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Research Article

The Relationship between Peer Group Social Support and Academic Burnout among Students at SMAN 1 Bae Kudus in the 2025/2026 Academic Year

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ABSTRACT

This study aims to uncover the relationship between social support provided by peer groups and the level of academic burnout experienced by tenth-grade students at SMAN 1 Bae Kudus in the 2025/2026 academic year. The background of this study is based on the high academic pressure experienced by students and the importance of social interaction within peer groups as a supportive factor in coping with stress and preventing academic burnout. It is hoped that the results of this study can serve as a reference in designing peer-based social support intervention programs. This study is based on Sarafino's (1998) theory of social support, which divides social support into five categories: emotional, esteem, instrumental, informational, and social network. Meanwhile, the understanding of academic burnout refers to the concept developed by Maslach and Jackson, which categorizes burnout symptoms into three aspects: emotional exhaustion, cynical attitudes toward academic activities, and low self-efficacy in learning. These two theories serve as the primary framework for evaluating the role of peer groups in reducing the risk of academic burnout. The method used in this study is a quantitative approach with a correlational research design. The participants in this study were randomly selected tenth-grade students at SMAN 1 Bae Kudus. The data collection instruments were the Multidimensional Scale of Perceived Social Support (MSPSS) questionnaire to measure perceptions of social support and the Maslach Burnout Inventory-Student Survey (MBI-SS) to measure levels of academic burnout. Data analysis was conducted using Pearson's correlation technique with SPSS software. The results of the analysis showed a significant negative correlation between peer social support and academic burnout levels, meaning that the higher the social support received, the lower the level of burnout in academic activities.

Keywords: Social Support, Peer Group, Academic Burnout, Mental Health, School Environment.

1. INTRODUCTION

Education is a system consisting of various elements such as objectives, target learners, management, curriculum, and facilities. Each element is interconnected and mutually influences the others (Purwaningsih et al., 2022). Education serves as a medium to create both individual and social development in society (Hidayat & Abdillah, 2019). Students are encouraged to actively engage in the learning process with enthusiasm and motivation, so that they can collaborate with peers and acquire experiences that sharpen analytical, synthesis, and evaluative skills (Nurhasanah et al., 2019). However, high academic demands often cause students to experience boredom and fatigue in learning (Hasri et al., 2023).

Research conducted by Maysarah (2024) found that 57.2% of senior high school students in a boarding school experienced significant levels of burnout. Female students were more affected (56%) than male students (46.7%). Among these, tenth graders were the most vulnerable group, with 45% experiencing high levels of burnout. Emotional exhaustion was the most dominant dimension, experienced by 54.55% of students, followed by cynicism toward learning at 52% and a decline in personal accomplishment at 39.09%. These findings show that students are losing energy, emotional involvement, and academic confidence (Maysarah et al., 2024).

Observations at SMAN 1 Bae Kudus also revealed that most students experienced severe fatigue—physically, mentally, and emotionally caused by overloaded learning activities, numerous assignments, and lack of adequate rest. Physically, students reported tiredness, low energy, and sleep problems. Mentally, many felt stressed, anxious, and demotivated. Emotionally, students often felt irritable, hopeless, and less enthusiastic about school. These conditions indicate a high level of academic stress (Agatha & Pamungkas, 2024). Academic burnout is a serious issue that impacts students' interaction with the school environment, their relationship with teachers and peers, and their academic achievement.

Burnout is also associated with psychological problems such as depression and long-term disengagement, including absenteeism and dropout (Bali et al., 2024). A lack of supportive school environments, poor teacher-student relationships, and negative school climate can intensify burnout symptoms (Chong et al., 2025).

