984), coping strategies are efforts individuals use to manage and overcome stress arising from internal and environmental demands. Students with adequate and appropriate coping strategies tend to handle challenges more successfully. MacArthur (1999) defines coping strategies as specific behavioral and psychological efforts used to control, tolerate, or minimize the impact of stress-inducing events. Dodds (1993) further notes that coping strategies involve adjustments between an individual's resources and environmental demands. Rindahayu (2022) asserts that students equipped with coping strategies can develop cognitive approaches to understand the sources of obstacles and their consequences. Other studies indicate a negative correlation between problem-focused coping and academic burnout, with higher problem-focused coping associated with lower burnout among working students (Raharjo, 2020).

Research by Jiménez-Ortiz et al. (2019) found that 52% of university students experienced burnout during their studies. Similarly, Marchella, Matulesky, and Pratiti (2023) reported that 73.8% of final-year students experienced moderate academic burnout, while 9.2% experienced high levels of burnout. These findings are supported by Sunaras, Novianty, and Rahayu (2023), who found that respondents who used adaptive coping mechanisms generally experienced moderate academic burnout, with only a small proportion in the high burnout category.

Although several studies have been conducted, research comparing the levels and forms of burnout remains limited, particularly among students from the 2021 cohort. Burnout represents a chronic response to psychological stress, encompassing three core components according to Maslach (1982): emotional exhaustion, depersonalization, and reduced personal accomplishment. Therefore, it is important to examine temporal factors across these three aspects to understand how variability in students' contexts affects burnout intensity and forms.

This study aims to examine the relationship between burnout and coping styles in university students, with a focus on how different coping strategies both problem-focused and emotion-focused—affect emotional exhaustion, depersonalization, and reduced personal accomplishment. The study aims to determine whether adaptive coping can reduce the risk of burnout and its adverse outcomes, such as anxiety and depression, thereby supporting students' overall mental health and psychological well-being. With this understanding, the results are expected to

provide a strong foundation for designing effective interventions and policies to prevent and manage burnout, while enhancing students' ability to cope with academic pressures in a healthy manner.

2. METHOD

2.1 Research Design

This study employs a quantitative, correlational research design. This design was specifically chosen to analyze the relationship between burnout and coping among university students. The quantitative approach allows the researcher to process data objectively and systematically. Throughout all stages of the study, from data collection to analysis and interpretation, data are handled using numerical values. Using a correlational design, this study aims to determine the strength and direction of the relationship between students' burnout levels and the coping strategies they employ. Additionally, the research tests the previously formulated hypothesis regarding the relationship between these two variables. To examine this hypothesis, the Pearson Product-Moment Correlation technique will be used to measure the strength and direction of the relationship between burnout and coping.

2.2 Subject

The study was conducted in 2024 at Universitas Muhammadiyah Tasikmalaya, located at Jl. Tamansari No. KM 2, Mulyasari, Kec. Tamansari, Kota Tasikmalaya, West Java. The location was selected due to observable phenomena related to student burnout at the university, making it a relevant setting for the research. Participants consisted of 198 active students from various study programs at the university.

The research subjects consisted of 198 active students from all study programs at Universitas Muhammadiyah Tasikmalaya. These students were selected to measure burnout levels and identify the relationship between burnout and coping styles. The cohort was chosen because students are still actively engaged in campus learning. The sampling technique used was simple random sampling. According to Sugiyono (2018), this method is commonly used to randomly select participants without considering strata within the population. The sample size was determined using calculations that also accounted for the margin of error (Sugiyono, 2018).

2.3 Data Collection

The instruments used in this study included a Burnout Scale and a coping style questionnaire. The burnout scale was developed based on Maslach's theory and measures burnout across three main dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment. The coping style questionnaire was developed based on Rogers' theory and measures two types of coping strategies: adaptive and maladaptive. Both instruments underwent validity and reliability testing to ensure accurate and consistent measurement. Data were collected using online questionnaires distributed via Google Forms.

