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ACADEMIC BURNOUT AMONGST HIGH SCHOOL STUDENTS: THE ROLE OF SELF-REGULATED LEARNING AND THE MODERATING EFFECT OF SOCIAL MEDIA ENGAGEMENT

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ABSTRACT

Increasingly complex academic challenges require high school students to manage their learning process effectively. However, with the integration of digitalization into daily life, students' engagement with social media can become a distraction during the learning process and increase the risk of academic burnout. Students experiencing academic burnout show signs of emotional exhaustion resulting from academic pressures, a cynical and apathetic attitude toward academic tasks, and pessimism when fulfilling their roles. This study adopts a quantitative approach to analyse the effects of self-regulated learning and social media engagement on academic burnout, as well as to test the moderating role of social media engagement. The measurement tools used to collect data were the Self-Regulated Learning Scale, the Social Media Engagement Adolescent Scale (SMEAS), and the School Burnout Inventory (SBI), which were subsequently processed and analysed using simple linear regression and the Hayes PROCESS Macro Model 1. This study used 314 11th-grade students as selected participants. The results indicated that self-regulated learning was negatively associated with academic burnout (Unstandardized B = -0,067, p = 0,003 < 0,05), that social media engagement was positively associated with academic burnout (Unstandardized B = 0,167, p = 0,000 < 0,05), and that there was no moderating role of social media engagement on relationship between self-regulated learning and academic burnout (interaction coefficient = 0,0006, p-value = 0,8039 > 0,05). Thus, there was insufficient statistical evidence to conclude that the contribution of self-regulated learning to academic burnout varied according to students' levels of social media engagement.

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INTRODUCTION

Adolescent mental health has become an issue that has received increasing attention in recent years. One in seven adolescents aged 10–19 experiences a mental health disorder (World Health Organization, 2025). In Indonesia, the Indonesian National Adolescent Mental Health Survey reported that every third Indonesian teenager (34.9%), or about 15 million teenagers, experiences one or more psychological problems, including school-related issues affecting 39.3% of them (Wirawan, 2024). The high incidence of these problems indicates that one source of stress for adolescents stems from the educational environment. One problem that can arise in an academic setting is academic burnout. Academic burnout can affect students at various levels of education, including high school students. At this level, students begin to face more complex academic demands than before (Cahyani et al., 2025; Masdelina et al., 2023). Students are expected to earn good grades, complete their school assignments, prepare for higher education, and meet the expectations of their families and social circles. Should these demands continue unabated and go unaddressed, students may experience high levels of academic distress, potentially leading to academic burnout (Rabuka et al., 2023). Mid-adolescents, who are primarily between the ages of 16 and 18, made up the majority of the study sample (Isroani et al., 2023; Sa'id, 2015). Adolescents are more prone to fatigue because, at this stage, they have better adaptive cognitive abilities for planning the future and applying what they have learned to meet future challenges (Azkarisa & Nugraha, 2023). This situation warrants attention because its impact extends not only to the learning process but also to students' psychological well-being and their ability to carry out daily activities (Chodijah & Alrefi, 2026).

A relevant theoretical perspective on students' responses to academic demands is the Self-Regulated Learning Theory, self-regulated learning involves students actively and constructively setting learning goals, monitoring and managing the learning process, and regulating their cognitive, psychological, and behavioral processes to ensure they align with their initial goals and the environmental conditions they face (Boekaerts et al., 2000). The practical application of self-regulated learning involves establishing learning goals, selecting appropriate strategies, tracking learning progress, organizing the learning environment, managing time effectively, and evaluating learning outcomes and the methods used (Rakovic et al., 2022). Self-regulated learning is a very essential aspect because the learning process does not depend solely on intellectual ability, but even more so on an individual's capability to manage the affective and behavioral aspects of their learning process to achieve learning objectives (Apriliani & Muhid, 2025).

