

## Explanation of Subjective Well-Being from School Burnout or Sensation Seeking: Which is the Biggest Predictor for Religious Students

M. Fadli Nugraha |  | [prof.dr.mfn@gmail.com](mailto:prof.dr.mfn@gmail.com)  
Medan Area University, Faculty of Psychology, Medan, Indonesia

### Abstract

This study establishes a clear correlation between positive and negative emotions, subjective well-being, school burnout, and sensation seeking in religious students. The survey design employed a cross-sectional technique on a convenience sample of 205 religious students. The data was collected using the classical arrangement of each class in the school after obtaining approval for research procedures and ethical codes from the research institute. Data collection instruments included the Positive Affect Negative Affect scale, School Burnout Inventory, and Brief Sensation-seeking. The study results confidently indicate that positive emotions have a negative relationship with school burnout, but at the same time, a stronger positive relationship with school burnout than negative emotions. Sensation seeking is a significant predictor of both positive and negative emotions. Therefore, it is reasonable to hypothesize that sensation seeking may mediate the relationship between positive and negative variables. Further research is needed to confirm this hypothesis. The implications and suggestions have been discussed in this study.

**Keywords:** Positive affection, Negative affection, Burnout, Sensation seeking

### Citation

Nugraha, M. F. (2024). Explanation of subjective well-being from school burnout or sensation seeking: which is the biggest predictor for religious students. *International Journal of Contemporary Educational Research*, 11(1), 55-63. <https://doi.org/10.52380/ijcer.2024.11.1.329>

Received	16.12.2022
Accepted	01.02.2024
Publication	25.03.2024
Peer-Review	Double anonymized - Double Blind
Plagiarism Checks	Yes – iThenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	<a href="mailto:ijceroffice@gmail.com">ijceroffice@gmail.com</a>
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.
Copyright & License	Authors publishing with the journal retain the copyright to their work licensed under the <b>CC BY-NC 4.0</b> .

## Introduction

Religious schools in Indonesia, also known as 'pesantren' or boarding schools, focus solely on the study of Islam. They effectively shape the character of their students, known as 'santri', by instilling religious values and promoting independence (Oktari & Kosasih, 2019; Syafe'i, 2017). Religious students differ from public school students in terms of religiosity, but not in emotional stability (Rahmatillah, 2022). Literature suggests that religious students generally have good welfare due to their social relations (Nindya, 2022), self-worth, and closeness to God (Muliadi & Hidayat, 2022), indicating their possession of strong religious values compared to students in regular schools.

Religiosity is generally considered positive, but it is important to recognize that students are still teenagers who may be susceptible to delinquency. These negative behaviors can have a detrimental effect on their enthusiasm for learning. However, by acknowledging and addressing these issues, we can help students restore their mental stability and avoid engaging in harmful behaviors. As experts in education, we have the tools and knowledge to guide students towards positive outcomes. In 2022, students face various pressures, including religious school regulations imposed by higher classes, which can lead to bullying of lower classes (Emilda, 2022; Hesfi & Sofia, 2022). Although new students may experience high levels of emotional stress due to bullying and adjusting to new environments (Roihanah & Arsy, 2022), it is important to note that some argue that bullying can have positive effects (Ulum, 2021).

Religious students experience negative emotions due to perceived lack of success in their education (Ismiradewi et al., 2021). Attending religious schools has a significant impact on the welfare of these students (Rohayati et al., 2022). According to Munif et al. (2021), pursuing education during the pandemic can be achieved without the need for psychological services for prevention and treatment within religious schools. However, Nurina & Hermatasiyah (2022) suggest that the absence of such internal services may lead to increased stress or pressure among students undergoing education in religious schools. According to research conducted by Zahara et al. (2022) and Khairiyah et al. (2022), individuals with self-regulation abilities can effectively manage stress or pressure by focusing on regulating their own emotions, as suggested by Hasanah and Sa'adah (2021). It is important to note that this approach does not require changing the problems that may arise.

The pressure felt by religious students in the academic process repeatedly can cause emotional exhaustion and the presence of a state of cynicism where this concept is also called burnout. This concept was originally explained in an industrial and organizational context (Maslach & Jackson, 1981) but as burnout research develops, currently feeling tired and cynical is not only felt and occurs in a worker in a human and industrial service environment but also experienced by students (Fahmi & Widyastuti, 2018) so that in this case religious students can also feel burnout because school is the context in which they work because they have to comply with all the rules and make certain achievements from what is expected from the education provider.

