



# The Effect of Social Support on Academic Burnout on Overseas Student in Faculty of Science and Technology UIN Maulana Malik Ibrahim Malang

Ahmad Rizki Fadilah and Novia Solichah<sup>(✉)</sup>

Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia  
noviasolichah@uin-malang.ac.id

**Abstract.** This study aims to find out how social support can affect academic burnout for overseas students, Faculty of Science and Technology, UIN Maulana Malik Ibrahim Malang. Overseas students will experience unique problems, especially in their psychosocial relationships with previously unknown places and with new social norms, changes in rules, interpersonal and intrapersonal problems due to the adjustment process. In the learning process at tertiary institutions, overseas students face different challenges from students who do not migrate. In contrast to students who do not migrate, they have lived in their own area, living with their families so they tend to be less independent because they will get supervision, parental control when making decisions, making choices, and solving problems. Preliminary found that 55.89% of the 179 overseas student respondents experienced academic burnout, academic burnout with the highest percentage at UIN Maulana Malik Ibrahim Malang is the Faculty of Science and Technology, with a percentage of 64.83%. This study uses a correlational quantitative method with the dependent variable being social support and the independent variable being academic burnout. The subjects in this study were 296 overseas students from the faculty of science and technology at UIN Maulana Malik Ibrahim Malang who came from the first batch, 2021 class, second second year 2020 class, third year 2019 class, and fourth year class 2018. The selection of research subjects used a purposive technique sampling. Based on the significance value based on the table above, the coefficients can be said that there is a value of 0.000 where this value is smaller than 0.005, so it can be concluded that the social support variable (X) has an effect on the academic burnout variable (Y). When viewed from the T value, that  $t_{count} 9.174 > t_{table} 5.33$ , so it can be said that the social support variable (X) has an effect on the academic burnout variable.

**Keywords:** Social Support · Academic Burnout · Student Overseas

## 1 Introduction

Student is a someone who studying at university that is in a certain for educational setting, and that is the highest level of education compared to others levels of education [1].

© The Author(s) 2023

A. Fattah et al. (Eds.): PFH 2022, ASSEHR 728, pp. 57–67, 2023.

[https://doi.org/10.2991/978-2-38476-032-9\\_7](https://doi.org/10.2991/978-2-38476-032-9_7)

Meanwhile, wandering is a person who is leaving his hometown on his own motivation, for a long period of time, with a specific purpose to seek knowledge and experience, then one day will return to his hometown. Meanwhile, the definition of overseas students is students who are currently receiving their education outside their area of origin and are valued by their motives [2]. Being an overseas student does not escape various problems overseas, starting from aspects of culture that are different from the area of origin, especially those related to adjustment, namely the culture in the overseas that is not the same as the culture of origin or place of residence [3]. Overseas students are also faced with various kinds of changes such as changes in lifestyle, social interaction, and also the necessity to live independently and have responsibility for everything they determine [4]. Overseas students will experience unique problems, especially in their psychosocial relationships with previously unknown places and with new social norms, changes in rules, interpersonal and intrapersonal problems due to the adjustment process. In the learning process at tertiary institutions, overseas students get different challenges from students who do not migrate [5]. The situation that is far from family and friends will cause feelings of loneliness so that it can cause a depression factor for overseas students [6].

Students who study in higher education will not be free from problems, there are many things that will cause problems, students who get problems will certainly not be able to achieve maximum results in their learning targets [7]. Academic pressure that must be faced and students' unpreparedness in living it will be able to cause psychological disorders, namely stress, stress that occurs in students will cause a setback in graduation or not graduate at the right time so that they will get a conversion from the University [8]. Different demands can be seen from students in the Science and Technology Faculty because students in the Science and Technology cluster experience a high level of stress than students from other majors [9]. But if stress occurs protractedly without treatment, causing chronic problems this can lead to burnout [10]. Academic fatigue is a condition in which individuals experience fatigue caused by knowledge, being pessimistic, lack of interest in studies, and also a lack of competence as a student. Academic burnout is divided into three dimensions, such as exhaustion (exhaustion), cynicism (cynicism), feeling of lack of competence as a student (inefficacy). The first burnout dimension, namely, exhaustion (exhaustion) is a condition of a person who experiences a lack of energy due to something high, second, namely, cynicism (cynicism) is a student feeling and also feels no interest in his studies, that is, feels incompetent (inefficacy) is a condition where students do not have competence as students [11].

