

# Hardiness Training Model To Reduce Burnout In College Student

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**Abstract**— This research is based on the growing phenomenon among college students related the increasing of burnout. College students tend to be emotional exhaustion, increased depersonalization and decreased self-confidence in academics. Guidance and counseling at college level has an important role to know student ability, interest, a capacity that will help in the encounter of problems faced by them. Hardiness training application is one of the ways to reduce college students' burnout. The aim of this study is to find out the effectiveness of hardiness training to reduce burnout in college student. Research design of pretest-posttest one group design was used in this research. The result of the research shows that hardiness training effective to reduce burnout and burnout symptoms in college students.

**Keywords:** Burnout, Hardiness Training, College Student.

## 1 INTRODUCTION

The existence of various demands and obstacles in learning and obstruction of achievement of expectations that are not accompanied by effective coping strategies can cause burnout to students. Maslach, et al (1996) burnout is a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occurs among individuals who work with people in some capacity. Schaufeli & Greenglass (2001) burnout is a state of physical, emotional and mental exhaustion that results from long term involvement in work situations that are emotionally demanding. The phenomenon of burnout often occurs in college students due to learning conditions that demand excessively high level of effort and do not provide supportive mechanisms that would facilitate effective coping (Neumann, Finaly-Neumann & Reichel, 1990). Students who experience burnout will feel a decrease in motivation and make students rarely or even often do not attend lectures regularly and also have an impact on their assignments and academic grades. Burnout can be categorized into 3 aspects, first, emotional exhaustion refers to feelings of being emotionally overextended and drained by others (Schaufeli & Greenglass, 2001). Second, depersonalization described as negative or inappropriate attitudes towards clients, irritability, loss of idealism, and withdrawal (Maslach & Leiter, 2016). And third, decreased self-confidence in academics refers to a decline in one's feelings of competence and successful achievement in one's work with people (Schaufeli & Greenglass, 2001). Cherniss (1980) describes the process of burnout including three stages. The stress stage, refers to perception of an imbalance between individual sources and the demands indicated on the individual concerned. This demand can come from oneself or from the environment. The stage of the strain, is a momentary

emotional response to an imbalance characterized by feelings of anxiety, tension, and fatigue. The coping stage, including changes in attitudes and behavior of individuals such as the tendency to distance themselves from others or treat others cynically. In the process of completion, individuals can show different responses depending on how their coping abilities. Individuals who successfully carry out coping strategies will always be able to achieve active problem solving. The coping strategy process involves managing to solve life problems, and trying to master or reduce stress (Santrock, 2014). While individuals who have not been able to meet their demands tend to experience intrapsychic actions associated with burnout, which can be characterized by avoidance behavior, distance away, decreased efforts to achieve goals and blame others. Maslach & Leiter (1997) describes the impact of their burnout can lead to mental stress in the form of anxiety, depression, and sleep disorders. More fully Casserley & Megginson (2009) explains burnout may lead to physical symptoms, such as insomnia, weight gain, chronic fatigue, skin conditions, increased use of alcohol or drugs, and injuries from risktaking behavior, etc. Dyrbye, et al (2008) also added that burnout can interfere with professional development in students and produce various personal consequences, even among them have suicidal thoughts. Besides causing various reactions, Schaufeli et. al (2002) explained that specifically the phenomenon of burnout among students refers to feeling exhausted because of study demands, having a cynical and detached attitude toward one's study, and feeling incompetent as a student. Individuals who experience burnout will feel stressed, overwhelmed, and exhausted. Individuals will also find it difficult to sleep, keeping a distance from the environment. This can affect the performance of students' performance and productivity in learning also decreases. Prior research has shown that burnout can lead to lower commitment, higher turnover, absenteeism, reduced productivity, low morale, and lower human consideration (Cordes & Dougherty, 1993; Maslach & Pines, 1977; Maslach, 1978). Based on the facts and phenomena that occur, it can be seen that burnout is a complex problem that must be addressed immediately. In accordance with the opinion of Pham (2004) which states that "learning burnout is actually something a lot more serious than people just being stressed from school", burnout is a phenomenon of behavior that is complex, unique and can be said to be difficult to predict. Thus, if the phenomenon of burnout experienced by students is not immediately addressed, in addition to interfere with the learning process, also feared could make individuals feel

