The Role of Learning Motivation in Mediating the Influence of *Self-Regulated Learning* and Peer Social Support on *Academic Burnout* in Grade XI *Boarding School Students* at Madrasah Aliyah, Sleman Regency

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Abstract: Academic burnout is common among students, especially students who attend boarding schools. Academic burnout is a situation experienced by students due to excessive academic demands and a feeling of no longer being able to accept academic tasks, characterized by emotional and physical exhaustion, cynicism, and decreased academic confidence. This study aims to determine: (1) the effect of self-regulated learning on learning motivation; (2) the effect of peer support on learning motivation; (3) the effect of self-regulated learning on academic burnout; (4) the effect of peer social support on academic burnout; (5) the effect of learning motivation on academic burnout; (6) the effect of self-regulated learning on academic burnout through learning motivation; (7) the effect of peer social support on academic burnout through learning motivation of class XI boarding school students at Madrasah Aliyah, Sleman Regency.This study is a causal associative study with a quantitative approach. The population in this study were 1,023 students of class XI boarding school at Madrasah Aliyah Sleman Regency in 2024 with a sample of 287 students determined by the two-stage random sampling technique. Data collection was carried out using a questionnaire and then processed using path analysis.The results of the study show that: (1) self-regulated learning has a significant positive effect on learning motivation; (2) peer social support has a significant positive effect on learning motivation; (3) self-regulated learning does not have an effect on academic burnout; (4) peer social support has a negative effect on academic burnout; (5) learning motivation has a negative effect on academic burnout; (6) self-regulated learning has a negative effect on academic burnout through learning motivation; (7) peer social support has a negative effect on academic burnout through learning motivation.

Keywords: Academic Burnout, Peer Social Support, Learning Motivation, Self Regulated Learning

1. INTRODUCTION

Education can take place in various contexts, both formal and non-formal. A person involved in formal education must be able to adapt to academic activities and have *self-regulated learning* . However, educational activities in schools are often ineffective due to inadequate management of *self-regulated learning* (Pratiwi et al., 2023) . Lack of social support from peers is one of the external factors that contribute to *academic burnout* . Research shows that social support from peers can help reduce *academic burnout* in individuals, with this support being the most significant factor in overcoming *academic burnout* . Various studies have also revealed that individuals who experience stress tend to experience decreased academic performance Fun et al., (2021) . Chronic stress that is not optimally managed can cause *burnout* (Anggraini & Chusairi, 2022) .

Research conducted by Rusdianti (2024) stated that peer social support showed a substantial inverse correlation with *academic burnout* in final year students of the Faculty of Islamic Economics and Business, UIN Walisongo. Increasing social support

from peers correlated with decreasing *academic burnout* . Conversely, decreasing social support from peers correlated with increasing *academic burnout* , in line with research by Hidayah (2018) which stated that there was a negative correlation between peer support and academic stress among SMA *Boarding School students* . This shows that increasing peer support correlates with decreasing academic stress. Conversely, decreasing peer support correlates with increasing academic stress. Compared to a study conducted by Fun et al., (2021) which revealed that the type of social support that most influenced *academic burnout symptoms* in participants was a sense of belonging and assessment, while tangible support had minimal impact. These findings highlight the importance of conducting further research with a qualitative approach and considering other variables beyond social support that can influence students' *academic burnout* . Additional aspects that need to be considered include lecture attributes, assessment of the learning process, situational variables, and individual characteristics such as traits, self-concept, and *locus of control.*

Based on the explanation above, it is interesting to research *academic burnout in more depth.* in class XI *boarding school students* at Madrasah Aliyah Sleman Regency with various factors that influence both internal and external factors. In this study, the internal factors that influence *academic* burnout in students are *self-regulated learning* and external factors that influence *academic burnout* are peer social support, with the role of learning motivation as a mediator of the two independent variables. Thus, the title of this study is " The Role of Learning Motivation in Mediating the Influence of *Self-Regulated Learning Learning* and Peer Support for *Academic Burnout* in Grade XI *Boarding School Students* at Madrasah Aliyah, Sleman Regency ”

