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Factors Causing Academic Burnout in Students Completing Final Assignments: A Systematic Literature Review

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ABSTRACT

This study aims to further examine the factors that cause academic burnout in students who are completing their thesis. This study uses a systematic literature review (SLR). The literature review procedure uses the PRISMA model. Based on the results of the selection with the PRISMA model, 102 articles were obtained, which then after passing the selection according to the PRISMA 2020 guidelines, 15 articles were obtained that were eligible and met the criteria and objectives of the study for analysis. Based on the results of the systematic literature review of this study, it can be concluded that the causes of academic burnout in students who are completing their final assignments are two factors, internal and external. Factors include internal factors including individual personality, resilience, and self-efficacy. And external factors include a conducive learning environment including family, school, and social environments. Schwartzhoffer (2017) and Seibert et al. (2017) explain that academic burnout is influenced by several factors, namely self-concept, work overload, lack of social support, lack of control, lack of reward, demographic factors, and lack of fairness. Leiter & Maslach (in Arlinkasari & Akmal, 2017) stated that there are at least six factors that can influence the emergence of academic burnout, namely: reward, community, workload, control, value, and fairness.

Keywords: Academic Burnout, Students completing their thesis

INTRODUCTION

College is a place where students study. As a student, you are always faced with the burden of academic assignments that must be completed. Students are expected to complete their education in 4 years or eight semesters. However, the reality is not in accordance with reality, because some students need more time to complete their studies (Masruroh et al., 2022). This is because students are faced with challenges in the learning process. One of the challenges is academic challenges or difficulties in studying. One of the academic difficulties faced by students is the difficulty in completing the final assignment (Wulandari et al., 2021).

Wakhyudin and Putri (2020) explained that students' final assignments, for example conducting guidance, proposal exams, and final exams, make some students feel burdened and stressed to the point of experiencing academic burnout. Some students consider a thesis to be a frightening academic task and even feel heavy when working on a thesis or final assignment. This, when coupled with various other conditions such as repeating previously failed courses and working outside of class hours, can trigger academic problems. So working on a thesis or final assignment can be an academic problem for students. Unresolved academic problems can certainly cause academic burnout in students (Wakhyudin & Putri, 2020).

Research conducted by Rad et al. (2017) in China, around 86.6% of students experience fatigue due to heavy lecture demands which leads to academic burnout. Students who experience academic disorders tend to be absent from class, do not complete assignments well, have low motivation to complete assignments, and get poor exam results. As a result, students are at risk of being expelled from college (Bai et al., 2019).

The results of research conducted by Fares et al. (2016) found that medical students in Lebanon experienced high levels of academic burnout or 75% and 14.8% of medical students in Spain experienced moderate levels of academic burnout. This is in line with the results of data conducted by Puspitaningrum (2018) on students at Yogyakarta State University which found that final year students experienced high levels of academic burnout or 61.25% which caused delays in completing their final assignments. In Sulthon's (2020) study on UIN Syarif Hidayatullah students, it was found that final year students tend to have high levels of academic burnout which hampers academic achievement.

Academic burnout is a form of academic boredom that leads to stress, burden or psychological symptoms caused by the learning process (Putri Daniswari & Lathifah Nuryanto, 2022). Hayu Stefani (2024) explains that academic burnout is a condition of students who experience fatigue caused by academic demands, have pessimistic feelings, and reduced interest in learning and have feelings of incompetence as a student. Kreitner and Kinicki (2017) say that academic burnout is a condition of emotional exhaustion and negative attitudes over time. In Mudjahid's (2017) study, it was found that the psychological

impact on final year students is that they tend to experience academic burnout which shows that final year students who are completing their thesis feel emotionally exhausted, have anxiety in themselves, and are not confident in their competence.

