Relationship of Self-efficacy and Social Support with Burnout Academic at University Economics Education Students the State of Manado that is Conducting Online Lectures

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Abstract. This study aims to determine the relationship between self-efficacy and social support with academic saturation in Economic Education students at Manado State University who are conducting online lectures. This research approach is a quantitative approach with the type of correlational research. The population in this study amounted to 246 students. The research consisted of 152 student's, the determination of the sample members used purposive sampling technique. The data collection tool uses an academic saturation questionnaire (reliability coefficient = 0.735), a self-efficacy questionnaire (reliability coefficient = 0.744), and social support questionnaire (reliability coefficient = 0.706). The data analysis technique used descriptive analysis, simple correlation analysis, and multiple correlation analysis. The results of this study indicate that self-efficacy and social support have a significant negative relationship with academic saturation in students who are conducting online lectures with a correlation coefficient (R) of 0.435 with a significance level of $0.000 < 0.05$ and jointly contribute to academic saturation by 18.9%. This means that if students have high self-efficacy and social support, academic saturation will decrease. A separate analysis was conducted and it was found that self-efficacy has a significant negative correlation with academic burnout with a correlation coefficient value of -0.387 with a significance level of $0.000 < 0.05$. While social support has a significant negative correlation with academic saturation with a correlation coefficient of -0.340 with a significance level of $0.000 < 0.05$. In addition, most of the 2019 students were at the level of academic saturation, the level of self-efficacy and the level of moderate social support.

Keywords: Academic Burnout · Self-Efficacy · Social Support

1 Introduction

Higher education is a unit that provides higher education as an advanced level of secondary education in the formal education path. This is in accordance with the definition of higher education according to Law no. 20 of 2003 article 19 paragraph 1 which states

that higher education is a level of education after secondary education including diploma, bachelor, master, specialist, and doctoral education programs organized by universities. Sheldon, 2004, suggests that students are a heterogeneous group in which the group consists of individuals who have diverse characteristics and needs [1]. From year to year the level of difficulty of student assignments is increasing [2]. This increasing burden and level of difficulty often raises various problems in the academic life of students, especially in 2020 due to the COVID-19 outbreak, the Ministry of Education and Culture issued a circular of instructions to all universities in Indonesia to conduct distance lectures (online) or online. Online lectures or commonly referred to as online lectures are internet-based teaching and learning processes carried out by students, as well as lecturers, where participants can access materials, interact with each other to discuss materials, and develop themselves through online-based learning experiences. In the implementation process, online lectures pose several problems.

Many students complain that online-based lectures make them less understanding of the lecture materials delivered, and the assignment of more assignments than usual lectures. Therefore, not a few students experience stress due to the online lecture system. Based on the results of research by Ali Muhson, the non-optimal lectures are influenced by the number of lecture activities that require the number of tasks that must be completed by students, both individually and in groups. Resulting in burnout in students. Yang, states that academic burnout refers to stress, burden or other psychological factors due to the learning process followed by students so that they show a state of emotional exhaustion, a tendency to depersonalize, and feelings of low personal achievement [3].

Burnout in students is called academic burnout or academic burnout, according to Zhang Gan and Chan, that academic burnout is feeling tired because of the demands of study, having a cynical feeling and an attitude of being separated or away from school, and feeling incompetent as a student. That students who experience academic burnout experience symptoms such as feeling tired in all parts of the senses and lack of enthusiasm in participating in teaching and learning activities, boredom arises, lack of motivation, lack of attention, no interest, and bring no results. So, it can be concluded that academic saturation is an emotional condition or feeling where a person feels bored and tired of his academic demands.

The condition of academic burnout is also vulnerable to be experienced by students majoring in Economics Education. Based on the results of initial interviews conducted with several students during online lectures, most of them felt boredom and fatigue with academic assignments, this was because they did not understand the lecture material, too many assignments were given with rushed deadlines, and to they catch up with their collection time, stay up too late, causing headaches, and suffer from poor internet connections. Because of the problem of saturation, sometimes when online lectures are in progress, some choose to sleep, eat snacks and listen to music instead of listening to lecture material. From the results of interviews that have been carried out, it is concluded that students also experience academic burnout or academic burnout because it is in accordance with the characteristics of burnout itself. On the problem of saturation. In this case, the impact felt by some students was procrastination, reduced learning motivation, feeling that the knowledge gained was very little, academic grades decreased and unsatisfactory, and doubted about their abilities and future.

Seeing the phenomena that exist in the field Academic burnout or academic burnout is a problem that many individuals experience in the academic environment. Various factors, both internal and external, cause academic burnout, where the serious consequences of this problem are weak motivation to learn, the emergence of a heavy sense of laziness, and decreased academic achievement [4].

