



The effectiveness of cognitive behavioral therapy group counseling in enhancing academic resilience and reducing academic burnout among university students

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ABSTRACT

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The current study looked at the effectiveness of Cognitive Behavioral Therapy (CBT) group counseling in boosting academic resilience and reducing academic burnout among university students. Academic burnout is a common psychological concern in higher education, and it can have a negative impact on both students' psychological well-being and academic achievement. A quasi-experimental study involving 52 undergraduate students who suffered from moderate to severe academic burnout was conducted using a pretest-posttest control group design. Eligible participants were randomly assigned to either the experimental group ($n = 26$) or the control group ($n = 26$). The Maslach Burnout Inventory-Student Survey (MBI-SS) and the Academic Resilience Scale (ARS-30) were used to measure academic burnout and resilience, respectively. While students in the control group did not receive any intervention during the study period, individuals in the experimental group underwent ten 90-minute sessions of CBT group counseling. The findings revealed that participants who received the CBT intervention experienced a greater decrease in academic burnout and an increase in academic resilience than participants in the control group. ANOVA with repeated measures revealed a significant interaction effect between time and group for both outcome variables after the intervention. These findings imply that CBT group therapy is an effective way to reduce academic fatigue while also improving students' ability to cope with academic expectations. The research also has practical implications for improving guidance and counseling services in higher education through evidence-based preventive and promotional mental health programs.

Contribution/Originality: This study adds to the existing evidence on Cognitive Behavioral Therapy (CBT) by establishing its efficacy in reducing academic burnout and increasing academic resilience among university students. The study is distinctive in that it assesses these two psychological outcomes within a single CBT-based group counseling intervention carried out among university students in Indonesia, offering empirical data from a higher education setting that has historically been underrepresented in research.

1. INTRODUCTION

University students are increasingly confronted with complex academic demands as higher education continues to evolve and expectations for learning achievement become more rigorous. Students are under significant academic strain due to heavy academic workloads, continuous testing, strong academic competition, and the expectation to

maintain high levels of achievement (Hailikari, Kosenkranius, Rönkkönen, & Virtanen, 2025; Lazarus & Folkman, 1984). Within higher education, these demands extend beyond academic achievement itself and require students to adapt effectively to a wide range of academic and psychological challenges encountered throughout their studies (Iqra, 2024).

Prolonged exposure to difficult academic conditions can lead to a variety of psychological issues, including stress, anxiety, emotional weariness, and decreased psychological well-being (Iqra, 2024; Lazarus & Folkman, 1984). When academic pressure builds up over time, it can have a negative impact not only on students' academic achievement but also on their overall psychological functioning (Qin et al., 2025).

Sustained academic pressure also increases students' vulnerability to academic burnout (Maslach & Jackson, 1981; Zhang, Meng, & Wen, 2025). Academic burnout has become more significant in higher education in recent years due to its association with lower academic engagement, lower learning motivation, worse academic accomplishment, and increased emotional exhaustion among students (Abraham et al., 2024; Thi & Duong, 2024).

Nevertheless, students do not respond to academic demands in the same way (Martin & Marsh, 2006). While some students experience considerable psychological difficulties, others remain capable of adapting to academic challenges, maintaining their engagement in learning, and persisting despite demanding educational circumstances (Jagodics & Szabó, 2023; Pérez-Jorge, Boutaba-Alehyan, González-Contreras, & Pérez-Pérez, 2025). These differences suggest that internal protective factors play an important role in enabling students to respond more adaptively to academic challenges.

Academic resilience is widely recognized as one of the key protective factors that supports students in higher education. It enables students to manage academic stress effectively, maintain their motivation to learn, reduce the likelihood of experiencing academic burnout, and remain engaged in academic activities despite encountering challenging situations (Abdelrahman et al., 2025; Cai & Meng, 2025; Martin & Marsh, 2006). Students with stronger academic resilience are generally more capable of recovering from academic setbacks, persisting through learning difficulties, and adapting successfully to changing academic demands. Consequently, academic resilience plays an essential role in promoting students' academic achievement as well as their psychological well-being throughout higher education (Martin & Marsh, 2006).

Given these challenges, effective psychological support is essential to help university students cope more successfully with academic demands (Britwum, 2025; Sukamto et al., 2026). Within higher education, counseling services provide an important form of support by equipping students with adaptive coping strategies, emotional regulation skills, and the ability to adjust more effectively to academic expectations. In addition, structured counseling interventions encourage students to strengthen adaptive responses to academic difficulties, develop greater self-awareness, and improve their problem-solving abilities when facing academic challenges (Ali et al., 2025; Chong, Foo, & Chua, 2025).

Cognitive Behavioral Therapy (CBT) is one of the counseling techniques that is widely acknowledged as a successful intervention for dealing with psychological and academic challenges. Cognitive behavioral therapy (CBT) focuses on identifying and altering maladaptive thought processes, improving emotional control, and promoting adaptive behavioral responses when individuals encounter stressful situations (Beck, 2011; Nakao, Shiotsuki, & Sugaya, 2021). When CBT is used in a group counseling context, it also gives students the chance to connect with their peers, share learning experiences, and create flexible coping mechanisms (Epel, Zohar, Artom, Novak, & Lev-Ari, 2021). CBT group counseling is anticipated to improve academic resilience while concurrently lowering psychological reactions linked to academic burnout through cognitive restructuring, behavioral practice, and cooperative group processes (Beck, 2011).