Religious students experience emotional exhaustion and cynicism, but they also have their own way of recognizing positive and negative emotions, commonly referred to as subjective well-being. This concept is crucial in one's life. Religious students can improve their well-being through various methods. They must maintain motivation and carry out activities in life to achieve happiness.

Subjective well-being is a term that is closely related to happiness (Dewi & Nasywa, 2019) and this concept is included in positive psychology studies (Akhtar, 2019) and in it there are three broad categories to explain broader subjective well-being, namely virtue or chastity, life satisfaction, and positive affect are greater than negative (Diener, 1984) but now broadly speaking this concept is divided into two parts, namely the concept of positive and negative affect so that it is included in the bipolar concept. At present we can be sure that in general everyone in search of happiness will be divided into two types, namely those who seek happiness in negative ways and there are also positive ones. The negative way is those who seek happiness but cause ugliness on the other side, for example students who want high grades on assignments or exams but don't study so as to meet the need for these values they prefer to do bad or harm themselves and other people such as cheating or being dishonest in seeking that value. While the positive way is those who really work hard to study in order to get high scores.

On the other hand, religious students are also ordinary people and they are still in a period of physical and psychological development, so it is quite common to see religious students being punished in religious schools. Small violations are quite routine and major violations are always there even though they are rare and this explains that religious students participate or respond to many stimuli and cannot control them to be able to always fulfill their experiences (Zuckerman et al., 1964). So that it can be ascertained that this concept is also called sensation

seeking which occurs in religious students in a religious school as Zuckerman explains that sensation seeking is an individual trait characterized by a continuous desire to seek sensations and experiences that are complex, always new, and intense, and also the willingness to take physical, social, legal, and financial risks to get there. So that is the main point.

Previously it was explained that subjective well-being can provide variations in the rise or fall of burnout in academics like previous literature which explains that subjective well-being is positively related to a student's academic achievement (Salekha & Suryati, 2020) and negatively related to a student's academic stress. (Achmad & Wahyudi, 2022). Religious students are said to be prosperous because of their high religiosity and of course this is academic achievement in religious schools but at the same time experiencing burnout so this leads to the question in this study, namely whether the concept of positive and negative affection from subjective well being is related to burnout and sensation seeking?

The first hypothesis (H1) proposed in this study is that there is a negative relationship between positive emotions from subjective well being and burnout. Meanwhile, the second hypothesis (H2) proposed in this study is that there is a positive relationship between negative emotions from subjective well being and burnout. The positive and negative correlations proposed are based on several previous studies which explain that quite a lot have accepted their alternative hypothesis by accepting that there is a negative relationship between subjective well being and burnout. This relationship can be proven from a variety of samples such as teachers (Andriany et al., 2021) workers such as male and female doctors (Wang et al., 2020) and hospital workers (Jia et al., 2021) field workers such as police (Lan et al., 2021) and of course students (Gundogan, 2022).

## Method

### Procedure

The procedures and code of ethics in this study were approved by the code of ethics committee from the Faculty of Psychology from Medan Area University with approval letter No: 72/FPSI/02.5/V/2022. The purpose of this study is to explain the positive and negative affective relationships of subjective well-being related to burnout and sensation seeking in religious students as the sample. data collection was carried out directly in the classroom classically in the morning by cross-sectional method.

### Participants

The sample in this study was taken from religious students at "*Sabilul Mukminin*" religious school with a total of  $n = 205$  religious students. This study is non-parametric with non-probability sampling so that the samples in this study are those who feel comfortable filling out an informed consent form to follow it to completion or how to choose the sample which is commonly called convenience sampling. All samples collected were in the 2nd grade of high school and all of them were boys aged between 16 or 17 years. Because the sampling location is an Islamic boarding school, then boys and girls are not in the same area (school and dormitory).

### Measurement

This study uses the positive affect negative affect schedule scale to see positive and negative affect on the sample, where this scale is also a bipolar scale which describes the two positive and negative poles, each consisting of 10 items. Then the sample is asked to respond to different emotional states. happened in the last week. As for examples of items in positive emotions, namely "excited" while examples of negative items are "upset". This scale contains 20 items ranging from 1 = (almost never) to 5 = (almost always). The items are a set of positive and negative words that will describe the emotional situation of the sample in the past week with a consistent alpha value for each item that is on average greater than eight ( $\alpha > .08$ ) (Akhtar, 2019).

