

The Affect of Managerial Dedication Self-Efficacy, and Social Relationship on Academic Burnout Among Students Employed by Medan Selayang Division

Dhea Puspita Girsang *, Sondang Ni Bulan Marbun, Junika Napitupulu

Universitas Methodist Indonesia

Jl. Hang Tuah No.8, Madras Hulu, Kec. Medan Polonia, Kota Medan, Sumatera Utara (20151), Indonesia

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ABSTRACT

The goals of this study is to ascertain and examine how academic burnout is impacted by social relationships, self-efficacy, and organizational commitment among students employed in the Medan Selayang District. The author's research methodology in this study is survey-based quantitative research. Data from specific natural (as opposed to artificial) locations is gathered using survey research techniques. Using the Slovin formula with a 10% margin of error, the sample size of 96 respondents was determined because the population in this study consisted of 2300 individuals. According to the findings of the t hypothesis test, academic burnout is partially unaffected by social relationships, partially positively and significantly impacted by self-efficacy, and partially positively and significantly impacted by organizational commitment. Academic burnout is significantly impacted by social interactions, self-efficacy, and organizational commitment either separately or in combination, according to the findings of the F hypothesis test. Academic burnout is significantly impacted by social interactions, self-efficacy, and organizational commitment either separately or in combination, according to the findings of the F hypothesis test. The statistic for the coefficient of prediction (adjusted R-square) is 0.506, according to the findings of the variable of correlation investigation. This number indicates that organizational commitment, self-efficacy, and social interactions can affect academic burnout by 50.6%, while additional factors or variables accounting for the remaining 49.4%.

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Corresponding Author:

Dhea Puspita Girsang
Universitas Methodist Indonesia
Email: dheagirsang28@gmail.com

INTRODUCTION

Organizations must constantly work to create high-caliber human resources in this globalized period so that we can compete on a worldwide scale. High-quality human resources are necessary to meet the challenges and growing competition of the globalization era. A key factor in achieving Indonesia's national competitiveness is having excellent human resources. A person who develops physical, mental, and emotional tiredness as a result of uncontrollable activity is said to be in burnout. In this situation, an individual will put in a lot of effort to give their work their whole focus, which will cause them to pay less attention to themselves. Academic burnout is defined as emotional weariness, depersonalization (cynicism), and a decline in accomplishment and self-worth (Aini, 2024). Excessive task demands that result in stress are the cause of

emotional tiredness. negativity or decentralization is characterized by a lack of interest, a poor perception of the workplace or organization, and apathy toward tasks or job. Conversely, a decline in achievement or self-worth results in a decline in the motivation and self-assurance to compete. In recent years, the growing expense of education has become a financial burden for parents and students alike. According to the Central Statistics Agency (BPS), the average annual increase in school prices has been 10%.

Higher education is growing and diversifying to suit the demands of seamless education. Students must figure out how to pay for their needs in addition to their training and living expenditures because of the rising cost of living. Some students look for extra money by working while they study in order to cover these expenses. Students who study on the job must be able to manage their academic and professional obligations at the same time. One of the activities will be foregone if learners prove unable to successfully manage their employment and study lives. A reciprocal relationship between two or more people who have an impact on one another is called a social relationship. The link or bond between two or more parties, be they persons, individuals, organizations, or even concepts, is generally referred to by this term. A person's level of self-efficacy influences how they succeed and deal with challenges. It goes on to say that people who are shown to have high levels of self-efficacy will perform well and succeed in finishing their duties. Additionally, organizational commitment—a person's emotional bond or allegiance to an organization—also plays a big role in lowering burnout. Universitas Quality jl. Ngumban Surbakti, Universitas Katolik Santo Thomas, Politeknik Mandiri Bina Prestasi, Sekolah Tinggi Ilmu Ekonomi Indonesia, Akademi Kebidanan Dewi Maya, and Universitas Methodist Indonesia Campus II are among the universities located in Medan Selayang Sub-district. It is exceedingly conceivable that various understudies living in Medan Selayang Sub-district can be utilized as ask around subjects for this think around. To find out the honest to goodness issues with regard to whether social relationship, self-efficacy, organizational commitment, and insightful burnout are imperative in an organization, the maker conducted a pre-survey of 20 understudies who work while considering in Medan Selayang Sub-district. These comes approximately illustrate the require for more thought to the physical and excited well-being of respondents to form strides their quality of life and productivity.

METHOD

The purpose of this quantitative study, which uses a correlational inquiry methodology, is to ascertain how connections with others, organizational commitment, and self-efficacy affect academic burnout among students that live and work in the Medan Selayang District. Questionnaires with questions pertaining to each characteristic under study were given to students employed by the district in order to gather data. Students who live and work in the Medan Selayang District were the subjects of this study. The research period, which begins in November 2024 and ends when the study is finished, includes the timetable for getting ready through the thesis writing phase.