Student who experience academic burnout show symptoms such as fatigue followed by exhaustion, running from reality, bored and cynical about tasks, emotional, irritable and angry, always feels right, feels unappreciated, has disorientation with their environment, psychosomatic symptoms such as dizziness headaches, nausea, and other physical disorders, tend to be suspicious for no apparent reason, and also depression [12].

Based on initial interviews with overseas students of the Faculty of Science and Technology UIN Maulana Malik Ibrahim Malang with the initials M batch 2018 on November 29, 2021, he explained that he experienced fatigue when thinking about assignments and felt his energy was drained so he felt tired and sleepy, lacked enthusiasm, tended to needs space to be alone, M also feels unprepared and worried about going

through the next day because he gets a lot of workloads so that the tasks that day cannot be completed and do not get good results, previously M also tended to delay doing the task even though the task was easy as a result M wants to stay away from lecture assignments and does not want to discuss lecture assignments with anyone.

Overseas student of the Faculty of Science and Technology UIN Maulana Malik Ibrahim Malang with the initials M batch 2021 said that he felt emotionally tired with a sudden feeling that his mood was not good and felt immediately tired, while following the lecture process afterwards M immediately felt tired and wanted to be alone because M will feel carried away by emotions when doing assignments with his friends, after that M feels worried because he feels stuck at this time can't respond to his day, M also tends to procrastinate when working on college assignments feels like there is no assignment but M still has a lot of assignments, As a result of this, M is not satisfied at all with his duties because he is not doing according to his ability, so M is more likely to want to be alone.

In addition to conducting interviews, the researchers also conducted pre-research with questionnaires conducted on November 26, 2021 to March 3, 2022. The researchers found that 55.89% of the 179 overseas student respondents experienced academic burnout, with the percentage distribution for each faculty as shown in Table 1.

It can be seen that the faculty experiencing academic burnout with the highest percentage at UIN Maulana Malik Ibrahim Malang is the Faculty of Science and Technology, with a percentage of 64.83%.

Factors that cause academic burnout such as lack of social support (lack of social support), demographic factors (demographic factors), self-concept, role conflict and role ambiguity (role conflict and role ambiguity), and isolation (isolation) [13]. Lack of social support is one of the things that can cause burnout in students in facing a problem or burden, students need other people who can provide social support and emotional support so that students can avoid academic burnout [14].

**Table 1.** .

<b>Faculty</b>	<b>Number of Overseas Students Batch 2018–2021</b>	<b>Academic Burnout Percentage</b>
<b>Psychology</b>	26	57,73%
<b>Science and Technology</b>	27	64,83%
<b>Syari'a</b>	26	46,83%
<b>Economic</b>	27	58,94%
<b>Tarbiyah and Teacher Training</b>	26	52,16%
<b>Humaniora</b>	26	54,69%
<b>Medicine and Health Sciences</b>	26	56,06%
<b>Total</b>		55,89%

Social support is an understanding that a person has about feeling loved, appreciated, cared for, and considered important by the surrounding environment [15]. According to Zimet, the dimensions of social support come from three sources, namely, family support, friend support, and significant other support, such as lovers, neighbors, lecturers, as well as people around who can provide support so that individuals can feel comfortable and also cared [16].