Then, using the school burnout inventory scale which consists of the emotional exhaustion factor which consists of 5 items and cynicism which consists of 4 items (Rahman, 2020). As for one item of emotional exhaustion, namely "I feel overwhelmed with school/college assignments" while for the example of a cynicism item, namely "I feel I have lost interest in completing school/college assignments". The desired response on this scale starts from the range 1 = (strongly disagree) to 5 = (strongly agree).

then there is the brief sensation-seeking scale which is formed from four factors, namely Thrill-seeking, Experience seeking, Boredom susceptibility, Disinhibition (Bagaskara, 2021). Overall there are 8 items with an example of

one item from Experience seeking namely "I want to visit various foreign places" and the responses to answers from this scale start from the range 1 = (strongly disagree) to 5 = (strongly agree).

## Results

Religious students responded most positively to the variable of positive emotion, while sensation seeking was the lowest. All variables remained within the normal category based on the slope and sharpness of the data. All variables have sufficient alpha values, including Boredom susceptibility, which is part of the Sensation seeking variable. While it may be considered inconsistent, this variable is still a factor of the main variable and therefore should be included in the analysis of this study.

Overall, the average empirical data of the positive emotion variable of religious students is included in the high category ( $M = 33$ ,  $SD = 6.06$ ) with the lowest average distance of 14 to the highest of 49. In contrast to the results of the empirical average of negative emotion variables which is included in the moderate category ( $M = 28$ ,  $SD = 7.25$ ) with an average distance of the lowest score 11 to the highest score of 48. Likewise with the empirical average of the school burnout variable which is also included in the moderate category ( $M = 30$ ,  $SD = 7.17$ ) with the lowest average distance of 13 to the highest value of 52. Then finally there is the average of the sensation seeking variable which is included in the high category ( $M = 25.5$ ,  $SD = 38$ ) with the lowest average distance of 11 up to a high of 38.

Table 1. Description of each variable

Variabel	M	SD	S	SES	K	SEK	$\alpha$
Positive emotional	33.044	6.068	-0.261	0.17	0.16	0.338	0.763
Negative emotional	28.327	7.25	0.157	0.17	-0.136	0.338	0.83
School burnout	30.01	7.173	0.15	0.17	0.424	0.338	0.805
Emotional Exhaustion	17.205	3.929	-0.05	0.17	0.734	0.338	0.594
Cynism	12.805	3.945	0.166	0.17	0.037	0.338	0.777
Sensation seeking	25.498	5.107	0.039	0.17	-0.015	0.338	0.702
Experience seeking	7.107	1.804	-0.369	0.17	-0.135	0.338	0.547
Boredom susceptibility	5.878	1.612	0.193	0.17	-0.189	0.338	0.081
Thrill & adventure seeking	6.088	2.077	-0.052	0.17	-0.531	0.338	0.694
Disinhibition	6.424	1.648	0.148	0.17	-0.057	0.338	0.246

\*S=Skewness, SES=Skewness, K=Kurtosis, SEK=Kurtosis,  $\alpha$ =Cronbach's

All latent variables are in the normal category which can be seen from the skewness (s) and kurtosis (k) values with a standard range of acceptance values from +2 to -2 and based on empirical data the positive emotional variables are still in the normal category and have good reliability with a value of ( $s = -1.5$ ,  $k = .50$ ,  $\alpha = 76$ ), then there is negative emotional value ( $s = .92$ ,  $k = -.40$ ,  $\alpha = 83$ ) then there is school burnout variable with value ( $s = .90$ ,  $k = 1.25$ ,  $\alpha = 80$ ) and finally there is sensation seeking with a value ( $s = .23$ ,  $k = -0$ ,  $\alpha = 70$ ).

