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The Relationship of Social Support With Academic Burnout Events in Final-Level Students

Andri Nurmansyah¹, Fifi Siti Fauziah Yani², Anggi Jamiyanti^{1*}



**UNIVERSITAS
FORT DE KOCK
BUKITTINGGI**

Program Studi Keperawatan dan Pendidikan Ners
Universitas Fort de Kock Bukittinggi, Indonesia

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ABSTRACT

Background: Final year students are having a tough time, because there are many assignments and obligations to complete a thesis. At this time social support is really needed, usually students spend more time with their peers because social support from peers makes someone feel like they have friends to share the same interests with. Students who lack peer social support are at risk of experiencing academic burnout. This research aims to determine the relationship between peer social support and academic burnout in final year students at Bandung regional universities. **Method:** This research uses quantitative methods with correlational techniques. Subjects totaling 90 students were taken using the Simple Random Sampling. Data collection methods used the Maslach Burnout Inventory-Student Survey (MBI-SS) questionnaire, and peer social support questionnaires. **Results:** The research results showed that 68.9% of students had a low level of social support and 54.4% of students had a high level of academic burnout. The correlation test using Spearman Rank obtained a sig value of $0.017 < 0.05$. **Conclusion** there is a relationship between peer social support and the incidence of academic burnout in final year students at Bandung regional universities. It is hoped that future researchers can analyze other factors that can cause academic burnout..

Keywords:

Academic Burnout, Final Year Students, Peer Social Support

Korespondensi:

Anggi Jamiyanti

anggi.jamiyanti@bku.ac.id

¹Faculty of Nursing, Bhakti Kencana University Bandung, Indonesia

²Faculty of Health Sciences, Universitas Jenderal Achmad Yani Cimahi, Indonesia

INTRODUCTION

A student is someone who is registered and studying at a tertiary institution such as a university, institute or academic institution (Puspitaningrum, 2018). Scientific work is a requirement to complete education and to obtain a degree, during the preparation process students often procrastinate completing it (Mukaromah, Mawo, & Jamiyanti, 2019). Students consider that the final year is a very difficult period and drains a lot of energy and thought, because there are many tasks and obligations to complete the thesis which causes students' focus to vary (Fun, Kartikawati, Imelia, & Silvia, 2021). This can result in various problems, including stress, anxiety, poor sleep quality, and

ultimately students will experience academic burnout (Aulia & Panjaitan, 2019).

According to WHO, the burnout phenomenon is a disorder caused by chronic stress that has not been successfully managed by each individual. Academic burnout is a condition where a person feels tired physically, mentally and emotionally, followed by feelings of cynicism or avoidance of the environment, as well as low self-assessment. This can give rise to negative attitudes, such as trying to do assignments or even students not completing the work (Rahman, 2020). da Silva et al (2014) research on homicide students from 3 different universities in Brazil showed that 570 students



experienced burnout, 64% experienced severe fatigue, and 87.72% experienced a decline in academic achievement. Another study of 399 students from a well-known medical school in Brazil revealed that students showed a high score on the emotional exhaustion dimension, namely 63.2% (Suha, Nauli, & Karim, 2022). Academic burnout is influenced by several factors, including self-concept (self-concept), work overload, lack of control, age, lack of social support (lack of social support). There are four forms of social support, namely emotional support, appreciation support, information support and instrumental support. Sources of social support are people who have meaningful and close relationships for the individual, such as partners, family, peers (Sarafino & Smith, 2014).