Students who are capable of organizing their learning activities effectively also demonstrate good control over completing their academic assignments (Japeri et al., 2022). They are more capable of setting priorities, managing their time, maintaining consistency in their studies, and adjusting their strategies when facing academic challenges. These regulation processes help students manage academic demands more effectively and sustain their efforts when they face learning difficulties. Conversely, difficulties in managing these regulatory processes can make academic demands even harder to handle and increase students' susceptibility to prolonged academic burnout. As such, self-regulated learning skills can protect against academic burnout (Verdugo & Martínez-líbano, 2026). Burnout is a manifestation of chronic stress that leads to physical, mental, and emotional exhaustion, resulting in decreased productivity and performance (Arroisi & Afifah, 2022). In the context of education, academic demands often lead to academic burnout, characterized by extreme emotional exhaustion, a lack of interest in academic matters, and a loss of optimism as a student (Schaufeli et al., 2002). Academic burnout can occur when students lack sufficient resources to cope with the constant academic pressures and demands they face (Chodijah & Alrefi, 2026). If students experience this condition over a long period of time, the resulting physical and mental fatigue will affect their academic achievements (Fitriyadi et al., 2023).

Several previous studies have shown that self-regulated learning reduces the risk of academic burnout across different populations. In alignment with the study by Japeri et al. (2022), dormitory students with a high level of self-regulated learning can control their thoughts, emotions, and impulses, giving them the ability to stay focused on their studies without being distracted by activities that cause academic burnout. Purwanti et al. (2022), involving students at Universitas Negeri Yogyakarta (UNY), also confirmed an inverse relationship: an increase in self-regulated learning leads to a decrease in academic burnout. Similarly, Adityaputra & Simanjuntak (2023) identified a significant negative connection between self-regulated learning and academic burnout in college students who have jobs, while Fauziyah et al. (2024) identified a significant effect of self-regulated learning on academic burnout in college students. This implies that self-regulated learning

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is associated with academic burnout across various groups, but evidence concerning Indonesian high school students specifically continues to be limited.

Notwithstanding, the level of academic burnout is influenced not only by intrinsic factors such as self-regulated learning but also by extrinsic factors stemming from the students' environment. Underlying external factors include family demands, friendship dynamics, and environmental distractions (Wardhana et al., 2025). In current times, social media has transformed into a factor that plays a critical role in the lives of high school students. Individuals use social media as a platform to socialize, communicate, exchange information, and build relationships so they can stay connected in the virtual world (Rosmalina & Khaerunnisa, 2021). This phenomenon is directly related to Social Media Engagement Theory; social media engagement means how much individuals are involved in social media activities from affective, behavior, and cognitive perspectives (Fajar et al., 2025; Ni et al., 2020). The first dimension is affective engagement, emotional changes that serve as the primary driver in determining an individual's level of activity on social media. The second dimension is behavior engagement, whereby engagement is manifested through concrete actions such as active participation and exploration of the platform's features, reflecting the intensity and activity of individuals when using social media. The third dimension is cognitive engagement, namely, the neglect of the adverse effects of using social media and choosing to focus one's attention entirely on it. This means that social media engagement reflects a broader level of engagement on social media, not solely frequency or duration of use.

When students use social media, different impacts are bound to arise, whether positive or negative. Students can experience the advantages of social media, such as easy access to learning materials, engaging in digital-based collaborative group work, and discovering a variety of educational content that supports their studies. However, on the negative side, this can also lead to unintended consequences, including reduced concentration during study, a tendency to procrastinate on assignments, and the development of social anxiety resulting from comparing oneself to peers (Hestiningtyastuti et al., 2025). Based on a report by Feng et al. (2025), using social media more than necessary can have complex effects on academic performance, including distracting students, causing academic burnout, and exacerbating issues like anxiety and depression. Previous studies have discovered a link between social media and academic burnout. In Indonesia, Naffisa & Dwatra (2024) identified a positive connection between being addicted to social media and academic burnout in senior undergraduates who were completing their theses. Then, Xu et al. (2025) found that excessive social media use is associated with learning burnout, which in turn is linked to students' academic performance in China. Padamaley & Hutapea (2026) identified a significant connection between addiction to social media and academic burnout in a group of nursing students. Their research showed that different constructs of excessive social media use do not always move in the same direction, which indicates that the relationship between social media engagement and academics is probably more complex than the simple assumption that all social media activity is harmful.

