

# **Burnout and emotional intelligence in academic insecurity among Buddhist students in Bandar Lampung**

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**Abstract:** Buddhist students in Bandar Lampung face academic pressure that can trigger burnout and insecurity about their academic abilities. This study aims to determine the significant influence between burnout and emotional intelligence on academic insecurity among Buddhist students in Bandar Lampung. This study uses a survey method with a quantitative approach. The data collection technique uses a questionnaire with a Likert scale. The research population includes 291 students, and the sample is taken using the Solvin formula and the Proportionate Stratified Random Sampling technique. Data analysis was conducted using SPSS (Statistical Package for the Social Sciences) for Windows version 27. The results showed a positive and significant influence between burnout and emotional intelligence on academic insecurity among Buddhist students in Bandar Lampung. In this study, burnout influenced academic insecurity. Emotional intelligence also influenced academic insecurity. Simultaneously, burnout and emotional intelligence together influenced academic insecurity. Thus, the higher the level of Burnout, the higher the level of Academic Insecurity experienced by Buddhist students in Bandar Lampung. The findings indicate the importance of strengthening emotional aspects and the need to develop emotional intelligence-based guidance and counseling programs as well as stress management training on campus. These can be used as preventive strategies against the negative effects of Burnout, especially in the context of Buddhist education. The implication of this study is that the influence of Burnout and Emotional Intelligence on Academic Insecurity reinforces the theory that academic fatigue can reduce students' confidence in facing academic demands. Conversely, high Emotional Intelligence has been proven to reduce the level of Academic Insecurity, which is in line with the theory of emotional intelligence which states that an individual's ability to manage emotions can increase resilience to academic pressure.

**Keywords:** Burnout, Emotional Intelligence, Academic Insecurity

## **1. Introduction**

Education plays a crucial role in shaping the younger generation, not only academically, but also in instilling moral values, national culture, and the spirit of Pancasila [1]. The educational process takes place in two main channels, namely formal channels such as schools and universities, and non-formal channels such as Dhammasekha, Karang Taruna, and Buddhist youth organizations. In the context of higher education, students are faced with academic and social demands that require intellectual intelligence, social skills, and emotional maturity. However, not all students

are able to respond to these demands adaptively. Many of them experience prolonged academic pressure, leading to symptoms of stress, burnout, and feelings of psychological insecurity, known as academic insecurity. This condition reflects students' lack of confidence in their academic abilities, which has the potential to hinder active participation in lectures, reduce motivation to study, and worsen social relationships [2].

Burnout or academic fatigue is one of the main factors that trigger feelings of insecurity in students. Burnout is not only characterized by physical fatigue, but also emotional fatigue, depersonalization, and a decreased sense of self-achievement [3]. The pressure of accumulated tasks, social and family expectations, and comparisons with peers further exacerbate this condition. In such situations, students who lack the ability to manage their emotions will find it easier to feel depressed and lose confidence. This is where the role of Emotional Intelligence becomes important. Emotional intelligence is an individual's ability to recognize, understand, and manage their own and others' emotions effectively. Students with good emotional intelligence will be better able to control stress, be optimistic, and maintain motivation and stability in facing academic challenges [4]. This makes Emotional Intelligence a key variable in preventing the negative effects of burnout on students' insecurity.

This phenomenon also occurs in the city of Bandar Lampung, which is one of the centers of higher education, including for Buddhist students from various regions. In initial observations of Buddhist students in this region, it was found that most of them experienced high academic fatigue due to heavy workloads and busy schedules. However, the level of insecurity experienced by students varied, depending on the level of emotional intelligence possessed by each individual. Based on this background, this study aims to examine the influence of Burnout and Emotional Intelligence on Academic Insecurity among Buddhist students in Bandar Lampung. This study is expected to provide conceptual and practical contributions to the development of a more holistic education, emphasizing the importance of a balance between intellectual intelligence and emotional intelligence in overcoming students' academic and psychological challenges.

Academic Insecurity is a feeling of insecurity, low self-esteem, and self-doubt in the context of formal education, especially in a college environment. This feeling often arises when students feel pressured by high academic demands, compare themselves to others, have unrealistic expectations, and low self-esteem [5], [6], [7], [8].

The causes of Academic Insecurity are classified into internal and external factors. Internal factors include unpleasant personal experiences, parenting patterns, and past trauma [9]. Meanwhile, external factors such as social environment, academic pressure, and high expectations from educational institutions can also exacerbate this condition [10].

