

A PROFILE OF ACADEMIC BURNOUT AMONG 11TH-GRADE VOCATIONAL HIGH SCHOOL STUDENTS AT THE KADIPATEN STATE VOCATIONAL HIGH SCHOOL IN TASIKMALAYA

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Abstract

Academic burnout is a psychological issue that can arise when students face constant academic demands. This condition is particularly relevant for students at Vocational High Schools (SMK) because they must juggle theoretical coursework, vocational training, assignments, and preparation for entering the workforce. This study aims to provide an overview of academic burnout among 11th-grade students at SMKN Kadipaten Tasikmalaya based on three aspects: exhaustion, cynicism, and reduced professional efficacy. The study employs a quantitative approach using a descriptive method. The study population consisted of 519 11th-grade students from seven vocational programs. The sample comprised 218 students selected using proportionate stratified random sampling. Data were collected using an academic burnout scale adapted from the Maslach Burnout Inventory–Student Survey (MBI-SS) with 23 valid items and analyzed using descriptive statistics with IBM SPSS Statistics 25. The results showed that academic burnout was generally in the moderate category, with 185 students (84.9%) in the moderate category and 33 students (15.1%) in the high category. No students were in the low category. By dimension, exhaustion was in the moderate category at 91.3%, cynicism at 91.7%, and reduced professional efficacy at 89.4%. These findings indicate that academic burnout has not yet reached an alarming level but requires preventive attention through guidance and counseling services to help students manage academic stress, maintain their motivation to learn, and boost their confidence in their academic abilities.

Keywords: academic burnout, vocational high school students, exhaustion, cynicism, reduced professional efficacy, guidance and counseling

Abstrak

Burnout akademik merupakan salah satu permasalahan psikologis yang dapat muncul ketika siswa menghadapi tuntutan akademik secara terus-menerus. Kondisi ini menjadi semakin relevan pada siswa Sekolah Menengah Kejuruan (SMK) karena mereka menghadapi beban pembelajaran teoritis, praktik kejuruan, penyelesaian tugas, serta persiapan memasuki dunia kerja. Penelitian ini bertujuan untuk memperoleh gambaran burnout akademik pada siswa kelas XI SMKN Kadipaten Tasikmalaya berdasarkan tiga aspek, yaitu exhaustion, cynicism, dan reduced professional efficacy. Penelitian menggunakan pendekatan kuantitatif dengan metode deskriptif. Populasi penelitian terdiri atas 519 siswa kelas XI yang berasal dari tujuh kompetensi keahlian. Sampel berjumlah 218 siswa yang dipilih menggunakan teknik proportionate stratified random sampling. Data

dikumpulkan menggunakan skala burnout akademik yang diadaptasi dari Maslach Burnout Inventory–Student Survey (MBI-SS) dengan 23 item valid dan dianalisis menggunakan statistik deskriptif berbantuan IBM SPSS Statistics 25. Hasil penelitian menunjukkan bahwa burnout akademik secara umum berada pada kategori sedang, dengan 185 siswa (84,9%) berada pada kategori sedang dan 33 siswa (15,1%) berada pada kategori tinggi. Tidak terdapat siswa yang berada pada kategori rendah. Berdasarkan aspek, exhaustion berada pada kategori sedang sebesar 91,3%, cynicism sebesar 91,7%, dan reduced professional efficacy sebesar 89,4%. Temuan ini menunjukkan bahwa burnout akademik belum berada pada tingkat yang mengkhawatirkan, tetapi memerlukan perhatian preventif melalui layanan bimbingan dan konseling untuk membantu siswa mengelola tekanan akademik, mempertahankan motivasi belajar, dan meningkatkan keyakinan terhadap kemampuan akademiknya.

Kata kunci: *burnout akademik, siswa SMK, exhaustion, cynicism, reduced professional efficacy, bimbingan dan konseling*

INTRODUCTION

Education is a strategic process aimed at preparing students to develop their potential, acquire competencies, build character, and adapt to changes in their social environment as well as the demands of future life. In the context of secondary education, this process is directed not only toward achieving learning outcomes but also toward developing students' psychological, social, and emotional capacities so they can cope with various academic demands in a healthy manner. Students at the secondary school level are in a developmental phase characterized by complex biological, cognitive, emotional, and social changes. During this phase, educational demands can become a productive experience if supported by adaptive skills, self-regulation, social support, and an adequate learning environment. Conversely, demands that persist without a balance between academic workload and psychological resources can escalate into stress that disrupts students' well-being.

