An Overview of Academic Burnout among Vocational High School Students

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ABSTRACT

Academic burnout among Vocational High School students is a phenomenon that negatively affects learning motivation, academic achievement, and mental health. This study aimed to describe the level of academic burnout among SMK students in the Tamansari District, Tasikmalaya City. A descriptive quantitative method was employed with a sample of 415 students selected using accidental sampling. The research instrument was a questionnaire, and the data were analysed using means, standard deviations, percentages, and the Mann–Whitney test. The results showed that 67% of students experienced moderate levels of academic burnout, characterised by emotional exhaustion, boredom, and decreased learning motivation. The Mann–Whitney test indicated no significant difference based on gender (p = 0.259). These findings indicate the need for responsive guidance and counselling services. The study concludes that most SMK students in Tamansari District experience moderate academic burnout, with no significant gender differences, highlighting the importance of responsive counselling interventions. This study provides a foundation for school counsellors to design individual counselling services based on self-management techniques to reduce academic burnout among students.

ABSTRAK

Burnout akademik pada siswa Sekolah Menengah Kejuruan (SMK) merupakan fenomena yang berdampak negatif terhadap motivasi belajar, pencapaian akademik, dan kesehatan mental. Penelitian ini bertujuan untuk mendeskripsikan tingkat burnout akademik pada siswa SMK se-Kecamatan Tamansari, Kota Tasikmalaya. Penelitian menggunakan metode deskriptif kuantitatif dengan jumlah sampel 415 siswa yang dipilih melalui teknik accidental sampling. Instrumen penelitian berupa kuesioner, sedangkan data dianalisis menggunakan rata-rata, standar deviasi, persentase, serta uji Mann-Whitney. Hasil penelitian menunjukkan bahwa 67% siswa mengalami burnout akademik kategori sedang, ditandai dengan kelelahan emosional, kejenuhan, dan penurunan semangat belajar. Uji Mann-Whitney menunjukkan tidak terdapat perbedaan signifikan berdasarkan jenis kelamin (p = 0,259). Hasil ini mengindikasikan perlunya layanan bimbingan dan konseling yang bersifat responsif. Kesimpulan penelitian menunjukkan bahwa sebagian besar siswa SMK di Kecamatan Tamansari mengalami burnout akademik kategori sedang, tanpa perbedaan signifikan berdasarkan jenis kelamin, sehingga diperlukan layanan bimbingan dan konseling yang responsif untuk mengatasinya. Kontribusi penelitian ini memberikan landasan bagi guru BK dalam merancang layanan konseling individu berbasis teknik self-management untuk mengurangi burnout akademik pada siswa.

1. INTRODUCTION

Learning is a process aimed at improving individuals' quality of life and capabilities. Individuals learn new behavioural changes through their own experiences interacting with their environment (Nopita et al., 2021). Various factors, including family background, the surrounding environment, peer relationships, and individual instincts, influence adolescent personality development. Senior high school and vocational school students often face pressure to develop themselves through various activities, both academic and non-academic. However, high

demands from school and family environments frequently lead to stress among adolescents. This continuous burden may lead to academic burnout (Dewi et al., 2024).

Academic burnout is a serious challenge faced by vocational high school (VHS) students, particularly amid heavy academic workloads and demands to be prepared for entering the workforce. This condition can negatively affect students' psychological well-being, reducing their motivation and academic achievement. Schaufeli et al. (2002) define academic burnout as a condition characterised by feelings of exhaustion due to study demands, a cynical attitude toward school tasks, and feelings of incompetence among students.

One of the leading causes of academic burnout is an unhealthy environmental condition and a mismatch between expectations and environmental support. Academic burnout among students must be addressed not only by students themselves but also by their families, home environments, and school environments (Christianty & Lucia, 2016; Purwahyuningrum, 2022). Within the school setting, guidance and counselling teachers play a crucial role in addressing students' academic burnout. In the teaching process, teachers play an important role in guiding students and in increasing students' interest and motivation in learning activities (Rosmaidah et al., 2021).

