

Digital Burnout as a Social Construct of Students: The Production of Social Studies Teachers' Pedagogical Practices in Hybrid Learning

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Abstract

Digital burnout is commonly conceptualized as an individual psychological condition resulting from fatigue associated with technology use. This study, however, reframes digital burnout as a social construct embedded in students' learning experiences and shaped by teachers' pedagogical practices in social studies within hybrid learning contexts. It aims to analyze digital fatigue as a socially constructed phenomenon, with particular attention to the roles of technology and pedagogical practices. This research adopts a constructivist-critical qualitative approach through a case study conducted at a public junior high school in Makassar. Informants were selected using purposive sampling. Data were collected through in-depth interviews, observations, and documentation, and analyzed thematically in combination with an interactive analysis framework. The findings reveal that digital burnout among students is formed multidimensionally, driven by the high intensity of technology use and the increasing burden of simultaneous digital tasks. This condition is reinforced by the dominance of assignment-based pedagogy and the operation of power relations in digital learning, which constrain students' opportunities for negotiation. These practices continuously reproduce and normalize burnout, further exacerbated by inequalities in digital access. The study highlights its novelty by positioning digital burnout as a multidimensional social construct shaped by technology intensity, workload, pedagogical dominance, and power relations, as well as processes of reproduction and normalization compounded by disparities in digital access. Theoretically, it extends burnout research through the perspectives of Bourdieu, Foucault, and Butler. Practically, it provides a foundation for developing more balanced, reflective, and student well-being-oriented hybrid learning strategies.

Keywords: Digital Era; Digital Burnout; Social Construction; Hybrid Learning; Pedagogical Practices

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INTRODUCTION

Digital transformation in the field of education has shifted learning practices from conventional patterns toward a more flexible technology-based system (Mones et al., 2022). The integration of digital platforms in learning not only changes the way teachers deliver material but also shapes the overall learning experience of students (Hakim and Yulia, 2024). In particular, contemporary learning experiences reflect a convergent modality in which conventional and online learning are structurally integrated rather than

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merely combined. Learning experiences in the digital era have undergone a shift, where there is a tangible integration between conventional learning and online learning. In this context, the combination of face-to-face and online learning has become a model widely adopted post-pandemic (Ulla and Perales, 2022). Consequently, learning is no longer confined to spatial and temporal boundaries, but is reconstituted as a ubiquitous and continuous process. This experience is not purely based on the application of learning commonly conducted in classrooms but has transformed into a learning experience that can occur anywhere and anytime.

This flexibility brings about new consequences in the form of cognitive and emotional pressures experienced by students due to the high intensity of digital interaction (Raes, 2022). Several studies place technology in the field of education as having an impact on changes and creating a digital gap in education that cannot be standardized across different regions (Cendy Lestari et al., 2025). This is supported by opinions explaining that digital technology in the field of education will be received differently according to the level of welfare (Apdillah et al., 2022). Moreover, beyond its functional implications, digital transformation also generates normative shifts related to morality and values in educational contexts (Riska Aini Putri, 2023), thereby indicating that technological integration is not merely technical but deeply socio-cultural.

There is a need to balance the utilization of digital technology with conventional learning so that educational objectives can be achieved (Sholikhah, 2024). The reason is that learning in the digital era brings significant social changes to digital culture and the formation of students' social character (Afrizal et al., 2020). More specifically, the formation of social character is increasingly mediated by digital interactions that reshape students' modes of awareness, participation, and interpretation of social realities. This social character is also closely related to social awareness to understand the changes in an era that has become entirely digital. In the development of a digital society, digital awareness is required to understand culture, information, and adaptation to the new world (Picarella, 2024). Technology in education is often used by social studies (IPS) teachers due to its ease in providing information about current conditions and situations as material for classroom discussion. However, this instrumental convenience simultaneously introduces unintended consequences, particularly the normalization of technological dependency and the attenuation of students' critical social awareness (Alfiyah, 2025). Social awareness in the use of digital technology thus becomes a crucial asset for individuals to regulate exposure to inaccurate information (Putri et al., 2024).

