



## Understanding academic burnout: the impact of social support and self-efficacy on final-year management students in Banjarmasin

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### ABSTRACT

Academic burnout is a critical issue affecting student well-being and academic performance, particularly among final-year university students engaged in thesis completion. Social support and self-efficacy are recognized as important psychological factors that can reduce stress, foster resilience, and improve students' ability to cope with academic demands. This study investigates the effects of social support and self-efficacy on academic burnout among final-year management students in Banjarmasin. The study involved a sample of 100 students selected through proportional stratified random sampling, and the data were analyzed using multiple linear regression to examine the relationships between these variables. The findings reveal that social support has a positive but not significant effect on academic burnout, while self-efficacy shows a negative and significant effect, indicating its crucial role in mitigating burnout. Moreover, the combined influence of social support and self-efficacy is significant in reducing academic burnout. These results suggest that strengthening students' self-efficacy and fostering supportive academic and social environments can help reduce burnout and enhance student resilience during thesis completion. The insights of this study provide valuable implications for higher education institutions in developing interventions and support systems that address the psychological needs of students in their final academic phase.

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## INTRODUCTION

Final-year students are more vulnerable to experiencing exhaustion because they are already dealing with their thesis, unlike first-year students who are just beginning their college journey. According to a report in Kompas (Prastiwi & Ihsan, 2022), there are several challenges faced by final-year students in completing their thesis, one of which is the difficulty in choosing a thesis topic. In addition, the supervision process is often less effective, as each lecturer has different characteristics and busy schedules, which causes students to wait for their supervisor's response and delays their thesis consultation progress. One qualitative study reported that supervisors'

workload limits the amount of time they can allocate to guiding students, and the imbalance between the number of students and supervisors further exacerbates this condition (Yousefi et al., 2015). On the other hand, another study emphasized that the lack of time and supervisor availability is a major barrier to establishing an effective supervisory relationship, particularly when supervisors are simultaneously confronted with the demands of research, teaching, and other administrative responsibilities (Bazrafkan et al., 2019). Furthermore, students often face difficulties in collecting data. This happens because they must adjust schedules between themselves as researchers and the informants, deal with incomplete data obtained in the field, and manage the limited time available for data collection (Clarín et al., 2025; Jilcha, 2025). Moreover, logistical complexities—including arranging interviews and handling recording technology—often pose unexpected challenges for novice researchers (Dowse et al., 2014).

Another issue is the lack of a support system. Students also need a support system or a positive environment, as well as encouragement from friends, family, peers, and others, so that they do not experience excessive pressure and can stay motivated in completing their thesis (Wila & Huwae, 2024). Research has shown that students with adequate emotional and social support demonstrate greater resilience, persistence, and overall academic success. For instance, Wilks & Spivey (2010) found that social support significantly predicted resilience among university students, which in turn enhanced their academic performance and well-being. Similarly, Alsubaie et al., (2019) highlighted that social support positively influences students' psychological health, helping them cope more effectively with academic stressors.

Academic burnout is defined as a condition of physical and mental exhaustion that can affect concentration, behavior, and self-concept, particularly among final-year students. Maslach et al., (2001) explained that burnout is a syndrome of both physical and psychological fatigue, feelings of depersonalization, and inefficiency in the workplace due to the heavy workload that must be completed. According to Rahmatpour et al., (2019), burnout is a state characterized by physical, mental, and emotional exhaustion, accompanied by low self-esteem, which leads to wasted energy and a loss of individual motivation. Duru et al., 2014 stated that burnout is a condition in which a person feels drained both physically and emotionally because of heavy study demands and strict expectations to always perform well.

The problems experienced by students in completing their thesis often lead to academic exhaustion or academic burnout. Academic burnout is a major issue faced by final-year students working on their thesis. Therefore, when students receive support from people they know, their feelings of burnout decrease and their confidence in completing the thesis increases. Permatasari & Tentama (2020) stated that students working on their thesis tend to experience feelings of tension, anxiety, boredom, low self-esteem, and loss of motivation. To overcome these challenges, students need support from those closest to them (Christiana, 2020). Ermia et al., (2021) and Zhang et al., (2024) also proved that the pressure experienced during thesis writing can be reduced when students receive support from significant people around them.

