

The Role of Mindfulness in Reducing Academic Burnout Among University Students

Abil Fida Muhammad Qois Al Hadi^{1*}, Mahasri Shobahiya² Syahrul Adam Salleh Ibrahim³

¹²Faculty of Islamic Studies, Muhammadiyah University of Surakarta, Indonesia

³Faculty of Syariah and Law, Universiti Sains Islam Malaysia (USIM), Malaysia

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*Correspondence: Abil Fida

Muhammad Qois Al Hadi

Email: o100240032@student.ums.ac.id

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Abstract: Academic burnout is one of the serious challenges faced by students as a result of high academic pressure, excessive workload, and complex social expectations. This study aims to explore the role of mindfulness in reducing academic burnout levels among students through a qualitative approach using a case study method. Data were collected through in-depth interviews with students who experienced burnout and applied mindfulness techniques in their academic lives. The findings reveal that mindfulness, through practices such as breathing meditation, body scan, mindful walking, and reflective journaling, is effective in reducing symptoms of emotional exhaustion, enhancing focus, and improving sleep quality and mental health. However, challenges such as time constraints, lack of consistency, and minimal environmental support hinder the implementation of these practices. Nevertheless, the participating students managed to overcome these obstacles by establishing regular practice schedules and forming support communities. This study concludes that mindfulness is an effective and adaptive strategy for managing academic burnout. Therefore, it is recommended that higher education institutions integrate mindfulness programs into counseling services, curricula, and student activities as both preventive and curative efforts to improve students' mental well-being and academic achievement. This research is expected to serve as a foundation for the development of broader, evidence-based psychological policies and interventions

in university settings.

Keywords: Academic Burnout, University Students, Mindfulness

Introduction

In the realm of higher education, students are expected not only to possess strong academic abilities but also to develop social and emotional skills, as well as resilience to the pressures of the academic environment (Glandorf, 2024). These pressures often stem from high academic demands, tight class schedules, family and societal expectations, and intense competition for achievement (Listiyandini, Andriani, Afsari, Bayu, & Krisnamurthi, 2024). Over time, such pressures can lead to a psychological condition known as academic burnout (Lani Cahyani, 2023). Academic burnout is a psychological syndrome characterized by three main dimensions: emotional exhaustion, depersonalization or cynicism toward one's studies, and a decline in academic performance or self-efficacy (Huang, Lei, Zhang, & Li, 2025). This condition can decrease students' motivation to learn, worsen their mental health, and even lead to dropping out of higher education (Anastasya Magdalena Putri Darmawan,

2023).

The phenomenon of academic burnout has garnered significant attention from researchers both globally and nationally. In Indonesia, data from several universities indicate a notable increase in cases of stress, anxiety, and academic fatigue over the past few years, particularly since the COVID-19 pandemic, which abruptly forced the learning system to shift to an online format (Sihombing, 2024). The sudden transition to distance learning, which demanded rapid adaptation, limited social interaction, and inadequate facilities, further exacerbated students' mental health conditions (X. Wang, 2025). A study by Laksmi et al. (2022) revealed that more than 60% of students at a public university experienced moderate to high levels of academic burnout during the pandemic (Ahmad firdaus, Nurma Yulianasari, Gina Noor Djalilah, 2021). This condition underscores the urgency of implementing more structured and systematic interventions (Fastina, 2022).

One approach that has been gaining increasing attention in psychological interventions to reduce burnout is mindfulness. Mindfulness can be simply understood as an individual's ability to be fully present in the current moment with an attitude of acceptance and non-judgment (Mawaddah, 2024).

Recent studies have shown that mindfulness can reduce stress and burnout levels among university students. A meta-analysis concluded that mindfulness interventions have a significant impact on reducing burnout among medical students, particularly in terms of emotional exhaustion and depersonalization (Z. Wang, Wu, Hou, Guo, & Lin, 2024). These findings are supported by Tian and Yang (2024), who investigated the relationship between leisure-time physical activity, mindfulness, and self-esteem on academic burnout. They found that mindfulness plays a strong mediating role in mitigating the negative effects of stress on burnout (Tian & Yang, 2024).

In the Indonesian context, the application of mindfulness has also begun to gain recognition. A study by Listiyandini et al. (2023) demonstrated the effectiveness of an online mindfulness intervention program that had been culturally adapted to the Indonesian context in improving students' psychological well-being (Listiyandini et al., 2024). This study is significant because it shows that interventions do not necessarily have to be conducted face-to-face, making them more accessible to students across various regions. Furthermore, Fastina (2025), in her research on high school students, also found that practicing mindfulness regularly for three weeks could significantly reduce academic stress, which has the potential to trigger the onset of burnout (Fastina, 2022).