Symptoms of academic insecurity manifest as low self-esteem, excessive fear, dependence on comfort zones, and frequent comparisons with others [11], [12]. The impact can disrupt mental health, reduce participation in lectures, and decrease students' critical thinking skills [13], [14].

Feelings of insecurity are described as the result of attachment to the concept of "self" (atta). Teachings such as Sammaditthi, Khanti, and Santutthi are taught to cultivate right view, patience, and self-satisfaction [15]. Suttas such as the Anattalakkhana Sutta and Bhaddekaratta Sutta explain that impermanence (anicca) and mindfulness of the present moment can overcome feelings of insecurity by developing awareness and self-acceptance.

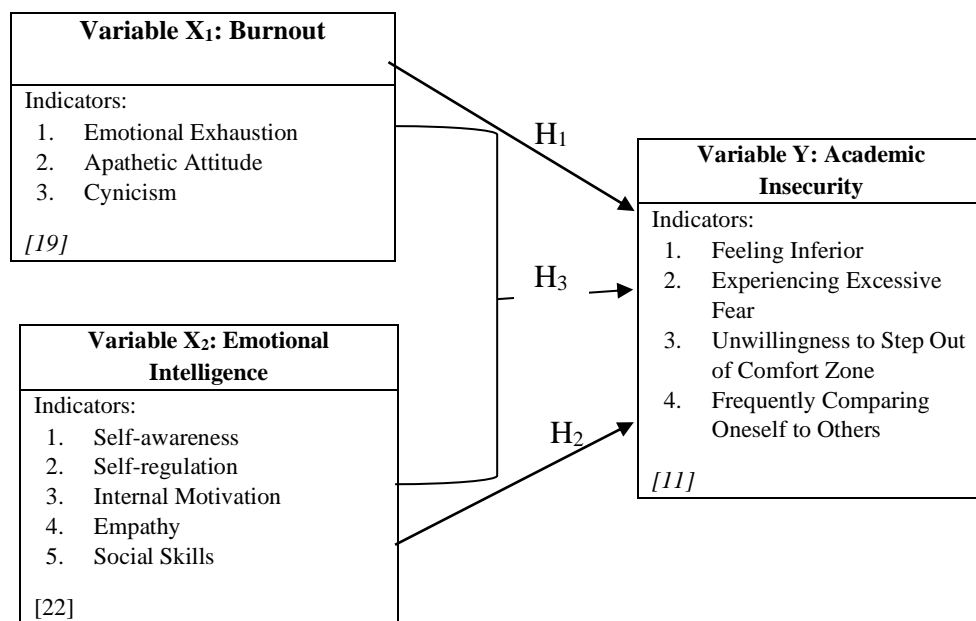
From a Buddhist perspective, feelings of insecurity are a form of mental suffering that can be overcome through the development of wisdom, patience, and understanding of the true nature of the self and life. According to Metta, 2023 explains three important qualities for overcoming insecurity: Sammāditthi (right view), Khanti (patience), and Santutthi (contentment) [15]. These three are part of the practice of Dhamma that cultivates understanding, self-acceptance, and inner peace. In the Samyutta Nikāya (SN 22.59 - Anattalakkhaṇa Sutta), the Buddha taught that feelings of insecurity arise from attachment to a fixed "I" identity. This view is mistaken because in the teaching of Anattā, all experiences, thoughts, and feelings are impermanent and without a core self. It is this attachment to identity that creates feelings of inadequacy and fear of being judged by others.

The concept of Anicca (impermanence) is also important to understand. Insecure people tend to view failure or rejection as permanent, whereas in Dhamma, all things are temporary. Understanding Anicca allows individuals to realize that feelings of insecurity are only temporary mental states that can be overcome. In the Bhaddekaratta Sutta (MN 131), the Buddha advises people not to cling to the past or worry too much about the future. Focusing on the present moment is a way to free oneself from regret and anxiety, which are often the main triggers of insecurity. By practicing mindfulness of the present moment and letting go of attachments, one will be able to restore healthy and realistic self-confidence.

Burnout is a condition of physical, emotional, and mental exhaustion due to long-term academic pressure that is not handled properly [16], [17], [18]. Symptoms of burnout include emotional exhaustion, apathy towards tasks, and cynicism towards the learning process [19]. Factors causing burnout include lack of social support, gender pressure, low self-concept, and social isolation [20]. Burnout manifests itself in affective (depression, crying easily), cognitive (loss of concentration), behavioral (avoiding activities), and motivational (loss of enthusiasm) aspects [21]. In Buddhist teachings, burnout can be mitigated through wisdom (paññā), mindfulness (sati), and mental resilience (khanti). This concept is explained through the Sabbasava Sutta and Dhammacakkappavattana Sutta, which emphasize wise inner observation, self-control, and understanding of the Four Noble Truths (dukkha, samudaya, nirodha, and magga) as a way to free oneself from the suffering of academic burnout.