This indicates that academic burnout has a significant impact on the quality of student learning and academic performance (Salmela-Aro & Upadyaya, 2017). Students who are able to manage stress and avoid burnout tend to demonstrate greater focus, persistence, and motivation in completing their thesis, which in turn enhances the quality of their academic outcomes. Conversely, students who experience high levels of burnout may exhibit reduced motivation, lack of concentration, and feelings of frustration, all of which hinder their progress and increase the risk of delayed graduation. Strong self-efficacy helps students maintain confidence in overcoming obstacles, while adequate social support reduces feelings of isolation and stress (Nasuha et al., 2023; Ye et al., 2021). If students receive sufficient social support and possess high self-efficacy, they are less likely to experience emotional exhaustion and cynicism during the thesis completion process.

Higher education institutions emphasize the importance of academic support systems, resilience-building, and adherence to scholarly ethics, which directly influence student expectations and academic outcomes. Similarly, the structured and hierarchical nature of university settings tends to prioritize formal guidance, consistent academic standards, and mentorship opportunities over flexible workload variations. Given this context, the inclusion of social support and self-efficacy as key variables aligns with the institutional emphasis on fostering student well-being and long-term academic success. These factors are especially relevant for final-year students, whose motivation and resilience are often shaped by the availability of supportive networks, confidence in their academic abilities, and constructive supervisory relationships. As an academic environment, universities provide an appropriate setting for examining variables such as social support, self-efficacy, and academic burnout—factors that are strongly influenced by the structured demands of thesis completion and institutional expectations.

This study focuses on final-year management students in Banjarmasin who are undertaking their thesis. Based on preliminary observations and interviews conducted with a sample of students, it was found that a significant proportion of them experienced symptoms of academic burnout. This condition is primarily attributed to three key factors: lack of adequate social support, low levels of self-efficacy, and the high academic demands associated with thesis completion. The academic burnout experienced by students has the potential to negatively affect their learning outcomes, motivation, and ability to complete their thesis on time. Reducing academic burnout is expected to result in higher learning enthusiasm, improved concentration, and stronger resilience in facing academic challenges. Among these factors, self-efficacy emerges as a particularly critical area of focus, as it forms the foundation for students' confidence in their abilities and their capacity to overcome difficulties throughout the thesis completion process.

One effective approach that higher education institutions can implement to reduce academic burnout among students is by strengthening the provision of social support. Social support encompasses emotional, informational, and instrumental assistance provided by family, peers, and academic mentors, and it has a significant influence on students' resilience and psychological well-being (Terra et al., 2024; Ye et al., 2021; J. Zhang et al., 2025). When students feel supported and their needs are met through strong social and academic networks, they are more likely to stay motivated, persistent, and productive in their academic journey. Therefore, fostering adequate social support is essential for minimizing academic burnout and promoting students' success in higher education.

Students are increasingly aware of the importance of social support in the academic environment, which encompasses various forms such as emotional encouragement, informational guidance, and instrumental assistance provided by family, peers, and lecturers. These elements play a crucial role in shaping students' perceptions of their academic experience and, ultimately, influence their susceptibility to academic burnout (Christiana, 2020). Moreover, a study conducted by Ye et al., (2021) concludes that social support has a significant role in buffering the negative effects of academic stressors. The support students receive is largely shaped by the academic and social context in which they operate. Social support can be broadly categorized into two dimensions: emotional support and instrumental support. Emotional support refers to empathy, encouragement, and understanding that help students maintain motivation and psychological well-being, while instrumental support involves tangible forms of assistance, such as access to resources, academic guidance, and collaborative problem-solving, which directly aid students in completing their academic tasks effectively. Both dimensions are essential for maintaining student resilience, preventing emotional exhaustion, and reducing disengagement from academic responsibilities.

