

THE RELATIONSHIP BETWEEN TIME MANAGEMENT AND BURNOUT AMONG STUDENTS AT SMA NEGERI 1 JEKULO KUDUS

Firdaus Yulian Fami^a, Slamet Agung Kusmanto^b, Indah Lestari^{c*}

^{a,b,c} Universitas Muria Kudus

^cE-mail: indah.lestari@umk.ac.id

(*) Corresponding Author

indah.lestari@umk.ac.id

ARTICLE HISTORY

Received : 23-07-2026

Revised : 21-08-2026

Accepted : 05-09-2026

KEYWORDS

*Time Management,
Burnout, Students,
SMA Negeri 1 Jekulo.*

ABSTRACT

The correlation between schedule regulation and academic fatigue among learners at SMA Negeri 1 Jekulo was the primary focus of this investigation. Local empirical data addressing how high schoolers balance their educational pressures remains scarce, prompting the need for this inquiry. Navigating daily academic demands requires efficient personal pacing, an ability critical to minimizing psychological exhaustion. A quantitative correlational framework guided the methodology. Proportional random sampling was applied to extract 107 participants from the institution's broader population. Researchers gathered the necessary metrics using validated and reliable survey instruments for both variables, which SPSS software then processed via Pearson Product-Moment Correlation. Based on the statistical evaluation, 82% of the participants (88 individuals) demonstrated moderate schedule-control capabilities. A parallel trend emerged regarding exhaustion, with 78% of the sample (83 learners) falling into the moderate fatigue bracket.. A moderate prevalence of both schedule regulation and psychological exhaustion characterized the majority of the student cohort. When evaluating the hypothesis, a significant correlation emerged, producing a Pearson coefficient (r) of 0.334 at a p -value of 0.000 ($p < 0.05$). This statistical outcome confirms that how learners at SMA Negeri 1 Jekulo pace themselves directly impacts their academic fatigue. Furthermore, the 0.112 coefficient of determination (R Square) establishes that this specific intersection accounts for roughly 11.2% of the variance in student exhaustion, leaving the remaining 88.8% to unexamined external variables. Educational stakeholders, particularly guidance and counseling departments, can leverage these confirmed links to design targeted interventions that improve both scholastic resilience and mental health.

This is an open access article under the CC-BY-SA license.



INTRODUCTION

National advancement relies heavily on the education, which simultaneously cultivates a learner's cognitive, affective, and psychomotor capabilities. Beyond simply transmitting facts or driving scholastic success, this system shapes character and equips individuals to navigate both academic hurdles and broader real-world pressures. Cultivating an environment where students can maximize their inherent abilities requires deliberate, strategic planning, as defined by Hidayat and Abdillah (2019:29). Thus, safeguarding psychological stability within this process is just as crucial as fostering intellectual growth. Meanwhile, Sardiman A.M. (2018) states that education is an interaction process that leads to behavioral changes through structured learning experiences.

In the context of high school education, twelfth-grade students are in the late adolescent developmental phase characterized by high academic demands. According to Desmita (2017), adolescence is a period full of emotional turmoil and social pressure. If individuals do not have good self-management skills, this pressure can develop into psychological exhaustion. One of the manifestations of this psychological exhaustion in the educational context is academic burnout, which has increasingly become a concern because of its impact on students' learning motivation and academic performance.

On a global scale, scholastic fatigue has emerged as a critical issue. Chronic, unmanaged stress frequently culminates in burnout—a syndrome officially acknowledged by the World Health Organization (2019). Within educational environments, this psychological depletion manifests specifically as academic burnout. Schaufeli (2002:74) characterizes this state through three core symptoms: profound emotional drainage, a cynical attitude toward coursework, and diminished scholastic competence. Meanwhile, Katariina Salmela-Aro (2017) explains that academic burnout is a chronic exhaustion condition directly related to school activities and declining learning motivation. In the Indonesian perspective, Syamsu Yusuf (2016) states that excessive academic pressure can cause mental exhaustion in adolescents, characterized by a loss of interest in learning and the emergence of apathy. This is reinforced by Mudjiran (2019) who explains that burnout arises from an imbalance between academic demands and students' adaptation abilities.