Table 2. Correlation of each variable

Variable	1	2	3	4	5	6	7	8	9	10
1. Positive emotional	—									
2. Negative emotional	-0.065	—								
3. School burnout	-0.266***	0.432***	—							
4. Emotional Exhaustion	-0.222**	0.358***	0.911***	—						
5. Cynism	-0.262***	0.429***	0.911***	0.66***	—					
6. Sensation seeking	0.226**	0.252***	0.121	0.089	0.131	—				
7. Experience seeking	0.202**	0.227**	0.125	0.117	0.11	0.772***	—			
8. Boredom susceptibility	0.188**	0.058	-0.069	-0.055	-0.07	0.575***	0.288***	—		
9. Thrill & adventure seeking	0.173*	0.175*	0.102	0.075	0.111	0.81***	0.492***	0.295***	—	
10. Disinhibition	0.078	0.255***	0.176*	0.107	0.214**	0.671***	0.395***	0.117	0.423***	—

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

The correlation results from the Pearson formula explain that positive emotions can provide predictions for school burnout and each variable of school burnout has a negative relationship with all variables, such as positive emotions with emotional excitement ( $r = -.22$ ) and cynicism ( $r = -.26$ ). Then these results also explain that negative emotion variables can provide predictions for school burnout and each variable of school burnout has a positive relationship with each variable such as emotional excitement ( $r = .36$ ) and cynicism ( $r = .43$ ). Furthermore, there are positive emotions that can provide predictions for sensation seeking as a whole, but there is only one variable that is reported to have no significant relationship, such as the relationship between positive emotions and disinhibition. While positive emotions have a positive relationship with experience seeking ( $r = .20$ ) boredom susceptibility ( $r = .18$ ) thrill & adventure seeking ( $r = .17$ ). In the last correlation there is a negative emotional relationship that can provide predictions for sensation seeking and each variable that represents sensation seeking. These results explain that there is only one variable that gives insignificant results, namely boredom susceptibility, and the rest can be predicted with negative emotions such as experience seeking ( $r = .22$ ) thrill & adventure seeking ( $r = .17$ ) disinhibition ( $r = .25$ ).

## Discussion

The issue of student welfare has become a hot topic of discussion because every country seeks to improve the quality of their respective education, including Indonesia, which according to data on educational capabilities represented by several basic abilities is reported to be still below the average expected of a group of countries around the world (OECD, 2019) so that pressure in education, specifically pressure in the realm of cognition, is considered to be able to improve the quality of education. But on the other hand this growth in quality is followed by physical fatigue in students which is rarely seen in education because this concept is not visible directly and this phenomenon is known as school burnout so that when improving quality in education it should also be in line with mental balance which is directly affect the quality of education itself (Seijts et al., 2021).

This article confidently discusses the concept of well-being in terms of positive and negative emotions. It asserts that the higher a person's positive emotions, the lower their negative emotions. The article cites several studies that support this claim, including Andriany et al. (2021), Gundogan (2022), Jia et al. (2021), Lan et al. (2021), and Wang et al. (2020), which all found that high levels of positive emotions are associated with a lower likelihood of experiencing negative concepts, such as burnout in religious students. If an individual experiences high levels of negative emotions, there will be a corresponding decrease in positive emotions. School burnout is a well-established concept that explains physical fatigue and feelings of cynicism present in students today (Rahman, 2020). The high investment in education can potentially cause psychological disorders in students (Loscalzo & Giannini, 2020).

The previous results accept the first hypothesis where positive emotions are known to predict a negative relationship to the negatively charged school burnout variable. meaning that when students have high positive emotions, simultaneously these variables reduce school burnout felt by students. Their negative relationship is known to be not too large even though it is significant as with school burnout and all its factors ( $r < .50$ ) so this value can explain that the positive state of students has not really been able to reduce the school burnout they received while in education and not the magnitude of the relationship. This is also in line with previous research which explains that sensation seeking needs support from other variables which will mediate between sensation seeking and welfare (Kaşıkçı & Peker, 2022). In line with that, these empirical results also accept the second hypothesis where every negative emotion can predict school burnout in a positive direction where the higher the negative emotions of students, the greater the potential for the presence of school burnout in religious students and these results explain that the relationship of this variable is higher than positive emotions with school burnout. This means that the negative emotions present in students have a stronger potential to predict the presence of school burnout than the positive emotions experienced by students. Negative emotional states in students have the potential to create emotional exhaustion and cynicism with a more moderate relationship ( $r = \pm .50$ ) than positive emotions.

The results strongly support the third and fourth hypotheses, indicating a positive correlation between sensation seeking and both positive and negative emotions. These findings are consistent with the notion that sensation seeking is a neutral concept (Lelyana et al., 2022), capable of predicting a wide range of outcomes. It is important to note that the disinhibition variable has no significant correlation with positive emotions, and similarly, boredom susceptibility has no significant relationship with negative emotions.