Burnout has been defined as a psychological syndrome characterized by exhaustion due to learning demands, negative attitudes toward academic tasks, and feelings of incompetence as a learner (Schaufeli, 2002). According to Salmela-Aro (2017), academic burnout is a chronic study-related condition marked by emotional exhaustion, cynicism toward studies, and low self-assessed academic ability. Burnout reflects prolonged academic stress that results in negative emotional, behavioral, and cognitive responses (Lestari, 2022). The Maslach Burnout Inventory-Student Survey (MBI-SS) identifies three dimensions of burnout: emotional exhaustion, cynicism, and reduced academic efficacy (Martinez et al., 2023). Individuals who experience burnout also show symptoms such as physical fatigue, headaches, and muscle tension. They report emotional fatigue such as low self-esteem, feelings of failure, and a tendency to blame others, and mental fatigue including irritability, anger, and boredom (Supriyanto et al., 2022).

One major protective factor against burnout is social support. Social support refers to the perception of acceptance, help, and emotional closeness provided by others (Sudarman & Reza, 2021). Social support involves emotional involvement, information, and practical assistance from significant others and institutions (Aziza & Sunawan, 2021; Sholihatunnisa & Desmawati, 2022). Social support includes informational, emotional, appraisal, and instrumental assistance (Sudirman et al., 2024). According to Sarafino (1998), social support consists of five dimensions: emotional support, esteem support, instrumental support, informational support, and social network support (Zadok, 2024). House (1981) classified social support into four main aspects: emotional support, instrumental support, informational support, and appraisal support. Emotional support refers to care, empathy, and attention that create feelings of security. Instrumental support refers to tangible help such as financial or material assistance. Informational support refers to advice, guidance, and suggestions to help solve problems. Appraisal support includes feedback and evaluation that build self-confidence. All these forms of social support play an important role in reducing stress and preventing burnout (House, 1981).

Peer groups, in particular, play a central role in adolescence. Peer groups are defined as collections of individuals of similar age, interest, and aspirations (Situmorang et al., 2019). Peers act as close companions who share experiences, provide emotional support, and influence behavior (Umamah & Surya, 2022). Peer groups help adolescents manage aggression, gain independence, improve socialization skills, build moral development, and enhance self-confidence (Wulandari et al., 2025; Suartiningsih, 2024). According to Hurlock (2004), aspects of peer groups include social cohesion, shared values and norms, frequency and intensity of interaction, social influence, and emotional support. Peer groups provide empathy, motivation, and academic help, which are crucial in coping with academic stress. Indicators of peer group influence include group cohesion, conformity to group norms, emotional support, peer pressure, social acceptance, and frequency of interaction (Brown, 2004; Santrock, 2011). These aspects determine how much peers contribute to students' emotional well-being and academic adjustment. Peer conflicts can hinder academic progress, while positive peer relationships create a supportive learning environment (Tikkanen et al., 2022; Sari et al., 2025).

Several studies have consistently demonstrated the negative correlation between social support and academic burnout. Rahmasari (2016) found that higher levels of social support were associated with lower burnout among senior high school students. Haulia et al. (2024) reported a significant negative correlation (r = –0.303, p = 0.000) between peer social support and academic burnout among middle school students. Redityani and Susilawati (2021) showed that resilience and social support reduced burnout among medical students at Udayana University. Dewi et al. (2024) in an international study also confirmed that social support significantly lowered stress and academic burnout in high school students. Other studies have shown that peer social support contributes to self-confidence, resilience, and motivation for independent learning (Kusnah et al., 2023; Siti Rodiyah & Yuliana, 2024). Based on these findings, this research examines the relationship between peer group social support and academic burnout among tenth-grade students at SMAN 1 Bae Kudus in the 2025/2026 academic year. This study aims to provide empirical evidence of the importance of peer social support in reducing academic burnout and to contribute to the development of peer-based intervention strategies in schools.