Social Studies (IPS) teachers hold a strategic position in efforts to instill students' social awareness through contextual learning (Kadhafi, 2024). The holistic nature of IPS learning concepts can provide broad learning experiences, but it also poses risks if not founded on good social awareness (Hidayatullah, 2024). The risk of excessive information exposure can be anticipated by implementing critical pedagogy integration in transformative learning strategies carried out by teachers in schools (Made Dwikamayuda, 2024). In-depth learning is often conducted by teachers at the primary education level in teaching IPS material as it is considered capable of enhancing students' understanding (Royani, Ahda, and Silalahi, 2024). Nevertheless, the expansion of digital learning models has increasingly compelled teachers to intensify the use of digital spaces within hybrid systems, often without adequate consideration of students' readiness, adaptive capacity, and socio-emotional conditions.

This shift subsequently redefines the nature of pedagogical practices in the hybrid era. Teachers occupy a strategic position in shaping students' learning experiences (Mulenga and Shilongo, 2024). Teachers not only serve as learning facilitators but also as digital social agents who actively produce norms, rhythms, and ways of learning through the learning designs they implement (Niyomves, Kunacheva and Sutadarat, 2024). Teacher pedagogical practices, such as the intensive assignment of digital-based tasks, continuous use of learning platforms, and expectations for students' active engagement, can contribute to the formation of fatigue as an experience considered "normal" (Rorimpandey and Midun, 2021). The phenomenon of fatigue resulting from the use of technology in learning, known as digital burnout, is increasingly experienced by students across various educational levels. However, prevailing perspectives tend to reduce burnout to an individual psychological condition, thereby overlooking the relational and structural dimensions of its formation. Digital burnout does not emerge spontaneously; rather, it is produced through interactions among learning demands, academic expectations, and teacher–student relations within digitally mediated environments (Kee, Zhang, and King, 2024).

From the perspective of educational sociology, digital burnout can be understood as a social construct formed through practices that occur repeatedly and become institutionalized (Lestari et al., 2021). This perspective enables a shift from an individualistic explanation toward a structural-relational analysis. Pierre Bourdieu has explained that social practices are inseparable from the mutually influencing habitus and structures, where digital learning experiences shape certain dispositions in students in responding to academic demands (Brown and Lloyd, 2024). Meanwhile, Michel Foucault observes that modern educational systems contain mechanisms of discipline and control that operate subtly through surveillance and normalization, including in the use of learning technologies (Álvarez-Chaves and Saborío-Taylor, 2025). In this sense, digital platforms function not only as pedagogical tools but also as instruments of control that intensify monitoring and regulate student behavior (Saudabayeva et al., 2025). This era provides teachers and students with the option to determine which models and media are suitable to be applied according to the needs of hybrid learning in the digital era (Anggraeni and Manik, 2023).

Research on digital burnout in the context of education has experienced significant development in recent years, especially since the acceleration of learning digitalization following the COVID-19 pandemic. Early studies focused more on the impact of online learning on academic fatigue in general. For instance, a 2022 study indicated that the sudden transition to online learning not only increased the workload but also triggered stress and burnout due to system unpreparedness and rapid adaptation to learning technologies (Mosleh et al., 2022). In this phase, burnout was still understood as a consequence of changes in the learning system, without in-depth analysis of the underlying social dynamics.