Based on preliminary observations conducted at several vocational high schools in Tamansari District, several symptoms of academic burnout were identified, including low student participation, high absenteeism, cynical attitudes toward lessons, and delays in completing assignments. Each school faces its own challenges related to the learning environment, academic workload, and teacher and parent support. Tamansari District, Tasikmalaya City, has seven vocational high schools: SMK Negeri 3 Tasikmalaya, SMK MJPS 3 Tasikmalaya, SMK Perjuangan, SMK Al Ittihad Mabdaul Ulum, SMK Bina Putra Mandiri, SMK Bustanul Ulum, and SMK Satya Bhakti. These seven schools were selected as research sites because they are all located within the Tamansari District and have diverse characteristics, including student population sizes, socioeconomic backgrounds, and vocational programs offered.

This condition has an impact on decreased student motivation, productivity, and academic achievement. A study by Oyoo et al., cited in Azkarisa and Nugraha (2023), involving 714 secondary school students in Kenya, showed that when students experience burnout, their dedication to academic tasks decreases. This reduced dedication subsequently affects students' academic performance and achievement. Similar findings were reported by Sutarjo et al. (2014) during the PLBKS program at Undiksha Laboratory Junior High School, where many students experienced burnout after studying for relatively long periods. They reported feelings of laziness, boredom, fatigue, irritability, frequent frustration, guilt and self-blame, helplessness, daily exhaustion, frequently checking the time during lessons, and other related symptoms. Research by Fitriyadi et al. (2023) revealed that 70% of ninth-grade students at a public senior high school in Sambas Regency experienced high levels of academic burnout. Meanwhile, at SMA Negeri 3 Sidoarjo, the majority of students were classified as having moderate academic burnout (67%) (Winahyu & Wiryosutomo, 2020). Fahima's (2024) findings at SMA Negeri 4 Banda Aceh also indicated a predominance of moderate academic burnout, accounting for 67.7% of students.

Although numerous studies have examined academic burnout among senior high school and university students, research specifically focusing on vocational high school students remains limited, particularly in the Tamansari District of Tasikmalaya City. To date, no study has been found that maps explicitly the level of academic burnout among vocational high school students in this region. In fact, vocational high school students face dual demands in the form of academic requirements and vocational practice, which may increase the risk of academic burnout. Based on the researchers' preliminary observations across seven vocational high schools in Tamansari District, various symptoms of academic burnout were identified, including high absenteeism, learning fatigue, decreased classroom participation, and cynical attitudes toward learning. These conditions indicate a gap between the ideal of a healthy and productive learning environment and the reality in the field.

To date, guidance and counselling services in schools have primarily focused on disciplinary or career-related issues, while academic burnout also requires specific attention. Therefore, innovative approaches in counselling services are needed to develop students' skills in managing pressure, such as the use of self-management techniques in individual counselling. Self-management techniques refer to an individual's ability to regulate and control thoughts, emotions, and behaviours in order to achieve predetermined goals (Jamaluddin et al., 2024). In addition, self-management is one of the techniques used in behavioural counselling, which focuses on modifying behaviour by transforming maladaptive behaviours into adaptive ones. Self-management is a procedure in which individuals regulate their own behaviour. In the application of self-management techniques, responsibility for counselling success lies with the counselee (Rahmi, 2024, p. 2).

This study aims to describe the level of academic burnout among vocational high school students in Tamansari District and to identify gender differences. Furthermore, this study seeks to provide practical implications for

school guidance and counselling services, particularly in the implementation of individual counselling grounded in self-management techniques as a responsive strategy to address academic burnout.

The results of this study are expected to contribute theoretically to the development of academic burnout literature among vocational high school students and to serve as a practical reference for guidance and counselling teachers in designing services that align with students' needs. This study also offers a distinctive contribution by focusing on vocational high school students in the Tamansari area, which has received limited scholarly attention, and by proposing individual counselling based on self-management techniques as an innovative alternative in vocational school guidance and counselling practices.

