



Academic Burnout Among College Students in the Digital Age: An Educational Psychology Review

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Article Info :

Received:
18-04-2026
Revised:
28-04-2026
Accepted:
10-05-2026

Abstract

The rapid expansion of digital technology has fundamentally transformed learning practices in higher education, creating new opportunities for flexibility, accessibility, and academic engagement while simultaneously introducing complex psychological challenges for students. One of the most significant concerns is academic burnout, a condition characterized by emotional exhaustion, cynicism toward academic activities, and reduced academic efficacy resulting from prolonged exposure to academic stressors. This study aims to examine the phenomenon of academic burnout among college students in the digital age through the lens of educational psychology. Employing a qualitative literature review design, the study synthesizes findings from peer-reviewed journal articles, scholarly books, and relevant academic publications addressing the antecedents, consequences, and intervention strategies associated with academic burnout. The findings indicate that excessive academic workload, technostress, intensive social media use, poor self-regulation, ineffective time management, and limited social support are major factors contributing to burnout. The condition negatively affects students' mental health, academic motivation, learning engagement, and academic performance. From an educational psychology perspective, preventive efforts should emphasize self-regulated learning, effective time-management skills, social support enhancement, and student well-being-oriented learning environments. These findings highlight the importance of holistic educational approaches to support academic success and psychological well-being in digitally mediated higher education contexts.

Keywords: Academic Burnout, Collge Students, Digital Learning, Educational Psychology, Mental Health.



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INTRODUCTION

The rapid expansion of digital technology has fundamentally transformed the landscape of higher education, reshaping not only how knowledge is delivered and accessed but also how students engage with academic responsibilities, social interactions, and self-regulated learning processes. The contemporary university environment is increasingly characterized by the integration of learning management systems, artificial intelligence-assisted platforms, virtual collaboration tools, and continuous online communication channels that extend academic activities beyond conventional classroom boundaries. Academic participation is no longer confined to scheduled instructional settings, as students are expected to remain constantly connected to digital learning ecosystems that demand sustained cognitive attention and responsiveness. Such conditions have intensified the complexity of academic expectations and generated new forms of psychological strain associated with perpetual connectivity and information overload. Emerging evidence indicates that the convergence of academic demands and digital immersion has become a significant factor influencing student well-being, particularly through the development of academic burnout and other forms of psychological exhaustion associated with technology-mediated learning environments (Koivuneva & Ruokamo, 2022). Growing concerns regarding student mental health have consequently positioned academic burnout as a critical issue within contemporary educational psychology and learning science research (Yusufi et al., 2025).

Academic burnout has attracted substantial scholarly attention because it represents a multidimensional psychological condition that undermines students' motivation, engagement, and educational achievement. Conceptually, burnout encompasses emotional exhaustion, depersonalization or cynicism, and a diminished sense of personal accomplishment resulting from prolonged exposure to

stressors that exceed an individual's coping resources (Alam, 2022). Empirical studies consistently demonstrate that academic stress constitutes one of the strongest predictors of burnout among university students, indicating that persistent academic pressure often develops into chronic psychological fatigue when adequate recovery mechanisms are absent (Rabuka et al., 2023). Similar findings have been reported among nursing students, where elevated academic stress was significantly associated with increased burnout symptoms and reduced learning effectiveness (Yusriyyah et al., 2023). Research focusing on counseling and guidance students further revealed a considerable prevalence of academic burnout, suggesting that burnout has become a widespread phenomenon across different disciplinary contexts rather than an isolated educational problem (Amarsa et al., 2023). The cumulative pattern emerging from these studies suggests that burnout should be understood not merely as an outcome of excessive workload but as a complex interaction between educational demands, psychological resources, and learning environments.

