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Academic Engagement and Academic Burnout among Medical Students: Role of Social Support, Academic Self-efficacy, and Self-Esteem

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Abstract. Active academic engagement in the educational process is instrumental in fostering the potential and self-skills of students, as well as serving as a pathway to acquiring a quality education from academic institutions. Therefore, this study aims to examine role of factors influencing academic engagement with mediators of academic burnout using path analysis through a quantitative design on 249 medical students. In this model test, academic burnout becomes a mediator variable for self-efficacy and social support, while self-esteem is tested directly on academic engagement. The measuring instruments used are UWES-SS, MSPSS, MSLQ, RSE, and MBI-SS which are tested for validity using CFA and Cronbach Alpha reliability. The results showed that academic self-efficacy and social support significantly influence engagement, mediated by burnout, while self-esteem has a direct effect on the variable. These provide further support for existing theories and prior studies, highlighting the significant impact of social support, academic self-efficacy, and self-esteem on academic engagement.

Keywords: academic engagement, academic burnout, academic self-efficacy, medical students, self-esteem, social support

Keterlibatan Akademik dan Kelelahan Akademik pada Mahasiswa Kedokteran: Peran Dukungan Sosial, Efikasi Diri Akademik, dan Harga Diri

Abstrak. Keterlibatan akademik (*academic engagement*) secara aktif dalam proses pendidikan dapat membantu peserta didik dalam mengembangkan potensi dan keterampilan diri dan menjadi salah satu cara untuk mendapatkan pendidikan yang berkualitas dari lembaga pendidikan. Penelitian ini bertujuan untuk melihat peran faktor-faktor yang memengaruhi keterlibatan akademik dengan mediator kelelahan akademik (*academic burnout*). Penelitian ini melakukan uji model menggunakan analisis jalur (*path analysis)* melalui desain penelitian kuantitatif terhadap 249 mahasiswa kedokteran. Dalam uji model ini, kelelahan akademik menjadi variabel mediator untuk efikasi diri akademik (*academic self-efficacy*) dan dukungan sosial (*social support*), sedangkan harga diri (*self-esteem*) diuji langsung terhadap keterlibatan akademik. Alat ukur yang digunakan ialah *UWES-SS, MSPSS, MSLQ, RSE,* dan *MBI-SS* yang diuji validitas menggunakan CFA dan reliabilitas Cronbach Alpha. Hasil penelitian menunjukan bahwa efikasi diri akademik dan dukungan sosial memiliki pengaruh signifikan terhadap keterlibatan akademik setelah dimediasi oleh kelelahan akademik, sedangkan harga diri memiliki pengaruh langsung terhadap keterlibatan akademik. Penelitian ini mendukung teori dan penelitian sebelumnya yang menyatakan hasil serupa bahwa dukungan sosial, efikasi diri akademik, dan harga diri memiliki pengaruh signifikan terhadap keterlibatan akademik.

Kata Kunci: efikasi diri akademik, dukungan sosial, harga diri, kelelahan akademik, keterlibatan akademik, mahasiswa kedokteran

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Education is a crucial pathway for individuals to attain success in their lives. In addition, active academic engagement among students during the educational process plays a pivotal role in nurturing their potential and skills, providing a means to access quality education from esteemed institutions. This perspective aligns with the study conducted by Schaufeli et al. (2002) in the context of university students. According to Schaufeli et al. (Skinner et al., 2008), academic engagement is a positive and fulfilling attitude towards work related to thoughts characterized by vigor, dedication, and absorption. Furthermore, it necessitates the active involvement of students in the learning process, which includes attentiveness during class, regular attendance, completion of assignments, examination participation, and participation in various academic activities (Aslamawati et al., 2016). This form of engagement fosters a positive and fulfilling attitude toward their studies or academic (Tuominen-Soini & Salmela-Aro, 2014).

For the past seven decades, educators have shown great interest in the concept of engagement to improve dissatisfaction, prevent students boredom, and increase motivation and achievement (Alrashidi et al., 2016). Ryan and Patrick (Salmela-Aro & Upadyaya, 2014) stated that engagement with tasks was crucial for the success and educational development of students to become competent members of society. Academic engagement is essential for students to complete tasks and requirements. The ability to engage in studies or academic can lead to success and failure in university and specific learning processes or social interactions (Ouweneel et al., 2014).