Entering the 2023–2024 period, studies have begun to focus on the relationship between the use of digital technology and students' learning experiences. Research indicates that the intensity of technology use not only enhances learning flexibility but also triggers digital distractions, decreased concentration, and cognitive fatigue, which impact academic performance. In this context, technology is positioned as an ambivalent factor that both supports and hinders the learning process. The literature also highlights that

excessive digital interaction contributes to the emergence of emotional fatigue and a reduction in student engagement in learning (Pérez-Juárez, González-Ortega, and Aguiar-Pérez, 2023). In the 2025–2026 period, research on digital burnout shows a more complex shift by linking it to the context of hybrid learning. Recent studies reveal that the integration of technology in hybrid systems plays a dual role, functioning both as a facilitator of learning and as a source of technostress. Studies reveal that technology acts simultaneously as a facilitator and a source of technostress, with factors such as digital workload, platform intensity, and participation demands significantly influencing student fatigue (Daud, 2025; Huang et al., 2026). Furthermore, recent studies have introduced mediating variables such as self-efficacy and adaptability, yet these approaches remain predominantly centered on individual capacity rather than systemic conditions. In the Indonesian context, research has largely emphasized effectiveness, digital divides, and teacher competence, with limited attention to how pedagogical practices shape burnout production.

Furthermore, research on digital burnout has also begun to develop among prospective teachers and education students, focusing on the measurement and validation of burnout instruments in a digital context. Accordingly, a critical gap remains in understanding digital burnout as a socially produced phenomenon embedded in pedagogical practices. Although recent studies have explored measurement and validation of burnout in digital contexts (Syah, Ardani and Luthfi, 2025), there is still limited analysis linking pedagogical structures, power relations, and learning practices to the normalization of burnout. This gap underscores the need for a more integrative and critical sociological approach. Based on the identified research gap, this study formulates its research problem through a set of interrelated questions that critically examine the relationship between pedagogy and digital burnout in hybrid learning contexts, namely: (1) how pedagogical practices in hybrid learning environments are structured and implemented by Social Studies teachers; (2) how these pedagogical practices contribute to the production and normalization of students' digital burnout; and (3) how digital burnout can be explained as a social construct emerging from the interaction between technological intensity, pedagogical dominance, and institutional structures.

In alignment with these research questions, this study is designed with clearly defined and operational objectives, namely to (1) identify and analyze the forms of pedagogical practices enacted by Social Studies teachers within hybrid learning settings; (2) examine the underlying mechanisms through which such practices produce and normalize digital burnout among students; and (3) develop a critical sociological framework that conceptualizes digital burnout as a socially constructed phenomenon within hybrid learning systems.

Through this approach, this study advances the state of the art in several ways, namely: (1) by explicitly linking pedagogical practices with the production and normalization of digital burnout; (2) by integrating power relations and institutional dynamics into the analysis of digital learning structures; and (3) by shifting the analytical focus from dominant individual-psychological explanations toward a more comprehensive socio-structural perspective on digital burnout in contemporary education.

METHODOLOGY

This study employs a qualitative approach grounded in a critical-constructivist paradigm, aiming to understand the phenomenon of digital burnout as a socially constructed outcome within hybrid learning practices. This approach is selected because it enables the researcher to explore students' subjective experiences in depth while simultaneously linking these experiences to the social structures and pedagogical practices that shape them. Operationally, the critical-constructivist paradigm positions the researcher as a reflective and non-neutral instrument who engages dialogically with participants, and conceptualizes data as a co-construction between the researcher and the participants. Furthermore, this paradigm directs the interpretive process not only to describe experiences but also to critically examine the underlying power relations, pedagogical dominance, and institutional structures.

Methodologically, this study adopts a qualitative case study design using a multiple case study approach, focusing on the context of Social Studies (IPS) learning in several public junior high schools in Makassar, namely SMP N 6 Makassar, SMP N 12 Makassar, SMP N 13 Makassar, and SMP N 14 Makassar. The selection of a multiple case design is theoretically justified to enable cross-case analysis, allowing the identification of both general patterns and contextual specificities in the production of digital burnout. The case boundaries in this study are explicitly defined in terms of pedagogical practices in hybrid Social Studies learning, teacher–student interactions, and students' experiences related to digital burnout within each school context.

