

# A COUNSELING APPROACH BASED ON MINANGKABAU CULTURAL VALUES TO REDUCE STUDENT BURNOUT IN THE HYBRID LEARNING ERA

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## Abstract

The shift toward hybrid learning in the digital era has provided flexibility for students; however, it has also introduced various psychological challenges, particularly academic burnout. Burnout is characterized by emotional exhaustion, decreased motivation, and reduced engagement in the learning process. This study aims to explore a counseling approach based on Minangkabau cultural values in reducing student burnout in the hybrid learning era. This approach integrates local values such as adat basandi syarak, syarak basandi Kitabullah, deliberation (musyawarah), and collectivism as sources of individual resilience. The research employs a qualitative approach through literature review and conceptual analysis of cultural integration in counseling practices. The findings indicate that the internalization of Minangkabau cultural values within counseling processes can enhance coping abilities, strengthen self-identity, and reduce levels of student burnout. This approach is considered relevant and contextual in addressing students' psychological challenges in the hybrid learning era. This study is expected to contribute to the development of culturally based counseling services that are more effective and sustainable.

**Keywords:** Student burnout; hybrid learning; culturally based counseling; Minangkabau; mental health

## 1. Introduction

The development of the education system in the digital era has encouraged the implementation of a hybrid learning model that combines online and offline learning. This learning model emerged as an adaptation to technological advancements as well as an effort to create a more flexible and effective educational process. Through this system, students gain easier access to learning materials, improved time efficiency, and broader learning opportunities without being limited by space and time. However, behind these advantages, hybrid learning also presents new challenges, particularly related to students' psychological readiness (Putri, 2024).

Academic burnout is a condition of emotional, mental, and physical exhaustion that arises due to continuous academic pressure. From the perspective of educational psychology, academic burnout is generally characterized by three main dimensions: emotional exhaustion, cynicism toward the learning process, and reduced academic efficacy. These symptoms do not appear suddenly but develop gradually as a result of accumulated pressures that are not properly managed. If left unaddressed, burnout can reduce learning quality, academic motivation, social engagement, and even affect students' overall mental health (Schaufeli et al., 2002). Academic burnout among university students has become a growing concern in recent years, particularly with the increasing integration of technology in higher education. Burnout does not only affect students' academic performance but also influences their emotional well-being, motivation, and overall life satisfaction. Students who experience burnout often demonstrate reduced concentration, declining interest in learning activities, and feelings of helplessness when facing academic demands. If this condition continues for a prolonged period, it may lead to more serious psychological problems such as anxiety, depression, and decreased academic achievement (Schaufeli et

al., 2002). Therefore, it is important for educational institutions to develop appropriate strategies and interventions that can help students manage academic stress effectively.

The phenomenon of burnout among students has increased alongside the development of technology-based learning systems. Hybrid learning, which was initially designed to provide flexibility, often creates role ambiguity, digital fatigue, pressure to constantly respond to academic tasks, and decreased quality of direct social interaction. Many students find it difficult to balance their focus between online learning, offline activities, organizational involvement, part-time work, and personal responsibilities. This situation makes students more vulnerable to prolonged academic stress (Gudoniene et al., 2025).

Research conducted by Gudoniene et al. (2025) indicates that the high workload and intensive use of technology are the main causes of students' academic fatigue in hybrid learning environments. In addition, Firmante (2025) found that limited social support and weak self-management skills also significantly contribute to the emergence of academic burnout. In this context, Minangkabau cultural values have significant potential as psychological resources that can help students cope with academic pressure.

## 2. Methods

This study employs a qualitative approach using a literature review research design to examine a counseling approach based on Minangkabau cultural values in reducing student burnout in the hybrid learning era. This approach was chosen because it allows researchers to thoroughly analyze various relevant previous studies and synthesize them into a comprehensive conceptual framework. Through a literature review, this research seeks to identify the forms of academic burnout experienced by students, the contributing factors, and the potential of Minangkabau cultural values as a foundation for contextual counseling interventions.

The subjects of this research are not individuals directly, but rather scientific documents relevant to the focus of the study. The inclusion criteria for the selected articles are as follows:

- a. Articles discussing academic burnout among university students
- b. Articles discussing hybrid learning systems
- c. Articles examining culture-based counseling or local wisdom
- d. Articles that can be accessed in full text
- e. Articles published in credible scientific journals or conference proceedings

Through this analysis, the study is expected to generate theoretical and practical recommendations that can be applied in guidance and counseling services in higher education.