2. METHOD

2.1 Research Design

This study aims to describe the profile of academic burnout among vocational high school students across the Tamansari District, Tasikmalaya City. A descriptive, quantitative approach was employed. The descriptive method was selected because it seeks to portray a variable as it naturally occurs. The quantitative approach was used because the data were numerical and analysed using descriptive statistical techniques.

2.2 Research Subject

This study was conducted at seven vocational high schools located in the Tamansari District, Tasikmalaya City, namely SMKN 3 Tasikmalaya, SMK Al Ihtihad Mabdaul Ulum, SMK Perjuangan, SMK MJPS 3, SMK Satya Bhakti, SMK Bustanul Ulum, and SMK Bina Putra Mandiri. Data collection was carried out in February 2025.

The study population consisted of all students from seven vocational high schools in Tamansari District, Tasikmalaya City, totalling 2,661 students in the 2024/2025 academic year. The sampling technique used was accidental sampling, which involves selecting respondents encountered incidentally who were willing to participate at the time of data collection. This technique was chosen due to time constraints, limited field access, and limited flexibility during data collection.

Based on the Isaac and Michael sample size table with a 5% margin of error, the minimum required sample from a population of 2,661 students was 307 respondents. In practice, data were successfully collected from 415 students, exceeding the minimum requirement and thus considered adequate for quantitative analysis. The sample included students from various grade levels and study programs across the participating schools.

2.3 Data Collection

Data were collected using a self-developed questionnaire designed by the researcher. The instrument was constructed based on the academic burnout theory proposed by Schaufeli et al. (2002), which consists of three main dimensions: exhaustion, cynicism, and reduced academic efficacy. The questionnaire aimed to measure the level of academic burnout experienced by vocational high school students in the Tamansari District, Tasikmalaya City.

According to Sugiyono (2019), a research instrument is a tool used to collect data in order to measure specific social phenomena. Therefore, the instrument development in this study was based on operational definitions of variables to ensure the validity and relevance of the collected data.

The instrument employed a four-point Likert scale with response options ranging from Always (4), Often (3), Rarely (2), to Never (1) for favourable items, and reverse scoring for unfavourable items. The use of a four-point scale without a neutral option was intended to encourage respondents to take a more definite position and to reduce the tendency toward neutral or indecisive responses (central tendency effect). This approach is supported by Hadi (1991), who argued that midpoint response options are ambiguous and may reduce data accuracy.

Data collection was conducted by distributing questionnaires directly to students at the seven vocational high schools involved in the study. Prior to administration, the researcher explained the purpose of the study and provided instructions for completing the questionnaire. Respondents then completed the questionnaire independently within a specified time frame. All collected data were subsequently processed and analysed to obtain a comprehensive overview of students' academic burnout levels.

2.4 Data Analysis

Data analysis in this study aimed to address the three previously formulated research questions. The data analysed were quantitative, consisting of scores obtained from the academic burnout questionnaires completed by vocational high school students in the Tamansari District, Tasikmalaya City. The analysis process was carried out in stages according to the requirements of each research question.

To answer the first research question regarding the profile of academic burnout, a descriptive, quantitative approach was employed, using burnout level categorisation. The researcher calculated the ideal maximum score, ideal minimum score, ideal mean (IM), and ideal standard deviation (ISD) based on the total number of valid items. Students' scores were then classified into three categories: high, moderate, and low based on score grouping criteria relative to the mean and standard deviation.

To address the second research question regarding differences in academic burnout levels by gender, a normality test using the Kolmogorov–Smirnov test was first conducted. The results indicated that the data were not normally distributed. Therefore, a nonparametric test, the Mann–Whitney U Test, was employed to determine whether there were significant differences between male and female students. The test results yielded a p-value greater than 0.05, indicating that there was no significant difference in academic burnout levels by gender.