Although many earlier studies have looked at the effectiveness of Cognitive Behavioral Therapy (CBT) in reducing stress, anxiety, and psychological distress among university students, there is little experimental data on academic burnout and academic resilience as concurrent outcomes of CBT group counseling, particularly in higher

education settings. In an attempt to bridge this gap, the current study examines how well CBT group therapy improves academic resilience and lowers academic burnout among college students. Students enrolled in the CBT group counseling program and those assigned to the control group were compared for changes in academic resilience and academic burnout using pretest and posttest assessments.

2. LITERATURE REVIEW

2.1. Academic Burnout

Academic burnout is widely recognized as one of the most prevalent psychological problems experienced by university students. Originally introduced by Maslach and Jackson (1981), burnout describes a state of psychological exhaustion resulting from prolonged exposure to stress and excessive demands. Academic burnout in higher education is defined as tiredness produced by chronic academic pressure, high expectations for academic accomplishment, and a sustained academic burden (Maslach & Jackson, 1981; Schaufeli, Martinez, Pinto, Salanova, & Bakker, 2002). Because it is frequently linked to students' decreased academic engagement, motivation to learn, and academic accomplishment, this issue has grown to be a significant reason for concern (Salmela-Aro & Read, 2017).

According to Schaufeli et al. (2002), academic burnout comprises three interrelated dimensions: emotional exhaustion, cynicism, and reduced academic efficacy. Emotional exhaustion reflects feelings of being emotionally drained as a consequence of continuous academic demands. Reduced academic efficacy refers to a decline in confidence in one's capacity to do academic tasks successfully, whereas cynicism is typified by detached or negative attitudes toward academic activity (Maslach, Schaufeli, & Leiter, 2001; Schaufeli et al., 2002).

The consequences of academic burnout extend beyond emotional exhaustion and affect students' overall academic and psychological functioning. Students with higher levels of burnout had lower academic engagement, lower learning motivation, and inferior academic accomplishment than students with lower burnout levels (Madigan & Curran, 2021; Salmela-Aro & Read, 2017). Furthermore, academic burnout has been connected to higher academic disengagement, psychological distress, stress, and anxiety, and lower psychological well-being (Dyrbye & Shanafelt, 2016; Romano, Angelini, Consiglio, & Fiorilli, 2021).

According to recent studies, academic burnout is becoming more common among college students worldwide. Growing academic demands, fierce competition in school, and continuous pressure to maintain acceptable academic performance have all been identified as significant contributing factors to this issue (Rosales-Ricardo, Rizzo-Chunga, Mocha-Bonilla, & Ferreira, 2021). According to a meta-analysis by Rosales-Ricardo et al. (2021), emotional exhaustion is prevalent among college students worldwide and is usually accompanied by heightened cynicism and diminished academic efficacy.

Academic burnout is associated with a number of characteristics, including high academic pressure, insufficient coping mechanisms, a lack of social support, and poor self-regulation among students, according to an earlier study (Rahmati, 2015). These results suggest that academic burnout may be lessened by therapies that focus on cognitive functions, emotional control, and adaptive coping mechanisms. Since academic burnout is typified by inadequate cognitive, emotional, and behavioral responses to academic pressures, university students are likely to benefit greatly from comprehensive psychological interventions that target these underlying processes.

2.2. Academic Resilience

The ability to adjust, persevere, and bounce back from academic difficulties or adversity is known as academic resilience (Masten, 2001). Within higher education, this construct reflects students' ability to maintain positive academic functioning, meet learning demands, and sustain academic performance despite encountering substantial academic difficulties (Cassidy, 2016; Martin & Marsh, 2006). Stronger learning motivation, better self-regulation, and increased self-assurance in their academic ability are typically displayed by students with higher levels of academic resilience (Cassidy, 2016).

In higher education, academic resilience is commonly viewed as a protective feature that shields students from the negative consequences of psychological issues and academic stress. Students with higher levels of academic resilience are more likely to use appropriate coping mechanisms, maintain better psychological wellness, and achieve academic success even in demanding learning situations (Ayala & Manzano, 2018). Additionally, academic resilience enables students to follow their academic objectives and stay actively involved in the learning process despite a variety of academic challenges (Cassidy, 2016).

Academic burnout among college students is closely associated with academic resilience, according to a growing body of research. When faced with ongoing academic stress, students with lower levels of academic resilience are more likely to feel emotional exhaustion, disengagement from academic pursuits, and impaired academic efficacy (Gresham, Corcoran, & Karatekin, 2023). Conversely, students with higher academic resilience are better able to lessen the detrimental consequences of academic burnout by using adaptive coping strategies, effective self-regulation, and greater flexibility in how they respond to academic demands (Wang & Degol, 2014).