Academic engagement is a central part of students engagement, from a combination of intentions, success, and social integration in the university environment (Skinner et al., 2008). Students have to face the same routine tasks, such as attending lectures, doing assignments, and taking final exams to obtain the desired academic degree (Salanova et al., 2010). Meanwhile, those who are unable to cope with the routine demands start to have low interest in academic tasks.

The impact of burnout on students can lead to dropouts from university studies (Arlinkasari & Akmal, 2017). Weckwerth and Flynn (Alarcon et al., 2011) stated that the trend in students' lives increased the inability and pressure to achieve high standards, leading to greater fatigue and stress (Zhang et al., 2007). Based on data from the Ministry of Research, Technology, and Higher Education of Indonesia in 2019, 698,261 or 8% of college students dropped out (Statistics of Higher Education, Ministry of Research, Technology, and Higher Education of the Republic of Indonesia, 2019). The phenomenon is one of the influences of low academic engagement (Alarcon et al., 2011; Alrashidi et al., 2016). Archambault at al. (Bilge et al., 2014) stated that students with low engagement had a higher risk of dropping out

of the educational environment. Therefore, increasing academic engagement is crucial in reducing the dropout rate (Bilge et al., 2014).

The lack of academic engagement is influenced by various factors, both from within students and the surrounding environment. These include social support (Schaufeli & Salanova, 2007), self-esteem (Tuominen-Soini & Salmela-Aro, 2014), and self-efficacy in completing academic tasks (Schaufeli & Salanova, 2007). Social support is a form of support obtained from the surrounding environment, including family, friends, educators, and communities. Individuals engaged in academic create more resources in their environment and can invest in social support (Alarcon et al., 2011). According to Cohen et al. (Malinauskas, 2010), social support is a resource perceived to be available or provided by people who have informal relationships. It is the presence or availability of reliable, caring, appreciative, and loving individuals (Olwage & Mostert, 2014; Sarason et al., 1983; Zhou et al., 2013). Meanwhile, House (Bozo et al., 2009; Lian, 2008) defined the concept as emotional attention, instrumental assistance, as well as evaluation and attention among individuals.

Social support can be provided by family, peers, and other close individuals (Zimet et al., 1988). The sense of belonging through support from the environment has a positive correlation with students engagement and achievement (Bilge et al., 2014). Studies by Standard et al. (2010), Fall and Roberts (2012) on the relationship between social support and academic engagement among 311 students resulted in a positive correlation between family support, peer support, and academic engagement. Furthermore, family support can also predict academic engagement and dropouts among students in schools. Similar results stated the importance of feeling accepted by family, teachers, and peers in the environment and served as key predictors in academic performance of individuals (Alarcon & Edwards, 2011; Estell & Perdue, 2013).

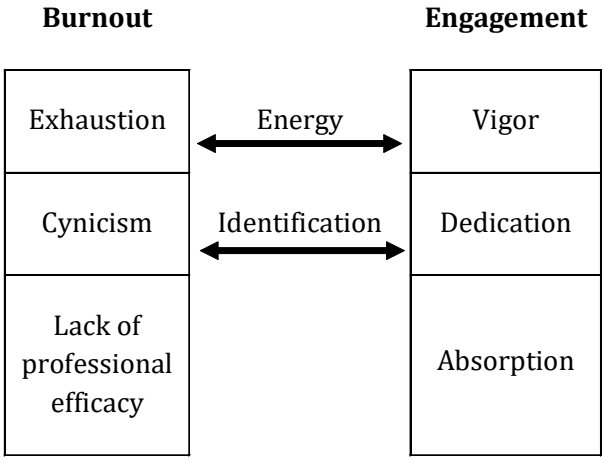
Academic self-efficacy plays a significant role as another influencing factor, representing the belief of an individual in their academic abilities (Fan & Williams, 2010). Low self-efficacy may signify lower self-esteem and a pessimistic outlook on the capabilities of people, while those with high results exhibit adaptability to acclimate to academic environment and show precision in decision-making and academic pursuits (Hidayat et al., 2021). The results indicate that academic self-efficacy has a significant effect and is a crucial predictor of students academic engagement (Fan & Williams, 2010; Stubbs & Maynard, 2017). It has a positive relationship with engagement as directing energy and effort in completing tasks (Ouweneel et al., 2013). Stubbs and Maynard (2017) also reinforced the contribution of family support and academic self-efficacy to students engagement in academic.

