Identification of Factors Causing Student Athlete Burnout of SMA Negeri 15 Surabaya

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ABSTRACT
Learning is a process of interaction between students and educators and learning resources in a learning environment. PJOK is a place to determine and look for talent in students. Students can determine which sports are mastered. This study used a questionnaire instrument which was then processed using Structural Equation Modeling (SEM). This study aims to determine the factors that cause burnout and which factors are most dominant in student-athletes at SMA Negeri 15 Surabaya. The research sample was made to fulfil the thesis namely student-athletes at SMA Negeri 15 Surabaya as many as 66 respondents using multiple linear regression analysis. Based on the results of analysis and research conducted, social support does not affect burnout, motivation has a significant effect on burnout, reward does not affect burnout, and fatigue has a significant effect on burnout. Based on the results of the F test of social support, motivation, and rewards. and fatigue simultaneously has a significant effect on burnout. Based on the results of the regression test of social support, motivation, and reward. and fatigue to burnout. Motivation has a regression coefficient value that stays away from the number 0, this means that the variables that have the most dominant influence are social support, motivation, and rewards. and burnout are motivational variables.

Keywords: Social Support; Motivation; Rewards; Fatigue.

INTRODUCTION
Learning is an important instrument for educating the nation's life. As an important system in education, learning is organized as an interaction space to build teacher and student relationships to develop cognitive, psychomotor and affective potential (Mansyur, 2020). Components of learning include curriculum, teachers, students, methods, materials, tools (media) and evaluation of learning (Valentino & Ardian, 2017). Synchronization between these components makes the learning process work well and achieve the expected learning objectives (Mustofa et al., 2019). Learning is assistance provided by educators so
that the process of acquiring knowledge and knowledge can occur, mastering skills and character, as well as forming attitudes and beliefs in students (Saitya, 2022). Changes as a result of the learning process can be proposed in various forms such as changes in knowledge, understanding, attitudes and behaviour, skills, abilities and abilities, reaction power, receptiveness and other aspects that exist in individuals who learn (Utami et al., 2022).

Physical education is part of the overall education system (Sahabuddin, Hakim, et al., 2022). Motion is a characteristic of living things where motion is part of physical activity that is inherent in humans (Valentino & Iskandar, 2020). Therefore, learning movement or physical activity is very important for the quality of human life (Setiyawan, 2017). Physical education is several selected humane physical activities that are carried out to get the desired results (Abduljabar, 2013). Physical Education is a psychomotor activity carried out on knowledge (cognitive), and when carrying it out good personal behaviour (affective) will occur (Raibowo et al., 2019). Physical fitness teachers also play an important and active role in providing social support and directing students to feel comfortable in the school environment (Iswahyudi, 2018). Peers also play an active role in providing social support because peers are considered students or individuals as friends who understand more (Sahabuddin, Sudirman, et al., 2022). As friends, we must remind each other when individuals are in a wrong condition, build individual motivation when they are in a problem condition and so students or individuals still have hope and are motivated when there are problems with parents and school (Tarigan et al., 2020).

As described above, the role of parents is also very important for individuals to guide and motivate so that individuals feel comfortable when they are at home. Parents are obliged to educate and teach individuals to excel in academic and non-academic fields (Hammado et al., 2020). So parents are obliged to provide support as long as the individual carries out activities and activities that contain positive elements (Arifin, 2017). Athletes are individuals who are trained, unique, and also have talent in sports who are trained in sports (Safitri & Ramadani, 2021). Being an athlete is an award given to someone who excels, especially in the field of sports.

Social support refers to feelings of comfort that occur through social processes that can make a person reduce the negative effects caused by negative stress (Istanto et al., 2019). Social support is one of the factors that can support individuals to regulate emotions (Siswandi & Caninsti, 2021). Social support felt by individuals can be received from various parties in the surrounding environment. Social support is not obtained from one
person alone but involves one another from several environments that have the potential to provide support (Hammado et al., 2020). In line with this, the surrounding environment must cooperate well in fostering student motivation (Kuswoyo et al., 2017). Parents, teachers, and friends are the closest people that students often encounter in the world of education (Apriansyah et al., 2017).

Motivation is an absolute requirement in learning (Kosasih, 2020). Students who study without motivation (or lack of motivation) will not succeed optimally (Suharni, 2019). Motivation plays an important role for everyone because it is a positive form of synergy when someone experiences fatigue and boredom (Masrun, 2020). Motivation itself is divided into two, namely intrinsic motivation and extrinsic motivation (Hasibuan, 2020). Intrinsic motivation is motivation that arises from within oneself and extrinsic motivation is motivation that arises from outside, such as from the surrounding environment (Muslim et al., 2023).