2. LITERATURE REVIEW

Grand Theory: Maslach Burnout Inventory

Burnout is based on the MBI (*Maslach Burnout Inventory) theory* which assesses three aspects *of burnout,* namely depersonalization *,* emotional exhaustion *,* and decreased personal achievement separately (Maslach et al., 2012). This format emerged from previous research on *burnout* in the 1970s. *The Maslach Burnout Inventory* (MBI) is the first scientifically developed measure of burnout and is widely used in research studies worldwide. Since the MBI was first published in 1981, it has also been applied for other purposes, such as individual diagnosis. *Burnout* can lead individuals to negative actions, such as the desire to get drunk by drinking alcohol, seeking peace through drugs,

insomnia, and even at the worst level, individuals suffering from *burnout* have suicidal *thoughts* (Maslach & Jackson, 1981). A scale designed to assess various aspects of the burnout syndrome was administered to a wide range of human services professionals. Three subscales emerged from the data analysis: emotional exhaustion, depersonalization, and personal accomplishment. Various psychometric analyses showed that the scale has both high reliability and validity as a measure of burnout.

According to Maslach et al.'s perspective, (2012) burnout has three dimensions, namely emotional exhaustion , depersonalization , and decreased personal achievement. Emotional exhaustion is a state when someone feels tired and exhausted when learning in class. Depersonalization is a process of increasing feelings of lack of sympathy for others and high cynicism towards others. Depersonalization occurs when someone tries to balance their individual life. Depersonalization results in feelings that the environment they have has the potential to disappoint them and there is uncertainty in learning, so peer social support is needed to stay comfortable in the school environment. Meanwhile, decreased personal achievement is a state when individuals do not achieve the targets they set because the previous target was higher than the target they are currently achieving. Decreased achievement can be caused by many things, namely lack of motivation to learn, lack of peer social support, and poor *self-regulated learning* .

Academic Burnout

Burnout is a condition indicated by emotional, mental, and physical exhaustion due to prolonged stress in situations that require great emotional involvement. This fatigue can lead to decreased motivation to learn, the emergence of negative attitudes, dissatisfaction, feelings of alienation from the environment, failure, and low self-esteem (Maisyaroh & Kholisna, 2024) .

Academic burnout was first developed by Schaufeli (2002) involving the use of the *Maslach Burnout Inventory Student-Survey* (MBI-SS) instrument. This instrument has been widely used in measuring *academic burnout* in students and college students (Li, Zhang 2021). *Academic burnout* is a psychological problem experienced by students at school due to high academic demands indicated by physical and psychological exhaustion (*exhaustion*), an attitude of not caring about academic tasks (*cynicism*), and feelings of incompetence (*reduced academic efficacy*) (Illah, 2017) . *Academic burnout* is characterized by physical and mental exhaustion, boredom due to increasing

educational demands, unwillingness to be involved in the learning process, and feelings of inability to deal with it (Mandasari et al., 2022) .

No matter how long the time spent studying, students who experience *academic burnout* do not produce any changes in themselves, including in terms of affective, cognitive, or psychomotor aspects. This can happen if students experience a decrease in motivation in learning and minimal understanding of previous material so that it is difficult to construct new understanding (Marbun, 2018)).

Based on these various perspectives, it can be concluded that *academic burnout* is a situation faced by students due to excessive high academic demands and a feeling of no longer being able to accept academic tasks, which is characterized by emotional and physical exhaustion, cynicism, and decreased academic confidence. Therefore, it is crucial for students to develop learning motivation strategies, *self- regulated learning,* and gaining peer social support to prevent and overcome *academic burnout* .

Motivation to learn

Motivation is a tendency that arises within an individual, whether consciously or not, to carry out actions aimed at achieving a certain goal (Rosuliana et al., 2023) . Motivation is a stimulus that forces individuals to change their behavior to meet the achievement of goals. Learning motivation is an internal drive that influences and guides the persistence of educational efforts so as to determine the achievement of the desired goals (Lestari & Listiadi, 2022) .

