InCAF PROCEEDING OF INTERNATIONAL CONFERENCE ON ACCOUNTING AND FINANCE

Volume 3, 2025, PP: 559-571

The Effect of Learning Agility, Self-Concept, and Family Support on Student Academic Burnout in Accounting Students

Sultan Habib, Lisa Martiah Nila Puspita
Universitas Bengkulu, Bengkulu
Email addresses: habib.binabdulhamid@gmail.com [1], lisa_mnp@unib.ac.id, [2]

Abstract

The phenomenon of Student Academic Burnout has recently become a concern in many countries in the world, especially its impact on student academic performance. The factors that cause students to experience Student Academic Burnout are currently growing. One of the causes is the change in the pattern of activities in the world of education. It includes optimizing the role of technology and an increasingly competitive environment that requires students to adapt faster. The purpose of this research is to test whether students who have a high level of Learning Agility, have good Self-Concept, and get a lot of Family Support from the family environment experience Student Academic Burnout at a low level. The population was all active accounting students in Indonesia, totaling 417,882 people. The sample in this study was calculated using the Slovin formula (1960) and obtained sample results of 400 people. The measurement tools are the Maslach Burnout Inventory-Student Survey (MBI-SS), Learning Agility Scale, Personal Self-Concept (PSC), and Family Support Scale (FSS). By using multiple regression, the results indicate all variables simultaneously have an effect of 73.2% in suppressing and reducing Student Academic Burnout. This study also found that Learning Agility, Self-Concept, and Family Support have a significant negative effect on Student Academic Burnout. This means that the higher the level of all independent variables, the lower the level of Student Academic Burnout that can be experienced by students. This article also explains the implications and limitations of the research conducted.

Keywords: (Student Academic Burnout; Learning Agility Self-Concept; Family Support)

INTRODUCTION

Student Academic Burnout phenomenon is a mental and emotional condition of students when they feel exhausted, lose motivation, and experience excessive stress due to academic demands in the learning process (Novianti et al., 2023). Changes in learning patterns caused by optimizing the role of technology in the academic field are one of the factors causing the phenomenon of Student Academic Burnout. Technological changes also lead to changes in stakeholder needs. In addition, students receive information faster, which requires them to be able to adapt faster so as not to be left behind from the dynamic environment. This condition is currently increasing the level of stress in students. In addition, the factors of high academic pressure, lack of social support, poor time management, heavy workload, lack of time to relax and not enough time to relax are also other factors that can cause Student Academic Burnout (Marchella et al., 2023).

This phenomenon has become a concern in many countries around the world. Zaluska et al., (2018) found that students who experience high academic pressure tend to experience higher levels of Student Academic Burnout. However, he also pointed out that social support can reduce the level of fatigue felt by students. Daud et al. (2020) found that health students in Malaysia experienced high levels of Student Academic Burnout. Research Toubasi et al., (2023) found that academic stress, workload, and social support are factors that influence the level of Student Academic Burnout of students in Jordan. (Moghadam.T et al., 2020) showed that the phenomenon of Student Academic Burnout has an impact on student performance in Iran.

Marchella et al. (2023) described students who experience Student Academic Burnout as characterized by a lack of personal achievement, depersonalization, and emotions. This condition

causes students to have a huge sense of laziness when doing assignments which can cause procrastination of tasks so that students will get poor exam results. Meanwhile, Noviyanti (2021) stated that anxiety in the form of fear and worry can cause a student to be unable to make decisions in career choice. The anxiety experienced by an accounting student caused by Student Academic Burnout can make him doubt that he has the potential to become an accountant who has good skills in his professional field.

Ekadiana et al. (2022) & Novianti et al. (2023) explained that the phenomenon of Student Academic Burnout can be reduced and suppressed through the level of Learning Agility, which is a person's ability and desire to access new concepts and situations, evaluate performance, and find the best way to combine various inputs to produce learning and change. Support and trust from oneself are also important factors in reducing and suppressing Student Academic Burnout. This concept is often referred to as Self-Concept (Diyanti, 2022). Thus, when students have good self-confidence and self-goals, for example, a high desire to excel, it is less likely that these students will experience Student Academic Burnout. Research Diyanti (2022) also shows that environmental factors, especially Family Support play an important role in reducing and suppressing Student Academic Burnout. Rahmatunnisa (2022) explains that Family Support is support that can be in the form of desire, presence, and care from the closest people, one of which is family. Family Support can be in the form of real help such as advice, verbal and non-verbal suggestions, appreciation, acceptance, reinforcement or encouragement, attention and feelings towards individuals.

This study was conducted 4 years after the COVID-19 pandemic at that time students experienced a lot of Student Academic Burnout due to the pressure during distance learning. at this time students have increased resilience (resistance) to the possibility of Student Academic Burnout (Tedeschi et al., 2014). However, based on the Social Change Theory proposed by Marx (1848) explains that changes in society occur as a result of various factors in society itself. These changes include digitalization and educational patterns that occurred after the pandemic era. Maximizing the role of technology requires rapid adaptation of students, while changes in educational patterns that make learning easier create a more competitive environment and maximize individual workload. These challenges put pressure on students to achieve higher standards and can ultimately lead to Student Academic Burnout (Schaufeli & Bakker, 2004). Therefore, nowadays, new challenges have emerged that can cause Student Academic Burnout in students due to social changes that occur in people's lives.