The selection of informants was conducted using purposive sampling, which was subsequently extended through snowball sampling to broaden the contextual scope of the data. The criteria for student informants included: (1) active junior high school students participating in hybrid learning, (2) having experience in using digital learning platforms, (3) experiencing symptoms of digital burnout, and (4) being capable of reflecting on and articulating their experiences. The number of student informants in this study was explicitly determined to be 96 students, drawn from three grade levels (VII, VIII, and IX) across each school, thereby enabling representation of experiences across different stages of student development. The selection of students as primary informants is based on their position as subjects who directly experience the phenomenon of digital burnout.

Meanwhile, the criteria for social studies teacher informants include: (1) teachers who are actively teaching in a hybrid learning system, (2) having experience in designing and implementing digital-based learning, (3) using various platforms or digital media in the learning process, and (4) being willing to provide information related to the pedagogical strategies applied. The selection of social studies teachers as key informants is based on their role as actors who produce and reproduce pedagogical practices, making the teachers' perspectives important for analyzing how learning strategies and technology use contribute to the emergence of digital burnout among students.

Ethical considerations constitute a central aspect of this study, particularly because the research subjects are junior high school students. This study applies the principle of informed consent, which is obtained from the school authorities, parents or guardians, and the students as participants. In addition, the confidentiality of informants is strictly maintained through the use of pseudonyms, and all data are securely stored and used solely for academic purposes. The researcher also ensures that participation is entirely voluntary and does not pose any psychological harm or risk to the participants.

This study also involved supporting informants with the following criteria: (1) holding a position as vice-principal in charge of curriculum, school operator, or other parties who understand learning policies, (2) being involved in the management or implementation of digital learning systems, and (3) being knowledgeable about regulations related to the implementation of hybrid learning. The selection of these supporting informants aims to obtain a structural perspective that can explain the relationship between institutional policies and learning practices in the field. The number of informants in this study was determined based on the principle of data saturation, which is the process of stopping data collection when the information obtained has become repetitive and no longer provides new findings. Thus, the selection of informants was carried out flexibly but still based on the depth and adequacy of the data needed in the study.

This research was conducted at public junior high schools in Makassar City through systematic, reflective, and continuous stages, which include: (1) the preparation stage, (2) the data collection stage, (3) the data analysis stage, and (4) the conclusion drawing stage. In the preparation stage, the researcher conducted identification and mapping of problems related to the phenomenon of digital burnout experienced by students in the context of hybrid learning at public junior high schools in Makassar City, which is marked by the intensity of educational technology use as well as changes in learning interaction patterns. This stage also includes a literature review, the formulation of research focus, the purposive selection of informants (students and social studies teachers), and the preparation of research instruments in the form of interview guidelines, observation sheets, and documentation formats tailored to the characteristics of learning in schools.

Data collection was conducted through three primary techniques, namely in-depth interviews, limited participatory observation, and documentation. The interviews were carried out in a semi-structured format, with a duration of approximately 15–30 minutes per informant, using a flexible interview guide to explore students' subjective experiences while allowing for the contextual emergence of relevant issues. Observations were conducted systematically in both face-to-face classroom settings and through digital learning platforms to capture patterns of teacher–student interaction, the intensity of technology use, and students' responses during the learning process. Documentation included learning materials (such as lesson plans or modules), student assignments, and digital activity logs. This procedure was designed to ensure data traceability (audit trail) and to support methodological transparency and potential research replication.

Data analysis was conducted simultaneously using thematic analysis integrated with an interactive analysis model. The analytical process followed several systematic stages, namely: (1) open coding to identify units of meaning, (2) axial coding to establish relationships among categories, and (3) selective coding to construct the main themes. These themes were further developed through a constant comparison process across cases. The validity of interpretation was ensured through source and method triangulation, as well as member checking with informants. In addition, this study applied the criteria of trustworthiness, including: (1) credibility through triangulation and prolonged field engagement, (2) transferability through detailed contextual descriptions, (3) dependability through an audit trail of the research process, and (4) confirmability through researcher reflexivity and systematic data documentation.

