

## **Academic Burnout Among Undergraduates Nursing Students**

**Tati Sumarni, Ati Surya Mediawati, Henny Yulianita**

Faculty of Nursing, Padjadjaran University

Email: tati17001@mail.unpad.ac.id

### **Abstract**

Academic burnout is a condition when someone got fatigued continuously due to load gained during learning. Nursing students are a group which risk of experiencing academic burnout. Previous research has shown that nursing students experience mild to severe burnout. Even so, it has known that location will have different effects on burnout. This study aims to determine academic burnout in undergraduate students at the Faculty of Nursing, Universitas Padjadjaran. The design of the research used descriptive quantitative. The population was 910 nursing students. Proportional stratified random sampling used for chosen sample, so there were 278 samples collected. Data were collected using Maslach Burnout Inventory - Student Survey questionnaire. Process data results by univariate analysis. The result showed that all respondents (n=278) had academic burnout. A total of 25,2% respondents experienced the mild category, as many as 74,1% respondents experienced moderate academic burnout and 0,7% respondents experienced the severe category. Most of the students had moderate exhaustion (83,8%), more than half of the respondents had low cynicism (56,8%), and moderately reduce professional efficacy (70,1%). The nursing students had a moderate category of academic burnout. Therefore, it is recommended to monitor the level of academic burnout regularly and provide consultation facilities.

**Keywords:** Academic, Burnout, Nursing Students

## Introduction

Burnout is an adverse condition that can occur in someone who works. Leiter Maslach (1988, in Nusalam, 2015) defines burnout as emotional exhaustion, depersonalization, and decreased personal achievement in working individuals. Meanwhile, Bährer-Köhler (2013) defines burnout as a condition that occurs due to prolonged work that does not provide satisfaction, causes emotional exhaustion, depersonalization, and decreased long-term achievement. Therefore, burnout had three dimensions, and this is the theory of Laiter Maslach (1997, in Khairani Ifdil, 2015) which states that burnout has three dimensions, namely exhaustion (fatigue), cynicism (cynicism) or depersonalization, and ineffectiveness (ineffectiveness).

Burnout conditions are different from stress conditions. Burnout is more specifically associated with work, while stress was influenced heavily by factors outside of work (Informed Health, 2020). In addition, stress can still have a positive impact on triggering enthusiasm for work, while someone who experiences burnout has lost enthusiasm and tends to avoid it (Pines Keinan, 2015). Although stress and burnout are different, Pines Keinan's research (2015) states a correlation between the magnitude of the stress event experienced and the burnout incident. The higher the stress experienced, the more likely a person is to experience burnout.

Research shows that the type of work is one of the factors that can cause burnout. Carod-Artal Vazquez-Carbera (2013) states six risk factors for burnout, namely negative job characteristics, job factors, organizational factors, demographic variables, individual traits, and work attitudes. Rahmatpour, Chehrzad, Ghanbari, Reza, Ebrahimi (2019) in his research stated that students were one of the jobs that are prone to burnout. Burnout among students is better known as academic burnout. Laili Suseno (2016) states that academic burnout is defined as a condition when a person feels tired, burdened, and unable to carry out his role as a student. Academic burnout has three dimensions, exhaustion, cynicism, and reduce of professional efficacy (Schaufeli et al., 2002

in Laili Suseno, 2016).

Nursing students are one of the groups of students who are prone to experiencing academic burnout. There were because nursing students face a lot of high stressors in the long term. Stressors experienced by nursing students can be in the form of academic demands, lack of free time, difficulty in adapting, feeling less competent, and worries about making mistakes when practicing (Aliftitah, 2015).

Several international studies support the incidence of academic burnout among nursing students. Research by Iorga, Muraru, Ciuhodaru (2017) in one of the developing countries states that the majority of academic burnout rates among nursing students are at low (33.7%) and moderate (33.7%). %) is at a high level. This research is in line with Khokhar, Chaudhry, Ashraf, Bakht, Alvi, Mohyuddin (2016), which also stated that most nursing students experienced mild academic burnout 35.7%, while the other 22.6% experienced moderate burnout, 6% experienced severe burnout, and 1.2% experienced extreme burnout. Academic burnout research found in Indonesia. Research conducted by Alimah, Swaswati, Ekowati (2016) at a campus in Central Java shows that most nursing students experience moderate academic burnout. The research by Arlinkasari Akmal (2017) conducted in Jakarta shows that the majority of students experience academic burnout at a high level.