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trapped and and constantly experience the feeling of tired and uncomfortable both physically, mentally and emotionally. There are several interventions that are proven to be used in an attempt to reduce burnout, including research Agustin (2008) using counseling model cognitive-behavioral therapy is effective for managing burnout learn (burnout) obtaining results that counseling model of cognitive-behavioral proven effective in lowering almost all indicators saturation learn and significantly reduced after using the cognitive-behavioral counseling approach, only one indicator of learning saturation is not significantly reduced, namely in the physical area in the form of headaches and stomach disorders. Furthermore, research from Muna (2013) using self regulation learning techniques is also effective in reducing the level of learning burnout experienced by students. Another intervention that is believed to be able to assist students in overcoming burnout conditions for students is hardiness training. Hardiness training is based on hardiness theory, which emphasizes how to effectively deal with pressing situations, interact with others by giving and getting help and encouragement, using it for self-care that can facilitate supportive efforts and interactions, and learning how to use feedback obtained from various efforts to deepen hardy attitudes, which include commitment, control, and challenge (Maddi, 2013; Wong & Wong, 2006). In training sessions it allows trainees to turn stressful situations into problems that must be solved and take the necessary steps towards solutions. Providing interventions through resilience training can help participants to practice coping skills and support in real situations and use the feedback they get from their efforts to deepen their resilience. So that participants are able to acquire knowledge and skills to turn potentially disruptive pressure into an advantage or opportunity (Maddi & Khoshaba, 2005).

## 2. LITERATURE REVIEW

Kobasa (1979) defines hardiness as a personality structure that consists of three main attitudes: control, commitment, and challenge. Maddi (2004) also describes hardiness as a construct of three components (control, commitment, and challenge) that motivate one to respond to stressful circumstances with the particular coping and social interaction efforts likely to produce resiliency by turning potential disasters into opportunities instead. In coping process, they would pinpoint what made the circumstance stressful and take decisive steps toward resolving the stress rather than indulge themselves in denial and avoidance. The critical assumption of hardiness theory for burnout conditions is that hardy person are not as easily threatened or disrupted by burnout aspects. From a theoretical point of view, hardy student are expected to react to new setting with a sense of genuine interest and purpose, appraise the academic requirements as challenging obstacles that can be overcome with dedication and committed endeavor and apply the necessary amount of effort to succeed and adjust to academic environment (Hystad, et al, 2009). Hardiness can increase and decrease based on life experience and is not something that cannot be learned and can be learned at any time through hardiness training programs (Wong & Wong, 2006; Maddi, 2013). The study by Hasel, Abdolhoseini & Ganji (2011) showed that the use of a hardiness training program can be effective in increasing hardiness and decreasing perceived stress levels in students and may have a positive impact on them. In addition, based on the results of Maddi, Kahn & Maddi's research (Wong & Wong,

2006), hardiness training is not only effective in improving hardy attitudes, but also in improving student performance. Hardiness training causes increased responsibility for thoughts, feelings and actions in an individual's life, increases one's flexibility, increases disease resistance in individuals, ensures physical and mental health, and finally, gives people a feeling of success. In general, the hardiness training process are divided into 4 steps, first, Situational Reconstruction, at this stage, participants are encouraged to make a list of the stressful circumstances they were currently experiencing, that they had not yet resolved. Then, each of them selecting a stressful circumstance from their list, and specifically tries to imagine how the stressor could actually become worse, and also, how it could become better (Maddi, 2013). The exercise of Situational Reconstruction provides participant with a set of questions to answer concerning their stressful circumstance. Participants be enlisting their imagination in order to see the various ramifications and possibilities posed by the stressor and their interactions with it (Maddi & Khoshaba, 2005). Second, Focusing, involves trying to see beyond participants defensive protection efforts, realize their true emotional state, and take this insight into account in trying to come up with an Action Plan. In this stage, participants direct their attention to messages sent by the body, when imagining a stressful circumstance (Maddi, 2013). As examples of such message are rapid heart beating, rumbling stomach, neck and shoulder aches, and muscle tension. Third, Compensatory Self-Improvement in which participants' efforts shifts to finding another stressful circumstance which in their view related to the one cannot be resolved, and work on that other circumstance instead (Maddi, 2013). Lastly, Formulating and Carrying out an Action Plan in which participants considered to have been able to broaden perspectives and deepen their understanding of the state of being he experienced burnout (Maddi & Khoshaba, 2005). Participants are ready to make an action plan that comes from their thought process in making an effect that is able to turn problems into an advantage. Action Plan are comprised of an overall goal, and the instrumental steps that need to be taken to reach the goal. In addition, the order in which the instrumental steps need to be taken should also be indicated. (Maddi, 2013). As the Action Plan is carried out, the trainee needs to use the feedback obtained in this process to deepen the hardy attitudes of commitment, control, and challenge (Maddi, 1987). Hardiness training is carried out by utilizing weekly group sessions, the trainer helps participants to engage in problem solving alternately, and uses feedback from their efforts to deepen their resilience. Guided by a trainer, group members provide social support and encouragement to their colleagues (Maddi, et. al, 2009). It also emphasizes training and developing resilience skills in coping, and using feedback obtained from commitment, control and challenges. Thus, after undergoing a hardiness training process, individuals are expected to become more committed to their work and life and believe in their ability to exercise control over their lives and evaluate stressful situations as potential opportunities for change (Eid, Jonsen, Bartone & Nissestad, 2007).