To address the third research question regarding the implications of the findings for guidance and counselling services, the researcher proposed a responsive service model of individual counselling using self-management techniques. This technique consists of five stages: self-assessment (evaluating stress and habits), goal setting (establishing behavioural change goals), self-monitoring (monitoring behavioural patterns), self-evaluation (reflecting on progress), and self-reinforcement (providing self-reward for achievements). This strategy is proposed as a counselling approach to reduce academic burnout among students.

2.5 Research Procedures

The research procedure was carried out through several systematic stages. The first stage involved developing the academic burnout instrument based on the dimensions proposed by Schaufeli et al. (2002): exhaustion, cynicism, and reduced academic efficacy. After the instrument was developed, a readability test was conducted with 10 senior high school students with characteristics similar to those of the research subjects. The results indicated that the language and statements in the questionnaire were easily understood, and thus the instrument was deemed suitable for data collection.

Subsequently, the academic burnout questionnaire was distributed to 415 students from seven vocational high schools in the Tamansari District, Tasikmalaya City. Data collection was conducted by administering questionnaires directly to students, who completed them independently based on their experiences and perceptions.

After all data were collected, validity and reliability tests were conducted. Validity testing was performed using the Pearson Product–Moment correlation coefficient with SPSS version 25. Of the 25 questionnaire items, 24 were found to be valid, while 1 was invalid. Reliability testing was conducted using Cronbach's Alpha, yielding a reliability coefficient of 0.830, indicating very high internal consistency and confirming that the instrument was suitable for further analysis.

Before hypothesis testing, statistical assumption tests were conducted. Normality was tested using the Kolmogorov–Smirnov method, which indicated that the data were not normally distributed. However, the homogeneity test using Levene's Test showed that the data were homogeneous, as the significance value was greater than 0.05.

Based on these results, a nonparametric Mann–Whitney U test was used to examine differences in academic burnout by gender. The analysis revealed no significant differences in academic burnout levels between male and female students. In the final stage, the researcher formulated the implications of the findings into a guidance and counselling service program. This program was designed as a responsive service focused on managing academic burnout through individual counselling and the application of self-management techniques as the primary intervention strategy.

3. RESULTS AND DISCUSSION

3.1 Results

Based on the data analysis conducted, the following section presents the results of the analysis regarding the general profile of academic burnout among vocational high school students.

Table 1. General Profile of Academic Burnout

Category	Score Range	Frequency	Percentage
High	71–96	32	8%
Moderate	50–70	279	67%
Low	24–49	104	25%
Total		415	100%

As shown in Table 1, the overall level of academic burnout among vocational high school students in Tamansari District, Tasikmalaya City, falls within the moderate category, with 67% of respondents reporting it. This finding indicates that most students have begun to experience symptoms of academic burnout; however, these symptoms remain manageable. The emerging symptoms include emotional exhaustion due to academic pressure, boredom with school-related tasks, decreased motivation to learn, and a loss of enthusiasm for participating in academic activities.

Table 2. Profile of Academic Burnout Aspects and Indicators

No.	Aspect	Percentage	Indicator	Percentage
1.	Exhaustion	59%	Physical exhaustion	59%
			Emotional exhaustion	58%
2.	Cynicism	46%	Apathetic attitude	50%
			Low participation in learning	43%
3.	Reduced Academic Efficacy	56%	Feelings of incompetence	58%
			Decreased productivity	54%

Based on Table 2, exhaustion is the highest among the three main aspects of academic burnout, with a percentage of 59%. This aspect comprises two indicators, namely physical exhaustion (59%) and emotional exhaustion (58%). These findings indicate that vocational high school students across Tamansari District, Tasikmalaya City, experience high levels of physical and emotional pressure in dealing with school-related learning activities, including academic assignments, examination pressure, and the demands of vocational practice.

The second most prominent aspect is reduced academic efficacy, with a score of 56%. The indicators within this aspect include feelings of incompetence (58%) and decreased learning productivity (54%). This suggests that some students have begun to doubt their academic abilities and feel less capable of achieving learning targets optimally. Such conditions may negatively affect students' motivation and persistence in completing academic tasks, ultimately impacting overall academic achievement.