Motivation is divided into two types based on its source, namely intrinsic and extrinsic motivation. Intrinsic motivation is a drive that operates independently of external support when involved in an activity. This condition can occur due to internal stimuli based on individual needs, while extrinsic motivation is driven by external stimuli or support from others (Dina, 2020) .

Based on the description, there is a conclusion that learning motivation is a drive that arises in an individual or from outside to carry out learning actions. Motivation to learn is important in improving the quality of the process of knowing and achieving educational goals. With strong motivation, a person can improve their abilities and skills, and develop their potential optimally.

Self Regulated Learning

Self-regulated learning refers to an individual's capacity to independently manage and control their learning process through various approaches to achieve maximum results (Simbolon, 2019) . In the active-constructive process known as *self-regulated learning* , students set learning goals and then attempt to monitor, regulate, and manage their cognition and the nature of the learning environment to meet the achievement of these goals (Mega et al., 2023) .

Independence in learning, known as *self-regulated learning* is an educational effort driven by individual motivation, personal choice, and self-accountability (Nahdi, 2017) . This process involves students' behavior and cognitive strategies to achieve their educational goals (Putri, 2016) .

Individual independence is shown when he faces a problem and can solve it independently, without seeking help from parents, and is responsible for all decisions taken after careful consideration. This shows a person's capacity for independence (Zakiyah, 2022) . Independent learning (*self-regulated learning*) is considered very useful and important for lifelong learning, students who have sufficient knowledge of *self-regulated learning* are usually active in the learning process, many factors such as cognition, metacognition, emotions, and behavior are considered components of *self-regulated learning* (T. Wu & Chang, 2021) . Successful, self-directed learners typically focus on their learning goals, persist in the face of challenges, manage their time effectively, and ask for help when needed (Panadero et al., 2023) .

Based on this understanding, it can be concluded that *self-regulated learning* refers to an individual's capacity to strategize and manage actions to achieve certain learning goals, which require the involvement of thinking (cognition), feeling (affection), and action (action). This is important to encourage the growth of students' cognitive abilities in education. Through development, students can gain knowledge in all aspects of life, facilitate the achievement of long-term goals, foster healthy relationships, and improve their ability to overcome life's problems .

Peer Social Support

The provision of appreciation, attention, comfort, and other assistance to an individual or group is known as social support (Rodhiyah, 2021) . Social support refers to the attention, comfort, respect, and assistance given by an individual or group (Kusnah, 2022) . Social support includes psychological and physical comfort provided

by friends or family members. In addition, social support can also be measured based on the quantity of social interactions that a person carries out when building relationships with environmental resources (Adicondro et al., 2011) .

Peer-to-peer is an innovative intervention designed to address this issue by fostering collaborative community through peer-to-peer connections. Based on the concept of peer support as a powerful tool for psychological resilience, the program brings international students together based on shared interests and backgrounds to enhance social integration and emotional support (Wu et al., 2024) .

According to Khairani et al (2020) , the five most common sources of social support received by students are support from parents, siblings, siblings, adults (teachers), and peers. Peer social support involves students helping each other with academic and non-academic problems (Hastuti & Yoenanto, 2018) . The role of peers influences the teaching and learning process because students are involved in the learning community and help other students, which results in good achievement.

Based on the description, it can be concluded that peer social support refers to assistance given by close friends, which includes empathy, affection, and attention, as well as providing guidance on how to socialize effectively in their environment. As a result, peer social support can help adolescents to develop social skills, achieve increased self-confidence, and reduce tension and anxiety when interacting with others.

3. RESEARCH METHODS

This study is a causal associative study with a quantitative approach because it examines the causal relationship between two or more variables, namely independent variables (*self-regulated learning* and peer social support), dependent variables (*academic burnout) , and intervening* variables (learning motivation) . The purpose of this study is to understand whether *self-regulated learning* and peer social support have an influence on *academic burnout* directly or indirectly. through learning motivation in class XI *boarding school* students at Madrasah Aliyah, Sleman Regency.

The research was conducted for one month since November at five private *boarding school-based Islamic Senior High Schools* in Sleman Regency. namely MA Al-Qodir Cangkringan, MA Ibnul Qoyyim Putri, MA Nur Iman Sleman, MA Ma'arif Darussolihin, and MA Pamulangan.