Within this study, social media engagement is not only positioned as a direct trigger of academic burnout in students, but its strength as a moderator that interacts with the self-regulated learning effect on academic burnout is also tested. Social media engagement is expected to moderate this effect because intense digital activity has the potential to divert the cognitive resources and attention that students need to engage in self-regulated learning. Hence, the level of social media engagement will determine the strength of self-regulated learning's influence on academic burnout. Students with good self-regulation should ideally have low levels of academic burnout. When their social media engagement is also high, the competing demands on psychological resources will weaken the effectiveness of self-regulated learning, causing the risk of academic burnout to increase from moderate to high. Conversely, low social media engagement minimizes these disruptions, allowing self-regulated learning to function optimally in minimizing academic burnout.

Previous research has examined self-regulated learning and social media behavior in relation to academic burnout. But there are still several gaps that need attention. First, these variables tend to be studied separately, so the interplay between them in explaining academic burnout has not yet been fully integrated into a single research model. Second, research on social media and academic burnout has mostly centered on excessive social media use or addiction to social media, with social media engagement as a distinct construct still requiring further exploration. Third, the role of social media engagement as a moderator in the relationship between self-regulated learning and academic burnout has not yet been thoroughly explored.

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Furthermore, studies integrating these three variables among high school students—especially in an Indonesian educational context still need to be developed.

Based on this gap, this study aims to: (1) examine the effect of self-regulated learning on academic burnout among high school students; (2) examine the effect of social media engagement on academic burnout among high school students; and (3) examine the role of social media engagement as a moderator in the relationship between self-regulated learning and academic burnout. This study is expected to enrich the field of educational psychology and provide insights for schools and relevant parties in developing strategies to prevent academic burnout that take into consideration the characteristics of students in the digital age.

Based on the theories and evidence discussed above, the hypotheses formulated in this study are as follows:

H1: Self-regulated learning was negatively associated with academic burnout amongst high school students

H2: Social media engagement was positively associated with academic burnout amongst high school students

H3: Social media engagement has a moderating effect on the relationship between self-regulated learning and academic burnout amongst high school students.

METHOD

This study employed a quantitative cross-sectional survey design to detail the entire process of analyzing the relationships among variables. These methods utilize numerical data that are systematically analyzed using statistical techniques to test research hypotheses (Sugiyono, 2013). This study analyzes the partial effects of self-regulated learning and social media engagement on academic burnout and examines the role of social media engagement as a moderator that strengthens or weakens these effects.

This study involved a population of 793 11th-grade students from two public high schools in Sidoarjo Regency. Participants were chosen using a purposive sampling method that included specific criteria, such as 11th-grade students (both male and female) who frequently use social media and were open to taking part in this research. The smallest sample size was determined using the Krejcie & Morgan (1970) formula with a 5% margin of error, resulting in a minimum sample size of 260 participants. The data were gathered from 314 students, with 205 participants from SMAN 1 Gedangan and 109 participants from SMAN 1 Wonoayu, thus meeting the minimum sample size required for this study.

A Likert-scale questionnaire was disseminated online using Google Forms as the main data-gathering tool. The researchers ensured that respondents understood the information related to the study's objectives and the instructions for completing the questionnaire before they started to answer the questions. Self-regulated learning was measured using the Self-Regulated Learning Scale developed by Saraswati (2018) based on the theory of Boekaerts et al. (2000). The scale includes the dimensions of cognition, performance, and self-reflection. Validity coefficients for this scale range from 0.320 to 0.634, with a reliability coefficient of 0.929. The scale consists of 39 favorable statements rated on a 4-point Likert scale: "Strongly Disagree", "Disagree", "Agree", and "Strongly Agree".

The measurement of social media engagement among students in this study adopted the Social Media Engagement Adolescent Scale (SMEAS) by Ni et al. (2020), which has been adapted to the Indonesian context by Fajar et al. (2025), covering the dimensions of affective engagement, behavioral engagement, and cognitive engagement. This scale consists of 24 items rated on a 1-to-4 Likert scale (strongly disagree to strongly agree) that have been validated, as evidenced by a validity coefficient of 0,708 and reliability coefficients ranging from 0.63 to 0.87.

