

## BAB V. CONCLUSION

### A. Conclusion

Based on the research results, it can be concluded that the respondents in this study were mostly 21 years old, female (72,8%), came from all department in the Faculty of Health Sciences, and were dominated by the class of 2022. The overall picture of social comparison shows that most students are in the moderate category (68%), which indicates a tendency to engage in moderate social comparison. Based on type, upward comparison is in the moderate category (68%), downward comparison is in the moderate category (65,6%), and no comparison is in the moderate category (64,8%). Meanwhile, the description of the level of academic burnout among students is also in the moderate category (69,6%), indicating that most students experience moderate academic burnout. Based on its dimensions, emotional exhaustion is in the moderate category (63,2%), cynicism is in the moderate category (68%), and reduced academic efficacy is in the moderate category (68,8%). The results of bivariate analysis using the Spearman test showed a significant positive relationship between social comparison and academic burnout, which means that the higher the tendency of students to make social comparisons, the higher the level of academic burnout they experience.

### B. Research Recommendations

#### 1. For Students and Respondents

This study is expected to increase self-awareness of the tendency to engage in social comparison and to manage it adaptively in order to avoid prolonged stress during the thesis writing process. Students are advised to view social comparison behavior as motivation and a source of inspiration to improve academic achievement, rather than as a burden, by shifting the focus from external comparison to self-monitoring of progress through small, self-development-oriented to-do lists and by evaluating one's current progress against the progress made in the

previous week. In addition, students are advised to apply healthy coping strategies by managing their study and thesis writing time realistically from an early stage, as well as seeking social support from friends and family through supportive interactions such as joint thesis study groups or collaborative discussions with shared goals.

## 2. For Institution/Universitas Jenderal Soedirman

Researchers suggest that institutions strengthen academic mentoring systems that are not only oriented towards research results, but also towards the psychosocial aspects of students through reflection sessions and discussion sessions in the form of sharing without lecturing. Although research methodology classes are available as technical preparation, there is a need for reflective activities such as discussion sessions for students who have not yet taken thesis courses as a preventive measure to discuss emotional dynamics, social comparisons, and strategies for dealing with academic burnout during the thesis writing process. These activities can help students understand that everyone has their own struggles and processes, so they do not easily fall into negative social comparison behaviors. The researchers also suggest facilitating supervisors with a flexible scheduling system, accessible communication, and open and empathetic guidance, so that students do not feel neglected or compare themselves negatively with friends who receive attention more quickly. In addition, institutions can develop a more empathetic mentoring culture to create a supportive academic environment.

## 3. For Further Researchers

Researchers suggest involving a broader population from various faculties or universities so that the results can be generalized. It is also recommended to measure and analyze other confounding variables. In addition, future researchers should conduct a more comprehensive analysis of the direction of social comparison, both upward and downward, in relation to the dimension of academic burnout in greater depth.