One issue that has been receiving increasing attention in educational psychology is academic burnout. Burnout in an educational context refers to a state of exhaustion that arises as a consequence of chronic academic demands that are not adequately addressed. This condition differs from temporary fatigue experienced after completing an assignment or exam. Burnout is a more persistent state that can affect psychological energy, attitudes toward learning activities, and students' perceptions of their own abilities. In the literature on school burnout, this condition is generally characterized by symptoms of fatigue related to school activities, the emergence of cynicism or a sense of meaninglessness toward academic activities, and a decline in confidence in one's academic abilities. Salmela-Aro and Upadyaya (2020) indicate that school burnout must be understood in relation to the dynamics of student engagement at school, as burnout and engagement are two conditions linked to students' experiences in coping with educational demands.

The conceptual framework of academic burnout used in this study refers to the three dimensions proposed by Schaufeli et al. (2002), namely emotional exhaustion, cynicism, and reduced academic efficacy. Emotional exhaustion describes a state in which students feel emotionally and physically drained due to academic demands. Cynicism refers to the development of negative, cynical, or indifferent attitudes, or a loss of interest in academic activities. Meanwhile, reduced academic efficacy relates to a decline in students' belief that

they are capable of performing academic tasks effectively. These three dimensions provide a comprehensive framework for understanding burnout because they describe three interrelated aspects: psychological energy levels, attitudes toward academic activities, and perceptions of self-competence.

Academic burnout is important to study because its impact is not limited to feelings of fatigue during the learning process. When burnout persists over the long term, students may experience a decline in motivation, engagement in learning, academic achievement, and psychological well-being. Aypay (2017), for example, demonstrated that school burnout among high school students is associated with their psychological state and experiences in navigating academic life. This research underscores the importance of addressing burnout as an educational issue that is inseparable from students' well-being.

The relationship between burnout and academic achievement is further supported by a meta-analysis by Madigan and Curran (2021), which included 29 studies involving more than 109,000 students. The results of the meta-analysis indicate a significant negative relationship between burnout and academic achievement. Specifically, all three symptoms of burnout—exhaustion, cynicism, and reduced efficacy—also show a negative relationship with academic achievement. Reduced efficacy, in particular, exhibits the strongest negative relationship with academic achievement. These findings suggest that burnout is not merely a subjective psychological condition but has tangible consequences for educational processes and outcomes.

In addition to its association with academic achievement, burnout is also linked to students' engagement in school activities. Romano et al. (2021) explain that school burnout is a form of maladjustment that can disrupt students' academic progress. Their research highlights the importance of psychological resources, such as academic resilience, in coping with educational demands that have the potential to cause burnout. Thus, students facing high academic demands require not only effective learning strategies but also psychological resources that enable them to persevere, adapt, and maintain their engagement in educational activities.

The issue of burnout becomes even more complex when considered within the context of vocational education. Vocational high school (SMK) students have distinct educational characteristics compared to general high school students because the learning process is focused on mastering competencies relevant to specific fields of expertise and the needs of the workforce. Vocational high school education combines theoretical learning, practical training, skill development, competency assessment, and—in many specialized programs—hands-on learning experiences. This combination of demands can provide meaningful learning experiences, but at the same time, it can increase students' physical, cognitive, and emotional burdens if not managed appropriately.

Research by Basith et al. (2023) specifically indicates that academic burnout is a relevant phenomenon among vocational high school students. A study conducted on 287 students at SMK Negeri 3 Singkawang found that academic burnout levels fell into the moderate category, with cynicism being one of the dominant aspects. The study also identified differences in burnout levels based on gender and program of study. These findings indicate that the characteristics of vocational high school students require special attention in studies of

academic burnout, as academic experiences can be influenced by both the characteristics of the vocational program and the individual characteristics of the students.

The characteristics of vocational education are also evident in the study by Xia et al. (2025) on burnout among students enrolled in vocational education and training (VET) programs. That study found a positive relationship between academic stress and student burnout and showed that academic stress is negatively associated with school-life satisfaction. Although the study was conducted on vocational track college students rather than vocational high school students, the results indicate that the vocational education environment has dynamic demands that need to be considered in burnout studies.

In the context of vocational high school education, academic pressure can also arise from the demands to achieve specific competencies in preparation for entering the workforce. Students are not only required to earn good academic grades but also to master practical skills and demonstrate professional readiness. The pressure to meet these competency standards can become more complex when students face a heavy workload, a packed schedule, exams, practical training, projects, and the demand to maintain their academic performance. If these demands are not accompanied by adequate psychological support and coping strategies, students may experience sustained exhaustion.

