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7th SEMINAR INOVASI MANAJEMEN BISNIS DAN AKUNTANSI

AVOID BURNOUT: EXPLORE OUR POTENTIAL THROUGH PERSONAL ENERGY AND PERSONALITY TRAITS

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Abstrak

Perkembangan pendidikan tinggi menuntut mahasiswa untuk menghadapi tantangan akademik, sosial, dan emosional yang dapat memicu burnout. Burnout ditandai dengan kelelahan fisik, emosional, dan mental akibat stres berkepanjangan, sehingga berpengaruh pada kreativitas dan inovasi mahasiswa. Penelitian ini bertujuan untuk menganalisis pengaruh kepribadian terhadap perilaku kerja inovatif pada mahasiswa Indonesia. Penelitian menggunakan pendekatan kuantitatif dengan metode survei, melibatkan 119 responden berusia 20–49 tahun. Data dikumpulkan melalui kuesioner berbasis model Big Five Personality Traits dan diolah dengan uji validitas, reliabilitas, korelasi Pearson, serta regresi linier sederhana. Hasil penelitian menunjukkan bahwa kepribadian berpengaruh positif dan signifikan terhadap perilaku kerja inovatif. Temuan ini menegaskan pentingnya pengembangan diri berbasis kepribadian untuk mencegah burnout dan meningkatkan kemampuan inovasi mahasiswa. Pengelolaan energi pribadi didiskusikan sebagai faktor pendukung yang memperkuat peran kepribadian.
***Kata Kunci**: kepribadian, perilaku kerja inovatif, burnout, pendidikan tinggi*

Abstract

The development of higher education requires students to face academic, social, and emotional challenges that may trigger burnout. Burnout is characterized by physical, emotional, and mental exhaustion due to prolonged stress, which negatively affects creativity and innovation. This study aims to analyze the effect of personality traits on innovative work behaviour among Indonesian students. A quantitative survey approach was applied to 119 respondents aged 20–49 years. Data were collected through a questionnaire based on the Big Five Personality Traits model and analyzed using validity and reliability tests, Pearson correlation, and simple linear regression. The results indicate that personality traits have a positive and significant effect on innovative work behaviour. These findings highlight the importance of personality-based self-development to

prevent burnout and enhance innovation. Personal energy management is discussed as a supporting factor that strengthens the role of personality traits.
***Keywords**: personality traits, innovative work behaviour, burnout, higher education*

A. INTRODUCTION

The rapid development of higher education in the 21st century requires students to adapt to increasingly complex academic, social, and emotional challenges. These pressures often result in burnout, a psychological condition characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment. Burnout has become a growing concern among university students worldwide, particularly following the COVID-19 pandemic, which accelerated the transition to digital and hybrid learning environments. According to (Salmela et al., 2022) academic burnout increased significantly during online learning, where the lack of direct interaction and increased academic demands led to higher levels of stress and disengagement.

These factors not only decrease motivation and well-being but also limit creativity and innovation potential. Personality traits are internal factors that influence how individuals cope with stress and adapt to challenges. The Big Five Personality framework—openness, conscientiousness, extraversion, agreeableness, and neuroticism—explains key psychological differences that affect behaviour and performance (John, 1999) Students with high levels of conscientiousness and openness tend to be more resilient, organized, and creative in solving academic problems. Understanding these personality dynamics can help institutions foster environments that support both innovation and emotional well-being among students.

Furthermore, personal energy management plays a vital role in maintaining performance. As (Loehr, 2003) explained, success depends more on energy than time. Managing energy across physical, emotional, mental, and spiritual dimensions allows individuals to maintain focus, motivation, and creativity. This study, therefore, integrates the perspective of energy management with personality insights to understand how students can avoid burnout while enhancing innovative behaviour.

This research contributes to both theoretical and practical dimensions. Theoretically, it deepens understanding of how personality traits and energy management influence student innovation and well-being. Practically, the findings can serve as a reference for universities to design programs that strengthen self-development, resilience, and creativity—supporting the Sustainable Development Goals (SDGs) 3 (Good Health and Well-Being) and 4 (Quality Education).