Data collection in this study was conducted using a questionnaire containing a set of written questions to be answered by respondents. This questionnaire was used to

obtain data on *academic burnout variables* (Y), learning motivation (Z), *self-regulated learning* (X_1), and peer social support (X_2).

4. RESULTS AND DISCUSSION

RESULTS

Analysis Results Description Every Variables

Table 1. Results of the Thesis Analysis of Each Variable

Description	Variables			
	Self Regulated Learning	**Peer Social Support**	**Motivation to learn**	*Academic Burnout*
Mean	37.53	37.46	57.26	20.40
Std. Error of Mean	0.396	0.394	0.504	0.239
Median	37.00	37.00	58.00	21.00
Mode	36	36	58	22
Std. Deviation	6,702	6,675	8,546	4,049
Variance	44,915	44,557	73,033	16,394
Range	33	32	45	20
Minimum	22	18	30	11
Maximum	55	50	75	31
Sum	10770	10750	16434	5854

Description of *Self Regulated Learning Variables*

Based on the results of the descriptive test in table 1, it was found that the *self-regulated learning variable* (X1) had a minimum value of 22, a maximum value of 55, *a mean* (M) of 37.53, *a median* (Me) of 37.00, and *a standard deviation* (SD) of 6.702. To create a data tendency category based on 12 statements so that the maximum score is 60 and the minimum score is 12. The data tendency category is seen in this table:

Table 2. Distribution of *Self Regulated Learning Variable Data Tendency*

No	Category	Interval	Frequency	Percentage
1	Very Low	$X \leq 24$	1	0.3%
2	Low	$24 < X \leq 32$	54	18.8%
3	Currently	$32 < X \leq 40$	125	43.6%
4	Tall	$40 < X \leq 48$	87	30.3%
5	Very high	$48 < X$	20	7.0%
Total			**287**	**100%**

Table 2 shows that the majority of *boarding school- based Madrasah Aliyah students* in Sleman *Regency* have *self-regulated learning* in the medium and high categories. The frequency of respondents with *self-regulated learning* in the medium category reached 125 or 43.6%, and the high category reached 87 or 30.3% so that the category reached a total of 73.9%. Meanwhile, some other students of Sleman Regency *boarding school Madrasah Aliyah* are included in the very low category 1 or 0.3%, and the low category 54 or 18.8% which means that overall it reaches 19.1%. This situation illustrates that the group of *boarding school students* who have good *self-regulated learning* is greater in number than the group of students who have poor *self-regulated learning* . This means that more than three-quarters of *boarding school Madrasah Aliyah students in Sleman Regency* tend to have good *self-regulated learning*

The respondents' statements with high scores are on the indicator of being aware of their own thoughts with the statements " I think carefully when solving a problem" (X1.1) "I know my ability in learning" (X1.12) and "I manage my study time at school and at the Islamic boarding school well" (see appendix 7 page 223). This means that most students are aware of the *need* for independence in solving a problem and the need to manage their study time well. As for the respondents' statements with the lowest scores are on the indicator of sensitivity to feedback with the statement "When doing assignments I correct mistakes corrected by my teacher" (X1.9) (see appendix 7 page 223). This means that students tend to be less sensitive to suggestions given by teachers. Students are relatively unresponsive to suggestions from teachers when their answers are not quite right and students feel burdened to correct their mistakes.

Description of Peer Social Support

According to the *test* results in table 13, it was found that the peer social support variable (X2) had a minimum value of 18, a maximum value of 50, *a mean* (M) of 37.46, *a median* (Me) of 37.00, and *a standard deviation* (SD) of 6.675. To create a data tendency category based on 10 statements so that the maximum score is 50 and the minimum score is 10. The data tendency category can be seen in this table:

Table 3. Distribution of Peer Social Support Variable Data Tendency

No	Category	Interval	Frequency	Percentage
1	Very Low	X ≤20,001	1	0.3%
2	Low	20,001 <X ≤26,667	11	3.8%
3	Currently	26,667 <X ≤33,333	58	20.2%
4	Tall	33,333 <X ≤39,999	90	31.4%
5	Very high	39,999 < X	127	44.3%
Total			**287**	**100%**