## 3. METHODS

### 3.1. Experimental Design

The research design used is the One-Group Pretest-Posttest Design, which is an experimental design by giving pre-test

before and posttest after being given treatment or experiment in the form of implementation of hardiness training. Researchers took the research subject by purposive sampling. All participants took a pre-test to get an idea of the level of burnout experienced. Then 13 students were selected as training participants based on the criteria, such as: (a) are students of the Guidance and Counseling Study Program of the Muhammadiyah University of Tasikmalaya Batch 2017 (b) indicated in the category of moderate or high burnout after being measured using the Burnout Inventory (Sugara, 2011) (c) students are willing to follow the treatment process. Hardiness training was held for 2 days in 1 week. According to Maddi (2004) hardiness training involves a small group of trainees interacting with a hardiness trainer in 1 hour, weekly sessions. If necessary, the training can also be done in one time. The hardiness training session is conducted by referring to the Arsyad (2015) hardiness training module reference, which is then developed in accordance with the results of the pretest. Based on the results of the pretest, data obtained that there are several indicators that tend to have high scores, such as: feel guilty; anxious; low motivation in learning; easy to hate; and feel like a failure in learning. Then, the indicators are developed as a material theme or activity in each training session. As a reinforcement to make changes to the burnout tendencies experienced, participants are given worksheets in each intervention session. The procedures used in the implementation of hardiness training are arranged based on the concept of hardiness: challenge, control, and commitment (Kobasa, 1979). Three days after the intervention, the participants were given measurements/posttest again to get an overview of the change in burnout conditions after the training. Phase 1 is entitled "Break the Challenge!", Which aims to improve students' understanding of seeing change as an opportunity to develop, and being able to deal with stressful changes, try to understand them, learn from them, and solve them. In addition, participants are also expected to be able to accept life's challenges, not deny and avoid them, and do not view them as threats. In this phase includes a simulation session of snow tower games, and situational reconstruction. Phase 2 titled "Take the Control", which aims to make students able to get involved, influence or control whatever happens in their lives, and be able to try to positively influence the results of changes that occur around them rather than letting themselves sink into passivity and powerlessness, and do their best to find solutions to their problems. In this phase, there are sessions focusing and compensatory self-improvement. Phase 3 titled "Yes, I Have to Committed", which aims to make students have a high commitment and interpret every involvement in the situation being carried out or faced, and be able to involve themselves in an activity in life, have a real interest really, as well as a strong curiosity about the activity. In this phase contains the formulating and carrying out an action plan session.

### 3.2 Measurements

Measurement to determine the condition of burnout in college students using the Burnout Inventory developed by Sugara (2011) based on the MBI-SS (Maslach Burnout Inventory-Student Survey). The burnout inventory contained 35 statements which included aspects of emotional exhaustion, depersonalization, and decreased self-confidence in academics. Respondents were asked to respond to statement items according to what they felt by using a Likert scale where

1 (never), 2 (sometimes), 3 (often), and 4 (always). Sugara (2011) has conducted instrument reliability testing using the Spearman-Brown split-half technique and obtained an internal reliability level between .89 - .93 which shows that the degree of instrument reliability is very high. Then, the reliability test was carried out again by the researchers with the results of the internal reliability level between .89 - .93 with a very high degree of instrument reliability interpretation. This shows that the instruments used in this study are reliable or trustworthy and are worthy to be used as instruments in research.

### 3.3 Data Analysis

Descriptive statistics method is used to analyze the description of burnout intensity and burnout symptoms experienced by students. Meanwhile, to test the effectiveness of hardiness training techniques to reduce burnout in college students is using the parametric statistical method with the paired-samples t test.

## 4 RESULTS

The results of collecting pre-test and post-test data on 13 college students before and after giving treatment in the form of hardiness training are shown in table 1.

