



THE EFFECT OF WORK-LIFE BALANCE AND SELF-EFFICACY ON BURNOUT IN WORKING STUDENTS (STUDY OF 2020 UNDERGRADUATE STUDENTS AT THE FACULTY OF ECONOMICS AND BUSINESS SEMARANG STATE UNIVERSITY)

Hanan Maulana^{1✉}, Anindya Ardiansari²

^{1,2}Management Department, Faculty of Economics and Business, Semarang State University, Semarang, Indonesia

Article Information Abstract

History of article:
Accepted April 2024
Approved May 2024
Published June 2024

Keywords:
Work-life Balance,
Self-Efficacy, Burnout

This study aims to determine the effect of work-life balance and self-efficacy on burnout in 2020 FEB students at Semarang State University with the Burnout Syndrome Theory approach. A quantitative approach was used with a population of working students of the Faculty of Economics and Business class of 2020. A sample of 100 respondents was taken using purposive sampling technique based on Lemeshow's formula. Data were collected through questionnaires and analyzed using descriptive analysis, classical assumption test, model accuracy test, multiple linear regression analysis, and hypothesis testing through IBM SPSS version 25.0. The results showed that work-life balance and self-efficacy have a significant positive effect on burnout in working students of the Faculty of Economics and Business class of 2020. This means that the better the work-life balance and self-efficacy of students in dealing with academic and work tasks, the higher the level of burnout felt. This study suggests adding other independent variables that affect burnout as well as using a larger sample and not limited to the Faculty of Economics and Business class of 2020.

✉correspondence Address:
L1 Building, Faculty of Economics and Business
UNNES, Sekaran, Gunungpati, Semarang, 50229
E-mail: hananmaulana0107@gmail.com

© 2024 Universitas Negeri Semarang
e-ISSN 2502-1451

INTRODUCTION

The lecture period is an early adult period and at this time students generally want to fulfill their financial needs without burdening others by working while still carrying out their responsibilities as students, namely attending lectures (Rahmah, 2023). Students who work consider economic and other factors in the decision (Putri & Lubis, 2019).

According to Central Bureau of Statistic (2019) there are 2.2 million students in Indonesia who work while studying. Data for the year 2020 from Central Bureau of Statistic shows that 6.98% of students aged 10-24 years work while studying, generally for daily needs and work experience. Part-time work is the main choice, although there are also those who work odd jobs (Mardelina & Muhson, 2017).

Students who work while studying experience both positive and negative impacts. Positives include hobby fulfillment, skill development, increased job knowledge, independence, and additional income. Negatives include difficulty in managing time, fatigue, decreased academic performance, delayed studies, and the risk of being expelled from the university (Watanabe, 2018).

Students who work while studying experience both positive and negative impacts. Positives include hobby fulfillment, skill development, increased job knowledge, independence, and additional income. Negatives include difficulty in managing time, fatigue, decreased academic performance, delayed studies, and the risk of being expelled from the university (Subandy & Jatmika, 2020).

High work and academic demands often have a significant impact on students, such as making it difficult for them to have time for rest and recreation (Naidoo-Chetty & Plessis, 2021). This can lead to students feeling trapped in a prolonged cycle of work, at the expense of rest and recreation. This pressure can lead to a lack of rest and recreation, and increase the risk of stress and burnout (Naidoo-Chetty & Plessis, 2021; Poulose & Sudarsan, 2020). Burnout is a condition of physical and mental exhaustion due to high work demands, which can reduce morale and performance (Khairani & Ifdil, 2015; Eliyana, 2016).

Maslach & Leiter (1997) state that burnout is more common in individuals who are undergoing education and while working than individuals who are only undergoing education. This is due to the double burden experienced by individuals who work while educated, namely the demands of work and education. This double burden can cause stress and fatigue, lack of rest time, role conflict between work and education, and lack of social support. Therefore, students who work while studying have a high risk of experiencing burnout. Therefore, students who face this role duality also need to have the ability to manage stress well in order to remain productive and maintain mental balance in the face of pressure from both sides of their lives (Campos et al., 2018).