Several previous studies show a connection between time management and academic burnout. Research conducted by Setiawan et al. (2022) on working students at Dhyana Pura University found that the ability to manage time has a significant negative relationship with the level of academic burnout. Similar results were also found by Zahroh, Rahman, and Santoso (2023) on vocational high school students in Malang. Internationally, research by Kordzanganeh et al. (2021) also revealed that time management is associated with academic burnout. These findings consistently indicate that effective time management may reduce students' susceptibility to academic burnout; however, the existing studies have largely focused on university students or vocational high school students, leaving limited empirical evidence among general senior high school students.

National data indicates that academic pressure on adolescents is quite high. Based on a report from the Central Bureau of Statistics (2023), more than 60% of high school students admit to experiencing study pressure approaching final exams. Furthermore, the Ministry of Education and Culture of the Republic of Indonesia (2023) reported that task burdens and university entrance preparations are among the main sources of stress for twelfth-grade students. The Indonesian Child Protection Commission (2022) noted an increase in reports of psychological disorders in adolescents related to academic pressure. Nevertheless, these statistical data should be interpreted as an illustration of the increasing academic pressure experienced by students and reinforce the importance of investigating factors that may help reduce academic burnout.

One of the factors playing a role in the emergence of academic burnout is a low capacity for time management. Time management is an individual's capability in planning, organizing, and controlling the use of time effectively. According to Slameto (2015), learning success is highly influenced by a student's ability to manage time

with discipline and consistency. Winkel (2014:186) explains that poor time management can trigger internal pressure and lead to learning exhaustion. This is in line with the opinion of Tohirin (2018) who states that time management is included in self-management skills that need to be developed. According to Barry J. Zimmerman (2000), time management is an important component of self-regulated learning, which is the individual's ability to control and direct their own learning process. Meanwhile, Macan (1994) defines time management as behaviors related to goal setting, scheduling, prioritizing, and the perception of control over time.

Existing literature acknowledges the impact of schedule regulation on educational exhaustion; however, specific empirical data focusing on final-year students in standard public high schools remains noticeably scarce. This gap is especially pronounced at SMA Negeri 1 Jekulo Kudus. Seniors at this institution endure intense academic pressures stemming from graduation requirements and university entrance preparations, yet their specific psychological dynamics are undocumented. Driven by this localized absence of research, the current investigation explores how time-pacing skills correlate with burnout among these twelfth-graders. Ultimately, the extracted data aims to expand theoretical frameworks regarding student well-being while equipping school administrators with actionable strategies to alleviate exhaustion through better scheduling practices.

METHOD

A quantitative framework incorporating a correlational design served as the foundation for this investigation. The fieldwork took place throughout the 2025/2026 academic period, specifically targeting SMA Negeri 1 Jekulo Kudus. Researchers applied this specific approach to uncover how daily schedule regulation interacts with academic exhaustion. Evaluating the trajectory and intensity of this connection without establishing direct causation was the primary objective behind choosing this method.

For the analytical sample, the study utilized a total of 107 learners. These participants were drawn from across the tenth, eleventh, and twelfth-grade levels. To guarantee that the collected information accurately mirrored the broader student body, the selection process relied on a proportional random sampling strategy. The number of respondents selected from each grade level was adjusted proportionally according to the size of the population in each grade, after which respondents were randomly selected. The sampling in this research utilized the Slovin technique, which is a method of determining the sample size based on the population size by considering a specific margin of error.

Information gathering depended on closed-ended surveys built around a four-point Likert scale, offering responses ranging from "Strongly Disagree" to "Strongly Agree." To assess how individuals regulated their schedules, the questionnaire incorporated Macan's (1994) Time Management Behavior Scale (TMBS). This tool specifically evaluates a student's ability to set priorities, organize tasks, mitigate interruptions, and perceive control over their daily hours. Conversely, the measurement of scholastic fatigue utilized Schaufeli et al.'s (2002) Maslach Burnout Inventory–Student Survey (MBI-SS). Before distribution, researchers adapted this instrument to fit the Indonesian educational environment, ensuring an accurate assessment of emotional drainage, cynical attitudes, and reduced competence. Prior to the main data collection, both survey components underwent rigorous psychometric evaluations. Pearson Product-Moment calculations proved the validity of all items, while Cronbach's Alpha testing confirmed their high reliability, thus satisfying the strict criteria necessary for accurate variable measurement.

Quantitative processing of the gathered data required the application of the SPSS (Statistical Package for the Social Sciences) software. The analytical phase initiated with univariate profiling, which identified the standard deviations, means, and extreme values for both metrics. Following this, mandatory prerequisite evaluations—specifically normality and linearity tests—were executed to confirm the dataset's suitability for advanced statistical testing. Once the assumptions were cleared, a Pearson Product-Moment test served as the primary bivariate analysis

to detect any linkage between schedule regulation and learning fatigue. The final determination of a statistically significant association depended on a p-value threshold strictly below 0.05.

