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WHEN BURNOUT DRIVES DELAY: UNPACKING ACADEMIC PROCRASTINATION IN JUNIOR HIGH SCHOOL STUDENTS

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Abstrak

Burnout akademik merupakan kondisi yang sering dialami oleh siswa selama proses pembelajaran di sekolah dan dapat memicu terjadinya prokrastinasi akademik. Penelitian ini bertujuan untuk menganalisis hubungan antara *burnout* akademik dan prokrastinasi akademik pada siswa kelas VIII di Indralaya 1 Public Junior High School. Metode yang digunakan adalah kuantitatif dengan desain korelasional melibatkan 171 siswa dari 9 kelas. Instrumen penelitian adalah skala *burnout* dan prokrastinasi akademik yang disebarluaskan melalui Google Form. Hasilnya, sebagian besar siswa mengalami *burnout* (37%) dan prokrastinasi (38%) akademik dalam kategori sedang. Korelasi antara kedua variabel adalah -0,521, menunjukkan hubungan negatif atau berlawanan. Ini mengindikasikan bahwa semakin tinggi *burnout* akademik, semakin rendah prokrastinasi akademik, dan sebaliknya. Penelitian ini diharapkan menjadi pedoman bagi sekolah dan guru untuk mengatasi masalah *burnout* dan prokrastinasi akademik.

Kata Kunci: *burnout*, prokrastinasi, akademik.

Abstract

Academic burnout is a condition frequently encountered by students during the learning process at school, which can lead to academic procrastination. This study aims to examine the relationship between academic burnout and academic procrastination among grade VIII students at Indralaya 1 Public Junior High School. Quantitative method with correlational design was used, involving 171 students from 9 classes. The research instruments were burnout and academic procrastination scales distributed through Google Form. As a result, most students experienced burnout (37%) and academic procrastination (38%) in the moderate category. The correlation between the two variables was -0.521, indicating a negative or opposite relationship. This suggests that as academic burnout increases, academic procrastination tends to decrease, and vice versa. This research is anticipated to serve as a guideline for schools and teachers in addressing the issues of burnout and academic procrastination.

Keywords: *burnout*, procrastination, academic.

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INTRODUCTION

Education is one of the most important aspects to achieve success in the future, especially in the current era of globalization. Education can take place in various places, including in schools. Education can be considered successful if the teaching and learning process is carried out effectively and efficiently, so that the learning results are in accordance with expectations.

In the world of education, teaching and learning are closely linked. The process by which a person acquires new behaviors through interaction with his or her environment is known as learning (Fitriyadi et al., 2023). In addition, learning is also a person's effort to be able to change their attitude and behavior. One of the common problems that students face during the learning process in school is saturation (*Burnout*) or boring learning (Yulistiorini et al., 2022). It can be concluded that learning is a process in which individuals develop their abilities and qualities through interaction with the surrounding environment. This process also results in positive changes in attitudes and behaviors. Every change that occurs during the learning process is a component that encourages the desire to continue to grow. However, students often face problems such as boring learning in school. Therefore, it is crucial for teachers to create a supportive and engaging learning atmosphere, so that students remain motivated to achieve their best potential.

According to Christiana (2020) Learning boredom is an emotional state in which individuals feel mentally and physically tired and bored due to the demands of a greater or heavier task or job. Meanwhile, according to Salwa (2024) *Burnout Academic* is a state when a person experiences stress that causes physical and emotional exhaustion, usually making a person withdraw from their environment. This condition occurs when a person feels pressured by academic burden, which is often caused by various factors, such as academic assignments, research, and high expectations of oneself and others. Thus, it can be concluded that *Burnout Academic* are situations in which a person feels physically and mentally tired due to heavy academic pressure, this is what causes emotional and physical exhaustion, and makes a person withdraw from his environment. Influencing factors *Burnout* namely: Situational factors, usually appearing in the school and family environment. In schools, these factors include the characteristics of activities or learning, the duration of learning time, the types of activities that are less varied, and the management of activities that are not optimal. Meanwhile, the saturation factor is more related to oneself, which includes boredom that has not been well overcome.