In the analytical process, theory is employed as both an analytical and interpretive framework. The perspective of Pierre Bourdieu is used to examine the relationship between habitus, capital, and the structures of hybrid learning. The framework of Michel Foucault is applied to analyze pedagogical practices as arenas of power relations and mechanisms of control mediated through technology. Meanwhile, the performative approach of Judith Butler is utilized to understand digital burnout as a social practice produced through repetition and normalization within hybrid learning environments. The integration of these three theoretical perspectives is conducted systematically throughout the processes of coding, categorization, and interpretation to ensure a theory-driven depth of analysis.

At the data presentation stage, the findings are organized into thematic narratives and analytical matrices to illustrate the relationships between categories and the emerging patterns. The conclusion-drawing stage involves an in-depth interpretation by linking empirical findings with the theoretical framework, supported by continuous verification procedures. Overall, the research methodology is designed in a systematic, transparent, and reflective manner to produce findings that are not only empirically valid but also analytically robust in explaining digital burnout as a socially constructed phenomenon within the context of hybrid learning.

RESULTS AND DISCUSSION

1. Digital Burnout as an Impact of the Intensity of Technology Use

Digital burnout among junior high school students in Makassar City arises as a direct consequence of the intensity of digital device usage in hybrid learning. Data shows that students are exposed to screens for extended periods, whether to access materials, complete assignments, or communicate on learning platforms. These activities occur repeatedly within a single daily learning cycle. Students use devices not only for a single type of activity but for multiple functions simultaneously within a relatively short timeframe. This condition leads to an accumulation of cognitive load, which in turn affects concentration and increases mental fatigue. This repeated exposure generates systemic rather than situational boredom. This finding is supported by students' testimonies, such as: "I feel tired not because the lessons are difficult, but because I have to keep looking at the screen all day, switching between tasks without rest," and "Even when I understand the material, I still feel exhausted because everything is done through the device continuously." This finding is reinforced by statements from informants indicating that fatigue is not directly related to the difficulty level of the material, but rather to the duration and intensity of interaction with digital devices. Thus, digital burnout in this context is more accurately understood as the effect of continuously repeated technology-based activities.

Analytically, this condition can be interpreted through Pierre Bourdieu's concept of habitus, where students' previously formed learning dispositions encounter a structural mismatch with the demands of digitally mediated learning. This mismatch produces a form of structural strain, in which students are required to adapt to intensified interaction patterns without adequate adjustment of their cognitive and sensory capacities. This phenomenon aligns with recent research reflecting the existence of a mismatch between students' learning habitus, previously formed in conventional settings, and the digitized learning structure (Asamoah et al., 2025). This finding is consistent with previous studies

(Asamoah et al., 2025; Syidad, Sofi, and Amin, 2024), but extends them by demonstrating that technological intensity functions as an initial mechanism that restructures learning habitus and triggers cumulative fatigue. In line with explanations regarding the intensity of technology use in hybrid learning, it creates a new form of learning pressure that is not only academic but also sensory and psychological (Miftahur Rofi, 2025). This indicates that digital transformation in education does not always result in efficiency, but can also potentially create new, invisible burdens. Digital burnout cannot be reduced as an individual phenomenon, but must be understood as the result of the interaction between digital learning structures and students' experiences in facing them. This perspective broadens the understanding that technology is not merely a tool, but part of a system that shapes the learning experience.

