

THE ROLE OF DIGITAL MINDSET IN MITIGATING BURNOUT AND ENHANCING STUDENT WELL-BEING

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ABSTRACT

The rapid advancement of digital technology within academic environments brings immense transformation alongside new psychological challenges for students, such as technology-related stress (technostress) and academic exhaustion (burnout). This study aims to analyze the role of a digital mindset in mitigating burnout levels and its subsequent impact on enhancing student well-being. Employing a descriptive quantitative research design with a pre-survey approach involving 30 students at Pamulang University, the collected data were analytically evaluated based on the percentage distribution of variable indicator responses. The findings reveal that an adaptive digital mindset significantly streamlines academic activities (80%), improves time efficiency (73.3%), and serves as an effective mechanism for reducing stress stem from accumulating task loads (80%). This indicates that possessing positive cognitive filters toward digital technology (digital consciousness & expertise) critically reduces clinical burnout complaints and triggers a student transition toward a state of flourishing (optimal well-being). Higher education institutions are recommended to structuredly strengthen healthy digital literacy to support the mental health of the academic community in the era of artificial intelligence.

Keywords: Digital Mindset, Burnout, Well-Being, Students, Organizational Behavior.

1. INTRODUCTION

Human beings, as social creatures, fundamentally require interaction, communication, and reciprocal relationships to optimally fulfill their life needs. Prior to the wave of widespread digitalization, communication instruments and information technology were not positioned as primary, determinant variables in the efficiency of daily routines. However, the integration of online platforms into aspects of learning, socializing, and entertainment has altered the global societal landscape, including in Indonesia. The fast-paced digital era demands strong

self-regulatory capabilities within every individual, particularly among adolescents and university students who are navigating dynamic physical and emotional transitional phases.

Within contemporary academic contexts, dependency on digital ecosystems frequently creates operational dilemmas. On one hand, technology accelerates the dissemination of knowledge; on the other hand, the constant demand to remain connected (always-on) triggers cognitive overload (techno-overload), culminating in burnout syndrome. The World Health Organization defines burnout as a psychological syndrome resulting from chronic workplace or activity-related stress that has not been successfully managed, characterized by extreme exhaustion, cynicism, and reduced professional or academic efficacy. Efforts to halt the rising trajectory of burnout are urgent to preserve the well-being (psychological wellness) of students, which encompasses both hedonic life satisfaction and eudaimonic self-actualization functions.

One internal cognitive resource deemed vital to moderate this pressure is a digital mindset. This concept is defined as a set of technology-specific cognitive schemas, knowledge, and core beliefs that influence how individuals perceive, interpret, and utilize data and technology to collaborate adaptively without being overwhelmed by fears of automation. Grounded in these empirical phenomena, this research was conducted to deeply analyze the role of a digital mindset in mitigating burnout rates while simultaneously elevating the degree of student well-being in the digital age.

2. LITERATURE REVIEW

2.1 Management and Human Resource Theory

Etymologically, management is the art of directing, organizing, executing, and controlling functional processes to realize concrete organizational goals. George R. Terry states that management is a distinct process consisting of planning, organizing, actuating, and controlling, performed to determine and accomplish objectives by the use of human beings and other resources. Human Resource Management (HRM) integrates these managerial principles with a specific focus on optimizing human energy, skills, and competencies to deliver maximum contributions to the success of an organization or institution.

2.2 Concepts of Organizational Behavior and Burnout

Organizational behavior investigates the impact that individuals, groups, and structures have on human behavior within work systems to improve institutional effectiveness. When academic roles or task demands exceed an individual's adaptive capacity, dysfunctional manifestations like burnout surface. The primary indicators of burnout comprise emotional exhaustion (loss of motivation), physical exhaustion (changes in appetite and energy deficits), mental fatigue, depersonalization (cynicism toward the environment), and a diminished sense of personal accomplishment. Its contributing factors are divided into internal factors (personality, age) and external factors (role conflict, task ambiguity, and environmental pressures).

2.3 Psychological Well-Being

Well-Being refers to a multidimensional state where individuals are able to function optimally, experience meaningful life satisfaction, and maintain balanced mental, physical, and social health. Its dimensions include the hedonic perspective (subjective happiness) and the eudaimonic perspective (development of potential, positive psychological functioning). The WHO establishes five primary indicators to measure psychological well-being: the presence of a positive mood, inner peace, active engagement in activities, adequate rest quality, and a high level of interest or vitality toward life realities.

2.4 Digital Mindset

A digital mindset is not merely a technical capability to operate hardware, but a cognitive filter that drives readiness for collaboration between humans and artificial intelligence. Based on its structural model, a digital mindset is shaped by three main dimensions: (1) Digital Consciousness, the awareness and ability to recognize opportunities arising from new technologies (such as AI); (2) Digital Expertise, the capacity to operate collaborative software; and (3) Digital Business Acumen, the sharpness to identify new value creation powered by digital technology.