The measurement of academic burnout in this study adopted the School Burnout Inventory (SBI) by Salmela-aro & Näätänen (2005), which was translated into Indonesian by Rahman (2020). The inventory consists of 9 items rated on a 1-6 Likert scale (strongly disagree to strongly agree) covering the dimensions of cynicism and emotional exhaustion, as evidenced by validity coefficients of 0.862-0.927 and a reliability coefficient of 0.831.

IBM SPSS Statistics 25 was used to analyze descriptive and inferential statistics for the overall results of this study. Descriptive statistics include mapping the demographics of respondents, categorizing variables, extreme values (minimum and maximum), mean, and standard deviation. Statistics also include a set of classical assumption tests (normality, linearity, multicollinearity, and heteroscedasticity) along with a simple linear regression test, which was then refined through the application of Hayes's PROCESS Macro v4.2 moderation regression analysis to empirically determine whether social media

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engagement can act the role of a moderator in the influence of self-regulated learning on academic burnout among high school students.

To ensure ethical considerations, this study began by submitting a letter requesting permission to the Sidoarjo Regency Education Office before data collection. After the official permit was issued, the researcher provided the details regarding the purpose and procedures of the study to the school's public relations office and all targeted participants. Voluntary participation is strictly protected, so that every individual had the unconditional privilege to discontinue their participation in the study without negative implications. The privacy of participants is fully guaranteed, with a commitment that the collected data and the identities of the participants will not be disclosed and will be used only as data sources for this study.

RESULT AND DISCUSSION

Results

The aim here is to explore the extent to which self-regulated learning and social media engagement, individually, predict the level of academic burnout in high school students, while also analysing the moderating role of social media engagement. Data analysis was carried out on a sample of 314 respondents with the demographic profile detailed below.

Table 1. Demographics of the Respondents (N=314)

	Category	Frequency	Percentage
Age	16	49	15,6%
	17	232	73,9%
	18	33	10,5%
Major	MIPA (Science)	217	69,1%
	IPS (Social Science)	97	30,9%
Gender	Female	217	69,1%
	Male	97	30,9%
Number of Social Media Platforms	1	21	6,7%
	2 -3	106	33,8%
	> 3	187	59,6%
Daily Social Media Use	< 1 hour	24	7,6%
	1 – 3 hours	122	38,9%
	4 – 6 hours	123	39,2%
	> 6 hours	45	14,3%

The demographic characteristics of the respondents show that the majority of the sample was 17 years old (73.9%), followed by 16-year-olds (15.6%) and 18-year-olds (10.5%). Based on field of study and gender, the composition was dominated by students from natural sciences majors (69.1%) and female students (69.1%), while students from social sciences majors and male students each accounted for the same proportion, namely 30.9%. Regarding social media use, 59.6% of respondents used more than three platforms, 33.8% used two to three platforms, and 6.7% used only one platform. As for daily usage duration, the 4–6 hours per day group was the largest (39.2%), followed by the 1–3 hours per day group (38.9%). The remaining 14.3% of respondents accessed social media for more than six hours per day, and 7.6% used social media for less than one hour per day.

Table 2. Descriptive Statistic

Variable	N	Min	Max	Mean	Standard Deviation
Self-Regulated Learning	314	89	156	122,4936	13,60916
Social Media Engagement	314	39	82	60,5605	8,60332

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Academic Burnout	314	18	45	31,3885	5,44992

The descriptive statistics table presents a summary of the distributions of the variables measured in this study. A total of 314 students participated in this study. Self-regulated learning ranged from 89 to 156 (M = 122,4936; SD = 13,60916), academic burnout ranged from 18 to 45 (M = 31,3885; SD = 5,44992), and social media engagement ranged from 39 to 82 (M = 60,5605; SD = 8,60332). The differences in standard deviation scores across the three variables indicate that the respondents' characteristics are sufficiently varied, allowing the data to represent this study adequately.

Next, the research subjects will be categorized based on their level of academic burnout and level of social media engagement using the formula from Azwar (2012) with five categories: very low, low, moderate, high, and very high. The classification of self-regulated learning is based on guidelines developed by Saraswati (2018), the creator of the scale, which includes three categories: poor, adequate, and good.

