

Self-Motivation and Social Support with Burnout Syndrome in students who completed Undergraduate Thesis

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ABSTRACT

Background: The demand to complete the undergraduate thesis on time can cause burnout syndrome in students. Self-motivation and social support can influence burnout syndrome so that there are many incidents of students not graduating on time. This incident can affect the credibility of the education provider institution.

Aim: To analyze self-motivation and social support with burnout syndrome.

Methodology: The study used a cross-sectional design with 170 population, and the sampling technique was total sampling. The research variable consisted of independent variables, namely self-motivation and social support, while burnout syndrome was the dependent variable. Data collection using a questionnaire with multiple linear regression data analysis.

Result: The results showed that self-motivation could cause emotional exhaustion, one of the dimensions of burnout syndrome. The higher is self-motivation, and the lower is emotional fatigue ($p: 0.00$). Social support can affect self-depersonalization and self-achievement, where the higher the social support, the lower the self-depersonalization and increase the self-achievement.

Conclusions: The researchers suggest that students can always think positively, increase self-motivation, reduce emotional exhaustion, and get social support from the surrounding environment, such as family, friends, and lecturers.

Keywords: self motivation, social support, burnout syndrome

INTRODUCTION

The student is a term for someone who studies in college and is prepared to face global competition. One of the processes for this is that students are required to write an undergraduate thesis to obtain a bachelor's degree. The Undergraduate thesis is a final project that is very decisive for every student doing it, so it is very draining and mindful. In addition, students get many demands to complete their studies, be it demands from supervisors, parents, academics, friends, and orders from themselves to complete their studies quickly. These demands are at risk of making students experience burnout syndrome (Puspitaningrum, 2018). According to Alimah et al (2016), students can be at risk of experiencing burnout syndrome due to tasks and routines while attending lectures, especially when they are working on an undergraduate thesis.

A preliminary study which was conducted on January 24, 2020, on six students who were carrying out their thesis, 4 out of 6(67%) students stated that they did not often feel lazy to work on theses, especially after guidance with lecturers, two students out of 6(33%) said that they get less support, especially from friends, 3 out of 6 students (50%) students have complaints that thesis makes tired and stressful every week. The fatigue and stress experienced by students are signs and symptoms of burnout syndrome.

Burnout syndrome is a collection of symptoms of (emotional exhaustion), depersonalization, and self - assessment (reduced personal accomplishment). Burnout syndrome, what happens to someone, will feel a loss of satisfaction with life, loss of professionalism in carrying out activities, and the ability to sympathize with others (Ibikunle et al., 2012, Tunde & Oladipo, 2013). Burnout syndrome

can occur due to individual, occupational and environmental factors. Environmental factors are emotional support, instrument support, information support, and assessment support. Job factors are leadership, opportunities, and workload. Individual factors consist of personality, demographics such as gender and age, self-efficacy, ability, and self-motivation (Maslach *et al.*, 2001; Robbins, 2002; Arifianti, 2008). Each person's self-motivation varies so that it can affect the final result to be achieved. This self-motivation process can also affect self-efficacy, which can also affect each individual's quality of life (Afandi and Enggal, 2017). Apart from self-motivation, an important thing that can cause burnout syndrome is environmental factors, namely emotional support, instruments, information, and social support (Hijrianti, 2016). Social support can be obtained from fellow students and parents (Dorman and Zapf, 1999, in Lailani, 2012).

METHODOLOGY

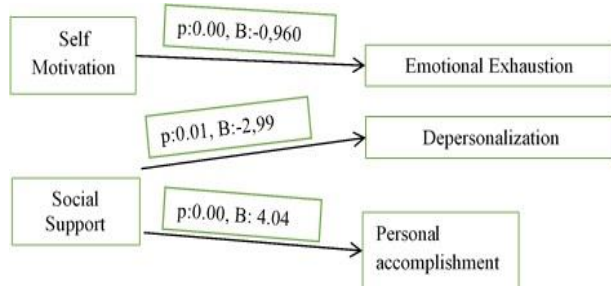
The study design was cross-sectional. The population was 170 students using a total sampling technique. The study's independent variables were self-motivation and social support, while the dependent variable was burnout syndrome. Data collection using a questionnaire that has been tested for reliability with a value of > 0.7 and validity above 0.6319. Research data analysis using multiple linear regression analysis. This research has conducted an ethical test at the STIKes Research Ethics Committee dr Soebandi Jember with no. 47 / KEPK / SDS / V / 2020.