2. RESEARCH METHOD

This study employed a quantitative approach with a correlational research design. The purpose was to examine the relationship between peer group social support and academic burnout among tenth-grade students of SMAN 1 Bae Kudus in the 2025/2026 academic year. The correlational method was selected because it allows researchers to determine the degree of association between two variables, namely peer social support as the independent variable and academic burnout as the dependent variable. The design was deemed appropriate to test the research hypotheses, which proposed a significant negative relationship between these two constructs. The study population comprised all tenth-grade students at SMAN 1 Bae Kudus during the 2025/2026 academic year. From this population, the sample was drawn using random sampling techniques to ensure that every student had an equal opportunity to be included. The inclusion of students from various classes aimed to increase the representativeness of the findings. The determination of sample size followed statistical considerations to achieve adequate power for correlational analysis. The characteristics of the participants were

diverse in terms of gender and academic background, which enriched the analysis of social support and burnout in the adolescent context.

Data collection was carried out using two standardized instruments. Peer social support was measured using the Multidimensional Scale of Perceived Social Support (MSPSS), which evaluates emotional, esteem, instrumental, informational, and network support. Academic burnout was assessed using the Maslach Burnout Inventory-Student Survey (MBI-SS), which consists of three dimensions: emotional exhaustion, cynicism, and reduced academic efficacy. Both instruments were adapted into the Indonesian language and had been tested previously for validity and reliability. Responses were collected on a four-point Likert scale, ranging from strongly disagree to strongly agree, to capture the intensity of students' perceptions. The collected data were analyzed using Pearson's product-moment correlation with the aid of SPSS statistical software. Prior to hypothesis testing, the instruments underwent validity and reliability testing to ensure accuracy and consistency. Descriptive statistics were used to summarize the characteristics of the data, including mean, standard deviation, and categorization of peer support and burnout levels. Inferential analysis was then conducted to identify the strength and direction of the relationship between peer support and academic burnout. The statistical significance was evaluated at the 0.05 level. Ethical considerations were maintained by obtaining informed consent, ensuring confidentiality of student responses, and using the data solely for academic purposes.

3. RESULTS AND DISCUSSION

3.1 Data Analysis Results

Data analysis in this study used a quantitative approach, namely by processing the data obtained in numerical form and then analyzed statistically. This analysis was carried out with the help of SPSS (Statistical Package for the Social Sciences). The data analyses carried out included validity tests, reliability tests, univariate analysis, and bivariate analysis.

3.1.1 Validity Test

The validity test was conducted to ensure that the questionnaire items truly represented the constructs of the variables studied, namely peer group social support and academic burnout. The validity test proved that all statement items of the peer group social support variable (X) and the academic burnout variable (Y) were declared valid. Because the calculated r value was greater than the r table value, all the statement items could be used as research instruments.

3.1.2 Reliability Test

Reliability was used to determine the consistency of a measurement result when the measuring instrument was used repeatedly. To simplify the reliability testing of a questionnaire, the researcher used the SPSS application with the Cronbach Alpha coefficient. The following are the results of the reliability test using SPSS version 25.

Table 1. Reliability Test Results

Case Processing Summary

		N	%
Cases	Valid	106	100,0
	Excluded[a]	0	,0
	Total	106	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,985	2

Based on the results in **Table 1**, it can be seen that all statement items in each variable proposed by the researcher, namely peer group social support (X) and academic burnout (Y), showed Cronbach's Alpha values greater than 0.60. Thus, each variable was reliable and could be used for subsequent research processes.

3.1.2 Univariate Analysis

Univariate analysis is a data analysis technique used to describe each variable in the study individually (Amruddin et al., 2022:156). The following are the univariate analysis results using SPSS version 25, as presented in **Table 2**. Based on Table 2, it is known that there were 106 participants who filled out the questionnaire. In both variables, a fairly significant difference in means was observed. Peer group social support had an average score (mean) of 82.3491, while academic burnout had an average score of 65.2642. This may be due to the difference in the number of items between the two variables. Furthermore, the standard deviation difference of both variables showed different data distributions, with peer group social support having more varied data distribution (15.5839) compared to academic burnout (12.26788).