This demonstrates that sensation seeking is a variable that supports both positive and negative concepts. The strong relationship between sensation seeking and negative emotions, such as higher disinhibition factors, is supported, rather than positive emotions like experience seeking and thrill & adventure seeking. The language used is clear,

objective, and value-neutral, avoiding biased or emotional language. The sentence structure is simple and the technical terms are explained when first used. The text is free from grammatical errors, spelling mistakes, and punctuation errors. No new content has been added to the text. The variable for susceptibility to boredom has a stronger relationship with positive emotions than with negative emotions. However, there is more sensation seeking associated with negative emotions than with positive emotions when considering the relationship between the two. This is supported by a significant amount of literature that highlights a strong relationship between sensation seeking and negative emotions. It should be noted that not all situations will necessarily apply the same principles.

## **Conclusion**

This study confidently concludes that positive emotions have a negative correlation with school burnout in religious students. It is worth noting that the positive relationship is stronger than that of negative emotions with school burnout in religious students. The previously explained phenomenon of religious students experiencing negative emotions when studying at religious schools supports the idea that the presence of negative emotions can increase school burnout in all religious students at such schools. Sensation seeking is a significant predictor of both positive and negative emotions. Further research is needed to explore whether sensation seeking can mediate the relationship between other variables, such as the association between positive and negative variables. It is worth noting that previous literature has consistently shown that sensation seeking is stronger in men than in women (Nagel et al., 2019).

## **Acknowledgements or Notes**

Thank you and be grateful to Sabilul Mukminin Islamic boarding school for providing the opportunity to collect data on the students..  
report

## **Ethical Approval**

Ethical permission (No:72/FPSI/02.5/V/2022) was obtained from Faculty of Psychology, Medan Area University, Medan, Indonesia.

