Influence of Learning Load, Social Support and Self-Esteem on Academic Burnout With Self-Efficacy As Moderation

Fahmi Rizky Ferdiansyah[1], Achmad Sudjadi[2], Nur Choirul Afif[3]

[1]Jenderal Soedirman University, fahmirizkyf6@gmail.com, Indonesia
[2]Jenderal Soedirman University, achmad.sudjadi@unsoed.ac.id, Indonesia
[3]Jenderal Soedirman University, nur.choirul.afif@unsoed.aac.id, Indonesia
*Fahmi Rizky Ferdiansyah

ABSTRACT

The rapid development of nowadays era require every country to improve its quality in various aspects. One of the most important aspect that need to be improved by a country is the education. The purpose of this study was to determine and analyze the effect of learning load, social support and self-esteem on academic burnout with self-efficacy as moderation. This research was conducted at schools which majoring in Motorcycle Engineering and Business (TBSM) at 20 schools in Banyumas. The sampling technique is non-probability sampling with purposive sampling technique. The data analysis technique used in this research is moderated regression analysis. Based on the results of the analysis, it was found that the learning load has a negative effect on academic burnout, social support has a positive effect on academic burnout, self esteem has a positive effect on academic burnout, with self efficacy as a moderating variable.

Keywords: Learning Load, Social Support, Self-Esteem, Academic Burnout

1. Introduction

The development of an era like today requires every nation to improve its quality or quality in various aspects. One of the most important aspects that need to be improved by a nation is education. In addition to economic factors, the quality of education in a country can be used as a benchmark for the progress or degeneration of the country. The quality of education will reflect the quality of human resources produced by a nation.

In the whole process of education in schools, learning activities are the most basic activities. Where learning activities carried out by students at school involve physical and psychological aspects that are related with each other such as attending class, paying attention to teacher's explanations, and completing academic tasks. According to Lin & Huang (2014) although students are not workers from a psychological perspective, student learning activities are classified as structured activities that can be considered "work" so that there is an increasing recognition that students also experience substantial levels of burnout.

Burnout Burnout is basically a condition that has three key aspects, namely emotional exhaustion, depersonalization, and a decline in personal accomplishments that can occur among individuals

who have a lot of contact with other individuals in several capacities such as social workers, teachers, nurses, and psychologists. Several studies on stress in academic contexts have considered students as a kind of employee (Chambel & Curral, 2005).

Furthermore, Schaufeli et al. (2002) and Yang (2004) stated that burnout can be experienced by students. Burnout experienced by students has a negative impact on the academic achievement of the students concerned. Student burnout can arise due to tiring learning demands, cynicism and avoidance of the learning process, and feelings of incompetence as students. Dyrbye et al., (2010), student burnout can lead to thoughts of dropping out. Universities need to understand predictors of burnout in order to understand how to manage burnout experienced by students. It is also useful in improving the academic achievement of the students concerned. (Jacobs and Dodd, 2003).

The learning load is an increase in the level of emotional exhaustion experienced by students. The problem of excessive learning load is one of the factors that have an impact on the emergence of burnout (Rae, 2014). Excessive learning load involve crowded classes, many assignments, routine exercises, and other routine exercises that exceed individual capacities and abilities. This causes students to feel emotional when learning so that it can direct fatigue caused by excessive learning loads.

Previous research conducted by Jacobs and Dodd (2003) regarding personality factors, social support, and workload on burnout. The results showed that burnout experienced by students was higher than burnout experienced by female students. Social support and workload have a relationship with burnout. In this study, it was also known that there was no direct test of the workload effect and social support on student burnout, as well as the need for additional variables to reduce the occurrence of student burnout, namely self-esteem and self-efficacy. Research also focuses on higher education. So the purpose of this study was to examine the direct effect of learning load, social support, self-esteem on academic burnout with self-efficacy as a moderating variable on students of SMK TBSM in Banyumas.