Accounting students in particular often face academic challenges these days, such as having to understand complex concepts and meet academic goals. This can lead to academic burnout, also known as academic fatigue, which negatively impacts their learning outcomes (Adolph, 2016). Accounting students' mental health also affects how prepared they are for work. Student burnout can leave them with a lack of confidence in their professional abilities, which can impact their future career choices (Novianti et al., 2023). The ability to adapt also known as learning agility is becoming increasingly important in the era of digitalization and rapid changes in education patterns, especially in accounting. Studies show that accounting students who are able to learn are better able to cope with academic challenges and have a lower risk of burnout (Wardhani.S et al., 2022).

This study aims to prove that Learning Agility, Self-Concept, and Family Support are solutions in reducing Student Academic Burnout among students. Thus, this research is expected to be useful for teaching practitioners, parents of students and even students themselves, because with this research we can find out that students must have high Learning Agilty Self Concept and Family Support in order to suppress and reduce the occurrence of Student Academic Burnout in students which can affect student learning outcomes (achievement) and will even affect the student career choice itself.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Social Change theory is a theory that refers to the processes and mechanisms that bring changes to the structure, function, and values of society. Ibn Khaldun describes Social Change theory as starting from a situation where society is forged with a life that is suddenly full of struggles, poverty, and difficulties. These circumstances force people to adapt quickly to rise from adversity. After

successfully rising from adversity, it is usually followed by changes that can have positive and negative impacts on many sectors of people's lives (Fajar, 2019). From this explanation, the Social Change theory caused by the COVID-19 pandemic has unwittingly changed the way society functions, for example in the world of education, work, and social interaction. post-pandemic many institutions have adapted to new methods, such as online learning and remote work. This has created new dynamics in social and economic relations (Ratten, 2020). In addition, the adoption of digital technology in almost all sectors has caused social change. This change not only affects the way people work and learn but also social and cultural interactions. Society is now more virtually connected, which brings new challenges and opportunities (Alizadeh et al., 2023).

The term Student Academic Burnout was proposed by psychologist Herbert Freudenberger in 1974. Freudenberger explained Burnout is a state of exhaustion experienced by individuals due to academic demands on students (Adolph, 2016). Then Fernández-Castillo (2021) describes Academic Burnout as a state of emotional, physical, and cognitive fatigue caused by doing activities under pressure or demands. Students who experience academic burnout tend to be unable and unmotivated to complete school assignments, resulting in poor academic performance (Mwaura & Kinai, 2018). Mu'tamiroh (2022) explains the following factors can cause Student Academic Burnout today, namely: lack of social support, lack of ability to adapt, too much perfectionism, high workload, low self-concept, poor role conflict and ambiguity, isolation, and demographic factors. Academic Burnout consists of three aspects. The first is the exhaustion dimension which leads to a state of mental exhaustion. The second aspect is Cynicism, which is an uncivil attitude in the learning process. Third, reduce of Professional Efficacy so that students feel unable to complete tasks during the learning process. This will show that students who experience Academic Burnout will tend to withdraw and feel unable to complete the tasks and responsibilities given to them (Novianti, 2021).

Learning Agility is a person's ability to learn actively and be ready to change the way they work from previous situations to succeed (Wardhani.S et al., 2022). While Burke (2018) Learning agility is developed through 4 dimensions, namely; (1) People Agility, namely self-awareness and the ability to deal with difficult situations; (2) Mental Agility, namely the ability to handle complex situations, analyze problems, and connect things; (3) Change Agility, namely the ability to learn new things and the ability to face the challenges of rapid change; (4) Result Agility, namely the ability to produce good results even in new situations.

Self-concept refers to an individual's beliefs about himself, his characteristics and who he is. A person's self-concept also affects the way they perceive themselves and their environment Goñi et al. (2011) explained that Self-concept has 4 dimensions, namely self-fulfillment, autonomy, honesty and emotional adjustment. (1) Self-fulfillment This is a type of self-evaluation of one's ability to achieve set goals, feel satisfied with oneself, and overcome obstacles; (2) Autonomy is a form of self-assessment that recognizes how well a person adheres to his own standards when making life decisions; (3) Honesty is a picture of the extent to which a person views his own actions as morally good, honest, and trustworthy; (4) Emotional adjustment or emotional self-concept is a form of how a person views himself in terms of managing or regulating his emotions.

Family Support is support that comes from the surrounding social environment and focuses on happiness as a form of care, namely by providing appropriate assistance and gratitude (House JS et al., 1985). According to another opinion, Family Support is comfort, acceptance, attention and help or assistance from family that makes a person feel loved (Sarafino, E, 2011).Rahmatunnisa, (2022)explains that Family Support can be in the form of support for the attraction, presence and care of those closest to the individual, for example, real and direct help such as advice, verbal suggestions, unspoken words, praise, approval, reinforcement, encouragement, care and affection for others. Rahayu (2016) explains that there are four components of Family Support, namely emotional support, instrumental or equipment support, appreciation support, and informational support.

There is no research that discusses significantly the relationship between Learning Agility, Self-Concept and Family Support as a solution in overcoming Student Academic Burnout that occurs in current students. Previous research by (Novianti et al., 2023) was conducted during the Covid-19 Pandemic era which tested whether Learning Agility could reduce Student Academic Burnout caused

by distance learning. From this research, it was found that Student Academic Burnout can be reduced and suppressed through the level of Learning Agility. Students with high Learning Agility will be able to adapt to sudden changes. While research by Diyanti (2022) tested whether Self-Concept itself and family Support can function as internal and external factors to overcome student academic boredom during the COVID-19 pandemic. From this research, it was found that Self-Concept and family Support had a negative effect on Student Academic Burnout. Students who have a high Self-Concept tend to have high self-esteem and self-confidence, thus affecting job satisfaction and increasing personal productivity, reducing stress, and reducing burnout. Likewise, students who receive a lot of family support from the family environment will be less likely to experience Student Academic Burnout.