RESULTS AND DISCUSSION

Results

The descriptive statistical analysis of the 107 participants revealed distinct numerical profiles for both metrics. For the time management variable, the dataset yielded a minimum score of 21 and a maximum of 79. This specific metric recorded an average (mean) of 61.0093 alongside a standard deviation of 7.32854. Conversely, the academic burnout assessment produced scores ranging from a baseline of 49 up to a peak of 76, generating a mean of 59.8505 and a standard deviation of 6.15646. These contrasting averages highlight the differing traits of both phenomena within the observed group. Additionally, the wider standard deviation found in the schedule regulation data confirms a broader dispersion of responses compared to the more concentrated scores regarding psychological exhaustion.

Table 1. Descriptive Statistics Test Results

	N	Minimum	Maximum	Mean	Std. Deviation
TIME MANAGEMENT	107	21.00	79.00	61.0093	7.32854
BURNOUT	107	49.00	76.00	59.8505	6.15646

88 individuals, representing 82% of the total sample, demonstrated moderate daily pacing skills. The remaining participants split into the high classification, comprising 12 learners (11%), and the low bracket, which accounted for just 7 students (7%). These final proportions clearly establish that moderate schedule-control capabilities dominate the overall respondent profile. This indicates that most respondents already have fairly good time management skills in carrying out daily activities, although there are still some respondents who have a low level of time management.

Table 2. Time Management Variable Categorization

Category	Value	Count	Percentage
Low	$X < 53.68$	7	7%
Moderate	$53.68 \leq X < 68.34$	88	82%
High	$X \geq 68.34$	12	11%
Total		107	100%

It is known that the majority of respondents are in the moderate category, namely 83 respondents (78%). Furthermore, 15 respondents (14%) are in the high category and 9 respondents (8%) are in the low category. Thus, it can be concluded that the Burnout level among the research respondents is generally in the moderate category. This indicates that most respondents experience a fairly stable level that is still within manageable limits, although a portion of the respondents shows a high Burnout level.

Table 3. Burnout Variable Categorization

Category	Value	Count	Percentage
----------	-------	-------	------------

Low	$X < 53.69$	9	8%
Moderate	$53.69 \leq X < 66.01$	83	78%
High	$X \geq 66.01$	15	14%
Total		107	100%

Bivariate correlation testing served as the primary mechanism for hypothesis evaluation, allowing researchers to examine the interplay between one independent and one dependent metric. In the context of this study, this analytical approach determined whether schedule control and academic burnout were statistically intertwined among the participants. The SPSS program facilitated the Pearson Product-Moment computations necessary for this evaluation. Determining significance relied on a standard threshold: a p-value under 0.05 would validate a significant variable connection, while a metric equal to or exceeding 0.05 would result in rejecting the association.

Analytical processing produced a Pearson coefficient of 0.334 and a significance metric of 0.000. Falling significantly below the 0.05 requirement, this p-value mathematically validates the presence of a meaningful link between daily pacing and learner fatigue. The trajectory of this statistical finding suggests that enhanced schedule regulation corresponds directly with a decrease in psychological exhaustion. Supported by a robust sample of 107 respondents, these analytical outcomes provide a representative snapshot of the observed population. Although the absolute strength of the coefficient denotes a low-to-moderate correlation, the findings definitively confirm that time management significantly influences a student's vulnerability to burnout.

Table 4. Pearson Product Moment Correlation Test Results

		BURNOUT	TIME MANAGEMENT
TIME MANAGEMENT	Pearson Correlation	1	.334**
	Sig. (2-tailed)		.000
	N	107	107
BURNOUT	Pearson Correlation	.334**	1
	Sig. (2-tailed)	.000	
	N	107	107

**. Correlation is significant at the 0.01 level (2-tailed).

The computational phase yielded an R Square output of 0.112, establishing that schedule regulation statistically drives 11.2% of the variations in academic burnout. This dynamic confirms that while pacing skills offer a partial explanation for learner fatigue, an overwhelming 88.8% of the variance stems from factors beyond the current methodological scope. A wide array of outside determinants heavily influences this remaining percentage. The participants' exhaustion levels are undoubtedly affected by intense scholastic expectations, demanding coursework, and shifting environmental circumstances. Additionally, variations in peer or family support, general self-organization abilities, inherent learning motivation, and mundane daily habits complete the broader picture of what triggers student burnout.

