

The Role of Social Support and Academic Buoyancy on Academic Burnout in Organizational Activist Students

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ABSTRACT

Objective: This study aims to analyze the influence of social support and academic buoyancy on academic burnout among university students actively involved in student organizations. **Method:** A quantitative approach was employed using multiple regression analysis on a sample of 217 male and female students in early adulthood. The participants were selected through proportionate random sampling based on the Isaac & Michael table. Data were collected using three validated instruments: the Burnout Academic Scale (BAS), the Social Support Scale (SCS), and the Academic Buoyancy Scale (ABS). **Results:** The findings revealed that both social support and academic buoyancy significantly and negatively influenced academic burnout, with a combined contribution of 77.4%. Social support was the more dominant factor, contributing 54.1% to the variance in academic burnout, while academic buoyancy accounted for 23.2%. **Novelty:** This study highlights the critical role of social support in mitigating academic burnout among student organization members, providing empirical evidence that complements existing literature by emphasizing the interaction between socio-emotional and resilience factors in high-demand academic environments.

INTRODUCTION

A student is someone who is undergoing education at the university level. In their roles, students not only gain knowledge, but also function as agents of change, social controllers, and future leaders [1]. Problems or conflicts can be experienced by anyone, including students, because in social life, humans are often faced with conflicting situations. Whether at home or at work, conflict is common and difficult to avoid [2]. Meanwhile, according to Muflikah [3], Student is a term for individuals who have completed their education at the elementary, junior high, and high school levels. The word student comes from the word maha which means big or high and students are students or individuals who are studying science. Students are students who are registered and studying at a university, Both at public universities, private universities, and other institutions that have a level of university equivalent.

Organizations serve as a place for individuals to develop their skills. Over time, organizations continue to evolve and transform to adapt to the environment, even trying to change that environment if possible [4]. Student organizations are a means facilitated by the campus to provide opportunities for students to develop skills in all aspects through various positive activities. Apart from being a form of student contribution to society, involvement in this organization is also important because not all knowledge and skills can be obtained through the formal learning process in the classroom or laboratory.

This organizational activity that is carried out outside of lecture hours is also a forum for students to hone their interests and talents.

In general, students who are actively involved in organizational activities are known as student activists. According to Parera (2000), student activists are those who occupy management positions in organizations and have skills and experience in the field of organization. Their active involvement in organizational activities, including in carrying out duties and responsibilities, can have a positive or negative impact. The positive impact of this involvement has been revealed through the results of the research [5] Some of the positive impacts of being active in the organization include: a) It is easier to interact and build a wide network of friends. b) Have more experience compared to students who are not involved in the organization. c) Foster independence and reduce dependence on others. d) Have an open and logical mindset. e) Show high solidarity, especially towards fellow members of the organization. In addition, based on the results of the research Puspitasari et al [6] Activeness in the organization can also have a negative impact. Some of the negative impacts of being active in the organization include: a) Often being late or absent from lectures because they are involved in organizational activities. b) Academic performance is often unsatisfactory, and can even decrease. c) Often experiencing delays in completing studies or lecture assignments.

Based on a number of studies, students who are active in organizations show significant changes in terms of insights, mindsets, knowledge, as well as social and leadership skills – competencies that are generally not obtained through formal curricula in higher education. In addition to carrying out roles and responsibilities in student organizations, student activists also continue to shoulder academic responsibilities and face various personal challenges. Azwar stated that the lives of students who have entered adulthood are dynamic and full of pressure, both from academic and social aspects. Common problems faced include decreased academic achievement, fatigue due to lecture routines, difficulties in dividing time between studies and organizations, and personal problems such as the loss of a close person due to a parent's divorce or the death of a family member [7].

On the other hand, in addition to the challenges mentioned earlier, students are also required to complete academic loads in the form of a Semester Credit System (SKS). At Udayana University, students are required to complete at least 144 credits and can take up to a maximum of 160 credits. The period of study allowed ranges from 8 to 14 semesters. Graduation standards are determined through GPA, with a minimum limit of 2.00 and a maximum of 4.00. GPA is the average achievement of students' academic grades from all courses taken, and is the main indicator in assessing student academic achievement. Academic achievement itself is seen as a very important aspect for every student to achieve. Academic achievement according to [8] It is defined as the end result of the learning process achieved by students in a certain period of time, which is generally expressed through certain numbers or symbols as a representation of the achievement.