Personality Traits (Five-Factor Model)

The Five-Factor Model (John, 1999) identifies five major personality traits: openness, conscientiousness, extraversion, agreeableness, and neuroticism. These traits have been widely used to explain variations in behaviour, performance, and innovation. Meanwhile, high neuroticism levels are often linked to emotional instability and stress vulnerability, which can increase burnout risk.

Personal Energy

Loehr (2003) introduced the concept of energy management as a holistic approach to achieving sustainable performance. Energy management involves regulating four energy domains: physical, emotional, mental, and spiritual. Balanced energy allows individuals to maintain focus, productivity, and creativity while minimizing fatigue. For students, this concept is essential for managing workload, emotional stress, and maintaining innovation.

Innovative Work Behaviour

Innovative Work Behaviour (IWB) refers to the generation, promotion, and implementation of new ideas to improve processes or outcomes (Janssen, 2000). Among students, IWB can manifest in classroom participation, project creation, and collaborative initiatives. Personality traits

influence IWB by shaping motivation and risk-taking tendencies. Studies by (Murniyati et al., 2025).

Burnout in Higher Education

Burnout, defined by (W. B., Maslach, C., & Marek, 2016), is a state of chronic stress leading to exhaustion, cynicism, and reduced efficacy. In higher education, academic burnout affects engagement, creativity, and learning outcomes. (Salmela et al., 2022)

H1: Personality traits have a positive and significant influence on innovative work behaviour among university students.

H2**:** Personal energy have a positive and significant influence on innovative work behaviour among university students

B. METHOD

Research Design

This study employs a quantitative research design using a survey method to analyze the influence of personality traits on innovative work behaviour and to examine the moderating role of personal energy management. The quantitative approach was chosen because it allows systematic measurement of variables and statistical testing of relationships among them.

Population and Sample

The population of this research consists of university students in Indonesia. A total of 119 respondents, aged between 20 and 49 years, participated in this study. Respondents were selected using convenience sampling**,** ensuring representation of diverse academic backgrounds. This sampling technique was considered appropriate given the exploratory nature of the study.

Research Instrument

Data were collected using a structured questionnaire developed based on established scales. The questionnaire measured three main constructs:

a. Personality Traits measured using items based on the Big Five Personality Traits Model (John, 1999), which includes openness, conscientiousness, extraversion, agreeableness, and neuroticism.
b. Innovative Work Behaviour (IWB) measured using a scale adapted from (Janssen, 2000), covering idea generation, idea promotion, and idea implementation.
c. Personal Energi measured using indicators adapted from Loehr (2003)**,** focusing on four energy domains: physical, emotional, mental, and spiritual.

Data Collection Procedure

The questionnaire was distributed online to students through academic networks and social media platforms. Respondents were informed about the purpose of the study and assured of the confidentiality of their responses. Data collection was conducted over a two-week period.

Data Analysis

The collected data were processed using IBM SPSS version 25. Several analytical steps were conducted:

a. Validity was conducted using the Corrected Item Total Correlation method to ensure that each questionnaire item accurately measures the intended construct. Items with *r-calculated* values greater than the *r-table* (0.1801 for n = 119, $\alpha = 0.05$) are considered valid.
b. Reliability Test was performed using Cronbach's Alpha to determine the internal consistency of each variable. A coefficient value above 0.70 indicates acceptable reliability.
c. Multiple Linear Regression Analysis was used to test the direct effect of personal enegry on innovative work behaviour (H1), and personality traits on innovative work behaviour (H2).

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C. RESULTS AND DISCUSSIONS

1. Validity and Reliability Test

a. Validity Test

Ghozali (2018) Validity tests are used to measure whether a questionnaire is valid or not. A questionnaire is said to be valid if the questions in the questionnaire are able to reveal what will be measured by the questionnaire.

Validity test of the personal energy variable (X1)

Figure 1.1 Validity Personal Energy (X1)

Statmen	r-value	r-table	P (sig.)	Information
PE1	0,827	0.1793	0,000	Valid
PE2	0,844	0.1793	0,000	Valid
PE3	0.887	0.1793	0,000	Valid

Source : Processed data (2025)

Based on data 1.1, it shows that the 3 instrument items are valid, this can be seen from the calculated r value > r table. So the 3 instruments can be used as a tool to measure the personal energy variable (X1).