RESULT

Picture number 1 tells about the results show that self-motivation can affect emotional exhaustion ($p: 0.00$), where

the higher self-motivation, emotional fatigue will decrease (B: -0.960). Social support can affect depersonalization (p: 0.01) and self-achievement (p: 0.00). Where the higher social support, eating will reduce depersonalization (B:-2.99) and increase self-achievement (B: 4.04)

Picture 1: The relationship between self-motivation and social support with burnout syndrome



DISCUSSIONS

Self-motivation and Burnout Syndrome: Based on Picture 1, it is found that self-motivation is related to *burnout syndrome* in the dimensions of emotional exhaustions (with p-value: 0.00). From the figure, the results also show that if motivation increases, it can reduce emotional exhaustions (B: -0.960). This research is consistent with Suprisma (2015) research, which states that low motivation levels can cause high burnout syndrome. Bergh et al. (2013) stated that motivation could reduce emotional exhaustion. Husna (2014) says that students' motivation in working on their undergraduate thesis is high in terms of their interest. However, some are less serious in doing it. The students are not interested in doing an undergraduate thesis because of the laziness of each student. Even though they want high scores, if it is not balanced with seriousness and everything will not be achieved. This condition can be a starting point for an emotional source. If allowed to drag on, this situation can cause emotional exhaustion. The typical symptom that precedes emotional exhaustion is anxiety that arises every time you want to start a job. In this case, it is working on a thesis, leading to feelings of helplessness in facing the job (Maslach, 2001).

Emotional fatigue can be reduced by increasing self-motivation. Self-motivation in students is a state within which students encourage and direct behavior according to goals (Afriani, 2018). Self-motivation can be increased by teaching students to think positively. Motivation can be increased by teaching students to think positively. Positive thinking is also able to reduce stress (Andarini, 2018). Positive thinking is the ability to judge something from the positive side to increase the capability or habit to evaluate from the positive side by emphasizing oneself and others' points of view (Anggraini et al., 2017). Positive thinking to students can be taught by the thesis supervisor for each student, assisted by the academic supervisor to complete the undergraduate thesis on time.

Social Support and Burnout Syndrome: This research found that social support affects burnout syndrome in the depersonalization dimension (p: 0.01), where the higher social support, the lower depersonalization (B: -2.99). A

result of this research is the same as the study results from Putra (2018), which states that social support influences depersonalization. Social support primarily supports family and can affect being personalized in a person (Li Li, 2015). Depersonalization will decrease if there is an increase in social support. Positive attitudes and behaviors have an impact on increasing productivity, increasing self-esteem, and managing the pressures faced as a result of social support received by someone.

Social support can also influence personal accomplishment (with p-value: 0.01). The higher the social support, the higher the student's self-achievement (B value: 4.04). According to research by Noordin et al. (2012) which states that personal accomplishment can be influenced by social support. Social support can also be called an excellent environmental factor. it can increase morale, sense of security, prevent stress from the environment and psychological strength in facing difficulties in achieving self-achievement (Putri, 2016). Students who get social support, both from friends, lecturers, and family, will believe that they are loved, which can be a strength for students to produce self-achievement.

CONCLUSION

1. Self-motivation can affect one of the dimensions of *burnout syndrome*, namely emotional exhaustion. The higher the self-motivation, the lower the emotional fatigue.
2. Social support can affect the two dimensions of burnout syndrome, namely self-depersonalization and personal accomplishment. High social support will reduce self-depersonalization and increase self-achievement.

RECOMMENDATION

1. Emotional exhaustion can be prevented by increasing self-motivation. Prevention of personal accomplishment can be done by thinking positively.
2. Decreasing self-depersonalization and increasing personal accomplishment can be done by increasing social support from friends, family, and lecturers.

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