

THE RELATIONSHIP BETWEEN BURNOUT AND JUVENILE DELINQUENCY IN GRADE XII STUDENTS OF THE STATE ISLAMIC HIGH SCHOOL (MAN) 5 CIAMIS IN THE 2025/2026 ACADEMIC YEAR

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Abstract

Adolescence is a developmental phase vulnerable to academic pressure and deviant behavior, making burnout and juvenile delinquency a crucial issue in education. This study aims to analyze the relationship between burnout and juvenile delinquency among 12th-grade students at MAN 5 Ciamis in the 2025/2026 academic year. Theoretical studies define burnout as a state of emotional exhaustion, frustration, and decreased motivation due to learning demands, while juvenile delinquency is understood as behavior that violates rules, discipline, and social norms. The study used a quantitative approach with correlational methods and descriptive techniques. Data were collected through a burnout and juvenile delinquency questionnaire, then analyzed statistically. The results showed that student burnout levels were low, while juvenile delinquency was in the moderate category. The correlation test yielded a value of 0.587 with a significance level of $0.000 < 0.05$, indicating a fairly strong positive relationship. This implies that schools need to strengthen guidance and psychological support services to prevent juvenile delinquency.

Keywords: Burnout, Juvenile Delinquency, Students.

A. INTRODUCTION

Adolescence is a crucial stage of growth. During this period, adolescents generally experience rapid physical and mental development, which will later influence their life goals in the future (Simangunsong et al., 2024). Reproductive, psychological, and social aspects often develop very quickly during this period and become challenges in themselves. In the social aspect, adolescents are at risk of experiencing changes in behavior, attitudes, speech, and interests due to peer pressure and the surrounding environment, a phenomenon known as conformity (Lestari S, 2025). One of the main challenges during adolescence is the search for identity, which occurs simultaneously with the process of adjusting to the social environment (Semaraputri et al., 2018). At this stage, adolescents are strongly influenced by two factors, namely peers and exposure to social media. A lack of guidance can cause adolescents to experience psychological pressure and become involved in juvenile delinquency.

Learning exhaustion in psychology is referred to as burnout. The phenomenon of burnout is commonly studied in work settings. However, several studies have stated that this phenomenon can also occur in the academic context. Burnout is an extreme state of psychological stress that can cause individuals to experience emotional exhaustion and low motivation to work (Maria Oktasari, 2022).

Burnout causes mental pressure in the form of anxiety, depression, frustration, and fear (Suharyanta & Janah, 2024). Other studies state that burnout leads to low commitment, decreased productivity, and reduced concentration (Rahmati, 2015; Arbin Janu Setiyowati, 2021). Based on the opinions of Maslach et al. (1981), Jeikawati (2023), and Yundani (2026), burnout is defined as a syndrome of emotional exhaustion and cynicism that often occurs in individuals whose work involves interaction with others. Burnout then refers to a condition of mental and emotional exhaustion resulting from stress symptoms caused by high role demands, deadlines for completing responsibilities, and a lack of resources needed to carry out those responsibilities (Pratiw Y, 2025).

Based on another survey published by *The China Post* from Soong (Shih, 2015:123, as cited in Anna Ayu Herawati, 2022), involving 2,133 students in Taiwan, 61.9% of them attended intensive schools to complement their regular education, 35.9% felt tired after a full day of studying, 21.9% considered school a heavy burden, and 19.4% felt stressed beyond their physical and mental burdens. Therefore, many students perceive school as a heavy burden merely to complete their formal education, feeling physically and mentally overwhelmed due to the high academic demands and the great expectations of parents regarding their children's academic achievement.

Research in Indonesia also shows the existence of academic burnout among students. A study conducted by Japeri and Hijrianti (2022), as cited in Fadhilatul Anshorryyah (2023), on academic burnout among students in boarding schools showed that 46.9% of students experienced high levels of academic burnout. When students experience burnout, the behaviors that emerge include not doing assignments, not participating in extracurricular activities, and others, which ultimately lead to a decline in academic achievement (Biremanoe, 2019; Siti Maysarah, 2024).

In addition to burnout, juvenile delinquency is a problem that frequently occurs in schools and has become an obstacle in the field of education. Acts of delinquency such as violating regulations, lack of discipline, aggressive attitudes, and low responsibility indicate students' difficulties in controlling themselves and adapting to rules and prevailing norms. According to data from Statistics Indonesia (2020), as cited in Mahfudloh (2026), Generation Z comprises 27.94% of Indonesia's population. The closeness of this generation to digital media brings both opportunities and risks, such as exposure to negative information, an instant culture, and decreased self-control.