The third aspect, cynicism, shows the lowest score at 46%. Although its percentage is lower than that of the other two aspects, this value remains noteworthy and reflects a tendency toward negative attitudes toward learning activities. The indicators within this aspect include apathetic attitudes toward learning (50%) and low participation in the learning process (43%). These findings indicate symptoms of withdrawal from active engagement in academic activities, which may interfere with the internalisation of learning materials and the achievement of students' competencies.

Overall, these data demonstrate that exhaustion is the most dominant symptom of academic burnout among vocational high school students in Tamansari District. At the same time, cynicism is the least prominent, although it remains significant in hindering the learning process.

Table 3. General Profile of Academic Burnout Based on Gender

Gender	N	Mean	Standard Deviation	Low	Moderate	High
Male	182	53	10	52	117	13
Female	233	55	10	52	162	19

From Table 3, the majority of students, both male and female, fall into the moderate academic burnout category. In addition, a test of differences in academic burnout based on gender was conducted. This test was performed using SPSS version 25 with the Mann–Whitney U Test, a non-parametric statistical test used to examine differences between two independent groups when the data are not normally distributed. The results of the Mann–Whitney U Test showed a significance value of 0.259. Since this value is greater than the significance level of 0.05 (0.259 >

0.05), it can be concluded that there is no statistically significant difference in academic burnout between male and female students.

3.2. Discussion

Based on the study involving 415 vocational high school students across Tamansari District, Tasikmalaya City, the overall level of academic burnout was found to be in the moderate category, with 279 students classified in this category. This finding indicates that most students have begun to exhibit symptoms of academic burnout, such as emotional exhaustion, boredom with learning activities, and decreased motivation and self-confidence in completing academic tasks. These symptoms align with the three dimensions of academic burnout proposed by Schaufeli et al. (2002), namely exhaustion, cynicism, and reduced academic efficacy. Exhaustion refers to physical and emotional fatigue resulting from academic pressure, cynicism reflects indifferent attitudes toward learning activities, and reduced academic efficacy relates to diminished self-belief in accomplishing academic tasks.

Several factors can explain the tendency toward moderate levels of academic burnout. First, vocational high school students generally face dual demands: theoretical instruction and vocational practice, which require simultaneous physical and mental readiness. In the Tamansari area, most vocational programs are technical, such as automotive engineering, machining, and computer and network engineering, which require high levels of skill and discipline. Nevertheless, vocational students tend to develop early work orientation, which may contribute to greater resilience in coping with academic pressure. Second, social and cultural support within school and family environments serves as a protective factor. In Tamansari, strong familial ties remain prevalent, including supportive interactions between students and teachers, particularly guidance and counselling teachers. Such supportive relationships provide students with opportunities to express concerns, receive emotional support, and get help managing academic burnout. Third, socioeconomic background also contributes to students' resilience in dealing with academic stress. Many students come from lower- to middle-income families who are accustomed to facing life challenges, fostering adaptability and strong internal motivation. With a realistic outlook and perseverance, students can manage stress and complete academic tasks, even while experiencing fatigue.

These findings are consistent with previous studies by Azkarisa and Nugraha (2023), which reported that the majority of students experienced academic burnout at a moderate level. Similar results were reported by Nastiti (2025), who found that academic burnout among students at SMK Ma'arif NU Ngaban predominantly fell within the moderate category. Research conducted by Anshorryyah and Hadinata (2023) likewise indicated that most students experienced moderate academic burnout. In their study, several respondents reported feeling occasionally uninterested in school activities and lacking enthusiasm in the mornings before attending school. However, they continued to strive to meet academic demands by remaining active in class and completing assigned tasks.

