The Effect of Social Support and Academic Resilience on Burnout in Students Working on a Thesis

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Abstract: The objective of this study is to analyze the effect of social support and academic resilience on burnout in students engaged in thesis work. The study involved 324 students engaged in thesis work on the island of Java. This research method employs a quantitative approach. The data processing stage utilizes the Jamovi 2.3 software, which employs multiple linear regression models. The data were collected via an online questionnaire. The results of hypothesis testing indicate that social support has no effect on burnout. Conversely, academic resilience has a positive effect on burnout. Furthermore, social support and academic resilience simultaneously affect burnout by 2.35%, with an F value of 4.89 and a significance value of 0.008 (p<0.05). The findings of this research are of value to the field of education with regard to the topics of social support, academic resilience, and burnout. In particular, this research is of interest to students engaged in thesis work. The update of this research is the population on the island of Java. The results of the study indicated that social support has no effect on burnout. Conversely, the results of the academic resilience research demonstrated a positive influence on burnout.

Keywords: Academic Resilience, Burnout, Social Support

A. Introduction

Upon completion of their studies, students are required to undertake a final project, namely a thesis. This is to be a review of their experiences during their time at college, both at public and private universities (Murwani & Tawalili, 2021). Final-year students are subject to considerable academic pressure when compiling a thesis, with a deadline of 14 semesters to complete their studies and obtain a bachelor's degree (Erwantoa et al., 2022). The process of writing a thesis requires a different level of effort than that required for other college assignments. Thesis writing necessitates a high level of motivation and resilience, particularly in the face of challenges. One factor that affects thesis completion is emotional exhaustion (Triningtyas et al., 2021). Thesis writers require energy and mental resilience to navigate the pressures of supervisors, parents, and other external factors that influence the completion of their studies. Completing a thesis is not a straightforward process, as it is often accompanied by various challenges (Farkhah et

al., 2022). Students engaged in thesis work are required to engage in guidance sessions with their supervisors. Based on the results of interviews, the most common obstacles encountered are students who are indecisive about the research title, difficulty in writing the background, lack of literature on research problems, and research methods and theory. These factors also contribute to the difficulties encountered in working on a systematic and structured thesis (Wakhyudin & Putri, 2020). In other studies, students who experience academic, social, and personal challenges must complete assignments and exams. Additionally, being away from family and lacking sufficient support can render them vulnerable to stress if not overcome. This can develop into burnout syndrome (Aguayo et al., 2019).

Students who are motivated to complete their assignments will also be motivated to achieve their goals, as demonstrated by Hasanah et al. in (Wahyuningrum & Hartutik, 2023). Student achievement is influenced by a multitude of factors, both internal and external by Wasliman's in (Yusup et al., 2023). If the expectations that students have are not met, it will result in a certain degree of pressure being placed upon them (Ahmad, 2021). Every student has a desire to succeed, yet the reality of the situation may not align with expectations. This can lead to a tendency to exert excessive effort, which may result in burnout. Burnout is defined as a state of physical, emotional, and mental exhaustion caused by prolonged stress. It can manifest as a lack of motivation, feelings of hopelessness, and a decreased ability to perform at one's optimal level (Farkhah et al., 2022). The phenomenon of fatigue experienced by students is manifested in a number of ways, including a loss of energy, feelings of tiredness, emotional lability, and a tendency to withdraw from their study activities (Mostert & Pienaar, 2020). It is not uncommon for final students to experience boredom when working on their theses. This is often due to the presence of obstacles in the process of working on their theses, which can lead to feelings of boredom (Hasbillah & Rahmasari, 2022). Social support is crucial for students to overcome psychological difficulties. Research indicates that social support is a significant factor influencing psychological issues among students. A lack of social support can precipitate psychological distress (Yasin & Dzulkifli, 2010).