Self-esteem can also be one of the predictors of high academic engagement. Based on Bakker (2011), Olwage and Mostert (2014), self-esteem, as part of self-evaluation, has a direct relationship with academic engagement. However, this study also reports that the variable does not significantly affect academic burnout, as the opposite variable of academic engagement. The higher academic burnout a person experiences, the lower their predicted engagement (Maslach & Leiter, 2008). The core of academic engagement has a negative relationship with burnout in students (Salanova et al., 2010).

Burnout among students is also referred to as academic burnout (Bilge et al., 2014; García-Izquierdo et al., 2018; Maslach et al., 2001). It describes individuals with low energy and poor identification with work or tasks (Leiter & Maslach, 2017). Maslach et al. (2001) mentioned that the variable had three dimensions, namely emotional exhaustion, cynicism or depersonalization, and inefficacy. The aspects that directly affect academic engagement are exhaustion and cynicism towards vigor and dedication. In contrast, inefficacy does not directly affect absorption because of conceptual differences (Roelen et al., 2015; Schaufeli et al., 2002).

Figure 1

The Relationship between Burnout and Engagement Theories



The cynicism and exhaustion dimensions in burnout are opposite to dedication and vigor in engagement (Roelen et al., 2015; Schaufeli & Salanova, 2007). Burnout in students is a lack of energy and desire to distance oneself from academic tasks, while engagement is a form of high energy and full commitment to be more involved in academic tasks (Salanova et al., 2010; Schaufeli & Salanova, 2007). Investigation into the relationship between academic burnout and engagement has been conducted extensively. Burnout is most commonly conducted among medical, nursing, and athletic students (Stoeber et al., 2011).

As the most vulnerable group to burnout, medical students greatly need academic engagement. Felaza et al. (2020) found that medical students experienced burnout in their education. They face numerous pressures and challenges during their learning process (Zulharman, 2008). Emotional exhaustion is found to increase, specifically in final-year students before working as junior doctors (Zis et al., 2021). Students face a demanding academic workload alongside various other challenges. The entrance exams are notably rigorous, and the tuition fees are relatively high. Guthrie et al. reported that more than 50% of first-year medical students encountered stress related to their coursework (Zulharman, 2008). Medical education period is also longer to obtain medical degree. To obtain medical degree, students must undergo seven semesters of academic activities, culminating in one dedicated to the final project. Furthermore, they engage in four semesters of internship or practical experience. Graduating as a doctor is not solely determined by soft skills exhibited in completing the final project, but also by the display of hard skills in providing direct patient care (Konsil Kedokteran Indonesia, 2012).

In Indonesia, studies on engagement and burnout have been conducted on students. There is a limited investigation on medical students, who have the responsibility of completing demanding academic studies and safeguarding public health. Therefore, high academic engagement is crucial for students to achieve appropriate learning outcomes. To strengthen the phenomenon, the preliminary study was conducted with 130 potential subjects in Medical Faculty at South Tangerang Regional University. The study asked open-ended questions related to academic activities in medicine concerning the aspects of the variables. The preliminary results showed that 62 people or 47.69% admitted to experiencing burnout tendencies in their academic activities. Some of students also expressed a desire to quit medicine. However, this desire was often abandoned due to the strong support received from their parents and friends.

The results of discussions with three seventh-semester medical students indicated that insufficient rest time was experienced during their studies. Apart from on-campus activities, students are required to move between hospitals and community health centers for practice, completing tasks assigned by their professors. Furthermore, they are also burdened with additional assignments that need to be completed at home. Unlike students in other study programs, a semester break lasting for months was not received. The semester break is limited to only two weeks to cover the necessary material within the four-year timeframe. These pressures are likely to contribute to burnout, leading to unstable fluctuations in academic engagement among students. The issue of academic engagement has been extensively investigated, including Schaufeli, in various countries such as the

Netherlands, Indonesia, Italy, Spain, and Portugal (Balducci et al., 2010; Ouweneel et al., 2014; Schaufeli & Bakker, 2004; Yudhistira et al., 2017). However, Schaufeli's theory and measurement tools, which include the dimensions of vigor, dedication, and absorption, have not been widely developed in Indonesia, specifically among students.