In addition to students in the moderate category, 104 students were classified as having low academic burnout, indicating that they experienced few or no burnout symptoms. Students in this category demonstrated high learning enthusiasm, practical self-regulation skills, and sufficient social support. This finding aligns with Dewi et al. (2024), who suggested that low academic burnout is influenced by sustained learning motivation, strong social support, positive reinforcement, and encouragement to complete academic tasks effectively, thereby preventing burnout. Students with low levels of academic burnout tend to exhibit strong self-confidence, high energy, and enthusiasm in the learning process. Similar conclusions were drawn by Mardiansyah and Affandi (2024), who stated that students who can effectively regulate their metacognition, motivation, and learning behaviours are less likely to experience reactions that trigger academic burnout.

Conversely, 32 students were categorised as having high academic burnout, indicating that a subset of students experienced relatively severe burnout. This condition is characterised by emotional exhaustion, cynical attitudes toward academic tasks, and significant declines in motivation. Putri and Magistarina (2024) emphasised that the combined pressures of theoretical learning and vocational practice in vocational high schools serve as major contributing factors. Similarly, Suarno et al. (2025) noted that high levels of academic burnout are characterised by symptoms such as loss of learning motivation, emotional fatigue, declining academic performance, difficulty concentrating, and withdrawal from academic activities.

In this study, the three aspects of academic burnout, measured according to the Schaufeli et al. (2002) theory, yielded inconsistent results. Exhaustion emerged as the most prominent aspect compared to the others. Students reported feeling tired, difficulty concentrating, and boredom with learning activities. Physical exhaustion was reflected in symptoms such as headaches and sleep disturbances, while feelings of boredom, restlessness, and

irritability indicated emotional exhaustion. These conditions hinder students' ability to absorb learning materials and maintain academic performance.

The second aspect, cynicism, was the lowest-rated dimension. This suggests that most students still maintain a degree of engagement with academic activities and have not yet developed extreme disengagement or indifference. Nevertheless, some students exhibited symptoms such as reluctance to study, withdrawal from academic tasks, and decreased classroom participation. If left unaddressed, even low levels of cynicism may develop into more severe manifestations of academic burnout.

The third aspect, reduced academic efficacy, was found to be in the moderate category. This indicates that some students have begun to doubt their competence and the effectiveness of their learning efforts. They reported decreased self-confidence and reduced learning productivity. If not adequately addressed, this condition may disrupt academic achievement, lower overall self-esteem, and increase the risk of more severe academic burnout.

Overall, the level of academic burnout among vocational high school students in Tamansari District, Tasikmalaya City, by gender, showed no significant differences between male and female students. This finding indicates that students of both genders experience academic burnout at relatively similar levels. Gender does not appear to be a distinguishing factor in academic burnout among vocational high school students in this area. One possible explanation for this result is the uniformity of the educational environment across vocational schools in the Tamansari District. Learning systems, academic workloads, and teacher expectations tend to be gender-neutral, with no differentiation in treatment or responsibility based on gender. Both male and female students are equally exposed to demanding theoretical instruction and vocational practice, as well as competency examinations aligned with their respective fields of study.

Furthermore, similarities in educational orientation between male and female students also contribute to this outcome. Most vocational students in this region have pragmatic goals, such as graduating on time, obtaining vocational certifications, and entering the workforce immediately after graduation. With a strong focus on technical and functional outcomes, students of both genders tend to respond to academic pressure similarly. They emphasise tangible achievements rather than emotional reactions to academic demands. Equal access to school support systems and gender-inclusive guidance and counselling services further reinforce this balance. When students receive equitable access to counselling services, mentoring systems, and inclusive learning environments, emotional burdens tend to be more evenly distributed, thereby reducing the likelihood of gender-based differences in academic burnout (Safitri et al., 2025).