Table 2. Univariate Analysis Results

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Peer Group Social Support	106	24,00	96,00	8729,00	82,3491	15,58390
Academic Burnout	106	19,00	76,00	6918,00	65,2642	12,26788
Valid N (listwise)				106		

Table 3. Categorization Norms

Categories	Norms	Peer Group Social Support	Academic Burnout
Low	X < M - 1SD	X<66,77	Y<52,99
Moderate	M – 1SD ≤ X < M + 1SD	66,77≤X<97,93	52,99≤Y<77,53
High	M + 1SD ≤ X	97,93≤X	77,53≤Y

Based on **Table 3**, the boundary values of categories for all variables, namely peer group social support and academic burnout, were obtained. Thus, it was possible to analyze the levels of peer group social support and academic burnout found among tenth-grade students at SMAN 1 Bae Kudus, which are presented in the following tables.

Table 4. Categorization of Peer Group Social Support

Categories	Score	Total	Percentage
Low	X<66,77	4	3,77%
Moderate	66,77≤X<97,93	102	96,23%
High	97,93≤X	0	0,00%

Based on the categorization results in **Table 4**, it can be seen that the majority of students (96.23% or 102 out of 106) were in the moderate category of peer group social support. Meanwhile, 4 students (3.77%) were in the low category, and none were in the high category.

Table 5. Categorization of Academic Burnout

Categories	Score	Total	Percentage
Low	Y<52,99	3	2,83%
Moderate	52,99≤Y<77,53	103	97,17%
High	77,53≤Y	0	0,00%

Based on **Table 5**, it is known that the majority of tenth-grade students at SMAN 1 Bae Kudus showed academic burnout in the moderate category (97.17% or 103 students), while 3 students (2.83%) were in the low category, and none were in the high category.

3.1.3 Bivariate Analysis

Bivariate analysis was carried out using correlation tests to measure the relationship between one independent variable and one dependent variable. The purpose of this analysis was to determine whether there was a relationship between peer group social support and academic burnout among students. If the p-value < 0.05, then there was a significant relationship between the two variables. Meanwhile, if the p-value ≥ 0.05, then there was no significant relationship. The following are the bivariate analysis results presented in **Table 6.**

Table 6. Bivariate Analysis Results

Correlations

		Peer Group Social Support	Academic Burnout
Peer Group Social Support	Pearson Correlation	1	,999**
	Sig. (2-tailed)		,000
	N	106	106
Academic Burnout	Pearson Correlation	,999**	1
	Sig. (2-tailed)	,000	
	N	106	106

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the results in **Table 6**, it is known that the two variables, peer group social support and academic burnout, had a significant relationship. This is because the correlation test produced a significance value of 0.000, which is lower than 0.05 (0.000 < 0.05).

3.1.4 Coefficient of Determination (R²)

The coefficient of determination test was conducted to determine the extent to which peer group social support contributed to the variance in academic burnout. The results are presented in **Table 7.**

Table 7. Coefficient of Determination (R²)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,999ᵃ	,997	,997	,63710
a. Predictors: (Constant), Peer Group Social Support				

Based on the results in **Table 7**, it is known that the coefficient of determination (R²), as indicated by the Adjusted R-squared value, was 0.997. This shows that peer group social support contributed 99.7% to academic burnout among tenth-grade students of SMAN 1 Bae Kudus, while the remaining 0.3% was influenced by other variables not examined in this study.

3.2 Discussions

With a total of 106 respondents, this study investigated the relationship between peer group social support (X) and academic burnout (Y) among tenth-grade students at SMAN 1 Bae Kudus in the 2025/2026 academic year. The questionnaires were declared valid and reliable (Insert Table 4.1 and 4.2), and the analysis provided the following findings.