Recent scholarship has increasingly emphasized the role of digital-era factors in shaping burnout experiences among college students, extending traditional explanations beyond academic workload alone. Studies investigating social media usage have shown that excessive engagement with digital platforms contributes to cognitive overload, emotional fatigue, and heightened susceptibility to academic burnout among undergraduate students (Iqbal et al., 2025). Research on external determinants of burnout similarly highlights that intensive social media exposure and digitally mediated academic communication can exacerbate psychological strain by blurring the boundaries between study, leisure, and personal recovery time (Yusran et al., 2025). Investigations into digital burnout and prolonged screen exposure among Generation Z students reveal that technology-related exhaustion is increasingly intertwined with broader mental health challenges in higher education contexts (Nugraheni, 2025). Phenomenological evidence further indicates that students perceive academic stress in the digital era as qualitatively different from traditional academic pressures because technological accessibility often creates expectations of constant productivity and uninterrupted availability (Putra et al., 2026). Despite these advances, the literature remains fragmented because studies frequently examine digital factors independently rather than situating them within a comprehensive educational psychology framework that explains how technological environments interact with student cognition, motivation, and well-being.

The existing body of research also reveals important conceptual and empirical inconsistencies concerning the mechanisms through which academic burnout develops and persists in digital learning environments. Several studies emphasize self-efficacy as a protective factor capable of reducing burnout levels among students facing demanding academic tasks (Arrafi & Laksmiwati, 2024). Other investigations identify social support as a critical resource that strengthens resilience and mitigates psychological exhaustion within academic settings (Andini, 2024). Evidence concerning academic engagement further suggests that social support, academic self-efficacy, and self-esteem collectively influence the relationship between learning participation and burnout experiences (Yudhistira et al., 2023). Research on locus of control indicates that students' perceptions of personal agency significantly affect their vulnerability to burnout symptoms (Sabda et al., 2024). Studies addressing academic procrastination and self-regulated learning similarly argue that behavioral regulation and time management capacities play crucial roles in preventing academic exhaustion (Gunawan & Pandjaitan, 2024; Aprianti & Mashun, 2023). Although these findings collectively point toward the importance of internal psychological resources, the literature has yet to establish a coherent explanatory model capable of integrating self-regulation, self-control, digital behavior, social support, and academic well-being into a unified understanding of burnout in the digital age (Wahyudin et al., 2025).

This unresolved condition carries substantial scientific and practical implications because academic burnout is increasingly associated with declining mental health, reduced educational engagement, impaired learning outcomes, and weakened long-term academic persistence. Evidence from medical and health science students demonstrates a significant relationship between burnout and deteriorating mental health conditions, highlighting the broader psychological consequences of chronic academic exhaustion (Aziza et al., 2026). Studies examining self-management and social support among final-year students reveal that inadequate coping resources substantially increase the likelihood of burnout experiences during academically demanding periods (Meilani & Affandi, 2026). Emerging intervention-oriented literature suggests that psychoeducational approaches may offer promising strategies for addressing burnout and digital distraction simultaneously, although the theoretical

foundations of such interventions remain insufficiently consolidated (Muafanah, 2026). Investigations into psychological well-being interventions delivered through digital platforms indicate positive outcomes, yet the effectiveness of these approaches varies considerably depending on contextual and individual factors (Ferrari et al., 2022). Scholarly discussions have also begun exploring culturally relevant preventive strategies and holistic well-being perspectives as potential avenues for mitigating burnout among digitally immersed students (Radiah & Rayhan, 2026). These converging concerns underscore the necessity of developing a more integrative educational psychology perspective capable of explaining why some students successfully adapt to digital academic demands while others experience persistent burnout.

Positioned within the intersection of contemporary pedagogy, learning science, and educational psychology, this review seeks to critically examine the phenomenon of academic burnout among college students in the digital age by synthesizing current theoretical and empirical evidence regarding its antecedents, manifestations, and consequences. Rather than treating burnout solely as an outcome of academic stress, this study conceptualizes it as a multidimensional phenomenon emerging from the interaction between digital learning environments, psychological resources, behavioral regulation, and educational experiences. The review aims to identify major explanatory patterns, evaluate competing perspectives, and construct a more comprehensive conceptual understanding of burnout within technologically mediated higher education. Theoretically, the study contributes to the refinement of educational psychology frameworks concerning student well-being and self-regulated learning in digital contexts. Methodologically, it provides an integrative literature-based perspective that bridges fragmented strands of research and offers a foundation for future empirical investigations, intervention development, and evidence-based policy formulation in higher education.