This condition is consistent with a preliminary study conducted through interviews with Guidance and Counseling teachers and observations of students at SMKN Kadipaten Tasikmalaya. The results of the preliminary study indicate that some 11th-grade students exhibit behaviors that may serve as early indicators of academic burnout. These symptoms include a habit of arriving late, unexcused absences, declining academic performance, lack of focus during class, and low participation in academic activities. These findings cannot yet be used directly to conclude that students are experiencing academic burnout, as the diagnosis or categorization of burnout requires systematic measurement. However, these behavioral patterns provide a strong enough empirical indication that the academic and psychological conditions of 11th-grade students warrant further investigation.

The circumstances of 11th-grade students also hold particular significance. At this stage, vocational high school students have passed the initial phase of adapting to the school environment and are beginning to face increasingly complex academic demands and competencies. They are also drawing closer to the demands of preparing for work placements, the workforce, and further education. Therefore, the demands faced by 11th-grade students are not only related to successfully completing their studies but also to their perceptions of their readiness to face the future. If students begin to lose energy, lose interest in academic activities, and doubt their own competence, these conditions can hinder their academic and career development.

Recent research increasingly indicates that academic burnout should be viewed as a multidimensional phenomenon related to emotional, cognitive, behavioral, and environmental factors. Liu et al. (2024), in a study of 2,070 students in China, found that symptoms of anxiety and depression are positively associated with academic burnout. The study also showed that resilience and self-efficacy have the potential to serve as protective factors that can mitigate the negative impact of psychological conditions on burnout. These findings indicate that

burnout cannot be understood solely as a result of a heavy academic workload but must also be linked to students' ability to cope with demands and maintain confidence in their own abilities.

This perspective has important implications for Guidance and Counseling (GC) services. In a school context, GC does not merely address problems after they have arisen but also serves preventive and developmental functions. Therefore, information regarding students' academic burnout is necessary so that guidance and counseling teachers can design services based on students' actual needs. Without mapping burnout conditions, guidance and counseling services risk being provided in a general manner rather than specifically targeting the psychological aspects that most require attention. Previous research has also shown that support from the school environment can play a role in reducing the risk of burnout. Romano et al. (2021) found that students' perceptions of teachers' emotional support are associated with the development of school burnout. Teacher support can serve as a psychological resource that helps students cope with academic demands and maintain their engagement in learning. Thus, mapping academic burnout among students can provide insights not only into individual conditions but also serve as a foundation for schools to strengthen social and emotional support within the learning process.

Technological advancements also add to the complexity of students' academic experiences. Digital devices can provide access to a wider range of learning resources and educational communication, but excessive use of technology can also increase distractions and prolong students' exposure to academic activities. Research by Li et al. (2024), for example, demonstrates a relationship between mobile phone dependence and academic burnout among college students, with study engagement playing a role in that relationship. Although this study was conducted with college students, these findings suggest that learning experiences in digital environments also need to be considered when understanding academic burnout.

A review of previous research reveals several trends. First, many studies treat burnout as a variable linked to other factors, such as academic stress, academic resilience, self-efficacy, school-life satisfaction, teacher support, or academic achievement. Second, research on burnout has expanded across various levels of education, ranging from high school to higher education. Third, studies in vocational education are beginning to emerge, but research on vocational high school students in the Indonesian context still requires empirical reinforcement, particularly within the specific local context of certain schools. Basith et al. (2023) have indeed examined academic burnout among vocational high school students, but their study focused on State Vocational High School No. 3 in Singkawang and analyzed differences based on gender, major, grade level, and ethnicity.

Given these circumstances, there is a significant research gap. Research on academic burnout among students has expanded considerably, but most studies have been oriented toward testing the relationship or influence of burnout on other psychological and academic variables. Research that specifically produces a descriptive profile of academic burnout among 11th-grade vocational high school students based on the three dimensions of emotional exhaustion, cynicism, and reduced academic efficacy remains relatively limited, particularly in the context of Kadipaten Vocational High School in Tasikmalaya. However, descriptive information regarding the dimensions of burnout is necessary as a starting point for determining which

aspects require the most attention in guidance and counseling services.

Thus, this study is not merely aimed at confirming that academic burnout occurs among students, but at providing a more structured empirical picture of how burnout manifests in 11th-grade students. This approach is important because the overall burnout level can mask variations across dimensions. One student may experience high levels of emotional exhaustion but not yet exhibit strong cynicism. Conversely, another student may display dominant cynicism even though their level of emotional exhaustion is relatively lower. Similarly, low academic efficacy can be a distinct issue because it relates to students' perceptions of their ability to meet academic demands.

