

The Meaning of Resilience Among College Students Experiencing Academic Burnout: A Phenomenological Study in Makassar

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Keywords

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ABSTRACT

The phenomenon of academic burnout among university students has increased due to high academic demands and pressures within higher education environments. This research aims to explore and understand the meaning of resilience among students experiencing academic burnout in Makassar City. This study employed a qualitative approach with a phenomenological design to capture students' subjective experiences. Data were collected through in-depth interviews, observation, and documentation using triangulation techniques. The findings reveal that academic burnout is perceived as emotional exhaustion characterized by decreased motivation, cynicism, and psychological distress. The main contributing factors include excessive academic workload, time pressure, and high social expectations. Students' adaptation processes occur through coping strategies, social support, and phases of falling, reflection, and recovery. The study concludes that resilience is a dynamic process involving the interaction of internal and external factors in developing the ability to survive and grow. These findings imply that universities need to develop targeted intervention programs, including resilience training, peer support systems, and accessible mental health services, while also encouraging educators to adopt more flexible and student-centered academic approaches to prevent and mitigate academic burnout.

INTRODUCTION

The phenomenon of academic burnout in college students has been increasing in recent years, especially due to increased academic demands and post-pandemic stress (Liu et al., 2023). This condition is characterized by emotional exhaustion, decreased motivation to learn, and feelings of not being able to meet excessive academic demands (Hasbillah & Rahmasari, 2022). Various causative factors such as high workload and lack of support also worsen this phenomenon in final year students (Purnamasari et al., 2024). Therefore, further studies on academic burnout are needed to support the development of effective prevention strategies among students (El Barusi & Kurniawati, 2024).

Academic pressure, which includes excessive workload, high achievement demands, and social and family expectations, are the main triggering factors for academic burnout in students (Husna et al., 2024). The accumulated burden of academic tasks and the demands to achieve superior results often lead to emotional exhaustion and a cynical attitude towards the learning process (Chadha et al., 2025). High expectations from the family and social environment further exacerbate this condition by creating additional prolonged psychological distress (Desmayani et al., 2025). Therefore, a deep understanding of these dynamics is needed to design effective interventions to prevent the negative impact of burnout on student

achievement and well-being, as described in a holistic model of the influence of environmental factors (Özhan & Yüksel, 2021).

Academic burnout among college students has become an increasingly prevalent phenomenon in today's higher education context, where intensive academic demands lead to prolonged emotional, physical, and mental exhaustion (Ye et al., 2021). Students who experience burnout have the potential to experience serious mental health disorders such as depression and anxiety due to poorly managed stress accumulation (Faghihzadeh et al., 2025). This condition also causes a significant decrease in academic performance through reduced learning motivation and self-efficacy in the learning process (Vastine, 2023). As a result, the risk of dropping out of study increases substantially in affected students, thereby interfering with their future educational and career continuity (Tóth & Jagodics, 2025).

On the other hand, there are students who are still able to survive and adapt positively despite experiencing intense academic pressure (Deng et al., 2022; Kao, 2024; Ross et al., 2024). This shows that resilience is an important ability in dealing with academic difficulties in higher education (Kumalasari, 2023). Academic resilience allows students to recover from various challenges and achieve optimal achievement despite being faced with difficult situations (Egan et al., 2021). Academic resilience not only helps students manage stress but also improves their academic adjustment (Aloka, 2023). Recent research identifies a variety of risk and protective factors that affect student academic resilience, confirming the importance of targeted interventions (Wiguna et al., 2024).

The phenomenon of academic burnout among Indonesian university students is increasingly attracting attention as a serious mental health problem due to excessive academic demands (Rusandi et al., 2022). Academic resilience has been proven to be a strong predictor in reducing the level of academic burnout in final year students, including in the context of Makassar City (Khaekal et al., 2022). However, a deep understanding of how students interpret resilience in burnout conditions is still very limited, although resilience and social support play an important role as protective factors (Redityani & Susilawati, 2021). In addition, the results of the meta-analysis confirm that resilience significantly affects the reduction of student psychological distress in Indonesia, so research that focuses on specific socio-cultural contexts such as Makassar is indispensable (Manullang et al., 2024).

