Beneath The Academic Pressure: Factors and Impacts of Burnout in Third Semester Student

Apriani Paramita Cahyadewi[1]; Hanum Ziyanah Salsabila[2]; Akiko Gifaradela[3]; Siti Jaro'ah[4]

[4]Department of Psychology, Faculty of Psychology, Universitas Negeri Surabaya

Keywords	Abstract
Academic burden; Academic workload; Burnout; College students	The demands of various academic assignments, both individual and group assignments, in the transition period of the third semester can lead to academic burnout due to several factors. The aim of this research is to determine specific factors that trigger burnout in third semester students at Surabaya State University and the impact on students, including their physical, psychological and daily aspects. This research used a qualitative method with a phenomenological approach and a total of three participants aged 19 to 21 years. The data collection technique was carried out using semi-structured interview techniques and data validation was carried out through member checking. Data were analyzed using thematic analysis techniques. The study found two major themes, namely the factors that cause academic burnout and the impact of academic burnout. Factors causing burnout in the three participants were divided into two, namely situational factors which include workload, supervision, and community, as well as individual factors which include personality and individual behavior towards the responsibilities. Meanwhile, the impact of burnout includes psychological, physical and daily aspects. Active action is needed to overcome academic burnout experienced by students to improve psychological well-being in the campus environment.

✉ Correspondence address:
E-mail: aprianiparamita.23499@mhs.unesa.ac.id;

INTRODUCTION

As a student, there is an expectation to complete the study within eight semesters in accordance with educational guidelines. However, during the process there are challenges to be faced by students. College students face a variety of course loads that will eventually help them adapt to the world of work (Arlinkasari & Akmal, 2017). Students are expected to be able to meet various demands, including completing lecture assignments, comprehending material that becomes more complex each year, adjusting to the campus environment, and fulfill expectations for academic achievement (Alfian, 2014). Various demands related to their learning process cause problems, one of which is burnout (Pratama, 2020). Burnout is an emotional state that causes a person to feel weak, lose hope, and experience fatigue both physically and mentally (Andi et al., 2020). Burnout in students related to academic problems is commonly called academic burnout.

According to Yang (2004), academic burnout is defined as psychological distress experienced by students during the learning process, characterized by emotional exhaustion, depersonalization, and feelings of academic inferiority. Zhang et al. (2007) further added this condition also includes feelings of fatigue due to study pressure (exhaustion), indifference to academic tasks (cynicism), and feelings of incompetence in carrying out academic responsibilities (reduced efficacy). Salmela-Aro, Savolainen, and Holopainen (2009) explained that academic burnout is a condition that arises due to pressure in the school environment, which is characterized by extreme fatigue due to task load, a cynical attitude that keeps students away from school, and feelings of lack of confidence in their abilities as students. Furthermore, according to Lee et al. (2013) academic burnout is a psychological syndrome that arises from academic pressure that lasts for a long time.

For university students, they have to attend at least 80% of class meetings in each course, and complete assignments for each course. They will also take midterm and final exams which determine their graduation in each course. In addition, parents' demands to finish college on time can make students vulnerable to academic burnout (Andi et al., 2020). Khusumawati & Christiana (2014) explained that students who experience academic burnout tend to show symptoms such as fatigue, loss of enthusiasm for learning, boredom, lack of attention and motivation, and lack of visible learning outcomes. Research on academic burnout in students shows significant differences between countries. In China, based on the findings of Rad et al. (2017), students who experience severe academic stress reach a very high percentage of 86.6%. A similar situation was found in Iran, especially among medical students, with academic burnout at 76.8% and severe stress at 71.7%. A national survey in Finland in 2009 revealed alarming figures, where 45% of the respondents showed a tendency to experience severe academic burnout. This figure is quite significant, and even 19% of them are in the higher risk group. In this context, the lack of appreciation from the college environment and the heavy academic workload can trigger burnout in students. Not only does this condition affect students' mental health, but it can also reduce their academic performance (Alimah et al., 2016).

Students who experience academic burnout tend to leave classes, fail to complete assignments adequately, lack motivation to complete assigned work, and obtain low test scores, which might lead to the possibility of being expelled from college (Bai et al., 2019). Similar research conducted in Indonesia has found the same phenomenon, as happened at the Bandung Institute of Technology (ITB). Senior Vice Chancellor of ITB, Prof. Adang Surahman, revealed that about 10% of students per batch or two percent per year at ITB drop out, with the majority caused by academic problems (Arlinkasari & Akmal, 2017). As revealed in previous research, academic burnout can cause psychological problems in students. In some cases, burnout experienced by final-year students has even led to suicide attempts. Malang Times by Lukman (2020) reported in 2020, there were three students who committed suicide due to depression experienced during their final project.