The novelty of this study lies in the multidimensional empirical mapping of academic burnout among 11th-grade vocational high school students using three main dimensions—emotional exhaustion, cynicism, and reduced academic efficacy—within the specific context of SMKN Kadipaten Tasikmalaya. This novelty encompasses at least three aspects. First, the study focuses on 11th-grade vocational high school students who are in a critical phase between strengthening their vocational competencies and preparing for the workforce or further education. Second, the study does not merely examine the relationship between burnout and other variables but provides a profile of burnout conditions based on each dimension, thereby generating more actionable information for guidance and counseling services. Third, the study links the empirical findings on burnout to the need for mapping and developing guidance and counseling services that are more preventive, developmental, and student-centered.

This contextual novelty is important because burnout does not always manifest in the same patterns across every educational setting. The study by Basith et al. (2023), for example, revealed moderate levels of burnout among vocational high school (SMK) students and a predominance of the cynicism aspect at State Vocational High School 3 Singkawang. These findings cannot be automatically generalized to students at State Vocational High School Kadipaten Tasikmalaya because school characteristics, vocational programs, social environments, academic demands, and student characteristics may differ. Therefore, systematic local research remains necessary to generate evidence relevant to local schools and guidance counselors.

This study also offers practical novelty, as the mapping results can serve as a basis for developing more specific guidance counseling interventions. If emotional exhaustion is the most prominent dimension, services can be directed toward stress management, emotional regulation, time management, activity balance, and coping strategies. If cynicism is more dominant, services can be directed toward increasing engagement in learning, finding meaning in education, goal setting, and strengthening students' relationships with the school environment. Meanwhile, if reduced academic efficacy is the most problematic dimension, services can be directed toward increasing self-efficacy, restructuring negative beliefs about one's abilities, reinforcing experiences of success, and adopting more adaptive learning strategies.

Thus, mapping academic burnout not only yields statistical data on students' conditions but can also serve as a needs assessment for the development of guidance and counseling programs. This approach aligns with contemporary educational needs, which increasingly

view psychological well-being as an integral part of educational success. Research by Liu et al. (2024) highlights the importance of resilience and self-efficacy as factors that can potentially protect students from burnout, while research by Romano et al. (2021) underscores the relevance of teachers' emotional support in the context of school burnout.

The urgency of this research is further underscored by the fact that academic burnout can be part of a broader chain of problems. If left unaddressed, exhaustion can develop into cynicism toward school, reduced engagement, declining academic performance, and diminished self-efficacy. A meta-analysis by Madigan and Curran (2021) shows that burnout has a negative relationship with academic achievement, including a fairly strong relationship in the dimension of reduced academic efficacy. Therefore, identifying burnout in high school is an important preventive step to avoid the development of more serious academic and psychological problems.

From a Guidance and Counseling perspective, this study positions guidance counselors as key actors in efforts to create an educational environment that is responsive to students' psychological well-being. Guidance counselors require empirical data to determine service priorities—whether basic services, responsive interventions, or individualized planning. Data on burnout can help schools develop programs that focus not only on improving academic performance but also on sustaining students' psychological well-being. This approach is particularly important in vocational education because students are required to achieve both academic and practical competencies that serve as preparation for entering the workforce.

Based on the above discussion, this study addresses the gap between increasingly complex educational demands and students' need to maintain their psychological well-being throughout the educational process. A preliminary study at SMKN Kadipaten Tasikmalaya indicated the presence of symptoms that warrant further investigation, while the literature suggests that burnout can impact students' academic achievement, engagement, motivation, and well-being. However, a specific empirical understanding of the academic burnout experienced by 11th-grade students in the context of this school is still needed. Therefore, this study aims to describe the academic burnout among 11th-grade students at SMKN Kadipaten Tasikmalaya based on three dimensions: emotional exhaustion, cynicism, and reduced academic efficacy. This study is expected to provide an empirical understanding of the levels and characteristics of students' academic burnout, thereby serving as a foundation for developing Guidance and Counseling services that are more targeted, preventive, and needs-based. Academically, this study is expected to enrich the literature on academic burnout in vocational education in Indonesia; practically, the research findings are expected to help schools and guidance and counseling teachers develop support strategies capable of maintaining student engagement in learning, strengthening academic self-efficacy, and preventing the development of burnout among students.

METHOD

This study employs a quantitative approach using descriptive methods to obtain an empirical picture of the level of academic burnout among 11th-grade students at SMKN Kadipaten Tasikmalaya, Tasikmalaya Regency, West Java. A quantitative approach was used because the research data were expressed as numerical scores and analyzed using descriptive

statistics to identify trends in students' levels of academic burnout (Sugiyono, 2020). The descriptive method was chosen because the study aimed to describe the state of academic burnout based on the dimensions of emotional exhaustion, cynicism, and reduced academic efficacy without applying any interventions or manipulating research variables.