In previous research conducted Vitalony (2022), it was found that 2.65% of students experienced *Academic burnout* In the very high category, 28.47% in the high category, 62.25% of students in the medium category, and 6.62% in the low category. The study also showed a positive relationship between *Burnout academic* and academic procrastination between the two variables. Similar research by Julia & Putri (2022) noted that 17% of students experienced *Burnout Academic* in the low category, 70% in the medium category, and 13% in the high category. This shows that the higher the level of academic procrastination.

Academic procrastination is the tendency to procrastinate academic work without a direct relationship with academic stress (Muhammadamin & Abdalwahid, 2023). Meanwhile, according to Matthew & Widjaja (2022) Procrastination describes a person's tendency to choose to do activities that are considered more enjoyable than completing tasks that should be completed. Procrastination that is often done by students is spending time studying to do things that are not related to schoolwork. From this explanation, it can be concluded that academic procrastination is defined as a student's tendency to procrastinate on schoolwork or work. This is not only caused by academic stress, but it also often occurs in daily life, especially among students. Many times,

students prefer to play or do other activities rather than completing their academic assignments. Thus, procrastination is a complex problem that often stems from unproductive habits and behaviors.

Based on research [Oktaviani \(2022\)](#) It was found that 6.57% of students experienced academic procrastination in the very high category, 20.3% in the high category, 42.7% in the medium category, 23% in the low category, and 7.23% in other categories. Similar research by [Wahyuni & Putri \(2023\)](#) showed that 16% of students were in the low category, 68% in the medium category, and 15% in the high category. The factors that affect procrastination are divided into two, namely internal factors and external factors. Internal factors come from within the individual, such as physical and mental conditions, while external factors come from the individual's external environment, such as too heavy a study load, lack of facilities in learning, and the influence of friends to do other activities that are more interesting ([Husain et al., 2023](#)).

Based on the results of initial observations through an interview with one of the guidance and counseling teachers at Indralaya 1 Public Junior High School which was carried out on December 2, 2024, that often students engage in academic procrastination behavior and *academic burnout*, this is usually not only the student who experiences it, but the teacher who teaches also feels bored, especially during the day after ishoma. There are several factors that trigger students to feel bored in learning, for example, monotonous material, a lot of assignments, fullness due to break hours, and sleeping late at night (staying up late) which makes it difficult for students to focus on learning. The guidance and counseling teacher explained that many students often procrastinate on assignments, do not read the study materials, do not take notes, or do other activities that are not related to the lesson, and skip the assignment collection time from the allotted time. In addition, it was also explained that there was a difference in achievement between students who experienced *academic burnout* and procrastination behavior. Outstanding students rarely feel bored with assignments or subject matter, this is due to high curiosity, on the other hand, students who do not achieve often feel bored, perhaps because they have understood the material given or because they feel lazy and ignorant. Usually, students who commit procrastination and *academic burnout* are mostly male students, but there are also some female students, although not as many as men.

Meanwhile, the results of an interview that has been conducted with one of the students, it was found that several factors triggered the student to do academic procrastination, because they felt pressured by the number of assignments given, so they felt tired and finally procrastinated in doing and collecting assignments. As well as other reasons because they feel less motivated and not interested in certain subjects, and feel not fully supported by the surrounding environment. Sometimes it is also saturated during class hours, this is because the monotonous teaching method makes it difficult for students to stay focused and interested in the learning material. In addition, the long learning duration without interesting activities and poor physical conditions, such as fatigue or lack of sleep, also affect students' saturation.

Although many other researchers take similar titles, the reason why researchers take this title is to find out if there is a difference with the results of other research, because the school to be studied is a superior school with a competitive academic environment and high demands that are usually faced by students in the school. Another reason is that a lot of research has been done during the COVID-19 pandemic, with drastic changes in the way of learning, many students experience great pressure, which has an impact on students' motivation and academic performance.

Therefore, it is important to understand how academic *burnout* and academic procrastination occur in that context.