Based on this phenomenon, there are a number of factors affecting how students experience academic burnout. According to Yang (2004) student academic burnout is influenced by two main factors, namely external factors which include social support, task load, and justice, as well as internal factors related to self-belief or self-efficacy. Furthermore, Maslach et al. (2001) concluded that there are two main factors causing academic burnout, including situational factors and individual factors. Situational factors consist of workload, control, reward, community, fairness, and values. While individual factors involve demographic elements such as gender, age, place of residence, and education level, as well as aspects of personality, such as hardiness, internal and external control centers, coping styles, and self-esteem. These personality factors affect mental, social, emotional qualities, as well as the way individuals manage problems, control emotions, and individual reactions to responsibilities or work they carry out. As a result, this condition frequently causes lower learning achievement. In addition, a number of factors that can cause students to experience academic burnout include a negative view of the study load, too many tasks, lack of learning facilities, difficulty during exams, limited exam time, academic demands, competition with peers, worries about failure, and uncertainty about the future (Bedewy & Gabriel, 2015).

This study was conducted on 3rd semester students who face significant academic challenges, such as the accumulation of assignments, pressure to achieve high performance, and demands to take exams with good results. At this stage, many students begin to feel academic burnout, which is characterized by emotional exhaustion, reduced motivation to learn, and low academic effectiveness. In some cases, students also show signs of burnout such as feelings of anxiety, decreased satisfaction in academic activities, and increased cynicism towards college tasks or activities (Maslach & Jackson, 1982).

Based on observations of the phenomenon of students experiencing academic burnout, there is a gap in the existing literature. Most previous studies focus more on students who are already in the final stage of study or those who have a more specific task load, while research related to students at the initial level of study, such as 3rd semester students, is still limited. Moreover, the academic burden on students who are just adapting to college life, such as the burden of individual assignments, group assignments, and challenges in time and sleep management, affect the potential for burnout. Therefore, this study is important to fill the gap, with a focus on Psychology students at Surabaya State University, specifically to identify factors that trigger academic burnout in the early stages of their studies. As a rationale, this study began with changes in the curriculum that caused an excessive credit load in one course as well as the researcher's anxiety in completing coursework in semester 3 and began to feel burnout because she was tired of continuous assignments.

The purpose of this study is to determine the specific factors that trigger burnout, such as task load, time pressure, or social environment in third semester students of Surabaya State University. In addition, this study also aims to determine the impact of burnout on students, including their physical, psychological and daily aspects. This research also offers novelty in the study of academic burnout because it examines the causal factors and their impact on students who face diverse task loads, such as coursework and final scientific article assignments, focusing on their experiences in the midst of an imbalance between academic demands and self-adaptation. This research is expected to provide useful solutions to assist students in managing their academic load. The data obtained from this study is also expected to be used as evaluation material for higher education institutions in designing programs or policies that support students' mental well-being and academic health.

METHODS

This research used qualitative approach with phenomenological method. Research with phenomenological methods focuses on the subjective experiences of participants with the aim of

exploring personal meanings and perceptions related to the phenomena experienced, as well as to understand and describe these events from the participants' point of view (Denzin & Lincoln, 2018).

Participant criteria for this study involved students from Surabaya State University with special characteristics, namely those who were in their third semester in the age range of 19-21 years and experienced academic burnout due to various academic problems, such as heavy academic loads (piling up assignments), time division problems, lack of social support, pressure to excel, difficulty in understanding course material, and others.

The initial stage of data collection was carried out through distributing open questionnaires online through the google form platform on November 11-14, 2024. This questionnaire was designed to get an overview of academic burnout experienced by third semester students. Based on the results of respondents' answers to the questionnaire, it was found that some respondents gave interesting answers about academic burnout but needed further explanation. Therefore, at the end of the questionnaire page, the researcher provided a debriefing sheet for respondents who wanted to express their willingness to become research participants who would then be interviewed in more depth. Thus, of the 15 respondents who filled out the questionnaire, only two met the criteria and were willing to continue to the in-depth interview stage. To ensure that the data collection process was in accordance with ethical procedures, respondents who continued to become research participants were given a clear explanation of the purpose of the research, interview procedures, and their right to withdraw from the research at any time without any consequences. The researcher also provided information regarding confidentiality and ensured that the data obtained would only be used for research purposes.