The study population consisted of 519 11th-grade students distributed across seven vocational programs: Crop Agribusiness, Mining Geology, Office Management and Business Services, Automotive Technology, Institutional Financial Accounting, Tourism Services, and Light Automotive Vehicle Technology. The research sample consisted of 218 students. The sample was determined using proportionate stratified random sampling because the population was divided into several vocational specialization strata with varying numbers of students. This technique ensured that each stratum was proportionally represented in the research sample.

Data collection was conducted using an academic burnout scale developed based on the Maslach Burnout Inventory–Student Survey (MBI-SS) by Schaufeli et al. (2002). The instrument measures three dimensions: emotional exhaustion, cynicism, and reduced academic efficacy. The scale uses four response options: Always (4), Often (3), Rarely (2), and Never (1). Of the 25 items tested, 23 were deemed valid, while items 1 and 10 were deemed invalid and were therefore not used in the study. The reliability of the instrument was tested using Cronbach's alpha coefficient and was deemed suitable for use as a data collection tool. The data were analyzed using IBM SPSS Statistics version 25 through descriptive statistics, including minimum, maximum, mean, standard deviation, frequency, and percentage. Furthermore, the level of academic burnout was categorized as low, moderate, and high based on categorization norms using the mean and standard deviation. The analysis results are presented in the form of frequency distributions and percentages to provide a comprehensive overview of the academic burnout status of 11th-grade students.

Table 1. Population and Sample

NO.	STUDY PROGRAM / VOCATIONAL COMPETENCY	POPULATION (N _i)	PROPORTION	SAMPLE (N _i)
1	Agribusiness Plant Production	72	13.87%	30
2	Geological and Mining Engineering	78	15.03%	33
3	Office Management and Business Services	76	14.64%	32
4	Automotive Engineering	84	16.18%	35
5	Accounting and Financial Institutions	71	13.68%	30
6	Tourism Services	63	12.14%	26
7	Light Vehicle Automotive Engineering	75	14.45%	32
TOTAL	7 Vocational Competencies	519	100%	218

RESULTS AND DISCUSSION

This study was conducted with 218 Grade 11 students at SMKN Kadipaten Tasikmalaya. The data were analyzed using descriptive statistics with the assistance of IBM SPSS Statistics 25 to obtain an overview of students' academic burnout. The analysis included descriptive statistics, academic burnout categorization, and the distribution of academic burnout across its dimensions.

Table 1. Descriptive Statistics of Academic Burnout Among Grade 11 Students at SMKN Kadipaten Tasikmalaya

STATISTIC	VALUE
NUMBER OF RESPONDENTS (N)	218
MEAN	66.06
MEDIAN	65.00
MODE	64
STANDARD DEVIATION	2.626
MINIMUM SCORE	64
MAXIMUM SCORE	77

As shown in Table 1, the mean academic burnout score among the students was 66.06, with a standard deviation of 2.626. This finding indicates that the students' academic burnout levels were relatively homogeneous, as the scores were not widely dispersed around the mean. A categorization analysis was subsequently conducted to determine the distribution of students' academic burnout levels.

Table 2. Categorization of Academic Burnout Among Grade 11 Students at SMKN Kadipaten

CATEGORY	SCORE RANGE	FREQUENCY	PERCENTAGE (%)
HIGH	> 68.69	33	15.1%
MODERATE	63.43–68.69	185	84.9%
LOW	< 63.43	0	0.0%
TOTAL		218	100%

As presented in Table 2, the majority of students were classified in the moderate academic burnout category, comprising 185 students (84.9%). Meanwhile, 33 students (15.1%) were classified in the high category, and no students were classified in the low category. These findings indicate that academic burnout among Grade 11 students at SMKN Kadipaten Tasikmalaya generally falls within the moderate category.

The analysis was then conducted according to the dimensions of academic burnout, consisting of exhaustion, cynicism, and reduced academic efficacy.

Table 3. Categorization of Academic Burnout by Dimension

DIMENSION	CATEGORY	FREQUENCY (F)	PERCENTAGE (%)
EMOTIONAL EXHAUSTION (EXHAUSTION)	High	19	8.7%
	Moderate	199	91.3%
	Low	0	0.0%
CYNICISM	High	18	8.3%

	Moderate	200	91.7%
	Low	0	0.0%
REDUCED ACADEMIC EFFICACY	High	23	10.6%
	Moderate	195	89.4%
	Low	0	0.0%

As shown in Table 3, all three dimensions of academic burnout were predominantly classified in the moderate category. The cynicism dimension had the highest proportion of students in the moderate category (91.7%), followed by exhaustion (91.3%). In contrast, reduced academic efficacy had the largest proportion of students in the high category (10.6%). These findings suggest that some students were beginning to experience a decline in confidence in their academic abilities, rather than primarily experiencing emotional exhaustion or cynical attitudes toward learning activities.

