Academic self efficacy and social support for academic burnout in islamic boarding school students

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Article Info	ABSTRACT
	This research aims to determine the relationship between academic self-efficacy and academic burnout and social support on academic burnout in santris, as well as the influence of academic self-efficacy and social support on academic burnout in santris. This research is research using quantitative research methods with a correlational type. The subjects in this research were santris at the Bekasi Islamic boarding school. The sampling technique used was a random sampling technique and the number of samples used was 156 using the Slovin formula with a precision value of 0.05. The data collection methods in this research are interviews and psychological measurement scales. The research instruments used were the academic self-efficacy scale with an Alpha Cornbach reliability value of 0.953, the social support scale with an Alpha Cornbach reliability value of 0.854, and the academic burnout scale with an Alpha Cornbach reliability value of 0.880. Data analysis techniques used the Spearman rank correlation test and regression test. multiple linear. This research found that academic self-efficacy and academic burnout had a negative relationship, namely -0.217, and social support and academic burnout had a negative relationship, namely -0.331. Furthermore, there is an influence between academic self-efficacy and social support on academic burnout showing an R square (R2) value of 0.128 or 12.8%.

INTRODUCTION

In 2017, the Ministry of Education and Culture launched a new program to improve the quality of education in Indonesia by supporting the teaching and learning process through the implementation of full-day school (Ministry of Education and Culture of the Republic of Indonesia, 2017). However, by 2022, full-day school still received complaints from the public due to the high academic demands, which could lead to stress and fatigue for students who struggled to adapt. As reported by Kompasiana.com (2022), students who followed the full-day school program felt exhausted because they had to prepare earlier in the morning for school, return home in the evening around 15:30 WIB, and still had to prepare for the next day's lessons and complete homework at night. This continuous cycle of packed activities without breaks eventually caused students to experience burnout.

This phenomenon is not only experienced by students enrolled in the full-day school program but also by students in Islamic boarding schools (santris), where their daily activities are even more intense. Individuals who study Islamic religious education in Islamic boarding schools are called santris. Islamic boarding schools (pondok pesantren) are educational institutions operating within the formal education system that focus not only on general knowledge but also on Islamic religious studies. Qomar states that an institution that teaches Islamic religious studies and provides accommodation for students is referred to as a pondok pesantren (Oktia, 2022).

Heryadi et al. (2023) states that living in an Islamic boarding school has both advantages and disadvantages. According to Purnama et al. (2023), the advantages of being a santri include becoming more independent due to living far from parents and leading a more disciplined life. However, one drawback of boarding school systems, including pesantren, is the feeling of monotony due to a rigidly

scheduled daily routine and the lack of privacy since students live together and share facilities, including dormitories.

Chudzaifah et al. (2022) mentions that santris in Islamic boarding schools have a highly demanding schedule as they are required to acquire knowledge while also being responsible for independent living. Santris have extended study hours and bear heavy academic and boarding school responsibilities, which often prevent them from absorbing lessons optimally, leading to learning fatigue beyond their capacity.

Rafidah states that research has found that students experiencing stress tend to show a decline in academic performance (Fun et al., 2021). Baron & Greenberg suggest that if stress persists for an extended period without intervention, it can lead to burnout (Fun et al., 2021). According to Duta (2020), "For new santris, and even some senior santris, stress arises because they are unable to visit their families. This is undeniable," said Khamida. He further emphasized that santris are among the groups most vulnerable to experiencing burnout.

Schaufeli states that burnout experienced by students is known as academic burnout (Anggraini & Chusairi, 2022). This term refers to feelings of exhaustion due to academic demands, a cynical attitude toward academic tasks, and a sense of incompetence as students. According to Habfoll, academic burnout is influenced by both internal and external factors (Amalia et al., 2022). Internal factors include academic self-efficacy, self-esteem, resilience, academic motivation, perfectionism, and optimism. Meanwhile, external factors consist of social support and peer support.

Several studies indicate that academic self-efficacy significantly and consistently contributes to academic burnout. Research by Wasito & Yoenanto (2021) shows that academic self-efficacy influences academic burnout by 60%, while 40% is influenced by other factors. This means that higher academic self-efficacy correlates with lower academic burnout, whereas lower academic self-efficacy correlates with higher academic burnout. According to Gold & Roth (2013), one external cause of academic burnout is a lack of social support. Research on social support and academic burnout suggests that social support can mitigate burnout (Muflihah & Savira, 2021).

