

Burnout and Softskill on Vocational Students' Performance

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Article Information		Abstract
Submission date	13 Desember 2023	<p>Research aim: The phenomena of burnout and soft skill development are no longer just an individual issue, but has become a serious challenge to the student's performance This study aims to examine the influence of burnout and soft skill on vocational students' performance.</p> <p>Design/Method/Approach: The research used quantitative descriptive methods. Data was collected by distributing questionnaires to 172 sample of 3rd year student at a vocational school in Ponorogo.</p> <p>Research Finding: The findings gleaned from the study reveal a noteworthy correlation, indicating that not only do burnout and soft skills play integral roles in shaping the academic landscape, but they also exert a positive influence on students' overall performance. This suggests that managing burnout and cultivating essential soft skills contribute synergistically to an enhanced educational experience, fostering an environment conducive to academic success.</p> <p>Theoretical contribution/Originality: The novelty of this study lies in its dual focus on the interplay between burnout, soft skills, and academic performance within the context of vocational education. By focusing on such a context, this research contributes a unique perspective to the existing body of literature.</p> <p>Practitioner/Policy implication: This research holds significant implications for vocational schools. Vocational schools can leverage this research to strategically prioritize the enhancement of specific soft skills that directly support students' performance.</p> <p>Research limitation: The main limitation of this study was the data was only carried out at certain times and classes, so it was not comprehensive for all students who were facing some free activities. Therefore, the burnout and lack of soft skill can only be hypothesized but cannot be objectively proven. Thorough research is needed on all students to be able to answer the questions objectively.</p> <p>Keywords: burnout, soft skill, performance, vocational students</p>
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Introduction

In our contemporary age, marked by heightened academic pressures and demands, it is unsurprising that a considerable number of students experience both physical and mental exhaustion. An increasingly prevalent manifestation of mental well-being issues in this context is burnout. This condition is characterized by chronic fatigue resulting from prolonged exposure to stress, particularly within the academic realm. Students grappling with burnout find themselves mentally drained as a consequence of the rigorous study demands, often accompanied by a pervasive sense of inadequacy in their academic role ([1][2]). Burnout is proven associated with minimal tenure, low motivation, conflict within the organization, and the difficulty of making one's own decisions [3]. Therefore, the phenomenon of burnout is no longer just an individual issue, but has become a serious challenge to the student's performance.

Burnout is attributed to the deficiency in essential soft skills that students possess. For instance, the rapid advancement of digitalization necessitates students to attain professional

mastery over technology, intensifying the pressures and demands on them. In the event that students struggle to master technology proficiently, the resulting inefficiencies lead to prolonged task completion times, subsequently diminishing motivation. On the contrary, students equipped with both technological proficiency and well-developed soft skills navigate high-pressure situations and academic demands with greater ease.

Soft skills, encompassing interpersonal and intrapersonal abilities, have become integral elements in shaping students' overall performance. The synergy between technological expertise and soft skills not only facilitates adept navigation of academic challenges but also mitigates the potential for burnout. Recognizing the importance of these skills is crucial in preparing students for the dynamic demands of the digital era and fostering a resilient and motivated academic environment.

Compared to their high school counterparts, vocational students face a distinct set of challenges, as they contend with a multitude of demands including theoretical studies, practical training, and the heightened expectations associated with preparing for future careers. The nature of these demands varies depending on the specific vocational major pursued, encompassing disciplines, such as mechanical engineering, welding techniques, industrial electronic engineering, construction, and property business, among others.

The imperative for high student performance in vocational education is accentuated by the practical nature of the curriculum, where proficiency and application of skills hold paramount importance. Recognizing the heightened potential for burnout in this context, a strategic approach to prevention involves a focus on enhancing soft skills. Tailoring the perspective curriculum of vocational students to emphasize the development of interpersonal and intrapersonal skills can serve as a proactive measure to alleviate the pressures associated with their multifaceted educational journey. This approach not only enhances their resilience but also equips them with the tools needed to navigate the diverse demands of their chosen vocations successfully [4].