Previous studies have shown a favorable correlation between academic resilience and academic engagement, self-efficacy, tenacity, and problem-solving abilities when students face academic problems (Cassidy, 2016). Additionally, research indicates that greater academic resilience lowers the risk of psychological distress and academic burnout in higher education (Romano et al., 2021; Sagone & De Caroli, 2014). Increasing academic resilience is consequently viewed as a critical goal since it allows students to respond more adaptively to academic obligations while reducing their susceptibility to academic fatigue and psychological issues (Cassidy, 2016; Romano et al., 2021). These results suggest that therapies that improve self-regulation, adaptive coping, and cognitive evaluation are likely to increase university students' academic resilience (Cassidy, 2016).

2.3. Cognitive Behavioral Therapy Group Counseling

Cognitive Behavioral Therapy (CBT) is a psychological approach that emphasizes the interrelationship between thoughts, emotions, and behaviors. Developed by Aaron T. Beck, CBT is based on the premise that individuals' emotional and behavioral responses are largely determined by the way they interpret or evaluate events rather than by the events themselves (Beck, 2011). Accordingly, CBT seeks to help individuals recognize maladaptive patterns of thinking, challenge cognitive distortions, and replace them with more adaptive ways of thinking and behaving when confronted with stressful situations (Beck, 2011).

Within higher education, CBT has been widely applied as an intervention to help students manage the academic and psychological demands associated with university life. Students commonly experience excessive academic pressure, anxiety related to academic performance, and negative beliefs about their own abilities. Through cognitive restructuring, CBT encourages students to reinterpret academic challenges more realistically and constructively while reducing maladaptive patterns of thinking (Beck, 2011). Furthermore, CBT promotes the development of adaptive coping skills, develops self-regulation, and enhances emotional regulation, allowing students to respond more successfully to stressful academic situations (Corey, 2017).

When implemented in a group counseling format, CBT offers additional therapeutic benefits through interpersonal interaction and shared learning experiences. Through conversation, introspection, and helpful criticism, group counseling gives students the chance to share experiences, get emotional and social support, and pick up adaptive coping mechanisms from one another (Corey, 2024). Additionally, the group approach fosters increased interpersonal skills, self-awareness, and adaptability in the face of academic difficulties.

Research consistently demonstrates that Cognitive Behavioral Therapy (CBT), particularly when administered in group counseling settings, improves students' psychological well-being, coping skills, and psychological adaptability while successfully lowering academic stress, anxiety, and psychological distress (Corey, 2024; Hofmann, Asnaani, Vonk, Sawyer, & Fang, 2012). From a theoretical standpoint, these results are explained by CBT's emphasis on changing the cognitive, emotional, and behavioral processes that underpin students' reactions to academic

expectations. Cognitive restructuring teaches students how to detect maladaptive ideas, confront catastrophic thinking, and reframe negative appraisals of their academic achievement. These cognitive and behavioral changes increase emotional regulation, promote adaptive coping techniques, and encourage more constructive reactions to academic problems, thus minimizing the risk of academic burnout while simultaneously developing better levels of academic resilience (Beck, 2011; Hofmann et al., 2012).

The outcome measures used in this study reflect these theoretical assumptions. The "Maslach Burnout Inventory-Student Survey (MBI-SS)" states that behavioral practice, cognitive restructuring, and adaptive coping methods are intended to increase academic efficacy while lowering emotional exhaustion and cynicism. According to the "Academic Resilience Scale (ARS-30)," these intervention components are meant to enhance persistence, adaptive help-seeking, and emotional control. Therefore, CBT group treatment is expected to help university students avoid academic burnout while also boosting their academic resilience.

2.4. Study Problem

Academic burnout and resilience are two major factors that influence students' academic performance in higher education. University students who experience academic burnout often have poorer levels of academic engagement, motivation to learn, and academic accomplishment (Madigan & Curran, 2021; Salmela-Aro & Read, 2017). Conversely, academic resilience acts as a safeguard, enabling students to manage academic stress more effectively while lessening the detrimental effects of academic burnout (Ayala & Manzano, 2018; Cassidy, 2016).

Cognitive Behavioral Therapy (CBT) has been widely recognized as an evidence-based psychological intervention for addressing stress, anxiety, and other forms of psychological distress experienced by university students (Hofmann et al., 2012). The theoretical principles of CBT suggest that changes in cognitive appraisal, emotional regulation, and adaptive coping may contribute to both lower academic burnout and stronger academic resilience. Nonetheless, empirical evidence examining these two outcomes concurrently within a CBT group counseling intervention is sparse, particularly in higher education. The current study investigates the effectiveness of CBT group therapy in enhancing academic resilience and reducing academic burnout among college students in an effort to close this gap.

2.5. Study Objectives

The goal of the current study was to evaluate how well group counseling using cognitive behavioral therapy (CBT) can increase academic resilience and reduce academic burnout in college students. In particular, the objectives of this research are:

1. Examine how much group counseling using cognitive behavioral therapy (CBT) enhances university students' academic resilience.
2. Examine how much group counseling using cognitive behavioral therapy (CBT) reduces academic burnout in college students.
3. Using pretest and posttest data, compare how the intervention and control groups changed regarding academic resilience and burnout.