In general, international and national research shows that academic burnout is common among nursing students. However, there has been no similar study on students in West Java, whereas regional differences can have different effects on academic burnout. This condition is due to differences in places that will result in different types of people, types of communication, and social support received (UGM Public Relations, 2019). Plantiveau, Dounavi, Virues-Ortega (2018) also mention that each environment will provide other social support, and the size of social support in an environment will impact job satisfaction and burnout.

Academic burnout research in West Java was crucial, especially at the Faculty of Nursing, Universitas Padjadjaran . It is

because the faculty of nursing, Universitas Padjadjaran, spread over two areas in West Java. Therefore, regional differences will have a different impact on academic burnout among students. Another thing that supports the importance of this research is the data on student development from the Department of Advocacy and Student Welfare Student Executive Board of the Faculty of Nursing, Universitas Padjadjaran [Adkesma BEM FKEP Unpad] (2020), which shows that some students at the Faculty of Nursing, Universitas Padjadjaran complain of feeling tired and not feeling well able to study. Furthermore, data from the Academic Sub-Section of the Faculty of Nursing, Universitas Padjadjaran [SBA Fkep Unpad] evidenced some of the results of Adkesma's data. For example, data SBA Fkep Unpad on December 2, 2020, there were nine students without explanation, and eight students withdrew. That indicates

that academic burnout is most likely to occur in nursing students because disappearing without explanation and resigning is one indication of academic burnout. Based on this background, researchers are interested in researching the description of academic burnout in undergraduate students at the Faculty of Nursing, Universitas Padjadjaran as a Nursing Faculty located in West Java.

## Research Method

The research method used in this research is descriptive analysis. The purpose of descriptive analysis research is to describe the incidence of academic burnout in undergraduate students of the Faculty of Nursing, Universitas Padjadjaran. Therefore, the variables in this study are independent in the form of academic burnout.

**Table 1. Operational Definition**

Variable Research	Sub Variable	Operational Definition	Instrument	Measurement Result	Scale
Burnout Akademik		Academic burnout is a feeling of continuous fatigue, pessimism, feeling burdened, and inadequacy during the lecture process.	Maslach Burnout Inventory-Student Survey (MBI-SS) (Laili, 2014). Measurement using a Likert scale 0-6	0 Not Burnout 1-48 Mild Burnout 49-96 Moderate Burnout 97-144 Severe Burnout	Ordinal
	Exhaustion	Exhaustion is when the individual feels that he has spent all his energy carrying out activities, so he feels physically and psychologically exhausted	Maslach Burnout Inventory-Student Survey (MBI-SS) (Laili, 2014). Measurement using a Likert scale 0-6	0 Not 1-16 Mild 17-32 Moderate 33-48 Severe The mean shows the average burnout dimensions that contribute to the level of burnout.	Ordinal

Cynicism	Cynicism is the behavior of avoiding people in the workplace by being uncaring, cynical, even rude.	Maslach Burnout Inventory-Student Survey (MBI-SS) (Laili, 2014). Measurement using a Likert scale 0-6	0 Not 1-16 Mild 17-32 Moderate 33-48 Severe The mean shows the average burnout dimensions that contribute to the level of burnout.	Ordinal
Reduce of professional Efficacy	Reduce of professional efficacy is the emergence of feelings of inadequacy which ultimately makes a person experience a decrease in achievement in the educational process.	Maslach Burnout Inventory-Student Survey (MBI-SS) (Laili, 2014). Measurement using a Likert scale 0-6	0 Not 1-16 Mild 17-32 Moderate 33-48 Severe The mean shows the average burnout dimensions that contribute to the level of burnout.	Ordinal