## References

- Achmad, H. R., & Wahyudi, H. (2022). Hubungan stres akademik dan subjective well-being pada anak dan remaja selama pembelajaran daring [The relationship between academic stress and subjective well-being in children and adolescents during online learning]. *Jurnal Riset Psikologi*, 1(2), 93–99. <https://doi.org/10.29313/jrp.v1i2.460>
- Akhtar, H. (2019). Evaluasi properti psikometris dan perbandingan model pengukuran konstruk subjective well-being [Evaluation of psychometric properties and comparison of measurement models of the subjective well-being construct]. *Jurnal Psikologi*, 18(1), 29. <https://doi.org/10.14710/jp.18.1.29-40>
- Andriany, A. R., Pratiwi, A. M. A., & Pertiwi, M. (2021). Hubungan antara subjective well-being dengan burnout pada guru anak berkebutuhan khusus selama pandemi covid-19 [The relationship between subjective well-being and burnout in teachers of children with special needs during the Covid-19 pandemic]. *Syntax Idea*, 3(4), 6. <https://doi.org/10.36418/syntax-idea.11542684-883X>
- Aulia, S. R., & Susanti, M. (2022). Hubungan sensation seeking dengan kecanduan mobile legend pada mahasiswa Fakultas Kedokteran Universitas Islam Sumatera Utara [The relationship between sensation seeking and mobile legend addiction in students at the Faculty of Medicine, Islamic University of North Sumatra]. *Jurnal Kedokteran Dan Kesehatan-Fakultas Kedokteran Universitas Islam Sumatera Utara*, 21(1), 100–106.
- Ayuningtyas, A. D., & Amawidyati, S. A. G. (2021). Sensation seeking dan problematic mobile phone use pada mahasiswa [Sensation Seeking and Problematic Mobile Phone Use in Students]. *Intuisi : Jurnal Psikologi Ilmiah*, 13(1), 71–82. <https://journal.unnes.ac.id/nju/index.php/INTUISI/article/view/27286>
- Bagaskara, S. (2021). Adaptation and assessment of psychometric properties of the brief sensation-seeking scale in an Indonesian general sample. *Jurnal Pengukuran Psikologi Dan Pendidikan Indonesia (JP3I)*, 10(2), 158–171. <https://doi.org/10.15408/jp3i.v10i2.21618>
- Callahan, C. E., Kossman, M. K., Mihalik, J. P., Marshall, S. W., Gildner, P., Kerr, Z. Y., Cameron, K. L., Houston, M. N., Mrazik, M., & Register-Mihalik, J. K. (2022). Association between sensation-seeking behaviors and concussion-related knowledge, attitudes, perceived norms, and care-seeking behaviors among collegiate student-athletes. *Journal of Sports Science and Medicine*, 21(1), 33–42. <https://doi.org/10.52082/jssm.2022.33>
- Dewi, L., & Nasywa, N. (2019). Faktor-faktor yang mempengaruhi subjective well-being [Factors that influence subjective well-being]. *Jurnal Psikologi Terapan Dan Pendidikan*, 1(1), 54–62.
- Diener, E. (1984). Subjective well-being. *Psychological Bulletin*, 95(3), 542–575. <https://doi.org/10.1037/0033-2909.95.3.542>
- Emilda, E. (2022). Bullying di Pesantren: jenis, bentuk, faktor, dan upaya pencegahannya [Bullying in Islamic Boarding Schools: types, forms, factors and prevention efforts]. *Sustainable Jurnal Kajian Mutu Pendidikan*, 5(2), 198–207. <https://doi.org/https://doi.org/10.32923/kjimp.v5i2.2751>
- Fahmi, A. R., & Widyastuti, W. (2018). Hubungan antara hardiness dengan burnout pada santri pondok pesantren persatuan islam putra bangil [The relationship between hardiness and burnout in students at the Putra Bangil Islamic Boarding School]. *Jurnal Psikologi Poseidon*, 12(1), 66–73. <https://journal-psikologi.hangtuah.ac.id/index.php/jurnal1/article/view/11>
- Fathlistya, W., & Mustika, M. D. (2021). How perceived individual safety attitude helps to explain the relationship between sensation seeking and risk-taking propensity in the prediction of individual work performance. *Jurnal RAP (Riset Aktual Psikologi Universitas Negeri Padang)*, 11(2), 191. <https://doi.org/10.24036/rapun.v11i2.110589>
- Grashinta, A., & Nisa, U. K. (2018). Pengaruh konformitas dan risk perception terhadap sensation seeking behavior pada remaja pengendara sepeda motor di bawah umur [The influence of conformity and risk perception on sensation seeking behavior in adolescent motorcyclists]. *Psikosains*, 13(1), 1–16.
- Gundogan, S. (2022). The relationship of covid-19 student stress with school burnout, depression and subjective well-being: adaptation of the covid-19 student stress scale into Turkish. *Asia-Pacific Education Researcher*. <https://doi.org/10.1007/s40299-021-00641-2>
- Hasanah, U., & Sa'adah, N. (2021). Gambaran stress dan strategi coping pada santri tahfidz di Pondok Pesantren Al-Mahrusiyah Asrama al-'Asyiqiyah [Description of Stress and Coping Strategies among Tahfidz Students at the Al-Mahrusiyah Islamic Boarding School, al-'Asyiqiyah Dormitory]. *Scholastica: Jurnal Pendidikan Dan Kebudayaan*, 3(2), 1–16. <http://jurnal.stitnualhikmah.ac.id/index.php/scholastica/article/view/1055>
- Hesfi, F. F., & Sofia, L. (2022). Maskulinitas beracun dan kecenderungan melakukan perundungan pada santri senior laki-laki di Pesantren X [Toxic masculinity and bullying tendencies in senior male students at X Islamic Boarding School]. *Psikoborneo: Jurnal Ilmiah Psikologi*. <http://e-journals.unmul.ac.id/index.php/psikoneo/article/view/8466>
- Ismiradewi, Purnamasari, A., & Rahma, A. N. (2021). School well-being dan dukungan sosial terhadap