Moreover, increased levels of perceived social support are associated with lower risks of burnout, leading to improved well-being, persistence, and academic achievement. To foster supportive environments, universities and academic institutions can take several key actions, such

as providing accessible supervisory guidance, promoting peer collaboration, and ensuring fairness and inclusivity in academic processes. When students perceive the absence of support—whether in the form of limited feedback, lack of encouragement, or inadequate access to academic resources—it can result in heightened stress, reduced motivation, and disengagement. Conversely, strong and consistent social support fosters students' confidence, optimism, and ability to persist in completing their thesis, ultimately enhancing both their academic success and overall well-being (Christiana, 2020; Ye et al., 2021)

Another important factor influencing academic burnout is self-efficacy. Self-efficacy refers to an individual's belief in their ability to organize and execute the actions required to achieve specific goals, particularly in challenging academic contexts. High levels of self-efficacy enable students to approach academic demands with confidence, persistence, and resilience, thereby reducing the likelihood of experiencing burnout. Bandura (1977) defines self-efficacy as the conviction that one can successfully carry out the behaviors necessary to produce desired outcomes. When students believe in their ability to complete their thesis and overcome obstacles, they are more likely to remain engaged, optimistic, and persistent in their efforts. Thus, self-efficacy is not only essential for academic achievement but also serves as a protective factor against emotional exhaustion, cynicism, and reduced accomplishment, ultimately contributing to students' psychological well-being and academic success (Bandura, 1977).

Furthermore, self-efficacy plays a critical role in enhancing students' confidence, persistence, and ability to manage academic demands. High levels of self-efficacy have been shown to significantly reduce academic burnout, as students with strong self-belief are more capable of maintaining focus, overcoming obstacles, and regulating their emotions during the thesis process. Additionally, the cultivation of resilience and adaptive coping strategies through self-efficacy contributes not only to academic success but also to students' personal and psychological growth (Bandura, 1977; Ye et al., 2021). Interestingly, studies suggest that the mere presence of academic challenges does not necessarily lead to burnout; rather, it is students' perceived capability to handle those challenges that determines their likelihood of experiencing exhaustion or disengagement (Charkhabi et al., 2013; G. Yang et al., 2022). This finding indicates that self-efficacy functions as a more powerful determinant of academic burnout than the objective level of academic demands, as students' expectations and confidence in their abilities exert a stronger influence on their academic well-being than external conditions alone.

Another factor influencing academic burnout is social support. A lack of social support is one of the causes of burnout among students, as they need others who can provide encouragement and assistance to help them avoid academic burnout. Fun et al., (2021) stated that one of the causes of academic burnout is the lack of social support. Yang (2004) also found that academic burnout is influenced by social support. Similarly, a study conducted by Ye et al., (2021) showed that social support is highly important for students and affects their motivation, indicating that students who receive greater social support tend to experience less academic burnout.

This indicates that an increase in perceived social support is typically associated with reduced levels of academic burnout, although in this study the effect was not found to be statistically significant. The presence of strong social support can help students maintain motivation, emotional stability, and persistence in the face of academic demands, particularly over extended periods. Moreover, perceived social support—as it manifests in encouragement, guidance, and a sense of belonging—has the potential to positively influence students' ability to cope with academic stress. Students who feel supported by their peers, family, or supervisors are less likely to experience isolation and discouragement, which can otherwise contribute to emotional exhaustion and disengagement from academic tasks. Conversely, limited or inconsistent social support may leave students more vulnerable to stress and frustration, thereby increasing the risk of burnout and diminishing their academic well-being (Christiana, 2020; Ye et al., 2021).

Previous studies conducted by Christiana (2020) and Ye et al., (2021) conclude that social support has a negative influence on academic burnout. When students receive adequate emotional, informational, and instrumental support from their family, peers, and academic environment, they are better able to manage academic pressures, reduce stress, and avoid feelings of isolation. This, in turn, helps students maintain motivation, engagement, and psychological well-being throughout the thesis process. Conversely, limited or inconsistent social support often leaves students vulnerable to stress, discouragement, and exhaustion, which can increase the likelihood of academic burnout. These findings underscore the importance of strengthening supportive networks as a key consideration for higher education institutions seeking to enhance student resilience and academic success while minimizing the risk of burnout.