Previous research has tended to focus more on the level or factors that cause students' academic burnout rather than their subjective experience in dealing with the condition (Farisandy et al., 2023). In addition, the study of student resilience generally uses a quantitative approach that does not explore personal meaning and individual life experiences in depth (Lubis, 2024). The lack of research that specifically examines the meaning of resilience in students who experience academic burnout (Rachmawati, 2024). Studies that consider Makassar's local context with its unique cultural and social characteristics in shaping strategies for dealing with academic pressure are still very limited (Khaekal et al., 2022).

The qualitative phenomenological approach allows researchers to explore subjective experiences and deep meanings felt by students related to resilience in the midst of burnout (Ainun et al., 2022). This method focuses on lived experience, so that it is able to reveal how individuals interpret and interpret the burnout experience experienced as a process of psychological adaptation (Simanjuntak & Triwahyuni, 2025). Additionally, the phenomenological approach provides space for participants to convey their experiences in a

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narrative, reflective, and contextual manner, resulting in a holistic understanding of those dynamics (Moore, 2023). This approach is relevant to uncover the complexity of student psychological dynamics that cannot be quantitatively measured, resulting in comprehensive insights into the resilience process (Cadiz, 2023).

Based on the description of the background of the problem above, the purpose of this research is to explore and understand the meaning of resilience in students who experience academic burnout, identify students' subjective experiences in facing academic pressure and the coping process they do, uncover the factors that shape and strengthen resilience in the context of academic life, and contribute to the development of educational psychology studies, especially those that related to student mental health and adaptation strategies, as well as being the basis for the development of educational interventions and policies that support students' psychological well-being. Theoretically, this study enriches the study of educational psychology on resilience as an adaptive response to burnout from a phenomenological perspective. Practically, the results of this research can be a reference for universities in designing intervention programs such as resilience training and counseling services, for lecturers in adopting a more flexible learning approach, and for students as inspiration to develop adaptive coping strategies.

METHOD

Approaches and Types of Research

This research used a qualitative approach based on the interpretivism paradigm, which aims to deeply understand the meaning, experiences, and psychological dynamics experienced by students in dealing with academic burnout and how they interpret resilience. This approach was chosen because the phenomena studied are subjective, contextual, and complex, so they cannot be measured quantitatively, but require a deep understanding of lived experience, perception, and individual adaptation processes.

The type of research used is phenomenology, which focuses on exploring the meaning of individual life experiences related to certain phenomena. The phenomenological approach allows researchers to delve deeply into how students who experience academic burnout understand, feel, and interpret resilience in their academic lives. Thus, this study does not aim to generalize, but to obtain the essence of meaning from the subjective experiences of participants in a comprehensive and in-depth manner.

Location and Object of Research

This research was carried out in Makassar City as a social and cultural context that became the background of student experience. The selection of the location was carried out purposively considering that Makassar City is one of the centers of higher education that has complex and diverse academic dynamics. The object of this research is the meaning of resilience in students who experience academic burnout. The focus of the study includes students' experiences in dealing with academic stress, the forms of burnout experienced, the coping strategies carried out, and how they interpret resilience in the context of their academic and social lives.

Selection of Research Informants

The determination of informants in this study uses the purposive sampling technique, which is the selection of participants based on certain criteria that are relevant to the purpose of the study. This technique is used to obtain in-depth and information-rich data from individuals who have direct experience related to the phenomenon being studied. The criteria for informants in this study are students who are or have experienced academic burnout, which is characterized by emotional exhaustion, decreased learning motivation, and high academic pressure. Informants are selected by considering a variety of backgrounds such as study program, semester level, and academic experience to gain diverse perspectives. Participants in this study acted as the main source of data that provided information about subjective experiences, adaptation processes, and the meaning of resilience that they constructed in dealing with academic burnout.

Table 1. List of Research Informants

No	Informant Code	Category Information	Description
1	I-01	Students	Students who experience high levels of academic burnout
2	I-02	Students	Students who are able to survive and show resilience
3	I-03	Students	Students with moderate burnout experiences
4	I-04	Students	Students with different academic backgrounds

Source: Research data based on purposive sampling at Makassar City, 2025-2026

D. Data Collection Techniques

Data collection in this study uses triangulation techniques to increase the validity and credibility of the data. The techniques used included in-depth interviews, non-participatory observations, and documentation. In-depth interviews were conducted in a semi-structured manner to explore students' subjective experiences related to academic burnout, the adaptation process, and the meaning of resilience that they understand. Non-participatory observation was carried out to observe the conditions and behavior of students in the academic context in general, in order to obtain contextual supporting data. Meanwhile, documentation is carried out through the collection of supporting data such as academic records, reflection journals (if available), and literature related to burnout and resilience. The use of triangulation method aims to cross-validate the data obtained, thereby increasing reliability and reducing bias in research.