- kecenderungan perundungan di Pesantren [School well-being and social support against bullying tendencies in Islamic Boarding Schools]. *Jurnal Psikologi Ilmiah*, 13(9), 100–110.
- Jia, Z., Wen, X., Lin, X., Lin, Y., Li, X., Li, G., & Yuan, Z. (2021). Working hours, job burnout, and subjective well-being of hospital administrators: An empirical study based on china's tertiary public hospitals. *International Journal of Environmental Research and Public Health*, 18(9). <https://doi.org/10.3390/ijerph18094539>
- Kaşıkçı, F., & Peker, A. (2022). The mediator role of resilience in the relationship between sensation-seeking, happiness and subjective vitality to cite this article: the mediator role of resilience in the relationship between sensation-seeking, happiness and subjective vitality. *International Journal of Contemporary Educational Research*, 9(1), 115–129.
- Khairiyah, U., Rahayu, P. E., & Agusti, A. (2022). Manajemen stres untuk meningkatkan kebahagiaan [Stress management to increase happiness]. *Communnity Development Journal*, 3(2), 678–681. <https://doi.org/https://doi.org/10.31004/cdj.v3i2.4588>
- Lan, X., Liang, Y., Wu, G., & Ye, H. (2021). Relationships among job burnout, generativity concern, and subjective well-being: A moderated mediation model. *Frontiers in Psychology*, 12(February), 1–9. <https://doi.org/10.3389/fpsyg.2021.613767>
- Lelyana, M. L. S., Siregar, R. E., & Mustika, M. D. (2022). Is sensation-seeking always bad? the role of sensation-seeking in predicting individual work role performance. *Psikologika: Jurnal Pemikiran Dan Penelitian Psikologi*, 27(1), 15–22. <https://doi.org/10.20885/psikologika.vol27.iss1.art2>
- Loscalzo, Y., & Giannini, M. (2020). Studyholism inventory (SI-10): A short instrument for evaluating study obsession within the heavy study investment framework. *Europe's Journal of Psychology*, 16(4), 688–706. <https://doi.org/10.5964/ejop.v16i4.1911>
- Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Organizational Behavior*, 2(2), 99–113. <https://doi.org/10.1002/job.4030020205>
- Muliadi, R., & Hidayat, B. (2022). A systematic literature review: happiness of santri in pesantren. *Psikis: Jurnal Psikologi Islami*, 8(1), 63–76. <https://doi.org/10.19109/psikis.v8i1.11521>
- Munif, M., Rizqiyah, E. F., & Fatimah, S. (2021). Improvement of student wellbeing of students through motivation institutions at Pondok Pesantren Nurul Jadid Paiton Probolinggo. *Pedagogik: Jurnal Pendidikan*, 8(2), 292–311. <https://doi.org/https://doi.org/10.33650/pjp.v8i2.1991>
- Nagel, B. J., Morales, A. M., Boyd, S. J., Mackiewicz Seghete, K. L., Johnson, A. J., & De Bellis, M. D. (2019). Sex differences in the effect of nucleus accumbens volume on adolescent drinking: The mediating role of sensation seeking in the NCANDA sample. *Journal of Studies on Alcohol and Drugs*, 80(6), 594–601. <https://doi.org/10.15288/jsad.2019.80.594>
- Nindya, A. R., & Muhid, A. (2022). Pentingnya social support untuk meningkatkan subjective well-being santri pondok pesantren: a systematic literature review [The importance of social support to improve the subjective well-being of islamic boarding school students: A systematic literature review]. *Tarbawy: Jurnal Pendidikan Islam*, 9(1), 51–62. <https://doi.org/https://doi.org/10.32923/tarbawy.v9i1.2405>
- Nurina, P., & Hermatasyah, N. (2022). kesehatan mental remaja usia sma selama pandemi covid 19 (studi komparatif pondok pesantren dan sekolah umum) [Mental health of high school age adolescents during the Covid 19 pandemic (comparative study of Islamic boarding schools and public schools)]. *Jurnal Consulenza: Jurnal Bimbingan Konseling Dan Psikologi*, 5(2), 171–179. <https://doi.org/https://doi.org/10.56013/jcbkp.v5i2.1642>
- OECD. (2019). PISA 2018 Results (Volume I): What Students Know and Can Do. In PISA, OECD Publishing (Vol. 1). pARIS: PISA, OECD Publishing. <https://doi.org/https://doi.org/10.1787/5f07c754-en>
- Oktari, D. P., & Kosasih, A. (2019). Pendidikan karakter religius dan mandiri di Pesantren [Religious and independent character education in Islamic boarding schools]. *Jurnal Pendidikan Ilmu Sosial*, 28(1), 42. <https://doi.org/10.17509/jpis.v28i1.14985>
- Permadani, F. D., & Jannah, M. (2022). Relationship between sensation seeking and risk-taking behavior on mountain climber [Relationship between sensation seeking and risk-taking behavior in mountain climbers]. *Juara: Jurnal Olahraga*, 7(2), 342–354. <https://doi.org/10.33222/juara.v7i2.1661>
- Rahman, D. H. (2020). Validasi school burnout inventory versi bahasa Indonesia [Validation of the Indonesian version of the school burnout inventory]. *Jurnal Penelitian Ilmu Pendidikan*, 13(2), 85–93. <https://doi.org/10.21831/jpipfip.v13i2.32579>
- Rahmatillah, I. (2022). Perbandingan stabilitas emosi dan religiusitas siswa-siswi SMP Pondok Pesantren dengan siswa-siswi SMP umum di kota Banda Aceh [Comparison of emotional stability and religiosity of Islamic boarding school junior high school students with general junior high school students in the city of Banda Aceh]. *Jurnal Kedokteran Syiah Kuala*, 22(1), 11–15. <https://doi.org/10.24815/jks.v22i1.21154>
- Rohayati, N., Anwar, A. S., & Hajjiah, N. (2022). Stres akademik, religiusitas dan psychological well-being pada