Furthermore, final-year students in completing their thesis are required to be able to overcome various academic challenges, manage their time effectively, and build good interactions with supervisors, peers, and academic institutions in order to meet graduation requirements. In this process, the level of academic burnout becomes an important factor that can hinder or support the achievement of these goals. Therefore, adequate social support and strong self-efficacy are very important to minimize the risk of burnout and to optimize students' academic performance. Accordingly, this study seeks to explore the influence of social support and self-efficacy on academic burnout among final-year management students in Banjarmasin.

This study contributes to the existing literature on academic burnout by addressing several notable gaps. First, while previous research has predominantly examined burnout in Western or metropolitan contexts, the present study focuses on final-year management students in Banjarmasin, thereby capturing the cultural and socio-academic dynamics of an underexplored educational setting. Second, unlike studies that investigate burnout across general student populations, this research emphasizes final-year students, a group particularly vulnerable to burnout due to pressures related to thesis completion, internships, and career preparation. Third, by simultaneously analyzing the effects of social support and self-efficacy, the study provides a comparative understanding of their relative influence, revealing that self-efficacy plays a more significant role than social support in predicting burnout. The findings of this research are anticipated to provide valuable insights and serve as a basis for academic institutions in designing policies and strategies to reduce burnout and promote student well-being and academic success.

## RESEARCH METHOD

This study adopts a quantitative research approach to examine the influence of social support and self-efficacy on academic burnout among final-year management students in Banjarmasin who are undertaking their thesis. The population of this study consists of all final-year students enrolled in the management program at selected universities in Banjarmasin. In total, the population comprised 384 students from various institutions, including Institut Bisnis dan Teknologi Kalimantan, STIE Nasional Banjarmasin, STIE Pancasetia Banjarmasin, STIMI Banjarmasin, Universitas Lambung Mangkurat, UNISKA MAB, Universitas Sari Mulia, and Universitas Achmad Yani. From this population, 100 students were selected as respondents using a proportional stratified random sampling technique to ensure representation from each institution.

Additionally, the sample was selected using a proportional stratified random sampling technique. The selection was based on the academic status of final-year management students who were actively undertaking their thesis at several universities in Banjarmasin. Students who were not in their final year or were not currently working on their thesis were excluded, as their academic workload, responsibilities, and experiences differ from those directly related to thesis completion. These criteria ensured that the study sample accurately represented the target population with consistent academic status and research-related challenges relevant to the research objectives. This approach was chosen to ensure that the participants included in the study were

those whose academic stage and experiences were directly related to the variables being examined—namely, social support, self-efficacy, and academic burnout. A total of 100 students were selected to provide a representative and meaningful reflection of the study's objectives, enabling a focused analysis of how these factors collectively influence academic burnout within the higher education context.

Data were obtained through a structured questionnaire, which was developed based on indicators of social support, self-efficacy, and academic burnout variables adapted from previous theories and research. This instrument measured the perceptions of final-year management students in Banjarmasin who were working on their theses, using a Likert-scale as the response format. The questionnaire was distributed online using Google Form. Additionally, the questionnaires were administered anonymously and confidentially, which reduced the likelihood of social desirability bias and encouraged participants to respond honestly without fear of judgment or repercussions. Although a sample size of 100 cannot fully capture every characteristic of all final-year management students in Banjarmasin, it can still provide a reliable basis for generalization if the respondents are selected using representative sampling techniques. A well-structured sample ensures that the key variations within the population—such as gender, academic performance, and study focus—are proportionally reflected, thereby minimizing sampling bias.

The data were analyzed using multiple linear regression to examine the relationship between the independent variables (social support and self-efficacy) and the dependent variable (academic burnout). Multiple linear regression allowed researchers to examine not only the individual contribution of each predictor but also their combined influence, while controlling for overlap between variables. This makes it the most appropriate method for understanding the relative importance of each factor and for testing the predictive power of the model as a whole. Statistical measures, including significance values (p-values) and regression coefficients, were used to assess the strength and direction of the relationships between variables. Prior to analysis, validity and reliability tests were conducted to ensure the accuracy, consistency, and internal coherence of the measurement instruments. Respondents were provided with clear instructions on how to complete the questionnaire and informed about the purpose of the study to encourage honest and reliable responses. The collected data were then interpreted in relation to the research objectives and existing literature on social support, self-efficacy, and academic burnout among university students. Furthermore, classical regression assumption tests—namely normality, heteroscedasticity, and multicollinearity—were performed to evaluate the adequacy and robustness of the data for multiple regression analysis. These diagnostic procedures were essential to ensure the validity and reliability of the statistical inferences drawn from the study.