RESEARCH METHODS

This study employed a non-empirical research design in the form of a qualitative literature review to examine the phenomenon of academic burnout among college students in the digital age from the perspective of educational psychology. A literature review approach was selected because it enables a comprehensive synthesis of existing theoretical and empirical knowledge concerning the antecedents, manifestations, and consequences of academic burnout within contemporary higher education settings. The data consisted exclusively of secondary sources obtained from peer-reviewed journal articles, conference proceedings, scholarly books, and other reputable academic publications indexed in major academic databases, including Google Scholar. Literature retrieval was conducted using keywords such as academic burnout, college students, digital age, mental health, educational psychology, digital learning, and student well-being. The inclusion criteria encompassed publications directly related to academic burnout among university students, studies discussing digital learning environments and psychological well-being, and articles published primarily within the last ten years, while seminal works were retained when deemed essential for conceptual grounding. The analytical framework was guided by educational psychology perspectives emphasizing self-regulation, academic motivation, psychological well-being, and student adaptation to digitally mediated learning environments (Koivuneva & Ruokamo, 2022).

The analysis process involved systematic identification, screening, critical reading, classification, and synthesis of the selected literature. Relevant findings were coded and organized into thematic categories, including conceptualizations of academic burnout, digital-age risk factors, psychological and academic consequences, protective factors, and intervention strategies. A qualitative content analysis approach was employed to identify recurring patterns, convergences, and inconsistencies across studies, allowing for the development of an integrative understanding of academic burnout in contemporary higher education. To enhance methodological rigor, source triangulation was applied by comparing evidence from multiple scholarly publications, while transparency was maintained through explicit inclusion criteria and structured analytical procedures. Particular attention was given to the credibility, relevance, and scholarly quality of the reviewed sources to ensure the trustworthiness and comprehensiveness of the review findings. This approach facilitated a critical synthesis of the literature and provided a robust foundation for theoretical interpretation and future research directions in educational psychology and learning science (Ferrari et al., 2022).

RESULTS AND DISCUSSION

Factors Contributing to Academic Burnout Among College Students in the Digital Age

Academic burnout has emerged as one of the most prominent psychological challenges experienced by university students within contemporary digital learning environments. The literature reviewed indicates that burnout can no longer be understood solely as a consequence of excessive academic workload, as the phenomenon increasingly develops through the interaction between technological demands, psychological vulnerabilities, and changing educational practices. From an educational psychology perspective, burnout reflects a prolonged imbalance between environmental demands and students' capacity to mobilize cognitive, emotional, and behavioral resources necessary for successful adaptation. The conceptual framework proposed by Alam (2022) remains highly relevant in explaining this condition through three interconnected dimensions: emotional exhaustion, cynicism toward academic activities, and a diminished sense of academic accomplishment. These dimensions continue to manifest in digital learning contexts, although their expressions have become more complex because students are exposed to continuous academic engagement beyond traditional temporal and spatial boundaries.

The transition toward digitally mediated learning has substantially altered the structure of academic participation in higher education. Learning management systems, virtual classrooms, collaborative platforms, and instant communication technologies have expanded educational accessibility while simultaneously creating expectations of constant responsiveness. The literature suggests that digital learning environments frequently blur the distinction between academic obligations and personal life, making recovery periods increasingly difficult to maintain. Koivuneva and Ruokamo (2022) observed that study-related burnout in digital environments is often associated with persistent connectivity and the growing perception that academic engagement must occur continuously. Similar concerns appear in phenomenological studies exploring students' experiences in the digital era, where technological flexibility is often accompanied by feelings of perpetual academic pressure and reduced psychological detachment from study-related responsibilities (Putra et al., 2026). Such conditions indicate that technological advancement may function simultaneously as an educational facilitator and a psychological stressor.

A recurring theme identified across the reviewed literature concerns the central role of academic stress in the development of burnout. Students are frequently required to manage multiple assignments, assessments, online discussions, and extracurricular commitments within compressed timeframes. The accumulation of these demands contributes to sustained psychological strain, particularly when coping resources are insufficient. Research conducted among medical and health science students demonstrated a significant relationship between academic stress and burnout, suggesting that persistent educational pressure remains a primary precursor of emotional exhaustion (Rabuka et al., 2023). Comparable findings were reported among nursing students, where increasing academic stress levels were associated with higher tendencies toward burnout and diminished psychological well-being (Yusriyyah et al., 2023). The reviewed studies collectively indicate that academic stress functions as a foundational mechanism through which other digital-age pressures are translated into burnout experiences.