Table 2. Data Collection Techniques

Technique	Description	Purpose
In-depth interviews	Semi-structured conversations with participants	Exploring the experience and meaning of resilience
Non-participatory observation	Observation of students' academic conditions and behaviour	Obtain contextual data
Documentation	Analysis of records and supporting documents	Validate and amplify data

Source: Author's research design based on qualitative methodology, 2025-2026

E. Data Analysis Techniques

The data analysis technique in this study uses a phenomenological analysis model combined with the Miles and Huberman interactive model, which includes data reduction, data presentation, and conclusion drawing and verification. In addition, phenomenological analysis is carried out through a thematic coding process to find the essence of meaning from the participants' experiences. The data reduction stage is carried out by selecting and grouping the interview data into relevant themes, such as burnout experiences, coping strategies, and the meaning of resilience. The data presentation stage is carried out in the form of descriptive narratives and thematic tables to facilitate understanding patterns and relationships between themes. Furthermore, conclusions are drawn through an in-depth interpretation of the meaning of the participants' experiences, which are then verified on an ongoing basis to ensure the validity of the findings. This approach allows researchers to gain a comprehensive understanding of the meaning of resilience in students in the face of academic burnout.

Table 3. Stages of Data Analysis

Stages	Description
Data Reduction	Data selection, simplification, and grouping process
Data Presentation	Compilation of data in the form of narrative and theme
Conclusion Drawn/Verification	Interpretation of meaning and testing the validity of findings

Source: Adapted from Miles & Huberman's interactive model and phenomenological analysis, 2025-2026

RESULT AND DISCUSSION

Location Profile and Research Informant

The research is located in Makassar City as one of the centers of higher education with complex and competitive academic dynamics. The academic environment in this city is characterized by high demands for academic achievement, pressure to complete assignments, and social expectations that also affect the psychological condition of students. Based on the results of the interview, the informant revealed that the pressure became an integral part of college life, as stated that *"Almost every week there are tasks and targets to be achieved, so sometimes I feel very tired mentally"* (I-01, 2025). This condition shows that the phenomenon of academic burnout is not only individual, but also influenced by the context of a competitive academic environment that demands continuous adaptation from students.

The informant profiles in this study consisted of four students (I-01 to I-04) who were selected purposively based on variations in burnout levels and academic backgrounds. I-01 informants represent students with high levels of burnout, while I-02 shows relatively good resilience in the face of academic pressure. Meanwhile, I-03 experienced burnout at a moderate level, and I-04 had a different academic background that enriched the research perspective. The results of the interviews show a variation in subjective experiences, such as statements *"I always felt like giving up, but I tried to stay afloat by resetting my priorities."* (I-02, 2026), which reflects the existence of different adaptation processes between individuals in response to academic pressure. This variation is important in understanding the meaning of resilience as a personal and contextual construction.

In general, the situation experienced by students is closely related to academic pressure in the form of assignment loads, demands for GPA achievement, and expectations from the social and family environment. The phenomenon of academic burnout appears as a collective experience experienced by most students, but interpreted differently by each individual. This can be seen from the informant's statement that *"Tiredness is not only physical, but also mental because we have to continue to meet the expectations of others"* (I-03, 2026), which shows the emotional dimension of burnout. However, the experience is also a starting point for students to build resilience through various survival strategies that they develop personally. Thus, the phenomenon of academic burnout in this context not only illustrates burnout, but also becomes a space for the formation of a unique meaning of resilience in each individual.

