The Influence of Loneliness, Emotional Intelligence and Social Support on Learning Burnout of Vocational School Students in Indonesia

Ujang Wartoyo[1], Wiwiek R Adawiyah [2], Dwita Darmawati [3]

email:

[1] MM Student of Universitas Jenderal Soedirman
[2] Lecturer of Universitas Jenderal Soedirman
[3] Lecturer of Universitas Jenderal Soedirman

Abstract. The aim of this research was to determine influence of loneliness, emotional intelligence and social support to student's burnout of 11th grade SMK N 1 Kaligondang at 2018/2019 year academic. This survey research involved 178 students of 11th grade at SMK N 1 Kaligondang determined by random sampling. Analysis data statistical used multiple linear regression. The research results showed that burnout experienced by 11th grade SMK N 1 Kaligondang was in medium category on the exhaustion dimension (35.7%) and efficacy (35.7%). Overall, the dominant dimension of burnout was exhaustion (42.7%). The results of hypothesis test indicated that there was a positive influence of loneliness to learning burnout. Furthermore there is not significant effect of the emotional intelligence to learning burnout. The hypothesis test also showed a negative influence of social support to learning burnout.

Keywords: 1 Loneliness · 2 Emotional intelligence · 3 Social support · 4 Student · 5 Vocational schools

1. INTRODUCTION

The learning process at schools cannot be separated from their environment problems. Students oftenly experienced learning burnout due to education "tyrani" and monotous way of learning. According to Pines & Aronson (Slivar, 2001) burnout is an emotional condition of someone who feels tired and saturated mentally and physically as a caused the job demands that increase continuously. From this opinion, can be concluded that learning burnout occurs as a result of student demands to always comply with the rules assigned. Learning burnout also caused from the monotone activities that are always the same activity students every day where he must spend more time studying alone at home. Learning busy will make him busy with himself and a little time to play and caused a sense of loneliness which ultimately causes boredom. This learning burnout will the greatly affect to students for their education continuity.

Vocational High School students in class XI will experienced a high increase burden learning related to more focus on vocational competency and the existence of a field work practice program. Schools even have to carry out additional subject activities and competency training for students outside of learning time so that student learning schedules become more crowded. In addition, students are required to study more at home and homework. To deal with this situation, it requires support from the family so that students have high motivation and have the ability to control the right emotions so that learning burnout can be avoided.

Email address: *uwartoyo@gmail.com; wiwiekra@yahoo.com*

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Based on data of SMK N 1 Kaligondang, it showed that in 2nd semester of the 2018/2019 academic year the student violation rate is 0.55%, an increase from the 1st semester (0.51%). The observations result at SMK Negeri 1 Kaligondang also showed that the problem of burnout is still happened. This is supported by the presence of symptoms that appear and indicate that students experienced the learning burnout, students was still chatting alone when the teacher explain the subject and talking to friends when learning in the class. Some students are also sleepy and fall asleep in class. There are also students who are preoccupied with their activities such as playing their ballpoint, rulers or their textbooks.

Vitasari's research (2016) about learning burnout for 11th grade students of SMAN 9 Yogyakarta, who founded that from 151 students at SMA N 9 Yogyakarta there 4 students (2.6%) who experienced learning burnout in the high category, 44 students (29.1%) experienced learning burnout in the medium category, and 103 (68.2%) experienced learning burnout in the low category. The results of the study showed that there was a significant relationship between loneliness and learning burnout. The research results from Cazan (2014) showed that burnout was also negatively correlated with emotional intelligence which meant that the higher emotional intelligence caused the lower burnout level. Whereas Karimi's research (2014) concluded that students with high social support experience more low burnout. These three factors are loneliness, emotional intelligence and family support was interested to study for their effects to burnout learning.

Based on the research background, researcher was interest to done the research with entitled "The Influence of loneliness, emotional intelligence and social support to student's learning burnout of 11th grade at SMK N 1Kaligondang". This research aimed to determine influence of loneliness, emotional intelligence and social support to student's burnout of 11th grade SMK N 1 Kaligondang of 2018/2019 year study.