In addition, student activists have 2 obligations or responsibilities that must be carried out in tandem, namely: lecture assignments and organizational tasks where each

of these activities has a positive impact, so that students have to make a priority scale to keep everything running without having to sacrifice one of them, but most of the activist students do not or have not been able to maximize both so that they become overwhelmed in carrying out their obligations even though they are required to get good academics and continue to carry out their obligations as student activists of the organization, When someone experiences this, not a few of them also feel academic fatigue which is called *academic burnout*

Burnout characterized by 3 main aspects, namely emotional fatigue due to academic pressure, the emergence of negative attitudes or cynicism towards lecture activities, and feelings of inadequacy or incompetence in evaluating one's own abilities [9]. Students can experience a deep sense of boredom during the learning process, accompanied by a decrease in motivation to learn, until finally there is a belief that they are not able to complete the studies undertaken. This boredom appears in the form of procrastination of assignments, less than optimal learning quality, coupled with a lack of concentration in completing tasks, causing a decrease in academic achievement and longer graduation times.

According Schaufeli, Martinez, Pinto, Salanova, & Barker [10] Academic burnout is more related to feelings of fatigue due to study demands, a cynical attitude towards lecture assignments, and a sense of inferiority towards one's abilities as a student. The [11] say *burnout academic* is a condition that arises due to pressure, stress, or other psychological factors related to lecture activities, which then triggers emotional exhaustion, emotional withdrawal (depersonalization), and decreased academic achievement in students.

Burnout experienced by students is often referred to as *burnout academic*, which can lead to a decrease in academic performance, the emergence of a negative view of the university, as well as the emergence of feelings of ineffectiveness [12]. Condition *burnout academic* negatively impact academic achievement or performance [13]. Research conducted by Burr and Dallaghan [14] In students enrolled in medical schools in the United States, there is a relationship between *burnout academic*, especially in the aspect of professional efficacy, with academic performance. research conducted by Rana [15] In informatics engineering students enrolled at Bahwalpur Islamic University, it was revealed that the increase in the level of *Burnout* in students is inversely proportional to their learning skills and academic performance. Meanwhile, the burnout experienced by students of the Guidance and Counseling (BK) study program at universities in Padang is triggered by the pressure to achieve competency standards [1]. *Burnout* It is also found in students of the Master of Psychology program during the learning process in the field of psychology.

Based on the results of interviews from the initial survey conducted on 5 active students of the 2021 batch of organizations at the University of Muhammadiyah Sidoarjo, a number of similarities were found in the obstacles they faced, especially related to time management in balancing academic and organizational activities. The obstacles felt include difficulties in managing time to complete tasks, especially tasks that are done in

groups, as well as obstacles in learning due to fatigue after organizing and not finding the right learning style according to their potential. In addition, students also face obstacles such as feeling lazy, erratic mood swings, forgetting assignments, and difficulties in setting lecture priorities.

Considering the negative effects caused by *burnout academic*, efforts are needed to reduce its impact. One way that can be done is to provide social support. The individual approach is one of the points of view used to understand *Burnout*, taking into account aspects of personality, social support, and the values that individuals believe in [9], [10]. Gold and Roth state that [16], one of the factors that causes burnout is the lack of social support. This is in line with the findings in research conducted by Purba and his colleagues. [17] In the teaching profession, it was found that the level of burnout experienced tends to decrease along with the increase in social support received. Similar findings are also seen in the research conducted by Putri [18] Research conducted on nurses in hospitals in Bogor shows that *Social Support* has a contribution of 82% to the *Burnout*, which indicates that social support plays a significant role in reducing *Burnout*. Similar findings were also seen in the study conducted by Kim and his colleagues. [19] revealed that there is a significant negative influence of social support and *Burnout*. Social support received from parents and peers can reduce the *Burnout*, especially in the third dimension, namely Loss of direction in the effort to achieve goals. So far, much research has focused on the relationship between social support and *Burnout*, which produced significant negative findings, as well as forms of social support provided by parents and schools.

Fun, Ida, Lisa, and Puspitaningrum [20] Revealing one of the factors that led to *burnout academic* is the lack of social support. That [5] It also revealed that *burnout academic* Caused by Social Support. Research conducted by Yuqiao, Xiuyu, and Yang [6] in line with findings that show that social support has a crucial role for students and influences their motivation. Students who receive more social support are more likely to experience *burnout academic* less.