Based on the explanation of the phenomenon, considerations of previous research, and the results of preliminary research, it is necessary to conduct further research on social support and its relation to academic burnout of overseas students at UIN Maulana Malik Ibrahim Malang at the undergraduate level, especially at the Faculty of Science and Technology, because the faculty has a high percentage of academic burnout compared to other faculties. Therefore, the researcher decided to conduct a study entitled “The Effect of Social Support on Academic Burnout with Overseas Students, Faculty of Science and Technology UIN Maulana Malik Ibrahim Malang”.

## 2 Method

This study uses a correlational quantitative method with the dependent variable being social support and the independent variable being academic burnout. The subjects in this study were 296 overseas students from the faculty of science and technology at UIN Maulana Malik Ibrahim Malang who came from the first batch, 2021 class, second second year 2020 class, third year 2019 class, and fourth year class 2018. The selection of research subjects used a purposive technique sampling.

The data collection technique in this study used a questionnaire using the Linkert scale, with 4 categories of answers, namely strongly agree, agree, disagree, and strongly disagree, using the social support scale from Zimet which was modified from the study. Dayanti with 18 items, consisting of 12 favorable items and 6 unfavorable items, and using the academic burnout scale from Schaufeli which was modified from Dayanti's research with 19 items, consisting of 14 favorable items and 5 unfavorable items.

The data processing technique in this research uses a simple linear regression technique to be able to see the overall effect of social support on academic burnout.

## 3 Result and Discussion

The results of this study obtained a subject as many as 296 overseas students of the Faculty of Science and Technology UIN Maulana Malik Ibrahim Malang. With the following research results (Table 2).

Social support for overseas students of the Faculty of Science and Technology UIN Maulana Malik Ibrahim Malang on the subject amounted to 296 divided into three categories, namely low, medium, and high.

The results of the above analysis can be seen that the level of social support for overseas students of the Faculty of Science and Technology UIN Maulana Malik Ibrahim Malang has a high category of 131 subjects, which means, the subject has good social support from family social support, social support from friends, and significant others support. Overseas students of the Faculty of Science and Technology UIN Maulana Malik

Ibrahim Malang have a moderate category of 159 subjects, which means, the subject has sufficient social support which he gets from family support, friend support, and significant others support, overseas students from the Faculty of Science and Technology UIN Maulana Malik Ibrahim Malang has a low category of 6 subjects, which means, the subject has social support from family support, support from friends, support from significant others.

**Categorization by Gender.** Categorization is seen based on gender, in the categorization in this study there are 296 subjects consisting of 137 overseas students of the Faculty of Science and Technology of UIN Mulana Malik Ibrahim Malang and 159 students of the Faculty of Science and Technology of UIN Maulana Malik Ibrahim Malang.

Categorization by gender on the social support scale using the categorization program 1.0, the Table 3 results from the categorization based on the social support scale seen by male gender.

The results of the categorization above can be seen that of the total 137 male overseas students of the Faculty of Science and Technology UIN Maulana Malik Ibrahim Malang, there is 1 subject who experiences low social support, 73 subjects experience moderate social support, and 63 subjects experience high social support.

Categorization based on gender on the social support scale using the categorization program or kateg version 1.0, the following table results from the categorization based on the social support scale seen by female gender (Table 4).

The results of the categorization above can be seen that of the total 159 female overseas students of the Faculty of Science and Technology UIN Maulana Malik Ibrahim Malang, there are 5 subjects who experience low social support, 87 subjects experience moderate social support, and 67 subjects experience high social support (Table 5).

**Table 2.** Social Support

Klasifikasi	Score Category	Frequency
$X < 36$	Low	6
$<= X36-54$	Medium	159
$>= 54$	High	131
<b>Total</b>		296

**Table 3.** Categorization

Klasifikasi	Score Category	Frequency
$X < 36$	Low	1
$<= X36-54$	Medium	73
$>= 54$	High	63
<b>Total</b>		137

Academic burnout of overseas students of the Faculty of Science and Technology UIN Maulana Malik Ibrahim Malang on the subject amounted to 296 divided into three categories, namely low, medium, and high.