Table 3 shows that the majority of *boarding school- based Madrasah Aliyah students* in Sleman Regency receive peer social support in the very high and high categories. The frequency of *respondents* with peer social support in the very high category is 127 or 44.3% and the high category is 90 or 31.4%, so that the two categories reach a total of 75.7%. Meanwhile, it turns out that some other students of Sleman Regency *boarding school Madrasah Aliyah* receive social support that is included in the low category 11 or 3.8%, and the very low category 1 or 0.3% which means that overall it reaches 4.1%. This situation illustrates that the group of Sleman Regency *boarding school Madrasah Aliyah students* who have good peer social support is greater in number than the group of students whose peer social support is less good. Almost all students of Sleman Regency *boarding school Madrasah Aliyah* tend to have good peer social support.

The statement with the highest value is in the emotional support indicator, namely "My friends give me advice when I face academic difficulties or difficulties studying at the Islamic boarding school." (X2.1) (see attachment 7 page 225). This means that MA *boarding school students* have a caring attitude towards their friends and always help their friends when their friends face difficulties both at school and at the Islamic boarding school. This is also supported by the statement of the support indicator of appreciation, namely "My friend does not give me the opportunity to participate in activities" (X2.6) (see *attachment* 7 page 226). This means that MA *boarding school students* tend to appreciate their friends when their friends participate both in terms of presentations and others and there are still many students who are selfish.

Meanwhile, the statement with a low value is in the instrumental support indicator, namely " My friend helps me in dealing with academic pressure and *boarding school pressure* " (X2.10) (see appendix 7 page 226). This means that there are still many students who are indifferent to their friends when their friends experience pressure in studying at *school* or studying at Islamic boarding schools.

Description of Learning Motivation Variables

Based on the results of the description test table 1, it is known that the learning motivation variable (Z) has a minimum value of 30, a maximum value of 75, *a mean* (M) of 57.26, *a median* (Me) of 58.00, and *a standard deviation* (SD) of 8.546. To create a data tendency category based on 15 statements so that the maximum score is 75 and the minimum score is 15. The data tendency category can be seen through this table:

Table 4. Distribution of Learning Motivation Variable Data Tendency

No	Category	Interval	Frequency	Percentage
1	Very Low	X ≤30	-	-%
2	Low	30 < X ≤40	5	1.7%
3	Currently	40 < X ≤50	45	15.7%
4	Tall	50 < X ≤60	114	39.7%
5	Very high	60 < X	123	42.9%
Total			**287**	**100%**

Table 4 shows that students of Madrasah Aliyah based on *boarding schools* in Sleman Regency have learning motivation in the very high and high categories. The frequency of respondents with learning motivation in the very high category reached 123 or 42.9% and the high category reached 114 or 39.7%. Meanwhile, it turns out that some other students of Madrasah Aliyah *boarding schools in Sleman Regency* have learning motivation in the low category, namely 5 or 1.7%. This situation illustrates that the group of students who have good learning motivation is greater in number than the group of students who have poor learning motivation. This means that almost all students of Madrasah Aliyah *boarding schools in Sleman Regency* tend to have good learning motivation.

The respondent's statement with the highest value is on the indicator of perseverance in *learning* with the statement " I have a strong desire to study in order to

successfully graduate with good grades" (Z1) (see appendix 7 page 228). This means that the majority of students have the desire to graduate from school and graduate from Islamic boarding schools with good grades.

Meanwhile, for the respondent's statement with the lowest value is in the independent learning indicator, namely " I can complete school assignments well" (Z14) (see attachment 7 *page* 229). This means that many students of Madrasah Aliyah based on *boarding schools* still cannot complete school assignments well.

