

The Role of Growth Mindset in Reducing Academic Burnout in the Era of Hybrid Learning

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ABSTRACT

Hybrid learning, which combines online and face-to-face instruction, has become common in higher education in the post-COVID-19 era. Although it offers flexibility, this model increases self-regulation demands, academic workload, and psychological pressure, potentially leading to academic burnout. This study aims to describe the role of growth mindset as a protective factor in reducing academic burnout among university students in the hybrid learning era. A literature review method was employed by analyzing national and international studies published between 2019 and 2025. Relevant articles were identified using the keywords “growth mindset,” “academic burnout,” “academic stress,” “resilience,” and “hybrid learning.” The findings indicate that growth mindset significantly contributes to reducing burnout by enhancing academic resilience, learning motivation, adaptive coping strategies, and self-regulation skills. Students with a growth mindset tend to perceive academic challenges as opportunities for growth and view failure as part of the learning process. This perspective helps reduce emotional exhaustion, cynicism toward academic tasks, and decreased sense of competence. Therefore, integrating growth mindset approaches into hybrid learning practices may serve as an effective strategy to enhance students’ well-being and academic resilience.

Keywords: growth mindset, academic burnout, hybrid learning, academic resilience

INTRODUCTION

Hybrid learning, which combines online and face-to-face instruction, has become a common component of modern education systems in the post-COVID-19 era. While this model offers greater flexibility, it also introduces several challenges, such as increased workload, the need for technological adaptation, and complex academic pressures. The transition toward hybrid learning—integrating online and in-person learning—has become standard practice in many universities after the pandemic. Although this model provides flexibility, several studies indicate that hybrid learning increases demands for self-regulation, academic workload, and psychological pressure among students. These pressures contribute to the phenomenon of academic burnout.

Various studies in Indonesia indicate that the phenomenon of academic burnout is becoming increasingly significant across different educational levels and study programs. A descriptive study among nursing students at the University of Riau found



that 74.6% of students experienced moderate levels of burnout, primarily due to emotional exhaustion caused by high academic workloads (Ramadhanty, Nauli, & Guna, 2025). Another study conducted at IAIN Parepare reported that more than half of final-year students experienced emotional exhaustion and depersonalization in their academic tasks (Asni, Rais, & Wulandari, 2024). In addition, a large-scale study involving 451 students in major Indonesian cities found strong evidence that academic pressure significantly contributes to the occurrence of burnout (Stevani et al., 2025). These findings suggest that academic burnout is not a minor phenomenon in Indonesia but rather a recurring psychological condition across various study programs and regions.

The concept of academic burnout refers to a condition characterized by emotional exhaustion, cynical attitudes toward academic activities, and a reduced sense of competence that negatively affects students' well-being and learning outcomes (Novianti, 2021). Evidence from national studies further emphasizes that heavy academic workloads, the demands of completing final projects, and competitive academic environments significantly exacerbate burnout among Indonesian students (Barusi & Kurniawati, 2024). These findings confirm that academic burnout is not merely a minor issue but a widespread and recurring psychological challenge across different disciplines and regions. High academic workloads, academic competition, and the demands of completing final projects are among the primary factors that worsen burnout among Indonesian students.

Considering these empirical findings, it becomes clear that understanding and developing strategies to mitigate burnout—particularly within the context of hybrid learning—is an urgent necessity for higher education institutions in Indonesia. Increasing academic pressure, complex workloads, and the need to adapt to hybrid learning technologies require students to possess adequate psychological capacities in order to remain resilient and productive. This highlights the importance of further research to identify protective factors that can reduce the risk of burnout, one of which is growth mindset.

Growth mindset represents a promising psychological approach that can help students cope with academic pressure. This concept emphasizes the belief that abilities and intelligence are not fixed traits but can be developed through effort, repeated practice, and effective learning strategies. In educational and learning psychology literature, growth mindset has been associated with increased resilience to stress, stronger learning motivation, and the development of more adaptive learning strategies (Ku & Stager, 2022).

Although several studies have examined academic burnout, research investigating the contribution of growth mindset as a protective factor within the context of hybrid learning in Indonesia remains limited. Several studies indicate that students who adopt a growth mindset tend to demonstrate greater resilience to academic stress, stronger learning motivation, and a greater ability to select and implement adaptive learning strategies. Students with a growth mindset are more likely to view failure as part of the learning process rather than as an indication of inability. Consequently, they tend to persist more when facing complex tasks and academic evaluation pressures (Kim, 2020).