Table 3. Categorization of Research Respondents

Variable	Category	Range	Frequency	Percentage
Self-Regulated Learning	Poor	39 – 78	0	0%
	Adequate	79 – 118	151	48,1%
	Good	119 – 156	163	51,9%
Social Media Engagement	Very Low	$X \leq 42$	6	1,9%
	Low	$42 < X \leq 54$	64	20,4%
	Moderate	$54 < X \leq 66$	168	53,5%
	High	$66 < X \leq 78$	68	21,7%
	Very High	$78 < X$	8	2,5%
Academic Burnout	Very Low	$X \leq 20,25$	7	2,2%
	Low	$20,25 < X \leq 27,75$	60	19,1%
	Moderate	$27,75 < X \leq 35,25$	180	57,3%
	High	$35,25 < X \leq 42,75$	56	17,8%
	Very High	$42,75 < X$	11	3,5%

Based on the table categorizing the research respondents above, the highest percentage of students, 51,9%, exhibit good self-regulated learning. Regarding the academic burnout variable, the highest percentage of students, 57,3%, fell into the moderate category. Meanwhile, regarding social media engagement, the highest percentage of students, 53,5%, fell into the moderate category.

Table 4. Normality Test

	Kolmogorov Smirnov
Asymp. Sig 2-tailed	0,200

The two-tailed asymptotic significance value of 0.200 > 0.05 in the test of unstandardized residuals indicates that the data in this study meet the criteria for a normal distribution. The prerequisites for the regression test have thus been fulfilled.

Table 5. Linearity Test

Variable	Sig. Deviation from Linearity
Self-Regulated Learning	0,265
Social Media Engagement	0,161

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The linearity test indicated no significant deviation from linearity, with significance values of 0,265 for self-regulated learning and 0,161 for social media engagement with respect to academic burnout. As both values exceeded the 0,05 threshold, the linearity assumption was considered met in this study.

Table 6. Multicollinearity Test

Variable	Tolerance	VIF
Self-Regulated Learning	0,993	1,007
Social Media Engagement	0,993	1,007

The results of the multicollinearity test show that self-regulated learning and social media engagement are associated with a tolerance value of 0,993 and a VIF value of 1,007. The tolerance value exceeds the threshold of 0,10, while the VIF value is below 10 and close to 1. Results show that serious multicollinearity does not exist between the two independent variables, enabling them to be simultaneously included in the regression model without significant concerns regarding multicollinearity.

Table 7. Heteroscedasticity Test (Glejser Test)

Variable	Significance Value
Self-Regulated Learning	0,738
Social Media Engagement	0,863

The results of the heteroscedasticity test using the Glejser method showed that the self-regulated learning variable had a significance value of 0,738, and the social media engagement variable had a significance value of 0,863. Both values were greater than 0,05, meaning that no heteroscedasticity was detected based on the results of this test. Thus, the regression model does not indicate any issues with unequal residual variances based on the Glejser test.

Table 8. Linear Regression Analysis Among Variables

Variable	Unstandardized B	Sig.	R Square
Self-Regulated Learning	-0,067	0,003	0,028
Social Media Engagement	0,167	0,000	0,070

The results of testing hypotheses H1 and H2 using simple linear regression demonstrate that self-regulated learning can significantly reduce the level of academic burnout among high school students (Unstandardized B = -0,067; Sig. = 0,003). A contrasting result was also found: social media engagement significantly increases academic burnout among high school students (Unstandardized B = 0,167; Sig. = 0,000). Hence, Hypothesis 1 (self-regulated learning was negatively associated with academic burnout amongst high school students) and Hypothesis 2 (social media engagement was positively associated with academic burnout amongst high school students) are supported.

Table 9. Moderation Test Using Model 1 of the PROCESS Macro by Hayes (Centering)

Variable	coeff	se	t	p	LLCI	ULCI
Self-Regulated Learning	-0,0763	0,0216	-3,5347	0,0005	-0,1188	-0,0338
Social Media Engagement	0,1754	0,0347	5,0604	0,0000	0,1072	0,2436
The Interaction Between Self-Regulated Learning and Social Media Engagement	0,0006	0,0023	0,2486	0,8039	-0,0039	0,0050

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Model Statistic						
R	R^2	F	P	ΔR^2	F Change	P Change
0,3251	0,1057	12,2141	0,0000	0,0002	0,0618	0,8039

