The Influence of Self-Efficacy, Social Support, Coping Stress and Demographic Factors on Academic Burnout in Final Year Students at UIN Syarif Hidayatullah Jakarta

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Abstract

This study aims to find the effect of self-efficacy, social support, coping stress, and demographic factors on academic burnout in final year students of UIN Syarif Hidayatullah Jakarta. This study aims to examine the effect of each independent variable (self-efficacy, social support, coping stress, and demographic factors) on the dependent variable (academic burnout). The sample consisted of 219 final year students of UIN Syarif Hidayatullah Jakarta, which were taken using non- probability sampling techniques. The data collection instrument used the Maslach Burnout Inventory Student Survey measuring instrument developed by Schaufeli & Salanova (2007) Student Coping Instrument developed by Lazarus & Folkman (1984), the General Self Efficacy Scale (GSES) Scale developed by Sherer (1982), and Multidimensional Scale of Perceived Social Support (MSPSS) developed by Zimet et.al. (1988). The study used confirmatory factor analysis (CFA) to test the validity of the measuring instrument construct and to test the research hypothesis using multiple regression analysis techniques. The results of the major hypothesis test of this study are that there is a significant influence on the effect of self-efficacy, social support, coping stress, and demographic factors on academic burnout. Meanwhile, the results of the minor hypothesis test of this study are that there is a significant effect of variable self-efficacy, family support and special person support on academic burnout in final year students of UIN Syarif Hidayatullah Jakarta. Based on the proportion of all variants, the influence of all Independent Variables is 45% while the other 55% is influenced by other variables outside of this study.

| Keywords | *self-efficacy, social support, coping stress, demoghrapic factor, academic burnout* |

INTRODUCTION

A thesis is one of the academic lecture assignments that must be prepared by students before a student obtains a bachelor's degree. According to Mutaqin (2015) a thesis is a scientific paper presented by students in the form of a research report which is the student's final assignment in completing strata studies. In general, at the end of the study period, a student is given a final assignment which is usually called a thesis (Yulianto, 2008). The thesis itself is proof of a student's academic ability in expressing his scientific studies, solving and answering problems scientifically, and in preparing reports systematically. The problems often faced by students who are writing their theses are lack of writing skills, inadequate academic skills, and lack of student interest in research (Slamet, 2003). Riewanto (2003) added that failure in preparing a thesis was also caused by students' difficulties in finding the title of the thesis, difficulty finding literature and reading materials, limited funds, and anxiety in facing the supervisor.

This problem is also felt by students who are preparing research proposals. Based on the author's interview in the preliminary study, RH, for example, explained that: at the beginning, the authors of the research proposal did not understand how to determine the title to be discussed, the phenomena to be studied and were afraid of facing the supervisor. Based

on this, he became emotionally tired and less motivated in preparing research proposals (RH. Personal interview, August, 2020). The author conducted interviews with 30 students who were preparing research proposals and found symptoms of burnout. they also admitted that they felt emotionally tired while preparing the research proposal. Other symptoms found were students' unwillingness to continue preparing research proposals and the emergence of frustration with unfinished work but a feeling of wanting to complete it because it was an obligation.

Research (Pines, A. Aronson, E. Kafry, 1981) shows that students have medium to high levels of burnout which can affect the learning process. The level of academic burnout among students also varies. Based on data presented by Rad, M. Shomoossi, N. Rakhsani MH & Sabzevari MT (2017) that in China there are 86.6% of students experiencing severe academic stress that causes academic burnout, while in Iran, 76 medical students experience academic burnout. .8% and 71.7% of severe stress caused by worries about the future, worry about hurting the patient, inability to carry out medical techniques and high expectations from the family. In Europe, as many as 1,702 nursing students experienced academic burnout, where students felt inadequate in carrying out their assignments. Managerial Science students in Serbia experienced academic burnout as much as 54.4%.

The process of academic burnout in individuals can be influenced by several factors. These factors consist of situational/external factors and individual/internal factors (Maslach, Schaufeli & Leiter, 2001). One of the internal factors that can cause academic burnout is belief in one's abilities, which Bandura calls self-efficacy (Rustika, 2016). Shankland, et al (in Rachmah, 2013) found that students with high self-efficacy will be able to overcome various demands as students in college. They also showed less anxiety, lower depressive symptoms, greater life satisfaction, and better academic performance.