Reports received by the Indonesian Child Protection Commission regarding juvenile delinquency show that since 2015, cases of juvenile delinquency have continued to increase until 2018, reaching 4,885 cases. Some of these involved theft and robbery, fights, drug abuse, cybercrime, and sexual violence (*Republika.co.id*, January 8, 2018, as cited in Adhek Kaysa Kurnia Nafisa, 2021).

In addition, the relationship between family socioeconomic conditions and juvenile delinquency has also been proven through Roderek's study (2015). In that study, Roderek revealed that adolescents tend to commit more violations when their parents' socioeconomic conditions are lower compared to when their parents' socioeconomic status is higher. The findings also indicate that changes in family socioeconomic conditions, such as parents losing their jobs or receiving promotions, are associated with changes in juvenile delinquent behavior (Mutia Jasmisari, 2022).

Based on the explanation above and observations made during the two-month Student Professional Practice (PPM) in class XII at MAN 5 Ciamis, this study aims to prove the existence of a relationship between burnout and juvenile delinquency among twelfth-grade students at Madrasah Aliyah Negeri (MAN) 5 Ciamis in the 2025/2026 academic year.

B. LITERATURE REVIEW

Burnout Theory (Maslach and Jackson)

Maslach and Jackson (1981) view burnout as a psychological syndrome that emerges as a result of prolonged pressure, characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach & Jackson, 1981). In the context of students, burnout does not merely mean ordinary fatigue, but reflects a condition in which academic demands are perceived as too heavy, causing a significant decline in students' mental energy. Students experiencing burnout tend to feel bored, lose enthusiasm for learning, become more cynical toward school activities, and feel no longer capable of achieving satisfying results. This condition is important to note because burnout can affect emotional regulation, behavioral control, and the way students respond to pressure in the school environment. Therefore, this theory is highly relevant for explaining burnout as a psychological condition that may become a contributing factor to problematic behavior in adolescents.

Indicators of Burnout Theory:

- Emotional exhaustion
- Depersonalization
- Reduced personal accomplishment

Psychosocial Development Theory (Erik Erikson)

Erikson explains that adolescence is the stage of *identity versus role confusion*, namely a phase in which individuals strive to form a stable identity and understand their life direction more clearly (Erikson, 1968). At this stage, adolescents often experience tension between the need to discover their true identity and the risk of role confusion in their social lives. When the process of identity formation does not proceed well, adolescents become more vulnerable to environmental pressure, inner conflict, and various forms of deviant behavior. In your study, this theory is relevant because twelfth-grade students are in a sensitive developmental phase, while high academic pressure may worsen their identity confusion and emotional instability. Thus, Erikson's theory helps explain why burnout in adolescents may be related to juvenile delinquency, since both intersect with the process of identity development.

Indicators of Erikson's Theory:

- Clarity of self-identity
- Role confusion

- Self-acceptance
- Direction and purpose in life
- Consistency of social roles

Juvenile Delinquency Theory

Kartini Kartono explains that juvenile delinquency is deviant behavior committed by adolescents as a form of failure to adjust to social norms and environmental demands (Kartono, 2006). Juvenile delinquency is not understood merely as rule-breaking, but also as a psychosocial symptom reflecting disturbances in adolescents' self-control, emotions, and social relationships. From this perspective, behaviors such as violating school rules, acting aggressively, showing low responsibility, or resisting authority can be seen as manifestations of psychological immaturity and weak social adjustment. This theory is highly relevant to your study because it provides a direct foundation for understanding juvenile delinquency as behavior that emerges from the interaction between students' internal conditions and environmental pressures. Therefore, Kartini Kartono's theory is appropriate for explaining the forms, directions, and dynamics of juvenile delinquency in the context of secondary school students. Indicators of Juvenile Delinquency Theory:

- Orientation
- Emotion
- Social interaction
- Activity

C. RESEARCH METHODOLOGY

This study employed a quantitative approach using the correlational method. The correlational method was used because the research data analyzed were in the form of numbers and were processed statistically, with the aim of obtaining the correlation value between burnout and juvenile delinquency among twelfth-grade students at MAN 5 Ciamis. Meanwhile, the descriptive technique was intended to describe the findings in a structured and factual manner. Data were collected using a questionnaire instrument concerning burnout and juvenile delinquency.