Academic burnout should not be viewed as an individual issue, but rather as a systemic problem that needs to be addressed collectively (Jannah, 2022). Strengthening

mental health programs, coping skills training, as well as support from lecturers and higher education institutions are crucial aspects in tackling this issue (Hidajat, Edwards, Wood, & Campbell, 2023). Mindfulness, as both a preventive and curative approach, offers practical, easily adaptable solutions with minimal risks (Sun, Lv, Xie, & Wang, 2025). The advantage of mindfulness lies in its flexibility, which can be applied both individually and in groups, and in various formats, whether offline or online (Qurrotul A'yun, Herlan Pratikto, 2024).

The aim of this study is to further explore the role of mindfulness in reducing academic burnout among students. This research will also examine the psychological mechanisms underlying the effectiveness of mindfulness in an academic context. With this approach, it is hoped that the study will provide a significant contribution to the development of relevant, measurable, and evidence-based intervention strategies to address burnout. This is crucial, considering that students are in a critical developmental transition toward adulthood, meaning their mental health quality will directly impact the quality of human resources in the future (Jamaluddin, Candrani, Kartika, & Suryawan, 2024).

This research is expected not only to enrich the body of knowledge in the fields of educational psychology and mental health but also to serve as a foundation for policy-making by higher education institutions in developing student mentoring programs. With the growing attention to the importance of mental well-being, the findings of this study are hoped to encourage the integration of mindfulness into the learning curriculum, student activities, and counseling services at universities (Hafidzha Dwi Andiany, Rochani, 2024). In the long term, this approach is believed to enhance emotional resilience, intrinsic motivation, and academic achievement among students (Listiyandini, Andriani, Kusristanti, & Moulds, 2023).

Methodology

This research uses a qualitative approach with a case study method to explore the role of mindfulness in reducing academic burnout among students (Assyakurrohim, Ikhram, Sirodj, & Afgani, 2023). Data were collected through in-depth interviews with several students who have experienced burnout and have implemented mindfulness techniques in their academic life (Nasir, Nurjana, Shah, & Sidroj, 2023). The interviews were conducted semi-structured to explore subjective experiences, perceptions, and the impact of mindfulness on academic stress and fatigue. The data analysis technique used is thematic analysis, with steps including open coding, categorization, and interpretation of meaning based on themes that emerge from the informants' narratives (Sofwatillah, Risnita, Jailani, & Saksitha, 2024). Data validity was ensured through source triangulation and member checking to verify the accuracy and consistency of the information (Wiyanda Vera

Nurfajriani, Muhammad Wahyu Ilhami Arivan Mahendra, Rusdy Abdullah Sirodj, 2024). This approach was chosen to gain a deep understanding of the processes and experiences of individuals in managing burnout through mindfulness within the context of campus life.

Result and Discussion

A. Students' Experiences in Facing Academic Burnout

Academic burnout is a serious issue often experienced by students due to excessive academic pressure (Biremanoe, Konseling, & Yogyakarta, 2024). Its symptoms include physical, emotional, and cognitive exhaustion, as well as a decrease in learning motivation (Xu, Tang, Ying, & Chen, 2025). Based on interviews conducted with sources, the majority of students experiencing burnout identified the main contributing factors as heavy workloads, excessive academic expectations, and a lack of time for rest (Fain et al., 2025). For example, the first source revealed that during their third semester, they struggled to manage the heavy study load and campus organization activities. Over time, their motivation drastically decreased, and they began finding it difficult to wake up in the morning and complete assignments (Zhu et al., 2024).

Additionally, the second informant reported experiencing burnout, feeling trapped in an academic routine without sufficient internal motivation. This mental and emotional exhaustion diminished their ability to concentrate and complete tasks effectively (Innocensia Olga Gapun, 2025). A similar sentiment was shared by the third informant, who linked burnout to the accumulation of tasks that had to be completed within very tight deadlines. They reported difficulties in concentration, decreased motivation, as well as physical symptoms such as headaches and changes in appetite.

Furthermore, the fourth informant also experienced burnout in the final semester, when academic demands reached their peak. The pressure to complete major assignments such as final exams and journal articles replacing the thesis led to immense stress. A decline in sleep quality, feelings of anxiety, and an inability to focus were the main signs they experienced.