Aghajani Liasi et al's (2021) research found that final year students who experience academic burnout are at higher risk of experiencing decreased concentration and disrupting decision-making that impacts learning and academic achievement. The impact found by students who experience academic burnout will often attempt suicide (Hasbillah & Rahmasari 2022). Therefore, based on these data, it shows that there are still problems of academic burnout experienced by students who are completing their final assignments. Maslach et al. (in Hayu Stefani 2024) put forward aspects of academic burnout, namely exhaustion, cynicism (depersonalization), and reduced personal accomplishment. Final year students who experience low levels of academic burnout tend not to easily feel psychologically exhausted, so they are able to face various tasks with the best of their abilities (Jex, 2017). The results of research by Rad, Shomoossi, Rakhshani, and Sabzevari (2017) found that final year students in Iran experienced severe stress or 71.7% and academic burnout of 76.8% due to fear of not being able to complete academic assignments.

This is in line with the results of data from Ayu Anggraini Wasito (2020) which found that most final year students experienced symptoms of academic burnout at a moderate level of 38% or 27 final year students and 28.2% or 20 final year students experienced academic burnout at a high level which caused delays in completing their final assignments. Seeing the phenomena in the field, academic burnout is a problem that many students experience in completing their final assignments. Various factors, both internal and external, cause academic burnout, where the serious consequences of this problem are weak motivation to learn, the emergence of severe laziness, and decreased academic achievement (Hamzah, et al. 2017). Yang (2020) stated that the factors that influence academic burnout are social support, study load, justice, and self-efficacy. Then according to Dayanti (2019) explains that academic burnout is influenced by external factors, one of which is social support. This occurs as a result of the ability of social support to help students cope with various academic demands faced and is able to avoid the development of academic burnout in students. And the internal factors of students that influence academic burnout are self-esteem and self-efficacy.

This is in line with Iglewicz et al. (2022) who explained that the tendency of individuals to experience academic burnout can be influenced by several factors, including internal factors including individual personality, resilience, and self-efficacy. And external factors include a conducive learning environment including family, school, and social environments. Schwartzhoffer (2017) and Seibert et al. (2017) explained that academic burnout is influenced by several factors, namely self-concept, work overload, lack of social support, lack of control, lack of reward, demographic factors, and lack of fairness. Leiter & Maslach (in Arlinkasari & Akmal, 2017) stated that there are at least six factors that can influence the emergence of academic burnout, namely: reward, community, workload, control, value, and fairness.

The many factors that have the potential to cause academic burnout in students can be an obstacle for students in completing their final assignments. Therefore, further studies are needed regarding this matter. The purpose of compiling this journal is to further examine the factors that cause academic burnout in students who are completing their final assignments.

METHOD

This study uses a systematic literature review (SLR). The literature review procedure uses the PRISMA model. The researcher also sets a number of inclusion and exclusion criteria. Both criteria are contained in table 1 below.

Table 1 Inclusion and exclusion criteria

Criteria	Description
Inclusion	1. The articles used are articles published between 2017 and 2025
	2. In the form of a published scientific journal
	3. Contains keywords that are relevant to the research, namely the academic burnout factor.
	4. Articles come from trusted sources
Exclusion	1. Articles that are not used are articles published under 2017
	2. Articles in the form of books or final assignments (thesis, dissertation or others)
	3. The article is not a full paper
	4. The article comes from an unreliable source

The method in this study uses the PRISMA model with several stages, namely the first stage, namely the first stage, namely the identification stage, the researcher conducted a search for scientific articles through the help of Google Scholar and Publish or Perish with a time span from 2017 to 2025. The keywords used as the basis for searching for scientific articles are factors that cause academic burnout and students who are preparing their final assignments. Through the search results, 102 were found ready to be selected, 17 articles were obtained from Google Scholar and 88 other articles were

obtained from Publish or Perish. Based on the selection process, 75 articles were removed because they did not match the title or abstract of the research, leaving 27 articles.

At the screening stage, 7 articles were excluded because they did not meet the research criteria, leaving 20 articles. Through the eligibility stage, 7 articles were excluded because they did not meet the research objectives. At the final stage, 13 articles were obtained that met the criteria and eligibility to be used as study materials. Furthermore, the researcher reviewed, analyzed and drew conclusions from the 13 articles that had passed the selection and met the eligibility criteria.

