

The Relationship Of Academic Guidance By Lecturers To Nursing Student's Burnout Syndrome

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ABSTRACT

During the study period, many nursing students finally felt that they were no longer able to continue their education due to high stress levels. This collection of symptoms in students due to the many demands, assignments and jobs they receive is an indication of burnout syndrome, which is characterized by excessive anxiety, insecurity, discouragement that has an impact on the desire to leave the educational process. The role of academic supervisors from lecturers is needed to detect from an early age the tendency of student stress and provide motivation and alternative solutions to problems experienced through academic guidance activities. This study aims to determine the relationship between academic guidance by lecturers and nursing students' burnout syndrome.

The type of this study was descriptive correlational with cross sectional approach involved 79 respondents selected by total sampling of nursing students who have passed the clinical practice period. The research data then analyzed with linear regression test with a significance level of $p < 0.05$.

The study found the significance value of academic guidance with burnout syndrome of nursing students is $p = 0.000$ with 76 % chance of influence.

Intensive academic guidance by lecturers needed to determine the academic and psychological conditions of students in nursing education greatly helps students to be more resilient and regain optimism in completing the study period so as to reduce the burnout syndrome of nursing students.

Keywords: Academic Guidance, Burnout Syndrome, Nursing Student

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BACKGROUND

Burnout Syndrome is a collection of psychological symptoms that appear in a person, caused by the inadequate coping of the individual in responding to stressors that arise from within and in the environment. Stress due to work occurs a lot for medical personnel, even since they were still studying. The high job responsibilities of the medical world require students in this sector to study and practice harder. The nursing education curriculum is structured in such a way as to meet the competency standards of competent and professional nursing graduates. Diploma III Nursing education is pursued within a period of 3 years with the formulation of 70% practice (laboratory and clinic) and 30% theory. This dense curriculum often makes Diploma III Nursing students feel heavy and stressed during their education, which eventually ends up dropping out.

As a prospective nurse, nursing students are required to study all aspects of human life as subjects of care by referring to one's psychological origins in general. The personality and individual maturity of students greatly affect the continuity of the educational process and academic achievement during lectures (Majerníková & Obročníková, 2017). Students who have not prepared themselves carefully by accepting all the consequences during nursing education in terms of academics, socio-culture and skills make the educational process a burden in their lives (Labrague et al., 2017).

Data obtained from the research results of Silva, et al. (2014) showed that 570 nursing students taken from three universities in Brazil experienced burnout symptoms of 64% in the high fatigue dimension, 35.79% in the high cynicism dimension, and 87.72% in the low personal achievement dimension (da Silva, et al., 2014). In line with research conducted by Alimah (2016), of 156 nursing students in Purwokerto, 56.4% experienced moderate burnout syndrome (Alimah et al., 2016). Students who experience Burnout syndrome will show symptoms of depression, decreased sleep quality and have an impact on low life satisfaction rates (Gerber et al., 2015).

Burnout syndrome can be triggered by many factors, especially in students who are in fact in their late teens or young adults who are full of adaptations both in terms of thinking maturity and adaptation of learning habits from high school to college. Having good individual coping and social skills is very important to avoid the occurrence of psychological distress that can cause problems with one's mental health, so there is a need for assistance to students (Grow, McPhillips, & Batra, 2019). In addition to assistance from assisting families, it also needs to be optimized from higher education through academic guidance activities (Singh, Malik, & Singh, 2016). Academic guidance, in its broadest sense, refers to a person helping another to clarify issues in his or her life and adopt further lines of action (Nor, Yaacob, & Mohammad, 2019).

Academic supervisors seem less optimized by students. The existence of an academic supervisor is visible only when filling out the study plan card and the rest of the study there are no special activities where students can openly express personal problems related to academics and outside academics in an intense and structured manner. Academic guidance services should be able to become a bridge between the higher education system and student expectations, more deeply, academic supervisors can become motivators and counselors for students so that they can detect the problems experienced by each individual during their education. Student problems are quickly handled. This study aims to

determine the relationship between academic guidance by lecturers and nursing students' burnout syndrome.

METHODS

This study used a descriptive correlational design with a cross sectional approach. In this study, the independent and dependent variables were assessed simultaneously at one time. With this study, it can be explained that there is a relationship between academic guidance by lecturers and nursing students' burnout syndrome. The population in this study were all students of the DIII Nursing Study Program at the STIKES Pamenang Kediri. The research sample was all students who had practiced clinical practice at the hospital, namely 79 students.