Table 5. Determination Coefficient Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.334a	.112	.103	5.83011

a. Predictors: (Constant), TIME MANAGEMENT

Discussion

This research began with the testing of research instruments on 107 students as respondents originating from grades X, XI, and XII of SMA Negeri 1 Jekulo. Respondent selection was carried out using the proportional random sampling technique. Sampling from the three grade levels was conducted because at the time of the research, the school was holding class meeting activities, so with the approval of the Guidance and Counseling (BK) teacher, the researcher was given the flexibility to determine respondents from grades X, XI, and XII according to student availability at the time the research took place. Therefore, the findings of this study should be interpreted within the context of SMA Negeri 1 Jekulo and should not be generalized to the broader population of senior high school students without further investigation.

An examination of schedule regulation reveals that a substantial majority of the cohort, 88 individuals, or 82% falls into the moderate tier. The remaining participants are distributed between the high and low classifications, encompassing 12 learners (11%) and 7 students (7%), respectively. A remarkably similar distribution pattern characterizes the psychological exhaustion data. Within this metric, moderate levels of burnout dominate the sample, affecting 83 respondents (78%). Those experiencing severe academic fatigue account for 14% of the pool (15 students), leaving a small fraction of 9 individuals (8%) in the low-risk category. These results indicate that, in general, both the time management and burnout levels among SMA Negeri 1 Jekulo students are in the moderate category. This finding suggests that most students possess an adequate level of time management while simultaneously experiencing a moderate level of academic burnout, indicating that both variables remain important issues requiring attention within the school environment.

To validate the proposed hypothesis, researchers executed a Pearson Product-Moment Correlation assessment. The computational phase generated a coefficient of 0.334 and a p-value of 0.000. Because this mathematical outcome falls well beneath the 0.05 threshold, a statistically significant link between daily pacing and psychological exhaustion at SMA Negeri 1 Jekulo is firmly established. Consequently, this data definitively validates the working hypothesis (H_a) while simultaneously rejecting the null hypothesis (H_0). The confirmation of this association aligns seamlessly with the conclusions drawn by Setiawan et al. (2022), Zahroh, Rahman, and Santoso (2023), and Kordzanganeh et al. (2021), all of whom previously documented similar correlations among student demographics.

While the data proves an association, the specific coefficient value classifies the strength of this linkage as low. However, despite this weaker absolute magnitude, the confirmed statistical significance verifies that schedule regulation actively intertwines with learner fatigue. This modest correlational strength further implies that a multitude of external determinants heavily shape a student's exhaustion levels, extending far beyond mere schedule control. Analyzing this through Macan's (1994) theoretical framework, the ability to sequence activities, prioritize tasks, and command daily hours equips individuals with better mechanisms to navigate educational pressures. Concurrently, Schaufeli et al. (2002) emphasize that continuous exposure to scholastic stress breeds academic burnout, reinforcing the reality that such psychological depletion is a highly complex, multidimensional issue incapable of being dictated by a singular metric.

The coefficient of determination testing provided additional clarity regarding variable influence, outputting an R Square of 0.112. Interpreting this data confirms that schedule regulation specifically explains 11.2% of the fluctuations observed within the respondent pool. Conversely, factors falling entirely outside the scope of this investigation dictate the remaining 88.8% of the variance. Heavy coursework, generalized educational stress, shifting learning environments, and varying levels of social support heavily shape this unmeasured portion. Furthermore, individual traits like intrinsic motivation and inherent stress management capabilities also play critical roles. This

statistical distribution firmly corroborates the perspective that student burnout manifests through a multifaceted combination of environmental, educational, and cognitive triggers, rather than resulting solely from poor time control.

A quantitative framework utilizing correlational assessments served as the structural foundation for this inquiry, relying on Pearson Product-Moment techniques for numerical processing. The finalized data confirms that a measurable, significant connection links daily schedule management with academic exhaustion among the SMA Negeri 1 Jekulo cohort. Because empirical research targeting this specific public school demographic remains notably scarce, the extracted evidence provides crucial depth to the broader literature concerning learner well-being. On a practical level, institutional support units can translate these statistical realities into actionable initiatives. School counselors are strongly encouraged to construct specialized training modules that teach goal formulation, task prioritization, and structured routine planning. Establishing these foundational skills will better prepare individuals to manage intense scholastic burdens without compromising their psychological stability.