RESULTS AND DISCUSSION

Research result

Based on the results of the analysis, it was found that there are several factors that cause academic burnout in students who are preparing their final assignments. This is what makes students form negative attitudes that can unconsciously affect the process of completing their final assignments. Further explanations related to the systematic literature review are contained in table 2 as follows.

Table 2. Results of Literature Review

No.	Title (Year)	Method	Research result
1	The Relationship between Self Efficacy and Academic Burnout in Students Writing Theses at STIKes Santa Elisabeth Medan in 2021 (2021)	Quantitative Correlational	The results found that from the Spearman rank statistical test, a p value of 0.000 (p <0.05) was obtained with r = -0.650 where there was a moderate and significant relationship and a negative correlation where self-efficacy increased so that academic burnout decreased and vice versa if self-efficacy decreased then academic burnout increased.
2	The Relationship between Self-Efficacy and Academic Procrastination on Academic Burnout of Students in Surabaya City (2024)	Quantitative Correlational	The results of the study found that self-efficacy towards academic procrastination showed that self-efficacy and academic procrastination have a significant influence on academic burnout. As it can be seen from the simultaneous contribution of the self-efficacy variable (X1) and the academic procrastination variable (X2) of 41.3% to academic burnout (Y). The remaining 58.7% is influenced by other factors not investigated in this study. In addition, the F value of 93.875> f table value of 3.00, with a significance of 0.000 <0.05, which indicates that the self-efficacy and academic procrastination variables have a joint effect on academic burnout.
3	The Relationship between Social Support and Academic Burnout in Nursing Students (2025)	Quantitative Correlational	The results of this study indicate that the most social support falls into the low category with a total of 102 (72.3%) students while the most academic burnout falls into the moderate category with a total of 120 (85.1%) students. The results of the statistical test obtained a p-value of 0.000 with a closeness of -0.402 which means that there is a relationship between social support and academic burnout with moderate closeness. There is a significant relationship between Social Support and Academic Burnout of FIK Unissula students with a p value (0.000) < α (0.05).
4	The Relationship between School Engagement, Academic Self-Efficacy and Academic Burnout in Students (2017)	Quantitative Correlational	The results of the study found that there is a significant relationship between all dimensions of school engagement and academic burnout in students. This relationship is illustrated in the correlation test which produces a correlation value of 0.366 with a significance value of 0.000. This means that school engagement can predict or measure the level of academic burnout by 36% in students. Furthermore, based on the results of the data analysis test, it was found that there is a significant relationship between academic self-efficacy and academic burnout in students. This relationship is illustrated in the correlation test which produces a significance value of 0.000. This shows that academic self-efficacy can be used as a predictor to predict or measure the level of academic burnout in students. The correlation coefficient of academic self-efficacy and academic burnout is -0.365. The results