Description of *Academic Burnout Variables*

Based on the *results* of the description test in table 1, it is known that the *academic burnout variable* (Y) has a minimum value of 11, a maximum value of 31, *a mean* (M) of 20.40, *a median* (Me) of 21.00, and *a standard deviation* (SD) of 4.049. To create a data tendency category based on 8 statements so that the maximum score is 40 and the minimum score is 8. The data tendency category can be seen in table This :

Table 5. Distribution of *Academic Burnout* Variable Data Tendency

No	Category	Interval	Frequency	Percentage
1	Very Low	$X \leq 16,0005$	51	17.8%
2	Low	$16.0005 < X \leq 21.3335$	100	34.8%
3	Currently	$21.3335 < X \leq 26.6665$	106	36.9%
4	Tall	$26.6665 < X \leq 31.9995$	27	9.4%
5	Very high	$31.9995 < X$	3	1.0%
Total			**287**	**100%**

Table 5 shows that students of Madrasah Aliyah based on *boarding schools* in Sleman Regency who have *academic burnout* in the moderate, high and very high categories reach a total of 47.3%. Meanwhile, some other students of Madrasah Aliyah *boarding schools in Sleman Regency* , namely 52.6%, experience *academic burnout* in the low and very low categories. This situation illustrates that the group of students who do not experience *academic burnout* is higher than the group of students who experience *academic burnout* . This means that some students of Madrasah Aliyah in Sleman Regency *boarding schools* tend not to experience *academic burnout* but with a difference that is not very large.

The respondent's statement with the highest value was on the *exhaustion indicator* . with the statement " I am overwhelmed by the demands of academic responsibility in the Islamic boarding *school*" (Y1), (see attachment 7 page 231) "I am burdened with many activities both in the Islamic boarding school and school" (Y2) (see attachment 7 page 231) and "I am not sure I can complete academic tasks and Islamic boarding school tasks well" (Y8) (see attachment 7 page 232). This means that the majority of students of Madrasah Aliyah based on *boarding schools* experience severe fatigue because they are faced with learning at school and learning in Islamic boarding schools. Meanwhile, for the respondent's statement with the lowest value is in the *cynichm indicator* (cynical attitude) with the statement "I determine clear goals in academic activities and Islamic boarding school activities" (Y5) (see attachment 7 page 231). This means that many students of Madrasah Aliyah based on *boarding schools* in the Sleman Regency area have been quite capable of managing their learning goals.

DISCUSSION

This study aims to test the effect of *self-regulated learning* (X1) and peer social support (X2) on *academic burnout* (Y) with learning motivation (Z) as an intervening variable on students of Madrasah Aliyah *boarding schools* in Sleman Regency. According to the results of the analysis, it can be explained that:

1. The Influence of *Self Regulated Learning* on Learning Motivation

   Hypothesis 1 in this study is that there is an influence of *self-regulated learning* on learning motivation. Based on the results of the path analysis test, it shows that H0 is rejected and Ha is accepted so that it can be concluded that *self-regulated learning* has a significant effect on learning motivation. In this study, it was found that there was a positive influence between *self-regulated learning* and learning motivation. This means that the better *the self-regulated learning* of students at Madrasah Aliyah based on *boarding schools* in Sleman Regency, the higher the learning motivation among them, and vice versa.

   Students of Madrasah Aliyah in Sleman Regency based on *boarding school* have *self-regulated learning* and good learning motivation. This is supported by a supportive and structured learning environment, where students are faced with various academic and non-academic activities that encourage students to try to manage their time and learning resources effectively. *Self-regulated learning* refers

to students' ability to manage their own learning process, including setting goals, monitoring progress, and evaluating learning outcomes.

In Madrasah Aliyah *boarding school,* students are taught to be more independent and responsible for their education, both in school and in Islamic boarding school. *Boarding school students* learn to plan their studies, overcome challenges, and seek help when needed in order to develop their skills well. In addition, students' learning motivation in *boarding schools* also tends to be high. A competitive and collaborative environment encourages students to work harder to achieve their academic goals. Extracurricular activities, social interactions, and guidance from teachers/ustadz also contribute to increased learning motivation. Students are motivated when they feel they are making progress in their learning and are recognized for their efforts. Overall, *boarding schools* need to provide ideal conditions in order to develop *self-regulated learning* and learning motivation, to reduce the possibility of *academic burnout* , which ultimately has a positive impact on students' academic achievement. With good *self-regulated learning* , students can learn to become independent learners who are motivated and ready to face challenges in the future.