The independent variable in this study is academic guidance by STIKES Pamenang lecturers with sub-variables of availability, information and the relationship between academic supervisors and students. The dependent variable of this study is burnout syndrome with sub variables including emotional exhaustion, depersonalization, self-achievement. The research data was collected using a questionnaire via google form, preceded by an explanation from the researcher about the research objectives and filling out the informed consent. Demographic data consist of age, gender, marital status, GPA, residence (boarding house, contract or living with parents), and study time. The research data were then analyzed with linear regression test with a significance level of $p < 0.05$.

RESULT

Academic Guidance assessment by lecturers on nursing students is based on indicators of accessibility, equity, ability to provide solutions and motivation. The distribution of academic guidance assessments is presented in table 1 below:

Table 1. Distribusi Data Karakteristik Academic Guidance by Lecturers pada Mahasiswa Keperawatan (n=79)

No.	Academic Guidance	Good		Enough		Less		Total	
		Σ	%	Σ	%	Σ	%	Σ	%
1.	Accessibility	10	12%	14	18%	55	70%	79	100%
2.	Equity	40	50%	33	43%	6	7%	79	100%
3.	Solution	28	35%	31	40%	20	25%	79	100%
4.	Motivation	35	45%	32	40%	12	15%	79	100%

Based on table 1 above, the aspect of equity is the aspect with the highest points in the good category in the academic guidance variable as many as 40 people (50%), followed by the motivation aspect of 35 people (45%). The accessibility aspect was the aspect with the least category with the most number of 55 people (70%), while the indicator of the supervisor's ability in providing alternative solutions was considered sufficient by respondents as the highest point, namely 31 people (40%).

Assessment of burnout syndrome in nursing students is based on indicators of emotional exhaustion, depersonalization and decreased self-achievement, so based on the respondent's assessment, the following results are obtained:

Table 2. Data Distribution of Burnout Syndrome Level on Nursing Students (n = 79)

No	Burnout Syndrome	category						Total	
		Light		Medium		Heavy			
		Σ	%	Σ	%	Σ	%	Σ	%
1	Emotional Exhaustion	22	28%	19	24%	38	48%	79	100%
2	Depersonalization	49	62%	18	23%	12	15%	79	100%
3	Reduced Personal Accomplishment	28	35%	21	27%	30	38%	79	100%

Table 2 shows that the majority of students experienced burnout syndrome in the dimensions of emotional exhaustion at the severe level, namely as many as 38 people (48%). Most of them experienced mild depersonalization, namely as many as 49 people (62%) and experienced burnout syndrome, the dimensions of decreased achievement of heavy level achievement were 30 people (38%).

The results of hypothesis testing with linear regression on academic guidance by academic advisors on nursing student burnout syndrome are presented in table 3 below.

Table 3. Research Hypothesis Test Results

Relationship	Burnout Syndrome			
	p-value	β	Koefisien regresi (B)	Opportunity (R Square) (%)
Academic Guidance	0,000	1,323	-0,873	76%

Table 3 shows that there is a significant relationship between the academic guidance variable on nursing student burnout syndrome with a significance value of p value = 0.000. The amount of opportunity for academic guidance to influence burnout syndrome is 76%. The negative value of the B coefficient indicates that academic guidance has a negative effect on burnout syndrome, in other words, if there is academic guidance, the burnout syndrome will decrease, and if there is no academic guidance, the value of burnout syndrome is 1.323.

DISCUSSION

Academic Guidance indicators by lecturers to nursing students are accessibility, equity, ability to provide solutions and motivation. Based on the research data, the accessibility indicator is in the low category with the highest points. Accessibility is the ease of access that students have when they need guidance or assistance from an academic supervisor, both in terms of time, ease of communication techniques and the communication media itself. The results showed that the academic supervisor was not optimal enough for students to access when they faced problems. This lack of access can be influenced by many factors, apart from personal academic advisors, but also system factors that have not been effective in providing academic guidance services.

The results of previous research revealed that there are two types of support that can be provided to students for the educational process, academic support through the convenience of all aspects of a proactive academic activity system, feedback and follow-up, the second is personal support such as emotional support and increased self-confidence when students. facing problems (Overall, Deane, & Peterson, 2011). Students who rarely meet

academic supervisors, are less active and have a poor quality relationship with lecturers are noted to experience more drop out cases than vice versa (Frischer & Larsson, 2000).