Description of Student Academic Burnout Experience

The results of the study show that the experience of academic burnout in students in Makassar City is interpreted as a condition of prolonged emotional fatigue due to intense academic pressure. Informants expressed feelings of saturation, loss of energy, and inability to respond optimally to academic demands. One of the informants stated, *"I feel very tired emotionally, even to open the laptop I have no enthusiasm anymore"* (I-01, 2026), which describes the dominance of the emotional exhaustion aspect in the experience of burnout. In addition, the form of burnout is also reflected in the emergence of cynicism towards academic activities, where students begin to view assignments and learning processes as meaningless burdens and experience a significant decrease in motivation and productivity.

Furthermore, this study found that academic burnout is triggered by various interrelated factors, especially excessive workload, tight time pressure, and high expectations from oneself and the surrounding environment. The informant explained that the accumulation of tasks with adjacent deadlines causes psychological stress that is difficult to manage effectively. This is reinforced by the informant's statement, *"Tasks come constantly with almost the same deadlines, so I feel stressed and don't have time to rest"* (I-03, 2025). In addition, expectations from parents and lecturers also worsen the condition of burnout, as expressed by other informants, *"I'm afraid of disappointing my parents if my grades drop, so the pressure is getting heavier"* (I-02, 2026), which indicates the existence of external pressures that reinforce the internal burden of students.

The impact of academic burnout experienced by students is not only limited to psychological aspects, but also affects their academic performance and social life. Psychologically, students experience stress, anxiety, and feelings of helplessness in the face of increasing academic demands. One of the informants said, *"I often get anxious and have difficulty focusing while studying, even my grades have decreased"* (I-04, 2025), which shows a decline in academic performance as a direct consequence of burnout. In addition, students also tend to withdraw from social activities as a form of passive coping mechanism, thus narrowing down social support that can actually help them cope with academic pressure.

Table 4. Resume Findings of Student Academic Burnout Experience

Burnout Aspects	Key Findings	Informant Quotes
Forms of Burnout	Emotional fatigue, cynicism, decreased motivation	<i>"I feel very emotionally exhausted..."</i> (I-01, 2025)
Causal Factors	Workload, deadline pressure, environmental expectations	<i>"Tasks come constantly..."</i> (I-03, 2025)
Psychological Impact	Stress, anxiety, mental fatigue	<i>"I became often anxious and had difficulty focusing..."</i> (I-04, 2025)
Academic & Social Impact	Decreased performance, withdrawal from the social environment	<i>"I'm afraid of disappointing my parents..."</i> (I-02, 2025)

Source: Author's thematic analysis based on in-depth interviews, 2025-2026

Adaptation Process and Student Survival Strategy

The results showed that students who experienced academic burnout showed a variety of coping strategies that were problem-focused and emotion-focused as a form of response to academic pressure. The problem-focused coping strategy can be seen through time management efforts, prioritizing assignments, and finding academic solutions such as discussing with lecturers or friends. Meanwhile, the emotion-focused coping strategy is carried out through rest, self-healing, and positive distraction activities to reduce the emotional stress felt. This is reinforced by the informant's statement stating that *"I started to rearrange my study schedule and tried to find ways to keep tasks from piling up, but also occasionally I chose to take breaks so that I wouldn't be too stressed"* (I-02, 2026).

In addition to individual strategies, the findings of the study show that social support has an important role in strengthening students' adaptation processes in dealing with academic burnout. Support from peers is a major source of sharing experiences and gaining emotional understanding, while family serves as a source of motivation and psychological strengthening. The campus environment, including lecturers and the academic system, also contributes to providing adaptation space for students. As stated by the informant, *"If I'm really tired, I usually tell my friends, sometimes my family gives me encouragement so that I don't give up"* (I-03, 2026).

The dynamics of the student adaptation process in dealing with academic burnout take place gradually through three main phases, namely the fall phase, the self-reflection phase, and the rise phase. In the fall phase, students experience emotional exhaustion and a significant decrease in motivation, then proceed to the phase of self-reflection where individuals begin to evaluate the condition and look for meaning from the experience experienced. Furthermore, the recovery phase is marked by the emergence of gradual recovery efforts and an increase in the ability to manage academic pressure. This was confirmed by the informant who stated that *"At first I really felt tired and wanted to give up, but after thinking about it again I tried to get up slowly and find a way to survive."* (I-01, 2026).