Data collection was carried out using a questionnaire instrument on burnout and juvenile delinquency. The respondents in this study were twelfth-grade students of Madrasah Aliyah Negeri (MAN) 5 Ciamis in the 2025/2026 academic year, with a total population of 116 students consisting of 30 students from class 12 A, 35 students from class 12 B, 31 students from class 12 C, and 20 students from class 12 D. Respondents were selected through sampling from the total population. The required sample from the 116 students was 90 respondents. Each student who became a respondent received an explanation regarding the purpose of the study, data confidentiality, and was asked to provide informed consent before filling out the questionnaire.

The research instrument used two variables, namely burnout and juvenile delinquency, both measured using a Likert scale. The burnout variable consisted of 48 items arranged into three main aspects based on the model of Maslach and Jackson (1981), as cited in Jeikawati (2023), namely emotional exhaustion, depersonalization, and reduced personal accomplishment. Each aspect consisted of four indicators, and each indicator contained four

items including both favorable and unfavorable statements. Meanwhile, the juvenile delinquency variable was also measured using a Likert scale. This variable consisted of 48 items arranged into four main aspects according to Kartini (2006), namely orientation, emotion, social interaction, and activity, with each aspect consisting of four indicators and each indicator containing four items that included both favorable and unfavorable statements. For a clearer explanation, Table 1 presents the blueprint for burnout, while Table 2 presents the blueprint for juvenile delinquency

Table 1. Some Burnot

No	Aspects	Item		Amount
		favorable	Unfavorable	
1.	Emotional Exhaustion	8	8	16
2.	Depersonalization	8	8	16
3.	Reduced personal accomplishment)	8	8	16
	Total	24	24	48

Source: Processed by Researchers, 2026

Table 2. Juvenile Delinquency Grid

No	Aspects	Item		Amount
		favorable	Unfavorable	
1.	Orientation	6	6	12
2.	Emotions	6	6	12
3.	Social Interaction	6	6	12
4.	Activities	6	6	12
	Total	24	24	48

Source: Processed by Researchers, 2026

The data analysis in this study used descriptive statistics to describe the average value, standard deviation, score distribution, and draw conclusions from the research results. Assumption and correlation tests were also used.

D. RESULT AND DISCUSSION

This section presents the results of the descriptive statistical analysis. The researcher classified them into categories that corresponded to the subjects' points. Azwar (2013) stated that the purpose of categorical classification is to place subjects into groups whose positions are classified along a continuum based on measurable characteristics. The categorization criteria are high, medium, and low.

Data Description

The research data includes the burnout variable (X) and the juvenile delinquency variable (Y). The following is a description of the processing and research results.

Table 3. Descriptive statistics of research variables Burnout

Variable	N	Min	Max	Mean	Standard deviation
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Burnout	90	91	167	134,24	16,58
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Source: Processed by Researchers, 2026

Descriptive statistics were used to provide an overview of the burnout levels among the 90 student respondents. Based on the analysis, Table 3 above shows that the burnout variable has a minimum score of 91, a maximum score of 167, with an average value (mean) of 134.24 and a standard deviation of 16.58. This value indicates that the burnout level among students is in the low category.

Table 4. Descriptive statistics of research variables on Juvenile Delinquency

Variable	N	Min	Max	Mean	Standard deviation
Burnout	90	69	154	110,05	19,81

Source: Processed by Researchers, 2026

Descriptive statistics were used to provide a general overview of the level of juvenile delinquency among the 90 students who were respondents. Based on the analysis results, Table 4 above shows that the juvenile delinquency variable has a minimum score of 69, a maximum score of 154, with an average value (mean) of 110.05 and a standard deviation of 19.81. This value indicates that the level of juvenile delinquency among students is on average in the moderate category.

Table 5. Categorization of Burnout Scores

Category	Scored	Frequence	Percentage
Low	128 – 240	62	68,89%
Medium	64 – 127	28	31,11%
High	48 – 63	0	0,00%

Source: Processed by Researchers, 2026

Based on the table above, it can be concluded that the burnout variable categorization of 90 grade 12 students at MAN 5 Ciamis in the 2025/2026 academic year shows that 62 students (68.89%) are in the low category, 28 students (31.11%) are in the moderate category, and 0 students (0.00%) are in the high category.

The conclusion from the table above means that the burnout description of grade 12 students at MAN 5 Ciamis in the 2025/2026 academic year falls into the low category..

