

Time Pressure and Jam Koma: Drivers of Student Burnout in Samarinda

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ABSTRACT

This study investigates the impact of time pressure and cognitive fatigue, locally termed jam koma, on burnout among undergraduate students in Samarinda, Indonesia. Employing a cross-sectional survey design, data were collected from 150 respondents using validated instruments to measure time pressure, cognitive fatigue, and burnout. The analysis, conducted with regression techniques, explores how these factors contribute to burnout within the collectivist cultural context of Indonesia. The findings highlight the significant roles of time pressure and cognitive fatigue as predictors of burnout, reinforcing the applicability of the Job Demands-Resources model in academic settings. The study underscores the influence of cultural expectations, such as familial and societal pressures, in exacerbating student stress. Recommendations include institutional interventions like stress management training to enhance student well-being. Limitations include the cross-sectional design and localized sample, suggesting the need for longitudinal and broader studies. This research enriches the literature on student mental health by integrating local cultural phenomena, offering insights for culturally relevant interventions in Indonesian higher education.

Keywords: Time Pressure; Jam Koma; Burnout

INTRODUCTION

Higher education in Indonesia presents formidable challenges for undergraduate students, who must navigate rigorous academic demands under significant psychological pressures. In Samarinda, a burgeoning educational hub in East Kalimantan, these challenges are compounded by a collectivist cultural framework that places substantial emphasis on familial and societal expectations for academic achievement (Hidayat & Hasim, 2023). Two critical stressors in this context are time pressure and cognitive fatigue, the latter locally termed *jam koma*. Time pressure, defined as the perception of insufficient time to complete academic tasks, emerges as a primary driver of stress, contributing to burnout—a syndrome characterized by emotional exhaustion, cynicism toward academic responsibilities, and diminished academic efficacy (Sciepora & Linos, 2022). Cognitive fatigue, or *jam koma*, manifests as impaired concentration, difficulties in decision-making, and a sense of mental paralysis, particularly during periods of intense academic activity (Aini et al., 2025; Widyanti & Reyhannisa, 2020). This study investigates the roles of time pressure and cognitive fatigue as independent predictors of burnout among undergraduate students in Samarinda, integrating the culturally specific phenomenon of *jam koma* into the Job Demands-Resources (JDR) framework to elucidate their impact on student mental health.

The JDR model provides a robust theoretical foundation for understanding the dynamics of burnout in academic settings. According to this framework, high job demands, such as time pressure, deplete cognitive and emotional resources, increasing the risk of burnout when not offset by adequate resources, such as social support or effective coping mechanisms (Palalas & Doran, 2024). In the academic context, time pressure arises from tight deadlines, frequent examinations, and complex assignments, which can overwhelm students and impair their psychological well-being (Nweke et al., 2024). In collectivist cultures like Indonesia, these pressures are amplified by societal expectations, where academic success is often viewed as a reflection of family honor and communal pride (Hidayat & Hasim, 2023). Students may thus prioritize academic performance over personal well-being, leading to heightened stress and vulnerability to burnout (Zizka & Probst, 2021). The cultural context of Samarinda, where traditional values intersect with modern academic demands, creates a unique environment that intensifies these pressures, making it a critical setting for examining the interplay of time pressure and burnout.

Cognitive fatigue, locally known as *jam koma*, represents a culturally specific manifestation of mental overload that is particularly prevalent among Indonesian students. Unlike general cognitive fatigue, which is characterized by reduced mental capacity due to prolonged cognitive effort, *jam koma* encapsulates a state of mental paralysis where students experience diminished focus, difficulty recalling study material, and slowed decision-making, often triggered by intense academic periods (Widyanti & Reyhannisa, 2020). This phenomenon is deeply rooted in the Indonesian academic experience, reflecting the combined pressures of academic rigor and cultural expectations. For instance, students in Samarinda often face societal demands to excel academically as a means of upholding family reputation, which can exacerbate cognitive overload and contribute to *jam koma* (Hidayat & Hasim, 2023). By examining *jam koma* as an independent predictor alongside time pressure, this study aims to provide a nuanced understanding of how these factors jointly contribute to burnout, offering insights into the psychological dynamics of students in a collectivist cultural context.