DISCUSSION

The findings of this study indicate that academic burnout among Grade 11 students at SMK N Kadipaten Tasikmalaya was predominantly classified at a moderate level. This finding indicates that most students had begun to experience psychological and academic fatigue associated with learning demands, but they remained sufficiently capable of participating in learning activities and fulfilling academic responsibilities. The moderate level of academic burnout is important to interpret carefully because it does not necessarily indicate that students are experiencing severe psychological dysfunction. Rather, it may represent an early or transitional condition in which students continue to demonstrate academic functioning while simultaneously experiencing increasing fatigue, reduced enthusiasm, and concerns about their academic capabilities.

The finding is particularly relevant to the characteristics of vocational education. Unlike general secondary education, vocational education requires students to develop both theoretical knowledge and practical competencies. Students are expected to master classroom-based knowledge while simultaneously participating in practical activities that require physical involvement, concentration, technical skills, and adherence to occupational procedures. In addition, Grade 11 students may begin to experience greater awareness of future employment, internships, competency examinations, and career expectations. The accumulation of these demands can create sustained academic pressure. When students lack sufficient resources to regulate these demands, academic stress may gradually develop into burnout.

Academic burnout is generally conceptualized as a response to prolonged exposure to academic demands. Walburg (2014) describes school burnout as a condition associated with exhaustion resulting from school demands, cynical or detached attitudes toward school, and feelings of inadequacy. Similarly, Schaufeli et al. (2002) conceptualize burnout among students through three dimensions: exhaustion, cynicism, and reduced academic efficacy. These dimensions are interconnected but represent distinct aspects of students' experiences. Exhaustion reflects the depletion of emotional and mental energy, cynicism reflects psychological distancing or a negative attitude toward academic activities, and reduced academic efficacy reflects diminished confidence in one's ability to perform successfully in

academic contexts.

The moderate overall level identified in this study can therefore be understood as an indication that students have not yet reached a severe stage of academic burnout but have begun to experience several characteristics associated with burnout. The condition is particularly important from a preventive perspective. If academic demands continue to accumulate without adequate coping strategies, social support, emotional regulation, and institutional assistance, moderate burnout may develop into a more severe condition. Consequently, the finding should not be interpreted as evidence that burnout is insignificant. Instead, it provides an important warning signal for schools, teachers, parents, and counseling professionals. The findings are consistent with research indicating that prolonged academic stress constitutes an important factor associated with student burnout. Gao et al. (2023) reported that persistent academic stress can contribute to burnout by creating a sustained imbalance between academic demands and students' psychological resources. When students perceive that the demands placed upon them exceed their ability to cope, emotional exhaustion can emerge. Over time, repeated exposure to such conditions may influence students' attitudes toward learning and their perceptions of academic competence.

This interpretation is also consistent with the findings of El Barusi and Kurniawati (2025), who reported that academic burnout among students tends to occur at a moderate level. A moderate level suggests that students remain capable of adapting to academic demands but have begun to experience fatigue and psychological pressure. The similarity between the present findings and previous research suggests that moderate academic burnout may be a relatively common condition among students who face sustained academic requirements. Nevertheless, the manifestation and intensity of burnout remain context-dependent and may vary according to school characteristics, learning demands, students' personal resources, and available social support.

The first dimension examined in this study was exhaustion. The results indicate that exhaustion was predominantly in the moderate category, with 199 students (91.3%) classified as moderate and 19 students (8.7%) classified as high. No students were categorized as having low exhaustion. This distribution suggests that almost all students experienced some degree of academic fatigue, although the intensity varied. The predominance of the moderate category indicates that students may experience tiredness associated with learning activities without necessarily reaching a condition in which they are unable to participate effectively in school activities.

In vocational education, exhaustion may be related to the combination of theoretical learning and practical activities. Practical learning can require students to remain physically active, concentrate on technical procedures, complete assignments, and meet competency standards. When these requirements are combined with examinations, homework, projects, and other school activities, students may experience cumulative fatigue. Therefore, exhaustion should not be viewed exclusively as a consequence of excessive study time but as the result of the interaction between academic demands and students' capacity to recover from those demands.

The moderate exhaustion level may also indicate that students retain adaptive resources.

They may still be able to attend school, complete assignments, participate in practical activities, and maintain relationships with peers and teachers. However, the absence of a low-exhaustion category suggests that fatigue is not an isolated experience among the respondents. This condition highlights the importance of preventive interventions before fatigue becomes chronic. Schools can consider workload monitoring, adequate rest periods, time-management education, and counseling services that help students identify early indicators of academic exhaustion.