These findings are consistent with studies conducted by Oktasari et al. (2022), Gabola et al. (2021), and Ulfa and Aprianti (2021), which consistently reported no significant differences in academic burnout between male and female students. These studies concluded that academic burnout is more strongly influenced by factors such as learning environments, academic pressure, and social support than by gender alone. However, other studies have reported contrasting results. For instance, Suha et al. (2022) and Govicar et al. (2024) found that female students experienced higher levels of academic burnout than male students. Ulandary (2025) further suggested that female students may be more vulnerable to academic stress due to greater sensitivity to social expectations and a tendency to internalise pressure, which contributes to higher emotional exhaustion.

Conversely, Japeri and Hijrianti (2022) and Gungor (as cited in Muflihah & Savira, 2021) reported that male students were more prone to academic burnout. Christiana (2020) concluded that burnout symptoms manifest differently across genders: female students are more likely to experience emotional exhaustion, while male students tend to exhibit higher levels of cynicism. This pattern is often associated with males' tendency to suppress psychological stress and seek help less frequently.

These discrepancies across studies suggest that cultural context, social environment, and local educational systems play a critical role in shaping both the level and form of academic burnout experienced by students. In the Tamansari District, gender roles within the educational system appear less dominant, resulting in relatively balanced academic pressure for both male and female students. Therefore, the absence of significant gender differences in this study reinforces the notion that academic burnout is a multidimensional phenomenon (Buana & Zulwidyaningtyas, 2025), influenced by various factors such as individual psychological conditions, coping strategies, learning environments, and social support systems within schools and families (Zulhakim et al., 2025). Accordingly, interventions aimed at reducing academic burnout should be designed inclusively, without gender-based differentiation, and should focus more broadly on students' emotional and academic needs.

The findings also indicate that most vocational high school students in Tamansari District experience moderate academic burnout, with exhaustion as the dominant dimension. The presence of exhaustion-related symptoms such as sleep disturbances, boredom, anxiety, and feelings of being overwhelmed suggests that students

have reached a substantial level of academic fatigue. If not systematically addressed, this condition may hinder the learning process and reduce students' long-term academic motivation. Consequently, the role of guidance and counselling (GC) services becomes critically important, particularly in providing responsive interventions tailored to students' psychological needs. In accordance with the Indonesian Ministry of Education Regulation No. 111 of 2014, guidance and counselling services serve a remedial function for students experiencing real-life problems, including academic burnout. In this context, individual counselling using self-management techniques represents an effective intervention strategy.

The proposed five-session intervention design, including self-assessment, goal setting, self-monitoring, self-evaluation, and self-reinforcement, offers a systematic and structured framework. Each session serves as a progressive step in enhancing students' self-awareness of their academic burnout. Self-management techniques aim to organise and direct individual behaviour toward more productive life goals (Suwanto, 2016; Nurhayati et al., 2021). Within this framework, students are encouraged to develop self-motivation, manage internal resources, and foster positive personal growth. According to Suryanti et al. (2022), self-management techniques have been shown to effectively reduce factors contributing to academic burnout by fostering students' active involvement in behaviour change processes toward more adaptive lifestyles.

Moreover, self-management techniques not only focus on reducing burnout symptoms but also facilitate the development of essential soft skills, such as time management, emotional regulation, and self-reflection (Prihantoro et al., 2025). The effectiveness of this approach is reflected in outcome indicators such as increased awareness of stressors, improved ability to set realistic learning goals, and renewed intrinsic motivation.

Additionally, this program strengthens the role of guidance and counselling teachers as primary facilitators in supporting students' recovery from academic pressure. Individual counselling provides a private and intensive space to explore underlying issues and deliver personalised, flexible solutions. As such, this service is more effective than group- or classroom-based interventions in addressing complex, internalised problems such as academic burnout. Overall, these findings and the proposed intervention contribute practically to the development of responsive, data-driven guidance and counselling services. Guidance counsellors can adopt this approach as a model for addressing similar student issues and as a foundation for developing broader academic burnout prevention programs.