Academic burnout occurs in an Islamic boarding school in Bekasi. Preliminary interviews conducted on Thursday, December 15, 2022, with six santris (three female and three male) revealed issues related to exhaustion, characterized by prolonged physical, emotional, and mental fatigue. Three out of six respondents had experienced prolonged physical exhaustion, five out of six had experienced prolonged mental exhaustion, and four out of six had experienced prolonged emotional exhaustion. The reasons cited included heavy school assignments, a packed boarding school schedule, homesickness, and difficulties in peer relationships within the pesantren.

Additionally, indications of cynicism were identified, characterized by a cynical attitude and a tendency to withdraw from school activities. All six respondents reported a lack of enthusiasm for school. One respondent attributed this to disliking certain subjects and feeling that teachers often appeared angry for no apparent reason. Three respondents felt fatigued and unmotivated due to excessive assignments from specific teachers, while two others lacked enthusiasm due to fear of being scolded by teachers. These findings indicate that respondents developed a cynical attitude and withdrew from academic activities due to disinterest in certain subjects, excessive assignments, and fear of teacher reprimands.

Furthermore, indications of academic efficacy were observed, where respondents perceived assigned tasks as burdensome. All six respondents struggled to find answers to their assignments, particularly in mathematics, due to a lack of interest in the subject, which made assignments feel overwhelming. This suggests that respondents lacked confidence in their abilities, leading to difficulties in completing school tasks and lowering their self-confidence.

The interviews also indicated the presence of academic self-efficacy among santris in the Bekasi pesantren. The first dimension, talent, refers to students' perception of how their abilities or talents influence their academic performance. Five out of six respondents possessed talents in reciting classical Islamic texts, public speaking, theology, hadith, and Islamic jurisprudence, frequently participating in competitions at the school, city, and provincial levels. Some respondents even won

competitions, which helped boost their academic performance. This indicates that their talents positively influenced their academic achievements at the pesantren and school. The second dimension, effort, refers to students' belief that their hard work and persistence in studying will yield appropriate results. Three out of six respondents believed that effort leads to success, while the other three lacked confidence in their abilities, occasionally resorting to copying their peers' work. This suggests that some respondents believed in the value of hard work, while others doubted their capabilities. The third dimension, context, refers to students' perceptions of how their learning environment affects their confidence. All six respondents found it difficult to study in noisy environments, preferring to study late at night when it was quiet. This indicates that their learning was influenced by environmental conditions.

Interviews also highlighted the presence of social support among the santris. The first aspect, emotional support, involves expressions of empathy, care, and attention. All six respondents received support from close friends, such as reminders to rest, study, lend money when needed, encourage religious study, and share food. This indicates that respondents received emotional support from their peers. The second aspect, esteem support, involves positive recognition and respect for achievements. All six respondents received appreciation from their friends in the form of congratulatory remarks and encouraging words, indicating that they received esteem support. The third aspect, instrumental support, involves direct assistance. Four out of six respondents received help with daily necessities such as toiletries, skincare products, and money. This indicates that respondents received instrumental support from their friends. The fourth aspect, informational support, involves guidance or advice in problem-solving. Five out of six respondents received advice from close friends when facing difficulties, indicating that respondents received informational support.

Based on the discussion above, the researcher is interested in further investigating academic burnout in the Bekasi Islamic boarding school, focusing on internal and external factors. The internal factor influencing academic burnout among santris is academic self-efficacy, while the external factor is social support.

RESEARCH METHODS

The subjects of this study were students (santri) with the qualification of adolescents, totaling 156 students. The sampling technique used in this study was random sampling. Random sampling is a technique in which samples are selected randomly without discrimination, giving all members of the population, both individually and collectively, an equal opportunity to be chosen as sample members (Siyoto & Sodik, 2015).

Data collection in this study utilized interviews and psychological scales. The research instruments included the original scales for academic self-efficacy and academic burnout in the form of a Likert scale. For the social support scale, the researcher developed it based on Edward (2019). Data analysis employed correlation tests and multiple linear regression tests. The correlation test was conducted using the Spearman Rank correlation test between the variables of academic self-efficacy and academic burnout, as well as social support and academic burnout among students. Furthermore, multiple linear regression analysis was conducted to examine the influence of academic self-efficacy and social support on academic burnout among students.

The interviews were conducted with students from the Annida Al-Islamy Islamic Boarding School in Bekasi City. The interviews for this study were conducted on December 15, 2022, to gather information regarding the research variables to be examined. These interviews served as a tool for collecting preliminary study data on academic burnout and its influencing factors. The researcher used six respondents, consisting of three male students and three female students.