2. Digital Task Load and Academic Pressure

The burden of digital assignments has become one of the dominant factors triggering digital burnout among students. Data shows that assignments are given frequently and often have closely spaced deadlines. This pattern causes students to experience pressure in managing their study time and energy. An informant explained, "Assignments keep coming almost every day, sometimes with deadlines that overlap, so I feel pressured to finish everything quickly." Another student expressed, "I focus more on submitting tasks on time than really understanding the lesson because there are too many assignments". In addition, the distribution of assignments does not always take into account the complexity of activities that students must undertake outside formal learning. This creates conditions in which students must remain in a productive mode without adequate breaks. As a result, the burnout experienced is cumulative. In practice, students tend to prioritize completing assignments over understanding the material.

This indicates a shift in learning orientation from process to outcome, which ultimately reinforces the experience of digital burnout as part of the academic routine. This phenomenon shows that instructional design in hybrid systems has not fully taken into account the principles of balanced learning load. Within a structural framework, assignments serve as both a control tool and an indicator of student engagement; however, their excessive use instead produces counterproductive effects. From a structural perspective, this condition reflects the intensification of academic work in digital environments, where assignments function not only as learning tools but also as mechanisms of regulation and performance measurement. In a Bourdieusian sense, assignments operate as symbolic instruments that shape students' dispositions toward compliance rather than understanding.

In line with these results, recent findings explain that this condition can be understood as a form of intensification of academic work in digital spaces, where the boundaries between study time and personal time become blurred (Cain, Campbell and Coleman, 2023). This demonstrates that digitalization not only changes the medium of learning but also the rhythm of students' lives. Consequently, digital burnout that arises is not only due to the number of assignments but also due to the way these tasks are distributed and interpreted within the learning system. This underscores the importance of a pedagogical approach that is more sensitive to students' learning experiences. Thus, academic pressure in hybrid learning is generated through both temporal compression (overlapping deadlines) and the extension of learning activities beyond formal classroom boundaries, reinforcing the cumulative nature of burnout.

3. Domination of Assignment-Based Pedagogical Practices

Pedagogical practices in hybrid learning show a tendency to be dominated by assignment-based methods. Teachers more frequently give assignments as a form of learning activity compared to developing dialogical interactions. This condition is reflected in students' experiences, as one informant stated, "Most of the time, the teacher just gives assignments through the platform without much explanation." Another explained, "We rarely have discussions; we mostly just receive tasks and submit them. This is evident from the limited space for discussion in the learning process. Furthermore, the use of digital platforms is more often employed as a medium for distributing assignments rather than as a space for pedagogical interaction. As a result, learning occurs in a one-way manner and provides limited opportunities for students to build understanding collectively. This condition impacts the low quality of students' comprehension of the material. Students tend to complete tasks mechanically without undergoing a deep reflective process, causing learning to lose its constructive dimension. From the perspective of Michel Foucault, this dominance can be interpreted as a form of disciplinary practice, where learning is structured through routines of submission, monitoring, and evaluation. Technology is thus utilized not as a medium for interaction but as an instrument for standardizing and controlling learning processes

In line with the opinion stating that a method dominated by assignments indicates a reduction in the meaning of pedagogy in digital learning (Zhao, Song and Jin, 2022). Technology, which should open opportunities for interaction, is instead used in a limited way as a tool for learning administration. In this context, pedagogical practice is more oriented towards efficiency rather than the quality of interaction. This shows that digital transformation has not been accompanied by an adequate pedagogical transformation. Thus, digital burnout arises not only from the workload but also from the loss of meaning in interactions during the learning process. This reinforces the argument that the quality of pedagogy becomes a key factor in mitigating the negative impacts of digitalization. Consequently, digital burnout is not only a result of workload but also of the erosion of pedagogical meaning, as students engage in mechanical task completion without reflective learning processes.

4. Power Relations in Digital Learning

Findings indicate that digital learning shapes a more intense power relationship between teachers and students. Students are required to always be responsive to instructions and learning activities on digital platforms. One student described this situation by stating, "I feel like I always have to be online and ready because the teacher can check our activity anytime." Another informant mentioned, "If we don't respond quickly, it feels like we are being monitored and judged as inactive. In addition, digital systems enable closer monitoring of student activities. Attendance, participation, and performance can be systematically tracked, creating pressure to always appear active. This situation results in a learning experience that is not only academic but also disciplinary. Students feel the need to always be "ready" in digital spaces, which ultimately contributes to psychological burnout.