The previous research, as conducted by Ramadhan (2022), aimed to assess the level of academic burnout among psychology students at the State University of Padang. The results indicated that the majority of students (81.9%) experienced academic burnout at a moderate level, with 45.8% experiencing emotional exhaustion, 34.9% depersonalization, and 62.7% a decline in academic achievement efficacy (Ramadhan, Rizal, & Fikry, 2022).

One of the approaches that has begun to be introduced to address academic burnout is mindfulness. As stated by the third and fourth informants, the application of mindfulness can help students manage stress and anxiety (Worku, Abdulahi, Amenu, &

Bonnechère, 2025). Mindfulness, which refers to full awareness of oneself and the environment, enables individuals to recognize burnout symptoms earlier and manage their emotional and cognitive responses more effectively (Worku et al., 2025).

Overall, academic burnout is an issue that requires serious attention from educational institutions. Social support, effective time management, and the application of mindfulness techniques can be key to preventing and addressing burnout among students. It is hoped that universities will provide supportive programs that can help students recognize and manage stress early on.

B. Awareness and Understanding of Mindfulness

Mindfulness has been widely recognized as a practice that focuses on paying full attention to the present experience without judgment. Many students first encounter mindfulness through various sources such as social media, seminars, or campus programs. In an academic context, mindfulness is acknowledged to help students improve concentration, manage stress, and enhance overall mental well-being (Muhammad Farhan, 2024). According to Fourianalistyawati et al. (2023), mindfulness can be measured using a shortened version of the Five Facet Mindfulness Questionnaire (FFMQ), which has been translated into Indonesian. This tool is designed to assess an individual's level of mindfulness and can be used to monitor the effectiveness of mindfulness training for students (Fourianalistyawati, Listiyandini, & Sahidah, 2023)

Several informants in this study revealed that they first encountered the concept of mindfulness through various channels, including seminars and articles they came across on the internet. One informant, for example, first learned about mindfulness from a health psychologist who explained stress management. Since then, they have delved deeper into mindfulness through the book *Wherever You Go, There You Are* by Jon Kabat-Zinn, as well as various online courses on mindfulness meditation. For this informant, mindfulness is about being fully aware of the present moment without judgment. In everyday life, mindfulness means being fully present in each activity, while in an academic context, mindfulness means giving full attention when studying or working on assignments, as well as accepting one's limitations and recognizing signs of fatigue.

It is important to note that social media, particularly apps like TikTok, can impact students' mental health, leading to the emergence of burnout. The informants in this study revealed that they had experienced the negative effects of social media, but they were also aware of and made efforts to control these harmful influences. This experience demonstrates that, while social media can increase stress, mindfulness can serve as an effective tool for mitigating its impact. One informant reported significant benefits after applying mindfulness techniques, such as improved concentration and reduced anxiety, which allowed them to focus better on academic challenges. Breathing meditation and

body awareness exercises, practiced at least two to three times a week, yielded positive results in enhancing self-control and full awareness of the body and emotions.

Based on interviews with informants, mindfulness has been shown to help students manage academic stress in a more adaptive way, enhance calmness in the face of pressure, and improve overall mental well-being. This is consistent with the theories developed by several researchers between 2021 and 2025, which state that mindfulness practice can reduce academic burnout symptoms by improving mental and emotional resilience.

Overall, the application of mindfulness has a positive impact on academic stress management and students' mental health, and plays a role in reducing the feelings of burnout commonly experienced by students in their academic activities.

C. The Implementation of Mindfulness in Academic Life

The application of mindfulness as a technique to address burnout among students has shown various significant results. Several students interviewed reported using mindfulness techniques such as breathing meditation, body scan, mindful walking, and reflective journaling. Those who practiced these techniques regularly, either several times a week or daily, experienced a reduction in academic stress, improved focus, and better sleep quality. One source noted that mindfulness helped them recognize signs of stress earlier, create a distance between themselves and negative thoughts, and reduce anxiety. The application of mindfulness also helped them manage emotions, improve social interactions, and focus on the learning process. However, some sources also faced challenges such as difficulty maintaining consistency and lack of support from their environment, especially amidst the demands of a busy academic routine.

The reduction in emotional exhaustion and the improvement in academic efficacy were found after several mindfulness sessions, which aligns with the experiences of students in this interview. Reduced stress, enhanced focus, and better emotion regulation were common outcomes reported by most of the informants.