CONCLUSION

Assessments of the 107-student cohort reveal that moderate capabilities dominate both measured variables. For schedule regulation, 88 individuals (82%) fell into the middle tier, leaving only a fraction in the high (12 learners, 11%) and low (7 students, 7%) brackets. This distribution confirms that the average pupil possesses adequate, though not exceptional, daily pacing skills. A parallel trend emerged regarding psychological depletion. Most of the sample 83 respondents (78%) reported moderate academic fatigue. However, the presence of 15 highly exhausted individuals (14%) alongside 9 low-risk students (8%) highlights a lingering vulnerability within the student body, signaling a clear need for targeted institutional intervention.

Evaluating the empirical data via the Pearson Product-Moment test generated a correlation coefficient (r) of 0.334 alongside a p -value of 0.000. Falling strictly below the 0.05 threshold, this statistical outcome mathematically validates a definitive link between how SMA Negeri 1 Jekulo learners manage their hours and their subsequent exhaustion levels. Consequently, the primary working hypothesis gains full empirical acceptance. Further analysis utilizing the coefficient of determination ($R^2 = 0.112$) establishes that pacing habits account for 11.2% of the observed variance in learner fatigue. This calculation simultaneously confirms that unmeasured external determinants drive the remaining 88.8% of the phenomenon.

Institutional support units, especially counseling departments, can readily apply these verified links to formulate training modules focused on enhancing student scheduling abilities, thereby safeguarding mental health during rigorous academic periods. Despite these actionable insights, certain methodological boundaries restrict the study's overall scope. The reliance on a singular public high school, the use of self-reported diagnostic tools, and the application of a cross-sectional correlational design naturally limit broader generalizations. Additionally, the research exclusively isolated one predictor of scholastic fatigue. Subsequent investigations should ideally expand the geographic and demographic scope while incorporating a wider array of influencing variables. Investigating elements like peer backing, intrinsic motivation, sleep hygiene, assignment volume, general environmental stressors, and academic workloads would yield a much more comprehensive understanding of student burnout.

REFERENCES

- Badan Pusat Statistik. (2023). *[Judul laporan terkait tekanan belajar siswa SMA/Sederajat]*.
Desmita. (2017). *Psikologi perkembangan peserta didik*.
Hidayat, & Abdillah. (2019). *Ilmu pendidikan: Konsep, teori dan aplikasinya*.
Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2023). *[Judul laporan terkait beban tugas dan persiapan masuk perguruan tinggi]*.

- Komisi Perlindungan Anak Indonesia. (2022). *[Judul catatan/laporan peningkatan gangguan psikologis pada remaja]*.
- Kordzanganeh, J., et al. (2021). *[Judul artikel jurnal internasional terkait manajemen waktu dan burnout akademik]*.
- Macan, T. H. (1994). Time management: Test of a process model. *Journal of Applied Psychology*, 79(3), 381–391.
- Mudjiran. (2019). *Bimbingan dan konseling di sekolah*.
- Salmela-Aro, K. (2017). Dark and bright sides of thriving – school burnout and engagement in the Finnish context. *European Journal of Developmental Psychology*, 14(3), 337–349.
- Sardiman, A. M. (2018). *Interaksi dan motivasi belajar mengajar*.
- Schaufeli, W. B., Martinez, I. M., Pinto, A. M., Salanova, M., & Bakker, A. B. (2002). Burnout and engagement in university students: A cross-national study. *Journal of Cross-Cultural Psychology*, 33(5), 464–481.
- Setiawan, et al. (2022). *[Judul penelitian terkait manajemen waktu dan burnout pada mahasiswa yang bekerja]*. Universitas Dhyana Pura.
- Slameto. (2015). *Belajar dan faktor-faktor yang mempengaruhinya*.
- Tohirin. (2018). *Bimbingan dan konseling di sekolah dan madrasah (berbasis integrasi)*.
- Winkel, W. S. (2014). *Psikologi pengajaran*.
- World Health Organization. (2019). *Burn-out an "occupational phenomenon": International classification of diseases*.
- Yusuf, S. (2016). *Psikologi perkembangan anak dan remaja*.
- Zahroh, A. H., Rahman, D. H., & Santoso, D. B. (2023). Kontribusi beban akademik dan manajemen waktu terhadap kejenuhan akademik pada peserta didik SMKN 6 Malang. *[Nama Jurnal]*.
- Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. Dalam M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 13–39).