## RESULTS AND DISCUSSIONS

Before distributing the questionnaires, both validity and reliability tests were conducted to ensure the quality and consistency of the research instrument. The results of the validity test indicated that all questionnaire items had r-values exceeding the critical r-table value of 0.1966, confirming the validity of each item. Reliability testing further demonstrated that the instrument met acceptable standards, with Cronbach's Alpha coefficients of 0.962 for social support, 0.953 for self-efficacy, and 0.967 for academic burnout. As these values exceed the minimum threshold of 0.60, it can be concluded that the instrument exhibits strong internal consistency.

Additionally, classical assumption tests were conducted to ensure the suitability of the data for regression analysis. The normality test, performed using the Kolmogorov-Smirnov method, produced a significance value of 0.200, which is greater than the 0.05 threshold, indicating that the data are normally distributed. Multicollinearity testing showed tolerance values above 0.10 and Variance Inflation Factor (VIF) values below 10.00, confirming the absence of multicollinearity

among the independent variables of social support and self-efficacy. Furthermore, the heteroscedasticity test revealed no signs of heteroscedasticity, indicating that the regression model fulfills the required assumptions for accurate and reliable analysis.

The results of the regression analysis are presented in the following tables:

**Table 1.** Result of Partial Test

Model		Coefficients <sup>a</sup>			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	35.663	3.031		11.766	.000
	Social Support	.135	.183	.113	.735	.464
	Self Efficacy	-.987	.215	-.708	-4.594	.000

a. Dependent Variable: BURNOUT

Source: SPSS Output, 2025

Social support has a positive but not significant effect on academic burnout among final-year management students in Banjarmasin. This finding suggests that although students who receive emotional, informational, and instrumental support from family, peers, and mentors tend to feel more encouraged and less isolated, such support alone does not directly and significantly reduce academic burnout. This study is consistent with the findings of (Oktaviani & Marsosiyati, 2024), which stated that social support does not have a significant influence on academic burnout. This alignment suggests that the role of social support in alleviating burnout may vary depending on contextual factors such as cultural norms, academic environments, and the extent to which students perceive the support as meaningful or accessible.

This result indicates that students who perceive strong social support are more likely to maintain enthusiasm, share academic challenges with others, and feel motivated to persist in their thesis work. However, when social support is insufficient, inconsistent, or perceived as irrelevant to academic needs, students may still experience stress, emotional exhaustion, and disengagement. While social support alone may not guarantee a significant reduction in academic burnout, it complements other factors—particularly self-efficacy—in shaping students' resilience and persistence. In this sense, social support functions more as a buffer that helps students manage stress, rather than as a sole determinant of burnout (Christiana, 2020; Ye et al., 2021).

Self-efficacy has a significant and negative effect on academic burnout among final-year management students in Banjarmasin. This finding indicates that when students possess strong confidence in their ability to complete academic tasks—such as conducting research, analyzing data, and writing their thesis—they are less likely to experience emotional exhaustion, cynicism, and reduced academic accomplishment. Self-efficacy not only empowers students to manage academic pressures more effectively but also fosters persistence, motivation, and resilience in overcoming obstacles throughout the thesis completion process. This, in turn, strengthens students' engagement with their academic work and reduces the likelihood of burnout.

This study is in line with the findings of Sadaria, which indicate that self-efficacy has a significant influence on academic burnout. This consistency reinforces the argument that students' confidence in their ability to manage academic demands plays a crucial role in preventing feelings of exhaustion, cynicism, and reduced academic accomplishment. Students who perceive themselves as capable of achieving academic goals are more likely to sustain intrinsic motivation, remain focused, and persevere through challenges. The presence of strong self-efficacy fosters a sense of purpose, optimism, and confidence, motivating students to actively engage in problem-solving and adopt adaptive coping strategies when facing difficulties. (Bernardo et al., 2025; Wu, 2024). Consequently, students with higher self-efficacy are more likely to achieve optimal academic

outcomes and maintain psychological well-being, while those with lower self-efficacy remain at greater risk of experiencing academic burnout.