The balance between work and life is often referred to as work-life balance, which refers to the balance between two aspects, namely the demands of work and one's personal life (Asepta & Maruno, 2018). Students who study while working tend to face two main problems. First, they experience an impact on productivity, because they have to carry out two responsibilities at once, namely work and college, without clear restrictions between work time and rest time. Second, students who can effectively divide their time between work and study tend to experience fewer conflicts. It can be concluded that the level of integration between work and study can help facilitate role transitions and improve work-life balance. This level of balance can ultimately help reduce burnout and increase confidence in facing the complex challenges of both roles (Mea & Hyronimus, 2020).

Self-confidence or self-efficacy is an individual's belief in their ability to complete a particular task. Working students often have low self-efficacy, which impairs academic performance and increases the risk of burnout. Burnout can cause them to avoid tasks, harming their academic and career development (Bandura, 1997; Orpina & Prahara, 2020; Andi et al., 2020; Arlinkasari & Akmal, 2017; Sukmana & Sudibia, 2015).

The results of Desnithalia & Purba (2021) entitled "The Effect of Work Life Balance and

Fear of COVID-19 on Burnout in Hospital Nurses". The results showed that work life balance showed a significant negative influence between work life balance on burnout in hospital nurses. Other research on the effect of work life balance on burnout shows that work life balance has a significant negative effect on burnout. This shows that the higher the work life balance, the lower the burnout and vice versa (Asheila Vani Mahendran et al., 2019; Dyah Ayu Kartika Lestari & Herison Pandapotan Purba, 2019; Siregar, 2020). However, in contrast to research conducted by Junaidin et al (2019) with the title "The effect of work-life balance on burnout and employee job satisfaction (Case study at the State Electricity Company (PLN) South Makassar Area)". The results of his research indicate that work life balance has a positive effect on burnout. This shows that the higher the work life balance owned, the higher the burnout felt.

Further research on the influence of Self-Efficacy on burnout, as conducted by Lutfi et al (2022) with the title "The Effect of Social Support, Self-Esteem and Self-Efficacy on Student Burnout (Study on Students of the Islamic University of Malang)". The results of his research indicate that self-efficacy has a significant positive effect on burnout in students of the Islamic University of Malang.

Other research on the effect of self-efficacy on burnout shows that self-efficacy has a significant positive effect on burnout. These results indicate that the higher the self-efficacy, the higher the burnout (Dwi Purwati & Yusqi Mahfud, 2019; Moh. Lutfi et al., 2022; Sarah Ulfa & Melani Aprianti, 2021). However, the results of this study differ from research conducted by Gam et al (2016) with the title "Influences of art therapists' self-efficacy and stress coping strategies on burnout". The results of his research show that self-efficacy has a negative effect on burnout. This shows that the higher the self-efficacy, the lower the burnout.

Based on preliminary studies that have been conducted by distributing questionnaires to 20 students. The results obtained from this preliminary study were that of the 20 students surveyed, only 2 stated that they had a low work-life balance, while the other 18 stated a high level of work-life balance. However, further analysis showed that 17 out of 20 students expressed high levels of burnout, and 3 other students expressed low levels of burnout.

This is reinforced by the results of personal interviews with students who have a background of studying while working, namely D, one of the UNNES students who works part-time, revealed that although she tries to maintain a balance between college, work, and her personal life, pressure from various sides makes her often feel stressed and emotionally exhausted. M, a

UNNES student who works as a barista in the evenings, also expressed a similar sentiment. Although she tries to prioritize rest and recreational activities, the pressures of work and coursework often leave her feeling physically and mentally exhausted.

The problems that occur need further research, therefore, researchers are interested in conducting research on the influence of work-life balance and self efficacy on burnout in undergraduate students of the Faculty of Economics and Business Class of 2020, Semarang State University who work.