This study is attractive because of the subjects, namely medical students with challenging learning characteristics and high academic pressure, hence, requiring very high academic engagement to complete their studies. Students also have the potential for burnout due to academic tasks, which is a mediating variable, potentially disrupting academic engagement. However, this study examines academic engagement of medical students, who are in a profession directly related to human life. A doctor must have high engagement with their profession and patients to make accurate diagnoses and treatments. Meanwhile, low engagement in a doctor or students can lead to negligence in patient care.

Method

Participants

The participants in this study were students in the Doctoral Education Study Program at the Faculty of Medicine and Health Sciences at one of the state universities in Jakarta, totaling 249 active students.

Measurement

The measurement of academic engagement was conducted through the adaptation process of the Utrecht Work Engagement Scale, developed into Students Survey or UWES-SS format (Schaufeli, Martínez, et al., 2002), consisting of 17 statements. The measurement of social support variable was conducted through the adaptation process of the Multi-Dimensional Scale of Perceived Social Support (MSPSS) developed by Zimet et al. (1988), consisting of 12 statements. Academic self-efficacy variable was conducted through the adaptation process of the Motivated Strategies Learning Questionnaire (MSLQ) Subscale Self-Efficacy, which was based on the theory developed by Pintrich et al. (1991), consisting of 8 statements. Self-esteem variable was conducted through the adaptation process of the Rosenberg Self-Esteem (RSE) scale with 10 statements. Finally, the measurement of academic burnout was performed through the adaptation process of the Maslach Burnout Inventory Students Survey (MBI-SS) developed by Maslach et al. (1996), consisting of 15 statements. The data collection instrument used a Likert scale model. The scale was modified by removing the D (Doubtful) or N (Neutral) answers and presented in the form of favorable and unfavorable statements. Furthermore, the response options provided were Strongly Agree (SA), Agree (A), Disagree

(D), and Strongly Disagree (SD) with a score of 4, 3, 2, and 1.

Instrument test techniques and data analysis

The instrument validity and reliability tests used were Confirmatory Factor Analysis (CFA) and Cronbach's Alpha, respectively. The data analysis techniques were Path Analysis and Structural Equation Model (SEM) using the MPlus 7.11 software.

To determine the fit index of the measurement instrument, cut-off criteria for fit indexes were used based on the values of Chi-Square, Absolute Fit Indexes (Root mean square error approximation (RMSEA), Standardized Root Mean Squared Residual (SRMR), or Weighted Root Mean Square Residual (WRMR)), and Incremental Fit Indexes (Comparative Fit Index (CFI) and Tucker-Lewis Index (TLI)) (Brown, 2006; Chau & Hocevar, 1995; Hu & Bentler, 1998, 1999). The cut-off fit index values were as follows RMSEA < .08, SRMR < .08 or WRMR d" 1.0, CFI > .95, TLI > .90, and Chi-Square (p) > .05 (Brown, 2006; Byrne, 2011; Hu & Bentler, 1999).

For the validity testing of the statement items, the study used the criteria of factor loading > .30, non-negative values, t > 1.96, and p < .05 (Brown, 2006). The reliability test used the criterion that when the test value is greater than .70, the measurement tool is considered reliable (Cronbach & Shavelson, 2004; Webb et al., 2006).

Table 1

Reliability Analysis

Variable	α
Academic Engagement	.771
Social Support	.826
Academic Self-efficacy	.834
Self-esteem	.781
Academic Burnout	.849

The data in Table 1 showed that all measurement instruments have good reliability. The results of the CFA indicated that all statements for each variable fulfilled the fit index criteria, and no statements were removed.

Results

Path analysis results

The hypothesis testing was the path analysis model using the MPlus Version 7.11 software to explain the influence of independent variables (IV) on the dependent (DV) through a mediator on two independent variables. For model testing, the study used the cut-off criteria, namely Chi-Square (p) > .05, RMSEA < .08, and CFI > .95 (Brown, 2006). For testing the coefficients of the variables, the criteria were factor loading > .30, t > 1.96, and p < .05 (Brown, 2006).