That self-efficacy is a person's belief in his ability to exercise some form of control over the person's own functioning and events in the environment. Thus, students are vulnerable to burnout, due to the demands of large academic tasks and responsibilities. But if the individual has high self-efficacy, the individual tends to have low academic burnout. Conversely, if the individual has low self-efficacy, the greater the chance of experiencing academic burnout. In addition to internal factors that affect academic saturation, learning saturation is also influenced by external factors, namely social support. Buunk [5] states that social support is an important aspect of coping with work stress and can neutralize burnout.

Based on the above background, this research is aimed at proving the relationship between self-efficacy and social support with academic saturation in Economic Education students at Manado State University who are conducting online lectures.

2   Research Method

The approach used in this study is a quantitative approach. The population in this study were students of Economic Education, Manado State University, amounting to 246 people. In this study, sampling as for the sampling technique was carried out using purposive sampling technique. The sample in this study was 152 people.

Data analysis techniques in this study are in the form of descriptive analysis, simple correlation analysis and multiple correlation analysis. Data calculations were carried out with the help of the IBM SPSS Statistics 25 computer program. The results of the prerequisite test in this study are the data in this study are normally distributed significant value (p) of $0.200 > 0.05$ so that it meets the requirements of the normality test. The results of the linearity test between the variables of self-efficacy and academic saturation in this study were the significance value of deviation from linearity of $0.565 > 0.05$. In addition, the results of the linearity test between the support variables social studies with academic saturation, namely the deviation from linearity significance value of 0.073 so it can be said that these variables have a linear relationship so that they meet the requirements for the linearity test.

3   Results and Discussion

3.1   Result

3.1.1   Descriptive Analysis

Descriptive analysis in this study was used to determine the description of academic saturation, description of self-efficacy and description of social support for students who are carrying out online lectures, with the following results:

Table 1. Descriptive Analysis

Variable	Persentase	Category
Akademic Boredom (Y)	54,6%	Currently
Self-efficacy (X1)	98,7%	Currently
Sosial Support (X2)	89,5%	Currently

Table 2. Simple Correlation Analysis

Correlations		
Akademic Boredom (Y)		
Self-efficacy (X1)	Pearson Correlation	$-.387^{**}$
	Sig. (2-tailed)	.000
	N	152
Sosial Support (X2)	Pearson Correlation	$-.340^{**}$
	Sig. (2-tailed)	.000
	N	152

Based on Table 1, it shows that the level of academic saturation, the level of self-efficacy and the level of social support for students who are conducting online lectures are mostly in the moderate category.

3.1.2 Simple Correlation Analysis

Multiple correlation analysis in this study was used to test the first and second hypotheses, with the following results.

Based on the Table 2, it can be seen that the results of the correlation analysis between the self-efficacy variable and the academic saturation variable with a correlation magnitude of -0.387 with a significance of 0.000 <0.05, it can be said that there is a significant negative relationship between self-efficacy and academic saturation, indicated by the sign negative ($-$) on the value of the correlation coefficient, meaning that the higher the self-efficacy, the lower the academic saturation of students. The results of the correlation analysis between social support and academic saturation with the magnitude of the correlation -0.340 and a significance value of 0.000 <0.05 which means that there is a significant negative relationship between social support and academic saturation, so it can be said that the higher the social support, the lower the academic saturation of students who are conducting online lectures. This shows that the second minor hypothesis is accepted.

Table 3. Multiple Correlation Analysis

Model	R	R Square	Adjusted R Square
1	.435[a]	.189	.178

Table 4. Table Test F

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	654.285	2	327.143	17.396	.000[b]
	Residual	2802.109	149	18.806		
	Total	3456.395	151			

Table 5. Coeffisient Reggresion Model

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	654.285	2	327.143	17.396	.000[b]
	Residual	2802.109	149	18.806		
	Total	3456.395	151			

3.1.3 Multiple Correlation Analysis

Multiple correlation analysis in this study was used to test the third hypothesis, with the following results

In the Summary Model Table 3, namely the multiple correlation test, the R value (correlation coefficient) is 0.435, meaning that there is a relationship between self-efficacy and social support with academic saturation in students who are conducting online lectures. Table 3 also shows the coefficient of determination R^2 (R square) = 0.189 so that it can be seen that 18.9% of self-efficacy and social support variables affect academic saturation, and the remaining 81.1% is influenced by other factors.

Based on the Table 4, it is known that the significance value of 0.000 <0.05 means that simultaneously self-efficacy and social support have a relationship with academic saturation, meaning that the variables of self-efficacy and social support can simultaneously explain the variables of academic saturation. This shows that the third hypothesis is accepted.