Based on the above problems, the framework in this study can be described as follows:

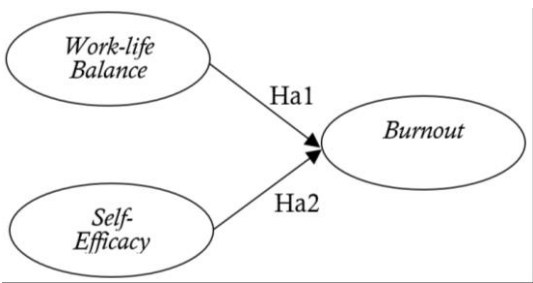


Figure 1. Research Framework

Based on the framework that has been presented, the research hypothesis that can be concluded from the above assumptions is as follows:

Ha1: There is an effect of work life balance on burnout in undergraduate students of the Faculty of Economics and Business, Class of 2020, Semarang State University who work.

Ha2: There is an effect of self-efficacy on burnout in undergraduate students of the Faculty of Economics and Business Class of 2020, Semarang State University who work.

METHOD

The population of this study were students of the Faculty of Economics and Business, Class of 2020, Semarang State University. Because the population size is unknown, the researcher determines the sample size using the Lemeshow

formula, which amounts to 100 respondents. The sample technique used was purposive sampling, which is a sampling technique where the sample is selected with certain considerations (Sugiyono, 2016). The dependent variable (Y) is Burnout. Burnout is a condition characterized by very intense physical, mental, and emotional exhaustion (Freudenberger, 1974; Maslach, 1976). The first independent variable (X1) is work-life balance. Work-life balance is an effort made by individuals to balance two or more roles (Fisher et al, 2009). The second independent variable (X2) is self-efficacy. Self-efficacy is an individual's belief in their ability to complete tasks. In this study, the data collection method used primary data by distributing questionnaires via Google Forms. Using a Likert scale with details 1 (always) - 4 (never). The questionnaire in this study has gone through validity and reliability tests on 30 respondents. With the results, on the burnout questionnaire all question items were declared valid with a Cronbach's Alpha value of 0.892. In the work-life balance questionnaire, all question items were declared valid with a Cronbach's Alpha value of 0.929. In the self-efficacy questionnaire, all question items were declared valid with a Cronbach's Alpha value of 0.888.

This study uses a descriptive analysis method to describe the independent and dependent variables as a whole, a classical assumption test to determine whether the regression model used for analysis in this study Best Linear Unbias and Estimate (BLUE) meets the classical assumptions or has not met, namely by normality test, multicollinearity test, heteroscedasticity test, and autocorrelation test. Test the accuracy of the model, namely the significance test (F test) and the coefficient of determination test (R2). In addition, multiple linear regression analysis is to determine the dependence between one or two independent variables and the dependent variable, or also to estimate the effect between one independent variable and one dependent variable. Meanwhile, to test the hypothesis in this study using a partial test (t test) using IBM SPSS Statistics 25.0 to make the results more accurate. In addition, the SPSS test is also easier and less complicated to calculate (Singgih, 2012).

RESULT AND DISCUSSION

Descriptive Analysis of Variables

Table 1. Descriptive Analysis of Work-life Balance Variables

No	Indicator	Index Value	Criteria
1	Work Interference with Personal Life	77.65	High
2	Personal Life Interference Work	75.67	High

3	Personal Life Enhancement of Work	73	Moderate
4	Work Enhancement of Personal Life	71	Moderate
Average		74.35	Moderate

Based on the descriptive analysis of the work-life balance variable above, it can be seen that the index value of the work-life balance indicator has an average of 74.35 with moderate criteria. Among all indicators of work-life balance variables, 2 indicators have high criteria, namely

Work Interference with Personal Life and Personal Life Interference Work. While the other 2 indicators have moderate criteria, namely Personal Life Enhancement of Work and Work Enhancement of Personal Life.