RESULTS

According to the findings of the validity assessment for the variables under consideration, the minimal correlation threshold value will be 0.361 since the *r*table value is visible in the *r* table with $df = n-2$ at a significance level of 5%, where (*n*) is the sample size of 30. The outcomes of the validity tests that were conducted are discussed as follows:

Table 1. Validity test

Variable	Statement	r count	r table	description
<i>Social Relationship</i>	X1.1	0.882	0.361	Valid
	X1.2	0.884	0.361	Valid
	X1.3	0.883	0.361	Valid
	X1.4	0.925	0.361	Valid
	X1.5	0.829	0.361	Valid
	X1.6	0.774	0.361	Valid
	X1.7	0.839	0.361	Valid
	X1.8	0.913	0.361	Valid
Variable	statement	r count	r table	description
<i>Self-efficacy</i>	X2.1	0.749	0.361	Valid
	X2.2	0.794	0.361	Valid
	X2.3	0.669	0.361	Valid
	X2.4	0.697	0.361	Valid
	X2.5	0.749	0.361	Valid

	<i>X2.6</i>	0.794	0.361	Valid
Variable	statement	r count	r table	description
<i>Organizational Commitment</i>	<i>X3.1</i>	0.879	0.361	Valid
	<i>X3.2</i>	0.775	0.361	Valid
	<i>X3.3</i>	0.822	0.361	Valid
	<i>X3.4</i>	0.882	0.361	Valid
	<i>X3.5</i>	0.815	0.361	Valid
	<i>X3.6</i>	0.779	0.361	Valid
Variable	statement	r count	r table	description
<i>Academic Burnout</i>	<i>Y.1</i>	0.814	0.361	Valid
	<i>Y.2</i>	0.786	0.361	Valid
	<i>Y.3</i>	0.675	0.361	Valid
	<i>Y.4</i>	0.748	0.361	Valid
	<i>Y.5</i>	0.653	0.361	Valid
	<i>Y.6</i>	0.693	0.361	Valid

Table 2. Reability test

Variable	Cronbach's Alpha	N of Items	Description
<i>Social Relationship</i>	0.965	8	Reliabel
<i>Self-efficacy</i>	0.905	6	Reliabel
<i>Organizational Commitment</i>	0.942	6	Reliabel
<i>Academic Burnout</i>	0.9	6	Reliabel

Only assertions that have passed or satisfied the validity test are eligible to undergo the reliability test. The reliability test need not be conducted if they do not satisfy the validity test standards. From Table 2, if a statement's Cronbach's alpha score is higher than 0.60, the study questionnaire is considered credible.

Table 3. Multiple Linear Regression Analysis

Unstandardized Coefficients				Standardized Coefficients	t	Sig.
Model	B	Std. Error		Beta		
1						
	(Constant)	2.052	.189		10.853	.000
	<i>Social Relationship</i>	.046	.050	.092	.922	.359
	<i>Self-efficacy</i>	.161	.026	.449	6.139	.000
	<i>Organizational Commitment</i>	.226	.046	.492	4.936	.000

Source from spss, 2025

In addition to predicting the value of the dependent variable, multiple linear regression analysis seeks to ascertain how independent variables affect the dependent variable. The multiple linear regression equation that was derived is displayed in Table 3 as follows: $+ 0.046X_1 + 0.161X_2 + 0.226X_3 + 2.052 = Y$

This equation can be understood in the following ways:

1. The constant value for (a) is 2.052, which indicates that the academic burnout variable value is 2.052 if organizational commitment, self-efficacy, and social relationships are all 0.
2. The Pearson coefficient of social relationship (X_1) is 0.046, which indicates that, under the assumption that all other factors remain constant, academic burnout will rise by 0.046 units for every unit increase in social relationship.
3. The coefficient of regression of self-efficacy is 0.161, which indicates that, under the assumption that all other factors remain constant, academic burnout will rise by 0.161 units for every unit increase in self-worth.
4. The Pearson regression coefficient of organizational commitment is 0.226, which indicates that, assuming all other factors remain at zero, academic burnout will rise by 0.226 units for every unit increase in commitment to the company.

Table 4. Hypothesis test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.052	.189		10.853	.000
	<i>Social Relationship</i>	.046	.050	.092	.922	.359
	<i>Self-efficacy</i>	.161	.026	.449	6.139	.000
	<i>Organizational Commitment</i>	.226	.046	.492	4.936	.000

Source from spss, 2025

The degree of relevance of each independent variable's effect on the dependent variable is ascertained using the t-statistical test. By contrasting the computed t-value with the t-table value, the t-hypothesis test is carried out. The formula $t\text{-table} = \alpha/2$; $n-k-1 = 0.05/2$; $96-4-1 = 0.025$; $91 = 1.986$ is used to compute the t-table. Consequently, 1.986 is the t-table value that was achieved.