The results of the above analysis can be seen that the level of academic burnout among overseas students of the Faculty of Science and Technology of UIN Maulana Malik Ibrahim Malang has a high category of 12 subjects, which means that subjects who have academic burnout do have an attitude of exhaustion (exhaustion), are high towards their academics, have a cynical attitude. (cynism) which is high towards academics, and has a high attitude of incompetence (inefficacy) towards academics, the level of academic burnout for overseas students of the Faculty of Science and Technology UIN Maulana Malik Ibrahim Malang has a moderate category of 212 subjects, which means the subject has an attitude of fatigue. (exhaustion) who are moderate towards their academics, have moderate cynism towards their academics, and have moderate incompetence (inefficacy) towards their academics, the level of academic burnout among overseas students of the Faculty of Science and Technology UIN Maulana Malik Ibrahim Mala ng has a low category as many as 72 subjects have a low attitude of fatigue towards their academics (exhaustion), have a low cynism (cynism) attitude towards their academics, and have a low attitude of incompetence (inefficacy).

**Categorization by Gender.** Categorization based on gender on the academic burnout scale uses the categorization program or category 1.0 version, here is the table of categorization results based on the academic burnout scale seen by male gender (Table 6).

The results of the categorization above can be seen that of the total 137 male overseas students of the Faculty of Science and Technology UIN Maulana Malik Ibrahim Malang,

**Table 4.** Categorization

Klasifikasi	Score Category	Frequency
$X < 36$	Low	5
$\leq X36-54$	Medium	87
$\geq 54$	High	67
<b>Total</b>		159

**Table 5.** Academic Burnout

Klasifikasi	Score Category	Frequency
$X < 38$	Low	72
$\leq X38-57$	Medium	212
$\geq 57$	High	12
<b>Total</b>		296

there are 30 subjects who experienced low academic burnout, 104 subjects experienced moderate academic burnout, and 3 subjects experienced high academic burnout.

Categorization based on gender on the academic burnout scale uses the categorization program or category 1.0 version, the following table results from the categorization based on the academic burnout scale based on female gender (Table 7).

The results of the categorization above can be seen that of the total 159 male overseas students of the Faculty of Science and Technology UIN Maulana Malik Ibrahim Malang, there were 8 subjects who experienced low academic burnout, 140 subjects experienced moderate academic burnout, and 11 subjects experienced high academic burnout.

### 3.1 Classical Assumption Test

**Normality Test.** Normality testing aims to determine the spread of data from the subject's answers that contain normal or not this research. This normality test measures the social support and academic burnout variable scores. The technique used in this research is the One Sample Kolmogorov Smirnov Test on the IBM SPSS version 25.0 program. The following are the results of the normality test which can be seen in the Table 8.

The results of the normality test on the social support and academic burnout scale on 296 subjects have met the criteria with a significance value of 0.027, where this value is more than 0.05, so it can be said that both variables have normality.

**Linearity Test Results.** The linearity test was conducted to determine the effect on the social support variable with academic burnout. The linearity test in this study is based on the test for linearity in the IBM SPSS version 25.0 program. The Table 9 are the results of the linearity test.

**Table 6.** Categorization by Gender

Klasifikasi	Score Category	Frequency
$X < 38$	Low	30
$\leq X38-57$	Medium	104
$\geq 57$	High	3
<b>Total</b>		137

**Table 7.** Categorization by Gender

Klasifikasi	Score Category	Frequency
$X < 38$	Low	8
$\leq X38-57$	Medium	140
$\geq 57$	High	11
<b>Total</b>		159

**Table 8.** Result of the normality test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		296
Normal Parameters a,b	Mean	.0000000
	Std. Deviation	7.12772032
Most Extreme Differences	Absolute	.056
	Positive	.056
	Negative	-.036
Test Statistic		.056
Asymp. Sig. (2-tailed)		.027c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