However, not all students were able to consistently practice mindfulness. Some students noted difficulties in prioritizing time for mindfulness practice, especially when academic pressure increased. To address this, some informants opted to schedule dedicated time for practice or involved friends in meditation groups to boost motivation. From the campus policy perspective, there were suggestions for the campus to provide mindfulness programs that could be integrated into the curriculum or extracurricular activities to more systematically support student well-being.

Mindfulness is considered an effective solution for addressing burnout, but it is not the only approach. The interviewees suggest that students also seek social support, such as from friends or counselors, and not be afraid to acknowledge the burnout they are

experiencing. Through self-reflection and mindfulness, students can reconnect with themselves and manage stress more effectively (Taufik, Dumpratiwi, Prihartanti, & Daliman, 2021).

According to research by Zeidan et al. (2021), mindfulness focuses on enhancing attention and awareness of the present moment in a non-judgmental way, which helps individuals cope with stress and improve well-being (Goilean, 2023). This approach has been widely used in psychological interventions to reduce burnout symptoms, particularly among students facing high academic pressures (Shobahiya2, 2024).

D. Barriers and Challenges in Implementing Mindfulness

The application of mindfulness as a solution to address academic burnout among students has shown significant results in reducing stress, enhancing focus, and promoting tranquility (Qurrotul A'yun, Herlan Pratikto, 2024). Based on interviews with several informants, various mindfulness techniques have been implemented to tackle burnout, ranging from breathing meditation, a modified Pomodoro technique, mindful walking, to reflective journaling. The first informant stated that initially, they practiced mindfulness techniques separately, but over time, they began integrating them into daily activities, such as taking deep breaths before starting class, focusing on the learning process, and actively listening during group discussions. This demonstrates that mindfulness can be applied flexibly and consistently in students' academic life (Akbar Waliyuddin Pakpahan, 2024).

The benefits of mindfulness experienced by the informants include improved focus, a reduction in physical symptoms caused by stress, better sleep, and improved social relationships. Mindfulness also helps in recognizing early signs of stress, creating a "distance" between oneself and negative thoughts, and reducing anxiety. Despite challenges in maintaining consistency in practice, such as difficulty finding time amidst academic busyness, the informants try to overcome this by scheduling specific times for meditation, using reminder alarms, and joining campus meditation groups. Awareness of the importance of consistency is key to the effective application of mindfulness.

The challenges faced by other informants are also similar, such as inconsistency in practicing meditation, even though they experience the positive benefits of mindfulness, such as improved calmness and focus. Some informants also revealed obstacles related to old habits, such as a tendency to overwork (OT) and perfectionism, which exacerbate burnout conditions. To address this, the informants try to motivate themselves more and practice mindfulness regularly, despite disruptions from old habits.

Overall, the informants believe that mindfulness can be an effective solution for students experiencing burnout. They also suggest that universities provide mindfulness programs that could be integrated into the curriculum or campus activities as a

preventive measure against burnout and mental health issues. In addition, they recommend that students try mindfulness exercises as a way to reduce academic pressure and seek support from friends or counselors on campus.

Although many benefits are gained from practicing mindfulness, the main obstacle often encountered is a lack of time and difficulty in maintaining consistency in practice. Some students also find it challenging to begin without proper guidance. To address these challenges, a study by Gapun and Barus (2025) shows that structured mindfulness training can significantly reduce burnout levels, which could be applied to students (Innocensia Olga Gapun, 2025). In their research, mindfulness training successfully helped improve mental well-being in high-pressure environments, such as law enforcement, demonstrating that a similar training model could be applied among students to prevent and address burnout.

E. Impact and Recommendations

Based on interviews with several informants, the implementation of mindfulness has proven effective in addressing academic burnout among university students. The first informant revealed that they employed various mindfulness techniques, such as breathing meditation, a modified Pomodoro technique, mindful walking, and reflective journaling. Over time, they began to integrate mindfulness into their daily activities, such as taking deep breaths before class and focusing on the learning process. They reported significant changes following the adoption of mindfulness practices, including improved concentration, reduced physical symptoms, better sleep quality, and enhanced social relationships. Despite challenges such as maintaining consistency and dealing with unsupportive environments, they managed to overcome these obstacles by setting aside dedicated time and joining a campus meditation group (Putri, Mariyatul, Amalia, & Janvierna, 2024). The first informant also emphasized the importance of universities offering mindfulness programs as a preventive measure against burnout, which can be integrated into the curriculum or campus activities.

The second informant also stated that morning meditation is the most frequently applied mindfulness technique to cope with academic stress. Despite facing challenges in maintaining consistency, such as difficulties in staying motivated, they found that mindfulness was very helpful in reducing pressure and improving focus. This informant suggested that the university should provide mindfulness education for students as a more flexible alternative to formal programs. In addition, they also recommended self-control exercises and meditation as effective strategies for dealing with academic pressure.

