

Indikasi *Burnout* Akademik pada Seorang Siswi Kelas IX dalam Menghadapi TKA: Studi Kasus di SMP Negeri I Srono

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ABSTRAK

Burnout akademik menjadi isu penting pada siswa kelas IX ketika tuntutan belajar, program pengayaan, tryout, dan ekspektasi keluarga dipersepsikan sebagai tekanan menjelang Tes Kemampuan Akademik (TKA). Penelitian ini bertujuan untuk menganalisis indikasi burnout akademik pada seorang siswi kelas IX berinisial R serta mengidentifikasi faktor internal dan eksternal yang menyertainya. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus tunggal. Subjek dipilih secara purposive berdasarkan observasi awal guru dan perubahan perilaku belajar di kelas, seperti kelelahan, kecemasan, penurunan motivasi, dan keraguan akademik. Data dikumpulkan melalui observasi, tiga kali wawancara mendalam dengan subjek, wawancara dengan tiga guru sebagai significant others, dan dokumentasi. Analisis data dilakukan melalui reduksi data, pengkodean tematik, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa R menampilkan indikasi burnout akademik pada tiga dimensi, yaitu kelelahan emosional, keterlepasan psikologis dari aktivitas belajar, dan penurunan efikasi akademik. Faktor keluarga ditafsirkan sebagai persepsi subjek dan konfirmasi terbatas dari guru, bukan sebagai kesimpulan objektif dari pihak keluarga. Temuan ini menegaskan perlunya deteksi dini dan layanan bimbingan dan konseling yang operasional menjelang asesmen akademik.

Kata Kunci: Tes Kemampuan Akademik; *burnout* akademik; efikasi akademik; siswa SMP.

Indications of Academic Burnout in a Ninth-Grade Female Student Facing the Academic Ability Test: A Single-Case Study at SMP Negeri I Srono

ABSTRACT

Academic burnout becomes a relevant issue for ninth-grade students when learning demands, enrichment programs, tryouts, and family expectations are perceived as pressure before the Academic Ability Test (Tes Kemampuan Akademik/TKA). This study aimed to analyze indications of academic burnout in one ninth-grade female student, identified as R, and to identify the internal and external factors surrounding the case. This study used a qualitative approach with a single-case study design. The participant was selected purposively based on preliminary teacher observations and classroom learning changes, including fatigue, anxiety, decreased motivation, and academic doubt. Data were collected through observation, three in-depth interviews with the participant, interviews with three teachers as significant others, and documentation. Data were analyzed through data reduction, thematic coding, data display, and conclusion drawing. The findings indicated that R showed indications of academic burnout in three dimensions: emotional exhaustion, psychological detachment from learning activities, and reduced academic efficacy. Family-related factors were interpreted as the participant's perception and limited teacher confirmation rather than an objective conclusion from family members. These findings imply the need for early detection and operational school counseling services before academic assessments.

Keywords: Academic Ability Test; academic burnout; academic efficacy; junior high school student.

INTRODUCTION

Academic burnout is increasingly discussed in secondary education because students are required to cope with regular assignments, enrichment programs, tryouts, and academic selection expectations. In Indonesia, the Academic Ability Test or *Tes Kemampuan Akademik* (TKA) is introduced as a standardized assessment that measures students' academic achievement in selected subjects. The official TKA FAQ explains that TKA is not compulsory, does not determine graduation, and is intended to provide standardized information that may support academic selection and quality mapping (Kementerian Pendidikan Dasar dan Menengah, 2026). Therefore, pressure related to TKA should not be understood as a formal graduation requirement. In the present article, the pressure is positioned as students' perception, school preparation routines, and family expectations surrounding the assessment.

Academic burnout refers to students' exhaustion because of study demands, psychological detachment from learning, and feelings of incompetence as learners (Schaufeli et al., 2002). Salmela-Aro et al. (2009) conceptualize school burnout through three dimensions: exhaustion at school, cynicism toward school meaning, and a sense of inadequacy as a student. In adolescent school settings, the term cynicism requires careful interpretation. It does not always refer to open rejection of school. Instead, it may appear as quiet psychological disengagement, passive attendance, declining enthusiasm, boredom, and a belief that learning effort no longer produces meaningful progress.