These findings are further supported by the results of previous research conducted at Yogyakarta State University, which revealed that 75.77% of students majoring in guidance and counseling experienced burnout when working on a thesis. In the final results of the study, students majoring in psychology, guidance and counseling, class of 2011 to 2013, reported experiencing burnout at a moderate level of 61.25%. These results indicate that students engaged in thesis work experience burnout, necessitating the provision of assistance to mitigate this phenomenon (Puspitaningrum, 2018). This finding is corroborated by the outcomes of analogous studies, which revealed that the majority of students experienced burnout due to thesis work, with a moderate prevalence of 33.5% at Airlangga University, Faculty of Psychology (Wasito & Yoenanto, 2021). Students engaged in thesis work may experience a sense of overwhelming responsibility, which, if not effectively

managed, can have a detrimental impact on emotional well-being and lead to feelings of hopelessness (Puspitaningrum, 2018). The results of research interviews conducted by (Farkhah et al., 2022) students at Muhammadiyah Gresik University indicate that individuals experiencing burnout symptoms may present with headaches, stomach acid, sleep disturbances, and feelings of emotional overwhelm.

Students who experience physical and mental fatigue as a result of facing heavy pressure with high intensity may be susceptible to burnout (Puspitaningrum, 2018). Burnout is a state of fatigue experienced by students that impairs their ability to perform their duties, leading to a tendency to avoid responsibilities, a cynical outlook, and a reduction in motivation. It is associated with a diminished sense of competence as a student (Schaufeli et al., 2002). The dimensions of burnout are divided into three categories: (1) Exhaustion, which is fatigue without a direct reference to other individuals. This can be observed in students who are exhausted by the demands of their academic activities and interactions with others. (2) Cynicism is defined as an attitude of indifference towards academic pursuits in general and a tendency to maintain a distance from others. (3) Professional efficacy students experience feelings of incompetence in carrying out their responsibilities, which negatively affects their thinking (Schaufeli et al., 2002). The consequences of burnout among students include a loss of enthusiasm, despair, and a tendency to delay the completion of their theses. In some cases, students may even choose to abandon their studies altogether (Purnomo et al., 2021).

Students who experience burnout require social support. Social support can take the form of attention or assistance from others, and it can affect physical, mental, and behavioral health (Wang et al., 2014). Students who receive social support will exhibit greater levels of peacefulness, care, love, optimism, and skill (Rif'ati et al., 2018). Humans are social creatures who require the company of others. Consequently, they are unable to survive independently. Their activities are inherently social, necessitating the support of others to navigate life (Pasaribu, 2016). Social support can be conceptualized as comprising three distinct aspects: (1) Family support may be defined as the provision of emotional, material, or sincere concern. (2) The provision of peer support, which entails offering assistance from individuals who possess a deeper understanding of the situation and the circumstances involved, is another crucial aspect. Finally, (3) the support of significant others, in the form of emotional assistance and a sense of belonging, can be invaluable. The provision of tangible assistance and emotional support, which enhances self-esteem, constitutes an essential aspect of the social support function (Zimet et al., 1988). Students require social support from family, friends, and other significant individuals. Social support is essential for overcoming obstacles, both material and emotional (Rif'ati et al., 2018).

Students who experience pressure in working on their thesis, if they have good academic resilience, they can manage emotions, be optimistic, have confidence, and

know how to overcome the problems they face (Yunanto et al., 2024). In student life, there are obstacles or challenges that need to be faced, so academic resilience is needed to be able to adapt when faced with serious obstacles or challenges, both in class and in everyday life (Salim & Fakhrurrozi, 2020). Academic resilience is the capacity of students to withstand stressful situations. Academic resilience is a crucial skill for students to cultivate in order to effectively navigate the challenges they may encounter, particularly those related to thesis completion. It is not uncommon for students to experience events that can be frustrating and distracting. By developing academic resilience, students can establish a positive mindset that will benefit their academic performance by Desmita in (Sofiachudairi & Setyawan, 2020). In order for students to survive and find solutions to the obstacles they are experiencing. In overcoming obstacles, academic resilience contextualizes this concept of resilience and reflects the possibility of higher educational success despite challenges (Cassidy, 2016). Three factors of academic resilience are identified as follows: (1) Perseverance, namely the ability of students to try, persevere, have plans and targets, accept evaluation, have problem solutions, and see obstacles as obstacles. (2) Reflecting and Adaptive Help Seeking, namely the consideration of strengths and weaknesses, and the adjustment of methods in study. (3) Negative Affect and Emotional Response: This category encompasses students' emotional responses to academic pressure in challenging situations. These responses are related to anxiety, avoidance of negative emotional responses, resilience, and acceptance of the impact of negative influences (Cassidy, 2016). As stated by Bandura in (AMALIA & HENDRIANI, 2017), students who demonstrate academic resilience are more optimistic in the face of obstacles, can think positively, and are thus better able to identify solutions to the obstacles they encounter.