2.4 Data Analysis

The collected data were analyzed using the Pearson Product-Moment Correlation technique in SPSS version 25.0 for Windows. This technique was applied to measure the strength and direction of the relationship between burnout and coping styles. The results are expected to provide a clear understanding of the relationship between these variables and support decision-making in developing guidance and counseling services at the university.

2.4 Research Procedures

The research procedures comprised several systematic steps to obtain accurate, relevant data aligned with the study objectives. First, the researcher conducted problem identification and prepared a research proposal as the foundation of the study. Next, research instruments were developed to create appropriate measurement tools for the variables under study. After instrument development, validity and reliability tests were conducted to ensure that the instruments were suitable and consistent for use.

The following step involved determining the population or target sample. Once the population was established, data collection was carried out according to the planned methods. The collected data were then analyzed using appropriate statistical techniques or analytical methods in line with the research objectives. Finally, the researcher interpreted the analysis results and prepared the research report, which included findings, discussion, and conclusions. Thus, all research procedures were systematically designed to ensure the study was conducted effectively and that the results were valid and reliable.

3. RESULTS AND DISCUSSION

3.1 Results

Based on the descriptive statistical analysis, each variable included data from 198 respondents. The burnout variable ranged from 33 to 165, with a mean of 99 and a standard deviation of 17. The coping style variable had a minimum score of 31, a maximum score of 124, a mean of 78, and a standard deviation of 13.

Table 1. Descriptive Data of the Burnout Variable

No.	Score Category	Frequency	Percentage
1	High 92–124	28	14%
2	Medium 65–91	168	85%
3	Low 31–64	2	1%

Table 2. Descriptive Data of the Coping Style Variable

No.	Score Category	Frequency	Percentage
1	High 74–100	28	14%
2	Medium 65–91	168	85%
3	Low 31–64	2	1%

Pearson Product-Moment correlation analysis was used to determine whether a relationship exists between burnout and coping styles among university students. The results showed a correlation coefficient (r) of -0.575 with a significance level (p) of 0.000 (< 0.05). This indicates a significant correlation between burnout and coping styles. In other words, the higher a student's level of burnout, the higher the coping strategies they employ. Conversely, students with lower burnout levels tend to use less coping.

3.2. Discussion

These findings indicate that students with higher levels of burnout tend to use coping strategies more frequently or more intensely. This significant positive correlation suggests that increased burnout may prompt students to engage their coping mechanisms actively. In other words, the use of coping strategies increases in response to the intensity of burnout. Students with high burnout may require greater effort to utilize coping strategies to manage or endure their condition. This suggests that coping functions as a reactive mechanism activated when individuals feel overwhelmed. Consequently, increased coping use may indicate students' efforts to manage burnout.

The findings also reinforce the understanding that coping is a dynamic stress response. This aligns with Lazarus and Folkman's (1984) theory, which posits that individuals strive to manage demands they perceive as threats. In the context of burnout, belief in one's ability to handle situations (as indicated by coping efficacy) can influence whether an individual engages in coping actions or feels overwhelmed. Thus, coping serves as a valuable psychological resource, helping students perceive challenges not as insurmountable threats but as opportunities for growth, even when burnout is high. This motivates proactive behavior, although such strategies may not eliminate burnout. The more problem-focused coping strategies are used, the lower students' academic burnout levels are. These results highlight that adaptive coping mechanisms, especially solution-oriented strategies, can help reduce academic fatigue, particularly for students balancing multiple responsibilities, such as working while studying.

This study aligns with the research conducted by Mundung et al. (2019), which found a relationship between burnout and coping mechanisms. In that study, the majority of respondents demonstrated adaptive coping mechanisms, yet many of them also experienced burnout. These findings reinforce the view that coping mechanisms are a key factor in shaping students' burnout levels. Conversely, among respondents with maladaptive coping strategies, most fell into the moderate burnout category, although a small portion experienced low burnout. This study shows a significant relationship between coping mechanisms and academic burnout, indicating that students' coping strategies are closely linked to the level of academic fatigue they experience.

Students who utilize adaptive coping mechanisms are better able to manage burnout during their studies. Additionally, support from family, peers, and other close individuals can help students recover from the effects of burnout, including physical exhaustion and psychological strain (Singh, 2019). Academic burnout may arise from

dedication to specific goals, such as completing higher education (McDargh, 2020). The coping strategies students possess influence their ability to prevent or mitigate the negative impacts of burnout.