Using Michel Foucault's framework, this condition can be understood as the expansion of disciplinary power through digital surveillance. Digital systems enable continuous monitoring of student activity, which is internalized by students as a form of self-regulation. This aligns with Michel Foucault's view that this condition can be understood as a form of power expansion through technology (Pinosky et al., 2023). Supervision is no longer direct but internalized within digital systems. These power relations operate through the normalization of certain behaviors, such as the imperative

to always be responsive and productive. Students subconsciously adjust to these demands, making burnout a part of the internalized experience. Thus, digital burnout can be understood as an effect of power practices that function subtly yet systematically within digital learning. This enriches the analysis by suggesting that burnout is not only psychological but also political. As a result, students internalize expectations of constant responsiveness and productivity, making digital burnout an effect of sustained exposure to normalized surveillance and disciplinary practices.

5. Normalization and Reproduction of Digital burnout

Digital burnout in this study shows a pattern of normalization in students' experiences. Students no longer view fatigue as a problematic condition, but rather as part of the learning routine. This is evident in students' narratives, as one informant stated, "Feeling tired is normal now; it happens every day during online learning." Another student added, "We just accept it because everyone feels the same way. The experience of burnout continues to recur in the same learning cycle. Continuous engagement in digital-based activities reinforces this pattern. This condition indicates that digital burnout has become part of the structure of students' learning experiences in hybrid learning. From the perspective of Judith Butler, this phenomenon can be understood as a performative process, where burnout is reproduced through repeated practices in digital learning environments. Continuous engagement in routines such as task completion, online presence, and responsiveness contributes to the normalization of burnout as a shared experience.

In line with Judith Butler's thinking, this phenomenon can be understood as a performative practice reproduced through repetition (Raes, 2022). burnout becomes something that is 'performed' socially, rather than merely 'experienced.' This normalization has the potential to blur the boundaries between healthy and unhealthy conditions in learning. Students accept burnout as something normal, thus no longer questioning the structures that cause it. Consequently, digital burnout is not merely a psychological phenomenon, but also a social construct maintained through repetitive practices within the educational system.

Based on the integration of these findings, this study proposes a conceptual model in which digital burnout is produced through the interaction of five interconnected dimensions: (1) the intensity of technology use as an initial trigger, (2) the structure of digital task load as a mechanism of academic intensification, (3) assignment-based pedagogical practices as a mediating factor, (4) digitally mediated power relations as a controlling structure, and (5) performative normalization as a mechanism of reproduction. This model demonstrates that digital burnout is not a linear or purely individual phenomenon, but a socially constructed process embedded within hybrid learning systems. Compared to previous studies that primarily emphasize psychological aspects, this study contributes by offering a socio-structural explanation that integrates habitus, power relations, and performativity into a unified analytical framework.

CONCLUSION

Overall, this study shows that digital burnout among junior high school students in Makassar is not merely an individual consequence of technology use, but a social construct produced through the interaction of technological intensity, academic workload, assignment-based pedagogy, and power relations in hybrid learning. This study advances

a key insight by conceptualizing digital burnout as a systemically produced phenomenon, shaped by the integration of technological structures, pedagogical practices, and institutional control. Theoretically, it contributes by applying a critical sociological perspective to explain burnout beyond psychological dimensions, while practically emphasizing the need for more balanced workloads, interactive pedagogy, and reduced digital surveillance. However, the study is limited to a specific local context and qualitative scope, suggesting the need for broader and comparative future research. The novelty lies in proposing a socio-structural model that links technology, pedagogy, and power in explaining digital burnout within hybrid learning systems.

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