Emotional Intelligence (EI) is an individual's ability to understand, regulate, and use emotions effectively in daily life, including in an academic environment [23], [24]. EI includes the ability to control oneself, motivate oneself, show empathy, and establish healthy social relationships [24]. The five main aspects of EI are: self-awareness, self-regulation, internal motivation, empathy, and social skills [25]. A person with good EI

is able to cope with pressure, respond to stress adaptively, and build positive social interactions. From a Buddhist perspective, Emotional Intelligence is closely related to sati (mindfulness), which is at the core of meditation practice in the Satipatthana Sutta (MN 10). In addition, the Sabbasava Sutta and Dvedhavitakka Sutta emphasize the importance of observing and replacing negative thoughts with positive ones as a form of self-control and emotional wisdom development.



**Figure 1.** Conceptual design

## 2. METHOD

This study uses a quantitative approach with a correlational method to determine the influence of Burnout and Emotional Intelligence on Academic Insecurity among Buddhist students in Bandar Lampung City. This approach is used to analyze the relationship between variables using statistical techniques, with a positivistic paradigm that emphasizes objectivity and empirically testable measurements. The population in this study consisted of all Buddhist students who were members of five Buddhist Student Activity Units (UKM) at universities in Bandar Lampung City, namely UKM Buddha Dhamma Dipa Universitas Lampung (UNILA), KMB Dhirasena ITERA, UKM Buddhist UBL, UKM Buddha Darmajaya, and UKM Kerohanian STIAB Jinarakkhita. The total population was 291 students. Sampling was conducted using the proportionate stratified random sampling technique with the Slovin formula, resulting in a total sample of 169 students. Samples were taken proportionally from each university to represent the diversity of respondents.

There are three variables in this study, namely Burnout (X<sub>1</sub>), Emotional Intelligence (X<sub>2</sub>), and Academic Insecurity (Y). The Burnout variable is defined as a condition of physical, mental, and emotional exhaustion due to academic pressure, which is measured through indicators of emotional exhaustion, apathy, and cynicism. The

Emotional Intelligence variable is defined as the ability to manage and understand one's own emotions and those of others, measured through five indicators: self-awareness, self-regulation, internal motivation, empathy, and social skills. Academic Insecurity is defined as feelings of academic insecurity, with four indicators: low self-esteem, excessive fear, reluctance to step out of one's comfort zone, and a tendency to compare oneself with others.

Data collection was conducted through a closed questionnaire based on a 5-point Likert scale, ranging from strongly disagree to strongly agree. Before the questionnaire was distributed to the main sample, the validity and reliability of the instrument were tested. The validity test used the Pearson Product Moment correlation technique with a criterion of  $r \geq 0.30$ . Meanwhile, reliability was tested using the Cronbach's Alpha formula, and the instrument was declared reliable if the Cronbach's Alpha value was  $> 0.70$ . The data analysis process was carried out using SPSS version 27.0 software.

The prerequisite tests conducted included normality (using Kolmogorov-Smirnov), homogeneity (using Levene's Test), multicollinearity (using Tolerance and VIF values), and heteroscedasticity (using Glejser's test). The main data analysis technique used was multiple linear regression to see the simultaneous and partial effects of Burnout and Emotional Intelligence on Academic Insecurity. Hypothesis testing was performed using t-tests and F-tests, with a significance level of  $\alpha = 0.05$ . In addition, descriptive analysis was also performed to interpret the level of tendency of each variable based on the interval scale categories, namely very high, high, moderate, low, and very low.

### 3. Results

The initial step in data analysis began with testing classical assumptions to ensure that the multiple linear regression model used met the applicable statistical requirements. Classical assumption testing consisted of normality testing, homogeneity testing, linearity testing, multicollinearity testing, and heteroscedasticity testing. Each test aims to assess the technical validity of the model and avoid violations of basic assumptions that could affect the accuracy of estimates and interpretation of results. Only after these assumptions are met can regression analysis and hypothesis testing be carried out validly and reliably. The research instrument consists of 90 items covering three variables: Burnout, Emotional Intelligence, and Academic Insecurity. The validity test was conducted on 30 student respondents, with the results showing that 82 items met the validity criteria ( $r > 0.361$ ). Furthermore, the reliability test using Cronbach's Alpha showed high reliability values for each variable, namely 0.932 for Burnout, 0.881 for Emotional Intelligence, and 0.933 for Academic Insecurity. This indicates that the instruments used met the requirements of validity and reliability. The first step in analyzing the data in this study was to conduct a reliability test.