Based on the table above, the interaction coefficient was 0,0006, and the degree of significance (p-value) was 0,8039 > 0,05. Additionally, the confidence interval crosses 0, with the LLCI (Lower-Level Confidence Interval) at -0,0039 and the ULCI (Upper-Level Confidence Interval) at 0,0050. This suggests there is no statistically significant interaction effect between self-regulated learning and social media engagement. Thus, this study rejects the hypothesis that social media engagement moderates the effect of self-regulated learning on academic burnout (H3). To determine the effect size in this moderation test, Cohen's effect size test was conducted using the following formula:

$$f^2 = \frac{\Delta R^2}{1-R^2} = \frac{0,0002}{1-0,1057} = 0,00022$$

Based on the calculations, $f^2 = 0,00022 < 0,002$ (small), indicating that the moderation effect size is very small (Cohen, 1988). These findings indicate that the contribution of social media engagement as a moderator in the influence of self-regulated learning on academic burnout is minimal and can be deemed almost non-existent.

Discussion

The research findings indicate an inverse relationship between self-regulated learning and academic burnout among high school students. Specifically, when students are curious and possess good self-regulated learning skills, this can reduce their likelihood of experiencing academic burnout – and the opposite is also true. This indicates that self-regulated learning is one of the crucial factors that can help students conquer the various academic demands they face during their school years. These conclusions align with recent studies by Japeri et al. (2022) and Izadpanah (2023), which show that students with strong abilities to organize, track, and evaluate their learning are less vulnerable to experiencing academic burnout. Students actively engage in the stages of planning, controlling, monitoring, and evaluating the learning process as they practice self-regulated learning (Darmiany et al., 2024). Their readiness to meet academic demands is supported by their establishment of learning goals, development of suitable strategies, monitoring of progress, and evaluation of learning results (Rochmatika et al., 2021). Moreover, personal monitoring and evaluation help students maintain commitment to the learning process, thereby reducing cynicism toward academic work. In these cases, self-regulation serves as an internal resource that helps students maintain their motivation to learn, reduces their tendency to withdraw from academic activities, and sustains their faith in their academic capability.

Self-regulated learning helps reduce academic burnout among students, as explained by the three dimensions proposed by Boekaerts et al. (2000): cognitive, performance, and self-reflection dimensions. These three dimensions constitute a series of interrelated processes and demonstrate that learning success is determined by more than just students' academics, but also by how well they manage their own learning. For high school students, these skills are crucial because they are at a stage of their education where the material is complex.

The first dimension is the cognitive dimension, or the skill of students to develop plans of study and determine study strategies that meet their academic needs (Boekaerts et al., 2000). At this stage, students strive to identify material they find difficult, prioritize tasks, and select the learning strategies they deem most effective for achieving their goals (Rakovic et al., 2022). Once students have a clear learning strategy, various academic demands are no longer perceived as a burden to be tackled all at once, but rather as tasks that can be completed step by step. Conversely, students who are not yet able to plan their learning often find it difficult to determine which strategies to use, which makes the academic pressure feel even heavier. To ensure that the learning strategy they have developed remains on track toward their goals, students need to implement and continuously monitor their learning process. This process is explained through the dimension of performance, which refers to the activity that occurs when students engage in activities that require their attention and action to achieve established academic goals (Boekaerts et al., 2000). Students not only implement their planned strategies but also ensure that every action they take is aligned with their academic goals (Japeri et al., 2022). This skill helps students monitor how effectively their

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learning strategies are working. Students can identify what is holding them back during the learning process, such as a loss of concentration, ineffective study strategies, or a growing pile of assignments. This awareness encourages students to take immediate action so that the difficulties they face do not escalate into a heavier burden. Conversely, if this monitoring process is not carried out, students will be slow to recognize academic challenges that arise once their academic workload has piled up and become increasingly difficult to manage. This situation can increase academic stress, which can contribute to academic burnout. By developing the ability to monitor and manage their learning process, students will be better able to adapt to academic demands.

