

Psychological Capital Training Effectiveness to Reduce Academic Burnout Industrial Engineering Dual Role Students

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ABSTRACT

Increased rhythm of dual role student activity results in role conflict, caused dual role student need to fulfillment of demands from two sides of activities that have different goals. Based on initial interview we found industrial engineering dual role students have qualified for academic burnout dimension: exhaustion, cynicism, and diminished personal accomplishment. This research is very important with purpose to prove psychological training effectiveness to reduce academic burnout for dual role students. This research is part of quantitative method with experimental approach use one group pretest-posttest design with psychological capital intervention as independent variable. From the research sample, 8 people of the industrial engineering dual role students were determined who could complete psychological capital training. For knowing intervention effectivity, researcher analyze pretest-posttest psychological capital training use wicolxon test and get p-value <0.05. The conclusion based on analysis result : psychological capital training can reduce academic burnout at engineering dual role students.

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Introduction

Changes in community standards and the industrial environment, increasing the unemployment rate of productive age by 9.10 million people in August 2021 (BPS, 2021). So that the distinguishing value between individuals is educational achievement and also the work experience achievement. Zucker, et al (2002) conveyed the main challenge of young adulthood, that is task related to role sorting. Arnett (2004) continues the concept of growing adulthood as a developmental period with five main characteristics, those: the age of identity

exploration, the age of shakiness, the age of self-focus, the age of intermediate feelings, the age of possibility (Nevid, 2021:31-32). This leads to the dual role taken by individuals as a worker and also a student. Although campus has class for worker, this does not close the high demands and abilities of the campus related to the flexibility of teaching time, completion of tasks and the ability of students to fulfill their roles as workers and also as students. These demands and pressures are the stresses that are not handled and lead to the occurrence of burnout, in this study.

In normal condition, students have full control over themselves, will try to complete lectures and manage life on and off campus, and has prepare to face possible risks. But it is different from individuals who experience academic burnout. Schaufeli (2002) stated that academic burnout is a form of academic saturation with a combination of fatigue responses, cynicism and academic ineffectiveness or a decrease in personal achievement caused by an individual's inability to manage learning pressure effectively, causing a decrease in psychological and physical conditions (Wang, et al, 2019). Academic burnout dimensions are : 1) Exhaustion; 2) cynicism; 3) Diminished Personal Accomplishment (George & Jones, 2012:249-271).

academic burnout can cause a decrease in the condition in the individual. Research by Chang, et al (2022) it was known that there was a process of developing depressive symptoms caused by academic burnout in students. Symptoms characterized by the presence of anxiety and feelings of hopelessness in students (Lijuan, et al, 2022). In the Okezone news portal, it was reported that the AKM of final semester students jumped from the top of the rooftop mall in Palembang. Previously, AKM had conducted discussions related to lectures that never graduated, from the police conveyed that there were symptoms of depression and negligence experienced by AKM so as to make extreme decisions (Okezone, 2021).

This academic burnout is also found in industrial engineering dual role students of the University Muhammadiyah Gresik with the accumulation of courses as an effort to fulfill the target of the study period program for 3.5 years and clashing with work often results in students with dual roles losing hope which is fading, besides that this also has an impact on reducing physical condition where students often feel pain in body parts such as the head and feelings of soreness (muscle tension) as well as a decrease in psychological conditions that result in students being easily carried away by negative emotions and doing silent treatment to people around them.

Researchers feel that there is a need for an academic burnout response considering the cases and conditions in the environment around the researcher. One type of intervention that is often applied is behavioral intervention, an intervention aimed at correcting cognitive, emotional, and psychological behaviors that are not directly appropriate. Research by Fang, et al (2021) shows the effectiveness of behavior intervention to reduce burnout rates in graduate students (Fang, et al, 2021). One of the behavioral interventions that can be applied to burnout sufferers is a positive psychological approach by applying psychological capital which consists of four aspects: 1) hope (hope); 2) self-efficacy; 3) resilience and 4) optiontimism (Zhang, et al, 2020). Psychological capital is a feature possessed by each individual that can be developed and directed, this includes a positive attitude, feedback, and criticism that serves to develop the individual's self-datau group (Cavus & Gocken, 2015:244-245). Based on the explanation above, researchers applied an experimental approach in the study with the aim of this study was carried out by researchers with the intention of knowing the psychological capital training effectiveness to reduce the level of academic burnout at industrial engineering dual role student.