The reliability of the instrument was measured using Cronbach's Alpha coefficient, where an instrument is considered to have good reliability if the Cronbach's Alpha value exceeds 0.70 (Ghozali, 2016). The test was conducted on 90 statements that had been declared valid, covering 30 items for the Burnout variable (X1), 30 items for Emotional Intelligence (X2), and 30 items for Academic Insecurity (Y), using SPSS software

version 27. The reliability test results showed that all variables had Cronbach's Alpha values above the minimum threshold. The Burnout variable (X1) obtained a value of 0.932, the Emotional Intelligence variable (X2) obtained a value of 0.881, and the Academic Insecurity variable (Y) obtained a value of 0.933. These three values indicate that all instruments in this study are in the highly reliable category, making them suitable for use in data collection for testing the formulated research model.

**Table 3.1** Results of Instrument Reliability Testing

Variable	Reliability Statistics	
	Cronbach's Alpha	Number of Items
Burnout (X1)	.932	30
Emotional Intelligence X2	.881	
Academic Insecurity (Y)	.933	

Source: Data analysis in 2025 using SPSS version 27

The second stage after conducting the reliability test is to conduct a normality test. The results of the data normality test show a significance value of 0.200, which is greater than 0.05. Thus,  $H_0$  is accepted and it can be concluded that the regression model residuals are normally distributed. This is reinforced by the visualization of the *normal P-P plot* graph, which shows that the distribution of residual points follows a diagonal line, indicating that the regression model meets the normality assumption. Thus, the data is deemed suitable for use in further regression analysis.

**Table 3. 2** Normality Test Results

One-Sample Kolmogorov-Smirnov Test			
		N	Unstandardized Residual
		169	
Normal	Mean		.000000
Parametersa,b	Std. Deviation		11.90305312
Most Extreme	Absolute		.050
Differences	Positive		.043
	Negative		-.050
Test Statistic			.050
Asymp. Sig. (2-tailed)c			.200d
Monte Carlo Sig. (2-	Sig.		.385
tailed)e	99%	Lower Bound	.373
	Confidence	Upper Bound	.398
		Interval	

Source: Data analysis for 2025 using SPSS version 27

The test results show a significance value of 0.200, which is greater than 0.05. Thus,  $H_0$  is accepted and it can be concluded that the regression model residuals are normally distributed. This is reinforced by the visualization of the normal P-P plot graph, which shows that the distribution of residual points follows a diagonal line, indicating that the regression model meets the assumption of normality. Thus, the data is declared suitable

for use in further regression analysis. The next step is to perform a homogeneity test. The following table shows the results of the homogeneity test.

**Table 3.3** Results of the Data Variation Level Test

		Tests of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
Burnout	Based on Mean	.538	1	167	.464
	Based on Median	.787	1	167	.376
	Based on Median and with adjusted df	.787	1	158.653	.376
	Based on trimmed mean	.553	1	167	.458
Emotional Intelligence	Based on Mean	.321	1	167	.572
	Based on Median	.315	1	167	.575
	Based on Median and with adjusted df	.315	1	166.985	.575
	Based on trimmed mean	.334	1	167	.564
Academic Insecurity	Based on Mean	.000	1	167	.997
	Based on Median	.029	1	167	.865
	Based on Median and with adjusted df	.029	1	164.248	.865
	Based on trimmed mean	.002	1	167	.963

Source: Data processed in 2025 using SPSS version 27

The homogeneity test in this study aims to determine whether the variance between data groups is similar, which is one of the prerequisites in regression analysis. The test was conducted using Levene's Test for Equality of Variances through the SPSS version 27 program. The decision criteria were that if the significance value (Sig.) was  $> 0.05$ , it could be concluded that the variance between groups was homogeneous, or there was no significant difference in variance. The test results show that the significance values for the Burnout variable are 0.464, Emotional Intelligence 0.572, and Academic Insecurity 0.997. All of these values are above the significance threshold of 0.05, so it can be concluded that the three variables have homogeneous variances. This means that the data meets the assumption of homogeneity and is suitable for proceeding to the regression analysis stage.