**Table 1.** Summary results of the burnout measurement and its aspects.

Variable	Pre-test		Post-test		t	df	Sig. (2-tailed)
	M	SD	M	SD			
Burnout	63,6	10,6	50,8	6,9	6,066	12	0,000
Burnout Aspects							
Emotional Exhaustion	28	5,9	22	3,3	4,052	12	0,002
Depersonalization	13,9	2,1	11	2,1	5,707	12	0,000
Decreased self-confidence in academics	21,7	3,6	17,5	2,3	4,999	12	0,000

Table 1 describes that the average pre-test score regarding the overall burnout condition of the experimental group was 63.6 and the post-test average was 50.8, this shows that there was a decrease in scores after the hardiness training was given. Based on these results it can also be seen that aspects of emotional exhaustion are the aspects that experienced the most decrease in scores after the treatment given, which shows an average difference of -6 compared to the depersonalization aspect (average score difference: -2.9), and aspects decreased self-confidence in academic (average score difference: -4.2). The effectiveness of hardiness training to reduce burnout in college students can also be seen based on the results of the t test which includes t-counts and significance. Based on the research results obtained tcount of 6.066 with a table of 1.782 at a significance level of 95%. Then, tcount  $\geq$  ttable is  $6.066 \geq 1.782$ . Whereas if seen based on the significance test with the provisions if the significance  $> 0.05$ , the hardiness training is not effective in reducing burnout, and if the significance is  $\leq 0.05$  then the hardiness training is effective in reducing burnout, showing results of  $0,000 < 0.05$ . Thus, it can be concluded that hardiness training is effective in reducing burnout to students. In addition to

knowing the results of the overall score difference in the experimental group, the analysis of the percentage change in each aspect of burnout in the experimental group was also examined as presented in table 2.

**Table 2.** Reduction in students' burnout symptoms after intervention through hardiness training.

Burnout Aspects	Pre-test		Post-test		t	Sig. (2-tailed)	Explanation
	M	SD	M	SD			
<b>Emotional Exhaustion Aspects</b>							
Feel like a failure in learning	3,69	1,32	3,07	1,19	2,551	0,025	Significant
Easy to hate	3,62	1,33	3,31	1,03	1,075	0,303	Not Significant
Easy to get angry	3,31	1,38	2,54	0,66	2,379	0,035	Significant
Anxious	7,46	1,66	5,62	1,26	4,737	0,000	Significant
Blame others	3,15	0,80	2,62	0,77	1,534	0,151	Not Significant
Feel guilty	2,92	0,76	2,15	0,55	2,739	0,018	Significant
Feel tired and exhausted everyday	3,85	0,99	2,92	0,64	2,984	0,011	Significant
<b>Depersonalization Aspects</b>							
Reluctant to be actively involved in learning activities	4,85	0,90	3,46	0,66	6,501	0,000	Significant
Lost enthusiasm for learning	3,38	1,12	2,38	0,65	3,122	0,009	Significant
Feel burdened with many learning tasks	3,23	0,72	2,85	0,90	2,132	0,054	Significant
Doubt what they learned	2,46	0,66	2,31	0,63	1,000	0,337	Not Significant
<b>Decreased Self-confidence in Academics Aspects</b>							
Lost the spirit of learning	3,08	0,86	2,38	0,65	3,323	0,006	Significant
Giving up easily	5,85	1,14	5,46	1,13	1,046	0,316	Not Significant
Feel incompetent	3,38	0,87	2,85	0,69	1,723	0,110	Not Significant
Feel inferior and not confident	3,15	1,07	2,23	0,44	2,650	0,021	Significant
Low motivation in learning	6,23	1,79	4,62	0,96	4,882	0,000	Significant

The overall data processing results in table 2 show that most of the symptoms of burnout experienced a significant decrease after the intervention, except for the indicators: easy to hate; blame others; doubt what they learned; giving up easily; and feel incompetent. That means the decreased in the intensity of student burnout is directly proportional to the decrease in symptoms of student burnout.