Growth mindset also contributes to the development of proactive learning attitudes, where students actively seek feedback, experiment with different learning strategies, and learn from mistakes as part of their self-improvement process (Mosanya, 2021). Such attitudes differ from passive responses to stress; instead, growth mindset

facilitates the development of adaptive coping strategies, such as active problem-solving and realistic goal setting, which have been empirically associated with reduced symptoms of academic burnout. Research also indicates that individuals with a growth mindset are less likely to experience burnout symptoms because they tend to use adaptive coping strategies and perceive failure as a challenge rather than a threat (Nieuwenhuis et al., 2023). Other studies also highlight a positive relationship between growth mindset and academic resilience, which in turn contributes to the reduction of burnout within academic contexts (Ramadhona et al., 2024).

Based on the issues described above, this study aims to describe the role of growth mindset in reducing academic burnout among university students in the era of hybrid learning. This study focuses on how students' beliefs that their abilities can be improved through effort and effective learning strategies influence experiences of emotional exhaustion, cynical attitudes toward academic activities, and reduced feelings of competence. This research offers a new contribution by highlighting the role of growth mindset as a protective strategy against academic burnout within hybrid learning systems, particularly among Indonesian university students. The findings of this study are expected to provide a clearer understanding of the mechanisms and practical implications of growth mindset in helping students cope with academic stress, enhance learning motivation, and strengthen their ability to navigate dynamic hybrid learning environments.

METHODOLOGY

This study employed a literature review approach to understand the role of growth mindset in reducing academic burnout among students in the era of hybrid learning. This approach was chosen because the objective of the study was to collect, review, and synthesize findings from previous studies related to the relationship between growth mindset, academic resilience, and the reduction of burnout.

The research process began with a literature search across various scientific databases, both international and national, including electronic journals, conference proceedings, and academic publications related to higher education. The search focused on articles published within the last five years (2019–2025) to ensure the currency of information and the relevance to the hybrid learning context. The keywords used included “growth mindset,” “academic burnout,” “academic stress,” “resilience,” and “hybrid learning.”

The selected literature was analyzed using descriptive and thematic analysis, examining the main findings regarding the relationship between growth mindset and the reduction of academic burnout, students' adaptive coping mechanisms, and protective factors against academic pressure in hybrid learning environments. The results of the analysis were then synthesized narratively to provide a comprehensive overview of the role of growth mindset, while also highlighting existing research gaps. Through this method, the study not only summarizes findings from previous research but also provides a comprehensive understanding of how growth mindset can serve as a protective strategy for students in dealing with academic pressure in the era of hybrid learning.

RESULTS AND DISCUSSION

The results of the literature review indicate that growth mindset plays a crucial role as a protective factor against academic burnout among students, particularly in the era of hybrid learning, which imposes high demands for self-regulation, increased academic pressure, and complex workloads. Students who adopt a growth mindset tend to experience lower levels of academic stress, as they are not only able to utilize adaptive coping strategies but also perceive academic challenges as opportunities for learning and personal development. In practice, students with a growth mindset tend to be more

persistent in facing academic difficulties, including tasks that require critical thinking, collaborative online–offline projects, and complex evaluative examinations. They are able to maintain learning motivation despite the dynamic and multitasking nature of hybrid learning pressures because a growth mindset encourages them to focus on the learning process rather than solely on final outcomes. In other words, failure or mistakes are not viewed as evidence of inability but rather as information for improving learning strategies, expanding competencies, and building more effective learning experiences.

In addition, the literature shows that students with a growth mindset are more proactive in seeking feedback, managing their study time efficiently, and selecting learning strategies that align with their needs. Empirically, this pattern is associated with reduced emotional exhaustion, decreased cynicism toward academic activities, and improved sense of competence—the three core components of academic burnout (Permatasari et al., 2025).

Other literature in the national context also demonstrates a negative relationship between growth mindset and academic stress, where students with this mindset tend to experience lower academic pressure compared to those with a fixed mindset (Supriyadi et al., 2023). Furthermore, growth mindset has the potential to enhance students' psychological resilience in dealing with high academic demands. Students who believe that their abilities can develop through effort and adaptive learning strategies tend to possess stronger mental resilience when facing challenging tasks, thereby reducing emotional exhaustion and cynical attitudes, which are key components of academic burnout (Husin & Surawan, 2024). Growth mindset not only influences how students respond to failure and academic pressure but also contributes to the development of adaptive coping strategies that strengthen psychological endurance. Students who internalize the principles of growth mindset tend to view difficulties as learning opportunities rather than obstacles, making them more proactive in seeking solutions, utilizing academic resources, and modifying learning strategies when necessary.