**Table 2.** Result of Simultaneous Test

		ANOVA <sup>a</sup>				
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1824.810	2	912.405	29.357	.000 <sup>b</sup>
	Residual	3014.750	97	31.080		
	Total	4839.560	99			

a. Dependent Variable: *ACADEMIC BURNOUT*

b. Predictors: (Constant), *SELF-EFFICACY*, *SOCIAL SUPPORT*

Source: *SPSS Output, 2025*

The table above shows the simultaneous effects of social support and self-efficacy on academic burnout among final-year management students in Banjarmasin. The results demonstrate that these variables, when analyzed together, significantly influence the overall level of academic burnout. Specifically, self-efficacy plays a critical role in reducing students' likelihood of experiencing emotional exhaustion and cynicism, while social support provides additional encouragement and a buffering effect against stress. This finding suggests that both variables, in combination, are essential for understanding and addressing academic burnout, highlighting the importance of fostering strong self-belief and supportive academic environments to improve student well-being and academic outcomes.

By analyzing these factors simultaneously, the study highlights the complex and interconnected nature of the elements that influence academic burnout. It reveals that academic burnout is not solely determined by individual factors in isolation, but rather by the combined effect of students' perceived social support and their level of self-efficacy. This integrated approach provides a more comprehensive understanding of student well-being, as it acknowledges that the interplay between supportive academic and social environments and students' confidence in their own abilities collectively shapes how they experience the demands of thesis completion.

Ultimately, the findings of this study are consistent with previous research conducted in different contexts. For example, studies in Western higher education settings and among medical or nursing students have similarly shown that self-efficacy serves as a protective factor against burnout, enhancing persistence, academic engagement, and stress management. However, the present study extends these findings by demonstrating that self-efficacy also plays a critical role among final-year management students in Banjarmasin, a population facing distinct challenges such as thesis completion, limited local resources, and career uncertainty. While prior studies often highlight the role of social support alongside self-efficacy, the current results suggest that, in this context, self-efficacy is the more decisive factor. This indicates that fostering internal coping mechanisms and personal confidence may be more effective in mitigating burnout than relying solely on external support systems, especially within academic environments where institutional or peer support is not consistently strong.

Furthermore, based on the interview findings with several final-year management students, it was revealed that a considerable number of them perceived the process of thesis completion as highly demanding, primarily due to unanticipated academic challenges and the necessity of managing multiple tasks simultaneously. A critical contributing factor to the emergence of academic burnout is the disproportion between the high academic requirements – such as conducting research, data analysis, and thesis writing – and the limited time, resources, and coping capacities available to students. This imbalance is further exacerbated by difficulties in accessing adequate guidance, inconsistent supervisory support, and the psychological pressure associated with expectations for timely graduation. These contextual challenges collectively contribute to the perception and reality of high academic stress among final-year students.

## CONCLUSION

This study highlights the critical role of psychological factors in shaping academic burnout, particularly among final-year management students in Banjarmasin who are undertaking their thesis. The findings demonstrate that self-efficacy has a significant negative effect on academic burnout, indicating that students with higher confidence in their academic abilities are less likely to experience exhaustion, cynicism, and reduced accomplishment. In contrast, social support shows a positive but not significant effect on burnout, suggesting that while it provides encouragement and a sense of belonging, its direct impact on reducing burnout is limited. These results emphasize the importance of strengthening students' self-efficacy as a key strategy to mitigate burnout, supported by social networks that create a conducive academic environment. Focusing on these aspects can help reduce academic burnout and, in turn, contribute to students' academic success and well-being. Based on the findings, it is proposed for higher education institutions to strengthen social support systems by fostering an academic environment that promotes collaboration, open communication, and constructive relationships among students, peers, and faculty members. Moreover, social support has consistently been shown in the broader literature to buffer stress and promote well-being. Thus, strengthening social support systems can still be considered strategic – particularly as a preventive or complementary measure. Enhancements in access to academic resources, availability of guidance, and supportive supervisory practices are also suggested to reduce academic burnout and improve student well-being.

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