Table 2. Descriptive Analysis of Self-Efficacy Variables

No	Indicator	Index Value	Criteria
1	Level	70.8	Moderate
2	Generality	71.38	Moderate
3	Strength	68.18	Moderate
Average		70.12	Moderate

Based on the descriptive analysis of the self-efficacy variable above, it can be seen that the index value of the self-efficacy indicator has an

average of 70.12 with moderate criteria, and all indicators of the self-efficacy variable have moderate criteria.

Table 3. Descriptive Analysis of Burnout Variables

No	Indicator	Index Value	Criteria
1	Emotional Exhaustion	63.07	Moderate
2	Depersonalization	61	Moderate
3	Personal Accomplishment	61.44	Moderate
Average		61.836	Moderate

Based on the descriptive analysis of the burnout variable above, it can be seen that the index value of the burnout indicator has an

average of 61.834 with moderate criteria, and all indicators of the burnout variable have moderate criteria.

Classical Assumption Test

Normality Test

Table 4. Normality Test

Model	Kolmogorov-Smirnov	Asymp.sig (2-tailed)	Criteria	Conclusion
Unstandardized Residual	0.044	0.200	$p > 0.05$	The data is normally distributed

Based on the table above, namely the normality test with the One-Sample Kolmogorov-Smirnov (K-S) test, the KS value is 0.044 and Asymp.sig (2-tailed) is 0.200. The Asymp.sig (2-tailed) value >0.05, so the data in this study fulfills

normal assumptions, meaning that the residual data is normally distributed. To strengthen the analysis, a graphical test was also carried out using the P-Plot, with the following results:

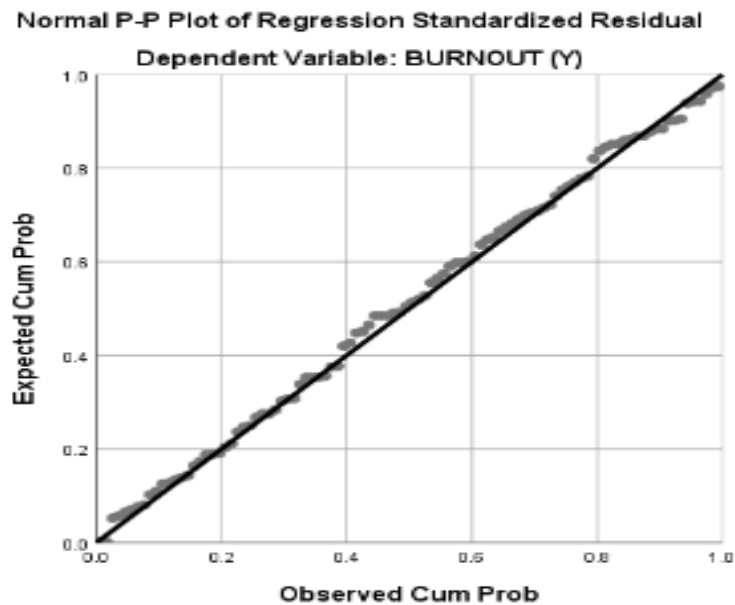


Figure 2. Normality Test P-plot

Based on the P-Plot graph, it can be seen that the points on the distribution picture spread or approach around the diagonal line and the spread of the data points is in line with following

the diagonal line, so the normality assumption is met, meaning that the data is normally distributed.

Multicollinearity Test

Table 5. Multicollinearity Test

Variable Independent	Variable Dependent	Tolerance	VIF	Conclusion
Work life Balance (X1)	Burnout (Y)	0.712	1.404	No multicollinearity
Self Efficacy (X2)		0.712	1.404	No multicollinearity

Based on the table above, it is known that each independent variable has a tolerance value >0.10 and a Variance Inflation Factor (VIF)

value <10, so it can be concluded that there is no multicollinearity between the independent variables in the regression model.