Meanwhile, the third informant revealed that one of the main obstacles encountered was old habits, such as overworking and perfectionism, which hinder efforts

to overcome burnout. However, they recognized that mindfulness can aid in self-reflection and enhance both mental and physical well-being. They also felt that mindfulness provides space to rest and engage in enjoyable non-academic activities. Similarly, the fourth informant reported difficulties in maintaining consistency in mindfulness practice amid academic demands, but they managed to overcome this barrier by scheduling regular practice sessions and training with peers.

Overall, all respondents agreed that mindfulness is an effective solution for managing academic stress and preventing burnout. They recommended that universities provide accessible mindfulness programs for students as a tool to reduce stress and enhance mental well-being. Additionally, students experiencing burnout are advised to engage in regular mindfulness practices, acknowledge their condition, limit their workload, and seek support from peers or campus counselors (Hutasuhut & Yarshal, 2025).

The study also indicates that mindfulness can be an effective tool in enhancing mental well-being, focus, and resilience to academic stress (Gonz, Rivas-campo, Castellote-caballero, & Carcel, 2023). Therefore, it is recommended that universities incorporate mindfulness programs into student counseling services to help students develop healthy coping skills and resilience against academic stress.

Table 1. Result & Discussion

No .	Aspect	Key Findings	Examples/Illustrations	Sources/Supporting Evidence
1.	Students' Experiences in Facing Academic Burnout	The majority of students experience burnout due to heavy academic workloads, high expectations, and lack of rest time.	Symptoms: fatigue, difficulty concentrating, decreased motivation, sleep disturbances, and physical symptoms (headaches, reduced appetite).	Biremanoe et al., 2024; Xu et al., 2025; Fain et al., 2025; Zhu et al., 2024; Gapun, 2025; Ramadhan et al., 2022
2.	Awareness and Understanding of Mindfulness	Students learn about mindfulness through seminars, books, and social media. It is understood as	Practices such as breath meditation and body awareness help to	Fourianalistyawa ti et al., 2023; Muhammad Farhan, 2024; Kabat-Zinn;

		full awareness without judgment.	overcome academic stress and anxiety.	Worku et al., 2025
3.	The Implementation of Mindfulness in Academic Life	Mindfulness techniques such as breathing meditation, journaling, and mindful walking help students manage stress.	Benefits: improved focus, reduced stress, better sleep, and enhanced social interaction.	Taufik et al., 2021; Zeidan et al., 2021; Goilean, 2023; Shobahiya2, 2024
4.	Barriers and Challenges in Implementing Mindfulness	The main challenges are difficulty maintaining consistency, busy schedules, and old habits (overworking/perfectionism).	Solutions: scheduling practice sessions, reminder alarms, campus meditation groups.	Qurrotul A'yun & Pratikto, 2024; Pakpahan, 2024; Gapun & Barus, 2025
5.	Impact and Recommendations	Mindfulness has been proven effective in reducing burnout and improving students' mental well-being..	Recommendations: mindfulness programs on campus, support from friends or counselors, and establishing regular practice habits.	Putri et al., 2024; Hutasuhut & Yarshal, 2025; Gonz et al., 2023

Conclusion

This study reveals that academic burnout is a significant phenomenon among university students, characterized by emotional exhaustion, depersonalization, and a decline in academic efficacy due to excessive academic pressure. The primary contributing factors include a heavy workload, high academic expectations, and insufficient rest.

Through interviews and analysis, it was found that consistent mindfulness practices can help students manage stress, improve concentration, enhance sleep quality, and strengthen emotional resilience. Mindfulness techniques such as breathing meditation, mindful walking, body scanning, and reflective journaling have proven effective in alleviating symptoms of burnout.

Nevertheless, maintaining consistency in mindfulness practice remains a major challenge, particularly due to time constraints and lack of environmental support. However,

most participants were able to overcome these challenges by adopting strategies such as scheduling dedicated practice time and forming peer support communities.

The findings of this study affirm that mindfulness is a flexible, low-risk approach that can be adapted to students' academic lives. Therefore, it is recommended that higher education institutions implement integrated mindfulness programs within counseling services, curricula, or student activities as both preventive and curative measures against academic burnout.

With a more systematic implementation of mindfulness, students are expected to improve their mental well-being, thereby supporting both their academic achievement and personal development.

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