Table 4. Resume of Students' Adaptation Process and Survival Strategies in Facing Academic Burnout

Key Aspects	Research Findings	Informant Code
Problem-focused coping	Time management, prioritization, finding academic solutions	I-02, I-04

Emotion-focused coping	Rest, self-healing, positive distractions	I-01, I-03
Peer support	Sharing experiences, emotional support	I-02, I-03
Family support	Motivation, psychological reinforcement	I-01, I-03
Campus environment	The role of lecturers and the academic system	I-04
Fall phase	Emotional fatigue, decreased motivation	I-01
Self-reflection phase	Self-evaluation, search for meaning	I-02, I-03
Awakening phase	Gradual recovery, increased adaptability	I-01, I-02

Source: Author's thematic analysis based on in-depth interviews, 2025-2026

Results of Thematic Coding of the Meaning of Resilience in Students Experiencing Academic Burnout

The results of phenomenological analysis through the thematic coding process show that resilience is interpreted as the process of surviving intense academic pressure, where students continue their academic activities despite experiencing emotional fatigue and decreased motivation. Informants revealed that task pressure, academic demands, and self-expectations are the main factors that trigger burnout, but it does not necessarily stop their efforts to survive. One of the informants stated that *"Even though I am very tired, I still force myself to complete my tasks because if I stop, I will be even more behind"* (I-01, 2026), which shows the internal drive to stay afloat. In addition, resilience is also interpreted as the ability to reinterpret failure as part of the learning process, as expressed by other informants that *"The failure initially made me down, but over time I considered it a lesson so that I would be better prepared for the future"* (I-03, 2026), which reflects on the existence of cognitive processes in constructing positive meanings from negative experiences.

The findings of the study also show that resilience is not formed solely individually, but is influenced by social support from the surrounding environment, both family, friends, and lecturers. This support acts as a protective factor that helps students reduce psychological pressure and increase enthusiasm to rise from burnout conditions. The informant revealed that *"If there were no friends who always gave encouragement, maybe I would have stopped studying long ago"* (I-02, 2026), which shows the importance of social relations in building resilience. In addition, resilience is also interpreted as a form of psychological and spiritual adaptation, where students try to adjust to existing conditions and get closer to the spiritual aspect as a source of inner strength. This is reflected in the informant's statement that *"I started praying more and trying to accept the situation so that I wouldn't be too stressed"* (I-04, 2026), which shows the integration between psychological and spiritual aspects in the resilience process.

Furthermore, resilience is understood as a continuous process of learning and self-growth, where the experience of burnout is not only seen as an obstacle, but also as an opportunity to develop self-capacity. Students revealed that through this experience, they became better able to manage emotions, manage time, and understand the limits of their abilities. One of the informants stated that *"From this experience, I have become more aware of how to manage my time and not push myself too hard"* (I-02, 2026), which shows the existence of self-transformation as a result of the resilience process. Thus, resilience in the context of academic burnout is not static, but rather a dynamic process that involves the interaction between internal and external factors in shaping an individual's ability to survive, adapt, and thrive.

Table 5. Resume of Resilience Themes for Students Experiencing Academic Burnout

No	Resilience Theme	Description of Findings	Infmrant Quotes
1	Resilience as a process of surviving pressure	Students continue their academic activities despite being exhausted	"Even though I'm tired, I still force myself..." (I-01, 2026)
2	Resilience as the ability to reinterpret failure	Failure is understood as a process of learning and self-strengthening	"The failure initially made me down..." (I-03, 2026)
3	Resilience as a result of social support	The support of friends, family, and lecturers strengthens student resilience	"If there are no friends..." (I-02, 2026)
4	Resilience as a psychological and spiritual adaptation	Students adjust and draw closer spiritually	"I started praying more..." (I-04, 2026)
5	Resilience as a process of learning and self-growth	The experience of burnout is a means of self-development	"I have become more aware of how to manage time..." (I-02, 2026)

Source: Author's phenomenological thematic coding analysis, 2025-2026

The Essence of the Meaning of Resilience in Students

The results of the study show that the essence of resilience in students who experience academic burnout is not interpreted simply as the ability to survive, but as a dynamic process that involves self-understanding, acceptance of conditions, and efforts to rebuild academic motivation. This process emerges gradually through reflection on the crisis experience experienced by students in the face of high academic pressure. The informant revealed that resilience starts from awareness of the condition of oneself who experiences emotional fatigue and a decrease in enthusiasm for learning. *"At first I felt really tired and didn't know what to do, but from there I started trying to understand what I really felt."* (I-01, 2026). Thus, resilience is an internal process that develops from the subjective experience of individuals in the face of academic burnout.