			of the study showed a negative correlation. This means that if academic self-efficacy in students is low, the tendency to experience academic burnout is high and vice versa if academic self-efficacy is high, the tendency to experience academic burnout is low. Academic efficacy is also significantly positively related to school engagement (r=0.495 p <0.00), meaning that when students feel confident in their academic abilities, their interest in lectures increases.
5	The relationship between persistence and academic burnout in students completing their thesis (2024)	Quantitative Correlational	Based on the analysis results obtained, the coefficient value is -0.303 and p = 0.000 (p <0.050). These results indicate a significant negative relationship between persistence and academic burnout. The determinant coefficient R2 is 0.092, which means that persistence has a relationship of 9.2% to academic burnout while the remaining 90.8 is influenced by other factors.
6	The Relationship between Academic Resilience and Coping Mechanisms with Academic Burnout in Nursing Students (2023)	Quantitative Correlational	The results of the study found in the statistical test with the chi-square test with a p value <0.05, namely 0.000 and 0.004. Most students have moderate academic resilience of 150 (62%), maladaptive coping mechanisms of 127 (53%) and moderate academic burnout of 173 (72%). So this study shows that there is a relationship between academic resilience and coping mechanisms with academic burnout in nursing students.
7	The Relationship between Hardiness and Academic Burnout in Students Working on Their Thesis (2022)	Quantitative Correlational	The results of the study found that the correlation coefficient was -0.625 with a significance of 0.000. There is a negative relationship, meaning that the higher the hardiness, the lower the academic burnout in students who are working on their thesis. and vice versa. So the conclusion of this study is that students who are working on their thesis have a moderate level of academic burnout.
8	The Relationship between Social Support and Academic Burnout in Final Year Medical Students at Muhammadiyah University of Semarang (2023)	Quantitative Correlational	The results of the study found in univariate analysis with 125 medical students found that the majority had a moderate level of social support 81 (64.8%) and a moderate level of academic burnout 110 (88.0%), the results of the Spearman rank analysis showed that there was a relationship between social support and academic burnout p-value (p = 0.000) and had a fairly strong correlation strength with a negative linear model (r = -0.346) which means that the higher the social support, the lower the academic burnout and vice versa if the lower the social support, the higher the academic burnout in medical students.
9	The Relationship between Spiritual Well Being and Peer Interaction with Academic Burnout in College Students (2022)	Quantitative Correlational	The results of the study found that the major hypothesis can be accepted, proven by the relationship between spiritual well-being and peer interaction on academic burnout, because sig. <0.05 was obtained. While the minor hypothesis has a Sig. <0.05 so it can be concluded that there is an influence of spiritual well-being and peer interaction on academic burnout.
10	The Influence of Social Support on Academic Burnout in Students Writing Their Thesis (2024)	Quantitative Correlational	The results of the study found that there was a negative influence of social support on academic burnout in students who were writing their thesis with a significance value of 0.004, an R Square value of 0.122 and a regression coefficient value of -0.266.
11	The Relationship between Self-Efficacy, Coping Strategies and Achievement Motivation with Academic Boredom of Students in Online Learning (2023)	Quantitative Correlational	The results of the study showed that 1) there is a significant relationship between the level of self-confidence, problem-solving strategies, and motivation to achieve achievement with the level of academic saturation of students, 2) there is a significant negative relationship between the level of self-confidence and the level of academic saturation of students, 3) there is a significant negative relationship between problem-solving strategies and the level of academic saturation of students, 4) there is a significant negative relationship

			between motivation to achieve achievement and the level of academic saturation of students. The results of the effective contribution of the study showed that: 1) self-efficacy contributed 6.6% to academic saturation, 2) coping strategies contributed 3.37% to academic saturation, 3) achievement motivation contributed 16.5% to academic saturation. The effective contribution of the three research variables was 26.5%, so that the other 73.5% was influenced by other variables such as self-esteem, trait-anxiety, personality characteristics, and others.
12	The Relationship between Parental Support and Self-Esteem with Academic Burnout of Medical Students at Muhammadiyah University of Surakarta (2021)	Quantitative Correlational	The results of the correlation analysis between the two variables prove that there is a significant negative relationship between parental support and academic burnout and there is a significant negative relationship between self-esteem and academic burnout in medical students. This means that the higher the parental support, the lower the level of academic burnout, and the higher the self-esteem, the lower the level of academic burnout. The effective contribution of the parental support and self-esteem variables to academic burnout is 55.5%, the parental support variable contributes to the emergence of academic burnout by 28.37% and the self-esteem variable by 27.13%. Meanwhile, 44.5% is influenced by other variables such as self-concept, role conflict, and role ambiguity.
13	The Relationship between Self Efficacy and Academic Burnout University (2023)	Quantitative Correlational	The results of the study were found based on a simple linear analysis of the Self-Efficacy variable on the Academic Burnout variable, it is known that Self Efficacy has a significant effect on Academic Burnout with a value of 0.000 <0.005 and the coefficient of determination (R Square) obtained a value of 74%, (74% (R^2 = 0.740; Sig. 0.000). So Self Efficacy has a significant relationship with Academic Burnout, meaning that the higher the Self Efficacy, the lower the Academic Burnout.