Empirical support from various studies indicates that academic resilience serves as a significant predictive indicator of academic burnout. Students with higher levels of resilience are better able to cope with academic pressure and therefore experience lower levels of burnout symptoms compared to students with lower resilience. For example, a study conducted in Makassar found that students with high academic resilience demonstrated stronger abilities to regulate emotions, maintain learning motivation, and adjust their learning strategies to meet complex academic task demands, which consequently reduced emotional exhaustion and cynical attitudes toward academic activities (Khaekal et al., 2022). These findings emphasize that growth mindset, which contributes to increased student resilience, can function as an effective protective strategy in mitigating academic burnout. Students with a growth mindset are not only able to view failure as a learning opportunity but also develop psychological endurance that allows them to remain productive amid the pressures of assignments, projects, and complex academic evaluations. In other words, growth mindset encourages students to internalize learning experiences as a process of self-development, enhancing adaptive coping capacity and strengthening their ability to overcome academic challenges within hybrid learning contexts.

Research conducted in the Netherlands shows that students and adolescents with a growth mindset tend to experience reduced burnout symptoms through improved self-regulation, which is a key aspect in coping with academic pressure and learning stress (Janssen & van Atteveldt, 2023). Self-regulation strategies include the ability to plan,

monitor, and evaluate learning processes effectively, enabling students to adjust their learning approaches according to task demands and complex academic situations. Other studies indicate that growth mindset interventions among students can significantly reduce academic stress and increase learning motivation, which in turn contributes to a lower risk of academic burnout, although the research was conducted in a non-hybrid learning context (Meyer & Stutts, 2024). These findings confirm that growth mindset not only influences attitudes and motivation but also facilitates the development of more effective adaptive coping strategies for managing academic workloads. Students who participate in growth mindset interventions tend to perceive failure and academic pressure as challenges that can be overcome through effort, reflection, and improvement of learning strategies, rather than as obstacles that diminish competence and motivation.

A study by Ku and Stager (2022) further confirms that growth mindset interventions consistently enhance students' learning motivation, adaptive learning strategies, and adaptive coping abilities, which directly reduce the risk of academic burnout. These interventions are designed to help students internalize the belief that abilities and intelligence can develop through effort, practice, and the application of effective learning strategies. As a result, students become more proactive in facing academic challenges, are able to adjust their learning approaches according to the complexity of tasks, and demonstrate greater resilience to psychological pressures within hybrid learning systems.

These findings are consistent with the work of Mosanya (2022), which highlights the psychological mechanisms underlying the positive effects of growth mindset. Students with a growth mindset are better able to regulate themselves effectively, including planning, monitoring, and evaluating their learning processes, allowing the coping strategies they apply to be adaptive and responsive to academic demands. They are also able to process failure constructively, viewing mistakes as learning opportunities and adjusting learning strategies to improve academic outcomes. Moreover, students with this mindset are able to maintain academic productivity even in high-pressure situations, such as complex workloads, repeated evaluations, and hybrid interactions that require multitasking.

Overall, the literature indicates that growth mindset is not only associated with motivation and learning strategies but also contributes both directly and indirectly to reducing academic burnout. This is particularly relevant in the context of hybrid learning, where students face high cognitive demands and complex self-regulation requirements. The implementation of growth mindset through educational interventions and adaptive learning strategies can therefore serve as a practical effort to enhance resilience, learning motivation, and student well-being in the era of modern education.

CONCLUSION

Mindset plays a significant role as a protective factor in reducing academic burnout among students, particularly within the context of hybrid learning. The hybrid learning system, which combines online and face-to-face instruction, indeed provides flexibility; however, it also increases demands for self-regulation, academic workload, and psychological pressure. These conditions contribute to the emergence of emotional exhaustion, cynical attitudes toward academic activities, and a reduced sense of competence, which are the primary components of burnout.

The literature analyzed indicates that students with a growth mindset tend to experience lower levels of academic stress, higher resilience, and more effective adaptive

coping abilities. They perceive challenges and failures as part of the learning process rather than as indicators of inability. This perspective encourages perseverance, intrinsic motivation, and the use of more adaptive learning strategies, such as actively seeking feedback, managing time more effectively, and reflecting on the learning process. Thus, growth mindset contributes both directly and indirectly to reducing the risk of academic burnout.

Findings from various national and international studies also reinforce that growth mindset is positively associated with academic resilience and self-regulation, which serve as important mechanisms for dealing with academic pressures in the hybrid learning era. Growth mindset-based interventions have been shown to increase learning motivation and reduce academic stress, which in turn contributes to a decrease in burnout symptoms.

Overall, growth mindset can be viewed as an effective psychological strategy for supporting student well-being amid the complexities of hybrid learning. Therefore, integrating growth mindset approaches into higher education policies and practices—through psychopedagogical interventions, adaptive learning design, and student capacity-building programs—represents a strategic step in mitigating academic burnout and enhancing the resilience and sustainability of Indonesian students' academic performance in the era of modern education.

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