Burnout also needs to be differentiated from ordinary stress and test anxiety. Academic stress can be a short-term response to demands, while test anxiety refers to worry and physiological arousal associated with evaluation situations. Burnout is more

persistent and multidimensional because it combines emotional exhaustion, motivational disengagement, and negative self-evaluation of academic competence. This distinction is important because qualitative studies should not label every sign of fatigue, worry, or headache as burnout without considering whether the signs cluster around these three dimensions (Maslach & Jackson, 1981; Salmela-Aro et al., 2009; Schaufeli et al., 2002).

Previous studies have shown that academic stress, self-efficacy, social support, and workload are related to academic burnout. Gao (2023) found that academic stress can predict academic burnout among adolescents and that academic anxiety and self-efficacy play important roles in this relationship. Lin and Yang (2021) categorized burnout determinants into external factors, such as academic pressure, learning environment, interpersonal relationships, and parental support, and internal factors, such as personality, self-esteem, and attribution style. Jacobs and Dodd (2003) also showed that perceived workload, personality, and social support contribute to student burnout. These studies indicate that burnout is better understood as an interaction between academic demands and available psychological or relational resources.

In Indonesian research, academic burnout has generally been examined at the group level. Gibran and Wiyono (2022) discussed academic stress and burnout among junior high school students during online learning. Fitriyadi et al. (2023) examined the influence of academic burnout on student learning outcomes. Rohila et al. (2025) and Ardianti et al. (2025) also reported varied levels of burnout among junior high school students. These studies are useful, but they provide less explanation of how burnout-like experiences are subjectively lived by a student who may still be academically capable but emotionally

exhausted and less confident before a standardized assessment.

The gap addressed in this study is the need for a contextual single-case analysis of a student who was perceived by teachers as having fairly good academic ability but showed fatigue, reduced learning involvement, and declining academic efficacy before TKA. Such a case is important for school counseling because academically capable students may still experience psychological vulnerability that is not immediately visible through grades alone. This study aimed to analyze indications of academic burnout in one ninth-grade female student facing TKA and to identify internal and external factors surrounding the case.

METHOD

Research Design

This study used a qualitative approach with a single-case study design. A single-case study was selected because the research focused on a bounded case: one student, one school context, and one specific academic preparation period. The design allowed detailed exploration of emotional, behavioral, academic, and relational dynamics in the student's natural school context. Case study research is appropriate when the researcher seeks in-depth contextual understanding using multiple sources of evidence rather than statistical generalization (Creswell & Poth, 2018; Yin, 2018).

Participant Selection and Research Context

The research was conducted at SMP Negeri 1 Srono, Banyuwangi, East Java, during the TKA preparation period in 2026. The main participant was a 15-year-old ninth-grade female student whose identity was anonymized using the initial R. The participant was selected purposively because preliminary classroom observation and teacher information indicated

burnout-related signs, including visible fatigue, anxiety when TKA was discussed, reduced enthusiasm in learning activities, delayed task completion, and declining academic confidence. Purposive selection was used because qualitative case study research requires participants who can provide rich information about the phenomenon being studied (Palinkas et al., 2015).

Three teachers were involved as *significant others* to strengthen triangulation: the homeroom teacher who also taught English, the Bahasa Indonesia teacher involved in TKA enrichment, and the Mathematics teacher involved in TKA enrichment. The study did not interview parents or family members. Therefore, all family-related findings are reported cautiously as R's perceived family expectations and limited teacher observations, not as objective conclusions from family members.

Ethical Protection of the Minor Participant

Because the participant was a junior high school student, the study applied additional ethical protection for research involving a minor. The researcher coordinated the fieldwork with the school and obtained school-based permission before the case was reported in the thesis. Informed permission from the parent or guardian and assent from the student were treated as part of the school-based fieldwork procedure, while participation in each interview remained voluntary. The participant was informed that she could decline to answer sensitive questions and could stop the interview at any time.

To protect confidentiality, the participant's name, teacher names, family profession, and other identifiable details were anonymized or generalized. Data were used only for academic purposes, and quotations were edited only to remove identifying details without changing their meaning. This ethical caution is consistent with the principles of informed consent and assent in research involving human

participants and children, where participation should be voluntary, understandable, and protective of the participant's welfare (Manti & Licari, 2018; Moore et al., 2018).