Several stages have been completed, and now we move on to the linearity test stage. This linearity test is divided into two tables. Table 3.4 explains the linear test of Y and X1, while Table 3.5 explains the results of the linear test of Y and X2. More detailed explanations can be found in the tables below.

**Table 3.4** Linearity Test Results for Burnout and Academic Insecurity

ANOVA Table							
			Sum of		Mean		
			Squares	df	Square	F	Sig.
Academic	Between	(Combined)	40942.445	59	693,940	5,045	.000
Insecurity	Groups	Linearity	28,771.273	1	28,771.273	209,152	.000
* Burnout		Deviation	12171.173	58	209,848	1,525	.029
		from Linearity					
	Within Groups		14,994.194	109	137,561		
	Total		55,936.639	168			

Source: Data analysis for 2025 using SPSS version 27

**Table 3.5** Results of the Linearity Test of Emotional Intelligence and Academic Insecurity

ANOVA Table							
			Sum of		Mean		
			Squares	df	Square	F	Sig.
Academic	Between	(Combined)	30931.470	41	754,426	3,832	.000
Insecurity	Groups	Linearity	20,858.159	1	20,858.159	105,938	.000
*		Deviation	10073.311	40	251,833	1,279	.154
Emotional		from					
Intelligence		Linearity					
	Within Groups		25,005.169	127	196,891		
	Total		55,936.639	168			

Source: Data processed in 2025 using SPSS version 27

The linearity test aims to determine whether there is a linear relationship between each independent variable and the dependent variable. A linear relationship is one of the important prerequisites in regression analysis. The test was conducted using ANOVA (Analysis of Variance) analysis with the help of SPSS version 27 software. Based on the results of the linearity test between the Burnout variable and Academic Insecurity, a significance value of deviation from linearity of 0.029 was obtained. Because this value is greater than 0.05, it can be concluded that the relationship between Burnout and Academic Insecurity is linear. Similarly, the results of the linearity test between Emotional Intelligence and Academic Insecurity showed a significance value of 0.154, which is also greater than 0.05. Thus, the relationship between Emotional Intelligence and Academic Insecurity can also be said to be linear. Therefore, the two independent variables in this study meet the linearity assumption required for further regression analysis.

Next, after conducting a linearity test, it is also necessary to conduct a multilinearity test. A multicollinearity test is conducted to determine whether there is a high correlation between the independent variables in the multiple regression model. In this study, two main indicators used to detect multicollinearity are the Tolerance and Variance Inflation Factor (VIF) values. The decision-making guidelines indicate that if



the Tolerance value is  $> 0.10$  and the VIF value is  $< 10.00$ , then the regression model does not indicate multicollinearity. Based on the results of calculations using SPSS version 27, the Tolerance values for the Burnout and Emotional Intelligence variables are 0.674, while the VIF values for both are 1.483. Since all these values are within the specified limits, it can be concluded that the regression model in this study is free from multicollinearity. This means that both independent variables can be included simultaneously in the regression model without causing excessive correlation interference with the dependent variable, namely Academic Insecurity.

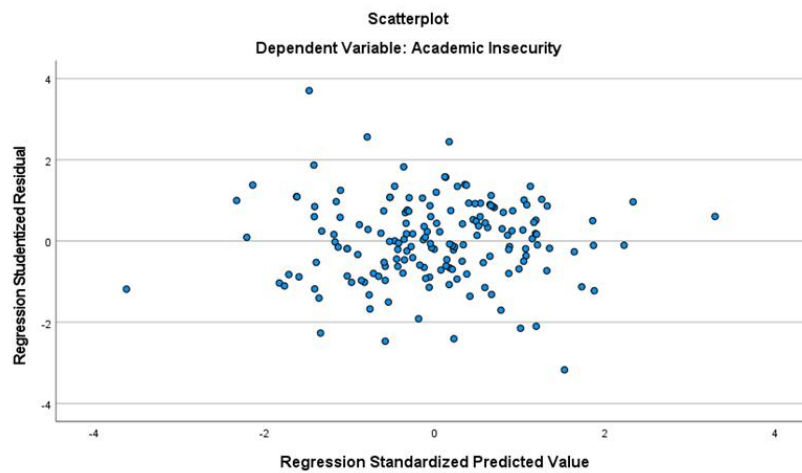
**Table 3.6** Results of Multicollinearity Test

		Coefficients <sup>a</sup>				Collinearity Statistics	
		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.	
Model		B		Beta			VIF
1	(Constant)	-	9.827		-	.017	
		23.686			2.410		
	Burnout	.637	.072	.547	8,868	.000	.674 1,483
	Emotional Intelligence	.574	.118	.299	4,843	.000	.674 1,483

a. Dependent Variable: Academic Insecurity

Source: Data processed in 2025 using SPSS version 27

The next step is to analyze the data by conducting a Heteroscedasticity Test.