Table 1. Internal and External Drivers of Academic Burnout in the Digital Age

Category	Contributing Factor	Educational Psychology Implication
External	Technostress	Increased cognitive and emotional strain
External	Academic workload	Sustained psychological pressure
External	Intensive social media exposure	Social comparison and distraction
External	Continuous online connectivity	Reduced recovery opportunities
Internal	Low self-regulation	Ineffective learning management
Internal	Academic procrastination	Accumulation of unfinished tasks
Internal	Low academic self-efficacy	Reduced confidence in academic performance
Internal	Weak self-control	Difficulty resisting digital distractions

The synthesis presented in Table 1 illustrates that academic burnout originates from the interaction of external and internal factors rather than from a single determinant. External pressures frequently initiate stress responses through technological complexity, information overload, and heightened academic expectations. Students often encounter challenges related to unstable internet access, fragmented communication channels, overlapping digital tasks, and continuous notifications that compete for cognitive attention. The literature increasingly refers to these experiences as forms of technostress, a condition emerging when technological demands exceed an individual's adaptive capacities. Research examining external predictors of burnout found that environmental and technological pressures significantly contribute to emotional fatigue and academic disengagement among university students (Yusran et al., 2025). Educational psychology frameworks interpret this phenomenon as evidence that learning effectiveness depends not only on instructional quality but also on the manageability of the learning environment itself.

Another significant external contributor identified in the literature is the growing influence of social media on students' academic and psychological experiences. Although digital platforms provide opportunities for collaboration, networking, and information sharing, they also expose students to constant social comparison and performance-oriented narratives. Students are frequently confronted with curated representations of academic achievement, productivity, and career success that may create unrealistic standards of performance. Studies investigating undergraduate populations revealed that excessive social media engagement is positively associated with academic burnout, particularly through mechanisms involving distraction, emotional fatigue, and perceived inadequacy (Iqbal et al., 2025). Research on digital burnout among Generation Z students similarly demonstrated that prolonged screen exposure and digitally mediated interactions contribute to declining mental health and increased psychological exhaustion (Nugraheni, 2025). These findings suggest that digital environments influence burnout not only through academic channels but also through broader sociocultural expectations embedded within online spaces.

The reviewed literature consistently identifies self-regulation as one of the most important internal protective factors against academic burnout. Students who possess strong self-regulatory skills are generally better equipped to organize learning activities, monitor progress, manage distractions, and maintain academic persistence despite demanding circumstances. Digital learning environments require higher levels of autonomous learning behavior because instructional supervision is often reduced compared to conventional classroom settings. Systematic reviews focusing on self-control in the digital era indicate that the ability to regulate attention and behavior remains a crucial predictor of academic success and psychological resilience (Wahyudin et al., 2025). Empirical evidence further suggests that behavioral regulation within self-regulated learning frameworks is negatively associated with burnout, indicating that students with stronger regulatory capacities experience lower levels of academic exhaustion (Aprianti & Mashun, 2023). Such findings reinforce the educational psychology argument that effective learning depends substantially on students' capacity to direct and sustain their own learning processes.

Psychological resources related to self-perception also appear prominently within the reviewed literature. Academic self-efficacy influences how students interpret challenges, respond to setbacks, and evaluate their capacity to meet educational demands. Students with strong self-efficacy tend to perceive difficult tasks as manageable opportunities for growth, whereas those with lower confidence frequently interpret similar situations as evidence of personal inadequacy. Research involving psychology students demonstrated that higher levels of academic self-efficacy were associated with lower burnout tendencies during academically demanding periods such as thesis completion (Arrafi & Laksmiwati, 2024). Related findings indicate that locus of control plays an important role in determining students' vulnerability to burnout, as individuals who perceive greater personal control over outcomes generally exhibit stronger psychological resilience (Sabda et al., 2024). These observations suggest that burnout cannot be fully understood without considering the cognitive appraisal processes through which students interpret academic experiences.