DISCUSSION

The assignment of a final project or thesis is an academic assignment that must be faced by every student (Wakhyudin & Putri, 2020). A thesis is a work done by undergraduate students that involves an ability, both intelligence and emotional abilities (Wakhyudin & Putri, 2020). Etika and Hasibuan (2017) problems faced by students in the process of compiling a final project or thesis include: difficulty in determining the title of the thesis, limited references, little time to work on the thesis due to being hampered by other activities, laziness and lack of motivation, difficulty meeting with the supervisor, difficulty dividing and managing time, excessive fatigue, insufficient rest time, minimal costs, and unable to focus. Wakhyudin and Putri (2020) explained that guidance, proposal exams, and outcome exams make some students feel burdened and stressed to the point of experiencing academic burnout.

Continued academic burnout will threaten the sustainability of students' education. The impact that occurs when students experience academic burnout in doing academic assignments is the loss of desire to complete the final assignment and withdraw from participating in academic activities until being expelled from the educational institution or dropping out (Muh Rayyan, 2022). Academic burnout in students who are working on their final assignments cannot be separated from various factors that become stressors for students that hinder the process of working on their thesis. In a study conducted by Lilis et al. (2023) found a factor causing academic burnout, namely self-efficacy. This is in line with the results of Sagita's study (2017) which found that students with low self-efficacy will avoid assignments because students feel less confident in doing them well. Low self-efficacy is experienced not only by students with learning disabilities, but also by talented students who are less confident in their abilities (Sagita, 2017).

The results of a study conducted by Lilis et al. (2023) found that self-efficacy in students who are working on their thesis found that 39 people (75.0%) had moderate self-efficacy. Academic burnout in students who are working on their thesis, 29 people (55.8%) have moderate academic burnout. So there is a relationship between self-efficacy and academic burnout in students who are working on their thesis with a p-value = 10.000 (p <0.05) with an r value = -0.650. This is in line with research conducted by Aurora Dahlia Vianindia et al. (2024) which shows that students tend to be less confident in their abilities when carrying out activities during their studies so that there are various levels of academic burnout cases in students (Rad et al., 2017). The findings of this study indicate that self-efficacy has a negative effect on academic burnout, with a value of -0.705 and a significance of 0.000. This means that the higher the self-efficacy, the lower the level of academic burnout (Luthfia et al., 2021). Strong self-efficacy can help students cope with the demands of lectures, students should be able to improve their diligent study and be free from the demands of their own thoughts that can lead to academic burnout (You, 2018).

In a study conducted by Selvy Saputri Damayanti et al. (2025), one of the factors causing academic burnout was social support. According to Schaufeli 2021 (in Fadillah, 2022), if academic burnout is not immediately addressed and left untreated, it can cause ongoing stress, creating emotional exhaustion in students. This can lead to additional problems, such as a cynical attitude towards assignments and courses and feelings of inability to complete assignments. The results of this study are supported by the research of Diyah Trimulatsih & Anna Appulembang, (2022) showing that social support plays a role in academic exhaustion, where the higher the social support given to students, the lower the academic exhaustion in students who are writing a thesis during the pandemic (p-value = 0.000). In addition, previous research conducted by Dewi, Nuryani and Lindasari, (2024) showed that there is a relationship between social support and academic fatigue, this shows that social support has a role in reducing academic fatigue so that it can improve academic achievement (p value = 0.001).

Fitri Arlinkasari and Sari Zakiah Akmal (2017) found a factor that influences academic burnout, namely school engagement. The results obtained from the correlation test produced a correlation value of 0.366 with a significance value of 0.000. This means that school engagement can predict or measure the level of academic burnout by 36% in students. In a study conducted by Maulana (2022) it was shown that persistence is correlated with academic burnout, individuals who have a high level of persistence will have a low level of academic burnout. This is also supported by Duckworth and Quinn (2019) who explained that individuals who have a high level of persistence will continue to show effort even though they experience failure, continue to work hard, and have high consistency, and focus on the goals they want to achieve. Rad et al. (2017) explained that academic burnout is low individual motivation, decreased interest in fulfilling assigned tasks, fatigue that triggers unwanted feelings and inefficient feelings. So that persistence can be one of the factors that influence academic burnout in students who are completing their thesis, Muhammad Sani (2022) found a factor that causes academic burnout in students in completing their final assignments, the first cause is relationships.