3. METHOD

3.1. Participants

The participants in this study were 52 undergraduate students from the Faculty of Education, Yogyakarta State University, Yogyakarta, Indonesia. Purposive sampling was used to recruit participants. To find students who fit the inclusion criteria and showed moderate to high degrees of academic burnout, an initial screening procedure was conducted. Twenty male and thirty-two female students between the ages of twenty and twenty-two made up the final sample. Every participant was enrolled in the fourth or sixth semester.

Eligible participants were randomly allocated to either the experimental group ($n = 26$) or the control group ($n = 26$) after the screening procedure. Students in the experimental group were given a Cognitive Behavioral Therapy (CBT) group counseling session. Those in the control group, on the other hand, received no assistance throughout the study period and continued with their usual academic activities.

Before the study commenced, each participant received a detailed explanation of the research objectives and procedures. The researchers also explained that participation was voluntary, all personal information would remain confidential, and participants were free to withdraw from the study at any stage without any consequences. Written informed consent was obtained from every participant before data collection began. All research procedures were implemented in accordance with established ethical principles for educational and psychological research.

3.2. Instruments

This study used two main instruments to measure academic burnout and academic resilience among university students.

1. Academic burnout was assessed using the Maslach Burnout Inventory–Student Survey (MBI-SS), developed by Schaufeli et al. (2002). The measure has 16 items that indicate three dimensions: emotional weariness, cynicism, and academic efficacy. Emotional weariness refers to emotions of fatigue generated by lengthy intellectual pressures. Cynicism is defined as negative attitudes and disengagement from academic activity, whereas academic efficacy measures students' confidence in their ability to complete academic tasks successfully. A four-point Likert scale, with 1 (strongly disagree) to 4 (strongly agree), was used to record the responses. In contrast to the academic efficacy component, higher scores on the emotional weariness and cynicism dimensions indicate more academic burnout. Data collected from research participants were used to reevaluate the psychometric properties of the instrument. The item validity coefficients ranged from 0.41 to 0.78, suggesting that all items met the necessary validity criteria. With a Cronbach's alpha coefficient of 0.87, the reliability analysis showed acceptable internal consistency. Additionally, a reliability coefficient of 0.84 was obtained from the test-retest analysis, demonstrating strong measurement stability.

2. The Academic Resilience Scale (ARS-30), created by Cassidy (2016), was used to gauge academic resilience. The thirty items in this test measure three dimensions: negative affect and emotional response, perseverance, and reflecting and adaptive help-seeking. Perseverance assesses students' ability to persevere in the face of academic problems. While the negative affect and emotional response dimension measures students' emotional reactions to academic pressure, the reflecting and adaptive help-seeking dimension looks at self-reflection and the ability to seek appropriate support. A four-point Likert scale, with "1 (strongly disagree) to 4 (strongly agree)," was used to gather the replies; higher scores indicated stronger academic resilience. As with the MBI-SS, the psychometric properties of the ARS-30 were re-examined using the study data. The item validity coefficients ranged from 0.43 to 0.81, demonstrating that every item satisfied the validity requirements for this study. Reliability testing yielded a Cronbach's alpha coefficient of 0.89, indicating excellent internal consistency. In addition, the test–retest reliability coefficient was 0.86, supporting the stability of the instrument over time.

3.3. Research Design

Using a quasi-experimental design with a pretest-posttest control group format, the effectiveness of Cognitive Behavioral Therapy group counseling in promoting academic resilience and lowering academic burnout among university students was investigated (Heppner, Wampold, & Kivlighan, 2008). To recruit individuals, purposeful sampling was employed. The Maslach Burnout Inventory–Student Survey (MBI-SS) was used to first screen students, and only those who satisfied the inclusion criteria and showed indicators of moderate to severe academic burnout were admitted to the study. Following the screening process, eligible volunteers were randomly assigned to either the experimental or control groups. The study was classified as quasi-experimental rather than as a randomized controlled trial since randomization was employed only for group assignment and not participant recruitment. Before

and throughout the intervention, academic burnout and resilience were assessed using the Maslach Burnout Inventory-Student Survey (MBI-SS) and the Academic Resilience Scale (ARS-30) (Cassidy, 2016; Maslach & Jackson, 1981).

The data were analyzed using SPSS version 26.0. Descriptive statistics were used to summarize the means and standard deviations of each study variable. The assumptions for repeated-measures ANOVA, such as normality using the Shapiro-Wilk test, variance homogeneity using Levene's test, and sphericity using Mauchly's test, were examined before testing the hypotheses. A repeated-measures ANOVA was then used to assess the variations in academic burnout and resilience between the experimental and control groups from the pretest to the posttest. The amplitude and statistical significance of the intervention were evaluated using Wilks' lambda and partial eta squared (η^2). Furthermore, additional analyses were performed to determine whether improvements in resilience and academic burnout differed between male and female participants following the intervention. A threshold of $p < 0.05$ was used to evaluate statistical significance.

