



Exploring Gender Differences in Academic Burnout Among Junior High School Students

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Abstract

This study explores the differences in academic burnout levels between male and female eighth-grade students at SMPN 3 Batu. Utilizing a comparative design, the research involved 137 students, including 39 males and 98 females, with data collected through the Indonesian version of the School Burnout Inventory (SBI). Independent sample t-tests were employed for data analysis. The results indicated no significant gender differences in academic burnout levels, as both male and female students exhibited similar experiences of burnout as indicated by Sig. (2-tailed) value of 0.432. The majority of students reported moderate levels of burnout, with 70.1% of the sample falling into this category. Furthermore, 16.1% of the students experienced low burnout, while 13.9% reported high burnout levels. The findings underscore the prevalence of academic burnout among junior high school students, emphasizing the need for interventions that cater to the needs of all students regardless of gender. This research contributes to the body of knowledge on academic burnout by focusing on younger adolescents, a demographic often overlooked in burnout studies. The study highlights the importance of early identification and intervention to prevent and manage academic burnout, ultimately supporting students' mental health and academic success.

Keywords academic burnout; gender; junior high school students

1. Introduction

Burnout is a state of chronic stress that manifests when individuals are subjected to excessive emotional and mental strain, especially within educational environments. This condition is characterized by three principal dimensions as identified by Maslach and Leiter (1997): emotional exhaustion, depersonalization, and a sense of reduced personal accomplishment. Emotional exhaustion involves feelings of being overwhelmed and drained by one's work, leading to a sense of fatigue and boredom. Depersonalization refers to a sense of detachment or cynicism towards the tasks at hand, while reduced personal accomplishment denotes a decline in one's perceived competence and success. Burnout frequently occurs when individuals are overwhelmed by an increasing number of tasks, causing them to become lethargic and lose interest in their work.

Among students, burnout can be particularly pronounced due to the significant pressure to complete school assignments (Trisnawati, 2020). This high-pressure environment can lead to a psychological condition where the mind and body are under constant tension, struggling to cope with persistent stress. Such stress, when unchecked, can result in severe burnout, adversely affecting students' mental well-being and academic performance. Junior high school students are not exempt from this phenomenon; the demands of their educational responsibilities can lead to high levels of burnout. Consequently, this condition can have far-reaching negative effects on their overall mental health and ability to achieve academic success.

Academic burnout is an increasingly common issue among students, including those in junior high school. According to a study by Rudi (2021), out of 321 high school students surveyed, 73% experienced moderate levels of burnout, with no significant difference between males and females. This research indicates that academic pressure can be equally felt by both genders at the high school level. Conversely, a study by Dwiana (2023) on students from the Faculty of Medicine at Tarumanagara University from the 2021 and 2022 cohorts found that out of 325 respondents, consisting of 232 (71.3%) females and 93 (28.6%) males, 180 (55.4%) experienced burnout. Among these, 134 (74.4%) were females and 46 (25.6%) were males. This research shows a significant difference in the experience of academic burnout between male and female students. Females tend to be more vulnerable to emotional exhaustion and decreased motivation due to higher social expectations and pressure to perform. Meanwhile, males are more likely to experience depersonalization and a cynical attitude towards academic tasks. These conditions can lead to various negative impacts, such as a decline in mental health, reduced quality of learning, and ultimately, affecting overall academic performance. The disparity in how burnout manifests between genders underscores the need for targeted interventions that address the specific challenges faced by male and female students to mitigate the adverse effects of academic burnout.

In the educational context, understanding burnout among eighth-grade students is crucial, as this period involves significant physical and emotional changes. Research conducted by Salmela-Aro and Upadaya (2014) in the "Journal of Youth and Adolescence" indicates that burnout levels in adolescents can negatively impact their mental well-being and academic performance. Furthermore, a study by Skaalvik and Skaalvik (2017) in the "Educational Psychology" journal shows that factors such as academic pressure, peer relationships, and social support contribute to academic burnout among students. Therefore, a deep understanding of the levels of academic burnout between male and female junior high school students is essential. Given the critical developmental stage of eighth-grade students, it is important to recognize how these factors differentially impact boys and girls. Adolescents face a variety of stressors that can exacerbate burnout, such as the pressure to succeed academically, the need to fit in socially, and the struggle to balance schoolwork with other activities. Understanding the nuances of how burnout manifests differently in male and female students can help educators and counselors develop more targeted interventions. By addressing these issues effectively, we can better support students in managing their stress and improving their overall academic and psychological outcomes.