This research was carried out in addition to knowing the relationship between academic burnout and academic procrastination in students at Indralaya 1 Public Junior High School is also expected to provide a deeper understanding of the importance of stress and time management in the school environment, as well as provide advice to the school to create a healthier and more productive learning atmosphere for students. Academic procrastination is a behavior of procrastinating tasks and responsibilities carried out by students, which often leads to a load of tasks and emotional pressure. If this behavior is not managed properly, it will be one of the factors that trigger academic *burnout*, namely physical, emotional, and mental fatigue due to continuous study pressure. In addition, it is necessary for the role of teachers and parents in providing effective support to students to better manage their academic load and provide appropriate solutions related to the problems of academic *burnout* and procrastination in students.

METHODS

This study applies a quantitative method using a correlational design. The goal is to identify the relationship between *Burnout* with the academic procrastination of students at Indralaya 1 Public Junior High School. Data were obtained through sampling using the *proportional random sampling*, which resulted in 171 samples divided into 9 classes. Technique *simple random sampling* is a sampling method that is carried out randomly from all members of the population without paying attention to the existing strata, resulting in a balanced or proportional sample (Kholidah, et. al 2023). In quantitative research, there are several methods, including questionnaires, observations, interviews, and documentation. For data collection in this study, questionnaires were used which were adapted from the research (Oktaviani, 2022) and deployed through the application *google form*.

RESULTS AND DISCUSSION

Based on data obtained from a study conducted on 171 grade VIII students at Indralaya 1 Public Junior High School, it was found that the level of academic *burnout* of students was in the medium category with a percentage of 37%. These results are presented in the table below:

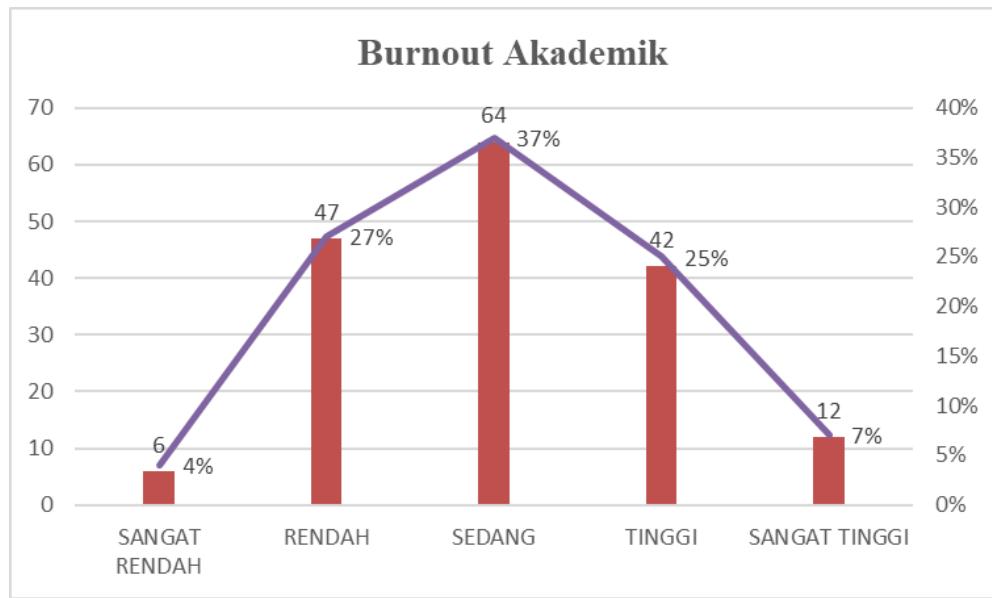
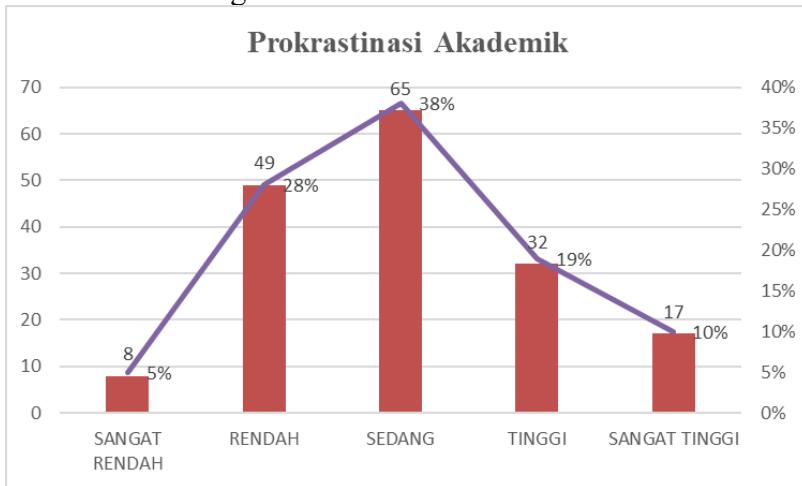