The literature synthesis ultimately reveals that academic burnout in the digital age emerges from a multidimensional interaction among technological, academic, behavioral, and psychological factors. Digital transformation has expanded learning opportunities while simultaneously increasing the complexity of educational adaptation. External pressures such as technostress, social media exposure, and continuous connectivity interact with internal factors including self-regulation, self-control,

academic self-efficacy, and perceived control over learning outcomes. Educational psychology perspectives emphasize that burnout develops when students' adaptive resources become insufficient to meet the cumulative demands imposed by contemporary learning environments. This interpretation highlights the necessity of moving beyond workload-centered explanations and adopting a more comprehensive framework capable of capturing the dynamic relationship between digital ecosystems and student psychological functioning.

Consequences of Academic Burnout on Student Learning and Psychological Well-Being

Academic burnout generates consequences that extend far beyond temporary feelings of fatigue, affecting multiple dimensions of students' educational experiences and psychological functioning. The literature reviewed demonstrates that burnout is associated with a progressive deterioration of emotional, cognitive, motivational, and behavioral capacities that are essential for successful learning. Within digital learning environments, these consequences become particularly significant because students are expected to maintain sustained engagement with technology-mediated academic activities while simultaneously managing various personal and social responsibilities. Educational psychology perspectives suggest that prolonged exposure to burnout can disrupt the reciprocal relationship between motivation, self-regulation, and academic performance, ultimately weakening students' capacity to achieve educational goals. The reviewed evidence indicates that burnout should be regarded not merely as an individual psychological condition but also as a factor that directly influences the overall effectiveness of higher education systems.

One of the most consistently reported consequences of academic burnout is the deterioration of students' mental health. Emotional exhaustion, which represents the core dimension of burnout, often manifests through persistent feelings of stress, anxiety, irritability, helplessness, and psychological depletion. When these conditions remain unresolved, students may experience increasing difficulties in managing academic challenges and maintaining emotional stability. Research conducted among medical and health science students revealed a significant association between academic burnout and mental health problems, indicating that higher burnout levels correspond with greater psychological distress and reduced emotional well-being (Aziza et al., 2026). Similar patterns are reflected in broader educational contexts where students experiencing chronic academic strain frequently report diminished psychological resilience and reduced capacity to cope with academic demands. Such findings reinforce the argument that burnout constitutes a major mental health concern within contemporary higher education.

The literature further suggests that burnout develops through a cyclical relationship with academic stress and emotional strain. Students exposed to prolonged academic pressure often experience increasing exhaustion, which subsequently reduces their ability to manage future stressors effectively. This declining adaptive capacity contributes to the accumulation of additional stress, creating a self-reinforcing process that intensifies burnout symptoms over time. Studies examining university students consistently indicate that unmanaged academic stress serves as a critical pathway leading to emotional exhaustion and psychological disengagement from learning activities (Yusriyyah et al., 2023). Educational psychology theories interpret this process as evidence that learning performance is closely linked to emotional regulation and psychological well-being. When emotional resources become depleted, students encounter greater difficulty maintaining concentration, persistence, and positive engagement with academic tasks.

Table 2. Major Consequences of Academic Burnout Among College Students

Domain	Consequence	Educational Implication
Mental Health	Stress, anxiety, emotional exhaustion	Reduced psychological well-being
Motivation	Loss of learning interest	Lower academic persistence
Academic Performance	Declining grades and productivity	Reduced learning outcomes
Engagement	Withdrawal from academic activities	Lower classroom participation

Social Functioning	Reduced interaction with peers and lecturers	Weakening academic support networks
Academic Well-Being	Decreased satisfaction with learning experiences	Increased risk of educational disengagement

The synthesis presented in Table 2 illustrates that burnout produces interconnected consequences across psychological and educational domains. Mental health deterioration frequently initiates a chain reaction affecting motivation, learning engagement, academic achievement, and social participation. Rather than occurring independently, these outcomes often reinforce one another through reciprocal processes. For example, declining motivation may reduce study effort, resulting in poorer academic performance that further intensifies emotional exhaustion and self-doubt. Educational psychology literature emphasizes that effective learning depends on the simultaneous functioning of cognitive, motivational, and emotional systems. Disruptions in one domain therefore tend to influence the broader learning process and students' overall educational experiences.