3.4. Procedure

Participant recruitment was carried out using purposive sampling before the study commenced. Initially, undergraduate students with moderate to severe academic burnout were evaluated using the Maslach Burnout Inventory-Student Survey (MBI-SS) to determine who met the study's qualifying parameters. Those who met these requirements received a thorough explanation of the study's objectives, research methods, data confidentiality, voluntary nature of participation, and the freedom to withdraw from the study at any time without repercussions. All eligible subjects provided written informed consent before any research was conducted.

To obtain baseline data on academic resilience, participants completed the Academic Resilience Scale (ARS-30) after providing informed consent. Academic burnout was measured at baseline using MBI-SS scores acquired during the screening phase. After meeting the eligibility requirements, participants were randomly assigned to either the experimental or control group. Participants in the experimental group engaged in a group counseling program known as cognitive behavioral therapy (CBT), whereas those in the control group continued their usual academic pursuits without intervention during the trial.

The researchers' standardized 10-session Cognitive Behavioral Therapy group counseling program served as the foundation for the intervention. Participants in both groups completed the Academic Resilience Scale (ARS-30) and the Maslach Burnout Inventory-Student Survey (MBI-SS) following each intervention session. Following implementation of the CBT group counseling program, gains in academic burnout and resilience were assessed using these post-intervention evaluations.

3.5. CBT Group Counseling Intervention

The intervention implemented in this study consisted of a cognitive behavioral therapy (CBT) group counseling program designed to strengthen students' academic resilience while reducing academic burnout. The intervention was delivered over a period of ten weeks through ten structured counseling sessions, with one session conducted each week. Each session lasted approximately 90 minutes. The experimental group comprised 26 students, who were divided into two counseling groups of 13 participants to facilitate effective group interaction and optimize the counseling process. The intervention sessions were led by the principal researcher together with a co-facilitator who possessed professional training in guidance and counseling. Throughout the program, the facilitators guided participants in recognizing maladaptive thoughts associated with academic stress, challenging dysfunctional cognitive patterns, and developing more adaptive ways of thinking and behaving. Participants were also encouraged to improve their coping and self-regulation skills so that they could better manage academic expectations. The intervention used a variety of CBT strategies, such as psychoeducation, cognitive restructuring, self-monitoring, stress management, problem-solving, behavioral activation, relaxation training, group discussions, reflective

exercises, and homework assignments (Beck, 2011; Corey, 2024). The counseling process emphasized active participation through a variety of structured group activities. These activities included discussing academic experiences, identifying negative automatic thoughts, practicing adaptive coping strategies, engaging in self-reflection, exchanging constructive feedback with other group members, and reviewing individual progress throughout the intervention. Each session was methodically planned to gradually increase participants' psychological adjustment and adaptive responses to academic obstacles while assisting them in understanding the interplay between ideas, emotions, and behaviors when dealing with academic stress. Table 1 presents the structured framework of the CBT group counseling intervention, outlining the sequence of sessions, the general topic addressed in each session, and the corresponding session content and objectives.

Table 1. CBT Group Counseling Sessions Content.

Session No.	General Topic	Session Content and Objectives
1	Introduction and Psychoeducation	The program started with participant and facilitator introductions, which were followed by an outline of the CBT group therapy program, the creation of group agreements, and activities designed to foster a welcoming and trustworthy group atmosphere. The Cognitive Behavioral Therapy (CBT) paradigm taught participants about academic burnout, academic resilience, and the interplay of thoughts, feelings, and behaviors.
2	Identifying Academic Stressors	Participants investigated the primary causes of academic stress, which included academic burden, pressure to succeed, time management challenges, and anxiety about academic success. Group talks, introspective activities, and emotional awareness exercises were utilized to help participants identify their personal stress reactions and academic burnout symptoms.
3	Identifying Negative Thoughts	The goal of this session was to help participants identify negative automatic thoughts, irrational ideas, and maladaptive self-talk associated with academic experiences. Participants investigated the impact of their beliefs on emotional responses and academic habits using self-monitoring and reflection exercises.
4	Cognitive Restructuring	This course covered cognitive restructuring approaches to help participants replace maladaptive thought patterns with more realistic and adaptable viewpoints. Participants examined cognitive distortions associated with negative self-beliefs, fear of failure, and academic difficulties. To promote the application of these strategies in typical academic settings, homework assignments were provided.
5	Emotional Regulation and Stress Management	Using adaptive coping strategies, participants learned how to regulate their emotions and manage academic stress. Relaxation exercises, stress management approaches, and behavioral activation were used to alleviate emotional tiredness, psychological suffering, and avoidance of academic duties.
6	Problem-Solving Skills	The session aimed to improve participants' abilities to manage academic obstacles through systematic problem-solving skills. Participants practiced identifying problems, developing alternative solutions, evaluating potential results, and responding appropriately to academic circumstances.
7	Developing Academic Resilience	This workshop focused on building academic resilience by encouraging perseverance, self-efficacy, positive self-beliefs, and adaptive coping. Participants reflected on previous successful experiences, discovered personal strengths, and gained confidence in their capacity to handle academic problems.
8	Time Management and Self-Regulation	Participants used effective time management and self-regulation skills to boost their academic achievement. Activities included identifying unproductive study habits, establishing academic priorities, tracking learning progress, and adopting more systematic approaches to managing academic duties.
9	Adaptive Coping and Peer Support	The development of adaptive coping strategies through peer support and group interaction was the main focus of the session. Participants discussed their academic experiences, offered one another helpful criticism, and investigated more flexible strategies for managing academic stress and burnout.
10	Evaluation and Termination	The final session assessed the participants' progress during the intervention. Participants discussed changes in their ideas, emotions, and behaviors, reinforced coping techniques learned during the program, provided comments on their counseling experience, and formally finished the group counseling process.