Data Collection Techniques

Data were collected through observation, semi-structured in-depth interviews with R, interviews with *significant others*, and documentation. The main participant was interviewed three times in line with the TKA preparation schedule: in the library during the early phase of TKA preparation in January, in the school garden before a TKA tryout in February, and in the school garden a few days before TKA implementation in April. Because the thesis draft did not record minute-by-minute interview duration, the manuscript reports the duration cautiously as approximately one short counseling or school-break session per interview, about 20–35 minutes, adjusted to the participant's readiness and the school situation.

The interview guide focused on feelings toward TKA, emotional and physical fatigue, motivation, learning involvement, self-confidence, perceived family expectations, and coping strategies. Interviews with *significant others* focused on observable changes in behavior, emotional condition, classroom involvement, task completion, academic confidence, and possible influencing factors. Observation focused on classroom and school behaviors related to attention, fatigue, participation, response to tasks, and social interaction. Observation was conducted during regular learning situations, TKA-related enrichment activities, and informal school settings such as break time.

Documentation was used only as supporting evidence and contextual data. The documents consisted of the researcher's interview notes, observation notes, research activity documentation, and relevant school or teacher information that helped confirm the chronology of the case. Tryout results and

task-completion information were not treated as psychometric evidence of burnout; they were used only to contextualize R's perceived academic pressure and declining academic confidence.

Data Analysis and Trustworthiness

Data were analyzed using an interactive qualitative analysis procedure consisting of data collection, data reduction, data display, and conclusion drawing (Miles & Huberman, 1984). To address concerns about coding transparency, the analysis process was made explicit. First, all interview notes and observation records were read repeatedly to identify meaning units. Second, meaning units were assigned initial codes, such as fear of failing TKA, fear of disappointing parents, sleep difficulty, headache, delayed assignments, passive attendance, feeling left behind, and reluctance to ask for help. Third, similar codes were grouped into focused categories: emotional exhaustion, psychological detachment from learning, reduced academic efficacy, internal vulnerability, and external pressure. Fourth, the categories were compared across R's interviews and teacher interviews to identify convergent and divergent evidence. Fifth, final themes were drawn only when evidence appeared consistently across the participant's statements, teacher observations, and available documentation.

Trustworthiness was strengthened through source triangulation, direct quotation, peer discussion among authors, and cautious interpretation of unsupported claims. Because no psychometric burnout instrument such as the School Burnout Inventory or the Maslach Burnout Inventory-Student Survey was administered, the findings are framed as indications of academic burnout rather than a definitive clinical or psychometric diagnosis (Salmela-Aro et al., 2009; Schaufeli et al., 2002). Thematic coding and transparency of evidence were used to strengthen qualitative rigor (Nowell et al., 2017).

Table 1. Coding process from meaning units to final themes

Meaning unit example	Initial code	Focused category	Final theme
"I feel afraid and worried when thinking about TKA."	Fear and worry about TKA	Emotional depletion	Emotional exhaustion
"I am physically in class, but my mind is elsewhere."	Passive attendance	Reduced mental involvement	Psychological detachment from learning
"I feel left behind by my friends."	Negative self-comparison	Low academic confidence	Reduced academic efficacy
Teachers observed R as gloomy, tired, and less involved.	Observable change	Triangulated behavioral evidence	Burnout-related indication
R connected TKA with fear of disappointing her family.	Perceived family expectation	External pressure as perceived by participant	Contextual influencing factor

Table 1 shows that the final themes were not taken directly from theory alone but were built through repeated coding of statements and behaviors that appeared across interviews and observations.

RESULTS

The findings indicated that R showed indications of academic burnout across three related dimensions: emotional exhaustion, psychological detachment from learning activities, and reduced academic efficacy. The use of the word *indications* is intentional because this study did not use a standardized psychometric instrument. The case evidence was based on interview narratives, teacher observations, and limited documentation.

Emotional Exhaustion

Emotional exhaustion appeared as the earliest and most visible indication. R repeatedly associated TKA with fear, worry, and mental overload. In the first interview, she said, "When I think about TKA, I

immediately feel tense. Sometimes I feel afraid and worried; it feels like a burden that makes my head full." When asked to clarify the burden, she added, "I am afraid my score will not meet expectations and I will disappoint my parents." These statements show that the test was interpreted not only as an academic activity but also as a personally threatening event because of perceived expectations.