According to Dalton et al [14] *Social Support* is a process that involves social, emotional, cognitive, and behavioral aspects in interpersonal relationships, where individuals feel helped to overcome the obstacles they face. This is also in line with the views conveyed by Ediaty and Raisa [21], Appropriate social support can facilitate a person in meeting their needs when facing difficulties, provide effective solutions to overcome problems, and make individuals feel loved and respected. This in turn can increase a sense of self-confidence in facing a better life.

Social support is the help that a person receives through interaction with others, which is felt or understood based on the perception of the individual who receives it. According to Cohen and Hoberman in [22] Social support can be in the form of information (appraisal support), involvement or belonging support, and material assistance (tangible support). This study aims to find out the extent to which the three types of social support play a role in influencing *burnout academic*, as well as identifying the forms of support that make the greatest contribution. By knowing the types of *Social*

support most effective in lowering *Burnout*, the results of this research are expected to provide practical benefits for the head of study program and lecturers in carrying out an appropriate counseling process for students. Theoretically, this research also contributes to the development of science in the field of psychology which includes education and mental health.

When students feel social support, they will feel more valued and better. In the midst of the pressures that arise from the burden of study, the fear of failure, and difficulties in completing tasks, social support can be an effective restraint. The various forms of support provided can help reduce the impact of stress by reducing the risk of depression. Sources This type of support can come in the form of emotional support (such as attention and concern), practical support (such as learning aid), informational support (such as advising), or social support that fosters a sense of community (such as a feeling of acceptance and belonging). In stressful conditions, social support plays an important role in relieving psychological burdens such as anxiety and fatigue. For example, research conducted by [23] Prove that students who experience burnout typically have fewer social relationships and receive lower support compared to students who do not experience *Burnout*.

In addition, internal factors that students must have to overcome *burnout academic* Academic buoyancy refers to the capacity of students to effectively face various obstacles, obstacles, and setbacks that arise in daily academic activities [24]. The types of difficulties that students often experience in their daily lives include getting low grades, facing urgent assignment deadlines, doing challenging academic assignments, and feeling pressure when taking exams [17]. In contrast to academic buoyancy, academic resilience refers more to the ability to deal with very difficult or extreme conditions, and is usually experienced by individuals with special situations, such as students with chronic low achievements, frequent truancy, experiencing severe stress, or experiencing too much stress, and others [25].

We define academic buoyancy as the ability of students to effectively deal with setbacks and academic problems that are common in student life, such as getting low grades, delays in collecting assignments, pressure during exams, or facing challenging coursework. As we argue below, academic buoyancy differs from traditional 'resilience' constructions reflecting 'everyday difficulties' and 'handling'. Nonetheless, it refers to all three research domains to map the little-known notion of 'everyday resilience'. The study aimed to test the predictor of daily academic resilience, academic buoyancy. In assessing this construct and in identifying important predictors over time, we hope to provide some guidance and explain some of the factors that are targeted in counseling efforts that seek to improve students' ability to deal with the inevitable ups and downs of everyday life in an academic context.

Academic buoyancy, according to Hutagalung et al. [11] It covers five aspects, namely self-efficacy, coordination (planning), commitment (perseverance), calmness (low anxiety), and control. In this study, there are still not many researchers who discuss the variables of social support and academic buoyancy that are associated with *burnout*

academic, therefore, this study aims to identify and analyze the role of social support and academic buoyancy in reducing the *burnout academic* students who are active in the organization.

RESEARCH METHOD

This study adopts a quantitative approach. The variables studied included social support and academic buoyancy as independent variables, as well as *academic burnout* as dependent variables.

Type of Research

This research was conducted in Sidoarjo with a population of 1,025 students. The sampling technique uses stratified cluster sampling with a proportionate stratified sampling type. The number of samples in this study is 217 students, which refers to the Isaac and Michael table with a specified error rate of 10%.

Research Instruments

The data in this study was obtained through the Likert model psychological scale which consisted of four answer choices: very appropriate (SS), appropriate (S), inappropriate (TS), and very inappropriate (STS). The three psychological scales used in this study are *the academic burnout scale*, *the social support scale*, and *the academic buoyancy scale*.

Scale Burnout academic Adapted based on Schaufeli's theory [26], which includes aspects of emotional exhaustion due to study demands, cynical or depersonalized attitudes in participating in lecture activities and feelings of incompetence or personal inability to evaluate themselves. The number of items contained in this scale is 15 items. This scale has a reliability value of 0.820.

On the Social support scale, items are sorted by the Social support classification as proposed by Belinda Bruwer [27], which includes the Includes information (appraisal support), participation (belonging support), and material support (tangible support including the factors of family, friends, and close people. The number of items contained in this period is 12 items with a reliability value of 0.70.

