



Family Support & Emotional Intelligence on Burnout Level and Mental Health of Adolescents in School Environment

Lini Maulida^{*1}, Jarkawi², Sri Ayatina Hayati³

¹ Guidance and Counseling, Universitas Islam Kalimantan Muhammad Arsyad Al-Banjari – Banjarmasin, Indonesia

Email: linimaulida2@gmail.com

² Guidance and Counseling, Universitas Islam Kalimantan Muhammad Arsyad Al-Banjari – Banjarmasin, Indonesia

Email: jarkawi@gmail.com

³ Guidance and Counseling, Universitas Islam Kalimantan Muhammad Arsyad Al-Banjari – Banjarmasin, Indonesia

Email: sriaya88@gmail.com

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Abstract. This study aims to determine (1) whether family support is significantly related to burnout, (2) whether emotional intelligence is significantly related to burnout, (3) whether family support and emotional intelligence are significantly related simultaneously to burnout at SMK Negeri 1 Banjarbaru. This study uses quantitative research uses correlational research. Data collection techniques are carried out by distributing questionnaires. The research sample was carried out using a purposive sampling technique, which included 76 respondents. Data analysis uses multiple correlation. The results of the study indicate that the variable X1 Family Support is significantly related to burnout, so H1 is accepted. The variable X2 Emotional Intelligence is not significantly related to burnout, so H2 is rejected. And based on the simultaneous regression coefficient test, the relationship between family support and emotional intelligence has a significant relationship to burnout, so H3 is accepted.

Corresponden author:

Lini Maulida

Address: Jl. Adhyaksa No.2, Sungai Miai, Kec. Banjarmasin

Utara, Kota Banjarmasin, Kalimantan Selatan 70123

Email: linimaulida2@gmail.com



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INTRODUCTION

The family is the smallest unit of society consisting of the head of the family and several people who gather and live somewhere under one roof in a state of interdependence which aims to create, maintain culture and

improve the physical, mental, emotional and social development of each family member. (Nasution, 2019). In the environment, the family is the first and main educational environment, because it is in this family that children get guidance and education. The

family can also be the first and main place for the growth and development of children. If the family atmosphere is good and pleasant, then the child will grow well too. Otherwise, of course, the child's growth will be delayed so that the most important education received by children is the family. Drajat (Nasution, 2019). (Rohman et al., 2022). A person will grow well if he/she receives a comprehensive education so that one day he/she will become a useful human being for society, nation, state and religion. Therefore, the meaning of education is not only sending children to school to gain knowledge, but it is broader than that. Goleman (Setyawan & Simbolon, 2018) says family life is the first school for learning emotions. This emotional intelligence can be taught in infancy with examples of expression. Emotional events that occur in childhood will stick and stay permanently into adulthood, the emotional life nurtured in the family is very useful for children later in life. Gray & Ray in (Rohman et al., 2022) views family support as a confidence tool and an approach to reinforcement and empowerment that will influence the development of one's character. Research (Ahmad et al., 2021) found that family support has a role in reducing stress in SMK Kesehatan X students in order to complete the academic stage. According to King & McInerney (Rohman et al., 2022) Family support is thought to be one of the most dominant in determining children's engagement in education and the achievement of optimal learning outcomes. Research (Rohman et al., 2022) provides evidence that family support affects students' work readiness. Meanwhile, research conducted by (Aulia et al., 2022) shows that the role of family support has a positive influence in increasing student learning motivation. While research (Mariatun et al., 2020) there is a significant relationship between self-efficacy and family support with students' anxiety in mathematics.

Emotional intelligence (EQ) is a term in education that defines a dimension that indicates a person's emotional and social capabilities. Emotional intelligence plays an important role in life, especially in social relationships, mental health, and career success. Kecerdasan emosional mampu forming character in a person so that he is able to recognise and manage his own emotions, be able to recognise the emotions of others, be able to motivate himself, and be able to

establish social relationships with others. (Wuwung, 2020). Whereas in research (Yuniar & Darmawati, 2017) Family support has a very low relationship with adolescent emotional intelligence. Emotional intelligence is one of the factors that determine student learning outcomes. Emotional intelligence (EQ) needs to be fostered and developed in every student, so that they can manage their emotional life more purposefully. In everyday life, students' stable emotions are needed, but not all students can control their emotions well. Low emotional intelligence can cause learning performance to decrease or even experience boredom in carrying out learning activities. Meanwhile, students with high emotional intelligence will have the ability to achieve success in learning. Emotional intelligence is a person's ability to self-motivate, resilience in the face of failure, control emotions and delay gratification, and regulate mental states. Research (Yunia et al., 2019) provides evidence that juvenile delinquency is related to emotional intelligence.