**Figure 2.** Scatterplot Source: Data processing in 2025 using SPSS version 27

Figure shows that the points are scattered randomly around the number 0 on the vertical axis (residual). The figure does not form a specific pattern (e.g., tapering, widening, curving, or fan-shaped), and the distribution of points tends to be even on both the left and right sides.

The next step is to test the hypothesis. Hypothesis testing in this study uses the multiple linear regression method, with data obtained through SPSS version 27. The results of testing between the variables of Burnout, Emotional Intelligence, and

Academic Insecurity are shown in the following table, which displays the regression coefficients (B) indicating the magnitude of change in Academic Insecurity for each variable of Burnout and Emotional Intelligence. Significance values are used to test whether there is a significant effect based on the significance criteria for each coefficient, and Standardized Coefficients (Beta) indicate the relative strength of the independent variables' effect on the dependent variable.

**Table 3.7** Results of Multiple Regression Analysis

Coefficients <sup>a</sup>						
		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	-23.686	9.827		-2.410	.017
	Burnout	.637	.072	.547	8,868	.000
	Emotional Intelligence	.574	.118	.299	4,843	.000

a. Dependent Variable: Academic Insecurity

Source: Data processed in 2025 using SPSS version 27

Multiple linear regression analysis was conducted to determine the effect of Burnout ( $X_1$ ) and Emotional Intelligence ( $X_2$ ) on Academic Insecurity ( $Y$ ). Based on the results of data processing using SPSS version 27, the following regression equation was obtained:

$$Y = -23.686 + 0.637X_1 + 0.574X_2$$

The regression coefficient test results show that the Burnout variable has a positive and significant effect on Academic Insecurity ( $\beta = 0.637$ ;  $t = 8.868$ ;  $p < 0.001$ ). Similarly, Emotional Intelligence also shows a significant positive effect on Academic Insecurity ( $\beta = 0.574$ ;  $t = 4.843$ ;  $p < 0.001$ ). This indicates that both an increase in Burnout and Emotional Intelligence contribute to an increase in academic insecurity among Buddhist students in Bandar Lampung.

Simultaneously, the F test produced an F value of 112.051 with a significance of 0.000 ( $p < 0.05$ ), which means that the regression model constructed is significant. Thus, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted, which states that Burnout and Emotional Intelligence together have a significant effect on Academic Insecurity.

These results indicate that Burnout is a major risk factor that increases the tendency for Academic Insecurity, while Emotional Intelligence plays an ambivalent role: although statistically positive, this may reflect a condition in which students with high emotional awareness are also more sensitive to academic pressure. This finding opens up the interpretation that emotional intelligence is not necessarily always a protector, but can also increase awareness of challenges, depending on the context and coping mechanisms possessed by the individual. The following are the results of the determination test ( $R^{(2)}$ ) which can be seen from the determination coefficient values in the following table:

**Table 3.8** Determination Coefficient Values R Square

Model Summary				
Model	R	R Square	Adjusted R-Square	Standard Error of the Estimate
1	.758 <sup>a</sup>	.574	.569	11.975
a. Predictors: (Constant), Emotional Intelligence, Burnout				

Source: Data analysis results for 2025 using SPSS version 27

Based on the output above, the R value obtained is 0.758. This value indicates that there is a strong relationship between the variables of Burnout and Emotional Intelligence together with Academic Insecurity. Since the R value is close to 1, and the R Square value is 0.574, this means that 57.4% of the variation in the Academic Insecurity variable can be explained by the Burnout and Emotional Intelligence variables together. The remaining 42.6% is explained by other factors outside the scope of this study.

In the Burnout variable in the 2024 study of Buddhist students in Bandar Lampung, it was measured using a Likert scale questionnaire consisting of 30 statement items that were declared valid and reliable through instrument validity and reliability tests with five answer options that had scores ranging from 1 to 5. In this study, the Burnout variable has three indicators, namely: Emotional exhaustion, apathy, and cynicism. The calculations in this study were analyzed using the SPSS (Statistical Package for the Social Sciences) for Windows version 27 software program, with the following results.