Research indicates varying trends in how gender affects males and females. For instance, a study by Salmela-Aro et al. (2018) found that females have a higher tendency towards burnout compared to males, suggesting that females may experience greater emotional exhaustion and stress due to social expectations and pressures to perform. This heightened vulnerability in females could be attributed to their greater sensitivity to interpersonal stressors and the higher demands placed on them to achieve academically and socially. However, contrasting findings by Backović et al. (2012), as well as Onuoha and Akintola (2016), indicate no significant difference in burnout tendencies between males and females. These studies suggest that both genders can experience similar levels of burnout, possibly due to the universal nature of academic pressures and the common stressors faced by students regardless of gender. These conflicting results highlight the complexity of gender differences in burnout and underscore the need for further research to explore the nuanced ways in which gender interacts with various stressors. By understanding these dynamics, more effective, gender-sensitive interventions can be developed to address and mitigate the impacts of burnout among students.

This study is particularly important for school guidance and counseling. Understanding the different ways in which academic burnout affects male and female students enables counselors to tailor their approaches to meet the specific needs of each gender. Implementing gender-sensitive strategies can help in recognizing the unique stressors and coping mechanisms of male and female students, thereby providing more effective support. Furthermore, school counselors can use these insights to develop preventative measures, such as stress management workshops and peer support groups, aimed at reducing the incidence of burnout. By addressing the specific challenges faced by students, counselors can help improve their overall well-being and academic performance, fostering a healthier and more supportive educational environment (Finishia et al., 2020).

Despite the existing body of research on academic burnout and its impact on students, a significant research gap remains in understanding the nuanced differences in how gender influences the experience and manifestation of burnout among junior high school students. While some studies suggest that females are more prone to emotional exhaustion and burnout, others indicate no significant gender differences, highlighting the complexity and variability of this issue. Additionally, most research to date has focused on high school and university students, leaving a critical gap in our knowledge about younger adolescents who are undergoing significant developmental changes. This study aims to fill this gap by exploring gender differences in academic burnout specifically among junior high school students, providing a clearer understanding of how these differences emerge at an earlier educational stage. By addressing this gap, the research seeks to inform more effective, gender-sensitive interventions and support mechanisms tailored to the unique needs of both male and female students in junior high schools.

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2. Method

This study employs a comparative research design, which aims to identify significant differences between two groups (Syahrizal and Jailani, 2023). The research subjects included 137 eighth-grade students from SMPN 3 Batu, comprising 39 males and 98 females. This study spanned a period from June 4 to June 14, 2024, incorporating all students from classes 8A to 8J. This diverse sample was intentionally chosen to ensure a comprehensive understanding of the phenomenon under investigation, enhancing the study's generalizability and validity.

Data were collected using the Indonesian version of the School Burnout Inventory (SBI) (Rahman, 2020), which consists of nine items. These items were derived from three key indicators of burnout: exhaustion, cynicism, and a sense of inadequacy. Each item on the SBI was rated on a six-point Likert scale, ranging from "strongly agree" to "strongly disagree," allowing for nuanced responses that capture the depth of the participants' experiences. The validity of the instrument was rigorously assessed using Pearson's correlation method, with each item demonstrating a correlation coefficient (r_{xy}) of 0.30 or higher. This high correlation indicates strong internal consistency, thereby confirming the instrument's validity. Moreover, the reliability of the instrument was substantiated with a Cronbach's alpha value of 0.747, which signifies that the inventory is reliably consistent over time (Rahman, 2019).

The research process was systematically executed through several detailed steps: (1) conversion of data collection instruments from paper-based formats to Google Forms, facilitating easier distribution and collection; (2) testing the validity and reliability of the instrument to ensure accurate and consistent measurement of the constructs; (3) distribution of the instruments to the eighth-grade students via WhatsApp, leveraging digital communication for efficient data collection; and (4) tabulation and analysis of the collected data to draw meaningful insights. The data analysis was conducted using the independent sample t-test, with the assistance of SPSS version 26, to identify significant differences between the male and female groups. Prior to conducting the t-test, normality and homogeneity tests were performed to ensure that the data met the necessary assumptions required for the t-test. These preliminary tests are crucial as they validate the appropriateness of the t-test for the given data, thus reinforcing the rigor and reliability of the study’s findings.