Learning Agility is related to a person's ability to adapt and their willingness to adjust to unclear and unpredictable changes (Gravett & Caldwell, 2016). Optimizing the role of technology makes it easier for the learning process to be carried out anytime and anywhere, which increases the academic burden and increases the competitive environment for students (Alizadeh et al., 2023).These challenges become pressures that can trigger fatigue, boredom and loss of motivation in students which leads to Student Academic Burnout (Pamungkas & Nurlaili, 2022; Patimah & Sumartini, 2022). Therefore, students are required to have the ability to adapt (Agile) quickly to avoid the condition of Student Academic Burnout. De Meuse (2019) as the ability and tendency to learn from experience, which is expected to be applied to be successfully carried out on the job. Thus, students with high learning abilities can adjust more quickly to academic demands, which can reduce stress and academic burnout (Novianti et al., 2023). Based on the explanation and previous research, the hypotheses that can be made are:
H1: Students who have a high level of Learning Agility can avoid Student Academic Burnout.

Student Academic Burnout can be caused by the lack of strong role of internal and external environment in students. Internal factors such as self-belief or known as Self-Concept and external factors such as social support play an important role in reducing Student Academic Burnout (Maslach & Leiter, 2016). Self-Concept itself is a person's view of himself, including beliefs, values, and identity. Research by Marsh (2006) also shows that students who have a high Self-Concept are more likely to feel satisfied with their educational experience and more likely to overcome challenges. This is in line with research by Bharathi, A, (2016); Diyanti (2022) illustrates that Self-Concept has a significant relationship with academic achievement. Strengthening student character can be a strategy to reduce the risk of Student Academic Burnout. Students who have low Self-Concept can lead to feelings of helplessness and hopelessness, thus increasing the risk of Student Academic Burnout (Salmela-Aro & Read, 2017). Based on the explanation and previous research, the hypotheses that can be made are:
H2: Students who have a good Self-Concept can avoid Student Academic Burnout.

One of the factors that cause Student Academic Burnout is the lack of social support (family support) (Toubasi et al., 2023). Research by Annauval & Ghofur (2021); Schaufeli & Bakker (2004) showed that getting emotional and practical support from family can help students avoid student Academic Burnout. This is because family support can affect students' learning motivation. This is also in line with the results of research conducted by Kern et al. (2015) who explained that students who do not have a supportive family tend to have better control strategies and more easily ask for help when experiencing difficulties, thereby reducing stress and fatigue. Conversely, students who do not have a supportive family tend to isolate themselves, experience excessive stress, and ultimately risk experiencing higher student Academic Burnout. Based on the explanation and previous research, the hypotheses that can be made are:
H3: Students who have good Family Support can avoid Student Academic Burnout.

METHODS

The population in this study were all accounting students in Indonesia. Based on the high statistical education book, the number of accounting students in Indonesia is 417,882 people. Sulistiyowati (2017) explains that determining the sample with a large population such as all accounting students in

Indonesia can be done using the Slovin formula (1960). Therefore, the required sample size is about 400 out of 417,882 accounting students in Indonesia with a 5% margin of error. Sampling was conducted using a purposive sampling approach with the criteria of active accounting students at the D3 and S1 levels.

Data collection was conducted by distributing questionnaires to students who met the criteria online and offline. The purpose of the study and instructions for filling out the questionnaire were given to students before they started filling it out. The measuring instrument used for the variable Student Academic Burnout is the Maslach Burnout Inventory-Student Survey (MBI-SS) with a Likert scale in the form of a 0-5 rating scale (Schaufeli & Bakker, 2004). The Learning Agility variable is measured through the Learning Agility Scale introduced by (Gravett & Caldwell, 2016). The Learning Agility measuring instrument consists of 18 items and has passed several correlation test results. While the Self-Concept variable will be measured using the Personal Self-Concept (PSC) which has 18 questions which include 4 main items, namely self-fulfillment, autonomy, honesty and emotional adjustment (Goñi et al., 2011). The Personal Self-Concept (PSC) questionnaire uses a Likert scale with five response options, from "strongly disagree" to "strongly agree". The Family Support measuring instrument in this study is the Family Support Scale (FSS) proposed by (Uddin, 2019). This scale consists of twenty items, each measured on a Likert scale. There are five answer options that can be selected based on the nature of the topic: "None" represents a score of 1, "Very Little" represents a score of 2, "A little" represents a score of 3, "moderate" gives a score of 4, and "very" reflects a score of 5. The total score can reach up to 100 scores (Zahira, 2020). The research model contained in this research is as follows:

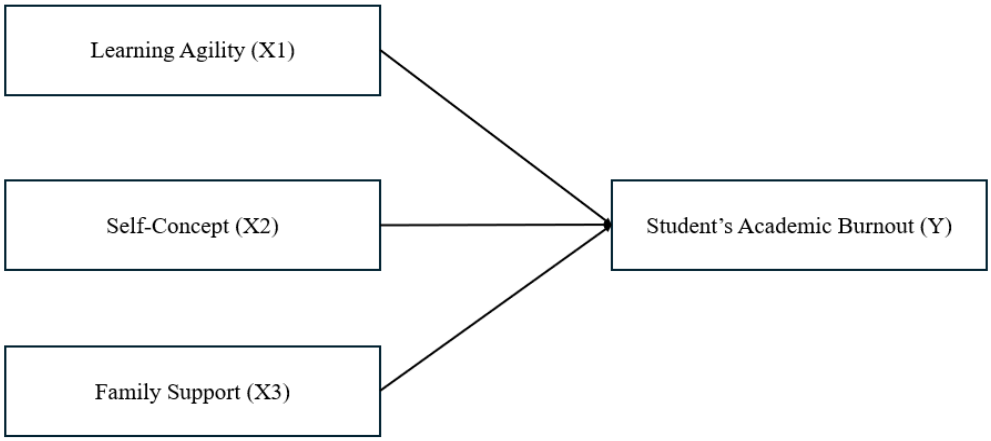

Figure 1. Research Model

RESULT AND DISCUSSION

This research sample consists of 470 active D3/S1 Accounting students throughout Indonesia. The sample in this study were students from a combination of 87 state universities and private universities spread throughout Indonesia. The distribution of subjects is based on the location of the University:

Table 1. Description of Students Based on University Location

	Frequency	Percentage (%)
Sumatra	15	17%
Java	54	62%
Kalimantan	5	6%
Sulawesi	7	8%
Papua	2	2%
Nusa Tenggara & Bali	4	5%
Total	87	100%

Based on the table above, the most respondents came from Java Island (62%), followed by Sumatra Island (17%), Sulawesi Island (8%), Kalimantan Island (6%), Nusa Tenggara Islands, Bali (5%) and Papua Island (2%). For the distribution of samples based on the year of entering the University, it is known as follows:

Table 2. Description of Students by year of entry into the University

	Frequency	Percentage (%)
2020	16	4%
2021	124	26%
2022	160	34%
2023	111	24%
2024	59	12%
Total	470	100%

Table 3 shows that the distribution of respondents based on the year of entering the University is quite evenly distributed, starting from 2020 (4%), 2021 (26%), 2022 (34%), 2023 (24%) and 2024 (12%). The statistical description of the data from each variable through the description test is as follows:

Table 3. Statistical Description of Each Variable

	Range	Min	Max	Mean	Std. Deviation	N
Student Academic Burnout (Y)	18	18	90	38.8468	1.475.637	470
Learning Agility (X1)	18	27	90	70.5277	1.238.036	470
Self-Concept (X2)	22	40	102	81.6340	1.251.890	470
Family Support (X2)	20	21	100	83.5021	1.639.384	470

The table shows that the average distribution of respondents' scores on the variable (Y) variable is 38.84 with the lowest value at 18 and the highest value at 90. The average distribution of scores on the variable (X1) is at 70.52 with the lowest value at 27 and the highest value at 90. Then the average distribution of scores on the Self-Concept variable is 80.63 with the lowest value at 40 and the highest value at 102. And the average value on the variable (X3) is at 83.50 with the lowest value at 21 and the highest value at 100. The validity test is used to measure whether a questionnaire is valid or not (Sanaky, 2021).

The results of the validity test of this study indicate that: variable X1 has 18 questions, and these 18 questions all produce a sig value. (2-tailed) at 0.000; Variable X2 is represented by 22 questions, all of these questions produce sig. (2-tailed) at 0.000; then variable X3 which is represented by 20 questions, all questions produce sig. (2-tailed) at 0.000; Furthermore, variable Y which is represented by 18 questions, 18 questions also produces sig. (2-tailed) at 0.000.

Based on the decision-making described (Ghozali, 2011) whether the data is valid or not can be seen through the significance value. If the significant value is <0.05, the data is considered valid, while if the significance value is> 0.05, the data is considered invalid. Thus, the four variables in this study have a significance value of 0.000 <0.05, which means that all data on each variable is valid data.

The reliability test is used to determine whether the measuring device used is reliable and remains consistent during repeated measurements (Slamet & Wahyuningsih, 2022). According to Ghozali (2011) the basis for decision-making in determining whether a variable's data is considered reliable is if the Cronbach Alpha value on the variable is above> 0.06. The following data is the result of the reliability test for each variable:

Table 4. Reliability Statistics of Each Variable

	Cronbach's Alpha	N of Items
Learning Agility (X1)	0,918	18
Self-Concept (X2)	0,835	22
Family Support (X3)	0,974	20
Student Academic Burnout(Y)	0,943	18

The table shows the Cronbach Alpha value of each variable starting from Variable (X1) has a Cronbach Alpha value of 0.918> 0.06, Variable (X2) has a Cronbach Alpha value of 0.835> 0.06, Variable (X3) has a Cronbach Alpha value of 0.974> 0.06, then Variable (Y) has a Cronbach Alpha value of 0.943> 0.06. Thus, it can be concluded that each variable has reliable data for use in research:

Table 5. Data Normality Test Table
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		470
Normal Parameters[a,b]	Mean	0,0000000
	Std. Deviation	7,64477707
Most Extreme Differences	Absolute	0,176
	Positive	0,176
	Negative	-0,074
Test Statistic		0,176
Asymp. Sig. (2-tailed)		.000[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on this table, the Kolmogorov-Smirnov normality test value is 0.000 <0.05. This shows that the data in this study are not normally distributed because the significant results of Kolmogorov Smirnov are more than 5% or> 0.05. Referring to the assumption of the central limit theorem which states that for large samples, especially more than 30 (n>30), the sample distribution is considered to be close to normal distribution. Therefore, the data in this study are considered to be normally distributed.

The focus of the multicollinearity test is to determine how each variable interacts or correlates with each other (Ghozali, 2008). According to Ghozali & Fuad (2014) there should be no correlation between independent variables in a good regression model. The following table shows the results of the multicollinearity test in this study:

Table 6. Collinearity Statistics of Each Independent Variable

Model		Tolerance	VIF
1	(Constant)		
	Learning Agility (X1)	0,197	5,073
	Self-Concept (X2)	0,263	3,799
	Family Support (X3)	0,416	2,403

Dependent Variable: Student Academic Burnout (Y)

Ghozali (2011) illustrates that data that does not have multicollinearity symptoms is data that has a Tolerance value> 0.100 and a VIF value < 10.00. From the Collinearity Statistics table, it can be seen that the variable (X1) has a Tolerance value of 0.197> 0.100 and a VIF value of 5,073 < 10.00, the t Variable (X2) has a Tolerance value of 0.236> 0.100 and a VIF value of 3.799 < 10.00, which means that the data on variable X2 also does not have multicollinearity symptoms, the variable (X3) which has a Tolerance value of 0.416> 0.100 and a VIF value of 2.403 < 10.00, which means that the data on variables X1, X2, X3 does not have multicollinearity symptoms.