## 3. Results and Discussion

### 3.1 Academic Burnout Among University Students

Academic burnout is defined as a condition of emotional, mental, and physical exhaustion resulting from continuous academic pressure that cannot be effectively managed by individuals. This condition is characterized by feelings of boredom, loss of motivation to learn, and decreased student engagement in the learning process (Schaufeli et al., 2002). Conceptually, academic burnout consists of three main dimensions: emotional exhaustion, cynicism toward academic activities, and reduced academic efficacy. Research shows that most students fall into the moderate to high burnout category, indicated by mental fatigue and decreased motivation to learn. This condition demonstrates that academic burnout is a real phenomenon widely experienced by students in modern learning systems (Firmante, 2025).

In addition, academic burnout is influenced by various multidimensional factors, both internal and external. Internal factors include low self-regulation ability, lack of coping strategies, and weak time management in dealing with academic demands. Students with low self-regulation abilities tend to be more vulnerable to burnout because they are unable to manage academic pressure effectively (Salmela-Aro et al., 2009).

Several studies indicate that academic burnout is closely related to the imbalance between academic demands and students' coping resources. When students face excessive workloads, strict deadlines, and continuous academic evaluations without adequate psychological support, their internal resources gradually decrease. This imbalance may lead to emotional exhaustion, decreased academic engagement, and reduced learning motivation. In addition, the lack of effective coping strategies and poor time management skills can further increase students' vulnerability to burnout (Salmela-Aro et al., 2009). Therefore, preventive efforts and supportive counseling services are essential to help students maintain their psychological well-being in academic environments.

Meanwhile, external factors such as heavy workloads, academic pressure, and lack of social support also contribute to the emergence of burnout. In the context of modern learning systems, students are often required to multitask, use technology intensively, and experience limited social interaction. These conditions increase academic stress, which eventually leads to burnout (Gudoniene et al., 2025).

Therefore, academic burnout is a complex phenomenon influenced by both internal and external factors. This condition affects not only academic performance but also students' mental health and social life as a whole.

### 3.2 Hybrid Learning

Hybrid learning is one of the innovations in the modern education system that integrates online and face-to-face learning into a single learning process. This model was developed as an adaptation to technological advancements as well as the need for flexibility in higher education. Through hybrid learning, students have broader opportunities to access learning materials, manage their study time independently, and utilize various available digital learning resources (Zhong & Rosli, 2025).

One of the main advantages of hybrid learning is the flexibility it offers to students. Students can access learning materials anytime and anywhere, allowing the learning process to become more efficient and personalized. However, despite these advantages, hybrid learning also presents several challenges that cannot be ignored. One of the primary challenges is the increased cognitive load experienced by students due to the need to adapt to two learning systems simultaneously. Students must be able to transition between online and face-to-face learning environments, which often have different characteristics, rhythms, and academic demands (Firmante, 2025).

Although hybrid learning offers flexibility and wider access to learning resources, it also requires students to possess strong self-regulation skills. Students are expected to manage their learning schedules independently, maintain motivation during online sessions, and adapt to various digital learning platforms. Without sufficient self-management skills, students may experience difficulties in organizing academic tasks and maintaining concentration during the learning process. Consequently, the increased cognitive load and continuous interaction with digital technologies may contribute to academic fatigue and burnout among university students (Zhong & Rosli, 2025).

Therefore, it can be concluded that hybrid learning is a learning model with great potential to enhance the flexibility and effectiveness of education. Nevertheless, it also presents various complex challenges, including digital fatigue, academic pressure, limited social interaction, and high demands for self-regulation.

### 3.3 Culture-Based Counseling or Local Wisdom (Minangkabau)

Culture-based counseling is an approach in guidance and counseling services that considers the background of values, norms, beliefs, and the socio-cultural system of individuals in the psychological intervention process. This approach emphasizes that individuals cannot be separated from the cultural context in which they grow and develop. Therefore, the counseling process must accommodate these values in order to make the intervention more relevant and effective (Sue & Sue, 2016).

One example of the implementation of culture-based counseling can be found in Minangkabau society, which possesses a strong system of values and philosophy of life. Minangkabau cultural values such as *adat basandi syarak, syarak basandi Kitabullah* reflect the integration of customary traditions and religious teachings in daily life. These values emphasize the importance of morality, religiosity, and individual responsibility in social life (Silvianetri, 2021).

The value of *musyawarah* (deliberation) is also an important aspect of Minangkabau culture that can be integrated into the counseling process. *Musyawarah* represents a collective decision-making process that considers various perspectives. In counseling practice, this value can assist clients in exploring alternative solutions and making wiser and more adaptive decisions (Harlina, 2024).

In relation to academic burnout, Minangkabau cultural values have significant potential as psychological resources for students. Religious values can help students find meaning in the experiences they face, thereby increasing their mental resilience when dealing with academic pressure. Research indicates that individuals with higher levels of religiosity tend to manage stress more effectively and have better mental health (Sukandar, 2024).