3. Results and Discussion

3.1 Result

Descriptive statistical analyses were conducted to examine the levels of academic burnout among subjects. The results presented in Table 1 reveal that the majority of students experienced an average level of burnout, with 70.1% of the sample falling into this category. This indicates that while academic burnout is a common issue among the students, it predominantly manifests at a moderate intensity. Furthermore, 16.1% of the students reported experiencing low levels of burnout, suggesting a minority of the student population is relatively resilient to academic stress. Conversely, 13.9% of students were found to have high levels of burnout, highlighting a significant portion of students who may be at risk of severe academic disengagement and associated negative outcomes. Table 2 focuses specifically on female students, indicating that 67.3% reported an average level of burnout, a slightly lower proportion than the overall average. Additionally, 16.3% of female students experienced low burnout, matching the percentage of those who reported high burnout. This suggests a relatively balanced distribution of burnout levels among female students. Table 3, on the other hand, illustrates the burnout levels among male students, where 76.9% reported an average level of burnout, indicating a higher prevalence compared to their female counterparts. Among male students, 15.4% experienced low burnout, while only 7.7% reported high burnout, suggesting that high levels of burnout are less common among male students compared to females.

Table 1 Overall Burnout Level of Subjects

	Frequency	Percent
Low	22	16.1
Average	96	70.1
High	19	13.9
Total	137	100

Table 2 Burnout Level of Female Subjects

	Frequency	Percent
Low	16	16.3
Average	66	67.3
High	16	16.3
Total	98	100

Table 3 Burnout Level of Male Subjects

	Frequency	Percent
Low	6	15.4
Average	30	76.9
High	3	7.7
Total	39	100

Table 4 provides a comparative analysis of burnout scores between male and female students, offering deeper insights into gender differences in academic burnout. The mean burnout score for male students was 28.974 with a standard deviation of 5.2490, reflecting a relatively consistent experience of burnout among male students. The standard error of the mean was 0.8405, indicating the precision of the mean estimate. In contrast, female students had a slightly higher mean burnout score of 29.939, with a larger standard deviation of 6.8891, suggesting greater variability in burnout experiences among females. The standard error of the mean for female students was 0.6959, which, while slightly lower than that of the males, still points to a reliable estimate. These results underscore the nuanced differences in how male and female students experience academic burnout, with females showing both higher average burnout scores and greater variability. This indicates that interventions aimed at reducing academic burnout may need to be tailored differently for male and female students to effectively address their specific needs and experiences.

Table 4 Results of Descriptive Statistical Analysis

Gender	n	Mean	Std. Deviation	Std. Error Mean
Male	39	28.974	5.2490	0.8405
Female	98	29.939	6.8891	0.6959

Before doing the main analysis, normality and homogeneity tests are carried out. The results of the tests indicated that the data met the necessary assumptions, and provided a solid foundation for further statistical analysis. The normality test, performed using both the Kolmogorov-Smirnov and Shapiro-Wilk tests, yielded significance values of 0.200 and 0.305, respectively. These values are well above the threshold of 0.05, indicating that the data for academic burnout scores among eighth-grade students at SMPN 3 Batu are normally

distributed. Normal distribution is crucial as it ensures that the statistical methods applied will yield valid and reliable results. Additionally, the homogeneity test, which assesses the equality of variances between groups, showed a significance value of 0.158 in the Levene's Test for Equality of Variances. This value is also greater than 0.05, confirming that the variance in academic burnout scores between male and female students is homogeneous. Homogeneity of variances is an important assumption for the independent sample t-test as it ensures that the comparison between groups is fair and unbiased. With both normality and homogeneity assumptions satisfied, the conditions were met to proceed with the independent sample t-test.