**Table 3.9** Descriptive Statistics of Burnout Variables

Descriptive Statistics									
	N	Range	Min.	Max.	Sum	Mean	Std		
	Stat.	Stat.	Stat.	Stat.	Stat.	Stat.	Dev.	Var	
Burnout	169	115	35	150	16,825	99.56	1,205	15,660	245,236
Valid N (listwise)	169								

Source: Data processing results for 2025 using SPSS version 27

Based on the results of the data processing above, it is known that the Burnout variable ( $X_1$ ) from the questionnaire completed by 169 respondents obtained data with a Range score of 115, a Minimum score of 35, a Maximum score of 150, a Mean score of 99.56, a Standard Deviation score of 15.660, and a Variance score of 249.838. The Burnout variable consists of 30 statement items divided into 3 indicators.

In this study, the Emotional Intelligence variable among Buddhist students in Bandar Lampung in 2025 was measured using a Likert scale questionnaire consisting of 30 statement items that were declared valid and reliable through instrument validity and reliability tests with five answer options ranging from 1 to 5. In this study, the Emotional Intelligence variable has 5 indicators, namely self-awareness, self-regulation, internal motivation, empathy, and social skills. Then, in this study, the calculations were

analyzed using computer software, namely SPSS (Statistical Package for the Social Sciences) for Windows version 27, with the following results.

**Table 3.10** Descriptive Statistics of Emotional Intelligence Variables

Descriptive Statistics									
	N	Range	Min	Max	Sum	Mean		Std Dev.	Var.
	Stat	Stat	Stat	Stat	Stat	Stat	Std. Error	Stat	Stat
Emotional Intelligence	169	46	78	124	16989	100.53	.731	9,499	90.227
Valid N (listwise)	169								

Source: Data processed in 2025 using SPSS version 27

Based on the results of the data processing above, it is known that the Emotional Intelligence variable ( $X_2$ ) variable from the questionnaire completed by 169 respondents obtained data with a range score of 46, a minimum score of 78, a maximum score of 124, a mean score of 100.53, a standard deviation score of 9.499, and a variance score of 90.227. The Emotional Intelligence variable consists of 30 statement items divided into 5 indicators.

The Academic Insecurity variable in the 2025 Bandar Lampung Buddhist Student study was measured using a Likert scale questionnaire consisting of 30 statement items that were declared valid and reliable through instrument validity and reliability tests with five answer options scoring from 1 to 5. In this study, the Academic Insecurity variable has 4 indicators, including feeling inferior, experiencing excessive fear, unwillingness to leave one's comfort zone, and comparing oneself with others. The calculations in this study were analyzed using the SPSS (Statistical Package for the Social Sciences) for Windows version 27 computer software program with the following results.

**Table 3.11** Descriptive Statistics of the Academic Insecurity Variable

Descriptive Statistics									
	N	Range	Min	Max	Sum	Mean		Std Dev.	Var.
	Stat	Stat	Stat	Stat	Stat	Stat	Std. Error	Stat	Stat
Academic Insecurity	169	116	34	150	16,461	97.40	1,404	18,247	332,956
Valid N (listwise)	169								

Source: Data processing results for 2025 using SPSS version 27

Based on the results of the data processing above, it is known that the Academic Insecurity (Y) variable from the questionnaire completed by 169 respondents obtained data with a Range score of 116, a Minimum score of 34, a Maximum score of 150, a Mean score of 97.40, a Standard Deviation score of 18.247, and a Variance score of

332.956. The Academic Insecurity variable consists of 30 statement items divided into 4 indicators.

#### 4. Discussion

This study aims to determine the effect of burnout and emotional intelligence on academic insecurity among Buddhist students in Bandar Lampung. Regression analysis shows that both independent variables contribute significantly to academic insecurity, both partially and simultaneously. Statistical tests show that burnout has a positive and significant effect on academic insecurity. This indicates that the higher the level of emotional exhaustion, apathy, and cynicism experienced by students, the higher their level of academic insecurity. These findings are in line with the research by Ramadhan (2022), which found that burnout has an impact on increased emotional exhaustion, decreased academic motivation, and feelings of insecurity in the context of learning. Theoretically, this condition can be explained through Lazarus and Folkman's (1984) transactional stress theory, which states that stress arises when external demands exceed an individual's ability to cope. Students who experience burnout show an inability to manage academic stress, leading to increased feelings of insecurity about their academic abilities and future. From a Buddhist perspective, burnout reflects attachment (*upādāna*) to academic results, which ultimately causes suffering (*dukkha*). In the Satipatthana Sutta (MN.10), the Buddha emphasizes the importance of *sati* (mindfulness) and *sampajañña* (clear awareness) to recognize and manage negative mental states. Dhammapada verse 1 also reminds us that the mind is the forerunner of all things. Therefore, students who have negative mindsets due to academic pressure will be more prone to Academic Insecurity.