Responding to the challenges of technological advancement in the academic guidance system, it is necessary to utilize these updates in the service system. Easy access to responsive and interactive guidance services results in optimizing student control (Wahyuningsih, 2018). Higher education plays a very important role in the future maturity of students' careers. Through a good comprehensive service system including academic guidance services, students should be able to understand and assess their abilities confidently.

Motivation is an indicator of academic guidance with the most good points after the indicators of equity or objectivity, this indicates that students really need motivation from their academic supervisors in an effort to increase their potential. Students sometimes do not realize the great potential they have, so they need guidance to develop this potential and self-actualize (Husain Ch, 2006). Based on the results of research conducted by Price (2011) students appreciate lecturers who invite students to interact first and provide personal support during the educational process (Price, Hastie, Duffy, Ness, & McCallum, 2011). Not all students have good socialization skills and self-confidence to initiate interactions, especially with the lecturers. An academic guidance system that facilitates interaction and is easily accessed by students is needed in this case.

Based on the tabulated data on the Burnout Syndrome variable, the dimensions of fatigue are at a high level. This high fatigue is mostly due to the many tasks and demands of the nursing skills that they have to master. In line with Nelson (2019) that new nursing students experience difficulty in applying science principles, lack of skills to use these science principles and are not familiar with new learning activities in laboratory and clinical settings. (Nelson & Kotcherlakota, 2019).

Burnout syndrome is a collection of symptoms that occur in individuals due to the heavy demands of the work they receive, characterized by emotional exhaustion, depersonalization and decreased performance (Pêgo & Pêgo, 2016). Emotional exhaustion in the individual can reduce a person's empathy, so they tend not to have a good focus on something even though it can have a good impact on him or her (Hicks & Hanes, 2019). Symptoms of mental health disorders are common among college students and this certainly greatly affects their learning performance and future careers (Bolinski et al., 2020).

Nursing is a very dynamic applied science. Nursing students are required to have high critical thinking skills and develop according to the times and technology. Students generally still focus on passive learning and memorization so that new learning methods in complex and varied tertiary institutions add to the list of student stressors. Academic supervisors need to be open and responsive to the adaptation and learning needs of students, thus reducing the mental burden of students (Spies & Botma, 2020).

The dimension of decreasing academic achievement becomes the dimension with the burnout syndrome symptoms on the weight scale in this study. Learning ability and achievement in nursing students are influenced by many factors, including cultural background, interest, intensity of learning, intensity of sharpening laboratory and clinical

skills and the lack of a counseling program by academic supervisors (Valero-Chillerón et al., 2019).

Academic guidance can help students in making difficult decisions on any problems they face, whether they are academic, clinical or even personal problems. Some students identified the need for academic support during clinical practice. These students clearly thought that one of the benefits of lecturers visiting them in clinical practice was the opportunity to discuss and receive some guidance from the lecturers regarding their theoretical assignment (Price et al., 2011).

As the scope and role of nursing expands in response to social expectations, today's nurses are expected to take not only a clinical role in healthcare institutions, but also to take an active role in nursing education, nursing management, community and home care nursing, and even treat the injured at disaster sites. The result is a crammed curriculum, which requires students increasing list of subjects to learn within a limited time-frame (Takase, Imai, Niitani, & Okada, 2019). Many factors cause fatigue and decreased achievement in students during the study period, and there are several ways to treat and prevent them. Individual coping strategies and social support are among the most important environmental factors in explaining the burnout phenomenon (Karimi, Bashirpur, Khabbaz, & Hedayati, 2014).

The closest social support that can be done by universities is through academic guidance. The results revealed that there was a significant relationship between academic guidance by academic advisors and nursing student burnout syndrome. The opportunity for academic guidance to change and reduce the burnout syndrome rate is quite high at 76% based on statistical calculations.

The current academic guidance system cannot be underestimated, however, if students experience burnout syndrome even falling towards drop out, it can harm not only students but also the institution and the advancement of the nursing profession. Therefore it is necessary to build a good system related to academic guidance services by harmonizing technological progress so that it is easily accessible by students and supervisors.

CONCLUSIONS

There is a significant relationship between academic guidance by lecturers with nursing students' burnout syndrome. Burnout syndrome in students is characterized by mental fatigue, depersonalization and decreased academic achievement. Burnout syndrome can be influenced by many factors, including individual characteristics and social support. Academic guidance by supervisors can be the most effective social support during the study period. Academic supervisors are present as role models who can provide solutions and motivation to learn for students. An easy-to-access and responsive academic guidance system can be a liaison for student problems so that it becomes early detection of burnout and prevention of dropouts during the study period.

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