To ensure that self-regulated learning takes place optimally, students not only plan and implement learning strategies but also need to evaluate the results they achieve. This process can be explained through the dimension of self-reflection, which is the process of evaluating and responding to the results obtained after performing a beneficial activity to determine the strategy to be used in subsequent activities (Boekaerts et al., 2000). Students will reflect on their learning experiences by evaluating their learning outcomes and considering various factors – both supportive and hindering – that may influence their achievement of academic goals (Japeri et al., 2022). The outcomes of this reflection and evaluation serve as the foundation for designing more effective learning strategies for future learning processes (Rakovic et al., 2022). These skills will help students better adapt to academic demands, thereby reducing their likelihood of experiencing stress that leads to academic burnout.

Other research findings also show that social media engagement has a positively significant effect on academic burnout. Consequently, the more students engage with social media, the higher their risk of experiencing academic burnout – and the opposite is also true. The research data show, as evidenced by the fact that most students have more than three accounts and spend four to six hours a day on various social media platforms – ranging from media-based platforms (*Instagram, YouTube*, and *TikTok*) to messaging apps (*X, Telegram, Facebook*, and *Line*), but these findings do not necessarily indicate high levels of social media engagement among students. Nowadays, social media has turned into an essential part of society's daily life, especially for teenagers (Mulyono, 2021). The nature of social media permits everyone to remain attached to a wide range of information and social interactions without time constraints (Masduki et al., 2025). Both during and outside of class hours, many students spend their time engaging in digital activities such as social media, *e-commerce*, and apps that feature short videos (Zeng et al., 2026). For them, social media works as more than just a means of communication; it is also a source of entertainment, a way to find information, keep up with trends, expand their network, and build their personal brand (Damanik & Tambotoh, 2022). Moreover, when using social media, adolescents tend to seek positive comments and likes to boost their self-esteem (Lesmana & Loe, 2022). According to the research findings, activities frequently engaged in by high school students when using social media include viewing their home feed, liking or commenting on posts, online shopping, sharing (news, friends' status updates, and photos), adding friends, updating their status, playing games, checking the news, stalking, and writing (motivational posts or stories).

This is closely related to the three dimensions of social media engagement, which can have a cumulative effect that ultimately leads to academic burnout. Affective engagement creates an emotional duality among students when using social media, ranging from pleasure – such as when receiving digital validation (the number of likes and positive comments) – to psychological anxiety caused by *FOMO (Fear of Missing Out)* and comparing themselves to others (Chen & Xiao, 2022). Those emotions will rapidly deplete students' psychological energy, leaving them with insufficient mental capacity to cope with academic activities (Zulvi et al., 2025). When these psychological energy sources are depleted, students experience a decline in mental resilience, making them vulnerable to mental fatigue while engaging in real-world activities.

This decline in mental well-being, in turn, increases behavioral engagement with digital activities, which can interfere with students' academic performance. Emerging behaviors include higher usage intensity, active engagement, and deeper exploration of the platform. Excessive use of social media significantly impairs time management skills, ultimately leading to procrastination in completing academic tasks (Latifah et al., 2023; Usroh et al., 2022). An overwhelming academic workload without an effective solution can cause students to become apathetic and cynical about that workload.

This is emphasized by the cognitive engagement of students who see social media as consistently beneficial to them. This perception can keep their cognitive focus locked on online activities, thus increasing the risk of information overload. Unrestricted information forces the brain to work harder, leading to cognitive fatigue (Wang et al., 2025). A decline in

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cognitive performance can have an impact on the ability to absorb and manage academic information, which ultimately reduces their performance and competence (Februati et al., 2024). This inability to complete tasks effectively leads to frustration, which can reinforce academic burnout.

High levels of social media engagement lead students to allocate a significant amount of time, attention, and energy to online activities, which can reduce the resources they would otherwise use to meet their academic demands (Xu et al., 2025). Heavy internet use has psychological consequences, like decreased productivity, problems with mental health, a tendency toward addiction, procrastination, and sleep disturbances (Illakiya et al., 2025). Intensive use of social media can deplete these resources through various mechanisms, such as emotional exhaustion caused by excessive exposure to information, pressure to respond to digital interactions, and social comparison with other users (Rahmah et al., 2025). Although the factors that trigger emotional exhaustion from social media use differ from those associated with academic burnout, both share the common characteristic of describing a state of emotional depletion. As a result of this emotional exhaustion, students are more prone to declines in learning motivation and to feeling overwhelmed by academic demands, which are the main characteristics of academic burnout.