Burnout is a psychological syndrome that is a serious problem in the healthcare system (Antari et al., 2021). Burnout is a collection of symptoms that arise due to the use of energy that exceeds one's resources resulting in physical, emotional and mental exhaustion (Rosnania, 2021). So that burnout is a condition where individuals experience physical fatigue, mental fatigue, reduced ability to solve problems, and emotional exhaustion that occurs because stress is suffered for a long time in stressful situations. An athlete is prone to burnout because athletes are always achievement-oriented, highly committed, and stressed because of the many demands from the club environment (Rianto & Karyanta, 2014). Burnout is a state of physical and emotional exhaustion. Then burnout becomes the main focus of this research and will be linked to the causal factors.

Based on the description above, the researcher wants to know the factors that cause burnout in student-athletes at SMA Negeri 15 Surabaya. This study used a questionnaire instrument which was then processed using Structural Equation Modeling (SEM). This research can provide scientific information about the efforts of social support and motivation to improve the achievement of student-athletes at SMA Negeri 15 Surabaya.

**METHOD**

The type of research in this research is non-experimental research with a quantitative descriptive research approach, namely a study in which the researcher has no opportunity to provide treatment or manipulate variables that may play a role in the emergence of a
symptom. The research design in this study is a correlational design whose purpose is to connect two or more variables because it only links the measurement results of two variables. The population of this study were student-athletes at SMA Negeri 15 Surabaya. The sample of this research was student-athletes at SMA Negeri 15 Surabaya, totalling 66 respondents. The location that will be used in conducting this research is State Senior High School 15 Surabaya, Jalan Menanggal Selatan 103 Hamlet, Hamlet, Gayungan, Surabaya, East Java. The scale used in this research instrument is the Likert scale. The Likert scale is designed to reveal the attitudes of the pros and cons, positive and negative, or agree and disagree with an object. On the Likert scale that will be used, there are five answer choices, namely strongly agree (SS), agree (S), mediocre (N), disagree (TS), and strongly disagree (STS).

RESULTS AND DISCUSSION

Results

The reliability test in this study used the Cronbach Alpha statistical test. Data can be declared reliable if the value of the coefficient alpha (\(\alpha\)) > 0.60. The following are the results of the reliable test on each of the research variables that have been studied.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Cronbach Alpha</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Support (X₁)</td>
<td>0.907</td>
<td>Reliable</td>
</tr>
<tr>
<td>Motivation (X₂)</td>
<td>0.945</td>
<td>Reliable</td>
</tr>
<tr>
<td>Reward (X₃)</td>
<td>0.911</td>
<td>Reliable</td>
</tr>
<tr>
<td>Fatigue (X₄)</td>
<td>0.803</td>
<td>Reliable</td>
</tr>
<tr>
<td>Burnout (Y)</td>
<td>0.948</td>
<td>Reliable</td>
</tr>
</tbody>
</table>

Based on Table 2 the results of the linearity test for social support and burnout variables show a significant deviation from linearity value of 0.051. The significance value is 0.051 > 0.05, so it can be concluded that the data between the two variables is linear.
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Table 3.
Linearity Test X2 and Y

<table>
<thead>
<tr>
<th>Sum of Squares</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burn Out * Motivasi</td>
<td>Between Groups (Combined)</td>
<td>9.834</td>
</tr>
<tr>
<td></td>
<td>Linearity</td>
<td>2.797</td>
</tr>
<tr>
<td></td>
<td>Deviation from Linearity</td>
<td>7.037</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>4.689</td>
</tr>
<tr>
<td>Total</td>
<td>14.522</td>
<td></td>
</tr>
</tbody>
</table>

Based on Table 3, the results of the linearity test for motivation and burnout variables show a significance value of deviation from linearity of 0.553. The significance value is 0.553 > 0.05, so it can be concluded that the data between the two variables is linear.

Table 4.
Linearity Test X3 and Y

<table>
<thead>
<tr>
<th>Sum of Squares</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burn Out * Reward</td>
<td>Between Groups (Combined)</td>
<td>8.303</td>
</tr>
<tr>
<td></td>
<td>Linearity</td>
<td>.697</td>
</tr>
<tr>
<td></td>
<td>Deviation from Linearity</td>
<td>7.606</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>6.219</td>
</tr>
<tr>
<td>Total</td>
<td>14.522</td>
<td></td>
</tr>
</tbody>
</table>

Based on Table 4, the results of the linearity test for the reward and burnout variables show a significant deviation from the linearity value of 0.286. The significance value is 0.286 > 0.05, so it can be concluded that the data between the two variables is linear.

Table 5.
Linearity Test X4 and Y

<table>
<thead>
<tr>
<th>Sum of Squares</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burn Out * Kelelahan</td>
<td>Between Groups (Combined)</td>
<td>4.659</td>
</tr>
<tr>
<td></td>
<td>Linearity</td>
<td>.724</td>
</tr>
<tr>
<td></td>
<td>Deviation from Linearity</td>
<td>3.935</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>9.864</td>
</tr>
<tr>
<td>Total</td>
<td>14.522</td>
<td></td>
</tr>
</tbody>
</table>

Based on Table 5, the results of the linearity test for the fatigue and burnout variables show a significant deviation from the linearity value of 0.458. The significance value is 0.458 > 0.05, so it can be concluded that the data between the two variables is linear.