The heteroscedasticity test is a test conducted to determine whether there is inequality in the variables and residuals between observations The following table shows the results of the heteroscedasticity test in this study:

Table 7. Regression Coefficient of Absolute Residual with Each Independent Variable

Model		Sig.
1	(Constant)	0,000
	Learning Agility (X1)	0,435
	Self-Concept (X2)	0,124
	Family Support (X2)	0,097

Dependent Variable: ABS_RES

This study uses the Glejser test to determine whether the data on each independent variable has symptoms of Heteroscedasticity. Based on decision-making by Ghozali (2011) explains that if the significance value of a variable> 0.05 then the data on that variable does not have Heteroscedasticity symptoms, but if the significance value of a variable <0.05 then the data on that variable has Heteroscedasticity symptoms. Thus, based on the table of Heteroscedasticity test results, Variable (X1) Variable (X2), and Variable (X3) all three have a significance value of 0.435> 0.05 (X1), 0.124> 0.05 (X2) and 0.097> 0.05 (X3) which means that the three variables do not have Heteroscedasticity symptoms.

Correlation Coefficient Test (R)

The correlation coefficient test is used to measure how much linear relationship (%) the independent variable under study has with the dependent variable. The following are the results of the correlation coefficient test through the model summary table in this study:

Table 8. Table of Coefficient Test Results

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.855[a]	0,732	0,730	7,66935

a. Predictors: (Constant), Family Support (X3), Self-Concept (X2), Learning Agility (X1)

b. Dependent Variable: Student Academic Burnout (Y)

In the Model Summary table, we find the coefficient of determination R of 0.732. This shows that the Learning Agility, Self-Concept, and Family Support variables affect 73.2% of the Student Academic Burnout variable, while 26.8% is influenced by other variables.

t-test

In multiple linear regression models, the t-test is used to determine whether the independent variables (X1, X2, X3) partially (separately) have a significant effect on the dependent variable (Y). The following are the results of the partial t-test through the Coefficient table in this study:

Table 9. t-test

Coefficients[a]

	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	117,310	2,367		49,569	0,000
Learning Agility (X1)	-0,516	0,064	-0,433	-8,008	0,000
Self-Concept (X2)	-0,294	0,055	-0,250	-5,334	0,000
Family Support (X3)	-0,216	0,033	-0,240	-6,461	0,000

a. Dependent Variable: Student Academic Burnout (Y)

According to Ghozali (2011)Independent variables have a partial (separate) effect if the significance value in the coefficient table is <0.05. Thus, based on the coefficient table above, the variable (X1) has a significance value of 0.000 which means <0.05. Variable (X3) has a significance value of 0.000 which means <0.05. Likewise, the Variable (X3) has a significance value of 0.000 which means <0.05. Thus, each variable X1, X2, and X3 in this study, has a significant effect partially on variable Y (Student Academic Burnout).

The beta value of Variable (X1) is -0.516, the beta value of Variable (X2) is -0.294 and the beta value of Variable (X3) is -0.216 which shows a significant negative effect on the constant value of 117.310 on Variable (Y). This means that every increase in Variable (X1), will reduce Variable (Y) by 0.516. Any increase in Variable (X2) will decrease Variable (Y) by 0.294 and any increase in Variable (X3) will decrease Variable (Y) by 0.216.

F Test

The simultaneous test (F test) determines whether all independent variables have a simultaneous influence on the dependent variable**.** The following are the results of the simultaneous F test through the ANOVA table in this study:

Table 10. F Test

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	74715,383	3	24905,128	423,421	.000[b]
	Residuals	27409,587	466	58,819		
	Total	102124,970	469			

a. Dependent Variable: Student Academic Burnout (Y)

b. Predictors: (Constant), Family Support (X3), Self-Concept (X2), Learning Agility (X1)

From the ANOVA table above, based on Ghozali (2011) with a significance value of 0.000 <0.05. The regression model obtained will be able to be used in predicting Student Academic Burnout. And it can be concluded that Variable (X1), Variable (X2), and Variable (X3) together (simulant) have a relationship with (Y).

The existence of Learning Agility as the ability to adapt quickly in the face of change can be a protection against the occurrence of Student Academic Burnout in students. The results show that Learning Agility has a significant effect on Student Academic Burnout. Thus, the higher the level of Learning Agility of students, the less likely it is to experience Student Academic Burnout. This is in line with the research Jeon et al. (2022) which also shows that Learning Agility has a significant negative effect on Student Academic Burnout. Students who have high learning agility are better able to adapt better to changing and complex academic demands. Changes in academic demands in question can be in the form of tight exam schedules, short deadlines for assignments, and changes in learning methods. According to this study, study skills increase one's ability to accept and use new knowledge in various situations, which in turn reduces feelings of fatigue and overwhelm when facing academic demands. The results of this study are also supported by the depiction by (Novianti et al., 2023) who explained that individuals who have strong Learning Agility tend to have a better level of resilience to stress and find solutions to academic problems more easily. This ability includes the ability to analyze, understand, and integrate experiences to improve future performance. Experiential learning, constructive feedback, and openness to new perspectives that support growth, and flexibility can help achieve this reinforcement (De Meuse, 2019).