Figure 1. Academic Burnout Rate of Grade VIII Students

The level of Academic Procrastination in grade VIII students Indralaya 1 Public Junior High School is contained in the following table:



Picture 1. Academic Procrastination Level of Grade VIII Students

Based on table 2 above, it can be seen that out of a total of 171 students who were the subjects of the study, as many as 65 students were in the medium category with a percentage of 38% related to academic procrastination. Before performing with a hypothesis test to determine if there is a relationship between the two variables, it is important to first perform a prerequisite test, which includes a normality test and a linearity test.

1. Normality Test

Normality test is a procedure carried out to determine whether the distribution of data in a group follows the normal distribution pattern or not. The function of the normality test is to analyze data that are nominal, ordinal, interval and ratio (Handayani & Subakti, 2020). The normality test in this study was carried out using the SPSS 26 application and applying the formula *One-Kolmogorov Smirnov Test*. This test aims to determine whether or not the data collected follows a

normal distribution. The data is considered normal if the significance value is > 0.05 on the contrary, if the significance value is < 0.05 , then the data is considered not normally distributed. The following are the results of the normality test between the two variables calculated using SPSS 26.

Table 3. Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
	N	171
Mean	.0000000	
Std.	13.98879286	
Deviation		
Absolute	.067	
Positive	.067	
Negative	-.051	
Test Statistic		.067
Asymp. Sig. (2-tailed)		.060 ^c

Based on table 3, it can be seen that the results of the significance value test are 0.60, it can be interpreted that the data has a normal distribution because it > 0.05 and meets the normality test criteria.

2. Linearity Test

The linearity test is performed to find out if there is a significant linear relationship between two or more variables being tested. Correlation or linear regression analysis usually requires this test (Setiawan et al., 2020). According to the linearity test criteria, the relationship between variable (x) and variable (y) is considered significant and linear if the value deviation from linearity *Sig.* > 0.05 . Conversely, if the value deviation from linearity *Sig.* < 0.05 the relationship is considered non-linear. The results of the linearity test calculation are presented in the following table:

Table 4. Linearity Test Results
ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
<i>Burnout</i>	Between (Combined)	23696.072	44	538.547	3.101	.000
Akademik	*Groups	12311.406	1	12311.406	70.891	.000
Procrastinasi		11384.666	43	264.760	1.525	.038
Akademik						
	from					
	Linearity					
	Within Groups	21882.010	126	173.667		
	Total	45578.082	170			

RESULTS AND DISCUSSION

Result

Based on table 4, the results of the linearity test above can be found that the value of deviation from linearity Sig is $0.038 > 0.05$, then the value meets the linearity requirements and it can be concluded that there is a linear relationship between variable x (burnout) and variable y (procrastination).

Once both conditions are met, the next step is to test the hypothesis to find out if the two variables correlate with each other. The data of this study is distributed normally but not linear, according to the results of the previous prerequisite test. This indicates that one of the requirements for the parametric statistical test is not met. Therefore, to find out whether there is a relationship or not, a hypothesis calculation will be carried out using a non-parametric statistical correlation formula.