The following findings are derived from the table:

1. Social Connection, Given that the sig value is $0.359 > 0.05$ and the computed t-value for the social relationship is $0.922 < t\text{-table } 1.986$, H_0 is accepted and H_1 is denied. Thus, it can be said that social relationships have little bearing on students' academic burnout in the Medan Selayang District.
2. Self-efficacy
 H_0 is turned down and H_2 is approved since the estimated t-value for self-efficacy is $6.139 > t\text{-table } 1.986$ and the sig value is $0.000 < 0.05$. Therefore, it can be said that among working students in Medan Selayang District, self-efficacy significantly and largely reduces academic burnout.
3. Dedication to the Organization
Given that the sig value is $0.000 < 0.05$ and the t-count value for organizational commitment is $4.936 > t\text{-table } 1.986$, H_0 is declined and H_3 is approved. Thus, it can be said that among working students in Medan Selayang District, corporate loyalty significantly and partially reduces academic burnout.

Table 5. Simultaneous Significance Test (F-Test)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.010	3	1.003	33.396	.000 ^b
	Residual	2.764	92	.030		
	Total	5.773	95			

Source from spss, 2025

To demonstrate if the independent variables in the model have a simultaneous impact on the variable of interest, the F-statistic test is employed. F-table can be calculated as follows: $df_1; df_2 = (k-1; n-k) = (4-1; 96-4) = (3; 92) = 2.70$. Thus, 2.70 is the F-table value. Given that the F-count value is $33.396 > F\text{-table } 2.70$ and the Sig value is $0.000 < 0.05$, it can be inferred from the table that academic burnout among workers in Medan Selayang District is significantly impacted by social relationships, self-efficacy, and organizational commitment either separately or in combination. As a measure (magnitude metric), the index of assessment (R²) quantifies how well each of the variables used in a regression model can explain the variability of the variable in question. Based on the data, the coefficient of determination (adjusted R-square) is 0.506, or 50.6%, indicating that dedication to the organization, self-efficacy, and social relationships significantly influence academic burnout by 50.6%, with the remaining 49.4% being explained by various factors or elements.

The social relationship variable has a significance value of $0.359 > 0.05$, according to the results of the first hypothesis test. $0.922 < 1.986$ is the t-count value $< t\text{-table}$. Accordingly, the study demonstrates that social relationships in Medan Selayang District had no effect at all on academic burnout among working students. The self-efficacy measure has a significance value of $0.000 < 0.05$, according to the results of the second hypothesis test. $6.139 > 1.986$ is the t-count value $> t\text{-table}$. Accordingly, the study demonstrates that academic burnout among working students in Medan Selayang District is significantly influenced by self-efficacy to a certain extent. With regard to the findings of the third hypothesis test, the factor of organizational commitment has a significance threshold of $0.000 < 0.05$. The t-count number ($4.936 > 1.986$) is more than the t-table. Therefore, it can be said that among working students in Medan Selayang District, the factor involving organizational commitment significantly and partially reduces academic burnout. High-commitment scholars are typically more driven and possess a strong sense of accountability, which enables them to better handle the demands of the classroom.

CONCLUSION

1. Mainly the t-hypothesis test results, it can be drawn that social relationships have no effect on academic fatigue among working students in Medan Selayang District (H_0 is approved, while H_1 is denied). The average t-count for social relationships is $0.922 < t\text{-table } 1.986$, and the sig value is $0.359 < 0.05$.
2. The average t-count for self-efficacy is $6.139 > t\text{-table } 1.986$, and the significance threshold is $0.000 < 0.05$, according to the finding of the t-hypothesis test. This suggests that self-esteem has a significant and positive impact on academic burnout among working students in Medan Selayang District (H_0 is rejected, H_2 is accepted).
3. The average t-count for the commitment of the company is $4.936 > t\text{-table } 1.986$, and the sig value is $0.000 < 0.05$, according to the conclusions of the t-hypothesis test. Consequently, it can be said that organizational commitment has a significant and positive impact on academic burnout across students with jobs in Medan Selayang District (H_0 rejected, H_3 accepted).
4. The likelihood hypothesis test findings show that the F-count value is $33.396 > F\text{-table } 2.70$ and the Sig value is $0.000 < 0.05$. This suggests that organizational dedication, self-efficacy, as well as interpersonal relationships all significantly affect academic burnout in working students in Medan Selayang District, either separately or in combination (H_0 dismissed H_a agreed to).
5. The coefficient of determination (adjusted R-square) is 0.506, according to the findings of the ratio of decision research. According to this value, organizational commitment, social relationships, and self-efficacy can all affect academic burnout by 50.6%, with other variables or causes accounting for the residual 49.4%.

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