3. METHODS

This study applies a descriptive quantitative research design focusing on analyzing the behavioral patterns of students in internalizing digital mindsets within their daily university routines. The research setting is located at Pamulang University, Tangerang Selatan, utilizing structured attitude-scale questionnaires as the primary data collection instrument. The unit of analysis consists of active university students, with initial sample data pulled through an indicator pre-survey of 30 respondents in the year 2026. The data analysis technique utilized is descriptive statistical processing involving frequency distribution tabulation and percentage calculations of instrument statement responses to logically draw conclusions regarding inter-variable relationships.

4. RESULTS AND DISCUSSION

Based on the processing of pre-survey data collected from the 30 student respondents, the distribution of perceptions regarding the digital mindset, burnout reduction, and well-being variables is presented in the following table:

Table 4.1. Percentage Distribution of Pre-Survey Student Responses on Digital Mindset and Academic Stress

No	Indicator Instrument Statement	Yes (%)	No (%)	Total
1	Openness to using new technologies in lectures and coursework.	60.0%	40.0%	100%

No	Indicator Instrument Statement	Yes (%)	No (%)	Total
2	Increase in individual productivity through the use of digital platforms.	46.7%	53.3%	100%
3	Belief that digital technology simplifies university activities.	80.0%	20.0%	100%
4	The utilization of digital tools makes life feel more efficient.	73.3%	26.7%	100%
5	Conscious openness toward transformations in the educational environment.	50.0%	50.0%	100%
6	Ability to leverage digital technology for time management routines.	73.3%	26.7%	100%
7	Technology helps reduce stress caused by piling academic assignments.	80.0%	20.0%	100%
8	High level of learning comfort supported by the digital ecosystem.	70.0%	30.0%	100%
9	Belief in the importance of a digital mindset to face current college pressures.	73.3%	26.7%	100%
10	Mental readiness to handle era transitions due to having a digital mindset.	73.3%	26.7%	100%

Through empirical data analysis, crucial findings emerged regarding the mechanisms of the digital mindset's role. On the functional belief indicator (No. 3), an absolute majority of students (80%) trust that technology tangibly simplifies their coursework, reinforced by a perceived efficiency level of 73.3% (No. 4) and strong time-management capabilities at 73.3% (No. 6).

Interestingly, although openness to new technologies stands at 60% and independent productivity adaptation still requires further guidance (53.3% responded "No" on item 2), mastering this digital perspective acts directly as an emotional health shield.

This impact is evident in instrument No. 7, where 80% of respondents confirm that digital technology helps them minimize stress (burnout complaints) resulting from backlogged assignments. Learning comfort supported by digital elements reaching 70% (No. 8) correlates positively with positive mood improvements and student inner peace (key metrics of well-being). Finally, the awareness that a digital mindset is highly urgent in confronting modern academic pressures is acknowledged by 73.3% of respondents, while yielding a robust sense of readiness to navigate generational disruptions (73.3%). Consequently, it can be scientifically concluded that cultivating a comprehensive digital mindset plays a vital role in curbing students'

physical/mental fatigue complaints and steering them toward achieving optimal well-being amid academic demands.

5. CONCLUSION AND LIMITATION

5.1 Conclusion

Based on the array of theoretical reviews and desk-side descriptive data analysis obtained, this study concludes two primary points:

1. A digital mindset plays a significant and positive role in mitigating stress complaints and burnout syndromes among Pamulang University students. An adaptive digital mindset acts as an effective stress-coping mechanism that minimizes the emotional exhaustion impact of heavy academic workloads through the workflows efficiency it provides.
2. Possessing a digital mindset substantially contributes to increasing the degree of student well-being. Students who successfully build positive synergy with digital technologies display higher learning comfort, psychological tranquility, and are mentally more mature in navigating the dynamics of generational disruptions eudaimonically.

5.2 Recommendations

Relying on the findings above, several practical action items are recommended:

- **For Higher Education Institutions:** Expected to formulate curriculum policies or structured digital literacy training programs to reduce student resistance toward new technologies and optimize their application for personal academic productivity.
- **For Students:** Encouraged to practice wise self-regulation (boundary management) when utilizing digital media to prevent the dark side of technology like techno-invasion, transforming technology into an essential learning asset rather than a distraction trigger.
- **For Future Researchers:** Given that this study relies on initial pre-survey data, subsequent researchers are expected to develop broader causal structural models through inferential statistical analysis techniques (such as SEM-PLS) utilizing much more representative sample frames.

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