Furthermore, interviews were conducted using a semi-structured method to facilitate researchers in digging deeper information and following the flow of the conversation. Semi-structured interviews were conducted face-to-face and online using the zoom application. The selection of participants was obtained using purposive sampling technique, namely determining participants who have certain characteristics that are in accordance with the research objectives. In addition, one of the other participants was also obtained by snowball sampling where the participant selected in purposive sampling recommended or directed the researcher to a fellow participant who had similar characteristics. Data regarding participants can be seen in table 1 below.

Tabel 1. Participants

Name/initial	Age	Gender	Study program
APR	19	Female	Indonesian Literature
SI	20	Female	Psychology
WIP	20	Female	Psychology

Prior to data collection, the researcher contacted the participants personally to inquire about their willingness and set up a meeting schedule. In-depth interviews were conducted with three willing participants. The interviews lasted for 12-20 minutes and focused on the factors that caused them to experience academic burnout and the impact they experienced. The interviews with the two participants from the psychology study program were conducted face-to-face, while the participants from the Indonesian Language and Literature study program were conducted online using the zoom application. The following are the dates and duration of interviews with each participant:

Table 2. Interview duration

Name/initial	Interview mode	Date	Time	Duration
APR	Online	20th Nov 2024	18.30	20 m 11 s
SI	Face to face	21st Nov. 2024	13.05	13 m 5 s
WIP	Face to face	21st Nov. 2024	13.30	12 m 11 s

Data validation was carried out using the member checking method, namely by recording and reconfirming with participants to ensure the consistency of the answers given. The results of the

interviews were then transcribed and analyzed using a thematic analysis approach to identify major themes in the data, so that more organized information was obtained (Hartati & Yuniarti, 2020). The researcher conducted a coding process by marking important parts of the data and labeling or giving certain codes that were in accordance with the research topic. These codes were then grouped to form major themes that represented patterns in the data.

RESULT AND DISCUSSION

Based on the interviews with participants, the researcher identified two main themes, namely the factors that cause burnout and the impact caused by burnout. Table 3 summarizes the results of the interviews with participants.

Table 3. Result Theme

Theme	Sub-theme
Factors of academic burnout	Situational factors
	Individual factors
Impact of academic burnout	Psychological aspects
	Physical aspects
	Daily activity

Theme 1. Academic Burnout Factors

Based on the categories according to Maslach et al. (2001), there are two main factors that cause burnout. In the analysis of the interview results, these two factors are situational factors which include: 1) workload, 2) control, 3) community and individual factors that include: 1) personality and 2) individual behavior towards the responsibilities or work they do. The following is a more detailed explanation of the interview results.

Situational Factors

a) *Workload*

All three participants felt an increasing and heavy academic load in the third semester. This makes one of the factors causing academic burnout in students. SI stated:

"...This third semester is the hardest among the previous semesters." (w1n2p2, 25-26)

One participant acknowledged that the increasing level of difficulty of the course and the burden of assignments, both individual and group, were the main factors that made this semester feel harder, especially when dealing with group assignments. APR said:

"…And I think the burden is getting heavier because I don't understand the subject and the assignments are getting more and more from… individual and group assignments, especially group assignments." (w1n1p1, 8-10)

b) *Supervision (Control)*

One participant revealed that weekly progress demands such as supervision by lecturers for large assignments increase pressure because participants must always meet expectations within a certain time limit, thus increasing psychological pressure and can lead to burnout. SI said:

"...and then there are many group assignments like PSP, metopen, and that's what makes it the most difficult, especially every week, there is like a progress. so, yes, it's stressful because there is that progress." (w1n2p3, 11-15)

c) *Community*

Some participants stated that there were obstacles in group cooperation. Discomfort in communication and group work suggests that unsupportive social dynamics can affect participants' academic experience and increase stress levels. APR said:

"...some people might make me feel a bit uncomfortable, especially if we have a group project or whatever it is, so the discussion doesn't connect and I feel uncomfortable..." (w1n1p6, 5-8).