The literature on burnout in higher education has extensively explored the role of time pressure as a key antecedent. Nweke et al. (2024) found that students facing stringent deadlines experience heightened emotional exhaustion and reduced motivation, which are hallmark symptoms of burnout. This finding is consistent across various academic settings, where time constraints create a sense of urgency that

undermines students' ability to cope effectively (Goulas & Megalokonomou, 2020). In non-Western contexts, the impact of time pressure is often magnified by cultural factors. (Sciepura & Linos, 2022) noted that in collectivist cultures, communal expectations impose additional psychological burdens, as students strive to meet high social standards that prioritize group harmony and familial pride over individual well-being. In Indonesia, Zizka & Probst (2021) highlighted how familial expectations for academic success significantly increase student anxiety, often leading to a prioritization of performance over mental health. These studies underscore the pervasive impact of time pressure on burnout but suggest that cultural contexts shape the intensity and manifestation of this relationship.

Cognitive fatigue has also been recognized as a significant factor in academic settings, with research indicating its detrimental effects on performance and mental health. Goulas & Megalokonomou (2020) demonstrated that cognitive fatigue correlates with reduced academic achievement and poorer psychological well-being, as students struggle to maintain focus under demanding conditions. In the Indonesian context, Widyanti & Reyhannisa (2020) identified jam koma as a prevalent issue among students during periods of academic intensity, such as examination seasons or project deadlines. This phenomenon is characterized by symptoms such as difficulty concentrating, mental stagnation, and reduced productivity, which align with the broader concept of cognitive fatigue but are uniquely shaped by cultural pressures (Qiang et al., 2024). For example, the expectation to uphold family honor through academic success can exacerbate cognitive overload, leading to jam koma and increasing the risk of burnout (Hidayat & Hasim, 2023). However, the literature has yet to fully explore jam koma as a distinct predictor of burnout, particularly in conjunction with time pressure, within a collectivist cultural framework.

Despite the valuable insights provided by existing research, several gaps remain. First, while studies have established the direct effects of time pressure on burnout, few have examined its combined impact with cognitive fatigue as independent predictors, especially in non-Western academic settings (Nweke et al., 2024). Second, the phenomenon of jam koma, despite its prevalence among Indonesian students, has received limited attention as a standalone variable influencing burnout, with most studies focusing on its role as a mediator (Qiang et al., 2024; Widyanti & Reyhannisa, 2020). Third, research on burnout in Indonesia often overlooks localized contexts like Samarinda, where the interplay of traditional values and modern academic demands creates unique psychological challenges (Yosep et al., 2024). Previous studies have primarily explored time pressure and burnout in Western contexts or generalized non-Western settings, with limited attention to culturally specific phenomena like jam koma (Alsaif et al., 2024). This study addresses these gaps by positioning time pressure and cognitive fatigue (jam koma) as independent predictors of burnout, focusing on the specific cultural and academic context of Samarinda.

The significance of this research lies in its potential to advance the understanding of burnout in Indonesian higher education, particularly in a collectivist cultural setting. By integrating jam koma into the JDR framework, the study offers a novel perspective on how cultural phenomena shape psychological outcomes in academic environments. Unlike previous studies that treated jam koma as a mediator (Widyanti & Reyhannisa, 2020), this research examines its direct contribution to burnout alongside time pressure, providing a more comprehensive model of student stress. The focus on Samarinda, a city that blends traditional and modern influences, adds contextual relevance to the findings, offering insights that can inform institutional policies and interventions in similar settings.

The study addresses two research questions: (1) How does time pressure influence burnout among undergraduate students in Samarinda? (2) How does cognitive fatigue (jam koma) contribute to burnout in this context? These questions are grounded in the following hypotheses: (H1) Time pressure positively

predicts burnout among undergraduate students, and (H2) Cognitive fatigue (jam koma) positively predicts burnout. The objectives of the study are twofold: first, to provide empirical evidence for the roles of time pressure and cognitive fatigue in driving burnout among undergraduate students in Samarinda; and second, to propose culturally relevant interventions to mitigate burnout and enhance student well-being. By examining these factors within the JDR framework, the study aims to contribute to both theoretical and practical understandings of student mental health, with implications for universities in Indonesia and other collectivist societies.