The second dimension, cynicism, also demonstrated a predominantly moderate level. A total of 200 students (91.7%) were categorized as moderate, while 18 students (8.3%) were categorized as high. No students were classified as low. This finding suggests that most students had not developed severe psychological detachment from academic activities, although some degree of boredom, reduced enthusiasm, or emotional distancing may already have been present.

Cynicism is particularly important because it represents a shift from simply feeling tired to developing a less positive psychological orientation toward academic activities. Students who experience cynicism may still attend classes but may participate with lower enthusiasm, perceive learning activities as less meaningful, or demonstrate reduced emotional involvement. Thus, cynicism can become an important bridge between exhaustion and disengagement. Students who repeatedly experience fatigue without adequate recovery may gradually distance themselves psychologically from the activities that generate that fatigue.

The high proportion of students in the moderate cynicism category can therefore be interpreted as a relatively positive finding in terms of prevention. Most students had not yet reached a high level of academic cynicism. However, because there were no students in the low category, schools should not assume that disengagement is absent. The results suggest that the development of students' academic engagement should remain a priority. Learning activities that provide meaningful experiences, opportunities for autonomy, collaboration, practical relevance, and connections to students' career aspirations may help reduce psychological distancing from learning.

The third dimension, reduced academic efficacy, presents another important finding. A total of 195 students (89.4%) were categorized as moderate, while 23 students (10.6%) were categorized as high. This dimension had the largest proportion of students in the high category compared with exhaustion and cynicism. The finding suggests that, among the three dimensions, doubts concerning academic competence may represent a particularly important concern for a subgroup of students.

Reduced academic efficacy refers to students' declining confidence in their capacity to successfully complete academic tasks and achieve expected outcomes. In vocational education, this dimension may become particularly relevant because students are expected to achieve specific competencies that are perceived as prerequisites for future employment. Students who experience repeated difficulty in theoretical subjects, practical assignments, competency assessments, or examinations may begin to interpret these experiences as evidence that they are not capable of succeeding. If such perceptions become persistent, they may undermine motivation and engagement.

The finding concerning reduced academic efficacy is consistent with the argument that emotional and psychological resources influence students' academic functioning. Merino-Soto et al. (2024) indicated that emotional intelligence is associated with students' ability to manage emotional experiences and academic demands. Students with limited emotional regulation resources may find it more difficult to cope with failure, criticism, academic pressure, or demanding learning situations. Consequently, academic difficulties may be interpreted negatively and gradually contribute to doubts about personal competence.

The greater proportion of students in the high category for reduced academic efficacy also has important implications for counseling services. Intervention should not focus exclusively on reducing academic workload. Students may also require assistance in developing realistic academic self-appraisals, identifying personal strengths, setting achievable goals, developing effective learning strategies, and interpreting academic setbacks as opportunities for learning rather than evidence of personal inadequacy. In this context, guidance and counseling services can contribute to the development of students' academic self-efficacy and resilience.

The three dimensions should nevertheless be understood as interconnected rather than isolated. Exhaustion may reduce students' energy for learning, which can subsequently diminish their engagement. Reduced engagement may contribute to cynicism or psychological distancing. At the same time, repeated academic difficulties may reduce perceived academic efficacy. Conversely, low academic efficacy can increase anxiety and stress when students face academic demands, thereby intensifying exhaustion. Academic burnout can therefore be conceptualized as a dynamic process involving reciprocal relationships between academic demands, emotional resources, engagement, and perceptions of competence.

The overall findings also need to be interpreted in light of the developmental characteristics of Grade 11 students. At this stage, students are approaching the transition from secondary education toward higher education, employment, or other post-school pathways. For vocational students, this transition is especially significant because the competencies developed at school are closely connected to expectations concerning future occupational roles. Academic performance may therefore carry additional meaning beyond obtaining grades. Students may perceive academic and practical achievement as indicators of their readiness for employment. This perception can become a source of motivation but may also increase pressure when students feel that their competencies do not meet expected standards.

Chong et al. (2025) emphasize the importance of understanding factors associated with burnout among students in vocational education. The present findings support the need to consider the distinctive structure of vocational learning when examining academic burnout. Interventions developed for students in general secondary schools may not automatically address the specific challenges experienced by vocational students. Counseling programs should therefore consider the interaction between academic learning, practical training, career preparation, workload, and students' perceptions of employability.

From the perspective of guidance and counseling, the moderate level of academic burnout provides an opportunity for early preventive intervention. The objective should not merely

be to respond to students who already demonstrate severe burnout but to identify and address early symptoms. School counselors can conduct periodic screening to identify students who demonstrate high exhaustion, cynicism, or reduced academic efficacy. Screening results can subsequently be used to develop differentiated services based on students' needs.