Based on the path analysis model, the following results were obtained: RMSEA .074 (< .08), SRMR .023 (< .08), CFI .988 (> .95),

TLI .972 (> .90), and Chi-Square (*p*) .07 (> .05). Therefore, the model was considered to fit the data after fulfilling the three required fit criteria.

Table 2

Fit Index Path Analysis

Fit Index	
RMSEA	.074
SRMR	.023
CFI	.988
TLI	.972
χ^2	.070

After confirming that the path analysis model fits the data, the next step was to test the coefficients of each variable.

Table 3

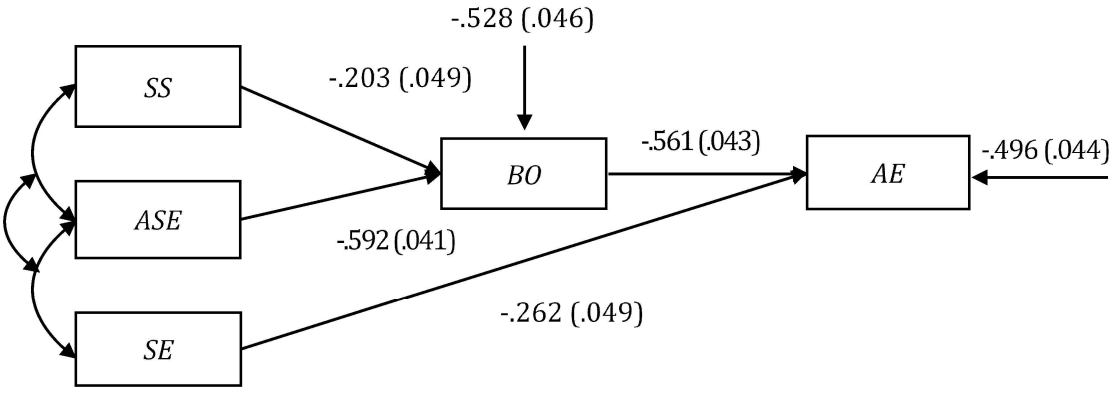
Coefficient Testing of Variables

Variable	Factor Loading	*t*
Direct influence on academic engagement		
Self-esteem	.262	5.329
Academic burnout	-.561	-12.908
Indirect influence on academic engagement through the mediator		
Social support	-.203	-4.174
Academic self-efficacy	-.592	-14.355

Note. $p < .001$ = All items were significant

Figure 2

Path Diagram for The Model Testing



Note. SS = Social Support, SE = Self-Esteem, ASE = Academic Self-Efficacy, BO = Burnout, AE = Academic Engagement

Based on the data in Table 3 and Figure 2, the direct influence of self-esteem on academic engagement had a factor loading of .262, with a *t* of 5.329 and a *p* of .000. Even though the factor loading value is < .30, the *t* is > 1.96, and the *p* is .000, fulfilling the criteria. It can be concluded that the direct influence of self-esteem on academic engagement is positive and significant. The coefficient generated has a positive value, indicating that self-esteem of medical students is directly related to academic engagement. Based on the data analysis, the hypothesis is accepted, indicating a significant influence of the variable on academic engagement.

The indirect influence of social support on academic engagement, mediated by academic burnout, had a factor loading of -.203, a *t* of -4.174, and a *p* of .000. Meanwhile, the coefficient of academic burnout was -.561, and the results fulfilled two out of three required criteria, indicating that the indirect influence is significant. The coefficient generated has a negative value, indicating that the higher the perceived social support, the lower the experienced academic burnout. Based on the data analysis, the hypothesis is accepted, indicating a significant influence of social support on academic engagement with burnout as a mediator in medical students.

The indirect influence of academic self-efficacy mediated by burnout, had a factor loading of -.592, a *t* of -14.355, and a *p* of .000. Meanwhile, the coefficient of academic burnout was -.561 and the results fulfilled all three required criteria, showing that the indirect influence of academic self-efficacy is significant.

Similar to social support, the coefficient generated has a negative value, indicating that academic self-efficacy is inversely related to burnout. Based on the results of the data analysis, the hypothesis is accepted, indicating a significant influence of academic self-efficacy on engagement with burnout as a mediator in medical students.