Heteroscedasticity Test

Table 6. Heteroscedasticity Test

Variable Independent	Variable Dependent	Sig.	Criteria	Conclusion
Work life Balance (X1)	Burnout (Y)	0.116	p > 0.05	No heteroscedasticity
Self Efficacy (X2)		0.897	p > 0.05	No heteroscedasticity

Based on the table above, it is known that all independent variables have a sig value >0.05. This shows that there is no statistically significant

independent variable affecting the dependent variable. So it can be concluded that the regression model does not occur heteroscedasticity.

Autocorrelation Test

Table 7. Autocorrelation Test

Model	R	R Square	Adjusted R Square	Durbin-Watson
1	0.742	0.550	0.541	1.943

Based on the table above, it is known that the Durbin-Watson value is 1.943. This value is compared to the Durbin-Watson table with a significance level of 0.05, total data of 100, and 3 variables ($k = 3$). From the Durbin-Watson table, the d_l value is 1.6337 and the d_u value is 1.7152.

Data is said not to experience autocorrelation if it meets the criteria $d_u < d < 4 - d_u$. The value of $4 - d_u$ is 2.2848. Based on these values, it can be concluded that $1.7152 < 1.943 < 2.2848$, so the data in this study does not experience autocorrelation.

Model Accuracy Test

Significance Test (F Test)

Table 8. Significance Test (F Test)

F-Count	F table	Sign.	Criteria	Conclusion
59.385	3.09	0.000	$p < 0.05$	Simultaneous effect

Based on the table above, it is known that the F-count has a value of 59.385 greater than the F-table of 3.09 and a significance value of 0.000 (p

< 0.05). Thus, it can be said that work life balance and self efficacy simultaneously affect burnout in students who study while working.

Test Coefficient of Determination (R^2 Test)

Table 9. Test Coefficient of Determination (R^2 Test)

F-Count	F table	Sign.	Criteria	Conclusion
59.385	3.09	0.000	$p < 0.05$	Simultaneous effect

Based on the table above, the adjusted R^2 value is 0.541 or 54.1%. This shows that burnout can be explained by 54.1% by the independent variables, namely work life balance and self

efficacy. While 45.9% of the variation in burnout is explained by variables outside the independent variables in this study.

Multiple Linear Regression Analysis

Table 10. Multiple Linear Regression Analysis

Variable Independent	Variable Dependent	Coefficient	t-count	Sign.	Conclusion
Constant		20.228	6.104	0.000	
Work life Balance (X1)	Burnout (Y)	0.496	6.458	0.000	Significant effect
Self Efficacy (X2)		0.187	3.944	0.000	Significant effect

Based on the results of multiple linear regression tests, the constant value of 20.228 shows the predicted dependent variable (Burnout) when all independent variables (work-life balance and self-efficacy) are zero. This means that if work-life balance (X1) and self-efficacy (X2) are equal to zero, then the predicted Burnout level is

20.228. The coefficient value of work-life balance (b_1) is 0.496 with a positive value. This shows that there is a positive relationship between work-life balance and burnout. That is, for every increase in work-life balance (X1) by one time, the level of Burnout will increase by 0.496, assuming other variables are constant. The coefficient value of self

efficacy (b2) is 0.187 with a positive value. This shows that there is a positive relationship between self efficacy and Burnout. That is, for each

increase in self efficacy (X2) by one time, the level of Burnout will increase by 0.187, assuming other variables are constant.

Hypothesis Test

Partial Regression Test (t test)

Table 11. Partial Regression Test (t test)

Variable Independent	Variable Dependent	t-count	t-table	Sign.	Conclusion
Work life Balance (X1)	Burnout (Y)	6.458	1.984	0.000	Hypothesis accepted
Self Efficacy (X2)		3.944	1.984	0.000	Hypothesis accepted

Based on the table above, the first hypothesis proposed by the researcher shows that the work life balance variable affects burnout. It is also explained in the t-test results that the work life balance variable has a t-count value of 6.458 greater than the t-table of 1.984 and obtained a significance value of 0.000 less than the significance level of 0.05 ($0.000 < 0.05$). Therefore, it can be concluded that the hypothesis is accepted. While the second hypothesis proposed by the researcher shows that the self efficacy variable has an effect on burnout. It is also explained in the t-test results that the self efficacy variable has a t-count value of 3.944 greater than the t-table of 1.984 and obtained a significance value of 0.000 smaller than the significance level of 0.05 ($0.000 < 0.05$). Therefore, it can be concluded that the hypothesis is accepted.