## 4 DISCUSION

Based on the results of the intervention giving to students showed that hardiness training can reduce the intensity of burnout. This happens because in the intervention process, participants go through exercises that involve problem solving, then use feedback that has been obtained during the training session to deepen their resilience. Thus, participants not only learn how to take steps to turn burnout into an advantage for him, but also deepen his courage and motivation even when encouragement from the trainer is no longer available to them. Bakhshizadeh, Shiroudi, & Khalatbari (2013) explains that hardiness training may helping the people to recognize their disadvantages and to try to improve themselves, helps them to choose certain and controllable goals for themselves (control), choose efficient methods (challenge), precisely take their efforts under consideration, receive feedback, and evaluate their improvement, and act responsibly (commitment). The effectiveness of hardiness training can also be seen from the significant decrease in scores on every aspect and burnout indicator, except for the indicators: easy to hate; blame others; doubt what they learned; giving up easily; and feel incompetent. This is supported by the results of research by Moradi, Poursarrajian, & Naeeni (2013) which explains that there is a relationship between the aspects of hardiness and burnout aspects. Resilient individuals have a positive attitude towards change, get more success in their lives and work so that when viewed from the aspect of burnout it is reduced in terms of loss of sense of personal achievement or an increase in academic confidence. Then, the individual is consistently able to exercise self-control and overcome the problem so that it causes an increase in motivation and ultimately reduced emotional exhaustion. Tough individuals believe that they have control over their work and are able to find solutions to every problem and this makes them overemphasize their own responsibilities and not blame others for their shortcomings. Therefore, they are not involved in pessimism and this leads to a reduction in depersonalization. Furthermore, behavior change in participants is marked by the emergence of motivation so that they can change threats or obstacles into a challenge to become more advanced. This is indicated by the more skilled students in responding and facing the problem situations that are given which then the results are poured into the worksheets of each session. The effectiveness of resilience training in reducing burnout is also supported by the commitment of students in applying the techniques that have been learned into daily life as a form of self-help. Hardiness training process was developed based on the results of a needs analysis that has been done, namely students have a tendency to experience burnout with marked high scores on the indicator: feel guilty; anxious; low motivation in learning; easy to hate; and feel like a failure in learning. Then the indicator is implemented into each stage of the training. In hardiness training includes 3 important aspects that need to be developed by each participant, namely: challenge, control, and commitment. Schaufeli & Janczur (1994) state that it is not only high work demands that affect the level of burnout, however, the poorness of interesting and challenging things. To deal with this, in the hardiness training the participants were faced with a real challenge in the form of providing material and simulations in the form of games that needed to be solved jointly with group members. With the game, participants are expected to be able to experience situations that are considered difficult and become a challenge to solve them in

limited time. In addition, the game session can also be seen the dynamics of the group among members regarding how to communicate, set strategies, share opinions, and so on. Rahmati (2015) also explains that one of the ways to prevent burnout is the selection of challenging goals by leading to the development of attitudes and decreasing fatigue. In providing reinforcement about challenges, individuals become strong in challenging attitudes capable of seeing change as a tool in opening new and satisfying pathways to life (Maddi & Khoshaba, 2005). Individuals face stressful changes, try to understand them, learn from them, and solve them. Individuals accept life's challenges, not deny and avoid them. Then in the control session, covering focusing on burnout indicators that tend to be high on the participants, which is done by focusing using audio + visual media that is expected to help participants in showing the actual emotional state of the participants and then continued with compensatory self-improvement conducted with relaxation techniques. In line with the results of research by Sutarjo, WMP, and Suarni (2014) that relaxation techniques are able to provide treatment by calming and balancing body functions better and helping students concentrate more and learning burnout decreases compared to the proximity of a brain gym. And the last is in the commitment session, covering the formulating and carrying out an action plan, where at this stage it is expected that participants have gained insight into what they are planning, and arrange it according to priority scale. Salanova, et al, (2010) argue that students who succeed in achieving their goals feel more motivated and involved in learning activities, they experience positive feelings and positive attitudes towards their studies, which leads to lower burnout levels. Thus, the results of this study make it clear that hardiness training is very effective in reducing burnout to students. In addition, hardiness training is also able to assist students in developing coping strategy skills and make threats or obstacles as challenges that need to be faced, control and influence the activities that occur, and commit and engage based on experience when participating in intervention activities in the form of hardiness training.

## 5 CONCLUSION

Based on the results of the study, it was concluded that hardiness training was effective in reducing burnout in college students. The effectiveness of this intervention can be seen from the decrease in burnout scores and burnout symptoms, except for indicators: easy to hate; blame others; doubt what they learned; giving up easily; and feel incompetent. That means the decrease in the intensity of student burnout is directly proportional to the decrease in symptoms of student burnout. In addition, based on the t test obtained a tcount of 6.066 with a t table of 1.782 at a 95% significance level. Then,  $t_{count} \geq t_{table}$  is  $6.066 \geq 1.782$ . Whereas if seen based on the significance test with the provisions if the significance  $> 0.05$ , the hardiness training is not effective in reducing burnout, and if the significance is  $\leq 0.05$  then the hardiness training is effective in reducing burnout, showing results of  $0.000 < 0.05$ . Thus, it can be concluded that hardiness training is effective in reducing burnout to students and can be used as an alternative solution in overcoming burnout.

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