Discussion

This study was conducted to examine the factors influencing academic engagement with burnout as a mediator. The results showed that social support, academic self-efficacy, and self-esteem had a significant influence on engagement. Academic burnout, as a mediator variable, played a crucial role in explaining the coefficients of influence of factors on engagement. Social support, which indirectly influenced academic engagement, was tested through the mediator variable, academic burnout. The resulting coefficient of influence was negative, indicating that social support led to a decrease in burnout and an increase in academic engagement in medical students. Conversely, a decrease in perceived social support led to an increase in burnout and a decrease in academic engagement.

The results are consistent with the theory proposed by Alarcon et al. (2011), where

individuals who have more social support are more likely to engage in academic activities compared to those receiving less support. Students who receive full support from their family and surroundings tend to feel a sense of ownership towards their learning environment, supporting positive feelings, and enhancing academic engagement and academic performance (Bilge et al., 2014). Additionally, the results are in line with previous investigations proposed by Alarcon and Edwards (2011); Estell and Perdue (2013), emphasizing that support and perceived acceptance from the environment, such as family, teachers, and peers, are crucial predictors of academic success (Alarcon & Edwards, 2011; Estell & Perdue, 2013). Mulyadi et al. (2020) also found that social support influenced academic engagement and impacted physical and psychological aspects simultaneously. The results supported previous results, indicating that social support had an impact on academic engagement.

This study is also supported by engagement concept developed as an interest in positive work-related states as the opposite of burnout (Schaufeli & Salanova, 2007). To evaluate the potential impact of social support, it is crucial to consider the emergence of burnout as the opposing variable. Burnout, identified as the antithesis of engagement (Maslach, 2011), can weaken the influence of other factors when it reaches high levels. Therefore, it is essential not to overlook the occurrence of burnout among students while assessing the effectiveness of perceived support in enhancing academic engagement. Theoretical perspectives suggest that the relationship between social support and burnout, as well as burnout and engagement, is inverse or negative. Students receiving high levels of social support are expected to experience a reduction in the likelihood of burnout. The impact of social support on engagement remains substantial when burnout levels are kept low.

In line with social support, the significant influence of academic self-efficacy on academic engagement, mediated by burnout, is consistent with the theory stating that increasing the variable leads to a higher engagement level (Schaufeli & Salanova, 2007). Individuals with high self-efficacy tend to expend extra effort, persist in completing tasks, and engage more in absorbing information from assignments (Ouweneel et al., 2013). This is a form of increased engagement influenced by academic self-efficacy. Students who believe in their ability to tackle challenging academic tasks are less likely to face significant obstacles in academically demanding environments with shorter rest periods.

In this study, engagement is represented by the dimensions of vigor, dedication, and absorption, involving enthusiasm, perseverance, and dedication that feel easy to embrace due to the presence of academic self-efficacy regarding their capability to handle

academic challenges. With an increase in vigor, dedication, and absorption due to the influence of academic self-efficacy, the dimensions of burnout, namely exhaustion and cynicism, should not emerge.

Academic self-efficacy is directly proportional to engagement, which is inversely related to burnout. The data congruence tested with path analysis and the theory suggests that this study reinforces the theory of academic engagement influenced by self-efficacy and social support. This is consistent with previous analysis proposed by Fan and Williams (2010); Ouweneel et al. (2013); Stubbs and Maynard (2017) stating that academic self-efficacy has a significant effect and acts as a predictor of engagement. Students with high self-efficacy tend to actively participate, work harder, stay focused on problem-solving, and persist longer than those with low self-efficacy, who tend to become frustrated and give up (Demirören et al., 2016). Moreover, students with high academic self-efficacy tend to engage in alternative action testing when success is not achieved (Bresó et al., 2011). This study serves as supporting data that the significant influence of academic self-efficacy on engagement exists. The variable has a direct influence on academic burnout with a negative coefficient value. This result indicates that increased confidence in academic matters can decrease the risk of experiencing burnout. The result aligns with Aida and Rosiana (2022) that academic self-efficacy has a negative influence on burnout in medical students.

The testing of the last hypothesis indicates that self-esteem in medical students has a significant effect on their academic engagement. As previously discussed, 45.38% have high self-esteem, which is how an individual views themselves (Lian, 2008; Srisayekti & Setiady, 2015). This study shows that how medical students are perceived can affect their engagement. Students with high self-esteem have a positive view (Baron & Byrne, 2003), which can help enhance their academic involvement. It generates belief in their abilities as a person, which can be seen as positive or negative (Ohrt et al., 2014).