Validity test of the Personality Traits variable (X2)

Figure 1.2 Validity Personality Traits (X2)

Statmen	r-value	r-table	P. (sig.)	Information
PT1	0,632	0,1793	0,000	Valid
PT2	0,648	0,1793	0,000	Valid
PT3	0,681	0,1793	0,000	Valid
PT4	0,684	0,1793	0,000	Valid
PT5	0,685	0,1793	0,000	Valid
PT6	0,814	0,1793	0,000	Valid
PT7	0,620	0,1793	0,000	Valid
PT8	0,738	0,1793	0,000	Valid
PT9	0,714	0,1793	0,000	Valid

Source : Processed data (2025)

Based on data 1.2, it shows that the 9 instrument items are valid, this can be seen from the calculated r value > r table. So the 9 instruments can be used as a tool to measure the personality Traits variable (X2).

Validity test of the Innovative Work Behaviour

Figure 1.3 Validity Inovative Work Behaviour (Y)

Statmen	r-count	r-table	P. (sig.)	Information
IWB1	0,766	0,1793	0,000	Valid
IWB2	0,716	0,1793	0,000	Valid
IWB3	0,835	0,1793	0,000	Valid
IWB4	0,877	0,1793	0,000	Valid
IWB5	0,705	0,1793	0,000	Valid
IWB6	0,811	0,1793	0,000	Valid

Source : Processed data (2025)

Based on data 1.3, it shows that the 6 instrument items are valid, this can be seen from the calculated r value > r table. So the 6 instruments can be used as a tool to measure the Innovative Work Behaviour (Y).

b. Reliability Test

According to Daniar et al. (2021), reliability testing is conducted to assess the extent to which the questionnaire produced consistent data or whether it showed no significant differences in results.

Personal Energy Reliability Test (X1)

The results of the reliability test for the personal energy variable in Table 1.4 show that the reliability coefficient value for the 3 items for the personal energy variable (X1) was 0.801. This result is greater than 0.70, thus concluding that the 3 items representing the personal energy variable in this study are reliable.

Figure 1.4 Personal Energy Reliability Test Results

Number of Statements	Cronbach's Alpha	Condition	Information
3	0.801	0.70	Valid

Source : Processed data (2025)

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Personality Traits Reliability Test (X2)

The results of the reliability test for the personality traits variable in Table 1.5 show that the reliability coefficient value for the 9 items for the personality traits variable (X2) was 0.856. This result is greater than 0.70, thus concluding that the 9 items representing the personality traits variable in this study are reliable.

Figure 1.5 Personality Traits Reliability Test Results

Number of Statements	Cronbach's Alpha	Condition	Information
9	0.856	0.70	Valid

Source : Processed data (2025)

Innovative Work Behaviour Reliability Test (Y)

The results of the reliability test for the innovative work behaviour variable in Table 1.6 show that the reliability coefficient value for the 6 items for the innovative work behaviour variable (Y) was 0.856. This result is greater than 0.70, thus concluding that the 6 items representing the innovative work behaviour variable in this study are reliable.

Figure 1.6 Innovative Work Behaviour Reliability Test Results

Number of Statements	Cronbach's Alpha	Condition	Information
6	0.856	0.70	Valid

Source : Processed data (2025)

2. Multiple Linear Regression Analysis Test

According to Ghozali (2018), multiple linear regression is used to examine how two or more independent variables influence a single dependent variable.

Figure 1.7 Multiple Regression Analysis Test Results

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	T	Sig.
1	(Constant)	1,994	1,702		1,171	0,224
	Personal Energy	0,888	0,134	0,448	6,619	0,000
	Personality Traits	0,316	0,047	0,457	6,753	0,000

a. Dependent Variable: Innovative Work Behaviour

Source : Processed data (2025)

Based on the data processing results in Table 4.19, the multiple regression equation model can be formulated as follows:

Y=1,994+0,888X1+0,316X2

a. constant of 1.994 means that if the independent variables (personal energy and personality traits) remain constant or are not increased, the decision level for use is 1.994.
b. The X1 coefficient value of 0.888 indicates that variable X1 has a positive effect on Y. This means that for every one unit increase in the personal energy variable, the decision to use energy increases by 0.888.
c. The X2 coefficient value of 0.361 indicates that variable X2 has a positive effect on Y. This means that for every one unit increase in the personality traits variable, the decision to use increases by 0.361.