The findings of Harnida (2015) indicate that there is no correlation between social support and burnout. In a study conducted by Lisyanti & Fajrianthi, (2023), it was found that social support plays a role in the development of academic burnout among students engaged in thesis preparation. In contrast, the findings of Pramesti & Lestari, (2024) indicate that resilience exerts a highly significant negative influence on academic burnout.

The objective of this study is to ascertain the impact of social support and academic resilience on burnout in students engaged in thesis work. In light of the aforementioned theory and framework, the following hypothesis can be formulated:

H1: Social support exerts an effect on burnout.
H2: Academic resilience exerts an effect on burnout.
H3: There is an effect between social support (X1) and academic resilience (X2) and burnout (Y).

B. Methods

The study employed a quantitative methodology, utilizing multiple linear regression analysis techniques. The data analysis was conducted using the Jamovi software version 2.3. The sampling technique employed was non-probability sampling via the accidental sampling method. The research respondents are active undergraduate students engaged in thesis work on the island of Java. The study included 324 respondents. The data were collected via a questionnaire in the form of a Google form, which was distributed to the participants via the WhatsApp, Instagram, and X (Twitter) platforms. This study employs the Multidimensional Scale of Perceived Social Support (MSPSS) developed by Zimet et al., (1988), which has been adapted by Sulistiani et al., (2022). The results of the validity test indicate that 12 items can be considered valid, with a Cronbach's alpha coefficient of 0.882 (2) for the Academic Resilience Scale (ARS-30) by Cassidy, (2016). The reliability of the Cronbach's alpha coefficient was found to be 0.929. In the academic resilience variable comprising 30 items, four items were found to be invalid (3) burnout using the Maslach Burnout Inventory-Student Survey (MBI-SS) by (Schaufeli et al., 2002). The results of the validity test indicate that 15 items can be considered valid, with a Cronbach's alpha coefficient of 0.714.

C. Results and Discussion

The research respondents are active undergraduate students engaged in thesis work on the island of Java. In this study, a total of 324 respondents were included. Based on the gender of the respondents, 14.5% were male and 85.4% were female. In terms of semester, the majority of respondents were in semester 8 (87.9%), followed by semester range 6-7 (4.93%) and semester range 9-14 (7.09%). Based on the domicile of the respondents, 7.40% were from Banten, 35.1% were from West Java, 21.9% were from Jakarta, 9.87% were from Central Java, 8.95% were from Yogyakarta, and 16.6% were from East Java. In terms of university type, the majority of respondents were enrolled at private universities (54.3%) and public universities (45.6%). In terms of age, the majority of respondents (41.6%) fell within the 19-21 year range, while 56.4% were between the ages of 22 and 24, and 1.85% were between 25 and 28 years old. In accordance with (6), the class of 2017-2019 constituted 8.02% of respondents, with the majority belonging to the class of 2020 (87.9%) and the class of 2021 (4.01%).

Multicollinearity Test Results

Table 1. Multicollinearity Test Results

Variable	VIF	Tolerance
Social Support	1.03	0.975
Academic Resilience	1.03	0.975

Table 1 indicates that multicollinearity may be a concern when analyzing the variables in question. Therefore, multicollinearity testing is conducted to assess the

potential for multicollinearity. The results of the multicollinearity test of the social support and academic resilience variables indicate that the Variance Inflation Factor (VIF) value is 1.03<10, and that the tolerance value is 0.975>0.1, consequently, there is no significant multicollinearity problem in this analysis, and the test results are therefore deemed reliable.

Normality Test Results

Table 2. Normality Test Results

Normality	Significant	Description
Shaphiro-Wilk	0.940	Normal

Based on Table 2, a normality test is performed to determine whether the data follow a normal distribution. The results of the normality test using Shapiro-Wilk show a statistical value of 0.940 and p 0.001 (p<0.05), so the data are normally distributed.