Individual Factors

a) *Personality*

    1)   Self-esteem

    Of the three participants who showed symptoms of burnout, two of them experienced changes in their self esteem. One of the most felt impacts was a decrease in self-confidence and satisfaction with one's ability to manage tasks and interact with others. As stated by APR:

"...It turns out that the higher the semester, the more I feel like I don't understand and I'm really afraid when I meet the lecturer and the subjects are getting harder, that's what makes me feel like... how come I can't do it?..." (w1n1p1, 15-18). In addition, SI also said that he found it difficult to communicate with his group mates. SI felt inferior when dealing with group tasks and felt that his ability to communicate or work with others was not good enough:

    "...I'm the type of person who finds it hard to focus when I'm together, so it's better to be alone...sometimes I feel like if I can't communicate directly, I feel like I can't do it...and that sometimes makes me feel less okay." (w1n2p2, 22-25).

    2)   Internal control center

    One of the participants had an experience that showed that the Internal control centre influenced the decline of self-organization and led to burnout. Participants felt that difficulties in managing time and completing assignments were a result of personal choice, as expressed by APR:

"...well this semester, I'm getting bolder and bolder for this...the assignments are submitted beyond the deadline and disorganized, even doing H-heart assignments, in my opinion...not organized, and I realize that it's wrong but still do it." (w1n1p2, 15-17).

    3)   External control center

    Of the three participants, two of them reported that there were changes in their motivation to study and also in their daily lives. Participants felt exhausted due to the heavy workload, so they lost their enthusiasm for learning and resigned to the grades, as stated by WIP:

"...I'm tired of doing assignments plus quizzes, so I'm resigned to the grades..." (w1n3p2, 29-31).

Similar things were seen in daily routines, where participants felt unable to keep their rooms clean or cook, which were previously activities they enjoyed, as when SI said:

"...I feel like my room is really dirty every time...I really don't cook sometimes..." (w1n2p5, 11-13). These two statements reflect the belief that participants do not have full control over the situations they face, which exacerbates burnout symptoms.

    4)   Coping style

    All three participants' responses reflected coping styles that can cause burnout when not adapted. Participants with introversion tendencies revealed that they found it difficult to focus when working in groups, as SI expressed:

"...when we work together it's hard to focus, so it's better to be alone..." (w1n2p2, 23-24).

This shows that participants are more comfortable working alone, limitations in working with groups can reduce the opportunity to get social support, which should help reduce academic stress.

In addition, other participants also expressed their fatigue and frustration through emotional release, such as crying, WIP said, *"...in this 3rd semester I have cried several times..."* (w1n3p4, 17-18). This shows that the coping strategies used are more emotional and not focused on problem solving, which can further trigger academic burnout.

    5)   Level of hardiness

    Level of hardiness refers to a person's level of psychological resilience in the face of pressure, challenges or difficult situations. One participant revealed that she felt she faced challenges in adapting to the new campus environment, indicating a transitional phase that affected her emotional comfort and stability. In the interview, APR said:

"…Because it's a new environment and I haven't been able to adapt to this environment, I'm a bit shocked…"
(w1n1p6, 2-3).

b) *Individual behavior towards the responsibilities they undertake*

APR stated that there was a change in attitude towards assignment deadlines. If in the previous semester the participant tried to meet the deadline well and do the task perfectly, in this third semester he began to normalize delays and lower the standard of work. This shows a shift in attitude from a high sense of responsibility to a tendency to procrastinate. APR said:

"...the assignments are submitted beyond the deadline and are disorganized, even doing the assignment on the day, that's in my opinion not organized, and I know that it's wrong but I still do it." (w1n1p2, 14-17)

Psychological aspects

Changes in a person's psychological aspects can include changes in emotions. This was felt by participant APR when experiencing academic burnout. APR said:

"I'm also often bad mood ... I don't know why but bad mood in the morning is very influential ... the afternoon will also be bad mood or something, the point is I prefer to be alone." (w1n1p5, 2-5)

APR's bad mood reflects one of the psychological impacts of academic burnout. Burnout caused by prolonged academic pressure can affect emotional stability, making participants tend to choose to be alone as a coping mechanism to reduce stress.

Physical aspects

Burnout in students is often accompanied by physical exhaustion such as the difficulty in resting felt by the three participants. The large load of academic assignments and hectic activities without pauses make resting time, especially sleep, disrupted. One of the participants, SI, said:

"...Sometimes I've been at that time, ee... what, I couldn't sleep, so I just went to bed in the morning, after dawn. I couldn't sleep because of my thoughts..." (w1n2p4, 14-16).