Method

In this study, researchers used an experimental type of research. Experimental research is a method for find treatment impact at participants (Sugiyono, 2017: 72). Furthermore, design chosen was a one-group pretest-posttest, taking into amount of samples on population, research place, the limited time owned by the participants as dual role students, and the intensity of interactions that must be maintained between the facilitator and subject so material of PCI delivered properly. so that it corresponds to the chosen subject not randomly.

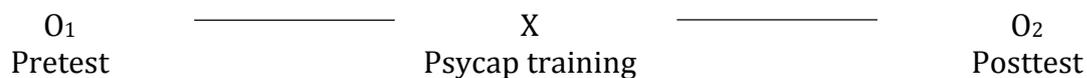


Figure 1. Experiment Design For PCI Application At Subject Of Academic Burnout

Researchers set two variables : 1) psychological capital intervention as a Independent variable (IV); 2) the level of academic burnout in dual role studen dependent variable (DV). IV is an influence or as a cause of a change or occurrence of dependent variables. And DV is

also known as the output variable, criteria, and consequent of independent variable (Sugiyono, 2017: 19). With operational definition:

1. Academic Burnout in students who have a dual role is caused by a role conflict so that stress have long episode which results in burnout. Indicators that can be seen in individuals who experience the risk of burnout: 1) Exhaustion, 2) cynicism, 3) Diminished personal accomplishment. Respondents were qualified have academic burnout after going through a measurement process using the Maslach Burnout Inventory-Student Survey (MBI-SS) scale.
2. Psychological capital is a unique construct in the individual that can be maintained and developed to generate positive thinking. Training will focus reduce academic burnout. PCI is an intervention given to small group training. Based on the subjects amount and condition this training is carried out for 2 days. The methods used in the provision of interveni psychological capital are: 1) lecturing; 2) Audio-Visual; 3) Worksheets, 4) Games. Before and after the implementation of the training participants are asked to fill out questionnaires that are useful as pretests and posttests.

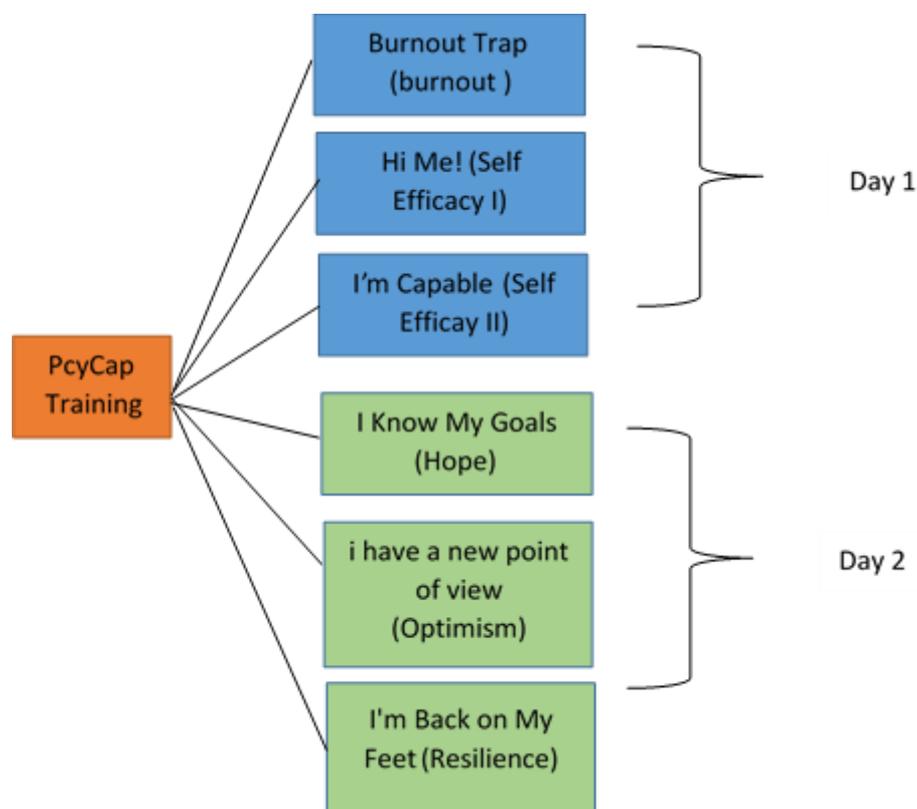


Figure 2. Psychological Capital Training Design for Dual Role Student Subjects of Academic Burnout