Based on the results of the calculation from the table above, it is known that the significance value is 0.000 ($p < 0.05$), so it can be stated that there is a significant relationship between burnout academic and academic procrastination in grade VIII students at Indralaya 1 Public Junior High School. In the results of this study, a value of -0.520 was also obtained, while with a significant level of 5% with $df = (171 - 2)$ was 0.148 . $-0.520 > 0.148$ then it can be concluded that $r_{value} r_{tabel}$ $r_{value} r_{tabel}$ $burnout$ academics have a significant relationship with the negative direction (opposite), the negative direction is meant to be higher burnout academics are lower academic procrastination. Hypothesis testing is a temporary statement or opinion that still has a low level of truth and requires further proof. This process is carried out to provide answers to the hypotheses proposed in the research (Maqfiro et al., 2021). The hypothesis in this study is rejected and accepted. $H_0 H_a$

Table 5. Hypothesis Test

Correlations

		<i>Burnout</i>	Prokrastinasi
		Akademik	Akademik
<i>Burnout</i>	Pearson Correlation	1	-.520 **
	Sig. (2-tailed)		.000
	N	171	171
Prokrastinasi Akademik	Pearson Correlation	-.520 **	1
	Sig. (2-tailed)	.000	
	N	171	171

Based on the results of the above analysis, the results of the categorization for the *Burnout* Academics show that 7% of students are in the very high category, 25% of students in the high category, 37% of students in the medium category, 27% of students in the low category, and 4% of students in the very low category. Thus, it can be concluded that the *Burnout* Academic performance in grade VIII students at Indralaya 1 Public Junior High School is in the "medium"

category, which is at a percentage of 37%. *Burnout Academic* in students is excessive academic pressure. In addition, symptoms such as loss of motivation, anxiety, and difficulty concentrating will affect student learning outcomes. Research results [Julia & Rani Mega \(2022\)](#) Learning saturation is a learning problem that can impact important aspects of a person's life such as emotional, mental, physical, behavioral, and motivational. Therefore, related parties such as parents, teachers, and the surrounding environment must take appropriate actions and attention. Students who are exhausted after being in school all day will also lower their academic performance and delay completing assignments. Therefore, it is important to identify symptoms of fatigue and look for ways to control them by implementing strategies to relax, foster new enthusiasm, and set better learning goals.

From the results of categorization of the academic procrastination variable, it was shown that 10% of students experienced academic procrastination in the very high category, 19% of students experienced academic procrastination in the high category, 38% of students experienced academic procrastination in the medium category, 28% of students experienced academic procrastination in the low category, and 5% of students experienced academic procrastination in the very low category. So the academic procrastination variable in grade VIII students at Indralaya 1 Public Junior High School is in the "medium" category, which is at a percentage of 38%. According to [Salwa \(2024\)](#) Students procrastinate procrastinating, also known as procrastination, to avoid emotional exhaustion. Students easily feel bored with their studies after doing activities at school in the morning until evening. One of the symptoms of fatigue caused is physical and emotional fatigue. In line with research [Agustriandri \(2021\)](#) that *Academic burnout* has a relationship with academic procrastination. This correlation is influenced by internal factors, namely physical and psychological fatigue experienced by individuals, which encourages academic procrastination.

The results of the study have been carried out to test whether there is a relationship *between academic burnout* and academic procrastination in students at Indralaya 1 Public Junior High School with a sample of 171 students. From the analysis of data conducted on 171 respondents, a significance value of 0.000 ($p < 0.05$) was obtained, which shows that there is a significant relationship between academic *burnout* and academic procrastination. The correlation coefficient value of -0.520 shows a negative relationship between academic *burnout* and academic procrastination in students at Indralaya 1 Public Junior High School. A negative or opposite relationship can be concluded that when the rate of academic *burnout* increases, academic procrastination tends to decrease, and conversely if the rate of academic *burnout* decreases then procrastination increases. Students experience higher academic *burnout*, they may feel very depressed and feel tired. In such conditions, students may feel that they have no other choice but to complete their academic assignments, more precisely to reduce the perceived burden. In other words, students will not procrastinate because they feel pressured to complete it. Conversely, if students experience low burnout rates, they may have more energy and motivation to procrastinate on assignments. In this case, students may tend to procrastinate, because they feel less stressed and have time to complete their academic assignments.