Discussion

Social support, motivation, reward, and fatigue simultaneously affect burnout which is equal to 20.8% and the remaining 79.2% is influenced by other variables outside the variables used in this study. From the results of the F test, it is also known that the independent variables are social support, motivation, and reward. and fatigue have a significant effect simultaneously on burnout. This shows that any changes that occur in
social support, motivation, or reward, and fatigue will cause changes to burnout. From the t-test, it can be seen that social support, motivation, reward, and fatigue has a significant effect on burnout.

The effect of social support on burnout

Based on the results of the tests that have been carried out, the results show that the significance value of the t-test is 0.474 > 0.05, which means that the significance is greater than 0.05. This test shows that Ho is accepted and Ha is rejected, so it can be concluded that the variable social support has no significant effect on burnout. The regression coefficient value of the social support variable (X1) is -0.721 meaning that if social support (X1) increases, then the burnout variable (Y) will decrease by 0.721 units assuming the other variables are the same, and vice versa.

The effect of motivation on burnout

Based on the results of the tests that have been carried out, the results show that the significance value of the t-test is 0.006 < 0.05, which means that the significance is less than 0.05. This test shows that H0 is rejected and Ha is accepted so it can be concluded that motivation influences burnout.

The results of this study support the results of research conducted by Winardi (2012) who found that there is a relationship between motivation and burnout. Motivation is a move from within a person's heart to do or achieve a goal. Motivation can also be said as a plan or desire to go to success and avoid life's failures. In other words, motivation is a process to achieve a goal. Someone who has motivation means he already has the power to gain success in life.

The effect of reward on burnout

Based on the results of the tests that have been carried out, the results show that the significance value of the t-test is 0.807 > 0.05, which means that the significance is greater than 0.05. This test shows that Ho is accepted and Ha is rejected, so it can be concluded
that the reward variable has a significant influence on burnout. The regression coefficient value of the reward variable (X3) is 0.246, meaning that if the reward (X3) changes one unit, then the burnout variable (Y) will increase by 0.246 units assuming the other variables are the same, and vice versa.

The results of this study support the results of research conducted by Parrish et al (2020) which found that there is a relationship between the reward variable and no effect on burnout. Reward is a form of positive reinforcement theory that comes from behavioristic theory. Rewards take the form of giving power to do something, for example, the student who gets the highest score when working on practice questions is chosen as the leader of the discussion group.

**Effect of fatigue on burnout**

Based on the results of the tests that have been carried out, the results show that the significance value of the t-test is 0.028 <0.05, which means that the significance is less than 0.05. This test shows that H0 is rejected and Ha is accepted so it can be concluded that fatigue affects burnout.

The results of this study support the results of research conducted by Rasyidah, Fitryasari, and Wahyudi (2020), who found that there is a relationship between fatigue and burnout. Fatigue is a state of the physical and mental body that refers to a decrease in work power and reduced body resistance to work. The amount of sufficient sleep time is indeed different for each person. The average daily sleep time is between 6-8 hours in adults in general and people who sleep less than 6-8 hours will experience sleep deprivation.

**CONCLUSIONS AND SUGGESTIONS**

**Conclusions**

Based on the results of the discussion and analysis of data related to the influence of social support, motivation, and rewards. and fatigue, the following conclusions can be drawn:

1. Based on the results of the t-test, social support does not affect burnout.
2. Based on the results of the t-test, motivation has a significant effect on burnout.
3. Based on the results of the t-test reward does not affect burnout.
4. Based on the results of the t-test, fatigue has a significant effect on burnout.
5. Based on the results of the F test of social support, motivation, and rewards. and fatigue simultaneously has a significant effect on burnout.
6. Based on the results of the regression test of social support, motivation, and reward, and fatigue to burnout. Motivation has a regression coefficient value that stays away from the number 0, this means that the variables that have the most dominant influence are social support, motivation, and rewards. and burnout are motivational variables.

Suggestions

Based on the results of the research above, several things can be suggested as follows:

1. It is suggested for future researchers to conduct research outside of the independent variables used in this study, for example, the factor of education or social status by combining one of the variables in this study with other variables outside the variables in this study. The point is that it is hoped that for further research the authors suggest that the variables or materials that will be used as research must be more deeply understood so that the results obtained are more accurate and truly tested.

2. Schools should optimize the function of teacher organizations in schools to foster a sense of togetherness between teachers. With a sense of togetherness, teachers can help each other and understand when other teachers have problems, and this can prevent burnout symptoms from occurring in teachers. In addition, schools must hold seminars or training for teachers related to psychological aspects, so that they can help teachers prevent burnout.

REFERENCES


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