According to Holland & Wainer (1993) simple experimental research can be carried out sample size of 8-10 people in each group (Alwi, 2015: 141). So that there were 8 participants selected as samples based on the purposive sampling technique, Jelpa (2016) purposive sampling is take a subject based on certain criteria by researcher (Periantolo, 2016: 150). with the fulfillment of the following characters: 1) Active students of the University of Muhammadiyah Gresik in Industrial Engineering Study Program for academic year 2021-2022 of work class; 2) The student concerned in dual role as a student and is bound to remain as a worker; 3) Experiencing symptoms as a characteristic of burnout; 4) Experiencing burnout risk with medium to high by MBI-SS measurement interpretation; 5) The student concerned has a fixed work routine; 6) Willing to be involved in the process of experimental research; 7) Willing to fill in informed consent as proof of willingness to attend training; 8) Not attending other psychological training during the implementation of psychological capital training either personally or in an assignment from a workplace company.

The data collection technique in this study uses psychological capital training modules, documentation and pretest-posttest questionnaires. The questionnaires on the pretest and posttest used the same measuring instrument from Maslach Burnout Inventory Student Survey (MBI-SS) which had been adapted and translated by Arlinkasari, et al (2017) as many as 15 items, validation was carried out in 208 participants with r counts > r table (0.2). and reliability seen based on Cronbach's alpha of 0.809 (Arlinkasari, et. al, 2017:43). Furthermore, data analysis will be carried out using non-parametric techniques with Wicolxon Test, which aims to compare the pretest and posttest scores obtained after the intervention is carried out, data processing using the SPSS 16.0 program application. The basis for the decision-making of wilcoxon signed rank test is as follows: 1) If Asymp.Sig <0.05 then Ha is accepted and H0 is rejected; 2) If Asymp.Sig >0.05 then H0 is accepted and Ha is rejected.

Table 1. distribution of MBI-SS items

No	Dimention	Item
1	Exhaustion	1,2,3,4,5
2	Cynicism	6,7,8,9
3	Disminished Personal Accomplishment	10, 11, 12, 13, 14, 15

Table 2. Category of MBI-SS

Scores	Categories
$X < 19.8$	Low
$19.8 \leq X < 39.9$	Medium
$X \geq 39.9$	High

Findings and Discussion

Findings

After completed the process of data collection and data analysis. Researchers obtained the results of comparing the pretest and posttest results from the subjects as follows:

Table 3. Result Of Pretest-Posttest (MBI-SS)

No	Pretest	Category	Posttest	Category	Gain
1	41	High	23	Medium	18
2	42	High	29	Medium	13
3	47	High	30	Medium	17
4	52	High	33	Medium	19
5	21	Medium	6	Low	15
6	34	Medium	18	Low	16
7	28	Medium	18	Low	10
8	36	Medium	18	Low	18

Table 4. Comparison Of Average Pretest-Posttest

	Pretest	Posttest	Selisih	N_Gain	%
Mean	37.625	21.875	15.75	0.418	41.8

Based on tables 3 and 4 above, it can be seen that there is a change in category from high to medium and for the medium to low category. Based on the decrease in pretest and posttest scoring, the calculation of the average of N-Gain must apply the characteristics of normalized change caused by negative N-gain (Marx & Cumming, 2007). Based on the categorization of the average of N-gain with the characteristics of normalized change, the g value is obtained, namely 0.418 or rounded to 0.42, the level of effectiveness of psychological capital (PCI) training is included in the medium categorization, with a value of $g > 0.3$.