The percentage of students with high self-esteem is higher than those with average self-esteem, which is 43.78%. This is due to the prestige of medical program taken since medical studies are highly esteemed in Indonesia. However, as future healthcare professionals who will directly handle the health and lives of patients, having high self-esteem is essential for doctors to confidently and positively face various patient complaints. This aligns with the theory of Valentine (Ohrt et al., 2014), where the variable encompasses an individual's beliefs concerning their attributes and abilities as a person. These beliefs can be perceived as positive or negative, depending on the evaluation system. Additionally, when an individual experiences a profound sense of self-value and believes in their capabilities (Feist & Feist, 2009), they are more likely to treat others with the same level

of respect. Medical students who predominantly possess high self-esteem exhibit a greater capacity for critical participation and taking initiative in academic situations (Ohrt et al., 2014), even when faced with rejection or criticism from their surroundings. Elevated self-esteem plays a crucial role in fostering continuous academic engagement and growth.

This result support the previous study proposed by Bakker (2011), Olwage and Mostert (2014) that global self-esteem is directly related to academic engagement and does not significantly influence burnout. Consequently, testing the hypothesis with a direct relationship model between self-esteem and academic engagement is in line with the theoretical basis and previous study results.

The testing of the direct influence of burnout on engagement also showed a significant negative coefficient. This study confirmed the theory proposed by Maslach et al. (2001), Schaufeli and Salanova (2006) that burnout and engagement were negative and positive work-related states. Academic burnout in students refers to feelings of exhaustion due to demands, cynical attitudes and a desire to escape from tasks, and a sense of incompetence as students (Bresó et al., 2011; García-Izquierdo et al., 2018; Salanova et al., 2010; Schaufeli, Salanova, et al., 2002; Zhang et al., 2007). The study indicated that when students experienced a desire to avoid tasks and perceived themselves as incompetent, the likelihood of engaging in academic activities decreased.

Engagement in positive psychology emphasized human strengths and optimal functioning, while burnout was characterized as a weakness and a manifestation of human functioning failure (Schaufeli et al., 2002). The inability of individuals to wholeheartedly manage academic tasks represented a form of failed engagement referred to as "burnout." Furthermore, burnout emerged as a response to the challenges faced by individuals in coping with the pressures within academic environment (Tuominen-Soini & Salmela-Aro, 2014).

From the three tested variables, academic self-efficacy shows the highest coefficient of influence on engagement at .592, compared to social support at .203 and self-esteem at .262. The significant influence of the variable indicates that the belief in individuals' ability is a key factor in learning. Social support and other factors can act as enhancers when individuals believe in their ability to handle academic tasks. However, when individuals lack confidence, academic engagement cannot increase significantly because self-efficacy directly relates to the environment and tasks.

Based on the above explanation, medical students possess factors that can influence their academic engagement directly or through the mediation of burnout. These factors play a crucial role in maintaining academic engagement of students, specifically when facing heavy academic loads, high learning demands, and limited resting time. With sufficient academic engagement, the risk of failure in academic

performance and future patient care can be minimized. However, the study has not explored other factors beyond social support, academic self-efficacy, and self-esteem, specifically those related to burnout and engagement in medical students. This study has not reached a wider population because it is still limited to medical students at one state university.

Conclusion

In conclusion, this study was conducted to examine role of factors influencing academic engagement with burnout as a mediator. Data analysis was performed to test role of social support, self-efficacy, and self-esteem on academic engagement with burnout as the mediating variable. Based on the analysis results, self-esteem in medical students had a significant positive influence on academic engagement. Social support also had a significant influence on academic engagement after being mediated by academic burnout with a negative coefficient value. Therefore, social support was inversely and directly related to academic burnout and engagement of students. Academic self-efficacy had a significant influence on academic engagement after being mediated by burnout with a negative coefficient value. The variable was inversely and directly related to burnout and academic engagement of students.

Suggestion

Studies involving medical students should be further developed, considering the high academic workload. For future studies, it is suggested to include other variables related to academic burnout and engagement. Additionally, they can expand the scope of the population to include students from various state and private universities across Indonesia.

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