Considering the test results, social media engagement does not have a moderating effect. Hence, the extent to which self-regulated learning influences academic burnout remains constant; it is neither weakened nor strengthened by the moderator variable of social media engagement. One possible explanation for these revelations is that self-regulated learning and social media engagement operate through different mechanisms in influencing academic burnout. Self-regulated learning serves as an internal factor that governs students' learning activities. These abilities originate within students and can be developed through a process they consciously undertake, meaning that the influence of their self-regulated learning on academic burnout tends to be more stable and less susceptible to change due to specific external conditions. Meanwhile, social media engagement serves as an external factor that reflects students' engagement with the digital environment (Fajar et al., 2025). Such engagement influences academic burnout, but does not necessarily alter students' self-regulated learning mechanisms. Therefore, self-regulated learning and social media engagement likely operate through different pathways in influencing academic burnout among students. Self-regulated learning helps students manage and prevent academic demands directly, whereas social media engagement is more closely related to the time spent, attention, and energy devoted to daily digital activities, which can indirectly trigger factors contributing to academic burnout amongst students.

This lack of a moderating effect may also be influenced by differences in students' motivations for using social media today. In this regard, the Uses and Gratifications Theory developed by Katz et al. (1973) can serve as an alternative explanatory framework for understanding these findings. In this theory, individuals have an active role in using media to fulfil their needs. Students' engagement with social media does not always serve the same purpose. Unlike in the past, social media is now used not only as a form of entertainment but also as a learning tool to obtain information related to assignments, discuss topics with friends, and follow educational accounts (Hestiningtyastuti et al., 2025). This situation reveals that social media use by students is not always a source of distraction for them, but also serves to support their educational activities. Different goals are a possible explanation for why social media engagement does not significantly moderate the relationship between self-regulated learning and academic burnout. Because student motivation for using social media was not directly assessed in this study, this interpretation should be considered tentative.

In addition, the fact that the students in this study were adolescents may explain why no moderating effect was found. Teenagers are the group with the greatest use of social media in Indonesia (Rehalat et al., 2025). In their routines, teenagers are inseparable from social media (Mulyono, 2021). Intensive utilization of social media during adolescence means that the levels of social media engagement found in the study are relatively similar, with the majority falling in the "moderate" category, making it difficult to use these findings to identify moderating effects.

The relationship between self-regulated learning and academic burnout among high school students cannot yet be statistically proven through the moderating effect of social media engagement. These insignificant results indicate that the current statistical power is not yet adequate to confirm any differences in this relationship across various levels of student digital activity. However, the absence of an interaction effect does not mean that the two variables are irrelevant to the phenomenon of academic burnout. Hence, efforts to prevent academic burnout among students must focus not only on internal improvements, such as self-regulated learning, but also on digital initiatives, such as developing digital literacy and

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the ability to use social media healthily, so that students' psychological and academic well-being can be optimally maintained. As a whole, the study results reveal how academic burnout among high school students is best understood as a multidimensional process shaped by both intrinsic and extrinsic factors, including social support, academic pressure, coping strategies, and academic self-efficacy. Future research should take these variables into account to deepen its understanding of the processes underlying academic burnout.

CONCLUSION

The overall research shows that self-regulated learning is negatively associated with academic burnout among high school students, while social media engagement shows a positively associated relationship. However, the moderating effect of social media engagement was found to be statistically insignificant, meaning that the strength of the relationship between self-regulation and students' academic burnout does not vary based on their level of digital activity. Considering that the study employed a cross-sectional design, these findings only describe an associated relationship and have limitations regarding causal inference. Furthermore, the results of this study are limited in their generalizability due to a sample that focused only on two schools in the same city, a lack of prior literature specifically examining the variables in this study, and potential response bias resulting from online data collection without direct supervision.

To address these limitations in causal inference, future research is advised to use a longitudinal design to more accurately explore the dynamics of causal relationships and the temporal sequence among variables. Future researchers should also expand the scope of the sample by including a larger number of students spread across various geographic regions to further generalize these conclusions. Finally, the research model can be refined by integrating other intervention variables relevant to adolescents' psychological well-being, such as sleep quality, time management skills, social support, and academic stress levels.

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