**Table 9.** Result of the linearity test

Variable	F	P(>0,005)	Description
Social Support* Academic Burnout	1.066	0,376	Linear

**Table 10.** Result of the hypothesis test

Model	R	R Square	Adjusted R Square	Std Error of the Estimate
	.472a	.223	.220	7.140

Predictors: (Constant), Dukungan Sosial

Dependent Variable: Academic Burnout

Based on the Table 9, it can be seen that the significance value of the linearity test of the social support variable with academic burnout is 0.376 ( $p > 0.05$ ), it can be seen that the significance value exceeds the value of 0.05, it can be said that social support and academic burnout variables the overseas students of the Faculty of Science and Technology of UIN Maulana Malik Ibrahim Malang have linearity.

**Hypothesis Test.** The hypothesis test in this study used the Pearson Product Moment technique on the IBM SPSS version 25.0 program. The following are the results of hypothesis testing (Table 10).

Based on the table model summary from the results of the simple regression test above, it explains that the magnitude of the correlation value (R) is 0.472 where the

**Table 11.** Tabel Anova

Model	Sum of Square	DF	Mean Square	F	Sig.
<b>Regression</b>	4290.727	1	4290.727	84.170	.000b
<b>Residual</b>	14987.297	294	50.977		
<b>Total</b>	19278.024	295			

Predictors: (Constant), Dukungan Sosial

**Table 12.** Table Coefisient

Model	Unstandardized Coefisient		Standardized Coefisients	T	Sig.
	B	Std. Error			
<b>(Constant)</b>	70.739	3.139		22.535	.000
<b>Dukungan Sosial</b>	,533	,058	-, 472	9,174	.000

output of the coefficient of determination or (R Square) is 0.0223 which means that there is an influence of the independent variable social support on the dependent variable academic burnout has a percentage of 2.23%.

Dependent Variable: Academic Burnout. Based on the ANOVA output Table 11, it is known that the calculated F has a value of 84,170 with a significance level of .000b where this value is less than 0.05, it can be seen that the regression model can be used to determine the influence of the social support variable with the academic burnout variable.

Based on the significance value based on the Table 12, the coefficients can be said that there is a value of 0.000 where this value is smaller than 0.005, so it can be concluded that the social support variable (X) has an effect on the academic burnout variable (Y). When viewed from the T value, that tcount 9.174 > ttable 5.33, so it can be said that the social support variable (X) has an effect on the academic burnout variable.

This study aims to find out how social support can affect academic burnout for overseas students, Faculty of Science and Technology, UIN Maulana Malik Ibrahim Malang.

After doing the research, it can be seen that the average percentage is 159 subjects where the figure gets a percentage of 54%, it states that the subject feels sufficient and occasional social support from family, friends and people around him, according to Faqih [17] social support at the middle level shows that Individuals do not always get help as well as recognition, attention, and appreciation from others, besides that individuals sometimes feel a lack of a sense of being needed or considered important to the environment.

In the academic burnout variable, the subject is 212, has a moderate level of academic burnout with a percentage of 72%. This means that most overseas students from the Faculty of Science and Technology, UIN Maulana Malik Ibrahim Malang, feel academic burnout but do not reach a chronic condition. This represents that several times the subject experienced emotional exhaustion, occasionally avoided the academic environment, and also felt incompetent [18].