In this context, guidance and counseling services are crucial for helping students manage their behavior. Burnout, often caused by academic and social pressures, can negatively affect mental and physical health and disrupt academic performance. Counseling services provide a safe, open environment for students to identify stressors and sources of burnout and to develop healthier, more effective coping strategies (Syah et al., 2025).

Through counseling, students can receive emotional support and training in stress management and emotional regulation. Counselors can help them recognize maladaptive coping strategies and replace them with more constructive techniques, such as relaxation exercises, mindfulness, or improved time management (Manek & Santos, 2025). Counseling services can also assist students in planning and managing their academic workload to prevent excessive stress, while promoting balance between academic and personal life (Prihantoro et al., 2025). Therefore, guidance and counseling not only help students manage burnout but also enhance their psychological well-being and behavior, positively impacting academic performance and overall quality of life.

This study emphasizes that students who employ adaptive coping mechanisms are less likely to experience burnout. The use of adaptive coping can help reduce anxiety and depression, providing benefits for mental well-being and psychological health. Based on this study's findings, there is a meaningful relationship between coping styles and burnout levels among students. As burnout increases, students' coping strategies tend to increase, whether adaptive or maladaptive. This demonstrates that students respond to academic pressures with a variety of coping strategies, though their effectiveness depends heavily on the coping used.

4. RESEARCH IMPLICATIONS

This study provides a deeper understanding of the importance of coping styles in how university students respond to and manage burnout. Students who possess and utilize adaptive coping strategies tend to be better prepared to handle intense academic pressures and prevent excessive exhaustion. These findings are expected to offer valuable insights for counselors, lecturers, and higher education institutions regarding the importance of developing and implementing structured coping skills training programs.

Such training programs can focus on strengthening various adaptive strategies, including effective time management, relaxation techniques, assertive communication, problem-solving skills, and seeking social support. Additionally, it is crucial to help students identify and reduce maladaptive coping strategies that may exacerbate burnout. Strengthening students' coping abilities not only helps them manage academic pressures but also contributes to their mental well-being and long-term academic success.

5. CONCLUSIONS

This study demonstrates a significant positive relationship between burnout and the use of coping strategies among university students. In other words, the higher the level of burnout experienced, the more intensively students employ various coping strategies, and vice versa. These findings enhance understanding that academic stress and fatigue prompt students to deploy coping mechanisms to manage challenges. However, it should be noted that not all coping strategies produce the same effect; adaptive coping strategies generally help reduce burnout, whereas maladaptive coping can worsen the condition.

The findings reinforce that coping is not merely a mechanical response but reflects an individual's effort to adjust to heavy academic pressure. The effective use of coping strategies enables students to manage emotions, maintain motivation, and sustain focus amidst complex academic challenges. Therefore, educators and counselors should prioritize the development of adaptive coping skills to support students' mental health and academic achievement.

Nevertheless, high levels of burnout remain a significant challenge during periods of intense academic demands. This suggests that coping strategies alone are insufficient without additional support, such as structured coping skills programs and ongoing psychosocial interventions. These interventions can equip students with practical skills to handle stress, enhance psychological resilience, and promote healthier coping mechanisms, thereby mitigating the adverse effects of burnout.

This study makes an important contribution by highlighting coping strategies as a key factor in burnout among university students. Future research is recommended to include mediating or moderating variables, such as social support, emotional regulation, or environmental factors, to gain a more comprehensive understanding of the

dynamics between burnout and coping in academic settings. Expanding the sample to include students from various departments or institutions would further strengthen the validity and generalizability of the findings.

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AUTHOR CONTRIBUTION STATEMENT

The author assumes full responsibility for the entire research process, from problem formulation and research design to data collection, analysis, and preparation of this scholarly article. Additionally, the author conducted the literature review, interpreted the research findings, and formulated the conclusions and recommendations presented herein. All contributions were carried out independently without the involvement of other authors.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this study.

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