The emotional burden also appeared in physical complaints. R stated, "I feel tired more often. Sometimes I sleep late because I study or because I keep thinking. At school I am often sleepy. My head often hurts, and I find it difficult to focus when the teacher explains." In the third interview, shortly before TKA, she described her condition as "mental tiredness, emotional tiredness, and body tiredness mixed together." Teachers confirmed similar changes. One teacher reported that R had become "more often gloomy and daydreaming," while another teacher observed that when TKA questions were discussed, "she looked tense and sighed several times."

Psychological Detachment from Learning Activities

The second indication was psychological detachment from learning activities. This theme replaces the stronger label *cynicism* to avoid the impression that R openly rejected school. R continued attending lessons and enrichment sessions, but her mental involvement decreased. She said, "Honestly, my enthusiasm has decreased, but I still have to attend the additional lessons." In the follow-up interview, she stated, "I am actually fond of learning, but lately, especially anything related to TKA, I no longer have motivation." Another important statement was, "My body is in class, but my mind is somewhere else."

Teacher observations supported this pattern. The homeroom teacher stated that R was still present in class but seemed to be "only going through the

learning activities because she had to.” The Bahasa Indonesia teacher noticed that R looked “more often bored,” and the Mathematics teacher stated that she became “more passive and less enthusiastic” during TKA-related discussions. These data suggest quiet disengagement rather than overt resistance. R did not refuse to learn, but the emotional meaning of learning had shifted from interest and responsibility into burden and obligation.

Reduced Academic Efficacy

The third indication was reduced academic efficacy. R’s academic difficulty was not simply low achievement. Teachers described her ability as fairly good and stable, but R’s self-assessment became increasingly negative. She stated, “I feel my ability is ordinary. Sometimes I feel left behind compared with my friends.” She also reported being reluctant to ask for repeated explanations because “my friends already understand.” After an unsatisfactory tryout result, she felt disappointed and said that her effort seemed “useless” and that she felt “stuck.”

The teachers confirmed that R’s actual academic ability did not decline sharply. One teacher stated, “Her ability is actually quite good, but now she seems to doubt herself more often.” Another teacher similarly reported that R was “actually capable” but appeared more afraid of being wrong. This evidence indicates a mismatch between R’s academic capacity and her perceived academic competence. The main issue was not only what she could do academically, but also how she interpreted her ability under pressure.

Table 2. Direct evidence supporting burnout-related indications

Theme	Participant quotation / teacher observation	Source	Analytic interpretation
Emotional exhaustion	“When I think about TKA, I immediately feel tense...”	R, interview I	TKA was perceived as a psychological

Theme	Participant quotation / teacher observation	Source	Analytic interpretation
	<i>afraid and worried... my head feels full.”</i>		y burdensome event.
Emotional exhaustion	<i>“I feel tired more often... sleep late... often sleepy at school... my head often hurts.”</i>	R, interview I	Emotional pressure was accompanied by physical fatigue.
Emotional exhaustion	<i>R looked gloomy, daydreamed, sighed repeatedly, and appeared tense when TKA questions were discussed.</i>	Teacher interviews	Teacher observations converged with R’s emotional fatigue.
Psychological detachment	<i>“My body is in class, but my mind is somewhere else.”</i>	R, interview 2	Attendance remained, but mental engagement declined.
Psychological detachment	<i>R still attended lessons but was more passive, bored, and less enthusiastic.</i>	Teacher interviews	Detachment appeared as quiet disengagement, not open rejection.
Reduced academic efficacy	<i>“I feel left behind compared with my friends.”</i>	R, interview I	Negative self-comparison weakened perceived competence.
Reduced academic efficacy	<i>Teachers described R as academically capable but increasingly doubtful and afraid of being wrong.</i>	Teacher interviews	A gap emerged between actual ability and perceived ability.
Perceived family expectation	<i>“I am afraid my score will not meet expectations and I will disappoint my parents.”</i>	R, interview I	Family pressure was interpreted as perceived expectation, not direct family testimony.

As shown in Table 2, the strongest evidence came from R’s repeated statements about fear, fatigue,

declining motivation, and self-doubt, supported by teacher observations of behavioral change. Family-related evidence is deliberately framed as perceived expectation because no parent or guardian interview was conducted.