2. The Influence of Peer Social Support on Learning Motivation

Hypothesis 2 in this study is that there is an influence of peer social support on learning motivation. Based on the results of the path analysis test, it shows that H0 is rejected and Ha is accepted so that it can be concluded that peer social support significantly influences learning motivation. In this study, it was found that there was a positive influence between peer social support and learning motivation. This means that students have greater learning motivation if they have peers at a *boarding school- based Madrasah Aliyah* in Sleman Regency, and vice versa.

Peer social support has a significant influence on the learning motivation of *boarding school students* at Madrasah Aliyah Sleman Regency. In the *boarding school* environment, a sense of togetherness between students is well established, students often spend time with their friends, this sense of togetherness can create a supportive atmosphere, where students feel more motivated to learn because of the support of their friends. In addition, the peer environment can be an effective source of learning. In the boarding environment, students can have group discussions, study together, and help each other in completing assignments. Together, students can improve their understanding of the material and make the learning process more

enjoyable. Through a positive and supportive social environment, it will create a conducive atmosphere for learning. When students feel accepted and appreciated, they are more likely to actively participate in learning so that peers can also be good role models for other students, because friends who are active in learning can motivate other students to follow in their footsteps.

3. The Influence of *Self Regulated Learning* on *Academic Burnout*

Hypothesis 3 in this study is that there is no effect of *self-regulated learning* on *academic burnout.* Based on the results of the path analysis test, it shows that H0 is accepted and Ha is rejected, so it can be concluded that *self-regulated learning* does not have a significant effect on *academic burnout* . This means that even though students have good *self-regulated learning* , it does not always reduce *the academic burnout of students at boarding school-* based Madrasah Aliyah in Sleman Regency, and vice versa.

Self-regulated learning in students at Madrasah Aliyah Sleman Regency based on *boarding schools* cannot affect *academic burnout.* There are several factors that influence it, including 1). Environmental context: a less supportive learning environment can cause students to experience *burnout even though students have* good *self-regulated learning* skills . 2). Academic pressure: high levels of academic pressure at school and at Islamic boarding schools and parental expectations can cause *burnout,* even though students have the ability to regulate themselves. 3). Social support: lack of support from peers or teachers can contribute to feelings of *burnout,* even though students are able to regulate their own learning process. Thus, emotional and social support from teachers/ustadz needs to be given to students to reduce the risk of *burnout,* regardless of their own learning abilities.

4. The Influence of Peer Social Support on *Academic Burnout*

Hypothesis 4 in this study is that there is an influence of peer social support. on *academic burnout* . According to the results of the path analysis test, it shows that H0 is rejected and Ha is accepted, so it can be concluded that peer social support has a significant effect on *academic burnout* . This study found a negative effect of peer social support on *academic burnout* . This means that the higher the peer social support, the students of Madrasah Aliyah based on *boarding schools* in Sleman Regency, the lower *the academic burnout* among them, and vice versa.

Students of Madrasah Aliyah based on *boarding schools* are generally strong in providing support to their friends, such as emotional support. In the Islamic

boarding school environment, where students often face high academic pressure, they tend to provide *support* to each other because they are far from their parents . Students who live in dormitories have a high sense of togetherness and solidarity among students so that they can create a supportive atmosphere so that students feel that they are not alone in facing academic challenges at school and at the Islamic boarding school.

5. The Influence of Learning Motivation on *Academic Burnout*

    Hypothesis 5 in this study is that there is an influence of learning motivation towards *academic burnout* . Based on the results of the path analysis test, it shows that H0 is rejected and Ha is accepted, so it can be concluded that learning motivation has a significant effect on *academic burnout* . In this study, a negative influence was found between learning motivation towards *academic burnout* . This means that the higher the motivation to learn students, the lower *the academic burnout* experienced by students at Madrasah Aliyah *boarding schools* in Sleman Regency, and vice versa.