Categorization of variable data

Table 3. Categorization of Variable Data

Variable	Category	Frequency	Percentage
Social Support	Low	6	1,9%
	Medium	117	36,1%
	High	201	62.0%
	Total	324	100%
Academic Resilience	Low	153	47,2%
	Medium	157	48,5%
	High	14	4,3%
	Total	324	100%
Burnout	Low	124	38,3%
	Medium	191	59,0%
	High	9	2,8%
	Total	324	100%

In the variable obtained that social support with a high category 201 people of 62.0%, a medium category 117 people of 36.1%, and a low category 6 people of 1.9%. It can be concluded that in this study most respondents had a high category social support of 62.0%. In the variable that received academic resilience, a high category of 14 people by 4.3%, a medium category of 157 people by 48.5%, and a low category of 153 people by 47.2%. It can be concluded that in this study most of the respondents had a medium category academic resilience of 48.5%. In the variable obtained that burnout, a high category of 9 people by 2.8%, a moderate category of 191 people by 59.0%, and a low category of 124 people by 38.3%. It can be concluded in this study that most respondents experienced burnout in the moderate category of 59.0%.

Regression Test Results Coefficient

Table 4. Regression Test Results Coefficient

Variable	Estimate	SE	t	p
Social Support	0.00364	0.0343	0.106	0.916
Academic Resilience	0.07925	0.0255	3.103	0.002

The coefficient regression table indicates that the results of the coefficient test demonstrate the extent to which an independent variable exerts a significant effect on a dependent variable. The beta understandardize value of social support on burnout is 0.00364 with p 0.916 (p>0.05), indicating that there is no influence between social support and burnout in students engaged in thesis work. It is established that the beta understandardize value of academic resilience on burnout is 0.07925 with p 0.002 (p<0.05), indicating a positive influence between academic resilience and burnout in students engaged in thesis work.

Regression Model Test Results

Table 5. Regression Model Test Results

Model	R	R²	Adjusted R²	F	df1	df2	p
1	0.172	0.0296	0.0235	4.89	2	321	0.008

The regression model table is used to evaluate the statistical or regression model built in accordance with the data analyzed. It is known that the Adjusted R² is 0.0235, which indicates that social support and academic resilience contribute 2.35% to burnout. At the F coefficient of 4.89 and p 0.008 (p<0.05), it can be concluded that there is a statistically significant influence between the variables of social support and academic resilience in students who are working on a thesis. This indicates that there is an influence between the variables of social support and academic resilience in students engaged in thesis work. It can be concluded that there is an influence of social support and academic resilience on burnout.

The objective of this study is to ascertain the impact of social support and academic resilience on burnout in students engaged in thesis work. The findings of this study indicate that social support has no effect on burnout. This research is consistent with the findings of Harnida (2015), which demonstrated that there is no correlation between social support and burnout. Consequently, the hypothesis of this study is rejected or not proven. In contrast, the findings of this study challenge the conclusions of previous research by Lisyanti & Fajrianthi (2023), which posited that social support exerts a detrimental impact on academic burnout. Consequently, the hypothesis put forth in this study is rejected. Furthermore, the results indicate a positive influence of academic resilience on burnout. The findings of this study diverge from those of previous research, aligning instead with the conclusions of Pramesti & Lestari (2024), which posit that resilience exerts a profound and

detrimental impact on academic burnout. The findings of this study diverge from those of previous research, aligning instead with the conclusions of (Maylani & Kusdiyati, 2021), which posit that resilience exerts a negative influence on academic burnout. Consequently, the hypothesis put forth in this study is accepted.

The results indicated that the majority of respondents exhibited high levels of social support, with 62.0% falling into this category. This finding is consistent with the results of previous research by Lisyanti & Fajrianthi (2023), which indicated that the majority of students (56.92%) exhibited high levels of social support. The results of the study indicated that the majority of respondents exhibited moderate academic resilience, with an average score of 48.5%. This is consistent with the findings of previous research by Afifah et al., (2022), which indicated that the majority of students exhibited moderate academic resilience, with a mean score of 65%. The results of the study indicated that the majority of respondents experienced burnout, with a moderate category of 59.0%. This finding is consistent with the results of previous research by Puspitaningrum (2018), which indicated that the majority of students exhibited burnout symptoms in the moderate category, with a prevalence rate of 61.25%. The findings of this study indicate that the majority of students (62.0%) can be classified as having high levels of social support. Additionally, 48.5% of students exhibited moderate levels of academic resilience, while 59.0% of students reported experiencing moderate levels of burnout when working on a thesis.