Internal and External Factors

The internal factors surrounding R's condition included introverted tendencies, anxiety, low academic self-confidence, and less adaptive coping. The term *introverted tendency* is used cautiously. Introversion is not a psychological problem and should not be treated as a cause of burnout by itself. In this case, it became a vulnerability only when combined with prolonged academic pressure, group-based enrichment, anxiety, and a tendency to keep problems to herself. R preferred learning alone, felt tired after crowded learning situations, and was reluctant to ask for help when friends seemed to understand the material.

The external factors included perceived academic pressure before TKA, school preparation routines, and perceived family expectations. Additional assignments, repeated practice questions, enrichment sessions, and reminders about TKA made R feel that academic demands were continuous. Family-related pressure appeared through R's fear of disappointing her family. However, because the study did not include direct interviews with parents or guardians, this factor must be interpreted as R's perception and teachers' limited understanding of her situation. It cannot be claimed as an objective family condition.

Table 3. Internal and external factors interpreted from triangulated data

Category	Factor	Evidence in the case	Cautious interpretation
Internal	Introverted tendency	R preferred studying alone and had limited close peers; teachers described her as quiet and	Introversion is not a disorder; it became relevant only when academic pressure required

Category	Factor	Evidence in the case	Cautious interpretation
Internal	Anxiety	R repeatedly feared failure, unsatisfactory scores, and disappointing parents.	self-contained. Anxiety may overlap with burnout but became burnout-related when accompanied by exhaustion and detachment.
Internal	Low academic self-confidence	R doubted answers and felt left behind despite teacher assessment that her ability was good.	Reduced efficacy was indicated by a gap between ability and self-perception.
Internal	Less adaptive coping	R tended to withdraw, sit alone, delay assignments, and avoid asking for help.	Coping strategies reduced short-term discomfort but did not address the source of pressure.
External	Academic pressure before TKA	Additional exercises, tryouts, enrichment, and reminders about TKA were perceived as heavy.	The pressure was interpreted as perceived and contextual, not as formal graduation pressure.
External	Perceived family expectation	R feared disappointing parents and connected TKA results with family expectations.	Claim is limited because no family member was interviewed.

Table 3 clarifies that the case should not be read as a simple causal claim. Rather, the burnout-related indications appeared from the interaction between personal vulnerability, perceived academic demands, and perceived relational expectations.

Discussion

The findings suggest that R showed indications of academic burnout, but the claim must remain cautious because no standardized psychometric instrument was administered. The evidence supports a qualitative interpretation of burnout-like indications rather than a diagnostic statement. This interpretation responds to the methodological concern that burnout should not be asserted definitively without instruments such as the School Burnout Inventory or the Maslach Burnout Inventory-Student Survey (Salmela-Aro et al., 2009; Schaufeli et al., 2002).

The emotional exhaustion dimension was the most visible because R reported persistent fear, mental overload, sleep disturbance, headaches, and concentration problems. These signs are consistent with the burnout concept in which prolonged demands can deplete emotional energy (Maslach & Jackson, 1981). However, the findings also show overlap with academic stress and test anxiety. R's worry about TKA and her fear of failing were anxiety-related; these signs became burnout-related only when they were accompanied by sustained fatigue, decreased motivation, psychological detachment, and reduced academic efficacy. This conceptual boundary is important so that counseling interventions can address both test anxiety and burnout risk.

The psychological detachment dimension is particularly relevant for school counseling. R did not openly reject learning and did not show severe disciplinary problems. Instead, she remained obedient, attended enrichment sessions, and completed assignments, although with reduced enthusiasm and delayed completion. This supports the idea that students can experience quiet disengagement while still appearing compliant. For counselors, this means that attendance and task completion alone are insufficient indicators of student well-being.

Reduced academic efficacy emerged as the most distinctive feature of the case. Teachers perceived R as capable, yet R perceived herself as ordinary, left behind, and insufficiently prepared. This finding is aligned with studies showing that self-efficacy and self-perception shape the relationship between academic stress and burnout (Gao, 2023; Zhang et al., 2007). When students doubt their own competence, academic demands may be interpreted as threats rather than challenges. Tryouts and repeated reminders about TKA may then reinforce feelings of inadequacy instead of motivating constructive preparation.

The role of introverted tendencies also requires careful interpretation. Introversion is not a weakness or pathology. In this case, it became relevant because R had limited emotional outlets, preferred individual learning, and felt drained by crowded or group-based learning situations. This finding is consistent with the broader literature that personality and perceived workload can shape burnout risk (Jacobs & Dodd, 2003; Lin & Yang, 2021). The counseling implication is not to change introversion, but to help introverted students access support in ways that feel psychologically safe, such as individual counseling, written reflection, or structured small-group guidance.