Self-concept, or one's self-perception of what they can be and who they are, plays an important role in how students manage academic pressure. Students with a positive self-concept tend to be more confident and better able to cope with academic challenges, while students with a negative self-concept often experience excessive anxiety related to studies and feel unable to meet expectations. This is in line with the opinion of Marsh (2006) that a strong self-concept influences the way a person responds to challenges and can help reduce Student Academic Burnout caused by academic pressure.

The results also show that Self-Concept has a significant negative effect on Student Academic Burnout. These results are in line with previous research by Diyanti (2022) which states that the higher the level of Self-Concept of students, the lower the level of Student Academic Burnout they experience. This study found that students who have a positive perception of their academic abilities tend to be better at managing difficult tasks and feel more able to deal with them. In contrast, students with a poor self-concept feel depressed and prone to burnout. A good self-concept can be built with good self-understanding, self-acceptance, and positive interaction with the social environment. These processes include self-reflection, constructive evaluation of life experiences, and development of social and emotional skills to enhance psychological well-being (Wehrle & Fasbender, 2020).

Family Support is an important factor that can help students reduce feelings of loneliness and isolation during their academic journey. The result indicates that students who feel emotional and practical support from their families tend to be better able to cope with academic stress and reduce the risk of burnout. Annauval & Ghofur (2021) stated that social support, especially from family, is very important to reduce the impact of stress and improve students' emotional well-being. Families that provide support through motivation, understanding, and positive encouragement can increase students' self-confidence, which in turn can increase their productivity and reduce feelings of being overwhelmed. Strong family support is essential for building a strong emotional network for students, which helps them cope with tough academic challenges, as shown by the study (Diyanti, 2022).

The results of this study indicate that learning agility, self-concept, and family support not only stand alone but also interact with each other in reducing academic burnout. This is evidenced by the partial t-test results and simultaneous F-test results, where the Learning Agility Variable (X1), Self-Concept Variable (X2), and Family Support Variable (X3) consistently have a significance value at 0.000 <0.05 in both tests. These results indicate that the three variables have an effect both partially (individually) and simultaneously (together). In addition, the results of the correlation coefficient test (R Square) of this study are at 0.732. This shows that Variable Learning Agility, Variable Self-Concept, and Variable Family Support together have an influence of 73.2% in suppressing and reducing the occurrence of Variable Student Academic Burnout.

This research explains that students who have strong learning abilities and strong self-esteem will adapt more easily to academic demands and be more confident in dealing with them. Students will be better able to cope with academic pressure with strong family support, which will provide a sense of security and increase their emotional resilience. This is following the theory put forward by Cohen & Wills (1985) which states that social support from family can increase an individual's ability to manage stress and moderate the relationship between academic stress and burnout.

CONCLUSION

From this study it can be concluded that the condition of Student Academic Burnout can be reduced by increasing Learning Agility in students. The higher the Learning Agility of students, especially accounting students, the lower the possibility of Student Academic Burnout. When a student has a good Self-Concept, he will also be able to control himself in conditions of high academic pressure, thus avoiding the situation of Student Academic Burnout. This study also proves that students who have a supportive family towards themselves will tend to be able to control themselves amid the pressure of academic demands. Thus, the higher the Family Support felt by students, the lower the possibility of Student Academic Burnout, especially among accounting students.

This study uses a sample of accounting students spread across various universities in Indonesia, without separating whether the universities are located in big cities or in small cities. So that no information is obtained regarding the characteristics of which universities have the potential for high Student Academic Burnout. Thus, this is an opportunity for future research, as the results of the study by Sadaria et al. (2024) which states that Student academic burnout generally occurs in universities located in big cities.

REFERENCES

Adolph, R. (2016). *Hubungan Pelatihan Psychological Capital dan Resiko Academic burnout pada mahasiswa*

pekerja. *2000*, 1–23.

Alizadeh, H., Sharifi, A., Damanbagh, S., Nazarnia, H., & Nazarnia, M. (2023). Impacts of the COVID-19 pandemic on the social sphere and lessons for crisis management: a literature review. *Natural Hazards*, *117*(3), 2139–2164. https://doi.org/10.1007/s11069-023-05959-2

Annauval, A. R., & Ghofur, M. A. (2021). Lingkungan Keluarga Dan Motivasi Belajar Terhadap Hasil Belajar Mata Pelajaran Ekonomi Pada Pembelajaran Daring. *Edukatif : Jurnal Ilmu Pendidikan*, *3*(5), 2114–2122. https://edukatif.org/index.php/edukatif/article/view/761

Bharathi, A, p. S. (2016). A Study on the Self-Concept of Adolescents. *International Journal of Science and Research (IJSR) ISSN (Online): 2319-7064 Index Copernicus Value (2013): 6.14 | Impact Factor (2015): 6.391*, *23*(10), 411. https://doi.org/10.21509/kjys.2016.10.23.10.411

Burke, W. (2018). Burke LAI Technical Report. *EASI Consult*, *September*, Smith, P. K., Trope, Y. (2006). You focus on the. https://easiconsult.com/wp-content/uploads/2018/10/burke-learning-agility-inventory-technical-report.pdf

Cohen, S., & Wills, T. (1985). Stress, Social Support, and the Buffering Hypothesis. *Psychological Bulletin*, *98*, 310–357. https://doi.org/10.1037/0033-2909.98.2.310

Daud, N., Pa, M. N. M., Rahim, A. F. A., Ahmad, A., & Hassan, N. M. (2020). Academic Factors Associated With Burnout in Malaysian Medical Students: a Cross-Sectional Study. *Education in Medicine Journal*, *12*(2), 49–58. https://doi.org/10.21315/eimj2020.12.2.5