4. RESEARCH IMPLICATIONS

Based on the research findings indicating that the majority of vocational high school students in the Tamansari Subdistrict of Tasikmalaya City experience academic burnout at a moderate level, with exhaustion as the most dominant dimension, this study offers several implications that contribute to the development of guidance and counseling theory and practice. The implications of the findings can be reviewed from the following four perspectives:

Theoretical Implications> The findings strengthen the theoretical concept that academic burnout is a multidimensional psychological condition encompassing emotional exhaustion, cynicism toward academic tasks, and reduced academic efficacy. The identification of exhaustion as the most dominant aspect reinforces the relevance of the academic burnout model developed by Schaufeli et al. (2002). Furthermore, the absence of significant differences in academic burnout levels between male and female students supports the assumption that burnout is more strongly influenced by systemic academic pressures than by gender factors. Accordingly, this study provides empirical support for academic burnout theory within the Indonesian educational context, particularly at the vocational high school level.

Practical Implications. Practically, the results provide clear direction for school guidance and counseling teachers in developing services that are adaptive to students' needs. Given the relatively high level of academic burnout identified, individual counseling should be prioritized as a primary intervention strategy. The self management technique is particularly relevant in helping students independently manage academic stress through a structured approach. The implementation of the five stages of self management namely self assessment, goal setting, self monitoring, self evaluation, and self reinforcement can serve as an operational framework for counselors in designing responsive counseling programs. Through this approach, students are guided to identify their problems, set realistic learning goals, and develop healthy and productive coping strategies.

Managerial Implications. The managerial implications relate to policy and the management of guidance and counseling services within schools. These findings highlight the need for greater attention from school management and counseling coordinators to conduct periodic mapping of students' academic burnout levels and to design data

driven intervention programs. School principals and management teams are encouraged to support the optimal implementation of individual counseling programs by providing dedicated time within school schedules, allocating supporting resources, and facilitating technical training for counselors in the application of self management techniques. With adequate institutional support, guidance and counseling services can become more responsive and have a greater impact on students' psychological well being.

Methodological Implications. Methodologically, this study employed a descriptive quantitative approach using percentage analysis and the Mann Whitney test, demonstrating the effectiveness of this method in identifying the level and pattern of academic burnout symptoms among vocational high school students. The use of a standardized academic burnout scale also confirms the validity of measuring students' psychological conditions within the vocational education context. This study provides a methodological foundation for future research to adopt mixed methods approaches that integrate quantitative and qualitative data in order to achieve a more comprehensive understanding of academic burnout dynamics and the effectiveness of implemented interventions.

5. CONCLUSIONS

Academic burnout is a common problem among vocational high school students due to increasing academic demands, pressure to achieve high performance, and the need to prepare for the world of work or further education. These conditions require students to adapt both academically and psychologically simultaneously. If not adequately managed, academic burnout can reduce learning motivation, lead to feelings of boredom and exhaustion, and negatively affect students' academic achievement and psychological well-being.

The results of this study provide a clear picture of the dynamics of academic burnout among vocational high school students in the Tamansari District, Tasikmalaya City. The findings indicate that academic burnout is a serious concern, underscoring the importance of guidance and counselling services to help students manage academic pressure. Therefore, guidance and counselling services should be designed in a responsive and context-specific manner, with a focus on developing students' self-regulation skills in line with their developmental characteristics and needs.

Based on these findings, guidance and counselling teachers are expected to be more proactive in identifying early signs of academic burnout among students. The implementation of individual counselling services based on self-management techniques represents a relevant intervention alternative to help students recognise their personal conditions, manage academic stress, and develop effective learning strategies. Furthermore, future research is recommended to expand the research subjects and educational levels and to employ experimental research designs to examine the effectiveness of interventions more thoroughly. Through the active involvement of guidance and counselling teachers, researchers, and students, academic burnout is expected to be minimised, enabling the learning process to take place more optimally and meaningfully.

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AUTHOR CONTRIBUTION STATEMENT

The authors declare that each author contributed to this research. VK designed and conducted the study and carried out data collection and analysis. DS provided input on instrument development and data interpretation. FNI assisted with theoretical review, literature development, and final manuscript editing.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this study.

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