The population in this study were undergraduate students of the Faculty of Nursing, Universitas Padjadjaran. The total population is 910 registered students, consisting of 246 class 2017, 253 class 2018, 167 class 2019, and 244 class 2020. They are to be the research population because they had never been a research population on academic burnout. This study was adopted a proportional stratified random sampling technique because the population in this study was stratified. A sample of 278 students was obtained, As a result, a sample of 278 students was obtained, consisting of 75 class 2017, 77 class 2018, 51 class 2019, and 75 class 2020. After that, a random selection is made by entering the NPM into the Decision Roulette application to determine the NMP of students who will be respondents.

The process of measuring burnout is carried out using the Maslach Burnout Inventory-Student Survey (MBI-SS) instrument which was adopted from Laili (2014) in his research entitled "Pengaruh kesejahteraan spiritual terhadap burnout pada Mahasiswa Pendidikan Dokter di Universitas Islam Indonesia

Yogyakarta". The instrument has been tested for validity and reliability. The validity test was declared valid by rational analysis or professional judgment. The reliability test in this study used Cronbach's alpha with a result of 0.963. These results indicate that this questionnaire reliable for use.

The research has ethical clearance, the number 117/UN6.KEP/EC/2021 and research permits with the letter number 1082/UN6.I./TU.00/2021. The process of distributing questionnaires is done online in the form of Google Gorm. Distributed questionnaires through the class group with the help of the class leader. The researcher also personally contacted several respondents who were less active in the batch group. The data collection process in this study was carried out for thirteen days, starting on Monday, February 22, 2021, until Saturday, March 6, 2021.

This study applied several research ethics:

1. Autonomy: In this study, the researcher has given the freedom to the respondents to agree or not to become research respondents through the consent form.

2. Justice: In the process, researchers continue

to uphold the principle of justice by not discriminating in the treatment of respondents based on age, education level, GPA, campus location, and others.

3. **Beneficence:** Researchers seek goodness and prevent things that are not safe for respondents by avoiding data exploitation (using data for their interests). The process to avoid data exploitation is carried out by researchers by providing benefits in increasing respondents' knowledge about academic burnout and increasing the experience of students who are respondents in this study.

4. **Confidentiality:** One of the efforts to maintain the confidentiality of respondents is by not providing data access to outside parties and providing a password for the folder containing the research data. Another effort made to maintain data confidentiality

is to only present research data in the form of group data.

The process collected data was coding, data editing, data entry, data cleaning, and analysis. The analysis process uses univariate analysis. The process of univariate analysis in this research is to find the frequency distribution of the existing data.

## Results

Identification characteristics of the respondents in this study were to determine the background of the research respondents, their identification based on the class level, nursing campus area, gender, and cumulative achievement index. The following describes the characteristics of all respondents.

**Table 2. Description of the Characteristics of Undergraduate Students of the Faculty of Nursing (n=278)**

Characteristics	Results	Frekuensi	Percentage (%)
Class	2017	75	26,98
	2018	77	27,70
	2019	51	18,34
	2020	75	26,98
Campus	Jatinangor	241	86,70
	Pangandaran	37	13,30
Gender	Male	25	8,99
	Female	253	91,01
Cumulative Achievement Index	<2.75	9	3,24
	2,75-3,00	25	8,99
	3,01-3,50	177	63,67
	>3,50	67	24,10

Based on table 4.1, most respondents came from the Jatinangor campus, namely 241 students (86.70%). The class with the highest percentage of respondents is the 2018 class, with 77 students (27.70%). When viewed based on gender characteristics, most of the respondents were women (91.01%). As for the IPK, more than half of the respondents (63.67%) are in the range of 3.01-3.50.

**Table 3. Description of Academic Burnout in Undergraduate Students of the Faculty Nursing (n=278)**

Academic Burnout	Frequency	Percentage (%)
Not	0	0
Mild	70	25,18
Moderate	206	74,10
Severe	2	0,72

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Based on table 4.2, all respondents experienced academic burnout. More than half of the respondents experienced moderate academic burnout (74.10%).

