
Experiences of Emotional Burnout among College Students as Organizational Activists and Part-Time Workers: A Phenomenological Case Study in College Students

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Abstract

Students who hold dual roles as organizational activists and part-time workers face increasing academic, social, and emotional demands. This study aims to explore how students at Universitas Trunojoyo Madura experience and interpret emotional exhaustion. A qualitative approach with a phenomenological method was employed to capture students' lived experiences. Data were collected through in-depth interviews and reflective accounts of daily activities. The findings reveal that emotional exhaustion is characterized by persistent fatigue, internal pressure, difficulty in managing priorities, and withdrawal from social interactions when academic, work, and organizational responsibilities overlap. Despite these challenges, students develop coping strategies, including flexible time management, utilizing limited free time to complete tasks, and seeking emotional support from family members, partners, and peers. Furthermore, the experience of managing multiple roles contributes not only to psychological strain but also to the development of self-identity, independence, and awareness of mental health. This study suggests that higher education institutions should provide more empathetic academic policies and psychological support systems to help students balance multiple roles without compromising their emotional well-being.

Keywords– *Emotional exhaustion, dual-role students, part-time work, phenomenology*



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1. Introduction

The landscape of modern higher education has evolved into a demanding arena where students are no longer just academic learners but multifaceted individuals balancing a variety of significant responsibilities. In the context of Indonesian universities, particularly at Universitas Trunojoyo Madura (UTM), there is a growing trend of students adopting dual roles as both organizational activists and part-time workers. While these activities are intended to enhance soft skills and provide financial independence, the convergence of academic pressure, organizational deadlines, and workplace obligations often leads to a complex psychological state known as emotional exhaustion.

Emotional exhaustion is defined as a state of feeling depleted and drained as a result of excessive psychological demands and continuous stress. For a student-worker-activist, this exhaustion is not a sudden occurrence but a cumulative process triggered by the constant "switching" of roles throughout the day. When a student spends their morning in a lecture hall, their afternoon managing student government projects, and their evening working a shift at a local business, the mental bandwidth required to maintain performance in all three areas begins to erode, leaving them in a state of chronic fatigue.

This phenomenon is particularly prevalent among the younger generation of students who feel a societal pressure to be "hyper-productive." The contemporary culture of achievement suggests that academic success alone is insufficient for future career prospects, pushing students to accumulate as much organizational and professional experience as possible before graduation. However, this pursuit of an impressive resume often comes at the cost of mental well-being, as students frequently ignore early signs of burnout in favor of meeting the high expectations set by their peers, lecturers, and employers.

The internal conflict faced by these students often manifests as a struggle for priority management. Phenomenological evidence suggests that students often feel "pulled" in multiple directions, where a deadline for a class assignment might clash with an urgent organizational meeting or a mandatory work shift. This

constant state of emergency prevents students from achieving a sense of mastery or satisfaction in any single role, instead creating a persistent feeling of being "behind" or inadequate, which further fuels the cycle of emotional and mental depletion.

Socially, emotional exhaustion often leads to a paradoxical withdrawal. While these students are highly active in public-facing roles—leading organizations or serving customers—they frequently report a desire to isolate themselves during their limited free time. This withdrawal is a defense mechanism; after a day of high-intensity social and cognitive interaction, the student lacks the emotional energy required for genuine interpersonal connection with friends or family. This isolation, while providing temporary relief, can lead to a lack of social support, making the burden of their dual roles feel even heavier.

The physical manifestations of this emotional state cannot be overlooked. Chronic stress associated with emotional exhaustion often leads to disrupted sleep patterns, weakened immune systems, and physical lethargy. At Universitas Trunojoyo Madura, where the academic environment is competitive and the cost of living may drive the need for part-time work, these physical symptoms become a common denominator among active students. The inability to rest effectively means that students enter each new day already at a deficit, making them more susceptible to irritability and cognitive fog.

The significance of studying this issue lies in its impact on the long-term development of the student. Emotional exhaustion is not merely a temporary phase of "being busy"; if left unaddressed, it can lead to clinical depression, academic failure, or a complete detachment from one's career goals. By exploring the lived experiences of UTM students through a phenomenological lens, we can begin to understand the subjective "weight" of these responsibilities and how the student's identity is reconstructed under the pressure of these competing demands.

Coping strategies, therefore, become a vital area of exploration in this discourse. Preliminary findings suggest that students attempt to mitigate exhaustion through flexible time management and the utilization of small "micro-

"breaks" throughout the day. However, the effectiveness of these strategies varies. While some find solace in the emotional support of a partner or family, others find that their support systems are equally overwhelmed, creating a community of exhausted youth who lack the tools to navigate the systemic pressures of modern student life.

The academic institution itself plays a crucial role in either exacerbating or alleviating this exhaustion. Policies regarding assignment deadlines, the intensity of extracurricular expectations, and the availability of mental health resources all contribute to the student's daily experience. There is a critical need for universities to recognize that an active student body is a healthy one only if those students are not being pushed to the brink of psychological collapse. This research aims to bring these silent struggles to the forefront of academic discussion.