The effect of work-life balance on burnout in undergraduate working students of the Faculty of Economics and Business Class of 2020 Semarang State University

Students of the Faculty of Economics and Business class of 2020 at Semarang State University who are studying while working face complex challenges in managing their time and energy. They have to balance heavy academic demands with demanding work responsibilities. In this situation, the balance between academic and work demands becomes crucial to maintain their mental and physical health.

The results of this study indicate that work life balance affects burnout. Based on the t test that has been done, the t count is 6.458 with a significance level of 0.000. Due to the statistical value (t count) > t table value, namely $6.458 > 1.984$, it can be interpreted that work life balance has a significant influence on burnout. So that the alternative hypothesis (Ha1) states that work life balance affects burnout, which is proven. In addition, based on multiple linear regression analysis, the beta value of the work life balance

variable is 0.496 with a significance level of 0.000, which shows a significant positive.

Thus, it can be concluded that the alternative hypothesis (Ha1) in this study, namely work-life balance has a positive and significant influence on burnout in working students of the Faculty of Economics and Business class of 2020, Semarang State University. The results of this study are in line with research conducted by Shanafelt et al. (2015), Junaidin et al. (2019), and Winata & Nina (2022), which state that work life balance has a significant positive effect on burnout in working students. This shows that even though working students are able to manage their time and maintain a balance between academic demands, work, and personal life, they still experience high burnout.

The results of the study are not in line with the burnout syndrome theory proposed by Maslach and Jackson (1981), which states that a good balance between work and personal life should reduce the level of burnout. This theory implies that individuals with high work-life balance should experience lower burnout. However, the results of this study show the opposite, namely that students with high levels of work-life balance actually experience higher levels of burnout. Thus, although students try to maintain a balance between their work and personal lives, it is not enough to protect them from burnout. There may be other factors that more dominantly influence the level of burnout in working students, such as high academic pressure, heavy job demands, or lack of social and emotional support.

The effect of self-efficacy on burnout in undergraduate working students of the Faculty of Economics and Business Class of 2020 Semarang State University

Students of the Faculty of Economics and Business class of 2020 at at Semarang State

University who are studying while working face various challenges that require efficient management of time and energy. In the face of these pressures, belief in one's own abilities, known as self-efficacy, is an important factor that can influence how students cope with stress and workload. Self-efficacy can help students to stay motivated, manage stress better, and increase resistance to emotional exhaustion and burnout.

Students with high levels of self-efficacy tend to have stronger beliefs in completing academic and work tasks, and are more able to face challenges with a positive attitude. Conversely, students with low self-efficacy will feel overwhelmed by the workload and academic demands, which may increase the risk of burnout. Therefore, it is important to understand how self-efficacy affects the level of burnout in college students who study while working.

The results of this study indicate that self-efficacy affects burnout. Based on the t test that has been done, the t count is 3.944 with a significance level of 0.000. Due to the statistical value (t count) > t table value, namely 3.944 > 1.984, it can be interpreted that self-efficacy has a significant influence on burnout. So that the alternative hypothesis (Ha2) states that self-efficacy affects burnout, which is proven. In addition, based on multiple linear regression analysis, the beta value of the self-efficacy variable is 0.187 with a significance level of 0.000, indicating a significant positive relationship. Thus, it can be concluded that the alternative hypothesis (Ha2) in this study, namely self-efficacy has a positive and significant influence on burnout in working students of the Faculty of Economics and Business class of 2020 at Semarang State University. The results of this study are in line with research conducted by Purwati & Mahfud (2019), Ulfa & Aprianti (2021), and Lutfi et al. (2022), which states that self-efficacy has a positive and significant effect on burnout in working students. This shows that even though working students have high self-efficacy, they still experience high burnout.