## References

1. KBBI, "Kamus Besar Bahasa Indonesia," *KBBI*. .
2. M. Naim, *Merantau: Pola Migrasi Suku Minangkabau*. Yogyakarta: Gajah Mada University Press, 1979.
3. M. A. M. Pramesti, "Hubungan Antara Dukungan Sosial Dengan Ide Bunuh Diri Pada Mahasiswa Rantau Semester Tujuh Fakultas Psikologi Universitas Airlangga," 2019.
4. Rayhanatul Fitri dan Erin Ratna Kusnanti, "Hubungan Antara Efikasi Diri Akademik Dengan Penyesuaian Diri Akademik Pada Mahasiswa Rantau Dari Indonesia Bagian Timur Di Semarang," *Empati*, vol. 7, no. 2, pp. 66–77, 2018.
5. F. F. ELIZA, "Perbedaan kebutuhan dukungan sosial antara mahasiswa merantau dengan mahasiswa tidak merantau di fakultas psikologi universitas sumatera utara," *Skripsi*. Medan, 2021.
6. L. Smolak, *Adult development*. New Jersey: Prentice-Hall, Inc, 1993.
7. S. Damarhadi, M. Junianto, S. N. Indasah, and N. Z. Situmorang, "kebermaknaan hidup pada mahasiswa rantau di Indonesia," *Insight J. Ilm. Psikol.*, vol. 22, no. 2, p. 110, 2020, doi: <https://doi.org/10.26486/psikologi.v22i2.957>.
8. P. D. Ambarwati, S. S. Pinilih, and R. T. Astuti, "Gambaran Tingkat Stres Mahasiswa," *J. Keperawatan Jiwa*, vol. 5, no. 1, p. 40, 2019, doi: <https://doi.org/10.26714/jkj.5.1.2017.40-47>.
9. S. H. Sun and A. Zorlah, "Assessing stress among undergraduate pharmacy students in university of malaya," *Indian J. Pharm. Educ. Res.*, vol. 49, no. 2, pp. 99–105, 2015, doi: <https://doi.org/10.5530/ijper.49.2.4>.
10. L. F. Fun, I. A. N. Kartikawati, L. Imelia, and F. Silvia, "Peran bentuk social support terhadap academic burnout pada mahasiswa Psikologi di Universitas 'X' Bandung," *Mediapsi*, vol. 7, no. 1, pp. 17–26, 2021, doi: <https://doi.org/10.21776/ub.mps.2021.007.01.3>.
11. W. B. Schaufeli, I. M. Martínez, A. M. Pinto, M. Salanova, and A. B. Barker, "Burnout and engagement in university students a cross-national study," *J. Cross. Cult. Psychol.*, vol. 33, no. 5, pp. 464–481, 2002, doi: <https://doi.org/10.1177/0022022102033005003>.
12. & R. Freudenberger, H. J., *Burn-out: the high cost of high achievement*. Massachusetts: Anchor Press, 1980.
13. R. A. Gold, Y., & Roth, *Teachers managing stress and preventing burnout: The professional health solution*. RoutledgeFalmer, 1993.
14. E. Christiana, "Burnout akademik selama pandemi covid 19," *Pros. Semin. Nas. Bimbing. dan Konseling Mengukuhkan Eksistensi Peran BK Pasca Pandemi Covid-19 di Berbagai Setting Pendidik.*, pp. 8–15, 2020.
15. A. J. Greindl, "The Role of Workload , Social Support , and Psychosocial Training as Predictors of Burnout in University Students The Role Of Workload , Social Support , And Psychosocial Training As Predictors at the University of Central Florida," 2020.
16. G. D. Zimet, N. W. Dahlem, S. G. Zimet, and G. K. Farley, "The Multidimensional Scale of Perceived Social Support," *J. Pers. Assess.*, vol. 52, no. 1, pp. 30–41, 1988, doi: [https://doi.org/10.1207/s15327752jpa5201\\_2](https://doi.org/10.1207/s15327752jpa5201_2).

17. M. F. Faqih, “Pengaruh dukungan sosial teman sebaya terhadap stres akademik mahasiswa Malang yang bekerja,” *Etheses.Uin-Malang*, p. 116, 2020.
18. L. Muflihah and S. I. Savira, “Pengaruh Persepsi Dukungan Sosial Terhadap Burnout Akademik Selama Pandemi,” *J. Penelit. Psikol. Mhs.*, vol. 08, no. 02, pp. 201–2011, 2021.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter’s Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter’s Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