Theoretically, this research enriches the JDR model by incorporating a culturally specific variable, jam koma, into the analysis of academic burnout. Practically, it offers actionable recommendations for universities, such as implementing stress management programs or revising academic schedules to reduce time pressure and cognitive fatigue. By focusing on Samarinda, the study provides a localized perspective that can inform targeted interventions, while also contributing to the global discourse on student mental health. The findings have the potential to guide policymakers and educators in creating healthier academic environments, particularly in regions where cultural expectations amplify the impact of academic stressors.

METHODS OF RESEARCH

This study utilized a quantitative cross-sectional survey design to examine the influence of time pressure and cognitive fatigue (jam koma) on burnout among undergraduate students in Samarinda, Indonesia. The cross-sectional approach was chosen for its efficiency in capturing relationships among variables at a specific time point, enabling analysis of psychological dynamics within academic contexts (Nweke et al., 2024). The study population consisted of active undergraduate students enrolled at universities in Samarinda, a city that reflects a blend of traditional values and modern academic demands.

A purposive sampling technique was employed to select 150 respondents based on three inclusion criteria: (1) active undergraduate status, (2) aged 18–30 years, and (3) willingness to provide written informed consent. The sample size was determined using the guideline of 5–10 respondents per indicator for regression analysis, with 15 indicators across three variables (5 per variable), resulting in a minimum sample of 150 respondents (Hair et al., 2014). Data collection occurred between October and November 2024 via an online questionnaire distributed through Google Forms, selected for its accessibility and efficiency in a post-pandemic environment (Widyanti & Reyhannisa, 2020).

Three validated instruments, adapted for the Indonesian cultural context, were used to measure the variables (Table 1). The Perceived Time Pressure Scale (PTPS, 5 items) assessed time pressure using a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree), with items such as “I feel there is not enough time for academic tasks” (Nweke et al., 2024). The Cognitive Failure Questionnaire (CFQ, 5 items) measured cognitive fatigue (jam koma), capturing culturally specific symptoms like “feeling mentally stuck” (Qiang et al., 2024). The Maslach Burnout Inventory-Student Survey (MBI-SS, 5 items) evaluated burnout, focusing on emotional exhaustion and academic efficacy (Sánchez-González et al., 2025). Instrument validity was established through Product Moment Correlation (item-total correlation > 0.3), and reliability was confirmed with Cronbach’s Alpha (> 0.7) (Hidayat & Hasim, 2023).

Table 1. Measurement of Variables

Variable	Instrument	Indicators	Reference
Time Pressure	Perceived Time Pressure Scale (PTPS, 5 items)	1. Insufficient time for academic tasks 2. Pressured by deadlines 3. Difficulty completing tasks on time 4. Feeling rushed in studies 5. Struggling to manage time for assignments	Nweke et al. (2024)
Cognitive Fatigue (<i>Jam Koma</i>)	Cognitive Failure Questionnaire (CFQ, 5 items)	1. Difficulty concentrating during study 2. Feeling mentally stuck 3. Trouble recalling study material 4. Mental fatigue after studying 5. Slow academic decision-making	Qiang et al. (2024)
Burnout	Maslach Burnout Inventory-Student Survey (MBI-SS, 5 items)	1. Emotional exhaustion from studies 2. Cynicism toward academic tasks 3. Lack of confidence in academic abilities 4. Loss of motivation for learning 5. Feeling academic tasks are overwhelming	Sánchez-González et al. (2025)

(Source: Data Processed, 2025)

Data collection began with distributing Google Forms links through university social media platforms and student groups. Respondents received an online informed consent form outlining the study's purpose, procedures, and their rights, including the option to withdraw without consequences. To ensure data quality, attention-check items were included, and incomplete or invalid responses were excluded during data cleaning. Anonymity was maintained by removing identifiable information, with data stored on password-protected servers in compliance with ethical research standards (Nweke et al., 2024). The study received approval from the university's ethics board.