**Table 4. Description of Academic Burnout Sub Variables for Undergraduate Students Nursing Faculty (n=278)**

Sub Variable	Result	Frequency	Percentage (%)
Exhaustion	Not	0	0
	Mild	33	11.87
	Moderate	233	83.81
	Severe	12	4.32
Cynicism	Not	1	0.36
	Mild	158	56.83
	Moderate	118	42.45
	Severe	1	0.36
Reduce professional efficacy	Not	1	0.36
	Mild	81	29.14
	Moderate	195	70.14
	Severe	1	0.36

The research results listed in table 4.3 show that in the exhaustion dimension, 233 respondents are in the medium category (83.81%). More than half of the respondents were in the mild category of cynicism (56.83%). As for reducing professional efficacy, more than half of the respondents (70.14%) are in the medium category.

### Discussion

Academic burnout is a condition when a student feels tired, burdened, and unable to fulfill his role as a student (Suseno, Laili 2016). Nursing students are one group of students who experience much academic burnout. As in this study, all nursing student respondents experienced academic burnout, most of which were in the moderate category (74.10%). These results can occur due to several factors, including because the lecture system is too busy. As initial data shows, all batches have a busy lecture schedule (SBA Fkep Unpad, 2020). Therefore, in line with the Jones, Hansen, Kaddoura, Schwab-Mccoy, Tocchini's research (2018), the longer study time will increase academic burnout.

These results are different from most international studies, which show that most academic burnout conditions in nursing students are in a low category (Khokhar, Chaudhry, Ashraf, Bakht, et al., 2016; Iorga, Muraru, Ciuhodaru, 2017; Jones et al., 2018) Furthermore, the results of this study are also different from a study in Jakarta, which showed that most students experienced

severe academic burnout (Arlinkasari Akmal (2017). Nevertheless, this study is in line with a study in Central Java which showed that most academic burnout among nursing students was moderate (Alimah et al., 2016).

These conditions can occur because differences in places will affect the support system (UGM Public Relations, 2019). In addition, the education system can also affect the level of academic burnout (Muhson, 2011, in Khairani Ifdil, 2015). The higher education system in Indonesia refers to the Ministry of National Education No 045/U/2002 concerning the core curriculum of higher education. Therefore, when referring to the similarity of the curriculum, the results of academic burnout research in Indonesia are likely to have the same level. However, based on the existing conditions, it is known that the level of academic burnout in this study and the research in Central Java is different from the level of academic burnout in the Jakarta study. There can happen because Jakarta is the capital city of Indonesia which allows there to be more characteristics of the people in it. UGM Public Relations (2020) stated that heterogeneous communities provide



less social support than homogeneous communities. Therefore, the smaller the social support, the higher the incidence of academic burnout. (Plantiveau, Dounavi, & Virues-Ortega, 2018). The results of this study are also different from research abroad because of differences in social support, curriculum, and even some developed countries have complete supporting facilities so that the burnout experienced is in a low category.

This study also found that there were students who experienced severe academic burnout (0.72%). This condition is in line with the results of preliminary data from Adkesma Fkep Unpad (2020), which states that some students complain of fatigue and choose to avoid lectures by being absent, taking academic leave, and even disappearing without explanation. Thus, the signs and symptoms previously shown are an indication of someone experiencing severe academic burnout. Furthermore, Veninga Spradley's research (1981, in Edwards, 2017) states that one of the signs of severe academic burnout is an increasing avoidance mentality.

Several factors have influenced the incidence of severe academic burnout, including differences in place and learning perfectionism. Based on the characteristics of the respondents, the result shows that there are two campuses, Jatinangor and Pangandaran. These differences allow the influence of other social support so that some students experience severe academic burnout. As Plantiveau, Dounavi, Virues-Ortega (2018) research states that a place lacking social support will result in more severe academic burnout events. In addition, another factor that allows the occurrence of severe academic burnout is learning perfectionism. The IPK of most students is in the range of 3.01-3.50. Some even have an IPK >3.50. The higher the GPA level, the more likely a person will experience a higher level of burnout, as Kerr (2009) shows that students with higher IPK tend to have high perfectionism. Pourseyyed, Motevalli, Pourseyyed, Barahimi (2015), in their research stated that perfectionism in carrying out tasks is one of the factors that increase the likelihood of academic burnout.