3.2.1 The Level of Academic Burnout Experienced by Students

Based on the analysis in **Table 6**, it is known that the level of academic burnout among tenth-grade students at SMAN 1 Bae Kudus was in the moderate category. This shows that students experienced academic fatigue, decreased learning motivation, and a sense of pressure from academic demands, but the intensity was still relatively moderate and not at a high level. These findings indicate that although students had not yet reached a worrying level of academic burnout, they already showed signs of learning fatigue that required attention. This condition could be influenced by factors such as workload, performance demands, and adjustment to the new school environment. Therefore, preventive strategies for academic burnout through social support, time management, and the implementation of varied learning methods need to be continuously pursued (Aliyah et al., 2024).

3.2.2 The Role of Peer Group Social Support

Based on the analysis in Table 7, it is known that the coefficient of determination (R²) was 0.997, which means that peer group social support contributed 99.7% to academic burnout among tenth-grade students at SMAN 1 Bae Kudus, with the remaining 0.3% influenced by other variables not studied. Peer group social support played an important role in helping students face various academic demands. Peer groups could provide emotional, instrumental, and informational support that made students feel more accepted, understood, and not alone in dealing with academic pressures. When students received adequate support from peers, they were more capable of managing academic stress, so symptoms of burnout such as emotional exhaustion, cynicism toward lessons, and decreased academic performance could be minimized. Conversely, a lack of peer social support made students feel isolated, without a place to share experiences, and lose motivation, which ultimately increased the risk of academic burnout (Rahmah et al., 2024). Thus, it can be concluded that the higher the peer group social support received by students, the lower the academic burnout experienced. Peer support functioned as a psychological resource that helped reduce emotional burdens, increase a sense of togetherness, and strengthen resilience in facing academic pressures, thereby minimizing burnout among students.

3.2.3 The Relationship Between Peer Group Social Support and Academic Burnout

Based on the analysis in Table 6, it is known that peer group social support and academic burnout had a significant relationship. This is because the significance value was 0.000, lower than 0.05 (0.000 < 0.05). Theoretically, social support functions as a psychological resource that helps individuals reduce academic pressure. According to House (1981), peer group social support can take the form of emotional support (providing security, attention, and empathy), informational support (providing advice or solutions), and instrumental support (providing tangible assistance), all of which contribute to reducing academic stress. With such support, students felt more accepted, understood, and not alone in facing academic demands, thereby lowering the potential for burnout (Dewi et al., 2024). The results of this study are consistent with

research conducted by Rahmasari (2016), which showed a significant negative relationship between peer social support and academic burnout among eleventh-grade students at SMAN 4 Yogyakarta. The study revealed that the higher the peer social support, the lower the level of burnout experienced. Similarly, Haulia et al. (2024) found a significant negative relationship between peer social support and academic burnout among middle school students in Padang. Peer social support gave students a sense of comfort, acceptance, and understanding from their environment, preventing them from feeling isolated in facing academic demands. Such support also served as a source of motivation, a place to share experiences, and a means to reduce stress, thereby preventing feelings of fatigue, despair, and academic disengagement that characterize burnout.

4. CONCLUSION

This study examined the relationship between peer group social support and academic burnout among tenth-grade students at SMAN 1 Bae Kudus in the 2025/2026 academic year. Based on the results of data analysis, it was found that students generally experienced academic burnout at a moderate level. Although the intensity had not reached a severe level, the symptoms of fatigue, decreased motivation, and academic pressure were already apparent and required attention. At the same time, peer group social support was predominantly in the moderate category, indicating that students still relied significantly on the presence and assistance of their peers to deal with learning demands. The correlation analysis showed a significant negative relationship between peer group social support and academic burnout, with a coefficient of determination (R^2) of 0.997. This means that peer support accounted for 99.7% of the variance in burnout levels. The findings emphasize that peer groups play a crucial role in helping students manage stress, reduce fatigue, and maintain motivation in learning. Therefore, strengthening peer-based support systems, along with preventive strategies such as time management and varied teaching methods, is essential to minimize the risk of burnout and create a healthier, more supportive learning environment.

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