In the learning and teaching process at school, there are often problems experienced by students in the process of adjusting to the environment around them. (Tubagus et al., 2020). Students who experience boredom in learning are also called academic burnout. The phenomenon of academic burnout is a state of chronic fatigue caused by a very high level of schoolwork. The phenomenon of burnout in students has been increasingly discussed lately. Burnout in students is a chronic and prolonged stress condition caused by academic pressure, social demands, and various other factors. Symptoms of burnout in students can range from extreme fatigue, loss of interest in school activities, decreased academic performance, to physical problems such as headaches and sleep disturbances. Basically, burnout can happen to anyone, whether male or female. Basically, burnout can happen to anyone, whether male or female. This happens because every person inevitably experiences pressures in life, especially in carrying out daily activities. Research (Budiono et al., 2022) proving that the higher the semester, the higher the students' burnout behavior will be. Next, the research (Rudi & Imaduddin, 2021) Emotional Exhaustion is the highest aspect of burnout. Research (Oktasari et al., 2022) shows that there is no significant difference between the academic burnout of male and female students.

Research (Winahyu & Wiryosutomo, 2020) shows that social support and student burnout are significantly related to academic procrastination among 11th-grade students at SMA Negeri 3 Sidoarjo. Meanwhile, the research (Japeri et al., 2022) shows that there is a negative relationship between self-regulation in learning and academic burnout among students at SMA Global Islamic Boarding School. And the research (Rahmati, 2015) shows a negative relationship between self-efficacy and academic burnout.

Vocational High School (SMK) is a form of formal education that implements vocational education programs at the secondary education level, preparing students primarily to work in specific fields. Because, students have the hope of having a quality career (Jarkawi et al., 2017). Based on the observations conducted by the researcher at SMK Negeri 1 Banjarbaru. It was found that students attend school while doing part-time jobs. When the school holidays arrive, he works as a janitor. There are also students who, when they win a competition that should make their parents proud, are instead belittled. There are also students who do not know the reason for their emotional changes. Next, there are students who feel emotionally drained because they find the current curriculum difficult due to school assignments. There are students who feel emotionally exhausted due to the learning at school, and there are also students who feel less enthusiastic about studying because they believe they have chosen the wrong major. During school, he also feels that he is not getting interesting lessons.

METHOD

The research design used in this study is a quantitative correlational design. This research is expected to determine the relationship between Family Support and Students' Emotional Intelligence towards Burnout at SMK Negeri 1 Banjarbaru. The researcher chose a quantitative approach as the research method because the time frame used is relatively quick and the sample used can simultaneously accommodate a large number.

In this study, the researcher used the Questionnaire Technique. The questionnaire used in this research is a closed questionnaire. A closed questionnaire is a questionnaire that contains a list of questions with a number of answer alternatives provided by the researcher and does not give respondents the opportunity to provide answers other than those that have been provided. In this study, each research instrument will be measured using a Likert scale. The Likert scale can measure the attitudes, opinions, or perceptions of each individual or group regarding the social phenomenon being studied (Sugiyono, 2013). Meanwhile, the data analysis techniques used are the Pearson product-moment correlation test and the multiple correlation test. The instrument test conducted on 71 questionnaire items showed valid and reliable results for those 71 questionnaire items.

RESULTS AND DISCUSSION

This research was conducted on a sample of 76 respondents from the 10th and 11th grades at SMK Negeri 1 Banjarbaru. Data collection was conducted using a data collection method in the form of a scale that was compiled based on the predetermined research variables, namely Family Support, Emotional Intelligence, and Burnout. There are 71 questionnaire statement items processed in the data analysis. The analyses used include validity tests, reliability tests, Pearson product-moment correlation tests, multiple regression tests, and coefficient of determination (R²) tests with the help of the SPSS (Statistical Package for Social Sciences) 27 for Windows software program. After conducting various processes and analyses on the obtained data, the researcher gained an overview of the independent variables consisting of Family Support and Emotional Intelligence, as well as the dependent variable in this study, which is Burnout, detailed in Table 1.

Tabel 1. Uji Korelasi Pearson Product Moment

	Family Support	Family Support	
Burnout	Pearson Correlation	.481	.136
	Sig. (2 – tailed)	<,001	.243
	N	76	76

The Relationship of Family Support to Burnout at SMK Negeri 1 Banjarbaru

Based on the research results, it was found that there is a relationship or correlation between family support and burnout. This is indicated by a correlation value of 0.481 and $p = 0.001 < 0.05$, which means the hypothesis is accepted and there is a correlation between the two variables, classified as a moderate correlation. The relationship between family support and burnout at SMK Negeri 1 Banjarbaru falls into a positive relationship. This means that if the family support experienced by students is higher, the burnout experienced by students will also be higher; conversely, if the family support for students is low, the students' burnout will be low.

In line with that, the research conducted by (Damayanti et al., 2022) towards Nurses at RSUD Dr. H Abdul Moeloek Lampung Province, a correlation coefficient value of $\{r_{xy}\} = -0.531$ and a determination coefficient $\{R^2\} = 0.282$ with $p = 0.000 \{p < 0.01\}$ were obtained, which means the hypothesis is accepted.