The results of this study are not in line with the findings [Winahyu & Wiryosutomo \(2020\)](#), which indicates that the *Student Burnout* and the academic procrastination variable had a correlation coefficient value of 0.511 with a significance value of 0.000 ($p < 0.05$). This means that *Student Burnout* has a significant relationship with a positive direction in the moderate category on the academic procrastination of grade XI students of Sidoarjo 3 Public Senior High School.

Relationships between variables *Student Burnout* and academic procrastination reached 51.1%, while the remaining 48.9% may have been influenced by other variables that were not studied. In line with the research conducted (Fahima, 2024), the results showed a correlation coefficient (r) of 0.641 with $p=0.000$ which indicated a very significant positive relationship between academic burnout with academic procrastination in students of Banda Aceh 4 Public Senior High School. So it can be concluded that the results of the research at Indralaya 1 Public Junior High School show that there is a negative relationship between burnout academic with academic procrastination, it can be said that in the school burnout academics do not have a significant influence on academic procrastination. Supported by the results of interviews with BK teachers that students feel that there are too many demands of assignments that must be completed on time, this is what makes students not procrastinate their academic assignments, therefore academic burnout is not the main factor of academic procrastination for students at Indralaya 1 Public Junior High School, especially grade VIII.

Discussion

According to research conducted Wulandari et al., (2021), there are several factors that cause students to do academic procrastination. First, students often do not understand the material presented by the teacher, because sometimes they are only given material and assignments without adequate explanation. In addition, students also feel unconfident in their ability to complete assignments, because they feel incapable. Another internal factor is the inability to manage time to complete tasks and other activities. Students also feel bored and bored with online learning, where teachers tend to give constant assignments and poorly understood material, so students cannot ask questions directly to the teacher. In addition, there is a lack of attention and motivational encouragement from parents towards this issue. This research certainly has limitations, that in Indralaya 1 Public Junior High School Burnout Academics are not one of the main factors that make students academic procrastinator. For the next researcher who is interested in researching the relationship Burnout academic procrastination of grade VIII students of Indralaya 1 Public Junior High School to examine other variables that have not been studied in this study. So it can be concluded that most of the students of grade VIII of Indralaya 1 Public Junior High School have experienced Burnout academic and academic procrastination are in the medium category with a percentage of 37% for Burnout academic and 38% for academic procrastination in the medium category.

SUMMARY

Conclusion

Based on research conducted at Indralaya 1 Public Junior High School involving 171 students, it was found that the level of academic *burnout* of students was in the medium category, with a percentage (37%) or equivalent to 64 students. Meanwhile, the level of academic procrastination is also in the medium category, with a percentage (38%) or equivalent to 65 students. The association between the variables of *academic burnout* and academic procrastination was 27%, while the remaining 73% may be influenced by factors other than the variables studied. The results of the analysis using the *Pearson Product Moment* correlation test formula showed that the correlation coefficient of *academic burnout* and academic procrastination variables was $-0.520 > 0.148$. This indicates that there is a significant negative and strong relationship between academic r_{value} r_{table} *burnout* and academic procrastination, with a value of 0.000 ($p<0.05$).

Suggestion

This research is expected to make a meaningful contribution to various related parties. For schools, it is important to address the problem of academic *burnout* and procrastination in students, especially in grade VIII, by developing a counseling program involving Guidance and Counseling (BK) teachers. BK teachers at Indralaya 1 Public Junior High School are expected to better understand the challenges faced by students and design effective services to help them overcome *burnout* problems and prevent procrastination behavior. In addition, for future researchers, this study is expected to be a useful reference and encourage exploration of other variables that may affect academic procrastination, so as to deepen understanding of this issue.

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