RESULTS AND DISCUSSION

Description of the majority of variable subjects in the moderate category, moderate social support and there are 32% high categories. Likewise, academic burnout is mostly in the moderate category (table 1).

Table 1. Variable Description

No.	Variable	Categori					
		Low	%	Medium	%	High	%
1	*Academic Self Efficacy*	22	14.1%	116	74.4%	18	11.5%
2	*Social Support*	3	1,9%	103	66%	50	32.1%
3	*Academic Burnout*	32	20.5	117	75%	7	4.5%

The descriptive results in Table 1 show that for the academic self-efficacy variable, 22 respondents or 14.1% fall into the low category. Furthermore, 116 respondents or 74.4% are in the moderate category, and 18 respondents or 11.5% fall into the high category. For the social support variable, the descriptive results indicate that 3 respondents or 1.9% fall into the low category. Meanwhile, 103 respondents or 66% are in the moderate category, and 50 respondents or 32.1% fall into the high category. Furthermore, the descriptive results for the academic burnout variable show that 32 respondents or 20.5% fall into the low category. Meanwhile, 117 respondents or 75% are in the moderate category, and 7 respondents or 4.5% fall into the high category.

Table 2. Results of Spearman Rank Correlation Test of Academic Self Efficacy Variable with Academic Burnout

Variable	Spearman's Rank Correlation Coefficient	Sig. (2-Tailed)	Description
Academic Self Efficacy with *Academic Burnout*	-0.217	0.007 (p<0,05)	H_{a1} Accepted (There is a Relationship)

The results in Table 2 show that the academic self-efficacy variable (X1) and academic burnout (Y) have a correlation coefficient value of -0.217. This is categorized as low, with a significance value of $\rho = 0.007$, indicating a significant negative relationship. Therefore, it can be concluded that Ha1 is accepted, meaning there is a relationship between academic self-efficacy and academic burnout among students.

Table 3. Results of the Spearman Rank Correlation Test for the Social Support Variable and Academic Burnout

Variabel	Spearman's Rank Correlation Coefficient	Sig. (2-Tailed)	Description
Social Support with *Academic Burnout*	-0.331	0.000 (p<0,05)	H_{a2} Accepted (There is a Relationship)

Table 3 shows that the social support variable (X2) and academic burnout (Y) have a correlation coefficient value of -0.331. This is categorized as low, with a significance value of $\rho = 0.000$, indicating a significant negative relationship. Therefore, it can be concluded that Ha2 is accepted, meaning there is a relationship between social support and academic burnout among students.

Table 4. Results of the Multiple Linear Regression Test for the Academic Self-Efficacy and Social Support Variables on Academic Burnout

Model	Coefisient B	T	Sig.
Constants	61.262	13.575	0,000
Academic Self Efficacy	-0.020	-0.406	0.685
Social Support	-0.267	-3.872	0.000
F Test	11.268		0.000[b]

Model	Coefisient B	T	Sig.
R	0.358[a]		
Coefficient of Determination (-R2)	0.128		
Adjusted R2	0.117		

Table 4. presents the results of the influence test, showing that the academic self-efficacy variable has a significance value of Sig. p = 0.685, social support has a significance value of Sig. p = 0.000, and the value of Sig. F = 0.000b. The coefficient of determination (R2) obtained is 0.128 or 12.8%. Thus, Ha3 is accepted, meaning that academic self-efficacy and social support influence academic burnout among students by 12.8%, while the remaining 87.2% is influenced by other variables not examined in this study.

Discussion

This study was conducted at an Islamic boarding school in Bekasi from October 2022 to July 2023, involving 156 respondents, consisting of 64 male respondents and 92 female respondents. The study aimed to test and prove the research hypotheses concerning the variables of academic self-efficacy, social support, and academic burnout. Data analysis used to test the hypotheses included Spearman's rank correlation test and multiple linear regression analysis.

Based on gender analysis, the study found that 64 respondents (41%) were male, while 92 respondents (59%) were female. This distribution is due to the fact that the Islamic boarding school in Bekasi accommodates both male and female students, similar to other boarding schools such as Amanatul Ummah Islamic Boarding School, as noted in the Indonesian Journal of Public Health (Efendi & Rizal, 2020).

Regarding age, the study found that students at the Islamic boarding school in Bekasi were between 13-18 years old. This age range falls into the adolescent category as defined by WHO, which considers adolescence to be between 10-19 years old. Similarly, according to the Indonesian Ministry of Health Regulation No. 25 of 2014, adolescents are individuals aged 10-18 years, while the National Population and Family Planning Board (BKKBN) defines adolescence as between 10-24 years old and unmarried (Wicaksana & Rachman, 2018).