The Academic Buoyancy Scale is based on Martin & Marsh's theory in [28], which consists of aspects that include self-efficacy, coordination (planning), commitment (perseverance), and calmness (low anxiety), and control. The number of items contained in the academic buoyancy scale consists of 1 dimension consisting of 4 items with a reliability value of 0.70.

Data Analysis

In the next stage, the data obtained will be analyzed using the multiple regression analysis technique, after previously conducting an assumption test. This method is used to find out whether social support and academic buoyancy have an effect on academic burnout. Before performing multiple linear regression tests, the assumption of classical regression analysis was first tested. If the study involves multiple x variables, then the classical assumption test that must be performed includes normality tests, linearity tests, and multicollinearity tests, all of which require data processing.

RESULTS AND DISCUSSION

Results

1. Data Descriptive

The collected data will be analyzed to find out the distribution pattern, so that the appropriate analysis method can be used. The following are the results of the categorization of the level of *social support* and *academic buoyancy* in the research sample.

Table 1. Categorization of Each Variable

Variabel	Category	Score Vulnerable	Frequency	Percentage
Social Support	Low	20 - 27	33	15%
	Keep	28 - 39	142	66%
	Tall	40 - 48	42	19%
	Sum		217	100%
Academic Buoyancy	Low	5 -- 7	26	12%
	Keep	8 -- 11	125	58%
	Tall	12 -- 16	66	30%
	Sum		217	100%
Burnout Academic	Low	21 - 28	33	15%
	Keep	29 - 36	137	63%
	Tall	37 - 43	47	22%
	Sum		217	100%

Furthermore, the comparative data on *social support*, *academic buoyancy* and *academic burnout* obtained the results that out of a total of 217 students, the average score on the *social support* variable was 34,037, with a minimum score of 20 and a maximum of 48. Meanwhile, the average in the *academic buoyancy* variable is 10,306, with a minimum score of 5 and a maximum of 16, then in the *academic burnout* variable has an average of 32,921, with a minimum score of 20 and a maximum of 42. The standard deviation of the *social support* variable was 6,139, the *academic buoyancy* variable was 2,316, and the *academic burnout* was 4,240.

2. Assumption Test

The next stage is to perform a normal distribution test. The results of the Shapiro-Wilk test showed that *social support* and *academic buoyancy* data were normally distributed, with a value of ($p > .05$).

Table 1. Descriptive Table of Statistics

Variable	Burnout Academic	Social Support	Academic Buoyancy
Valid	217	217	217
Missing	0	0	0
Mean	32.921	34.037	10.306

Variable	Burnout Academic	Social Support	Academic Buoyancy
Standard Deviation	4.24	6.139	2.316
Minimum	20.991	20.0	5.0
Maximum	42.754	48.0	16.0

Furthermore, a linear test was carried out to determine that there is a linear influence between *social support*, *academic buoyancy* and *academic burnout*. The analysis shows a linear influence with a significance value of linearity of .000. This shows that the assumption of linearity has been met. With the fulfillment of the assumptions of normality and linearity, Pearson's analysis can be performed.

Table 3. Shapiro-Wilk's Normality Test

Variable	Shapiro-Wilk Test	p-value
Burnout Academic	0.994	0.575
Social Support	0.993	0.415
Academic Buoyancy	0.994	0.491

Table 4. Linearity Test

Variable	F (Linearity)	Sig. Linearity
Social Support	255.105	0.0
Academic Buoyancy	65.62	0.0

3. Hypotesist Test

Minor hypothesis analysis of one and two using Pearson's correlation showed a negative relationship between *social support* and *academic burnout*, with a correlation coefficient of $r = -0.737$ and a significance of 0.000. This means that the lower the social support students receive, the higher the level of *academic burnout*. In addition, a significant negative relationship was found between *academic buoyancy* and *academic burnout*, with a coefficient of $r = -0.484$ and a significance of 0.000, indicating that the higher the student's *academic buoyancy* ability, the lower the rate of *academic burnout*.

Table 5. Correlation Analysis

Variable Pair	Pearson Correlation	p-value
Social Support - Burnout Academic	-0.737	0.0
Academic Buoyancy - Burnout Academic	-0.484	0.0

Table 6. Multiple Linear Regression Test F Value

Variables	F Value	p-value
Social Support * Academic Buoyancy - Burnout Academic	365.957	0.0

The results of the multiple linear regression test in Table 7 show an F value of 365,957 with a p significance of 0.000. These findings indicate that *social support* and *academic buoyancy* have a significant effect on *academic burnout*.