Apart from self-efficacy, a factor that can influence academic butnout is social support (Kim, Jee, Lee, An & Lee, 2017; Ali, Liaqat, Sethi & Irfan, 2018). Social support is a way to show affection, care and appreciation for other people. Sarafino (2008) states that individuals who receive social support will believe that they are loved, cared for, appreciated, valuable and are part of their social environment. Smet (1994) said that one factor that can change the experience of stress is seeking social support. This statement is supported by research conducted by Yang (2004) where social support has a significant influence on academic burnout.

Another factor that can influence academic burnout is coping stress. Coping is the process by which someone tries to manage the perceived difference between the demands and resources they value in stressful situations (Smith and Sarafino, 2010). Coping with stress has two main functions, namely management or changes in relationships and the environment which are sources of stress (problem focused coping) and emotional regulation of stress triggers (emotion focused coping) (Folkman & Lazarus, 1980). According to research, coping strategies can predict burnout (Folkman & Lazarus, 1980). Brittle, 2020). In research conducted by Shin et al. (2014) found that problem-focused coping can reduce the level of burnout, while emotion focused coping is positively correlated with burnout, or in other words, if emotion focused coping is high, the level of burnout will also be high.

These results are also supported by research by (Brittle, 2020) which states that emotional focused coping can increase the level of burnout

The next factor that can influence academic burnout is the demographic factor of gender. Muzafar et.al (2015) stated that women are more susceptible to experiencing academic burnout, but on the contrary, Cecil et.al. (2014) stated that men have a higher risk of experiencing academic burnout compared to women and are reported to have higher scores on the dimensions of cynicism and inefficacy.

Another demographic factor that is also important to research is GPA. Cumulative achievement index or GPA is a number that shows a student's cumulative achievement or learning progress from the first semester to the last semester that has been taken. In research conducted by Nikodijevic, Labrovic, and Dokovic (in Arlinkasari & Akmal, 2012) it is known that there is a significant influence of GPA on the risk of students experiencing academic burnout, where 54.4% of students with a low GPA are at risk of experiencing academic burnout and 26, 6% are at high risk of experiencing academic burnout.

Apart from the type of GPA, level of study/semester is also a demographic factor that is also researched in its contribution to academic burnout. Proposed by Lee et.al. (2013) which states that academic burnout increases drastically as the level of education increases. where this increase occurred due to the increasing academic demands and level of difficulty of the subject matter. Therefore, the researchers determined semester demographic factors to be used as independent variables in this research. Baumrind is considered a pioneer in parenting style research.(Kuppens & Ceulemans, 2019). He introduced a typology with three parenting styles to describe differences in normal parenting behavior: authoritarian, authoritative, and permissive parenting styles(Baumrind, 1966, 1971, 1991).

Based on the phenomena and research studies that have been presented, the author sees the importance of research on academic burnout. Therefore, the author conducted research entitled "The influence of self-efficacy, social support, stress coping, and demographic factors on academic burnout of final year students at UIN Syarif Hidayatullah Jakarta".

METHOD
Population, sample and sampling technique

The population used in this research were final year students at UIN Syarif Hidayatullah Jakarta who were working on a thesis or research proposal. The number of respondents obtained by researchers was 219 students who were working on their theses or research proposals. The characteristics of the sample in this study are: (1) Final year students at UIN Syarif Hidayatullah Jakarta (Class of 2014, 2015, 2016, 2017) and (2) Male or Female. The sampling technique in this research is a purposive sampling technique, namely a sampling technique where the probability of selecting members of the population to be used as a sample cannot be known. Then the type of sampling used for sampling in research is purposive sampling where researchers collect data using Google form media which is distributed via social media Instagram. The sampling technique for this research also uses the snowball sampling technique, where samples are obtained through a rolling process from one respondent to another.

Data Collection Instrument

In this study, researchers used three measuring tools:

1. Academic burnout scale

    This research uses the Maslach Burnout Inventory – Student Survey (MBI – SS) measurement tool from Schaufeli & Salanova (2007). This measuring tool consists of 3 dimensions, namely exhaustion, cynicism and inefficacy and has 15 statement items. MBI-SS has a reliability value of 0.86 (Oyoo, 2018).

2. Self-efficacy scale

    In this study, self-efficacy was measured using the GSES (General of self-efficacy scale). This measuring instrument consists of 15 items in English, then the researchers of this study used a social support measuring instrument based on the Multidimensional Scale of Perceived Social Support measuring instrument from Zimet et.al. (1988) which has been modified and translated into Indonesian. This measuring tool consists of three dimensions, namely family support, friend support and support from special people.