Data analysis was conducted using SPSS version 26, employing multiple linear regression to test the influence of time pressure and cognitive fatigue on burnout. The regression model is expressed as:

$$BO = \beta_0 + \beta_1 \cdot TP + \beta_2 \cdot CF + \varepsilon$$

Where BO is burnout, TP is time pressure, CF is cognitive fatigue, β_0 is the intercept, β_1 and β_2 are regression coefficients, and ε is the error term. Descriptive statistics (characterized the data distribution. Assumptions of normality were verified, and multicollinearity was assessed using Variance Inflation Factor (VIF < 10) (Yosep et al., 2024).

RESULT AND DISCUSSION

This study examines the influence of time pressure and cognitive fatigue, locally termed jam koma, as independent predictors of burnout among undergraduate students in Samarinda, Indonesia. Employing a quantitative cross-sectional survey design, data were collected from 150 respondents using validated instruments: the Perceived Time Pressure Scale (PTPS), the Cognitive Failure Questionnaire (CFQ), and the Maslach Burnout Inventory-Student Survey (MBI-SS). Two hypotheses were tested: (H1) Time pressure positively predicts burnout, and (H2) Cognitive fatigue (jam koma) positively predicts burnout. The analysis, conducted using SPSS version 26 with multiple linear regression, provides empirical insights into the psychological dynamics of student burnout within a collectivist cultural context. This section presents the statistical results, interprets the findings in relation to existing literature and the JDR framework, discusses practical implications, and addresses the study's limitations. Table 2 summarizes the psychometric properties and statistical outcomes of the study.

Table 2. Summary of Statistical Results

Test	Results
Instrument Reliability	
Time Pressure (PTPS, 5 items)	Cronbach's Alpha = 0.828
Cognitive Fatigue (CFQ, 5 items)	Cronbach's Alpha = 0.849
Burnout (MBI-SS, 5 items)	Cronbach's Alpha = 0.807
Construct Validity	
Item-Total Correlation (Time Pressure)	0.561–0.683
Item-Total Correlation (Cognitive Fatigue)	0.632–0.740
Item-Total Correlation (Burnout)	0.556–0.649
Assumption Tests	
Normality of Residuals	Kolmogorov-Smirnov, $p=0.839$ $p = 0.839$ $p=0.839$
Multicollinearity	VIF < 10
Multiple Linear Regression	
R Square	0.523
Adjusted R Square	0.516
F (ANOVA)	80.510, $p<0.001$ $p < 0.001$ $p<0.001$

(Source: Data Processed, 2025)

All instruments demonstrated high internal consistency, with Cronbach's Alpha values of 0.828 for PTPS, 0.849 for CFQ, and 0.807 for MBI-SS, exceeding the reliability threshold of 0.7 (Sánchez-González et al., 2025). Construct validity was confirmed through item-total correlations, ranging from 0.561–0.683 for time pressure, 0.632–0.740 for cognitive fatigue, and 0.556–0.649 for burnout, meeting the threshold of 0.3 (Hidayat & Hasim, 2023). Data assumptions for regression analysis were satisfied: the Kolmogorov-Smirnov test ($p = 0.839$) indicated normal distribution of residuals, and VIF values (< 10) confirmed no excessive multicollinearity (Yosep et al., 2024). The regression model was statistically significant ($F = 80.510$, $p < 0.001$), with time pressure and cognitive fatigue explaining 52.3% of the variance in burnout ($R^2 = 0.523$, Adjusted $R^2 = 0.516$). Both predictors were significant, with time pressure ($\beta = 0.412$, $p <$

0.001) and cognitive fatigue ($\beta = 0.387$, $p < 0.001$) positively associated with burnout, supporting H1 and H2. To further elucidate the relationships, descriptive statistics were computed (Table 3).

Table 3. Descriptive Statistics of Variables

Variable	Mean	Standard Deviation	Skewness	Kurtosis
Time Pressure	3.72	0.85	-0.12	0.09
Cognitive Fatigue	3.65	0.91	-0.15	0.11
Burnout	3.58	0.88	-0.08	0.07

(Source: Data Processed, 2025)

The mean scores indicate moderate to high levels of time pressure ($M = 3.72$), cognitive fatigue ($M = 3.65$), and burnout ($M = 3.58$) on a 5-point Likert scale, suggesting prevalent psychological strain among students. The low skewness and kurtosis values support the normality of the data distribution, consistent with the Kolmogorov-Smirnov results.