De Meuse. (2019). A Meta-Analysis of the Relationship between Learning Agility and Leader Success. In *Journal of Organizational Psychology* (Vol. 19, Issue 1). https://doi.org/10.33423/jop.v19i1.1088

Diyanti, P. R. (2022). Self-concept dan Family Support dengan Academic Burnout pada Siswa di Masa Pandemi. *Indonesian Psychological Research*, *4*(1), 51–59. https://doi.org/10.29080/ipr.v4i1.577

Ekadiana, Emelia, Febriansyah, R. D., & Saputra, N. (2022). Mengelaborasi Learning Agility Pada Perusahaan Manufaktur Dan Infrastruktur: Peran Self Management, Authoritative learrship style dan digital workplace. *Jurnal Ekonomi, Manajemen Pariwisata Dan Perhotelan*, *1*(1), 97–105. http://ejurnal.stie-trianandra.ac.id/index.php/jempper/article/view/216

Fajar, A. S. M. (2019). Perspektif Ibnu Khaldun Tentang Perubahan Sosial. *SALAM: Jurnal Sosial Dan Budaya Syar-I*, *6*(1), 1–12. https://doi.org/10.15408/sjsbs.v6i1.10460

Fernández-Castillo, A. (2021). State-Anxiety and Academic Burnout Regarding University Access Selective Examinations in Spain During and After the COVID-19 Lockdown. *Frontiers in Psychology*, *12*(January), 1–9. https://doi.org/10.3389/fpsyg.2021.621863

Ghozali, I. (2008). *Desain Penelitian Eksperimental Teori, Konsep dan Analisis Data dengan SPSS 16*.

Ghozali, I. (2011). *Aplikasi Analisis Multivariate Dengan Program IBM SPSS 21 Update PLS Regresi*.

Ghozali, I., & Fuad, F. (2014). *Structural Equation Modeling :Teori, Konsep, dan Aplikasi dengan Program Lisrel 9.10*.

Goñi, E., Madariaga, J. M., Axpe, I., & Goñi, A. (2011). Structure of the personal self-concept (PSC) questionnaire. *International Journal of Clinical and Health Psychology*, *11*(3), 509–522.

Gravett, L. S., & Caldwell, S. A. (2016). *Applying Learning Agility: Some Case Studies and Role-Plays BT - Learning Agility: The Impact on Recruitment and Retention* (L. S. Gravett & S. A. Caldwell (eds.); pp. 79–94). Palgrave Macmillan US. https://doi.org/10.1057/978-1-137-59965-0_6

House JS, Kahn RL, McLeod JD, & Williams D. (1985). Measures and concepts of social support. In *Social support and health* (pp. 83–108).

Jeon, M. K., Lee, I., & Lee, M. Y. (2022). The multiple mediating effects of grit and learning agility on academic burnout and learning engagement among Korean university students: a cross-sectional study. *Annals of Medicine*, *54*(1), 2710–2724. https://doi.org/10.1080/07853890.2022.2122551

Kern, M. L., Waters, L. E., Adler, A., & White, M. A. (2015). A multidimensional approach to measuring well-being in students: Application of the PERMA framework. *Journal of Positive Psychology*, *10*(3), 262–271. https://doi.org/10.1080/17439760.2014.936962

Marchella, F., Matulessy, A., & Pratitis, N. (2023). Academic burnout pada mahasiswa tingkat akhir: Bagaimana peranan prokrastinasi akademik dan academic burnout? *INNER: Journal of Psychological Research*, *3*(1), 28–37.

Marsh, H. W. (2006). *Academic Self-concept and Academic Achievement: Relations and Causal Ordering* (p. 10).

Marx, K. (1848). Manifesto of the Communist Party. *Nineteenth-Century Philosophy: Philosophic Classics, Volume IV*, *November 1847*, 340–350. https://doi.org/10.4324/9781315742564-9

Maslach, C., & Leiter, M. P. (2016). Burnout. *Stress: Concepts, Cognition, Emotion, and Behavior: Handbook of Stress*, *June 2007*, 351–357. https://doi.org/10.1016/B978-0-12-800951-2.00044-3

Moghadam.T, M., Abbasi, E., & Khoshnodifar, Z. (2020). Students' academic burnout in Iranian agricultural higher education system: the mediating role of achievement motivation. *Heliyon*, *6*(9), e04960. https://doi.org/10.1016/j.heliyon.2020.e04960

Mu'tamiroh, N. . (2022). *HUBUNGAN ANTARA SELF EFFICACY DAN ACADEMIC BURNOUT PADA MAHASISWA PRAKTIKUM FAKULTAS PSIKOLOGI UNIVERSITAS ISLAM SULTAN AGUNG SEMARANG*. *9*, 356–363.

Mwaura, M. P., & Kinai, T. (2018). Academic Resilience as a Predictor of Academic Burnout among Form Four Students in Homa-Bay County, Kenya. *International Journal of Education and Research*, *6*(3), 187–200. www.ijern.com

Novianti, R. (2021). Academic Burnout pada Proses Pembelajaran Daring. *JURNAL KESEHATAN PERINTIS (Perintis's Health Journal)*, *8*(2), 128–133. https://doi.org/10.33653/jkp.v8i2.656

Novianti, Yudiana, W., & Novita, S. (2023). Can Learning Agility Predict Students' Academic Burnout During Distance Learning. *Journal of Educational, Health and Community Psychology*, *1*(1), 17. https://doi.org/10.12928/jehcp.v1i1.25098

Noviyanti, A. (2021). Dinamika Kecemasan Karir Pada Mahasiswa Tingkat Akhir. *Jurnal Pendidikan*, *3*(2), 1–23.