- remaja di Pesantren Raudhatul Irfan [Academic stress, religiosity and psychological well-being among teenagers at the Raudhatul Irfan Islamic Boarding School]. *Psychophedia Jurnal Psikologi Universitas Buana Perjuangan Karawang*, 7(1), 46–56.
- Roihanah, S., & Arsy, G. R. (2022). Gambaran tingkat stres pada santri baru di pondok pesantren roudlotusysyubban desa Tawangrejo Winong Pati [Description of stress levels in new students at the Roudlotusysyubban Islamic boarding school in Tawangrejo Winong Pati village]. *Jurnal Profesi Keperawatan*, 9(2), 88–97. <http://jurnal.akperkridahusada.ac.id/index.php/jpk/article/view/127>
- Salekha, A. F., & Suryati, T. (2020). Stres berhubungan dengan prestasi belajar pada siswa kelas 7 [Stress is related to learning achievement in grade 7 students]. *Jurnal Ilmiah Kesehatan Jiwa*, 2(2), 89–94. <http://www.jurnal.rs-amino.jatengprov.go.id/index.php/JIKJ/article/view/20>
- Seijts, G. H., Monzani, L., Woodley, H. J. R., & Mohan, G. (2021). The effects of character on the perceived stressfulness of life events and subjective well-being of undergraduate business students [The effects of character on the perceived stressfulness of life events and subjective well-being of undergraduate business students]. *Journal of Management Education*, 46(1), 106–139. <https://doi.org/10.1177/1052562920980108>
- Suryana, E., Wulandari, S., Sagita, E., & Harto, K. (2022). Perkembangan masa remaja akhir (tugas, fisik, intelektual, emosi, sosial dan agama) dan implikasinya pada pendidikan [Development of late adolescence (task, physical, intellectual, emotional, social and religious) and its implications for education]. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 5(6), 1956–1963. <https://doi.org/10.54371/jiip.v5i6.664>
- Syafe'i, I. (2017). Pondok pesantren: Lembaga pendidikan pembentukan karakter [Islamic boarding school: Character building educational institution]. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 8(1), 61. <https://doi.org/10.24042/atjpi.v8i1.2097>
- Ulum, M. M. (2021). Sirkulasi sosiologis dan psikologis dalam fenomena bullying di pesantren [Sociological and psychological circulation in the phenomenon of bullying in Islamic boarding schools]. *Islamic review: Jurnal Riset Dan Kajian Keislaman*, 10(2). <https://journal.ipmafa.ac.id/index.php/islamicreview/article/view/285>
- Wang, L., Wang, H., Shao, S., Jia, G., & Xiang, J. (2020). Job burnout on subjective well-being among chinese female doctors: the moderating role of perceived social support. *Frontiers in Psychology*, 11(March), 1–7. <https://doi.org/10.3389/fpsyg.2020.00435>
- Zahara, M., Martina, M., & Alfiandi, R. (2022). Hubungan regulasi emosi dengan stres akademik pada mahasiswa Universitas Syiah Kuala [The relationship between emotional regulation and academic stress in Syiah Kuala University students]. *Jurnal Ilmiah Mahasiswa Fakultas Keperawatan*, 6(1), 55–63. <http://www.jim.unsyiah.ac.id/FKep/article/view/20658>
- Zuckerman, M., Kolin, E. A., Price, L., & Zoob, I. (1964). Development of a sensation-seeking scale. *Journal of Consulting Psychology*, 28(6), 477–482. <https://doi.org/10.1037/h0040995>