3. Research Framework Testing

This research will look for the influence between independent variables (free) consisting of (X1) Personal energy, (X2) personality traits, and the dependent variable (bound) namely (Y) innovative work behavior. This framework assumes that personal energy has a positive influence on innovative work behavior H1, and personality traits have a positive influence on innovative work behavior.

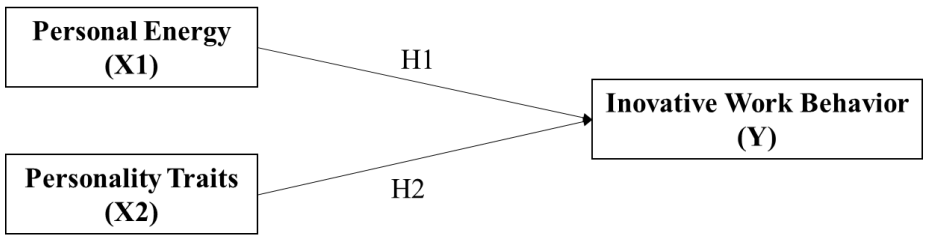

Figure 5. Research Framework

Discussion

The findings of this study confirm that students with higher levels of self-awareness of their personality are more likely to demonstrate innovative behaviours. This aligns with (Janssen, 2000), who argued that innovative work behaviour requires idea generation, promotion, and implementation. Students high in conscientiousness tend to stay organized and persistent, leading to effective task completion and innovation. Similarly, openness fosters creativity and receptiveness to new ideas, while extraversion supports collaboration and communication. These traits, when coupled with balanced energy management (Loehr, 2003), reduce the risk of burnout and enhance sustainable performance.

The results are also consistent with (Murniyati et al., 2025), who found that conscientiousness, proactive personality, and positive affectivity significantly influence innovative work behaviour among students, highlighting the importance of integrating personality development and energy management. Moreover, the results also reinforce the importance of addressing burnout, as highlighted by (W. B., Maslach, C., & Marek, 2016), who emphasized that prolonged stress leads to physical and emotional fatigue. This study therefore supports the integration of personality-based training in higher education to promote student innovation and well-being. Furthermore, the results carry broader implications for the Sustainable Development Goals (SDGs). By reducing burnout (SDG 3: Good Health and Well-Being) and fostering innovation in education (SDG 4: Quality Education), universities can contribute to sustainable development.

D. CONCLUSIONS

This study concludes that personality traits play an important role in shaping innovative work behaviour among students. Students who are able to recognize their personality tendencies are more capable of maintaining balance, avoiding burnout, and engaging in creative and innovative activities. The findings emphasize the importance of integrating self-development in higher

education as part of efforts to promote student well-being and innovation. However, this study has several limitations. The sample was limited to 119 respondents from Indonesian students, which may not fully represent the broader student population. In addition, the study only examined personality traits, while other external factors such as social support, leadership style, and institutional environment were not explored. Future research is suggested to include a larger and more diverse sample to enhance generalizability. It is also recommended to incorporate additional variables such as social interaction, digital learning environments, and cultural influences, which may provide a more comprehensive understanding of the factors influencing innovative work behaviour and strategies to reduce burnout in higher education.

E. SUGGESTIONS

Based on the findings and limitations of this study, several suggestions can be proposed for future research. Subsequent studies are encouraged to expand the scope of respondents by involving a larger and more diverse population, so that the results can be more representative of the broader student community. Researchers are also advised to examine additional variables such as social support, leadership style, digital learning environments, and cultural context, which may further explain innovative work behaviour. Moreover, comparative studies between different institutions or countries could provide valuable insights into how personality traits interact across various educational settings. Finally, future research may apply a mixed-methods approach by combining quantitative and qualitative methods to gain a deeper understanding of the underlying factors influencing burnout prevention and innovation in higher education.

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