4. RESULTS OF THE STUDY

Table 2 summarizes the demographic profile of the participants included in this study. 52 undergraduate students from an Indonesian institution in Yogyakarta took part in the study. Twenty male and thirty-two female students

between the ages of twenty and twenty-two made up the sample ($M = 21.12$, $SD = 0.81$). Every participant was enrolled in the fourth or sixth semester. Following group assignment, 26 students were assigned to the experimental group and the remaining 26 to the control group. Table 2 offers a thorough explanation of the demographic features of the participants.

Table 2. Demographic characteristics of participants ($N = 52$).

Variables	Total ($N = 52$)	Control Group ($n = 26$)	Experimental Group ($n = 26$)
Gender			
Male	20 (38.5%)	10 (19.2%)	10 (19.2%)
Female	32 (61.5%)	16 (30.8%)	16 (30.8%)
Semester			
Semester 4	27 (51.9%)	13 (25.0%)	14 (26.9%)
Semester 6	25 (48.1%)	13 (25.0%)	12 (23.1%)
Age (years)	21.12 (0.81)	21.04 (0.79)	21.19 (0.84)

Note: Data are expressed as frequencies (%) and means (SD).

Before hypothesis testing, the assumptions for repeated-measures ANOVA were assessed. The assumption of sphericity was assessed using Mauchly's test, variance homogeneity was examined using Levene's test, and normality was ascertained using the Shapiro-Wilk test. Mauchly's test value was 0.887 ($p = 0.441$), Levene's test value was 1.274 ($p = 0.264$), and Shapiro-Wilk's value was 0.971 ($p = 0.318$). The values for academic resilience were 0.982 ($p = 0.572$) for the Shapiro-Wilk test, 0.936 ($p = 0.338$) for Levene's test, and 0.913 ($p = 0.487$) for Mauchly's test. Because all significance levels were above 0.05, the assumptions of normality, variance homogeneity, and sphericity were deemed satisfied, indicating that the data were suitable for repeated-measures ANOVA. Table 3 displays the full outcomes of these assumption tests.

Table 3. Assumption tests for academic burnout and academic resilience.

Variables	Shapiro-Wilk	p	Levene's Test	p	Mauchly's Test	p
Academic Burnout	0.971	0.318	1.274	0.264	0.887	0.441
Academic Resilience	0.982	0.572	0.936	0.338	0.913	0.487

Note: Shapiro-Wilk tests normality, Levene's test examines variance homogeneity, and Mauchly's test determines sphericity.

Table 4 summarizes the pretest and posttest academic burnout scores for both the experimental and control groups. Participants who underwent the CBT group counseling intervention showed a substantial reduction in academic burnout; the mean score decreased from 52.11 ($SD = 6.03$) at the pretest to 39.18 ($SD = 5.72$) at the posttest. The control group's mean scores, on the other hand, barely dropped from 51.62 ($SD = 6.41$) before the research to 50.27 ($SD = 5.84$) after it.

Table 4. Changes in academic burnout scores between pretest and posttest.

Variables	Time	Control Group ($n = 26$) Mean (SD)	Experimental Group ($n = 26$) Mean (SD)	F	p*	η^{2***}
Academic Burnout	Pretest	51.62 (6.41)	52.11 (6.03)	48.372	$p < 0.001$	0.492
	Posttest	50.27 (5.84)	39.18 (5.72)			
Emotional Exhaustion	Pretest	19.31 (3.27)	19.74 (3.11)	35.104	$p < 0.001$	0.412
	Posttest	18.80 (3.09)	13.28 (2.84)			
Cynicism	Pretest	17.45 (2.81)	17.67 (2.94)	28.955	$p < 0.001$	0.367
	Posttest	16.98 (2.73)	12.84 (2.56)			
Academic Efficacy	Pretest	14.86 (2.44)	14.70 (2.31)	32.184	$p < 0.001$	0.401
	Posttest	15.10 (2.28)	19.02 (2.12)			

Note: MBI-SS = Maslach Burnout Inventory-Student Survey; *indicates the significance level for the Time $\times$ Group interaction effect; **indicates that η^2 represents partial eta squared.

All academic burnout metrics improved in the experimental group following the intervention. While emotional weariness dropped from a pretest mean of 19.74 (SD = 3.11) to 13.28 (SD = 2.84) during the posttest, cynicism dropped from 17.67 (SD = 2.94) to 12.84 (SD = 2.56). Conversely, academic efficacy rose from 14.70 (SD = 2.31) before the intervention to 19.02 (SD = 2.12) after it. Overall, these results show that students who took part in the CBT group treatment program reported feeling more confident in their academic abilities and experiencing less emotional exhaustion and cynicism.