Then the research conducted (Diyanti, 2022) by the students of MI Darussalam using the probability sampling technique with 72 students from grades 4, 5, and 6. A correlation value of $(-4.187) > r$ table was obtained, with a significance value of $0.007 < 0.05$, thus the hypothesis is accepted, meaning there is a significant relationship between family support and academic burnout.

The Relationship Between Emotional Intelligence and Burnout at SMK Negeri 1 Banjarbaru

Berdasarkan hasil penelitian tidak there are respondents who have low emotional intelligence. There are 44.7% of respondents with moderate emotional intelligence and 55.3% with high emotional intelligence. There are 27.6% of respondents experiencing burnout in the low category, 67.1% in the moderate category, and 5.3% in the high category. based on calculations using SPSS, a positive correlation value of $0.243 > 0.05$ was obtained, which means it is not significantly correlated. The level of correlation is $0.136 < r$ table 0.2257, which falls into the very weak category. Therefore, the hypothesis is rejected.

This is in line with the research conducted by (Meutia, 2014) which shows an insignificant relationship between emotional intelligence and burnout among nurses at RSUD IDI East Aceh Regency ($p = 0.167, p > 0.05$), with the contribution of the relationship between emotional intelligence and burnout being 2.1%. Based on this, the hypothesis proposed in this study is stated to be rejected.

Other relevant research results show that 51.1% of respondents have high emotional intelligence and 48.9% of respondents have moderate emotional intelligence. The results of the Gamma test showed a p-value of 0.011 and an r-value of -0.38 (Anjani Putri et al., 2023) This indicates a significant correlation between emotional intelligence and burnout among final-year students at the Faculty of Medicine, University of Lampung, with a weak correlation strength.

Tabel 2. Multiple Correlation Test

R	R Square	Adjusted R Square	Std. Error of the Estimate	Df 1	Df 2	Sig. F Change
.482	0,232	0,211	5,496	2	73	0,000

The research results show a correlation coefficient value of 0.482, indicating a moderate relationship or correlation between family support and emotional intelligence towards burnout. With a positive regression coefficient, which means there is a positive relationship between the dependent variable and the independent variable. The R Square value (coefficient of determination) of 0.232 means that simultaneously, the variables of family support and emotional intelligence are related to burnout by 23.2%. Meanwhile, the remaining 76.8% of burnout is related to other variables not discussed in this study. The Adjusted R Square score was obtained, indicating the extent of the role of the independent variable in relation to the dependent variable, which is 21.1%. Family support and emotional intelligence simultaneously have a significant positive relationship with burnout. This is evidenced by the significance value of $0.000 < 0.05$. Therefore, the research hypothesis is accepted.

Meanwhile, the research conducted by (Robiatul Adawiyah, 2013) which aims to test the relationship between emotional intelligence and social support with the tendency for burnout. The research data were obtained based on the results of distributing questionnaires to 90 teachers at SMAN 3 Bangkalan. Based on the research results, it is known that there is a significant relationship between emotional intelligence and social support with the tendency for burnout. This means the research hypothesis is accepted.

The Role of Schools and Counseling in Addressing Burnout

Burnout is fatigue that encompasses emotional, physical, and mental aspects, arising from a harsh and demanding learning environment, both economically and psychologically. The state of burnout that lasts for a long period can have negative impacts. The learning process at school often causes high levels of stress in students due to the many pressures and expectations that must be met, both from the school environment and the family environment. Guidance and counseling play an important role in addressing students who are experiencing burnout. A guidance counselor can provide services according to the needs of the students. Based on the research results, the guidance counselor can provide basic services in the form of classical guidance,

group guidance, group counseling related to family support, and emotional intelligence related to burnout. The guidance counselor can provide responsive services if the student's issue is urgent, by offering counseling when the student experiences burnout, or related matters. The school counselor can collaborate with the homeroom teacher to observe the students' emotional intelligence and can also collaborate with parents by conducting home visits to see the form of family support the students receive.

CONCLUSION AND SUGGESTIONS

Family support has a positive and significant relationship with burnout, as evidenced by the significance value of Sig 0.001, which is less than 0.05. The level of correlation of 0.481 falls into the moderate category, thus H_a is accepted. Emotional intelligence has a positive relationship with burnout but is not significant, as evidenced by the significance value of Sig 0.243 being greater than 0.05. The degree of relationship strength of 0.136 falls into the very weak category. Therefore, H_a is rejected. Family support and emotional intelligence simultaneously have a significant positive relationship with burnout, as evidenced by a Sig value of 0.000, which is less than 0.05. The level of correlation is 0.482, which falls into the moderate category. Therefore, H_a is accepted.

Teachers should be more aware of students who show signs of burnout or emotional exhaustion and be able to help address these issues. For future researchers, it is hoped that this study can serve as a reference and be further analyzed for the handling and recovery of students experiencing burnout.

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