The difference in values in table 3 was carried out by comparing interconnected data (pretest-posttest) using the wicolxon test using the SPSS 16.0 data processing application and p-value was applied:

Wilcoxon Signed Ranks

		Ranks		
		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	8 ^a	4.50	36.00
	Positive Ranks	0 ^b	.00	.00
	Ties	0 ^c		
	Total	8		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

Test Statistics^b

	Posttest - Pretest
Z	-2.524 ^a
Asymp. Sig. (2-tailed)	.012

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

Figure 3. SPSS 16.0 Output Page of Wilcoxon Test

The image above is a screen shot of the SPSS 16.0 output page to display the results according to the data analysis that has been carried out. Referring to the results of the output page, it is known that the result of calculating the p value < 0.05 is at a value of 0.012 and a Z value of -2.524. From the picture above, it is known that there are negative ranks with a mean rank of 4.50 and a sum of rank of 36.0 with a total of all participants. Negative rank is interpreted as a decrease in the value from the initial test (pretest) to the final test (posttest). It can be concluded that the results of the hypothesis test using the wilcoxon test stated that H0 was rejected and Ha which had the statement "Effective psychological capital training to reduce the level of academic burnout in industrial engineering dual role students" was accepted.

Discussion

The training was carried out for 2 days in 6 sessions: 1) discussion of the concept of academic burnout of dual role students and aspects of psychological capital (psycap)-self efficacy on the first day; and 2) the three aspects of psycap namely hope, optimism, and

resilience on the second day. This training is based on PCI aspects: hope, self-efficacy, resilience and optimism (Luthans, et.al, 2007:3-4). By conducting a wicolxon test on the pretest and posttest results of 8 samples that successfully completed the training session.

The interactions that occurred during the first day of training the subject experienced an academic picture of burnout with responses in the form of complaints about reduced rest time, having to secretly from the company, parental complaints about the subject's busy schedule, and unwritten norms in a society where the subject could not convey feelings of fatigue openly. Episode of long stress leads to academic burnout and they don't have specific solution, so the subject is asked to openly confess the fatigue experienced. Research by Ye, et al (2021) shows a negative relationship between social support and a decrease in academic motivation possessed by students to the occurrence of academic burnout. Moreover subject show the self-loss in achieving goals. This has an impact on the defense system in the form of denial, their respons are self limiting from social environment, hide feelings and making peace by accepting whatever the environment gives. So subject was guided to reidentify themselves, Research of Arlinkasari & Akmal (2017) have the result is negative relationship between self-efficacy and academic burnout (Arlinkasari & Akmal, 2017).

The subject responses produced in the second day of training series (sessions IV, V, VI) subject give the statement : just following collage flow and loss of interest for courses, loss of ability to face and overcome risks, and confusion about goals and priorities between the role of being a student and other roles. So in this stage the facilitator give interventions in game, mirroring and video to provide a real experience to the subject. Klinoff, et al (2019) reveal more than they was expected, they found that hope, optimism, and social relationships were mediated in resilience to influence reduction of burnout. The higher of resilience level possessed, the lower the risk of burnout (Klinoff, et al, 2019).

From the research we have completed, we can see clearly, subjects need four aspects of psychological capital intervention in maintaining, exploring and developing themselves in facing stressors in every environment aspects. So psychological capital is considered to have the ability to be a protector for work stress which is the beginning of burnout. Work stess is not limited to the work environment but rather activities related to self-achievement. Research by Barrattt and Duran (2021) shows that PCI has an important role in predicting significantly related to academic fatigue experienced by post-graduate students, so

researchers feel that research of psychological capital (PCI) interventions is important for future researchers to discuss (Barratt & Duran, 2021).

Conclusion

About psychological capital training effectiveness to reduce academic burnout industrial engineering dual role students. Based on result of hypothesis test, researcher get result: P-value <0,05 that mean H_a accepted and give the proof psychological capital training has effectiveness to reduce academic burnout at industrial engineering dual role students. Besides that we can know the fact from decrease in scores pretest-posttest at academic burnout sample after get psychological capital training. The decrease in the pretest-posttest scores show the change in categories from medium to low and high to medium.

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