This study seeks to provide a comprehensive narrative of the "exhausted student" at Universitas Trunojoyo Madura. By documenting the intersection of academic, professional, and organizational lives, we aim to uncover the essential meaning of emotional exhaustion in the digital and post-pandemic era. This introduction sets the stage for a deeper investigation into how these resilient yet weary individuals navigate their daily lives, offering insights that could lead to better support systems and a more empathetic understanding of the modern student experience.

2. Method

This research utilizes a qualitative method with a phenomenological approach to explore the complex lived experiences of students who balance dual roles as organizational activists and part-time workers. Phenomenology is selected as the primary framework because it allows the researcher to delve deeply into the subjective meanings that individuals attach to their daily struggles and emotional states. Rather than seeking generalized statistical data, this approach aims to capture the "essence" of emotional exhaustion as perceived by the students themselves. By focusing on the conscious experiences of these students, the study

can uncover the intricate layers of how they navigate academic pressure, organizational deadlines, and workplace obligations, providing a rich, descriptive account of their psychological reality.

The participants in this study were selected using a purposive sampling technique to ensure that the data collected is both relevant and information-rich. The criteria for selection included active students at Universitas Trunojoyo Madura (UTM) who are simultaneously involved in at least one campus organization and hold a part-time job. This specific demographic is crucial because they represent the intersection of three demanding environments—academic, organizational, and professional. By focusing on this group, the research can accurately map the sources of emotional depletion. Furthermore, a snowball sampling strategy was applied to expand the range of informants, allowing initial participants to recommend peers who share similar experiences of burnout and role conflict, thereby enriching the diversity of the data.

Data collection was primarily conducted through in-depth, semi-structured interviews, which provided a flexible yet focused environment for participants to share their stories. These interviews were designed to be conversational, allowing the researchers to ask probing questions about the students' daily routines, the specific moments they felt most overwhelmed, and the emotional impact of their heavy workloads. In addition to interviews, the researchers utilized participatory observation and reflective accounts of the students' daily activities. This triangulation of data sources—interviews, observations, and field notes—ensures that the findings are not only based on what the students say but also on the observable patterns of their behavior and interactions within their social and academic environments.

The data analysis process follows the systematic steps of phenomenological reduction, which involves horizontalization, thematic clustering, and the construction of invariant constituents. Initially, the researchers carefully transcribed the interview recordings and identified significant statements related to emotional exhaustion. These statements were then grouped into "meaning units" or central themes, such as "priority management struggles," "internalized

social pressure," and "emotional withdrawal." This rigorous process of organization and synthesis allows the researchers to move from individual anecdotes to a more profound understanding of the shared phenomenon. The final stage of analysis involves synthesizing these themes into a consistent description of the "essence" of the experience, capturing both the texture and the structure of what it means to be an exhausted student-activist-worker.

To ensure the validity and reliability of the findings, the researchers employed source triangulation and member checking. Source triangulation involved comparing data obtained from different informants and different collection methods to see if a consistent pattern of emotional exhaustion emerged. Member checking was conducted by sharing the preliminary findings and thematic interpretations back with the participants to verify that the results accurately reflected their subjective experiences. This step is vital in phenomenological research to maintain the authenticity of the "voice" of the participants. By adhering to these ethical and methodological standards, the research provides a credible and transparent look into the dynamics of student well-being at Universitas Trunojoyo Madura, contributing valuable insights to the broader field of digital and social communication studies.

3. Result and Discussion

The findings of this study reveal that emotional exhaustion among students at Universitas Trunojoyo Madura (UTM) who serve as both activists and workers is a multi-layered phenomenon characterized by "role overload." Participants consistently described a state of chronic fatigue that transcends physical tiredness, manifesting instead as a profound sense of being psychologically "drained." This exhaustion is primarily triggered by the relentless shifting of cognitive and emotional focus required to satisfy the distinct demands of academic rigor, organizational leadership, and professional responsibilities. The students reported that their energy is often depleted before they can even address their primary task—learning—because of the heavy emotional labor spent managing people in organizations and meeting performance standards in their workplaces.

A significant theme emerging from the data is the "fragmentation of self-identity" caused by these dual roles. Participants expressed that they often feel like different versions of themselves depending on the environment, leading to a loss of personal authenticity. As activists, they are expected to be charismatic and energetic leaders; as workers, they must be disciplined and subservient; and as students, they are required to be focused and academic. This constant performative demand leads to "identity fatigue," where the student no longer knows which role truly represents their core self. The pressure to maintain these masks across various social spheres is a primary driver of the emotional exhaustion identified in this phenomenological study.

The research also highlights a phenomenon termed "priority paralysis," where the sheer volume of responsibilities leads to an inability to make effective decisions. When academic deadlines, organizational crises, and work shifts coincide, students experience intense anxiety and mental "fog." Rather than being productive, they find themselves stuck in a cycle of worry, which ironically wastes the limited energy they have left. Many participants admitted that in these moments of peak exhaustion, they often resort to "autopilot" behavior, completing tasks mechanically without any genuine engagement or sense of accomplishment, which further diminishes their psychological well-being and academic motivation.