Table 7. Effective Donation

Model	R	R ²	Adjusted R ²	RMSE
H₁	0.88	0.774	0.772	2.026

Furthermore, it was found that the effective contribution of *social support* and *academic buoyancy* to *academic burnout* in the study sample was R Square = 0.774. This *social support* and *academic buoyancy* affect 77.4% of *academic burnout*, while the remaining 22.6% depend on other variables unrelated to social support.

a. Regretion Equation

Based on Table 8, the regression equation $\hat{Y} = -0.507X_1 - 0.880X_2 + 59.263$ shows that *social support* and *academic buoyancy* significant negative effects on *Burnout akademik*. This means that a decrease of one point in each variable will lower the rate *Burnout akademik* by 0.507 and 0.880 points.

Table 8. Multiple Regression Coefficients of T Value

Model	B	Standard Error	T	p-value
	32.921	0.288	114.387	0.0
H₁	59.263	0.988	59.996	0.0
Social Support	-0.507	0.022	-22.599	0.0
Academic Buoyancy	-0.88	0.06	-14.785	0.0

b. Effectiveness Contribution of Independent Variables in Research

Variabel social support is known to make an effective contribution of 54.1% to Burnout akademik while academic buoyancy contributed 23.2%. Based on these results, it can be concluded that social support is the biggest influencing factor Burnout akademik.

Table 8. Effectiveness contribution

Variable Pair	Effective Donation			Effective Donation
	B	Rxy	R ²	
Social Support – Burnout Academic	-0.737	-0.735	77.3%	54.1%
Academic Buoyancy – Burnout Academic	-0.484	-0.481	23.2%	

Discussion

The results of the study on the level of social support for students showed that most of the respondents, namely 142 students (66%), were in the medium category. A person who faces pressure in academic life needs support from the surrounding environment to be able to undergo the learning process well. *Social support* or social support refers to the help that individuals receive from the people around them, either emotionally, informationally, or instrumentally. According to Ya et al [21], social support can help individuals reduce stress, increase feelings of being valued, and strengthen confidence in the face of challenges. Students who receive support from family, peers, and lecturers tend to feel calmer and able to adjust to academic pressure.

The results of the data analysis found a negative relationship with Yang has a significant influence on social support and academic burnout, with a correlation coefficient value (r) of -0.737. This means that the greater the social support received by students, the lower the level of academic burnout that occurs. Conversely, when the social support received decreases, the risk of experiencing academic burnout becomes higher. This is in line with research conducted by Ruisoto [22] indicates that there is a significant influence between social support on the reduction of the rate *burnout* to students. According to Winda et al [29], students who receive emotional, informational, and practical support from the surrounding environment, have better ability to deal with academic pressure and maintain their psychological well-being. Instead, research by Stanley & Sebastine [30] shows that students who are less likely to earn *social support* tend to experience prolonged stress, decreased motivation to learn, and feel isolated, which can lead to *burnout*. Meanwhile, Hidayati in Fu [25] states that a supportive social environment plays an important role in increasing students' resilience, helping them manage their academic load, and maintaining the spirit of learning. But in reality, there are still many students who feel less supported by the surrounding environment, so it is easier to feel emotionally tired, unmotivated, and bored in participating in academic activities. Research by Vinter [31] showed that students with a high level of social support had better coping skills, and were more motivated to complete lecture assignments. This is in line with Jasmine's opinion [24] which states that the existence of emotional and

practical support from the surrounding environment strengthens individual resilience in facing difficulties, especially in the context of higher education. Meanwhile, students who feel less socially supported often experience feelings of isolation, lack of value, and difficulty completing their academic loads. Research Habibah et al [32] affirms that the lack of *social support* can trigger the emergence of psychological problems such as chronic stress, decreased motivation, and difficulty adapting. In the long run, this can develop into a condition *Burnout academic*, which is emotional fatigue that negatively impacts the spirit of learning and student welfare.

Judging from this, research on the level of *academic buoyancy* Proving that the highest percentage of respondents were in the medium category, which was 125 (58%) students. Students in college life are inseparable from challenges such as accumulated assignments, exam pressure, grades that do not meet expectations, and criticism from lecturers. In the face of these challenges, it takes the ability to bounce back quickly and positively – known as *academic buoyancy*. Martin & Marsh in Hiuanata [33] explains that *academic buoyancy* is the capacity of the individual to face and overcome daily academic difficulties in an adaptive and constructive manner. Students with *academic buoyancy* those who are high tend not to give up easily, are able to maintain the spirit of learning, and are more confident in facing academic challenges.