Pamungkas, H. P., & Nurlaili, E. I. (2022). Academic Burnout Among University Students During COVID-19 Outbreak. *Proceedings of the International Joint Conference on Arts and Humanities 2021 (IJCAH 2021)*, *618*(Ijcah), 1163–1169. https://doi.org/10.2991/assehr.k.211223.204

Patimah, E., & Sumartini, S. (2022). Kemandirian Belajar Peserta Didik Pada Pembelajaran Daring: Literature Review. *Edukatif : Jurnal Ilmu Pendidikan*, *4*(1), 993–1005. https://doi.org/10.31004/edukatif.v4i1.1970

Rahayu, S. (2016). Hubungan Lingkungan Keluarga Terhadap Hasil Belajar Sosiologi Di SMA Negeri 16 Padang. *Jurnal Ilmu Sosial Mamangan*, *5*(1), 50–59. https://doi.org/10.22202/mamangan.v5i1.1929

Rahmatunnisa, d. (2022). *Pengaruh Family Support Terhadap Quarter Life Crisis Pada Sarjana Fresh Graduate Di UIN Maulana Malik Ibrahim Malang*.

Ratten, V. (2020). Coronavirus (covid-19) and entrepreneurship: changing life and work landscape. *Journal of Small Business and Entrepreneurship*, *July 2020*, 503–516.

https://doi.org/10.1080/08276331.2020.1790167

Sadaria, S. A., Razak, A., & Akmal, N. (2024). *Pengaruh Efikasi Diri terhadap Academic Burnout pada Mahasiswa yang Bekerja di Kota Makassar*. *2*, 24–30.

Salmela-Aro, K., & Read, S. (2017). Study engagement and burnout profiles among Finnish higher education students. *Burnout Research*, *7*(November), 21–28. https://doi.org/10.1016/j.burn.2017.11.001

Sanaky, M. M. (2021). Analisis Faktor-Faktor Keterlambatan Pada Proyek Pembangunan Gedung Asrama Man 1 Tulehu Maluku Tengah. *Jurnal Simetrik*, *11*(1), 432–439. https://doi.org/10.31959/js.v11i1.615

Sarafino, E, T. W. S. (2011). *Health Psychology, Biopsychosocial Interactions 7 TH Edition*.

Schaufeli, W. B., & Bakker, A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement: A multi-sample study. *Journal of Organizational Behavior*, *25*(3), 293–315. https://doi.org/10.1002/job.248

Slamet, R., & Wahyuningsih, S. (2022). Validitas Dan Reliabilitas Terhadap Instrumen Kepuasan Ker. *Aliansi : Jurnal Manajemen Dan Bisnis*, *17*(2), 51–58. https://doi.org/10.46975/aliansi.v17i2.428

Sulistiyowati, W. (2017). Buku Ajar Statistika Dasar. *Buku Ajar Statistika Dasar*, *14*(1), 15–31. https://doi.org/10.21070/2017/978-979-3401-73-7

Tedeschi, R. G., Calhoun, L. G., & Charlotte, C. (2014). *Tedeschi RG , Calhoun LGPosttraumatic growth : conceptual foundations and empirical evidence . Psychol Inq 15 (1): 1-18 TARGET Posttraumatic Growth : Conceptual Foundations and Empirical Evidence*. *15*(January 2004), 1–18. https://doi.org/10.1207/s15327965pli1501

Toubasi, A. A., Hasuneh, M. M., Al Karmi, J. S., Haddad, T. A., & Kalbouneh, H. M. (2023). Burnout among university students during distance learning period due to the COVID-19 pandemic: A cross sectional study at the University of Jordan. *International Journal of Psychiatry in Medicine*, *58*(3), 263–283. https://doi.org/10.1177/00912174221107780

Uddin, M. A. (2019). Development of the family support scale (FSS) for elderly people. *MOJ Gerontology & Geriatrics*, *4*(1), 17–20. https://doi.org/10.15406/mojgg.2019.04.00170

Wardhani.S, N., Sulastiana, M., & Ashriyana, R. (2022). Adaptasi Alat Ukur Learning Agility pada Karyawan untuk Meningkatkan Organizational Agility: Versi Bahasa Indonesia. *Psikologika: Jurnal Pemikiran Dan Penelitian Psikologi*, *27*(2), 243–264. https://doi.org/10.20885/psikologika.vol27.iss2.art4

Wehrle, K., & Fasbender, U. (2020). Encyclopedia of Personality and Individual Differences. *Encyclopedia of Personality and Individual Differences*, *December 2018*. https://doi.org/10.1007/978-3-319-28099-8

Zahira, G. R. (2020). FAMILY SUPPORT DAN GRATITUDE TERHADAP FAMILY QUALITY OF LIFE PADA ORANG TUA DENGAN ANAK BERKEBUTUHAN KHUSUS. *Kaos GL Dergisi*, *8*(75), 147–154. https://doi.org/10.1016/j.jnc.2020.125798%0Ahttps://doi.org/10.1016/j.smr.2020.02.002%0Ahttp://www.ncbi.nlm.nih.gov/pubmed/810049%0Ahttp://doi.wiley.com/10.1002/anie.197505391%0Ahttp://www.sciencedirect.com/science/article/pii/B9780857090409500205%0Ahttp:

Załuska, U., Ślazyk-Sobol, M., & Kwiatkowska-Ciotucha, D. (2018). Burnout and Its Correlates – an Empirical Study Conducted Among Education, Higher Education and Health Care Professionals. *Econometrics*, *22*(1), 26–38. https://doi.org/10.15611/eada.2018.1.02