Daily activity

All three participants stated that the impact of burnout affected their productivity. The fatigue experienced made participants lose motivation to do other things after lectures, including productive activities. One participant, APR, said:

"...the assignment is very difficult so I'm not in the mood to do anything, at the boarding house I just lie down, I don't do anything, so I'm not productive after college because I'm tired..." (w1n1p4, 8-10)

DISCUSSION

Third-semester students often face a tough transition period in their academic journey. At this stage, increasing academic loads such as individual, group, and course assignments are the main challenges that must be faced. In addition, students are also often faced with demands to adapt to the lecture environment and manage time independently. The combination of these pressures can lead to boredom, fatigue, and difficulty maintaining focus on academic activities. This situation, known as academic burnout, is one of the problems that affect students' mental, physical and overall productivity.

Based on the research results that have been presented, it shows that the three third semester student participants at Surabaya State University experienced academic burnout with their respective problems which were influenced by situational and individual factors. The problems they feel also have an impact on psychological, physical, and daily burdens, reducing productivity. Situational factors that stand out include heavy workload, strict task supervision, and unsupportive group dynamics. This finding is consistent with the research of Maslach et al. (2001) who identified workload, control, and community. On the individual factor side, low self-esteem, procrastination behavior, and emotional coping styles also exacerbate burnout experienced by students. This is also in line with the theory of Maslach et al. (2001) the causes of burnout based on individual factors,

namely personality which includes, self-esteem, internal control center, external control center, form or style of coping (coping style), level of hardiness and individual behavior towards work or obligations that are occupied.

Factors felt by participants in terms of the first situational factor, namely workload. The workload referred to here is in an academic context, such as excessive task loads, especially in individual and group assignments and the difficulty of lecture material that is higher than the previous semester. an increase in complex and stacked task loads often causes students to feel overwhelmed, decreases motivation to learn, and increases the risk of emotional exhaustion. This is in line with the findings of Irawati (2012), which showed that high workload is associated with an increased risk of burnout in students.

The next cause is control (supervision) by lecturers. SI participants revealed weekly progress demands such as supervision by lecturers for large assignments which increased pressure because participants had to always meet expectations within a certain time limit, thus increasing psychological pressure and can lead to burnout. Research by Resol (2023) supports these findings, where students often experience high academic stress due to intensive supervision from lecturers, especially on assignments that require repeated revisions. The research suggests that this pressure not only affects academic performance but can also impact on students' psychological well-being.

The final cause of situational factors is community. Cooperation in academic groups is often a challenge for students, especially if there are communication barriers and social discomfort. Participant APR revealed that he often felt unsuitable and uncomfortable when there were group tasks that required him to work together with group members. These barriers to group cooperation are often caused by differences in working styles, ineffective communication, or mismatched expectations. According to research by Kozlowski & Bell (2019) revealed that the importance of healthy group dynamics to increase productivity and reduce stress. This can also be attributed to students who feel uncomfortable with group dynamics where they need healthy support to be able to increase academic motivation.

In addition to situational factors, the factors that cause academic burnout according to Maslach et al. (2001) found in this study are individual factors. The first individual factor is from one's personality, namely self-esteem. The decline in self-esteem caused by academic and social difficulties reflects the significant impact of environmental pressures on students' self-perception. Participants' statements related to the inability to meet social and academic expectations are in line with the findings (Sukasih et al., 2024) which show that students with low self-esteem are more prone to burnout.

In addition to self-esteem, there is also the locus of control factor in personality. A study by Sari (2015) showed that factors such as workload, locus of control, and self-esteem can cause academic burnout in university students. The center of control or locus of control refers to an individual's belief about the source of control over the events they experience, whether from within themselves (internal) or outside factors (external). Students with an internal locus of control tend to attribute their academic difficulties to deficiencies within themselves, such as a lack of time management or self-organization skills. Participant APR mentioned that her assignments often exceeded deadlines and became disorganized. Difficulties such as these often cause students to feel overwhelmed, which in turn triggers burnout. In contrast, students with an external control center often feel that academic pressure comes from outside themselves, such as heavy assignments or lecturer expectations. As a result, they may lose motivation to study and experience a decline in their daily routine. As expressed by participant WIP who felt resigned to the grades. This is supported by research by Macan et al. (1988) which shows that individuals with external locus of control are more prone to stress and burnout because they tend to feel helpless in facing difficult situations.