After fulfilling both prerequisite analyses, the statistical analysis was further extended to include an Independent Samples t-test to examine whether there were significant differences in academic burnout between male and female students at SMPN 3 Batu. The results revealed a Sig. (2-tailed) value of 0.432, which is greater than the alpha level of 0.05. Based on this statistical analysis, it can be concluded that there is no significant difference in the levels of academic burnout experienced by students based on gender. This result suggests that both male and female students at SMPN 3 Batu experience similar levels of academic burnout, despite the slight differences observed in the descriptive statistics. The absence of a significant difference underscores the importance of addressing academic burnout as a general issue affecting all students, regardless of gender.

3.2 Discussion

Based on data analysis, 39 male students had an average burnout score of 28.97. Among these, 3 male students (7.7%) experienced high levels of academic burnout, 30 male students (76.9%) reported moderate levels, and 6 male students (15.4%) had low levels of burnout. These results suggest that male students generally exhibit moderate academic burnout, with a larger proportion experiencing low burnout compared to high burnout. The distribution of burnout levels indicates that while some male students are highly affected, the majority face moderate burnout, highlighting the need for interventions that can address varying degrees of burnout within this group. The moderate average burnout score among male students suggests a balanced distribution, yet the presence of high burnout in some underscores the need for targeted support strategies.

In contrast, the 98 female students had an average burnout score of 29.94. Among these, 16 female students (16.3%) experienced high levels of burnout, 66 female students (67.3%) reported moderate levels, and 16 female students (16.3%) had low levels of burnout. This indicates that female students also generally experience moderate levels of burnout, but unlike their male counterparts, they have equal proportions of high and low burnout. This balanced distribution of high and low burnout among female students suggests a more diverse experience of academic stress within this group. The slightly higher average burnout score among females compared to males points to a greater overall impact of academic pressures on female students, necessitating more nuanced approaches to support their mental health and academic performance.

Analyzing the data reveals a stark difference in the number of male and female respondents, with 39 males and 98 females. Despite the smaller sample size, 3 male students (7.7%) reported high burnout levels, whereas 16 female students (16.3%) did so, indicating a higher proportion of high burnout among females. This discrepancy aligns with the perspective that females are more susceptible to academic burnout due to higher social and academic pressures. Previous studies, such as those by Jatmiko (2016), Basuki (2016), and

Eliyana (2018), support these findings, highlighting that female students often experience higher burnout levels compared to males. However, other studies, like those by Cecil et al. (2014) and Chunming et al. (2017), present contrasting results, showing higher burnout levels among male students, particularly in terms of depersonalization and emotional exhaustion. These conflicting findings underscore the complexity of academic burnout and the need for gender-specific interventions to address the unique challenges faced by both male and female students. The variability in burnout experiences suggests that multiple factors, beyond gender, contribute to academic stress, necessitating a comprehensive approach to support all students effectively.

This study aligns with the research conducted by Jatmiko (2016), who found that female students at SMA Negeri 1 Yogyakarta had a higher mean academic burnout score compared to their male counterparts. Basuki (2016) also reported that female students tend to be more susceptible to academic burnout than male students. Additionally, Eliyana (2018) noted in her study that women exhibit a higher frequency of burnout than men, attributing this to the differences not only in physical aspects but also in social and psychological dimensions, as well as the distinct ways in which males and females cope with their problems. Furthermore, research by Putri and Yasmin (2023) indicated that female university students experienced higher levels of academic burnout post-pandemic compared to male students. These findings highlight a consistent pattern across multiple studies, indicating that female students are generally more prone to experiencing higher levels of academic burnout than male students. The recurring observation that female students exhibit greater vulnerability to burnout can be attributed to a combination of biological, social, and psychological factors. Females often face unique stressors, including societal expectations and pressures, which may exacerbate their experience of burnout. Moreover, the ways in which females process and respond to stress can differ significantly from males, further contributing to the observed differences in burnout levels.

The study by Putri and Yasmin (2023) adds a contemporary perspective to this issue by examining the impact of the COVID-19 pandemic on academic burnout. Their findings suggest that the pandemic has disproportionately affected female students, potentially due to increased caregiving responsibilities, disruptions in academic routines, and heightened levels of stress and anxiety. This recent evidence underscores the need for targeted interventions and support systems that address the specific challenges faced by female students in the context of academic burnout. In summary, the body of research, including the studies by Jatmiko (2016), Basuki (2016), Eliyana (2018), and Putri and Yasmin (2023), collectively underscores the greater propensity for academic burnout among female students. These findings emphasize the importance of recognizing and addressing the unique factors that contribute to burnout in females, thereby informing the development of more effective and tailored strategies to support their academic well-being.