A substantial body of evidence indicates that academic burnout significantly reduces students' motivation to learn. Students experiencing burnout often perceive academic tasks as burdensome obligations rather than meaningful opportunities for intellectual development. This shift in perception is commonly accompanied by reduced enthusiasm for attending classes, participating in discussions, completing assignments, and pursuing academic goals. Research examining burnout tendencies among university students found that emotional exhaustion and cynicism toward learning activities frequently contribute to declining academic motivation and reduced educational commitment (Amarsa et al., 2023). From an educational psychology perspective, motivation serves as a central mechanism driving persistence and achievement, making its erosion particularly detrimental to long-term academic success. The reviewed studies suggest that burnout weakens the motivational foundations necessary for sustained engagement in higher education.

Academic performance also appears highly vulnerable to the effects of burnout. Persistent emotional fatigue and cognitive overload diminish students' ability to concentrate, process information effectively, and sustain effort during demanding learning tasks. As burnout progresses, students may struggle to manage deadlines, organize academic responsibilities, and maintain consistent study habits. Research investigating academic procrastination demonstrated that burnout is positively associated with delays in task completion and ineffective academic time management, both of which contribute to declining educational outcomes (Gunawan & Pandjaitan, 2024). Reduced productivity and lower academic achievement are therefore not merely secondary outcomes but direct manifestations of the psychological exhaustion characterizing burnout. The literature suggests that educational institutions should view declining performance not only as an academic issue but also as a potential indicator of underlying psychological strain.

Another important consequence concerns the reduction of academic engagement and participation in learning activities. Students experiencing burnout frequently withdraw from classroom interactions, collaborative projects, and extracurricular academic opportunities. Emotional exhaustion often diminishes the willingness to invest effort in educational activities, while cynicism may foster negative attitudes toward learning environments and institutional expectations. Research on academic engagement among medical students highlights the importance of psychological resources such as social support, academic self-efficacy, and self-esteem in maintaining active participation and preventing disengagement (Yudhistira et al., 2023). The absence of these resources can accelerate the transition from burnout to academic withdrawal, reducing the quality of students' educational experiences. Such disengagement is particularly problematic in digital learning environments where active participation often serves as a prerequisite for meaningful learning outcomes.

The cumulative impact of burnout ultimately threatens students' broader academic well-being and long-term educational development. Academic well-being encompasses not only academic achievement but also students' satisfaction, sense of competence, psychological security, and capacity to thrive within educational settings. Contemporary scholarship increasingly recognizes that student success cannot be measured solely through grades or graduation rates because psychological functioning plays an equally important role in educational attainment. Discussions concerning academic well-being in technologically advanced learning environments emphasize that unmanaged burnout may

undermine students' capacity to adapt effectively to digital educational demands and future professional challenges (Yusufi et al., 2025). The literature synthesis therefore indicates that academic burnout represents a multidimensional educational problem whose consequences extend across mental health, motivation, performance, engagement, and overall student well-being, making its prevention a critical priority within contemporary higher education.

Educational Psychology Perspectives and Strategies for Preventing Academic Burnout

From the perspective of educational psychology, academic burnout is understood as a consequence of the imbalance between academic demands and students' capacity to regulate the cognitive, emotional, and behavioral resources required to meet those demands. This perspective extends beyond the traditional view that burnout is merely a reaction to excessive workload, emphasizing instead the dynamic interaction among motivation, self-regulation, environmental support, and learning experiences. In digitally mediated educational environments, students are expected to independently manage learning activities while navigating constant technological stimulation and information flow. Such expectations require advanced adaptive skills that are not uniformly developed across student populations. Contemporary educational psychology therefore places considerable emphasis on strengthening psychological resources that enable students to cope effectively with academic pressures and maintain sustainable engagement in learning processes.

One of the most frequently discussed protective factors in the literature is self-regulation, which refers to students' ability to plan, monitor, evaluate, and adjust their learning behaviors in accordance with academic goals. The transition toward technology-enhanced learning environments has increased the importance of self-regulated learning because students are often required to exercise greater autonomy over their educational activities. Individuals with strong self-regulatory capacities tend to manage academic demands more effectively, distribute cognitive resources efficiently, and maintain learning persistence despite challenging circumstances. Literature examining behavioral regulation within self-regulated learning frameworks indicates that stronger regulatory skills are associated with lower levels of academic burnout and improved psychological adaptation (Aprianti & Mashun, 2023). Educational psychology interprets this relationship as evidence that students who actively regulate their learning processes are less vulnerable to emotional exhaustion because they possess more effective mechanisms for managing academic challenges and preventing stress accumulation.