In early adulthood, students usually spend more time with their peers. Peer social support refers to providing comfort to other people, caring for them, or respecting them, peer social support makes someone feel like they have friends to share the same interests with and strengthen each other to gain a sense of comfort and security, peer support is a strong thing in college and is closely related to academic achievement (Sarafino & Smith, 2014). Based on preliminary studies conducted in 3 Study Programs at Bandung regional universities, including Bachelor of Pharmacy, Public Health, and Nursing, it can be concluded that each student from each Study Program has good peer support in terms of emotional, instrumental support, and appreciation. Still, in Undergraduate Nursing students there is a lack of information support. Meanwhile, in the case of academic burnout experienced by students, each student from each study program showed signs of academic burnout which affected several aspects of their duties as students. Previous research was conducted Puspitasari & Sholihah (2022) on students at the Annuriyah Islamic Boarding School, the condition of

these respondents was different from final year students because of different academic load conditions, deadlines for completing final assignments and determining graduation or educational future. Based on this statement, researchers are interested in conducting research on "The Relationship between Peer Social Support and Academic Burnout in Final Year Students at Bandung Regional Universities as research material". This research aims to determine the relationship between peer social support and academic burnout in final year students at Bandung regional universities.

METHODS

This research uses quantitative research methods with correlational techniques and a cross-sectional approach. In this research, there are two variables, including the independent variable, namely social support from peers and the dependent variable namely academic burnout. The population in this research is all final year students in Bandung, totaling 118 students, with a total research sample of 90 students calculated using the Lemeshow formula, the sampling technique used by researchers is probability sampling technique with the simple random sampling method.

The data collection technique used was by distributing questionnaires to research respondents in the form of the Maslach Burnout Inventory-Student Survey (MBI-SS) questionnaire (Yavuz & Dogan, 2014), and peer social support questionnaires (Mostafaei Alaei & Hosseinezhad, 2020). Peer social support questionnaires can be a valid and reliable instrument for measuring the concept of peer support in both academic and educational settings. Maslach Burnout Inventory-Student Survey (MBI-SS) is one of the most known measurement tool about burnout, analyzed and the items related to the three basic factors named

exhaustion, cynicism and reduced efficacy are studied. This research was carried out in Bandung. Written informed consent was obtained from the respondent. Researchers will carry out a normality test using Kolmogorov-Smirnov, if the data is normally distributed then the analysis uses Spearman rank correlation.

namely 62 students with a percentage of 68.9% (Table 1). The results also showed that 49 students had a high level of academic burnout with a percentage of 54.4% (Table 2). The results of the normality test using Kolmogorov Smirnov obtained a p value of 0.20 (>0.05) for both social support and academic burnout variables, so that the data is normally distributed.

RESULT

The research results showed that the majority of students had a low level of peer social support,

Tabel 1: Frequency Distribution of Peer Social Support Levels among Final Year Students at Bandung Regional Universities

Level of Peer Social Support	Frekuensi	Percentage (%)
Low	62	68.9%
Medium	26	28.9%
High	2	2.2%
Total	90	100%

Tabel 2: Frequency Distribution of Academic Burnout Levels in Final Year Students at Bandung Regional Universities

Academic Burnout Rate	Frekuensi	Percentage (%)
Low	41	45.6%
High	49	54.4%
Total	90	100%

Table 3 shows the analysis using Spearman rank correlation and obtained a sig (2-tailed) value of 0.017 > 0.05 so that it can be concluded that there is a relationship

between peer social support and the incidence of academic burnout in final year students at Bandung regional universities.

Tabel 3: The Relationship between Peer Social Support and Academic Burnout in Final Year Students at Bandung Regional Universities

Level of Peer Social Support	Academic Burnout Levels				CC	Sig (2-tailed)
	Low		High			
	F	%	F	%		
Low	27	30.1	35	38.9	-0.251	0.017
Medium	13	14.4	13	14.4		
High	1	1.1	1	1.1		

DISCUSSION

The results of research on the level of peer social support show that the majority of students have a low level of peer social support, namely 62 students with a percentage of 68.9%. Several factors cause the low level of peer social support received by these students, such as when someone feels tired they usually avoid or distance themselves from their surroundings and are reluctant to ask other people for help. This is in accordance with what was stated by Cahyadi (2012) that someone will experience difficulties if they withdraw from their surroundings, because basically humans are social creatures who definitely need help from other people.