2. RESEARCH METHOD

2.1 Subject and procedure

The subjects of the study were 11th grade SMK N 1 Kaligondang (90 male, 88 female). The research design was correlational. Respondents gave their agreement to participate in this research. The questionnaire was completed during class time, anonymously and no compensation was offered. Analysis data statistical to test hypotheses in this research used multiple linear regression analysis with t test to test the significance of the influence between the independent variables to dependent variable.

2.2 Instrument

The burnout variable was measured by Romanian Version of the Maslach Burnout Inventory-Student Survey (MBI-SS), (Schaufeli et al., 2002). MBI-SS consists of 15 items that form have three scales: exhaustion (5 items), Cynicism (4 items) and efficacy (6 items).

Loneliness measured by the UCLA scale from Russell, Peplau, and Ferguson (1978) which consisted 20 items of statements form, where the whole item uses negative words (directing to feelings of loneliness). These items are taken from Sisenwein's lonely measuring instrument whose describe a person's experience in describing his feelings of loneliness. This measuring instrument consists of 20 items, which 11 items are favorable (lonely) and 9 items are

unfavorable (non lonely). The response of the answer was still as same as to previous measuring instrument with a Likert scale model at 4 points range of points 1 (never) to point 4 (always). The higher score will obtained, means the higher the feeling of loneliness.

Emotional intelligence measured by the Schutte Emotional Intelligence Scale (Schutte el al., 1998) is considered a short self-report measure of global emotional intelligence and consisted 33 items that assess perception, understanding, expression, regulating and utilizing emotions in themselves and others.

Social support was measured by a questionnaire designed of Waxes, Phillips, Thompson, Williams and Stewart (1986), based on the definition of social protection by Cobe. This scale has 23 statements consisting of three domains of family, friends, and others. The family and friend subscales contain 8 items and the other subscales consist of 7 items. This test is based on a 4-grade scale (strongly agree, agree, disagree and strongly disagree).

3. RESULT AND DISCUSSION

3.1 Description of Burnout level

Description of the burnout level of 11th grade SMK N 1 Kaligondang students are shown in Table 1.

Table 1. Level of burnout at 11th grade SMK N 1 Kaligondang Students

Burnout	Amount	Percentage
Exhaustion	68	38.2%
Cynicism	98	55,1%
Efficacy	12	6,7%
Total	178	100%

The results of the research in Table 1 shown that most of the eleventh grade students of SMK N 1 Kaligondang experienced burnout in the medium category, which was 98 students (55.1%).

Table 2. Burnout level and dimension of burnout at of 11th grade SMK N 1 Kaligondang Sttudents (N= 178)

Burnout Level	Dimension of Burnout							
	Exhaustion		Cynicism		Efficacy		Total	
	n	%	N	%	n	%	n	%
High	38	55.9	14	20.6	16	23.5	68	100.0
Medium	35	35.7	28	28.6	35	35.7	98	100.0
Low	3	25.0	2	16.7	7	58.3	12	100.0
Total	76	42.7	44	24.7	58	32.6	178	100.0

Based on Table 2, there can be seen that burnout in eleventh grade students of SMK N 1 Kaligondang is mostly in medium category on the dimensions of exhaustion (35.7%) and efficacy (35.7%). Overall, the most common dimension of burnout was exhaustion (42.7%).

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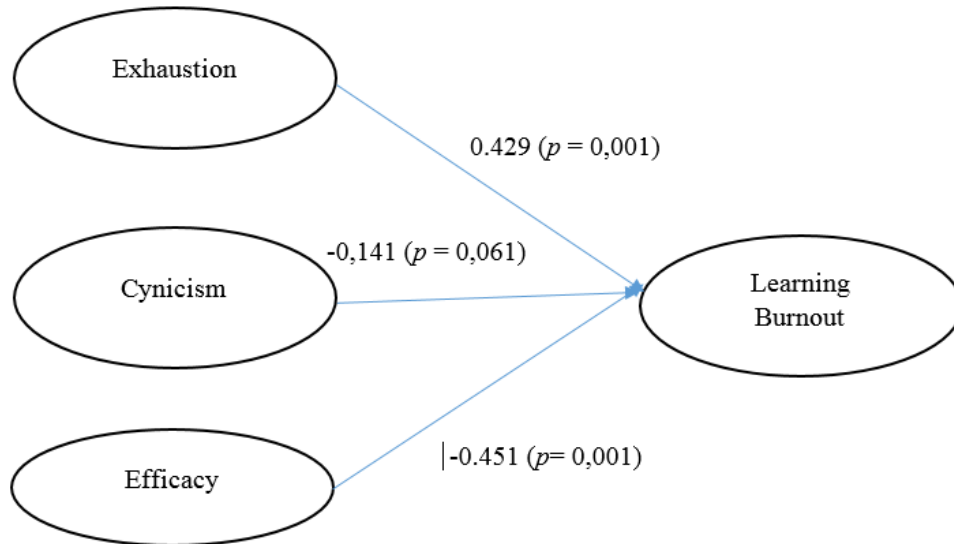
4.2. HYPOTHESIS TEST