Based on class level analysis, the study showed that 53 respondents (34%) were students from Madrasah Tsanawiyah (MTS) in grades 1, 2, and 3, while 103 respondents (66%) were students from Madrasah Aliyah (MA) in grades 1, 2, and 3, majoring in Natural Sciences (IPA), Social Sciences (IPS), and Religious Sciences (IIK), as shown in Table 19. The majority of respondents were from Madrasah Aliyah (MA).

Regarding educational level, 53 respondents (34%) were from Madrasah Tsanawiyah (MTS), while 103 respondents (66%) were from Madrasah Aliyah (MA), as shown in Table 20. Thus, the majority of respondents were students from Madrasah Aliyah (MA), accounting for 66% of the sample.

From the descriptive analysis of academic self-efficacy (X1) among 156 respondents, 22 respondents (14.1%) had low academic self-efficacy, 116 respondents (74.4%) had moderate academic self-efficacy, and 18 respondents (11.5%) had high academic self-efficacy. This indicates that most respondents had moderate academic self-efficacy, reflecting a reasonable level of confidence in their academic abilities. The findings align with the preliminary interviews, which revealed that respondents had talents in academic subjects such as Quranic reading, public speaking, theology, hadith, and jurisprudence, increasing their confidence in competing at school, city, and provincial levels.

The first hypothesis test using Spearman's rank correlation showed that academic self-efficacy (X1) and academic burnout (Y) had a correlation coefficient of -0.217, categorized as low, with a significance value of $\rho = 0.007$. This indicates a significant negative relationship, meaning that higher academic self-efficacy among students in the Islamic boarding school in Bekasi is associated with lower academic burnout.

Maslach et al. (2001) state that academic burnout consists of situational and individual factors. One individual factor is academic self-efficacy. Durán et al. (2006) argue that academic burnout is influenced by individual differences in dispositional characteristics, making academic self-efficacy an essential predictor of academic burnout.

Previous research by Wasito & Yoenanto (2021) found that academic self-efficacy negatively correlated with academic burnout by 60%, with the remaining 40% influenced by other factors. Similarly, Arlinkasari & Akmal (2017) found that academic self-efficacy negatively correlated with academic burnout, meaning that higher academic self-efficacy reduces the likelihood of experiencing academic burnout, consistent with the current study.

From the descriptive analysis of social support (X2) among 156 respondents, 3 respondents (1.9%) had low social support, 103 respondents (66%) had moderate social support, and 50 respondents (32.1%) had high social support. This suggests that most individuals received adequate support from those around them, consistent with preliminary interviews indicating that respondents received emotional, esteem, instrumental, and informational support from friends.

The second hypothesis test using Spearman's rank correlation showed that social support (X2) and academic burnout (Y) had a correlation coefficient of -0.331, categorized as low, with a significance value of $\rho = 0.000$. This indicates a significant negative relationship, meaning that higher social support among students in the Islamic boarding school in Bekasi is associated with lower academic burnout.

Andi et al. (2020) found that academic burnout is often caused by a lack of perceived social support from close individuals. Social support, whether from friends, family, or partners, can mitigate academic burnout (Redityani & Susilawati, 2021). Previous studies Muflihah & Savira (2021) found that social support negatively correlates with academic burnout, meaning that higher social support reduces the likelihood of academic burnout. Similarly, Trimulatsih & Yeni (2019) reported a significant negative relationship between social support and academic burnout, consistent with the present study.

The third hypothesis test using multiple linear regression analysis between academic self-efficacy (X1) and social support (X2) on academic burnout (Y) found an F-value of 11.268 and a significance value of 0.000 ($p < 0.05$), indicating a significant influence. The R Square (R^2) value of 0.128 (12.8%) shows that academic self-efficacy (X1) and social support (X2) influence academic burnout (Y), while the remaining 87.2% is influenced by other variables such as academic motivation and perfectionism.

CONCLUSION

Based on the results of the analysis, calculations, and discussion, it can be concluded that students at the Islamic boarding school in Bekasi have moderate levels of academic self-efficacy, social support, and academic burnout. Hypothesis testing revealed significant negative relationships between academic self-efficacy and academic burnout and between social support and academic burnout, as well as a significant influence of academic self-efficacy and social support on academic burnout. Several recommendations arise from this study. First, Islamic boarding schools should enhance students' academic self-efficacy and social support by implementing personality development programs through counseling and sharing sessions. Second, future researchers interested in this topic should consider additional variables and factors influencing academic burnout to provide a more comprehensive analysis.

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