2. Literature Review

2.1 Academic Burnout

Khairani & Ifdil (2015) suggested that burnout is a condition in which a person feels tired physically and emotionally due to the intensity of work that is too hard but rigid and demands the achievement of results that are in line with expectations. While burnout in the academic field or academic burnout is defined as feeling tired due to the demands of study (exhaustion), having a cynical attitude towards academic tasks (cynicism), and feeling incompetent (reduced efficacy) as a student (Schaufeli et al., 2002).

Zhang, Gan, & Cham (2007) explain that individual factors and the external environment are the main causes of academic burnout. Individual factors that cause academic burnout are related to individual characteristics, such as self-efficacy, self-esteem, locus of control, and trait-anxiety. Meanwhile, external environmental factors that cause academic burnout mainly come from excessive study demands (Lian et al. 2014). Researchers used dimensions from the Maslach Burnout Inventory-Student Survey (MBI-SS) developed by Schaufeli et al. (2002), namely: (1) exhaustion, refers to fatigue due to the demands of study, (2) cynicism, refers to a cynical or distant attitude towards studies, (3) reduced academic efficacy, refers to a decrease in academic confidence.

Furthermore, it will be used as the basis for measuring the scale in this study, on the grounds that it has been tested for validity and reliability.

2.2 *Learning Load*

Meshkati in Tarwaka explains that the learning load can be defined as a difference between the capacity or ability of workers and the demands of the work that must be faced. Given that human work is mental and physical, each has a different level of content. The level of assessment that is too high allows the use of excessive energy and overstress, on the contrary the intensity of the load that is too low allows boredom and saturation or understress. Budiasih (2017) reveals that the number of tasks given in a limited period of time or the work given is too difficult and exceeds the ability, can cause a person to become tired, both physically and mentally.

2.3 *Social Support*

According to Zimet et.al (1988) social support is defined as support received from those closest to the individual, namely support from family, support from friends and support from meaningful people around the individual. Individuals who receive social support have the belief that they are loved, valued and part of a group that can help the individual when they need help (Sarafino & Smith, 2011). In a study conducted by Jacobs and Dodd (2003) that social support, especially from friends, is closely related to lower levels of saturation.

2.4 *Self Esteem*

Baron and Byrne (2003) suggest that self-esteem is a self-evaluation made by each individual, a person's attitude towards himself in the range of positive and negative dimensions. According to Indrawati (2014), high (positive) self-esteem will generate self-confidence, self-esteem, a sense of confidence in one's abilities, a sense that their presence is needed in this world. While individuals with low (negative) self-esteem tend not to dare to look for new challenges in their lives, prefer to face things that are well known and enjoy things that are not full of demands, unable to communicate with others, and tend to feel their life is not happy. In this study, researchers will use a self-esteem scale adapted from The Self-Esteem Scale developed by Rosenberg (1965). The reason for adapting the Rosenberg Self-Esteem Scale (RSES) instrument is because this scale has advantages, including, measuring global self-esteem in adolescence and early adulthood, can be done in a relatively short time, and has met a good validity and reliability scale.

2.5 *Self Efficacy*

Self-efficacy is defined by Bandura (1977; 1986) as a person's judgment on his ability to plan and carry out actions that lead to the achievement of certain goals. In doing a task, individuals who have high self-efficacy will tend to choose to be directly involved. Individuals who have high self-efficacy tend to do certain tasks, even though the task is difficult. They do not view the task as a threat that they must avoid. Meanwhile, individuals who doubt their abilities or low self-efficacy will stay away from difficult tasks because the task is seen as a threat to them. When faced with difficult tasks, they are busy thinking about their shortcomings, the obstacles they face, and all the outcomes that could harm them. In doing a task, individuals who have low self-efficacy tend to avoid the task. (Melisyah Arrianti, 2017 and Byrne, 2003)

2.6 *Hypotheses and Research Models*

Based on the explanation above, the hypothesis in this study is as follows:

H1 : Learning load has a negative effect on academic burnout

H2 : Social support has a positive effect on academic burnout

H3 : Self-esteem has a positive effect on academic burnout

H4 : Self efficacy has a relationship between learning load and academic burnout

H5 : Self efficacy has a relationship between social support and academic burnout

H6 : Self-efficacy has a relationship between self-esteem and academic burnout

3. Research Methodology

3.1 Type of Research

The type of research used in this research is associative research. Associative research is research that aims to determine the effect or relationship between two or more variables (Sugiyono, 2005). In this study, the dependent variable is Academic Burnout and the independent variables are Learning Load, Social Support, and Self-Esteem, with self-efficacy as a moderating variable.