The results of the study show that Emotional Intelligence has a significant negative effect on Academic Insecurity. Students with high emotional intelligence tend to have the ability to recognize and manage their emotions, as well as respond to academic pressure adaptively. This supports the findings of Widi (2023) and Permatasari (2021), who state that EI plays an important role in reducing burnout and improving academic success. According to Goleman (1995), EI components such as self-awareness, self-regulation, motivation, empathy, and social skills have been proven to strengthen students' ability to face academic challenges. Students who have self-awareness are able to recognize when they feel stressed; self-regulation helps them refrain from impulsive reactions; motivation maintains internal enthusiasm; empathy builds supportive social relationships; and social skills strengthen participation in the learning environment. In the context of Buddhism, emotional intelligence is in line with the practice of Brahma Vihara, namely *Metta* (loving-kindness), *Karuna* (compassion), *Mudita* (sympathy for the success of others), and *Upekkha* (inner balance). Students who possess *upekkha* are not easily shaken by social and academic pressures. They can maintain balance in the face of praise and criticism, as described in the Visuddhimagga's " " and Dhammapada 83. By developing these inner qualities, students have a strong spiritual and emotional foundation to combat feelings of insecurity.

Simultaneously, burnout and emotional intelligence were found to contribute significantly to students' academic insecurity. These findings indicate that academic insecurity is not the result of a single cause, but rather a combination of internal pressure (burnout) and emotional resilience (EI). These findings reinforce the statement by Julfatujahra (2022) and Makki (2023) that burnout can damage students' perception of their abilities and self-esteem, while EI acts as a buffer that mitigates these negative effects. From a Buddhist perspective, the balance between managing inner pressure and developing noble qualities is strongly emphasized. Dhammapada 214 reminds us that attachment to academic perfection will lead to sadness and fear. Conversely, those who are free from attachment will more easily accept imperfection as part of the learning process. Students with full awareness will not identify academic value as an absolute reflection of their self-esteem. This study also implies the importance of spiritual and emotional strengthening in Buddhist higher education. Students need to be equipped with the ability to manage academic stress through secular (EI) and spiritual (sati, Brahma Vihara) approaches, so that they not only survive academically, but also grow mentally and spiritually.

## 5. Conclusion

Based on the results of research and data analysis regarding the influence of Burnout and Emotional Intelligence on Academic Insecurity among Buddhist students in Bandar Lampung, the following conclusions can be drawn. Burnout has a positive and significant effect on Academic Insecurity. The higher the level of burnout experienced by students, the higher their feelings of academic insecurity. Burnout, characterized by emotional exhaustion, apathy, and cynicism, weakens self-confidence and encourages students to shy away from academic challenges. Emotional Intelligence has a significant negative effect on Academic Insecurity. Students with high emotional intelligence are able to recognize, manage, and direct their emotions constructively, thereby suppressing feelings of inferiority, fear, and anxiety in an academic environment. Finally, burnout and emotional intelligence simultaneously have a significant effect on academic insecurity. Academic Insecurity is the result of the interaction between internal pressure and students' emotional adaptive capacity. When burnout increases and EI is low, the risk of academic insecurity will be greater. Conversely, high EI can mitigate the negative effects of burnout. This study confirms that Academic Insecurity is not merely an academic issue, but a reflection of students' psychological and spiritual dynamics. In the Buddhist context, managing the mind through sati (mindfulness), as well as developing noble qualities such as metta, karuna, mudita, and upekkha, can become the inner foundation for fostering academic resilience. The results of this study show that burnout needs to be managed seriously because it directly affects feelings of academic insecurity. Therefore, students are advised to strengthen their emotional intelligence through emotional regulation training, meditation practice, and the development of the qualities of metta, karuna, mudita, and upekkha. The implication is that this can build better psychological resilience and support healthy and spiritually balanced academic achievement. These findings provide a basis for the development of Buddhist value-

based character and spiritual development programs. A concrete suggestion is to provide psychological counseling services and structured mindfulness training. The implication is that this not only improves academic quality but also creates a supportive and mindfulness-based learning environment. This study opens up opportunities for further exploration of the relationship between spiritual and psychological variables in an academic context. It is recommended that future studies expand the scope of participants and use qualitative or mixed methods approaches. The implication is that this approach can enrich Buddhist academic literature and educational psychology in Indonesia, as well as provide a basis for contextual cultural and religious-based educational interventions.

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