Therefore, counseling based on Minangkabau cultural values is a relevant and promising approach in helping students overcome academic burnout in the hybrid learning era. This approach does not only focus on solving individual problems but also utilizes cultural strengths as a source of psychological support.

### 3.4 Integration of Minangkabau Cultural Values-Based Counseling as a Solution to Student Burnout in the Hybrid Learning Era

Academic burnout experienced by students in the hybrid learning era requires an intervention approach that not only focuses on individual aspects but also considers students' social and cultural contexts.

One form of integration that can be implemented is through strengthening the value of togetherness in the counseling process. In Minangkabau culture, the principle *barek samo dipikua, ringan samo dijinjang* emphasizes the importance of social support in dealing with problems. In counseling practice, this value can be applied by encouraging students to build social support networks, including peers, family members, and the campus environment. In its implementation, counseling based on Minangkabau cultural values can be conducted through several stages as follows:

- a. Exploration Stage, where the counselor helps students understand the problems they are experiencing and identify the sources of stress that lead to burnout (Corey, 2017).
- b. Understanding and Reflection Stage, where students are encouraged to relate the problems they face to the cultural values they possess (Harlina, 2024).
- c. Intervention Stage, where the counselor and students collaboratively design coping strategies that align with cultural values. For example, students are encouraged to engage more actively with their social environment, participate in religious activities, and develop a more positive mindset toward academic challenges (Firmante, 2025).

- d. Evaluation and Reinforcement Stage, where the counselor helps students evaluate the progress they have achieved and strengthen the positive changes that have occurred (Sue & Sue, 2016).

Thus, the integration of counseling based on Minangkabau cultural values represents a promising solution for addressing academic burnout among students in the hybrid learning era. This approach not only helps students reduce stress but also strengthens their self-identity, enhances resilience, and fosters a balance between academic demands and social life.

In addressing academic burnout in the hybrid learning era, guidance and counseling services (BK) play an important role as preventive, curative, and developmental efforts to help students manage academic pressure. Guidance and counseling services function as facilitators that assist students in understanding their psychological conditions, identifying sources of stress, and developing effective adjustment strategies (Gladding, 2018).

### **Guidance and Counseling Intervention Strategies**

1. Individual Counseling Based on the Humanistic Approach

This approach emphasizes self-understanding and unconditional acceptance of the client (Rogers, 1961)

2. Cognitive Behavioral Counseling (CBT)

This strategy aims to change negative thought patterns that contribute to burnout (Beck, 2011).

3. Strengthening Social Support

Counselors can encourage students to build positive social relationships with friends, family, and the academic environment. Social support acts as a protective factor against stress and burnout (Taylor, 2011).

4. Group Counseling

Through group counseling, students can share experiences and gain emotional support from others facing similar situations (Yalom & Leszcz, 2005).

#### **Guidance and Counseling Program Design (Proposed Services)**

- a) Information Services (Preventive)

This service aims to provide students with an understanding of burnout, including its causes, impacts, and ways to overcome it (Sholihah et al., 2023).

- b) Mental Health Seminars or Webinars

Utilizing digital media such as counseling applications, e-modules, and educational videos.

- c) Individual Counseling (Curative)

This service is intended for students experiencing moderate to high levels of burnout. Counselors assist students in understanding their psychological conditions and developing strategies to cope with academic pressure.

- d) Group Counseling (Social Reinforcement)

Group counseling becomes an important strategy because it helps students realize that they are not alone in facing their problems (Mauliddya & Prabawa, 2024).

Thus, a structured guidance and counseling program based on students' needs has been proven to help reduce the level of academic burnout. The integration of preventive, curative, and developmental services is the key to creating effective counseling services. In addition, the use of technology and local cultural approaches represents an important innovation in improving the effectiveness of guidance and counseling services in the hybrid learning era.

#### 4. Conclusions

Academic burnout is a phenomenon that is increasingly experienced by university students in the hybrid learning era. It is influenced by high academic demands, digital fatigue, and low levels of self-regulation and social support. This condition negatively affects students' learning motivation, academic engagement, and overall mental health.

As an effort to address this issue, a counseling approach based on Minangkabau cultural values has significant potential in reducing academic burnout. The integration of values such as adat basandi syarak, syarak basandi Kitabullah, togetherness, deliberation (musyawarah), and religiosity can serve as sources of psychological strength that help students improve coping abilities, strengthen their self-identity, and build resilience in facing academic pressures. This approach also encourages students not to face problems individually, but to utilize social support as part of the problem-solving process.

Therefore, culture-based counseling grounded in local wisdom is not only contextually relevant but also effective in improving students' psychological well-being in a sustainable manner. Consequently, the development of guidance and counseling services in higher education should integrate cultural values as part of more adaptive and innovative intervention strategies that align with the characteristics of students in the hybrid learning era.

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