3.2 Population and Sample

The population used in this study is a vocational high school (SMK) majoring in Motorcycle Engineering and Business (TBSM) in Banyumas. While the sample taken is a public school in Banyumas district majoring in Motorcycle Engineering and Business (TBSM). The sampling technique used in this study is a non-probability sampling technique, that is, each member of the population does not have the same opportunity to be selected as a sample. The method used is purposive sampling, namely taking samples based on certain criteria of respondents who are used as objects of information (Sugiyono, 2005). The sample in this study was determined by the criteria, among others, the school is a public school and has a TBSM major.

3.3 Data Collection Method

The data was collected by distributing questionnaires to respondents. The number of samples used in this study were 85 respondents. Questionnaires were distributed to respondents using google forms. Data from the collected questionnaires were further processed using SPSS software.

4. Results

4.1 Validity Test and Reliability Test

Tabel 1. Reliability Statistics

Variable	Cronbach's Alpha	N of Items
Learning Load	,652	8
Social Support	,825	10
Self Esteem	,786	10
Academic Burnout	,795	14
Self Efficacy	,748	8

In the validity test for all statement items by comparing the value of r count with r table at a significance level of 5%, for N = 20, in order to obtain an r table value of 0.4438. It can be seen from a total of 53 statement asked in the validity test, 50 statements meet the criteria, namely the value of r count is greater than r table, which is 0.4438. The reliability test based on table 4.1 shows that in all research variables the Cronbach's Alpha value is greater than the r table value. Thus it can be concluded that the questionnaire in this study can be declared to meet the reliability requirements.

4.2 Normality Test

Tabel 2. Normality Test Result
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		81
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	1,09247308
Most Extreme Differences	Absolute	,053
	Positive	,045
	Negative	-,053
Kolmogorov-Smirnov Z		,477
Asymp. Sig. (2-tailed)		,977

a. Test distribution is Normal.

b. Calculated from data.

Based on the table above, the results of the normality test produce a significant value of 0.997 > 0.05 so it can be concluded that the data that has been tested is normally distributed.

4.3 Multicollinearity Test

Based on the table 3, it can be seen that the regression model does not contain multicollinearity between variables with a VIF value < 10.00 of all independent variables. (8.543 < 10.00), (4.783 < 10.00), (9.696 < 10.00)

Tabel 3. Multicollinearity Test Result
Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2,889	,778		3,714	,000		
	Learning Load	-,057	,124	-,031	-,460	,647	,117	8,543
	Social Support	,737	,077	,479	9,584	,000	,209	4,783
	Self Esteem	,702	,098	,558	7,152	,000	,185	9,696

a. Dependent Variable: Academic Burnout

4.4 Uji Heteroscedasticity

Tabel 4. Heteroscedasticity Test Result

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,125	,458		,272	,786
	Learning Load	-,002	,073	-,010	-,030	,976
	Social Support	,088	,045	,471	1,949	,055
	Self Esteem	-,046	,058	-,304	-,804	,424

a. Dependent Variable: RES2

Based on the SPSS result, it is known that independent variable significant value > 0.05, so it can be concluded that in the regression model there is no heteroscedasticity.