The significant positive effect of time pressure on burnout (H1) aligns with prior research, which identifies stringent academic deadlines as a primary driver of emotional exhaustion and cynicism (Nweke et al., 2024). In Samarinda, time pressure is exacerbated by collectivist cultural norms, where academic success is perceived as a reflection of family honor (Hidayat & Hasim, 2023). Students facing tight deadlines for assignments and examinations often experience overwhelming stress, leading to symptoms such as reduced motivation and a cynical attitude toward their studies (Scieputra & Linos, 2022). The regression coefficient ($\beta = 0.412$, $p < 0.001$) indicates a strong relationship, suggesting that as perceptions of time scarcity increase, so does the likelihood of burnout. This finding is consistent with the JDR model, which posits that high job demands, such as time pressure, deplete cognitive and emotional resources, resulting in burnout when resources are insufficient (Palalas & Doran, 2024).

Similarly, the significant effect of cognitive fatigue (jam koma) on burnout (H2) corroborates existing literature on the detrimental impact of mental overload in academic settings (Widyanti & Reyhannisa, 2020). The regression coefficient ($\beta = 0.387$, $p < 0.001$) underscores jam koma as a robust predictor of burnout, reflecting its role as a culturally specific form of cognitive fatigue. Unlike general cognitive fatigue, jam koma encapsulates a state of mental paralysis characterized by difficulty concentrating, recalling material, and making decisions, particularly during intense academic periods (Qiang et al., 2024). In Samarinda, this phenomenon is amplified by cultural expectations, where students strive to meet familial and societal standards, often at the expense of their mental well-being (Zizka & Probst, 2021). The high prevalence of jam koma ($M = 3.65$) among respondents suggests it is a common experience, particularly during peak academic demands such as examinations or group projects.

The combined explanatory power of time pressure and cognitive fatigue ($R^2 = 0.523$) indicates that these factors account for over half of the variance in burnout, highlighting their critical roles in the psychological health of students. This finding reinforces the JDR model's applicability to academic contexts, where excessive demands without adequate resources lead to adverse outcomes (Palalas & Doran, 2024). The slightly lower effect size of cognitive fatigue compared to time pressure suggests that while both are significant, time pressure may exert a more immediate influence due to its direct link to academic deadlines. However, jam koma's cultural specificity adds a unique dimension, as it reflects the intersection of academic stress and collectivist pressures, such as the expectation to uphold family reputation (Hidayat & Hasim, 2023).

This study's novelty lies in its treatment of jam koma as an independent predictor rather than a mediator, distinguishing it from prior research (Qiang et al., 2024; Widyanti & Reyhannisa, 2020). By positioning cognitive fatigue alongside time pressure, the study offers a more comprehensive model of burnout in a non-Western context, addressing a gap in the literature where cultural phenomena are often underexplored (Alsaif et al., 2024). The findings enrich the JDR framework by demonstrating how culturally specific demands, such as jam koma, function as distinct stressors that exacerbate burnout, complementing the model's emphasis on resource depletion (Palalas & Doran, 2024). Unlike Western-focused studies that prioritize individual-level stressors, this research highlights the role of communal expectations in collectivist cultures, where academic performance carries social consequences (Scieपुरa & Linos, 2022).

The study also extends the understanding of burnout in Indonesian higher education by focusing on Samarinda, a context where traditional values intersect with modern academic demands (Yosep et al., 2024). The high mean scores for both time pressure and cognitive fatigue suggest that these stressors are pervasive, driven by the cultural imperative to excel academically as a means of upholding family honor (Hidayat & Hasim, 2023). This cultural lens differentiates the study from prior research, which often generalizes non-Western contexts without accounting for local phenomena like jam koma (Nweke et al., 2024). By integrating jam koma into the JDR framework, the study bridges local and global perspectives, offering a culturally nuanced model of student burnout.