Individual counseling may be appropriate for students demonstrating particularly high burnout, especially those experiencing persistent exhaustion or significant doubts about their academic abilities. Counseling can focus on stress management, emotional regulation, cognitive restructuring, academic goal setting, and problem-solving strategies. Group guidance may also be beneficial because students can share experiences, develop coping strategies collectively, and recognize that academic challenges are not necessarily individual failures. Classroom-based guidance programs can complement individual and group services. Counselors can provide psychoeducation concerning academic burnout, time management, study strategies, healthy routines, emotional regulation, and adaptive coping. Such programs may be particularly important for students who have not yet reached a severe burnout level. Preventive guidance allows students to develop coping resources before academic difficulties become more persistent.

Collaboration between counselors, teachers, parents, and school management is also essential. Academic burnout cannot be addressed exclusively at the individual level because students' psychological experiences are influenced by their learning environment. Teachers can contribute by monitoring student engagement, identifying changes in attendance and participation, providing constructive feedback, and creating learning environments that balance challenge with adequate support. Parents can contribute by providing emotional support, monitoring students' routines, and avoiding excessive academic pressure. School management can support these efforts through reasonable workload policies and student-support systems.

The findings also have implications for vocational learning design. Because vocational education combines theoretical and practical learning, schools should consider whether the sequencing and intensity of learning activities allow adequate recovery and reflection. Practical learning should be designed not only to achieve technical competencies but also to promote meaningful engagement. Connecting practical assignments to authentic occupational contexts may strengthen students' perceptions of the relevance of learning and potentially reduce cynicism. Furthermore, academic efficacy can be strengthened through feedback practices that emphasize progress and specific competencies rather than merely final outcomes. Students should receive feedback that helps them understand what they have mastered, what requires improvement, and what strategies can be used to improve performance. Such feedback can help transform academic challenges into manageable developmental tasks. In vocational education, competency-based feedback may be particularly valuable because students need clear information about their progress toward occupational competencies.

Overall, the findings demonstrate that academic burnout among Grade 11 students at SMKN Kadipaten Tasikmalaya should be understood as a moderate but meaningful educational concern. The absence of students in the low category across the three dimensions indicates that some degree of burnout-related experience was present throughout the sample. At the

same time, the predominance of the moderate category indicates that most students retained sufficient adaptive capacity to participate in education. This combination provides an important basis for preventive and developmental intervention.

The most important implication of the findings is therefore not simply that students experience moderate academic burnout, but that the school has an opportunity to intervene before the condition becomes more severe. Early identification, responsive counseling, supportive teaching practices, appropriate workload management, and strengthened academic self-efficacy can collectively contribute to preventing the progression of burnout. Particular attention should be given to reduced academic efficacy because this dimension demonstrated the highest proportion of students in the high category (10.6%).

In conclusion, the present findings reinforce the view that academic burnout is a multidimensional phenomenon shaped by sustained academic demands, emotional responses, engagement with learning, and perceptions of competence. The moderate level identified in this study suggests that students are still capable of adapting to their educational demands but are simultaneously showing signs that warrant attention. In the context of vocational education, these findings emphasize the need for counseling and educational interventions that integrate academic, psychological, practical, and career-related dimensions. Such an integrated approach can help students manage academic demands more effectively, maintain engagement in learning, strengthen confidence in their competencies, and develop healthier strategies for preparing for their future educational and occupational pathways.

CONCLUSION

Based on the research results, it can be concluded that academic burnout among 11th-grade students at SMKN Kadipaten Tasikmalaya generally falls into the moderate category. These findings indicate that most students have experienced a number of academic burnout symptoms in response to ongoing academic demands; however, this condition has not yet reached a level that hinders the students' ability to participate in the educational process as a whole. In other words, students still possess sufficient adaptive capacity to cope with academic demands, although they are beginning to show signs of fatigue and stress during the learning process.

When examined based on the three aspects of academic burnout—exhaustion, cynicism, and reduced professional efficacy all aspects also fall into the moderate category. This situation indicates that students are beginning to experience fatigue due to academic activities, occasionally showing boredom or a decline in enthusiasm for learning activities, and starting to doubt their ability to meet academic demands. These findings suggest that academic burnout has not yet reached a highly concerning level, but it still requires attention as a form of prevention and early intervention. Consequently, guidance and counseling teachers need to develop preventive and developmental services to help students manage academic stress, improve self-regulation skills, maintain motivation to learn, and strengthen their confidence in their academic abilities. Ongoing support is expected to prevent an increase in burnout and support students' psychological well-being and academic success.

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