Another factor causing burnout in personality is the form or coping style of the individual. In the context of academic burnout experienced by the participants, some of them tended to use methods such as being alone, venting feelings through crying, or avoiding social interaction as a form of coping style to release stress. For example, participant SI revealed that he preferred to work alone because he found it difficult to focus in groups, which reduced social support that could have helped reduce stress. Meanwhile, WIP revealed that she felt exhausted and frustrated which was eventually vented through crying. These maladaptations in coping such as the tendency to avoid problems or release emotions without resolution indicate the need for a more strategic approach in helping students manage their academic stress. This relates to research by D. P. Sari (2021), who found that students who use maladaptive coping styles are more prone to academic procrastination, which in turn increases the risk of burnout.

The next factor causing burnout from personality factors is the level of hardiness, which refers to a person's ability to cope, adapt, and thrive in the face of pressure or challenges. One participant, APR, revealed that she found it difficult to adapt to the new campus environment, leading to feelings of culture shock. This suggests a transitional phase that affected her emotional comfort, potentially exacerbating stress and causing academic burnout. Previous research by (Kobasa, 1979) identified three main components in the level of hardiness, namely, commitment, control, and challenge. When a person feels a lack of control or difficulty adapting to a new environment, their level of psychological resilience tends to decrease, which can exacerbate the burnout experience. In addition, research by Bartone (1999) states that students who have high levels of hardiness are better able to deal with academic stress and challenges, so that they can maintain their psychological balance despite being faced with severe pressure.

In individual factors, in addition to personality, another cause of burnout is the individual's attitude towards their responsibilities. Changes in attitude towards academic obligations, such as decreased commitment to deadlines and procrastination tendencies, are often indicators of academic burnout. As expressed by one of the participants, APR, he admitted that this semester, he often missed the deadline for submitting assignments and lowered the standard of work. Especially this semester, she tended to postpone work and do it in a hurry. This decline in attitude, which reflects an increase in procrastination, often results from prolonged stress, mental exhaustion, and feelings of inability to cope with the increased academic load. This is in line with the study by (Vitalonary, 2022) which shows that the fatigue felt by students can cause them to feel reluctant to undergo academic activities, which in turn increases procrastination behavior.

The impact of academic burnout on students can also then be seen from their mental state and the daily activities they experience (Hasbillah & Rahmasari, 2022). The results of the interviews showed that the impact of academic burnout was experienced by participants in three main aspects: psychological, physical, and daily. In the psychological aspect, participants reported emotional changes such as sustained bad mood and a tendency to be alone as a coping mechanism. This finding is consistent with the research of Maslach et al. (2001), who stated that burnout is often accompanied by emotional disturbances such as irritability and feelings of isolation.

In the physical aspect, sleep disturbance is the most prominent impact, as revealed by one participant who experienced insomnia due to constant thinking about academic assignments. This phenomenon supports research (Schaufeli et al., 2020), which states that physical fatigue due to burnout is not only caused by physical work, but also excessive mental load. This condition is further exacerbated by the lack of adequate rest time, which has the potential to reduce endurance and academic productivity.

In addition, the impact of burnout was also seen in the participants' daily activities, where they lost motivation to do productive things outside of academic tasks. The inability to enjoy hobbies shows that burnout can disrupt the balance between academic and personal life. This

statement is in line with research conducted by Mashuri et al. (2022), which states that burnout can affect an individual's daily activities. Furthermore, in accordance with the opinion of Schaufeli et al., (2002) in (Sagita & Meilyawati, 2021) explained that students who experience academic burnout will show signs such as low motivation, tendency to give up, sense of hopelessness, frustration, difficulty in concentrating, and forgetfulness.

CONCLUSION

This study reveals that third semester students at Surabaya State University face great challenges in undergoing lectures, especially related to academic burnout. Situational factors such as high workload, close supervision from lecturers, and unsupportive group dynamics, as well as individual factors such as low self-esteem, procrastination behavior, and maladaptive coping styles, contribute to the occurrence of burnout. The impact of burnout includes psychological, physical, and daily disruption of students, which causes decreased motivation, sleep disturbances, and productivity outside of academic activities. In addition, this study also provides new insights into the important role of group dynamics and coping styles in influencing academic burnout, as well as how adaptation to the college environment can affect student well-being. The gap in research related to academic burnout in undergraduates has also been answered through this research. However, this study has limitations due to the short time of data collection. Interviews that were only conducted once caused the data obtained to lack depth, so many important topics have not been revealed. In addition, further research needs to be conducted to understand unanswered themes, such as coping strategies used by participants in overcoming academic burnout.

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