3. Social support scale

    In this study, a social support measuring tool was used based on the Multidimensional Scale of Perceived Social Support measuring tool from Zimet et.al. (1988) which has been modified and translated into Indonesian. This measuring tool consists of three dimensions, namely family support, friend support and support from special people.

4. Stress coping scale

    This study used a measuring instrument adapted by researchers from the Student Coping Instrument (SCOPE). This measuring instrument was created by Struthers, Perry, & Menec, (2014) which is a modification of the theory of Lazarus and Folkman (1984). This measuring instrument consists of 30 items.

RESULTS AND DISCUSSION

Overview of Research Subjects

The subjects of this research were 219 students at UIN Syarif Hidayatullah Jakarta who were working on their thesis and preparing research proposals. The respondents for this study consisted of men and women with the number of male respondents being 84 (38%) and 135 women (62%).

Furthermore, in the description of the age research subjects, 3 respondents aged 20 years (1%), 21 years 52 (24%), 22 years 92 people (42%), 23 years 53 people (24%), 24 years 12 people (5%), and 25 years old 7 people (3%).

The description of the next research subject is faculty status. From the table above, it can be seen that the respondents in this study were final year students at UIN Syarif Hidayatullah Jakarta in each faculty. Namely FITK as many as 19 people (8%), FAH as many as 9 people (4%), FU as many as 11 people (5%), FSH as many as 16 people (7%), FDIK as many as 8 people (3%), FPSI as many as 98 people (44 %), FEB as many as 21 people (9%), FST as many as 24 people (10%), FKIK as many as 8 people (3%), FISIP as many as 4 people (1%), FDI as many as 1 person (0.4%.)

The description of the next research subject is GPA. Researchers divide GPA into 3 categories, namely 2.00 – 2.74 (low), 2.75 – 3.49 (medium), 3.50 – 4.00 (high) from the table above, it can be seen that there are 2 students with a GPA of 2.00 – 2.74. (1%), GPA 2.75 – 3.49 for 129 people (59%) and 3.50 – 4.00 for 88 people (40%).

The final subject description is the semester. From the table above, it can be seen that there were 30 (14%) students in the 7th semester, 32 (60%) in the 9th semester, 42 (19%) in the 11th semester, and 15 (7%) in the 13th semester.

Regression Test

Table 1

Model	R	R Square	Adjust R of the Square	Std. Error Estimates
1	,671[a]	,450	,426	7.57595

a. Predictors: (Constant), Semester, Self-efficacy, problem focused coping, Gender, GPA, friend support, emotional focused coping, family support, special support

Based on the data in table 1, it can be seen that the gain in rsquare (r^2) is 0.450 or 45%. So it can be seen that the proportion of the academic burnout variable explained by all independent variables (Self Efficacy, family support, friend support, support from special people, problem focused coping, emotional focused coping, gender, semester and GPA) in this study is 45% , while the other 55% is influenced by other variables outside of this research.

Table 2. ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9804.431	9	1089.381	18,980	,000b
	Residual	11995.57	209	57,395		
	Total	**21800.00**	**218**			

a. Dependent Variable: Academic Burnout

b. Predictors: (Constant), Semester, Self-efficacy, problem focused coping, Gender, GPA, friend support, emotional focused coping, family support, special support

Based on the table above, it can be seen that the Sig. is 0,000. Thus, it is known that the p value is <0.05 (significant), so the major hypothesis states that "there is a significant influence on the variables cell-efficacy, social support (family support, support from friends and support from special people), stress coping (problem focused coping and emotional focused coping) and demographic factors (gender, semester and GPA) on academic burnout are accepted.

It can be concluded that there is a significant influence of all independent variables (self-efficacy, family support, friend support, support from special people, problem focused coping, emotional focused coping, gender, semester and GPA) on academic burnout.