Based on the Table 5, the constant of 75.543 shows that if there is no increase in the variables of self-efficacy and social support, academic saturation will reach 75.543. Regression coefficient of −0.252 indicates that each addition of one number of self-efficacy scores will increase the value of academic saturation by −0.252 or decrease the

Table 6. Effective Contribution of Each Variable

Variable	Effective Donation
Self-efficacy	11,5%
Sosial Support	7,4%
Jumlah	**18,9%**

value of academic saturation because there is a negative sign (−). The regression coefficient of −0.171 states that each addition of one point in the value of social support will increase the value of academic saturation by −0.171 or decrease the value of academic saturation because there is a negative sign (−) (Table 6).

3.2 Discussion

In this study, the level of academic saturation in students was mostly in the moderate category, this means that most of the students who participated in this study had difficulties in dealing with various academic demands during online lectures, but were still able to overcome and resolve these demands. These academic demands can be understood as various obstacles experienced by students in participating in online lectures. One of the causes of students experiencing academic burnout is the condition of lectures which requires a lot of effort. Students need to make greater efforts to overcome various obstacles in online lectures, one of which is excessive task demands. Students are still satisfied with the online lectures that have been going on so far, even though students face these obstacles. This can cause students to experience moderate academic burnout.

When examined further, the highest aspect chosen by the respondents was the cynicism aspect, namely a cynical attitude or distance towards the study with a percentage of 76.6%. Maslach, Schaufeli & Leiter in Maharani [6] suggest that cynicism is an attempt to protect oneself from fatigue and disappointment. Student cynicism is shown by a perfunctory attitude in doing the given lecture assignments and as long as being present in online lectures that are followed and not understanding the lecture material given, this is supported by a statement The most widely chosen is statement number 2, namely "feeling the burden of online lectures is too heavy" with a selected percentage of 79.9% this shows that students are cynical and indifferent to online lectures because they feel burdened with the lecture system applied.

In this study, most of the students showed a moderate level of self-efficacy. The individual's beliefs about his abilities influence the form of action he chooses to take, how much effort will be made, for how long the individual will survive in the face of obstacles and failures as well as the individual's resilience to rise in failure. Therefore, the students' moderate self-efficacy shows that students are able to carry out the academic demands that they are currently carrying out, namely online lectures and are able to complete the given academic tasks, meaning that students can succeed in completing their tasks and responsibilities as students and are able to persist in following the implementation of online lectures.

In this study, self-efficacy and social support together gave an effect of 18.9% on academic saturation, meaning that there were 81.1% of other factors that influenced academic burnout outside of self-efficacy and social support. Academic saturation is caused by two factors, namely situational factors and individual factors. Situational factors that affect academic saturation are workload (workload), control (supervision), Reward (award), Community (community) in this case including social support, fairness (fairness, and values) while individual factors that affect academic saturation namely demographic characteristics, which include age, gender, position, and level of education, then personality characteristics which include level of hardiness, locus of control, copying style, self-esteem, self-efficacy and trait-anxiety. Other predictors besides self-efficacy and social support. If studied further, in this study, self-efficacy gave an effective contribution of 11.5% to academic saturation while

Social support provides an effective contribution of 7.4% to academic burnout, this shows that the self-efficacy variable has a greater influence than the social support variable on academic saturation, therefore the greater the social support given to individuals by the people around them, the greater the social support given to individuals by the people around them. Will be better in reducing academic saturation in the individual, but even though this social support is great if there is no good self-efficacy or the individual is not sure of the abilities possessed within him, the tendency of individuals to experience academic burnout will still exist. As it is known that this self-efficacy refers to the individual's self-confidence in his ability to drive motivation from within, envy to deal with situations such as feelings of boredom, while social support is help obtained from outside. So when referring to the theory of Maslach, Schaufei & Leither the factors that have more influence on academic burnout are individual factors.

4 Conclusion

1. Most of the students showed moderate academic saturation, where as many as 83 students (54.6%).
2. Most of the students showed moderate self-efficacy, namely 150 students (98.7%).
3. Most of the students showed a moderate level of social support, as many as 136 students (89.5%).
4. Self-efficacy has a significant negative relationship with academic saturation, with a correlation coefficient of -0.387 and a significance value of $0.000 < 0.05$, meaning that the higher the self-efficacy, the lower the academic saturation of students who are conducting online lectures.
5. Social support has a significant negative relationship with academic saturation with a correlation coefficient of -0.340 and a significance value of $0.000 < 0.05$, meaning that the higher the social support, the lower the academic saturation of students who are conducting online lectures.
6. Self-efficacy and social support have a significant negative relationship with academic saturation in students who are conducting online lectures with a correlation coefficient of 0.435 with a significance of 0.000. This means that if students who are conducting online lectures have high self-efficacy and social support, academic saturation will decrease

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