Repeated-measures ANOVA demonstrated a significant Time $\times$ Group interaction effect for academic burnout, indicating that the reduction in academic burnout was greater among participants in the CBT group counseling program than among those in the control group. The primary effect of time was found to be significant ($F(3, 48) = 11.842, p < 0.001$, Wilks' $\lambda = 0.421$, partial $\eta^2 = 0.579$). Furthermore, there was a statistically significant interaction effect between Time and Group ($F(3, 48) = 32.184, p < 0.001$, Wilks' $\lambda = 0.318$, partial $\eta^2 = 0.401$). Overall, these findings show that CBT group therapy can significantly lower the risk of academic burnout among college students.

Table 5. Changes in academic resilience scores between pretest and posttest.

Variables	Time	Control Group (n = 26) Mean (SD)	Experimental Group (n = 26) Mean (SD)	F	p*	η^{2**}
Academic Resilience	Pretest	82.16 (8.27)	81.44 (8.61)	56.904	0.001	0.532
	Posttest	83.02 (7.95)	98.71 (7.12)			
Perseverance	Pretest	28.73 (3.61)	28.29 (3.74)	31.420	0.001	0.392
	Posttest	29.11 (3.28)	35.04 (3.01)			
Reflecting and Adaptive Help-Seeking	Pretest	27.05 (3.47)	26.92 (3.28)	27.218	0.001	0.361
	Posttest	27.56 (3.09)	33.41 (2.84)			
Negative Affect and Emotional Response	Pretest	26.38 (3.11)	26.23 (3.35)	23.775	0.001	0.326
	Posttest	26.35 (2.96)	30.26 (2.58)			

Note: ARS-30 = Academic Resilience Scale; *indicates the significance level for the Time $\times$ Group interaction effect; **indicates that η^2 represents partial eta squared.

All areas of academic resilience, perseverance, reflecting and adaptive help-seeking, negative affect, and emotional reactivity, showed gains, as Table 5 demonstrates. The experimental group's average perseverance score increased from 28.29 (SD = 3.74) at the pretest to 35.04 (SD = 3.01) at the posttest. Similarly, the reflecting and adaptive help-seeking component's mean increased from 26.92 (SD = 3.28) to 33.41 (SD = 2.84). Higher scores were also seen in the negative affect and emotional reaction dimensions, which increased from 26.23 (SD = 3.35) before the intervention to 30.26 (SD = 2.58) after it.

The repeated-measures ANOVA showed a significant influence of the Time $\times$ Group interaction on academic resilience. Compared to those in the control group, academic resilience increased more in those who received the CBT group counseling intervention. Time was found to have a substantial main effect ($F(3, 48) = 13.107, p < 0.001$, Wilks' $\Psi = 0.388$, and partial $\eta^2 = 0.612$). Additionally, there was a statistically significant interaction between Time and Group ($F(3, 48) = 17.882, p < 0.001$, Wilks' $\Psi = 0.274$, partial $\eta^2 = 0.726$). When taken as a whole, these findings show that CBT group therapy improved university students' academic resilience.

Table 6. Gender differences in academic burnout and academic resilience after intervention.

Variables	Gender Comparison	F	p	Partial η^2
Academic Burnout	Male vs Female	1.842	0.181	0.037
Academic Resilience	Male vs Female	1.274	0.265	0.026

Note: Effect sizes are reported as partial eta squared (η^2).

Table 6 summarizes the results of the additional analysis examining gender differences following the intervention. There was no statistically significant difference between male and female students in terms of academic burnout ($F(1, 50) = 1.842, p = 0.181$, partial $\eta^2 = 0.037$) or academic resilience ($F(1, 50) = 1.274, p = 0.265$, partial η^2

= 0.026). These results indicate that gender did not significantly influence the outcomes of the intervention. To put it another way, both male and female students benefited equally from CBT group counseling in terms of lowering academic fatigue and boosting academic resilience.

5. DISCUSSION AND IMPLEMENTATION

According to the study's findings, students who participated in CBT group counseling experienced a significantly greater decrease in academic burnout than those in the control group. The cognitive processes that the CBT approach emphasizes may be connected to this improvement. Throughout the intervention, participants were encouraged to recognize maladaptive beliefs, challenge catastrophic thinking, and reinterpret academic demands more realistically through cognitive restructuring. Students reported feeling less emotionally exhausted, having less cynical attitudes toward academic tasks, and feeling more confident in their capacity to handle academic duties as these cognitive improvements progressed. These results are consistent with earlier research demonstrating the efficacy of CBT in lowering psychological stress, burnout, and maladaptive cognitive patterns linked to scholastic pressures (Beck, 2011; Schaufeli et al., 2002; Stallman, 2010).