Apart from being an internal process, resilience is also interpreted as the result of the interaction between internal and external factors that affect each other in shaping students' adaptability. Internal factors such as personal motivation, emotion regulation, and self-confidence play an important role in encouraging students to rise from burnout. Meanwhile, external factors such as social support from friends, family, and the academic environment also strengthen the recovery process. The informant emphasized that the existence of social support is one of the important elements in rebuilding academic spirit. *"I was able to get up because there were friends and family who always reminded and supported me not to give up"* (I-02, 2026). Therefore, resilience does not stand individually, but is formed through the reciprocal relationship between individuals and their environment.

Furthermore, the meaning of resilience is subjective and contextual, depending on the life experience and background of each student in dealing with academic burnout. Each informant showed a different meaning of resilience, which was influenced by the severity of burnout, academic experience, and coping strategies used. Resilience is also understood as the ability to rediscover meaning and purpose in the learning process after going through a crisis phase. *"For me, resilience is not about never falling, but how I can get up and find a reason to continue my studies."* (I-03, 2026). Thus, the essence of resilience in students is a construction

of meaning that develops from the experience of academic burnout crisis and is interpreted uniquely by each individual.

Table 6. Resume The Essence of the Meaning of Resilience in Students Experiencing Academic Burnout

Yes	Essence Aspect	Description of Findings	Source of Informant
1	Dynamic Process	Resilience as a process of understanding oneself, accepting conditions, and rebuilding motivation	I-01
2	Internal Factors	Self-motivation, emotion regulation, and self-confidence as the main drivers	I-02
3	External Factors	Social support from friends, family, and the academic environment	I-02
4	Subjectivities of Meaning	The meaning of resilience is different for each individual according to experience	I-03
5	The Crisis Experience	Resilience emerges through the experience of burnout as a point of reflection	I-01, I-03

Source: Author's phenomenological interpretation based on in-depth interviews, 2025-2026

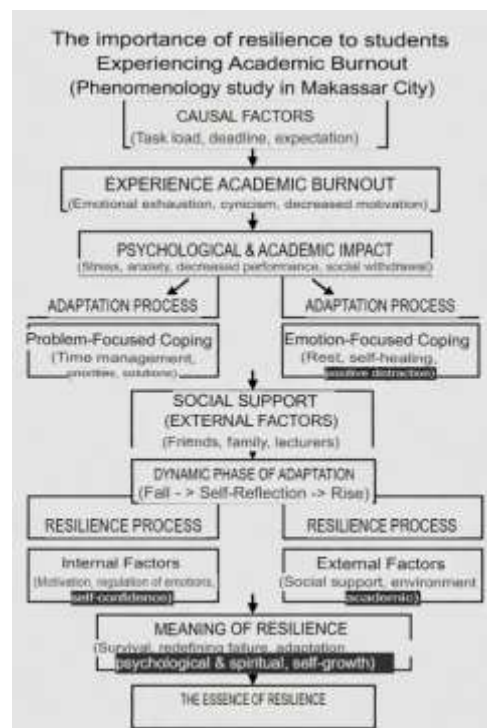


Figure 1. Diagram of the Relationship Between Aspects of Student Resilience in Facing Academic Burnout

Source: Author's synthesis based on thematic analysis of research findings, 2025-2026

The results of this study reveal that *Burnout akademik* in students in Makassar City is interpreted as a condition of prolonged emotional fatigue due to intense academic pressure, which includes excessive workload, pressure *deadline*, as well as high expectations from oneself, parents, and the campus environment. This phenomenon is not only individual, but also influenced by the context of a competitive academic environment, where students experience *emotional exhaustion*, cynicism towards lecture activities, as well as decreased

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motivation and productivity. The impact extends to psychological aspects in the form of stress and anxiety, decreased academic performance, and withdrawal from social interaction as a mechanism *Coping* passive. These findings confirm that *Burnout akademik* become a collective experience that is interpreted differently by each student, as well as a starting point for the process of forming meaning *Resilience*.