Table 3. Regression coefficients

Unstandardized	coefficient	model	std. error	Standardized Coefficient Beta	sig
1 (Constant)	82,508	12,624		6,536	,000
Self Efficacy	-.619	,062	-.619	-10,056	,000
Family support	-.227	,080	-.227	-2,833	,005
Friend Support	-.053	,065	-.053	-.824	.411
People Support Special	,207	,090	,207	2,289	.023
Problem focused coping	-.003	,063	-.003	-.040	,968
Emotionally focused coping	.021	,063	.021	,336	,737
Gender	-.022	.113	-.011	-.196	,845
GPA	-.018	,112	-.009	-.163	,871
Semester	,056	,074	,042	,749	,455

Dependent Variable: Academic Burnout

From the results of the regression equation, it can be explained that only the regression coefficient for the self-efficacy variables, family support and support from special people, while the other variables are not significant. It can be concluded that of the nine IVs, only the self-efficacy variables of family support and support from special people have a significant influence on academic burnout. Furthermore, the explanation of the regression coefficient values obtained for each IV is as follows:

1. Self-efficacy variable

The regression coefficient value obtained was -0.619 with a significance value of 0.000. This means that H01 which states "there is no significant influence of self-efficacy on academic burnout" is rejected. This means that there is a significant influence of self-efficacy on academic burnout. The coefficient with a negative sign means that the lower the self-efficacy, the higher the academic burnout in final year students at UIN Syarif Hidayatullah Jakarta.

2. Family support variable

The regression coefficient value obtained was -0.227 with a significance value of 0.005. This means that H02 which states "there is no significant influence of family support on academic burnout" is rejected. This means that there is a significant influence of family support on academic burnout. The coefficient with a negative sign means that

the lower the family support, the higher the academic burnout in final year students at UIN Syarif Hidayatullah Jakarta.

3. Friend support variable

The regression coefficient value obtained was -0.053 with a significance value of 0.411. This means that H03 which states "there is no significant influence of friend support on academic burnout" is accepted. It can be interpreted that friend support does not have a significant effect on academic burnout in final year students at UIN Syarif Hidayatullah Jakarta.

4. Special person support variable

The regression coefficient value obtained was 0.207 with a significance value of 0.023. This means that H04 which states "there is no significant effect of support from special people on academic burnout" is rejected. This means that there is a significant influence from the support of special people on academic burnout. The coefficient with a positive sign means that the higher the support from special people, the higher the academic burnout in final year students at UIN Syarif Hidayatullah Jakarta.

5. Problem focused coping variable

The regression coefficient value obtained was -0.003 with a significance value of 0.968. This means that H05 which states "there is no significant influence of problem focused coping on academic burnout" is accepted. It can be interpreted that problem focused coping does not have a significant effect on academic burnout in final year students at UIN Syarif Hidayatullah Jakarta.

6. Emotional focused coping variable

The regression coefficient value obtained was 0.021. with a significant value of 0.737. This means that H06 which states "there is no significant influence of emotional focused coping on academic burnout" is accepted. It can be interpreted that emotional focused coping does not have a significant effect on academic burnout in final year students at UIN Syarif Hidayatullah Jakarta.

7. Gender variable

The regression coefficient value obtained was -0.022. with a significant value of 0.845. This means that H07 which states "there is no significant influence of gender on academic burnout" is accepted. It can be interpreted that gender does not have a significant effect on academic burnout in final year students at UIN Syarif Hidayatullah Jakarta.

8. GPA variable

The regression coefficient value obtained was -0.018. with a significant value of 0.871. This means that H08 which states "there is no significant influence of GPA on academic burnout" is accepted. It can be interpreted that GPA does not have a significant effect on academic burnout in final year UIN students.

9. Semester variable

The regression coefficient value obtained was 0.056. with a significant value of 0.455. This means that H09 which states "there is no significant influence of semester on academic burnout" is accepted. It can be interpreted that the semester does not have a significant effect on academic burnout in final year students at UIN.

CONCLUSION

Based on the results of data analysis, it can be concluded that there is a significant influence of all self-efficacy variables, social support (family support, friend support, special person support), stress coping (Problem focused coping, emotional focused coping), and demographic factors (Type gender, GPA, level of study/semester) on academic burnout of final year students at UIN Syarif Hidayatullah Jakarta. The influence of all independent variables is 45%, while the other 55% is influenced by other variables outside this research. The results of testing each independent variable on the dependent variable in this study contained three variables whose regression coefficient values were significant, namely. variables of self-efficacy, family support and support from special people. The variables self-efficacy and family support have a negative influence, meaning that when the level of self-efficacy and family support is low, the level of academic burnout is higher. Meanwhile, the variable support from special people has a positive influence, meaning that when the level of support from special people is high, the level of academic burnout will be higher.

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