According to the current findings, students' academic resilience was successfully increased by CBT group treatment. Academic resilience rose in terms of perseverance, self-reflection, adaptive help-seeking, negative affect, and emotional reactivity. These findings corroborate the theoretical stances advanced by Cassidy (2016); Hartley (2011), and Martin and Marsh (2006), who define academic resilience as the ability to overcome academic adversity and effectively adapt to demanding learning situations. Beyond validating prior findings, the current study demonstrates that cognitive behavioral therapy (CBT) promotes academic resilience by increasing adaptive coping, self-regulation, and students' cognitive evaluation of stressful academic events. Participants demonstrated greater perseverance, a readiness to look for the right help, and increased confidence in resolving academic difficulties as they became more adept at accurately understanding academic challenges and controlling their emotional reactions. These findings are also in line with earlier research showing that CBT enhances university students' psychological adjustment, coping skills, and self-efficacy (Martin & Marsh, 2008; Richardson, 2002).

The present study makes a significant addition by demonstrating that CBT group counseling can minimize academic fatigue while also increasing academic resilience. Previous intervention research has mainly explored these two psychological dimensions individually. The present results, however, suggest that similar cognitive and behavioral processes can alter both outcomes (Hofmann et al., 2012). Combining cognitive restructuring, adaptive coping, emotional regulation, and behavioral practice appears to lessen students' susceptibility to academic burnout while enhancing their capacity to handle upcoming academic obstacles (Beck, 2011; Dobson & Dobson, 2018). The use of CBT group counseling as a complete psychological intervention to enhance students' academic adjustment and psychological well-being is therefore further supported by these findings, which also contribute to the body of knowledge regarding the application of CBT in higher education.

The combination of several CBT techniques provided throughout the ten-session group therapy program is most likely responsible for the positive outcomes reported in this study. While cognitive restructuring helped participants identify and address negative automatic thoughts associated with academic stress, psychoeducation helped them comprehend how thoughts, emotions, and behaviors interact (Beck, 2011). Additionally, self-monitoring, stress management, problem-solving, behavioral practice, and peer support activities were all incorporated into the intervention to help participants enhance their emotional control, self-regulation, and adaptive coping mechanisms. Additionally, the group therapy environment allowed participants to discuss their experiences, get constructive criticism, and practice recently learned behavioral and cognitive abilities in a supportive social context. When combined, these intervention elements could account for the current study's concomitant findings of improved academic resilience and decreased academic burnout (Dobson & Dobson, 2018).

The additional analysis revealed that the intervention produced similar results for male and female students. Gender differences in changes in academic burnout or resilience following program completion were not statistically significant. These data indicate that the advantages of CBT group therapy are not largely determined by gender, but rather by participants' engagement in the counseling process and consistent implementation of CBT procedures throughout the intervention. This conclusion is consistent with earlier studies finding that standardized CBT therapies typically elicit similar therapeutic benefits across different participant groups (Butler, Chapman, Forman, & Beck, 2006).

The results of this study have a number of useful ramifications for counseling in higher education. One evidence-based strategy for lowering academic burnout and boosting academic resilience in college students is CBT group counseling. Therefore, as a preventive and developmental technique, this intervention may be incorporated into university counseling services, student mental health services, and campus well-being programs. By encouraging adaptive coping strategies, emotional control, problem-solving abilities, and cognitive flexibility, CBT group counseling may assist students in responding more adeptly to growing academic expectations. Additionally, this study adds to the growing corpus of empirical data that supports the application of evidence-based counseling interventions in higher education, especially those targeted at boosting academic resilience and reducing academic burnout in college students.

6. CONCLUSIONS

This study found that Cognitive Behavioral Therapy (CBT) group counseling improves academic resilience and reduces academic burnout in university students. Students who participated in the CBT intervention performed better than those in the control group, demonstrating that the intervention effectively increased students' ability to cope with academic obstacles. These findings indicate that CBT group counseling may be a useful psychological intervention for encouraging improved cognitive, emotional, and behavioral responses to academic pressures.

The findings lend more empirical support to the use of CBT-based group counseling in higher education settings, notably as an evidence-based technique for enhancing students' academic adjustment and psychological well-being. Additionally, by showing that CBT group therapy can enhance academic resilience while reducing academic burnout, the study adds to the body of current literature. These results demonstrate the effectiveness of group counseling as a strategy for enhancing students' mental health and creating flexible coping strategies.

To increase the generalizability of their results, future studies should enlist bigger and more diverse sample sizes. To determine whether the intervention's effects are maintained over time, longitudinal follow-up evaluations are also advised. Future research should look at other factors associated with academic burnout and resilience, such as social support, learning motivation, self-efficacy, and academic achievement, in order to gain a more thorough picture of students' psychological adjustment in higher education.

7. LIMITATIONS

It is important to acknowledge the limitations of this study when interpreting the results. First, all participants came from the same university in Yogyakarta, Indonesia, making the sample size extremely small. As a result, caution should be exercised when applying these findings to other university student populations. Second, the study only used pretest and posttest assessments, with no follow-up evaluation after the intervention; hence, the long-term effectiveness of the CBT group counseling program could not be determined. Third, all data were collected using self-report measures, which may be influenced by response bias and participants' subjective perceptions.

Notwithstanding these drawbacks, the results offer preliminary empirical evidence that CBT group therapy can lessen academic burnout and increase academic resilience in college students. Additionally, the results lay the groundwork for future investigations into the wider use of group counseling with cognitive behavioral therapy in higher education environments.

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Transparency: The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

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