In this research, the Vocational School of 1 Jenangan, Ponorogo is employed as a case study to investigate whether the burnout or soft skill that has higher influence on vocational student's performance. More specifically, this research is need to increase the good environment on a school, especially in vocational schools which is known to have high demand and pressure.

1.1. Statement of Problem

This article discusses burnout and soft skill that are greatly important in enhancing student's performance. Therefore, it aims to identify which variables can affect the student's performance significantly.

1.2. Research Objectives

This article aims to analyse the influence of burnout and soft skill on student's performance, especially in Vocational Schools of 1 Jenangan, Ponorogo which is demanded to have skilled graduated student to be ready for work [4].

2. Method

The research used quantitative descriptive methods. Data was collected by distributing questionnaires to 172 sample of 3rd year student in Vocational School of 1 Jenangan, Ponorogo.

The objects were student in 3rd year as we have observed that in those year, the needs of soft skill are needed as the preparation from them when they are graduated. Hence, as in the burnout condition, in their 3rd year, the pressure and work demands are getting higher. The data was processed with the multiple linear regression using SPSS.

3. Results and Discussion

Results

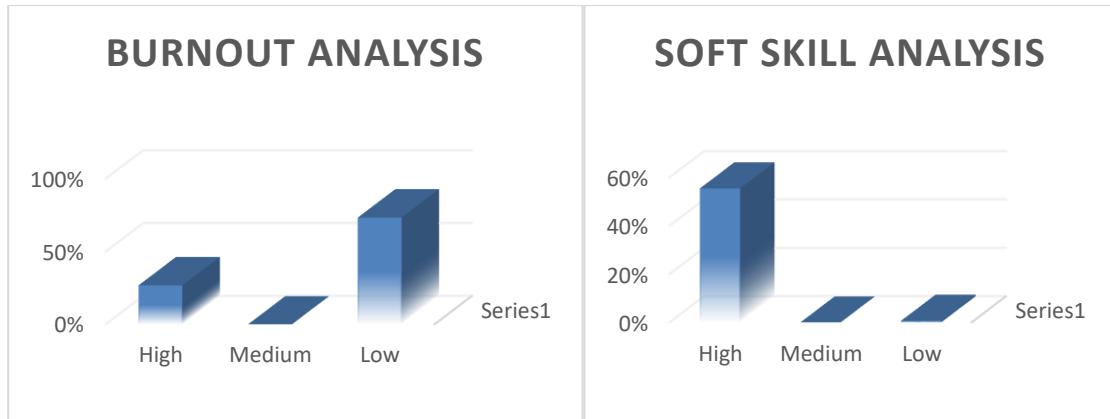


Figure 1. Burnout and Soft Skill Analysis
Source: Processed by the author (2023)

The analysis showed in Figure 1 indicates a noteworthy trend. Burnout levels among vocational school students are comparatively low, while their possession of soft skills is notably high. From this observation, it can be inferred that the existing reservoir of soft skills among vocational students plays a pivotal role in mitigating the pressures and demands they face. As a consequence, the prevalence of high soft skills contributes to a reduced sense of pressure and mental exhaustion, leading to an overall improvement in the students' mental well-being.

In essence, the inverse relationship between high soft skills and low burnout levels suggests that the proficiency in interpersonal and intrapersonal abilities serves as a preventative factor against the negative impacts of academic stress. This, in turn, fosters a positive and healthy school environment, where students can navigate their vocational education with resilience and maintain a robust mental well-being.

Table 1. Reliability Test

No	Variables	N of Items	Cronbach's Alpha
1	Burnout (X1)	16	.763
2	Soft Skill (X2)	16	.709
3	Performance (Y)	6	.781

Source: Processed by the author (2023)

Table 1 shows that the Cronbach Alpha value of each variable has more than 0.70 (Cronbach Alpha of each variable > 0.70) which can be concluded that all questions on the questionnaire are reliable.

