

Chapter One

Introduction

This chapter presents the introduction of the study by elaborating on several points, such as the introduction of research, identification of the problem, delimitation of the problem, research question, objectives of the research, significance of the research, and organization of the research. Therefore, this research aims to discover and investigate stressors and coping strategies for academic burnout at a private university in Yogyakarta for writing, revealing college students' reasons to describe college students' perceptions about the impact of academic burnout.

Background of the Study

Nowadays, college students are forced to meet many demands, mainly academic demands. As an ELED (English Language Education Department) students must study hard a lot about the English. The curriculum among ELED students involves English and learning methods, as we know mastery English were challenging because the pronunciations, grammar, punctuations, and many others. The faculty education also required students to learn about material of learning method. Moreover, the transition from high school students to college students impacted them especially on academic demands. According to Himmel (2015), many adolescents and emerging adults reveal that the transition to college is hard.

Academic affairs cause stressors of academic burnout among college students. Stressors are predictors of stress. According to Ahmed (2019), stressors negatively influence the well-being of the human state. The researcher focused on five stressors that caused academic burnout among college students. The high study demands were included as one of the stressors of academic burnout.

The ELED students must accomplish the final project, namely the undergraduate journal or thesis. Besides, they must accomplish the curriculum material, and they must be proven

good at teaching by interns at the school. Moreover, college students receive excessive work and rush hours in academics. It lines up with the statement of Lambert et al. (2015), who stated that academic burnout had been associated with long-term high levels of uncontrollable stress.

Stressors demand college students of academic burnout. They must be responsible for social demands, career demands, and others, too. It is a line-up statement with Auerbach et al. (2016), which showed that college students mental disorders among college students have been shared globally. College students showed some behaviors that inhibited them in their academic careers, such as fatigue, laziness, and procrastination. Bakker and Vergel (2015) stated that academic burnout connects emotional intelligence and academic satisfaction with life. Moreover, when they are academically low grades, they tend to experience academic burnout.

Several coping strategies could prevent academic burnout. Prior research showed that coping is critical in reducing or tolerating stress. As cited by Kumar and Bhukar (2013), coping strategies are one solution to influencing an individual's experiences of stress. Therefore, the coping strategies for academic burnout are fundamental to reducing and decreasing resonance from academic burnout.

Identification of the Problem

College students experience academic burnout in many ways, especially academic pressure. Most college students need to learn that academic burnout could affect their studies in this education industry. According to preliminary interviews with some private university students in Yogyakarta, most college students affected by academic burnout on their academic performance. It caused college students fatigue, laziness, and procrastination. However, the researcher found stressors affected among college students because they have a low awareness of their state.

The second problem is the coping strategies for academic burnout, which are important to know by college students. College students need clarification and prevent to cope academic burnout properly. Therefore, the coping strategies were essential to investigate. The stressors cope with several strategies. Coping strategies by Carnicer and Calderón (2013) are suitable and capable for investigating this research they are: logical analysis, positive reappraisals, cognitive avoidance, acceptance or resignation, seeking guidance and support, problem-solving, seeking alternative rewards, emotional discharge.

Delimitation of the Problem

The researcher investigated college students' stressors and strategies coping for academic burnout in this research. College students received more study demands than any of the various levels of education. Therefore, to make the research effective, the researcher divides it into three points that's, the researcher focused the study on the stressors of academic burnout. The researcher focused the study on coping strategies for academic burnout. The research participants were six ELED college students at a private university in Yogyakarta.

Research Questions

This study attempts to address the following questions based on the above description and issue:

1. What are the stressors causing academic burnout as perceived by ELED students?
2. What are the coping strategies taken by ELED students to minimize academic burnout?

The objectives of the research

Based on the research questions, there are several purposes for this research. These are:

1. To investigate the college student's perception of stressors toward academic burnout.
2. To investigate college students' perception of coping strategies toward academic burnout.

The Significance of the Research

The researcher is supposed to give beneficial advantages to some parties, such as the teacher, the students, and the future researcher.

For the students. The research findings showed that students can gain knowledge about academic burnout well. Therefore, they are aware of the stressors of academic burnout. Most importantly, students know how to deal with academic burnout by implementing several coping strategies.

For the teacher. The study's research considered whether they are aware of mental health issues, including academic burnout among students. Moreover, the teachers investigated the students well; they seem had academic burnout syndrome. In addition, this research is helpful for teachers to enrich the excellent environment during teaching and learning activities to enrich knowledge about stressors and coping strategies for academic burnout.

The future researcher. Other researchers have learned the fundamentals of college students' stressors and coping strategies for academic burnout as a result of this study. Furthermore, other researchers utilized the findings of this study as a theoretical overview for future research on the same topic, which could lead to a research recommendation.

Organization of the Research

This chapter is separated into five chapters. Chapter One discusses the introduction of the study. There are several essential points in this chapter. First, the introduction of study describes why the researcher is fascinated with discussing academic burnout among college students. Furthermore, this chapter also presents the research questions, which operate as the guide for the study. Therefore, the purpose of the research study is to describe the specific objectives. Furthermore, the research's significance highlights the study's benefits to specific

individuals. Finally, the research outline is offered, which includes an explanation of each chapter.

Chapter Two delivered notions about academic burnout. Chapter Two explores various topics, including the definition of academic burnout. This chapter also discussed the stressors and coping strategies of academic burnout. Finally, this chapter covered decreasing academic burnout in the teaching and learning system.

Chapter Three discussed the approach employed in this study. This chapter is divided into four sections. These research design elements described the method employed in this study. Second, the setting and participants' reports described the environment in which the research was done and the characteristics of the participants used to gather data. The data-collecting method then specified how the researcher gathered the information. Finally, the data analysis explained the data collection steps or procedure.

Chapter Four investigated the research findings and discussions. This study yielded two conclusions. Those findings were gleaned through the researcher's one-on-one interviews with individuals. The first discovery concerned college students' perception of academic burnout, and the second discovery concerned decreased academic burnout in students in the teaching and learning system.

Chapter Five contained the conclusion and recommendation. The study's findings are discussed in the conclusion. The fourth chapter's findings were brought to a close by the researcher. In addition, the report included some advice for students, institutions, and future researchers to improve future research.