Closely related to self-regulation is the capacity for effective time management and self-management. Many students experience burnout not solely because of the volume of academic work but because they encounter difficulties organizing competing responsibilities and allocating time appropriately. Digital learning environments often intensify these challenges by increasing flexibility while simultaneously reducing externally imposed structures. Students must independently determine study schedules, prioritize assignments, and resist distractions originating from digital technologies. Research focusing on final-year university students demonstrates that self-management skills significantly predict lower levels of academic burnout, particularly when combined with supportive social environments (Meilani & Affandi, 2026). Educational psychology frameworks suggest that time management contributes to a greater sense of control over academic activities, reducing uncertainty and minimizing the psychological burden associated with excessive academic demands.

Table 3. Educational Psychology-Based Strategies for Preventing Academic Burnout

Strategy	Primary Function	Expected Outcome
Self-regulated learning training	Enhancing autonomous learning skills	Reduced academic exhaustion
Time management development	Improving task organization and prioritization	Lower perceived academic pressure
Social support enhancement	Strengthening emotional and academic assistance	Greater psychological resilience
Academic self-efficacy promotion	Increasing confidence in academic abilities	Improved coping capacity

Digital psychoeducation	Raising awareness of healthy technology use	Reduced digital overload
AI-supported learning management	Facilitating adaptive academic planning	Better academic balance

The synthesis presented in Table 3 demonstrates that effective burnout prevention requires a multidimensional approach integrating individual, social, and technological interventions. Educational psychology emphasizes that no single strategy is sufficient because burnout emerges through the interaction of multiple risk factors operating simultaneously. Interventions targeting only workload reduction may produce limited outcomes if students continue to struggle with self-regulation, motivation, or psychological resilience. Similarly, psychological skills training alone may be less effective when students lack access to supportive educational environments. The reviewed literature consistently indicates that prevention efforts become more effective when universities address both personal and contextual determinants of burnout. Such an integrated approach aligns with contemporary learning science perspectives that view student well-being as a product of interactions among learners, educational systems, and technological environments.

Another important theme emerging from the literature concerns the protective role of social support. Educational psychology has long recognized that learning occurs within social contexts where emotional encouragement, informational guidance, and interpersonal relationships contribute significantly to students' academic adjustment. Students who perceive strong support from peers, family members, lecturers, and academic advisors generally demonstrate greater resilience when confronted with academic stressors. Research examining working university students found that social support and self-efficacy significantly reduce vulnerability to academic burnout by strengthening students' confidence and adaptive coping mechanisms (Andini, 2024). Similar findings indicate that academic engagement is positively influenced by supportive social environments that foster self-esteem, academic confidence, and psychological security (Yudhistira et al., 2023). These observations suggest that burnout prevention should not be framed exclusively as an individual responsibility but also as a collective educational concern requiring institutional commitment.

Academic self-efficacy constitutes another critical component within educational psychology models of burnout prevention. Students' beliefs regarding their ability to successfully perform academic tasks influence how they interpret challenges, regulate effort, and respond to setbacks. Individuals with stronger academic self-efficacy are more likely to perceive difficulties as manageable obstacles rather than insurmountable threats, reducing the likelihood of emotional exhaustion and disengagement. Research involving psychology students demonstrated that higher academic self-efficacy is associated with lower levels of burnout during demanding academic periods, highlighting its protective role in maintaining psychological well-being (Arrafi & Laksmiwati, 2024). Educational psychology theories explain this relationship through cognitive appraisal processes, whereby confidence influences the interpretation of stressors and the selection of coping strategies. Strengthening students' academic self-efficacy may therefore represent an effective pathway for reducing burnout risk while simultaneously enhancing academic performance and persistence.