4.5 Regression Test

Tabel 5. Regression Test Result

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,889	,778		3,714	,000
	Learning Load	,157	,124	,298	2,460	,007
	Social Support	,737	,077	,479	9,584	,000
	Self Esteem	,702	,098	,558	7,152	,000

a. Dependent Variable: Academic Burnout

Tabel 6. Moderation Regression Test Result

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Learning Load*Self Efficacy	-,012	,031	-,198	-,396	,694

Social Support*Self Efficacy	-,006	,018	-,124	-,342	,733
Self Esteem*Self Efficacy	,001	,014	,023	,072	,943

a. Dependent Variable: Academic Burnout

Based on Table 5, the following equation is obtained:

$$Y = 2.889 + 0.157 X1 + 0.737 X2 + 0.702 X3 \tag{1}$$

This equation means that if there is no increase in learning load, social support and self-esteem, then the academic burnout value of students is 2.889. The regression coefficient of 0.157 means that if the learning load increases by 1 unit, then the academic burnout variable increases by 0.157. The regression coefficient for social support is 0.737, which means that if social support increases by 1 unit, the academic burnout rate will decrease by 0.737. The regression coefficient of 0.702 means that if the student's self-esteem increases by 1 unit, the student's academic burnout will decrease by 0.702. The results of testing the relationship between self-efficacy and learning load, social support and self-esteem on academic burnout, indicate that there is no relationship between variable Z and X and Y and variable Z is not a moderating factor in the relationship. By looking at table 6 above, the relationship between learning load and self-efficacy on academic burnout shows the value of beta = -.198, t value = -.396, and sig = .694 so that there is no significant relationship between self-efficacy and academic burnout. Self-efficacy is not a moderating factor in the relationship between learning load, social support and self-esteem on academic burnout.

5. Discussion

The results of the classical assumption test show that the regression model has met the normality assumption, namely the standardized residual curve of the Kolmogorov Smirnov test shows a sig value (p>0.05), the regression model also does not contain multicollinearity between variables with a VIF value <10 of all independent variables and the regression model free from heteroscedasticity, using the glacier test where the absolute residual dependent variable shows that all independent values indicate the significance of the t test > 0.05.

The results of the hypothesis test indicate that there is an effect of learning load on academic burnout with a significance value of 0.007 <0.05 with a value of t = 2.460 greater than ttable (1.664) this indicates that the higher the assignments received by students, the higher the level of students. experiencing burnout. Based on research by Jacob and Dodd (2003) found that a person's academic and extracurricular burdens are too heavy to be more closely related to burnout. With different levels of study demands and different resources, it will have an impact on the level of engagement and burnout in schools as well as the overall well-being of students (Salmela-Aero & Upadyaya, 2014). The second hypothesis that social support has a positive effect on academic burnout (p < 0.05) is acceptable, with a value of t = 9.854 and a sig level. = 0.000. The higher the self-efficacy of students, the lower the academic burnout.

This is because students who are involved in the task believe that they feel competent and confident in facing the task. The third hypothesis that self-esteem affects academic burnout is accepted, with p > 0.05 indicating the value of t = 7.152 and sig = 0.000. When the global evaluation made by the individual is either positive or negative, it will result in self-esteem and usefulness. Students with high self-esteem will maintain their curiosity in learning and have enthusiasm and enthusiasm when

facing new challenges. Meanwhile, students with low self-esteem actually avoid situations where the situation has the potential to make themselves feel embarrassed in front of others (Happy & Widjajanti, 2014).

6. Conclusion

Research shows that the learning load variable has a positive effect on academic burnout, the higher the study load or demands received by students can cause student boredom, and vice versa. Social support also has a positive effect on academic burnout experienced by students. The three forms of social support (family, friends, important people) are related. With this support, it makes individuals feel valued and will reduce feelings of worthlessness or reduced personal accommodation. Self-esteem has an effect on academic burnout, indicating that the more students judge themselves to be better, more capable, the students are easier to overcome boredom in following studies at school.

The implication of this research is that it is possible to develop intervention programs to reduce learning boredom, such as conducting peer counseling by involving students who are not indicated to have experienced academic burnout as mentors or tutors for students who are indicated to experience academic burnout. In addition, by providing more motivation to students and developing positive attitudes in learning such as by creating a learning atmosphere full of appreciation, acceptance and reinforcement so that students can be accepted in their groups. This is an effort to increase self-esteem in the academic field and attract students to be involved in academic activities.

The limitation of this research is that the sample used is small and limited to only one school so that it cannot generalize student academic burnout. For further research, researchers can examine student academic burnout in several schools or academic burnout that occurs in students in rural and urban areas which then compare the results.

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