However, on the other hand, there are studies that contrast with the aforementioned findings. Research conducted by Cecil et al. (2014) reported that male medical students exhibited higher levels of depersonalization compared to their female counterparts. Additionally, the study by Chunming et al. (2017) found that males experienced a greater degree of burnout severity than females; not only that, but the levels of emotional exhaustion and depersonalization were also higher in males. These results are consistent with the findings of Ilic et al. (2021), which indicated that the prevalence of burnout is significantly higher among males compared to females. These contrasting findings highlight the complexity and multifaceted nature of academic burnout. The study by Cecil et al. (2014) emphasizes that

male medical students are particularly vulnerable to depersonalization, a key component of burnout characterized by a sense of detachment and impersonal responses towards others. This higher level of depersonalization in males suggests that they may struggle more with emotional disconnect and cynicism in their professional training, which could be attributed to the intense pressures and demands of medical education.

Chunming et al. (2017) further expanded on this by demonstrating that males not only experience higher burnout severity but also suffer from greater emotional exhaustion and depersonalization. Emotional exhaustion, a core dimension of burnout, involves feelings of being emotionally drained and overwhelmed, which were found to be more pronounced in males. This suggests that males might encounter more significant challenges in managing the emotional and psychological demands of their academic environment, potentially due to less effective coping mechanisms or societal expectations regarding emotional expression. Ilic et al. (2021) corroborated these findings, revealing a higher prevalence of burnout among males. This study underscores the importance of considering gender differences in burnout experiences, as it suggests that males might be at a higher risk for burnout in certain academic contexts. The reasons behind this increased prevalence could range from differences in stress perception and coping strategies to the distinct pressures faced by males in their educational and professional journeys.

In summary, while many studies indicate higher burnout levels among females, the contrasting evidence presented by Cecil et al. (2014), Chunming et al. (2017), and Ilic et al. (2021) suggests that males, particularly in demanding fields like medicine, can experience higher levels of burnout, depersonalization, and emotional exhaustion. These findings highlight the need for a nuanced approach to addressing academic burnout, recognizing that both male and female students face unique challenges that require tailored interventions to support their mental health and academic success.

The divergence in results from various studies is understandable, given that the causes of academic burnout are not solely gender-based but influenced by multiple factors. Research by Avionela & Fauziah (2016) indicates that burnout is caused by individual characteristics such as demographics, age, gender, work tenure, marital status, education level, personality traits, and coping mechanisms employed to alleviate stress. Therefore, the differences in burnout levels between males and females can be highly dynamic, as these factors interplay in complex ways. Furthermore, our study reinforces this complexity by demonstrating that gender alone does not determine the extent of academic burnout among students. This finding suggests the need for a broader perspective when addressing burnout, considering various personal and contextual factors that might contribute to this condition.

From the results of the significance calculation using the Independent Samples Test, under the "Equal Variances Assumed" section, it is noted that the Sig. (2-tailed) value is 0.432, which is greater than 0.05. This high Sig. (2-tailed) value leads to the decision that there is no significant difference in burnout levels among students based on gender. Consequently, it can be concluded that there is no significant difference in academic burnout levels among eighth-grade students at SMP Negeri 3 Batu based on gender. This outcome aligns with the findings of Rahman et al. (2020) and Fyana and Rozali (2018), who also reported no significant gender-based differences in academic burnout. This consistency across studies further solidifies the understanding that academic burnout is a universal issue affecting students irrespective of gender, emphasizing the necessity for inclusive strategies in addressing this educational challenge.

4. Conclusion

The present study revealed no significant difference in academic burnout between genders, with both male and female students experiencing similar levels of burnout. These findings underscore the prevalence of academic burnout among junior high school students regardless of gender, highlighting the necessity for comprehensive interventions that address the needs of all students. The study contributes to the existing literature by providing insights into the academic burnout experiences of younger adolescents and emphasizes the importance of early identification and support to mitigate the adverse effects of burnout on students' academic performance and overall well-being.

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