The increasing availability of digital mental health interventions has expanded the range of strategies available for addressing burnout in higher education. Systematic evidence indicates that technology-based interventions can contribute positively to students' psychological well-being when designed to support emotional regulation, stress management, and self-monitoring behaviors (Ferrari et al., 2022). Complementary findings from literature examining psychoeducational approaches suggest that structured educational programs focusing on burnout awareness and digital distraction management may help students develop healthier relationships with technology and academic responsibilities (Muafanah, 2026). These interventions are particularly relevant in contemporary learning environments where technology functions simultaneously as an educational resource and a source of psychological strain. Their effectiveness, however, depends on thoughtful integration into broader institutional support systems rather than isolated implementation.

Recent discussions within educational psychology have also highlighted the potential role of artificial intelligence and adaptive learning technologies in promoting student well-being. AI-driven systems can assist students in organizing academic schedules, monitoring learning progress, identifying

priorities, and managing workload more efficiently. At the institutional level, predictive analytics may help identify students exhibiting early indicators of burnout, enabling timely interventions before psychological difficulties become severe. Scholarship addressing academic well-being in technologically advanced educational settings argues that digital innovation should be directed toward supporting human flourishing rather than merely increasing productivity expectations (Yusufi et al., 2025). Complementary perspectives emphasize the importance of balancing technological utilization with restorative practices that protect students' psychological health and prevent chronic exhaustion (Radiah & Rayhan, 2026). Educational psychology ultimately frames burnout prevention as a holistic endeavor requiring the integration of self-regulation, social support, academic self-efficacy, psychoeducational initiatives, and responsible technological innovation to foster sustainable learning and student well-being in the digital age.

CONCLUSION

This literature review demonstrates that academic burnout among college students in the digital age constitutes a multidimensional psychological phenomenon emerging from the interaction between increasingly complex academic demands and students' limited capacity to manage cognitive, emotional, and behavioral resources effectively. The expansion of digital technologies in higher education has transformed learning environments into continuously connected ecosystems in which academic activities transcend conventional temporal and spatial boundaries. While digital platforms provide greater accessibility, flexibility, and learning opportunities, they simultaneously expose students to persistent academic pressures, information overload, and technology-related stressors. The reviewed literature indicates that technostress, excessive screen exposure, intensive social media engagement, and the normalization of constant productivity expectations have become significant external contributors to academic burnout. These external pressures frequently interact with internal vulnerabilities, including weak self-regulation, poor self-control, academic procrastination, and limited coping capacity. Academic burnout should therefore be understood not merely as an individual psychological problem but as a consequence of the evolving relationship between students and digitally mediated educational systems.

The findings further reveal that academic burnout generates substantial consequences across multiple domains of student functioning. Prolonged emotional exhaustion contributes to declining psychological well-being, increasing the likelihood of stress, anxiety, emotional instability, and reduced resilience in coping with academic challenges. The literature also highlights a consistent association between burnout and diminished academic motivation, where learning activities are increasingly perceived as burdens rather than opportunities for intellectual growth. Reduced concentration, impaired cognitive performance, and heightened procrastination tendencies contribute to lower academic achievement and decreased educational productivity. Simultaneously, burnout weakens students' engagement in learning processes, limiting participation in academic discussions, collaborative activities, and broader educational experiences. These interconnected consequences suggest that burnout undermines not only academic outcomes but also the overall quality of students' educational development and well-being within contemporary higher education environments.

From an educational psychology perspective, preventing and addressing academic burnout requires a comprehensive and student-centered approach that extends beyond superficial reductions in academic workload. Effective interventions should prioritize the development of self-regulated learning skills, time management competencies, emotional regulation capacities, and adaptive coping strategies that enable students to navigate digital learning demands more successfully. The literature emphasizes the importance of strengthening academic self-efficacy and cultivating supportive relationships among lecturers, peers, and family members to enhance students' psychological resilience. Educational institutions also bear a critical responsibility in designing learning environments that promote both academic achievement and student well-being. The integration of digital innovations and artificial intelligence should be guided by principles that support learning effectiveness without intensifying psychological strain. Future research is encouraged to investigate the long-term dynamics of academic burnout across diverse educational contexts and to develop evidence-based intervention models capable of fostering sustainable learning, psychological well-being, and academic success in increasingly digitalized higher education systems.

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