    Madrasah Aliyah students in Sleman Regency who are based on *boarding schools* tend to have good learning motivation. High learning motivation can help students manage academic stress. Motivated students have better strategies and are better able to face challenges. They tend to see obstacles as opportunities to learn and not as burdens so they can reduce the risk of *burnout.*

6. The Influence of *Self Regulated Learning* on *Academic Burnout* through Learning Motivation

    Hypothesis 6 in this study is that there is an influence of *self-regulated learning* on *academic burnout* through learning motivation. According to the results of the path analysis test, it was found that H0 was rejected and Ha was accepted so that it can be concluded that *self-regulated learning* has a significant effect on *academic burnout* through learning motivation. In this study, a negative influence was found between *self*-regulated *learning* on *academic burnout* through learning motivation. This means that the better *the self-regulated learning* that students have at Madrasah Aliyah based on *boarding schools,* the higher the learning motivation and the lower *the academic burnout* experienced by students, and so on.

    MA students in Sleman Regency have good *self-regulated learning abilities* and tend to be more motivated, so that students are able to set clear and realistic learning goals, and develop strategies to achieve them. When students have control

over the learning process well with high learning motivation, it will reduce the possibility of *academic burnout* in *boarding school students. Boarding school* students are able to manage their time well so that students do not feel burdened by academic tasks and Islamic boarding school tasks.

7. The Influence of Peer Social Support on *Academic Burnout* through Learning Motivation

Hypothesis 7 in this study is that there is an influence of social support from friends. peers towards *academic burnout* through motivation learning. Based on the results of the path analysis test, it was found that H0 was rejected and Ha was accepted, so it can be concluded that social support from friends Peers have a significant influence on *academic burnout* through motivation learning. In this study, it was found that there was a negative influence between friends same age and *academic burnout* through motivation learning. That means better social support from friends same age possessed by students at *boarding school-based Madrasah Aliyah,* the higher the motivation to learn and the lower *the academic burnout* experienced by students, and vice versa .

social support that provides emotional support can help reduce feelings of stress and pressure that often trigger *academic burnout* in students at Madrasah Aliyah *boarding schools.* When students feel supported and appreciated by their friends, they are more likely to be highly motivated to learn and achieve, because they feel more confident and not alone in carrying out academic tasks and tasks at the Islamic boarding school . Therefore, peer social support Peers can act as a reducing factor *for academic burnout* by increasing motivation. learning. When students feel supported and motivated to learn, they are better able to manage academic challenges and reduce their risk of *academic burnout* .

5. CONCLUSION

This study aims to determine the effect of *self-regulated learning* and peer social support on *academic burnout* through learning motivation. The conclusions that can be drawn are:

1. *Self-regulated learning* has a positive and significant influence on learning motivation. This means that the better *the self-regulated learning* possessed by *boarding school students* at Madrasah Aliyah Sleman Regency, the higher the students' learning motivation.

2. Peer social support has a positive influence on learning motivation. This means that the higher the peer social support, the higher the learning motivation of *boarding school students* at Madrasah Aliyah Sleman Regency.

3. *Self-regulated learning* has no effect on *academic burnout* . This means that even though students have good *self-regulated learning , it does not necessarily* reduce *academic burnout* in *boarding school students* at Madrasah Aliyah, Sleman Regency.

4. Peer social support has a negative influence on *academic burnout* . This means that the higher the peer social support, the given by their friends, the lower *the academic burnout* felt by *boarding school students* at Madrasah Aliyah, Sleman Regency.

5. Learning motivation has a negative influence on *academic burnout* . This means that the higher the learning motivation, the lower the academic burnout. students, the lower *the academic burnout* felt by *boarding school students* at Madrasah Aliyah in Sleman Regency.

6. *Self-regulated learning* has a negative influence on *academic burnout* through learning motivation. This means that the better *the self-regulated learning* possessed by *boarding school students* at Madrasah Aliyah Sleman Regency, then the higher the motivation to learn and the lower *the academic burnout* experienced by students.

7. Peer social support has a negative influence on *academic burnout* through learning motivation. This means that the better the peer social support owned by *boarding school students* at Madrasah Aliyah Sleman Regency , the higher the learning motivation and the lower the level of *academic burnout* experienced by students.

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