The results of this study are not in line with the burnout syndrome theory proposed by Maslach & Jackson (1981). According to the theory, burnout occurs due to an imbalance between high job demands and inadequate resources, which causes emotional exhaustion, depersonalization, and decreased personal achievement. This theory implies that individuals with high self-efficacy and strong beliefs in their ability to cope with challenges should experience lower burnout as they are better able to manage job demands. However, the results of this study show the opposite: students with high levels of self-efficacy actually experience higher levels of burnout. This suggests that although students have high confidence in their abilities, this

confidence is not enough to protect them from burnout. There may be other factors that more dominantly influence the level of burnout in working students, such as high academic pressure, heavy work demands, or lack of social and emotional support.

CONCLUSION

Based on the results of the analysis and discussion described in the previous chapter, the conclusion that can be drawn from this study is that work-life balance has a positive and significant effect on burnout in undergraduate students of the Faculty of Economics and Business, Class of 2020, Semarang State University who work. This shows that even though working students have high self-confidence, they still experience high burnout. So that the alternative hypothesis (Ha1) states that work life balance affects burnout, which is proven. Self-efficacy has a positive and significant effect on burnout in undergraduate students of the Faculty of Economics and Business, Class of 2020, Semarang State University who work. This shows that even though working students have high self-efficacy, they still experience high burnout. So that the alternative hypothesis (Ha2) states that self-efficacy affects burnout, which is proven.

RECOMMENDATION

Based on the above conclusions, several recommendations or suggestions are put forward, namely for further research it is recommended to add other independent variables that affect burnout such as high academic pressure, heavy work demands, or lack of social and emotional support that might affect burnout. In addition, the use of a larger sample, not limited to the Faculty of Economics and Business class of 2020. Students need to increase awareness of the importance of work-life balance by developing time management and prioritization skills, and increasing self-efficacy. Educational institutions should expand support programs to help with study-life balance, review academic policies related to student workload and flexibility of class schedules, and build a campus culture that prioritizes students' physical and mental well-being.

REFERENCES

- Asepta, U. Y., & Maruno, S. H. P. (2018). Analisis pengaruh work-life balance dan pengembangan karir terhadap kepuasan kerja karyawan pt.telkomsel, tbk branch malang. *Jurnal Ilmiah Bisnis Dan Ekonomi Asia*, 11(2), 77–85.