Based on the social support aspect of peers, the majority of students have low instrumental support, namely 35 (38.9%). This is because most students have never studied together outside campus with their friends, this can happen because students think that the study load at college is very heavy, therefore usually when they are outside campus they will do other activities such as collecting and playing, in this case Election The social environment must be considered because a social environment that is conducive and balanced between learning and playing will help us to achieve success in learning. In accordance with research conducted by Bella Ratna (2018), learning success in higher education is also influenced by the social environment. If they are in a social environment that is not conducive, students will experience obstacles in learning such as laziness, not being able to manage time, finances and relationships.

The results of research on academic burnout levels showed that 49 students had high levels of academic burnout (54.4%). This can be caused by several factors, namely the low level of social

support received by these students from peers. By what Gold & Roth (2001) stated in Christiana (2020) research, someone who lacks social support will be vulnerable to experiencing burnout. Another factor that causes high levels of academic burnout among students is because the workload they are responsible for is very large, such as attending college classes, doing assignments, quizzes and working on theses, which makes them feel stressed both emotionally and mentally.

This is in accordance with research by Dini, Fitriyasaki, & Asmoro (2020) that someone who is required to do work in a limited time will cause the individual to become overloaded, causing physical and mental fatigue and leading to burnout. Lack of control can result in high levels of academic burnout experienced by students. When someone receives an excessive workload, they will usually feel confused about prioritizing which things to do first, so that in the end it is not uncommon for them to neglect the tasks they should be doing. This is in accordance with Setiawan's (2020) research that if someone cannot control important aspects of a job, there is a smaller chance that someone will be able to anticipate problems that will arise, and in the end that person will experience cynicism.

The results of research on academic burnout levels based on age characteristics show that the highest levels of academic burnout are experienced by students aged 21 years. This is in accordance with what Gold & Roth (2001) stated in Elizabeth's (2020) (Christiana, 2020) research, namely that young people are more susceptible to burnout compared to older people because older people are mentally more stable and mature. psychologically, apart from that

someone who is older will have the ability to solve it and have a more mature mindset.

The research results show a relationship between the social support variable of peers and the academic burnout variable in final-year students at Bandung regional universities with a value of $p = 0.017$. This is also in accordance with what Gold & Roth (2001) stated in Elizabeth's (2020) (Christiana, 2020) research that someone who lacks social support will be vulnerable to experiencing burnout. Puspitasari & Sholihah (2022) stated in the results of his research that there was a significant relationship between social support from peers and academic burnout. This means that the higher the social support from peers given to students, the less academic burnout they will experience.

Academic burnout in the form of emotional exhaustion, cynicism or feelings of isolation, and low personal achievement such as feelings of inadequacy and insecurity in completing assigned tasks is influenced by various factors, one of which is a lack of social support (Maslach & Leiter, 2016; Muflihah & Savira, 2021). Social support can be information for someone that he is loved and cared for, valued and appreciated, and is part of a social network. Social support is also defined as help or support, whether information, emotional attention, assessment or instrumental assistance that individuals receive from certain people in their social life which makes the recipient feel cared for, appreciated and loved (Kim, Sherman, & Taylor, 2008). The existence of peer social support provided in the form of emotions, appreciation, information and even instrumentality will reduce the level of academic burnout in final year students.

CONCLUSION

Based on research regarding the relationship between peer social support and the incidence of academic burnout in final-year students at Bandung regional universities, it can be concluded that final year students have low levels of peer social support and high levels of academic burnout and there is a relationship between peer social support with academic burnout in final year students at Bandung regional universities. Based on the conclusions outlined above, it is necessary for the role of psychiatric mental health nurse to periodically assess the level of burnout, then carry out group activity therapy on students who are indicated to have excessive levels of burnout. Researchers also recommend that academics in particular open counseling services and create group learning methods so that students can learn many things with their friends even outside class hours and increase their knowledge about how to deal with demands.

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