The relationship in question is the relationship with lecturers and family is the factor. This was found because students felt a lack of communication with their supervisors. Poor and non-intense communication makes it difficult for students to approach lecturers (Muhamad Sani, 2022). In line with research conducted by Adelina (2018) which revealed that poor relationships with lecturers cause students to potentially experience delays in completing their final assignments. Adelina (2018) also explained that family factors are one of the factors that cause academic burnout in completing a thesis, namely poor relationships with family. Muhammad Sani (2022) found the next factor that causes academic burnout is appreciation from lecturers. The appreciation in question is appreciation and also motivational sentences that can foster enthusiasm in students in completing their final assignments. However, in reality, some lecturers are not appreciated for their achievements and only focus on revisions and final results and final assessments. Research presented by Rahardja et al. (2019) explains that the form of appreciation from lecturers to students can increase motivation in increasing learning. This can also be linked to students who are taking their final assignments where students can increase their motivation if they are given an award from the lecturer (Muhamad Sani, 2022).

Muhamad Sani (2022) research results found that the next factor causing academic burnout is work overload or too many assignments. Each student certainly has their own capacity in handling the tasks given by the lecturer. This different capacity then makes the progress of each student's final assignment different. This is in line with research presented by Alimah et al. (2017) explaining that students experience academic burnout and are influenced by excessive assignments making it difficult for students to manage their time.The last factor causing academic burnout is injustice. Students feel injustice that they receive discriminatory treatment when carrying out guidance. Injustice can be seen when students who are closer to their supervisors experience different conveniences than students who are not close to their supervisors (Muhamad Sani, 2022). Furthermore, Vahabi et al (2018) explained that ongoing stressful situations can lead to academic burnout among students. Academic burnout manifests as low self-esteem, low self-efficacy, and reluctance. So that academic burnout can cause students to be at a lower emotional level. Then Vahabi et al (2018) stated that if students evaluate academic stress situations, are less confident in controlling the environment, and use less strategies to reduce academic burnout.

The impact of students who experience academic burnout while working on their final assignments is that they feel changes in their mental state and daily life, such as being easily physically tired, more emotional, and jealous of the achievements of other students (Fajriani & Septiari, 2017). This is in line with research presented by Mashuri et al. (2022) that academic burnout can affect a person's daily life. Academic burnout is correlated with a number of psychological variables, one of which is academic self-efficacy (Ugwu, 2017). Ugwu (2017) suggests that students who have self-efficacy can protect themselves from the potential for academic burnout. This is in line with the statement from Arlinkasari and Akmal (2017) which states that students who have adequate academic self-efficacy are vulnerable to academic burnout and have less ability to adapt. In the causes of academic burnout in students who are completing their final assignments, techniques to reduce academic burnout are found, both internally and through assistance from external parties (Mashuri et al, 2022). The need for comprehensive efforts to reduce academic burnout in order to improve the quality of life (Mashuri et al., 2022). Internal factors within oneself can be in the form of self-reward, self-motivation, and making efforts to avoid stressors. External factors from other people can be in the form of entertainment or contacting experts such as psychologists or psychiatrists if it is felt to be very necessary when experiencing academic burnout in students who are completing their final assignments.

CLOSING

Based on the results of the systematic literature review of this study, it can be concluded that the causes of academic burnout in students who are completing their final assignments are two factors, internal and external. Internal factors include individual personality, resilience, and self-efficacy. And external factors include a conducive learning environment including family, school, and social environments. Schwartzhoffer (2017) and Seibert et al. (2017) explain that academic burnout is influenced by several factors, namely self-concept, work overload, grit, lack of social support, lack of control, lack of reward, demographic factors, and lack of fairness. Leiter & Maslach (in Arlinkasari & Akmal, 2017) suggest that there are at least six factors that can influence the emergence of academic burnout, namely: reward, community, workload, control, value, and fairness.

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