The process of student adaptation in facing *Burnout akademik* takes place dynamically through a strategy *Coping* which is *problem-focused* (such as time management, prioritization, and academic solution search) and *emotion-focused* (such as rest, *self-healing*, and positive distractions). Social support from peers, family, and the campus environment plays an important role as a protective factor that strengthens student resilience. This process takes place through three main phases, namely the fall phase (emotional exhaustion and decreased motivation), the self-reflection phase (evaluation of the condition and search for meaning), and the resurrection phase (gradual recovery and increased adaptability). This variety of strategies and supports suggests that adaptation is both personal and contextual, where students actively build coping skills in the midst of ongoing academic pressure.

Resilience students who experience *Burnout akademik* It is interpreted as a dynamic process that involves the interaction between internal factors (personal motivation, emotion regulation, and self-confidence) and external factors (social support and academic environment). *Resilience* not only the ability to survive, but also the ability to reinterpret failure as part of the learning process, psychological and spiritual adaptation, and sustainable self-growth. The essence of meaning *Resilience* is subjective and contextual, emerging through reflection on crisis experiences *Burnout* which helps students rediscover their motivation and academic goals. Thus, the experience *Burnout* Not only is it an obstacle, but also a space for transformation that allows students to develop a stronger adaptation capacity.

Some previous studies support the finding that *Burnout akademik* triggered by task stress, *deadline*, and environmental expectations, as well as having an impact on emotional exhaustion, decreased motivation, and student academic performance. In addition, resilience has been shown to play a role as a protective factor that mediates the relationship between academic stress and *Burnout*, where social support and strategy *Coping* Help students adapt and rise from crisis conditions. Qualitative research also shows that the process *Resilience* is dynamic and involves the reinterpretation of negative experiences as valuable lessons, in line with the variations in subjective experiences found in this study (Gong et al., 2023; Chen et al., 2022).

Findings on the role of social support, psycho-spiritual adaptation, and self-growth through experience *Burnout* It is also supported by previous studies that emphasized resilience as a mediator in reducing impacts *Burnout* and improving the psychological well-being of students. The survival and self-reflection processes experienced by informants are in line with the results of studies showing that high resilience can moderate the negative effects of academic stress, while internal factors such as emotion regulation and self-confidence strengthen adaptability (Puah et al., 2024; Amiri et al., 2025; Serafica, 2023).

Overall, the findings of this study enrich the understanding of academic burnout as a contextual phenomenon in a competitive higher education environment, where academic pressure not only causes emotional fatigue but also opens up space for resilience building. Resilience is interpreted as a dynamic process that involves the interaction of internal and

external factors, so that students are able to adapt and grow through crisis experiences. Social support and diverse coping strategies are crucial elements in strengthening student resilience, in line with previous research that emphasizes the protective role of resilience. Overall, this study confirms that academic burnout is not the end of the academic journey, but rather a point of reflection that allows students to build a subjective and sustainable sense of resilience.

CONCLUSION

Based on the research that has been conducted, it can be concluded that academic burnout in students in Makassar City is interpreted as a condition of prolonged emotional exhaustion due to intense and layered academic pressure. This condition is not only influenced by the burden of academic tasks and demands, but also by social and family expectations that reinforce the psychological pressure of students. The impact of burnout can be seen in decreased motivation, increased anxiety, and decreased academic performance and student social interaction. However, the burnout experience is also the starting point for the emergence of the resilience process as a form of adaptation to academic pressure. Based on the research that has been conducted, it can be concluded that student resilience is interpreted as a dynamic process that involves the interaction between internal and external factors in dealing with academic burnout. Resilience is not only in the form of the ability to endure, but also includes the process of self-reflection, reinterpretation of experiences, and continuous personal growth. Social support from friends, family, and the academic environment plays a protective factor that strengthens students' ability to adapt. Thus, academic burnout is not only a crisis condition, but also a space for transformation in the formation of a meaning of resilience that is subjective and contextual. Further research is recommended to develop a study on academic burnout and student resilience using the *mixed methods* or quantitative to obtain more comprehensive and measurable results. In addition, research can be extended to a variety of different regional contexts and student backgrounds to improve the generalization of findings. Subsequent researchers can also explore the role of psychological interventions, campus programs, and digital technology in strengthening student resilience. Thus, the results of future research are expected to be able to make a more applicative contribution in supporting students' mental health.

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