Figure 1. Result scheme

The results of the first hypothesis test indicated that the regression coefficient of loneliness variable with learning burnout state that there is a significant positive influence with p 0.001 lower than α (0.05). This means that the first hypothesis is accepted and it can be concluded that there is a positive and significant influence between loneliness towards learning burnout. This can be interpreted that the higher loneliness experienced of students, the higher level of learning burnout students was happen.

This research results supporting the opinion of Maslach & Leiter (1997: 26), The burnout factors, one of which is the lack of social relation that owned. Slivar (2001: 22-23) also argues that one of the factors causing burnout in schools is the lack of relationships that exist between students and teachers at school. Loneliness is a condition where one does not meet one's needs for communication with others, its form an intimate friendship and friendship. Lake states that lonely individuals are individuals who desperately need other people to be invited to communicate and make deep reciprocal relationships, but these individuals cannot reach their needs. From the exposure above, individuals who can reach communication needs with others and can make reciprocal relationships also will not be lonely and so that individuals will be able to do their good activities without burnout feel.

The results of the second hypothesis test show that the coefficient regression of emotional intelligence variables with learning burnout states there are not significant influence with p 0.061 higher than α (0.05). This means that the variation of someone's emotional intelligence level, these not influenced to change the burnout tendency. The results of this research wasn't supported a previous studies by Cazan (2014) who also research the relationship between emotional intelligence and burnout tendencies.

Test of the third hypothesis shown that the coefficient regression value of social support variables with learning burnout have a significant negative influence with p 0.001 lower than α (0.05). This means that the third hypothesis proposed is accepted and it can be concluded that there is a negative and significant influence between social supports to learning burnout. This

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can be interpreted that the higher of social support for students, the learning burnout will decreased.

Social support obtained from families, friends and others has a big contribution to ease the burden who has burnout. External factors such as high social support from the surrounding environment can affect burnout at students. Social support can also come from different sources, such as loved ones, family, friends, colleagues or community organizations. People who get this social support believe that they are loved, cared for, respected and valued, feel part of a social network, such as family and community organizations, and get physical and service assistance, and there able to survive when needed or in danger (Sarafino, 1998).

5. CONCLUSION

Based on the results of the research, it can be concluded that most of the 11th grade SMK N 1 Kaligondang student's experienced burnout in the medium category amount of 98 students (55.1%). burnout experienced by 11th grade SMK N 1 Kaligondang was in medium category on the exhaustion dimension (35.7%) and efficacy (35.7%). Overall, the dominant dimension of burnout is exhaustion (42.7%).

The results of hypothesis test indicated that there was a significant positive influence between loneliness to learning burnout. This can be interpreted that the higher the level of students loneliness experienced, the higher level of burnout was happened. Furthermore there is not significant influence of the emotional intelligence variable to learning burnout. This means that the variation of someone's emotional intelligence level, these not influenced to change the burnout tendency. Hypothesis test also shown that there was a significant negative influence of social supports to learning burnout. This can be interpreted that the higher of social support for students, the learning burnout will decrease.

The important implication of this research is that possible to develop intervention programs to reduce learning burnout of students and become students who have a high motivation in learning. Students can manage their emotions and how to make friends with others.

The limitation of this research is that a small sample is only one school so that it cannot generalize student burnout. The future researchers can examine student learning burnout in rural and urban areas to be compared.

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