- Asheila Vani Mahendran, Siti Aisyah Panatik, Azizah Rajab, & Norakmar Nordin. (2019). The influence of work-life balance on burnout among nurses. *Indian Journal of Public Health Research & Development*, 10(11), 1–14.
- Badan Pusat Statistika. (2019). Data tenaga kerja. <https://bps.go.id>.
- Campos, J., Carlotto, M. S., & Maroco, J. (2018). Oldenburg burnout inventory – student version: Cultural adaptation and validation into Portuguese. *Psicologia: Reflexão e Crítica*, 25(4), 709–718.
- Dwi Purwati, & Yusqi Mahfud. (2019). Pengaruh dukungan sosial, kepribadian hardiness dan efikasi diri terhadap burnout (studi pada guru smp negeri 1 sigaluh banjarnegara). *Journal of Economic, Business, and Engineering*, 1(1), 70–77.
- Dyah Ayu Kartika Lestari, & Herison Pandapotan Purba. (2019). Pengaruh work life balance terhadap burnout perawat rumah sakit. *Jurnal Psikologi Industri Dan Organisasi*, 8, 59–70.
- Farisa Alyani Desnithalia, & Herison Pandapotan Purba. (2021). pengaruh work life balance dan fear of COVID-19 terhadap burnout pada perawat rumah sakit. *E-Journal UNAIR*, 1(2), 1141–1151.
- Fisher G, Bulger C, & Smith C. (2009). Beyond work and family: A measure of work/nonwork interference and enhancement. *Journal of Occupational Health Psychology*, 14(4), 441–456.
- Hamidah Anzalna Rahmah. (2023). Coping stress pada mahasiswa yang kuliah sambil bekerja. *Jurnal Penelitian Psikologi*, 10(1), 18–28.
- Jihyun Gam, Gabsook Kim, & Youngsook Jeon. (2016). Influences of art therapists' self-efficacy and stress coping strategies on burnout. *The Arts in Psychotherapy* 47, 47, 1–8.
- Junaidin, Andi Aiyul Ikram, & Hardiyono. (2019). Pengaruh work life balance terhadap burnout dan kepuasan kerja karyawan (Studi kasus pada perusahaan listrik negara (pln) area Makassar Selatan). *MANDAR*, 1(2), 27–34.
- Maslach, C. (1976). Burned-out. *Hum. Behav*, 5, 16–22.
- Maslach C, & Jackson S.E. (1981). The Measurement of Experienced Burnout. *Journal of Occupational Behaviour*, 2, 99–113.
- Maslach Christina, & Leiter Michael P. (1997). The truth about burnout: How organizations cause personal stress and what to do about it. *APA PsycNet*.
- Mea, M., & Hyronimus, H. (2020). Pengaruh work from home terhadap work-life balance pekerja perempuan di kota ende. *JMBI UNSRAT (Jurnal Ilmiah Manajemen Bisnis Dan Inovasi Universitas Sam Ratulangi)*, 7(2), 247–258.
- Moh. Lutfi, Ronny Malavia Mardani, & Ita Athia. (2022). Pengaruh dukungan sosial, self esteem, dan self efficacy terhadap burnout mahasiswa (studi pada mahasiswa Universitas Islam Malang). *E-Journal Riset Manajemen*, 2(3), 13–23.
- Naidoo-Chetty, M., & du Plessis, M. (2021). Job Demands and Job Resources of Academics in Higher Education. *Frontiers in Psychology*, 12.
- Sarah Ulfa, & Melani Aprianti. (2021). Pengaruh efikasi diri terhadap burnout dan perbedaannya berdasarkan gender. *Journal of Psychology, Religion, an Humanity*, 3(1), 24–35.
- Shanafelt, T. D., Hasan, O., Dyrbye, L. N., Sinsky, C., Satele, D., Sloan, J., & West, C. P. (2015). Changes in burnout and satisfaction with work-life balance in physicians and the general US working population between 2011 and 2014. *Mayo Clinic Proceedings*, 90(12), 1600–1613.
- Shavreni Oktadi Putri, & Widya Utami Lubis. (2019). Perbedaan coping stress pada mahasiswa bekerja dan tidak bekerja yang sedang menyelesaikan skripsi. *Prosding Seminar Nasional Hasil Penelitian*, 2(1), 1–5.
- Singgih, S. (2012). *Mahir Statistika Parametrik*. PT. Gramedia.
- Siregar, L. L. (2020). Pengaruh work life balance terhadap burnout pada pegawai lembaga permasyarakatan Sumatera Utara. *E-Journal USU*, 2(3), 1–11.
- Subandy, K., & Jatmika, D. (2020). Hubungan psychological capital dengan coping stress pada mahasiswa yang bekerja. *Jurnal Psibernetika*, 13(2), 1–10.
- Sugiyono. (2016). *Metode penelitian kuantitatif, kualitatif, dan R&D* (Cetakan Ke-24). Alfabeta.
- Winata, B. L., & Nina, N. (2022). Pengaruh Work life balance, Self Efficacy, dan Komitmen Organisasional terhadap Burnout pada Mahasiswa yang Bekerja. *Journal of Human Resource*, 2(2), 87–102.