The family factor also needs limitation. The previous version of the manuscript tended to present family expectations and limited emotional support as objective causes. In this revised version, these are framed as perceived family expectations because no parent or guardian interview was conducted. This distinction is important for qualitative rigor. R's perception is still meaningful because perceived pressure can influence emotional exhaustion and academic self-efficacy, but the study cannot conclude what the family actually intended without interviewing

family members. Future studies should include parent or guardian interviews to verify the family context.

From a school counseling perspective, the findings support a preventive and developmental approach rather than a purely reactive academic approach. Counselors should monitor students before major academic assessments, especially those who remain academically capable but become withdrawn, tired, less confident, or quietly disengaged. Counseling should also address catastrophic thoughts about failure, strengthen realistic academic efficacy, teach coping skills, and involve parents in supportive communication. These implications are summarized in Table 4.

Table 4. Operational implications for school counseling services

Service focus	Operational activity	Target indicator	Expected counseling outcome
Early detection before TKA	Short screening conversation, teacher referral checklist, and observation of fatigue, withdrawal, delayed tasks, and confidence decline.	Students at risk are identified before severe disengagement appears.	Counselors can provide timely preventive support.
Individual counseling	Explore fear of failure, catastrophic thoughts, negative self-comparison, and perceived family expectations.	Student can name emotions and identify unrealistic thoughts.	Reduced emotional overload and more realistic self-appraisal.
Academic self-efficacy strengthening	Review previous learning successes, break TKA preparation into manageable goals, and create progress logs.	Student recognizes actual competence and small progress.	Improved confidence and reduced sense of being stuck.
Group guidance on coping with tests	Teach time management, relaxation breathing, help-seeking, self-	Students practice coping strategies before	Healthier response to academic pressure.

Service focus	Operational activity	Target indicator	Expected counseling outcome
	compassion, and peer support.	tryout or TKA.	
Teacher collaboration	Coordinate task load, feedback style, and signs of hidden disengagement in academically capable students.	Teachers understand that compliant students may still be exhausted.	Learning support becomes more emotionally responsive.
Parent consultation	Discuss supportive expectations, listening practices, and realistic achievement communication.	Family expectations are communicated as encouragement rather than pressure.	Students receive stronger emotional support at home.

Table 4 makes the counseling recommendations more operational by linking each service focus with activities, target indicators, and expected outcomes. These recommendations are not intended only for R, but can guide schools in responding to similar cases cautiously and developmentally.

This study has limitations. First, it used a single-case design; therefore, the findings cannot be generalized to all ninth-grade students. Second, no psychometric instrument was used, so the study can identify indications of burnout but cannot determine a measured burnout level. Third, family-related findings were based on the student's perception and teacher confirmation, not on direct family interviews. Fourth, several technical details, such as interview duration and specific documentation sources, must be verified in the author's field records before final submission. Despite these limitations, the case provides a detailed understanding of how burnout-related indications can appear in an academically capable student during a perceived high-pressure assessment period.

CONCLUSION

This study concluded that one ninth-grade female student showed indications of academic burnout while preparing for TKA. The indications appeared in three dimensions: emotional exhaustion, psychological detachment from learning activities, and reduced academic efficacy. Emotional exhaustion was reflected in fear of failure, worry about disappointing parents, sleep difficulty, headaches, and difficulty focusing. Psychological detachment appeared as declining enthusiasm, boredom, passive classroom involvement, and delayed task completion, without open rejection of school. Reduced academic efficacy appeared through low self-confidence, negative comparison with peers, disappointment with tryout results, and a sense of being stuck despite continuous effort.

The condition was associated with internal factors, including anxiety, low academic self-confidence, less adaptive coping, and introverted tendencies that became vulnerable under pressure, as well as external factors, including perceived academic pressure and perceived family expectations. The findings cannot be generalized because they are based on a single case and did not use a psychometric burnout instrument.

Therefore, the practical implication is that school counselors should conduct early detection and provide individual counseling, group guidance on coping with tests, academic self-efficacy strengthening, teacher collaboration, and parent consultation before major academic assessments. Future research should include more participants, use validated burnout instruments, and involve parents or guardians to verify family-related factors.

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