Another respondent characteristic that can have an influence on the category of academic

burnout is gender. Khairani Ifdil (2015) states that male respondents are more likely to experience academic burnout than female respondents. However, the results of research on undergraduate students at the Faculty of Nursing, Padjadjaran University, showed that there were no significant differences in the category of academic burnout based on gender characteristics. This is same with the research of Topal et al., (2017) which shows that there is no significant difference in the category of academic burnout based on the gender of the respondent.

In addition to showing an overview of academic burnout in general, this study also presents academic burnout dimensions. The results showed that in the exhaustion dimension, most of the respondents were in the medium category (83.8%). The exhaustion dimension has a more significant percentage than the other three dimensions, so the exhaustion dimension plays a more prominent role in influencing the incidence of academic burnout. Initial data from Adkesma Fkep Unpad (2020) also states that some students complain of experiencing fatigue due to the density of lectures and the heavy burden. Another support is most students' answers in the statement of exhaustion dimensions which show that students feel tired and lack focus in doing assignments.

The tight schedule of lectures and the lack of effective communication between students caused the high exhaustion value of the respondents. Such as previous research stated that the more satisfied the division of tasks and communication, the lower the incidence of exhaustion (Topal, Yalnizoglu, Inar, 2017). Furthermore, when the division of tasks becomes more precise, a person can focus more, and the time used will be more effective to avoid fatigue and boredom (Ritongga, 2016).

In the cynicism dimension, more than half were in the mild category (56.8%). This condition shows that students already have some signs of cynicism but still have an awareness of the importance of learning to handle it. The majority of students in the cynicism dimension stated that they felt less enthusiastic in learning but were not absent because they were still aware of the importance of lectures. As Kaya and Ario

(2014) research stated that one of the factors that influence the dimension of cynicism is the awareness of the importance of learning. The student will show a severe cynicism attitude when can no longer cope with fatigue (Marques et al., 2017).

As for reducing professional efficacy, most of the respondents are in the medium category (70.1%). Topal, Yalnizoğlu, & Inar (2017) states that the reduction of professional efficacy is closely related to experience and age. The younger and more experienced, the smaller the reduction of professional efficacy will be, while the less experienced, the more likely it will be to reduce professional efficacy. The results showed that the reduction of professional efficacy was in the medium category. This condition means that students still feel a lack of experience, making them unable to achieve their goals. The research results on the dimension of reduction of professional efficacy show that most respondents stated that they felt they had failed in fulfilling their self-achievement and felt they were still lacking in learning exciting things during lectures.

The results of the research on the dimensions of academic burnout are in line with the research of Jones et al., (2018), Topal, Yalnizoğlu, Çınar, (2017), and Alimah et al. (2016), which show that respondents are in the moderate category on the dimensions of exhaustion and reduce of professional efficacy, but is in the light category on the cynicism dimension. This condition is different from the research of Iorga et al. (2017), which shows that less than half of the respondents are in mild exhaustion and cynicism, and the reduction of professional efficacy is high. Research by Iorga et al. (2017) was only carried out on first-year students, while this research at all levels student. Different levels will affect the results on academic burnout and its dimensions. Njim et al. (2018) stated that an increase in the level of education ( $p < 0,001$ ) is one of the factors that can increase the risk of academic burnout among students. Meriläinen Kuittinen's research (2014) results also show that the higher the level of study, the greater the risk of a person experiencing burnout.

## Conclusion

Most of the respondents experienced moderate academic burnout. That can happen because the lecture system is not optimal. Based on the sub-variable of academic burnout, the dimension that has the highest percentage is exhaustion, while the lowest percentage is on the cynicism dimension. That shows that burnout can focus more on students' exhaustion and optimizing things in the student's cynicism dimension.

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