The findings of this study indicate that social support does not influence burnout. This finding is consistent with the opinion of (Rif'ati et al., 2018), who posit that social support is influenced by the students themselves. A positive assessment is contingent upon the receipt of support in a manner that is both timely and responsive to the needs of the individual in question. Conversely, if students are unable to access the support they require and are unable to meet their needs, the assessment is negative. It is evident that students require social support from a number of sources, including family, friends and other significant individuals. Social support is necessary to overcome obstacles experienced not only in terms of material resources. Nevertheless, it can manifest in an emotional and physical manner (Rif'ati et al., 2018). This is consistent with the assertion by Rokhmatika and Darminto in (Rif'ati et al., 2018) that the factor that can influence it is the perception of students in interpreting the social support provided. If students perceive the social support negatively, they are less likely to accept it. This may be due to the fact that the support provided is not aligned with the situation and the individual providing the support is not aligned with the expectations of the students. The results of social support are therefore influenced by the identity of the provider of social support, the type of social support that is needed or not, and the acceptance or rejection of the support by the students.

The findings of this study indicate that academic resilience is positively associated with burnout. The results of this study diverge from those of previous research,

aligning instead with the findings of Pramesti & Lestari (2024), which indicate that resilience exerts a profound and detrimental impact on academic burnout. The findings of this study diverge from those of previous research, aligning instead with the conclusions of Maylani & Kusdiyati (2021), which posit that resilience exerts a negative influence on academic burnout. The findings of this study align with those of Susanto and Azwar in (Maylani & Kusdiyati 2021), indicating that the majority of respondents exhibited burnout at moderate and high levels. The factors that contribute to burnout include excessive academic pressure, lack of sleep, excessive activity and numerous tasks. In terms of potential contributing factors, resilience is high, yet burnout is high. According to Backović et al. in (Maylani & Kusdiyati 2021), women are more susceptible to emotional exhaustion, leading to feelings of stress, which in turn affects the level of burnout. This argument is consistent with the demographic factors of the study, given that there are more female respondents than male respondents.

The information was obtained from the website gramedia.com in his book, entitled Javanese Life View, Suyanto in (Adinda, 2022) reports that Javanese people tend to accept problems and obstacles in life. This acceptance is referred to as legawa, which is the belief that wisdom can be gained from every event. This can be a contributing factor to the development of high academic resilience, but also high burnout. The respondents are located on the island of Java, which exhibits distinctive characteristics in comparison to other regions.

The update of this research concerns the population on the island of Java. Previous research was limited to one institution and faculty, namely Yogyakarta State University, which specialises in psychology, guidance and counselling. The study focused on the class of 2011 to 2013 (Puspitaningrum, 2018). The Faculty of Psychology at Airlangga University (Wasito & Yoenanto, 2021). In contrast, this study aims to generalise the island of Java. It is recommended that the previous research year, 2018 and 2021, be updated. The results of the study indicated that social support has no effect on burnout. This finding is consistent with the assertion by Lee and Ybarra in (Rif'ati et al., 2018) that social support can be effectively received by students and has an impact on their well-being. However, the efficacy of social support depends on the source and the nature of the support provided. Furthermore, the findings of academic resilience research indicate a positive correlation with burnout. This suggests that, in the case of high academic resilience, burnout is likely to be higher. Based on this, it can be surmised that the majority of respondents are domiciled in the West Java and Jakarta areas, which may be a contributing factor to these results. It can be demonstrated that a high level of academic resilience is associated with a high level of burnout.

D. Conclusions

The results of the study indicate that social support has no effect on burnout.

However, academic resilience has a positive effect on burnout, and social support and academic resilience have a significant effect on burnout. Those engaged in the process of writing a thesis are at an elevated risk of developing burnout. As the thesis represents a significant responsibility at the conclusion of a student's studies, If students do not apply themselves fully and lack support, it will impede the completion of the thesis. Social support can be provided by family, friends, and other significant individuals as a means of expressing concern for students who are experiencing significant pressure. In addition to external factors, students must also possess academic resilience in order to complete their thesis. The social support variable was found to have no effect on burnout, whereas the academic resilience variable was found to have a significant effect on burnout. It is recommended that future researchers consider the use of additional variables in order to overcome student burnout.

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