Social withdrawal emerged as a critical behavioral consequence of emotional exhaustion among the UTM student-worker-activists. Despite being socially active by nature of their roles, participants reported an "emotional shutdown" during their private hours. This withdrawal is not merely a preference for solitude but a desperate survival mechanism to preserve what little emotional energy remains. Many students reported avoiding meaningful conversations with family or partners, as they felt they had nothing left to give emotionally. This isolation creates a secondary layer of stress, as the lack of social intimacy leads to feelings of loneliness and a sense that "no one understands" the burden they are carrying.

The findings further indicate that internalized social pressure and the "hustle culture" prevalent in the campus environment significantly exacerbate emotional

exhaustion. Students feel a profound fear of missing out (FOMO) and a fear of failure if they choose to drop one of their roles. They perceive their busy schedules as a status symbol of productivity, yet internally, they suffer from a "poverty of time." The societal expectation that a "successful" student must be active in all areas of life creates a trap where students feel guilty for resting. This guilt prevents effective recovery, as even during moments of physical rest, their minds remain occupied with pending tasks and the expectations of others.

In the discussion of coping mechanisms, the study found that students often employ "maladaptive" strategies alongside more positive ones. While some students utilize flexible time management and seek emotional support from peers, others engage in "revenge bedtime procrastination"—staying up late to reclaim a sense of personal freedom, despite knowing it will worsen their fatigue the next day. This highlights a critical gap in the students' understanding of sustainable self-care. The reliance on short-term distractions, such as excessive social media scrolling or caffeine consumption, often provides a temporary escape but fails to address the underlying structural causes of their emotional depletion.

Relational support, particularly from family and romantic partners, was identified as a double-edged sword in the lives of exhausted students. On one hand, encouragement from loved ones provides the necessary emotional fuel to continue. On the other hand, the high expectations from family members who view the student as a future "success story" can create an immense psychological burden. Students often hide their exhaustion from their parents to avoid causing worry, leading to "emotional masking." This finding suggests that the family, while a potential source of resilience, can also be an unintended source of stress through the weight of unvoiced expectations.

The role of digital communication in this exhaustion is also profound. Being constantly "reachable" via WhatsApp or social media for organizational and work matters means that the students never truly leave their "office." The boundaries between home, school, and work have blurred to the point of extinction. Participants described the sound of a notification as a trigger for immediate stress, illustrating how digital connectivity acts as a tether that prevents psychological

detachment from their responsibilities. This lack of "psychological exit" from their roles is a defining characteristic of modern emotional exhaustion in the campus setting.

From a phenomenological perspective, the "essence" of this exhaustion is a feeling of "losing control over one's life trajectory." Students feel like they are being swept away by a current of obligations rather than navigating their own paths. This loss of agency is the most damaging aspect of emotional exhaustion, as it leads to a sense of helplessness. When students feel that their efforts—no matter how intense—cannot satisfy the growing mountains of demands, they begin to experience "diminished personal accomplishment," which is a core component of professional burnout now manifesting in the lives of young academics.

In conclusion, the results suggest that emotional exhaustion among UTM student-worker-activists is not just an individual problem but a systemic issue reflecting the pressures of contemporary society. The discussion emphasizes that while these students develop high levels of resilience, the cost to their mental health is significant. There is an urgent need for institutional intervention, such as mental health literacy programs and more flexible academic policies, to help students balance their ambitions with their well-being. Ultimately, understanding the lived experience of these students provides a vital roadmap for fostering a healthier, more balanced campus culture that values the person behind the "active student" persona.

4. Conclusion

The research concludes that emotional exhaustion among students balancing academic, organizational, and professional roles is a profound psychological condition characterized by a sense of being "drained" beyond mere physical fatigue. This exhaustion is rooted in the constant pressure to maintain multiple identities, which leads to identity fragmentation and a loss of personal agency. The "essence" of this experience reveals that while students initially take on these roles to enhance their future prospects and productivity, the cumulative weight of

competing deadlines and digital connectivity often leads to "priority paralysis" and social withdrawal. Ultimately, the study highlights that without adequate intervention, the very activities intended to build a student's character and career can become the primary sources of their mental and emotional depletion.

This study suggests that while students develop various coping mechanisms—ranging from seeking social support to maladaptive "revenge bedtime procrastination"—these individual efforts are often insufficient to address the systemic nature of digital-era burnout. The findings emphasize the critical need for universities to move beyond viewing students as mere "achievement machines" and instead recognize the necessity of holistic mental health support and flexible institutional policies. By understanding the lived experiences of these students, it becomes clear that fostering a healthy campus environment requires a collective effort to deconstruct "hustle culture" and prioritize human well-being over the relentless pursuit of hyper-productivity. This research serves as a foundational call to action for creating more empathetic and sustainable structures within higher education.

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