Meanwhile, the results of the analysis revealed that there was a significant negative influence between *academic buoyancy* and *burnout academic* in students, with a correlation coefficient (R) of -0.484. This means that the higher the level *academic buoyancy* students, the lower their risk of experiencing *burnout* in academic activities. These findings show that *academic buoyancy* plays an important role as a protector against emotional fatigue caused by lecture pressure. Nejatifar et al[34] It also found that students who feel unsupported tend to experience it more easily *burnout*, characterized by fatigue, cynicism towards college assignments, and decreased confidence in academic abilities. This fact shows that *burnout academic* Not only is it caused by the heavy study load, but it is also influenced by the extent to which students feel "supported" by their environment. This is in line with research by Lakkavaara [35]It shows that students who have strong academic resilience are able to maintain learning motivation and improve learning strategies when experiencing failure. In addition, students who have *academic buoyancy* also have better emotion regulation and tend to see failure as part of the learning process, rather than as an obstacle. On the other hand, students with *academic buoyancy* are more susceptible to stress, easily feel like failures, and lose the spirit of learning. In the long term, this low flexibility can cause students to experience *burnout academic*, namely mental, emotional, and motivational fatigue in carrying out learning activities [23].

Effective donation results (R²) given *social support* and *academic buoyancy* to *burnout academic* by 77.3%. These findings show that 22.6% of academic burnout is influenced by other factors outside of social support and academic buoyancy. In general, there are two types of factors that can affect students' motivation to learn, namely internal and external factors. Internal factors include aspects that come from within the individual, such as

physical and mental conditions, abilities, aspirations, interests, and needs. Meanwhile, external factors include things like the role of lecturers in the learning process, the availability of learning facilities, and the environment around students [36]. Reyes et al dalam [37] Students who have low learning motivation tend to be indifferent, quickly get bored, give up easily, and try to avoid learning activities. On the other hand, students with a high level of learning motivation usually show eight main characteristics, namely: consistent in completing tasks (able to work for a long time without giving up), resilient in facing obstacles (never giving up), interested in various problems, prefer independent learning, not easily feeling bored even when facing repetitive tasks, can remain firm in their opinions, believe in the beliefs they hold, and enjoys discovering and solving problems. Therefore, low motivation to learn can create obstacles both mentally and academically. This research is expected to provide a new perspective related to students' learning motivation by reviewing the aspects of online game addiction and emotion regulation, so as to support students in building academic potential and understanding of their emotions [38]. According to Maslach & Leiter in [39], *Burnout* occurs when individuals feel overwhelmed, lose emotional attachment to academic tasks, and no longer feel meaningful in what they do. Students who experience *Burnout* generally show symptoms such as emotional exhaustion, decreased academic performance, and unwillingness to engage in campus activities. Therefore, it is important for educational institutions to create a supportive environment and develop learning strategies that are able to encourage student resilience.

This study has a number of limitations that need to be considered in interpreting the results. First, the data is collected through the self-report method, so there is a possibility of subjective bias from respondents in answering statements. Second, the approach used is quantitative with a correlational design, which means that this study has not been able to reveal the direct cause-and-effect relationship between social support, academic buoyancy, and academic burnout. Third, the participants in this study only come from one group of students at a certain institution, so the results need to be generalized to the student population more carefully. In addition, this study has not included other factors that may play a role in the level of academic burnout, such as learning style, academic load, financial situation, and emotion regulation ability. For this reason, further research is recommended to use a mixed-method approach, expand the sample, and include other relevant variables to obtain a more comprehensive understanding.

CONCLUSION

Fundamental Finding : This study confirms that both social support and academic buoyancy have a significant negative relationship with academic burnout among students involved in organizations, with social support contributing more substantially to reducing burnout levels. **Implication :** These findings emphasize the importance of fostering strong social networks and resilience skills in academic settings, providing a theoretical and practical foundation for developing interventions aimed at reducing

academic burnout and enhancing student well-being. **Limitation** : The study's findings are limited by the cross-sectional design and the specific demographic of student activists, which may not fully capture the variability of academic burnout across different student populations or over time. **Future Research** : Longitudinal studies and broader samples are recommended to explore the causal relationships between these variables and to investigate additional protective factors that may further buffer students from academic burnout, particularly in diverse academic and organizational contexts.

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