Table 6. Categorization of Juvenile Delinquency Scores

Category	Scored	Frequence	Percentage
Low	128 – 240	16	17,78%
Medium	64 – 127	74	82,22%
High	48 – 63	0	0,00%

Source: Processed by Researchers, 2026

Based on the table above, it can be concluded that the burnout variable categorization of 90 grade 12 students at MAN 5 Ciamis in the 2025/2026 academic year is categorized as low for 16 students (17.78%), moderate for 74 students (82.22%), and high for 0 students (0.00%).

The conclusion from the table above means that the burnout profile of grade 12 students at MAN 5 Ciamis in the 2025/2026 academic year falls into the low category.

Assumption Test.

Normality Test

The normality test is performed by examining the skewness and kurtosis values. Data is considered normally distributed if both values fall within the range of -2 to +2.

Table 7. Results of Normality Test

Variable	Skewness	Kurtosis	Conclusion
Burnout	-0,333	-0,259	Normal distribution
Juvenile delinquency	0,193	-0,501	Normal distribution

Source: Processed by Researchers, 2026

Based on Table 7 above, the skewness value for the burnout variable is -0.333 and the juvenile delinquency variable is 0.193. Meanwhile, the kurtosis value for the burnout variable is -0.259 and the juvenile delinquency variable is -0.501. Since all values fall within the range of -2 to +2, it can be concluded that the research data is normally distributed.

Linearity Test

The linearity test was conducted to determine whether the relationship between variables X and Y is linear.

Table 8. Linearity Test Results

Indicator	Mark	Criteria	Conclusion
Significance f	0,000	< 0,05	Linear relationship

Source: Processed by Researchers, 2026

Based on Table 8 above, the results of the linearity test using regression analysis in Excel yielded a significance F value of 0.000. Because this value is less than 0.05 (Sig. 0.000 < 0.05), it is concluded that there is a linear and significant relationship between variable X and variable Y.

Hypothesis Testing (Correlation)

The correlation test is used to determine the strength of the relationship and the magnitude of the contribution of variable X to variable Y.

Table 9. Hypothesis Test Results (Correlation)

Statistic	Nilai	Information
Correlation coefficient (r)	0,587	Quite strong and positive
Coefficient of determination (R ²)	0,345	Contribution 34.5%
Significance (p)	0,000	Very significant

Source: Processed by Researchers, 2026

The results of the correlation analysis in Table 9 above show a correlation coefficient (r) of 0.587, indicating a moderate/fairly strong and positive relationship. The R-square value of 0.345 indicates that variable X (burnout) contributes 34.5% to variable Y (juvenile delinquency). Meanwhile, the remaining 65.5% is influenced by other factors outside this study. The significance test results show a p-value of 0.000 ($p < 0.05$), thus H_a is accepted. This

proves a significant relationship between variable X (burnout) and variable Y (juvenile delinquency).

Based on the research conducted by the researcher, the results show that burnout has a moderate/sufficient relationship with juvenile delinquency in grade XII students of MAN 5 Ciamis in the 2025/2026 academic year. This implies that the level of burnout in students can significantly influence their juvenile delinquency. The more burnout a student experiences, the higher the likelihood of juvenile delinquency. The results of this study are expected to contribute to the planning of guidance and counseling services in schools so that students are not only given punishment as a form of learning, but also pay attention to their psychological aspects so that it does not have an impact on student behavior that leads to juvenile delinquency.

E. CONCLUSION

The conclusion of this study is that the burnout level of grade XII students at MAN 5 Ciamis in the 2025/2026 academic year is relatively low, and the level of juvenile delinquency among grade XII students at MAN 5 Ciamis in the 2025/2026 academic year is relatively moderate. Furthermore, burnout and juvenile delinquency among grade XII students at MAN 5 Ciamis in the 2025/2026 academic year have a fairly strong and positive relationship with a value of 0.587, meaning that the higher the burnout level, the higher the level of juvenile delinquency, and vice versa, the lower the burnout level, the lower the juvenile delinquency level. The significance value between burnout and juvenile delinquency is $0.000 < 0.05$.

This is the relationship between burnout and delinquency among grade XII students at MAN 5 Ciamis in the 2025/2026 academic year. Future research is expected to be able to apply techniques appropriate to the conditions of burnout and juvenile delinquency in students through a counseling approach tailored to their needs. This study shows the importance of guidance, support, and academic mentoring services for students to help students manage academic pressure to prevent juvenile delinquency.

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