Table 2. Multicollinearity Test

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	Collinearity Statistics
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	B	Std. Error	Beta	Tolerance	VIF
(Constant)	4.743	1.584	2.994	.003	
1 Total_Burn	.093	.023	.283	4.017	.000
Total_Soft	.153	.029	.370	5.259	.000

Source: Processed by the author (2023)

Table 2 shows that the Variance Inflation Factor (VIF) value is lower than 10 ($VIF < 10$) which results there is no correlation between those independent variables.

Table 3. Multiple Linear Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.743	1.584		2.994	.003
1 Total_Burn	.093	.023	.283	4.017	.000*
Total_Soft	.153	.029	.370	5.259	.000*

Source: Processed by the author (2023)

* probability of alpha is lower t 5% or 0.05

We can formulate the multiple regression as:

$$Performance = 4.743 + 0.093burnout + 0.153softskill + e$$

As stated in table 3, it is confirmed that burnout and soft skill have significant effect as shown from the significant values are lower than 0.05 or 5% of alpha.

Discussion

Burnout to Performance

H_0 = there is no influence of burnout to performance of student

H_1 = there is influence of burnout to performance of student

From the results, the hypothesis H_1 is accepted as in the significant values is lower than alpha ($0.000 < 0.05$). So, it can be interpreted as the increasing of burnout on 1 unit will increase the performance as 0.093, with the assumption of other variables are fixed. This is supported by the previous research by Afonso [5] who discover that burnout has positive effect on job satisfaction. It can be understood that the high pressure of students is mostly caused by the increasing demand of study which will lead to the increasing of performance.

Soft skill to Performance

H_0 = there is no influence of soft skill to performance of student

H_1 = there is influence of soft skill to performance of student

From the results, the hypothesis H_1 is accepted as in the significant values is lower than alpha ($0.000 < 0.05$). So, it can be interpreted as the increasing of soft skill on 1 unit will increase the performance as 0.153, with the assumption of other variables are fixed. The is supported by the previous research by Ibrahim [6] who discover that soft skills have influence on performance as they play an important role on it. [7] Having soft skill gives meaningful existence in a community, because it has some ability such as how to handle interpersonal relations, effective

communication, and gain professionalism.

4. Conclusion

From the results of the study, it can be concluded that burnout and soft skill play an important role in increasing the performance of vocational students. Soft skills would mitigate burnout by leveraging one's abilities and knowledge to deal with the demands and pressures of academic studies. Managing burnout effectively is linked to enhanced students' performance, as the challenges of feeling overwhelmed and pressured are often directly correlated with the sheer volume of academic duties. Therefore, by cultivating and applying essential soft skills, students will be able to overcome the rigors of their studies, leading to a reduction in burnout and, consequently, an improvement in overall academic performance. This relationship highlights the importance of integrating soft skills development within educational frameworks to empower students in effectively coping with and overcoming the challenges inherent in their academic journey.

This research holds significant implications for vocational schools, particularly those dedicated to equipping students with practical skills alongside theoretical knowledge. The findings highlight the importance of addressing not only academic theory, but also the practical application of skills in order to prepare students for graduation. Recognizing that overwhelming pressure and exhaustion can adversely impact the learning environment, vocational schools can leverage this research to strategically prioritize the enhancement of specific soft skills that directly support students' performance.

Additionally, educational institutions and policymakers should actively involve strategies to address both burnout and the development of soft skills among students. Implementing targeted interventions to mitigate burnout, such as stress management programs, mental health resources, and workload adjustments, can contribute to a more resilient and engaged student body.

Additionally, recognizing the importance of soft skills in academic success highlights the need for educational curricula to integrate skill-building initiatives. This might involve incorporating communication, teamwork, adaptability, and problem-solving exercises into coursework, extracurricular activities, and professional development programs. By doing so, institutions can better prepare students not only academically but also for the challenges they may face in their future careers.

A primary limitation of this study lies in its limited scope, as data collection occurred selectively during specific times and classes, specifically within the context of the third-year students. Consequently, the study lacks comprehensiveness, as it does not encompass all students. This makes the associations between burnout and the absence of soft skills remain speculative and cannot be definitively established. To substantiate these hypotheses, a more comprehensive research approach is needed, involving a thorough examination of a broader spectrum of students.

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