The findings have significant implications for institutional policies and interventions aimed at mitigating burnout among undergraduate students. Universities in Samarinda could implement targeted programs to address time pressure, such as workshops on time management and stress coping strategies, as suggested by Zizka & Probst (2021). Flexible academic scheduling, such as staggered deadlines or modular assessments, could alleviate the pressure of tight timelines, reducing the risk of burnout (Yosep et al., 2024). For instance, restructuring examination periods to allow more preparation time could help students manage their workload more effectively, minimizing the perception of time scarcity.

Addressing jam koma requires culturally sensitive interventions that acknowledge its unique manifestation in the Indonesian context. Counseling programs tailored to the collectivist cultural framework could help students navigate the psychological impacts of jam koma, such as mental stagnation and reduced productivity (Widyanti & Reyhannisa, 2020). These programs could incorporate mindfulness techniques or cognitive behavioral strategies to enhance mental resilience, particularly during intense academic periods. Additionally, universities could foster peer support groups to provide social resources, aligning with the JDR model's emphasis on balancing demands with resources (Palalas & Doran, 2024). Such initiatives could mitigate the effects of cognitive fatigue by creating a supportive academic environment.

The study also has broader implications for educational policy in Indonesia. Policymakers could revise curriculum designs to reduce unrealistic academic demands, such as excessive coursework or overlapping deadlines, which contribute to both time pressure and cognitive fatigue (Yosep et al., 2024). Integrating mental health education into university curricula could further equip students with tools to manage stress, addressing the cultural stigma surrounding mental health in collectivist societies (Hidayat & Hasim, 2023). These interventions would not only benefit students in Samarinda but also serve as a model for other Indonesian universities facing similar challenges.

Despite its contributions, the study has several limitations. First, the cross-sectional design restricts the ability to infer causality, as data capture relationships at a single point in time (Nweke et al., 2024). Longitudinal studies could provide deeper insights into the temporal dynamics of time pressure, cognitive

fatigue, and burnout, clarifying how these variables evolve over an academic semester or year. Second, the sample is limited to Samarinda, which may not fully represent other Indonesian or global contexts due to its unique blend of traditional and modern influences (Yosep et al., 2024). Expanding the sample to include diverse regions could enhance the generalizability of the findings.

Third, while the CFQ was adapted to measure jam koma, it may not fully capture the cultural nuances of this phenomenon, suggesting the need for a tailored instrument (Qiang et al., 2024). Developing a culturally specific scale for jam koma could improve measurement precision and provide a more accurate assessment of its impact. Additionally, the study focused on time pressure and cognitive fatigue, but other factors, such as social support, sleep quality, or academic self-efficacy, may also influence burnout (Alsaif et al., 2024). Future research could incorporate these variables to create a more comprehensive model of student burnout.

Unexpectedly, the similar effect sizes of time pressure ($\beta = 0.412$) and cognitive fatigue ($\beta = 0.387$) suggest that jam koma is nearly as impactful as time pressure, despite its cultural specificity. This finding warrants further exploration to determine whether jam koma operates as a distinct construct or overlaps with general cognitive fatigue in other contexts (Goulas & Megalokonomou, 2020). Future studies could also investigate the role of protective factors, such as resilience or institutional support, in buffering the effects of these stressors, providing a more holistic understanding of student well-being.

The findings align with and extend prior research on burnout in higher education. Nweke et al. (2024) emphasized the role of time pressure in driving emotional exhaustion, a finding mirrored in this study's results. However, by incorporating jam koma, this research adds a cultural dimension that enriches the global discourse on student mental health (Qiang et al., 2024). The study's focus on Samarinda complements Yosep et al. (2024) work on burnout in Indonesian universities, highlighting the importance of localized contexts in understanding psychological outcomes. Similarly, the emphasis on collectivist cultural pressures builds on Sciepora & Linos (2022), who noted the amplifying effect of communal expectations on burnout.

The integration of jam koma as an independent predictor distinguishes this study from prior work, which often treated cognitive fatigue as a secondary or mediating factor (Widyanti & Reyhannisa, 2020). This approach not only validates the JDR model's applicability to non-Western settings but also underscores the need to account for cultural phenomena in psychological research (Alsaif et al., 2024). By demonstrating that time pressure and cognitive fatigue jointly explain a substantial portion of burnout variance, the study provides a robust empirical foundation for future investigations into culturally specific stressors.

The results confirm that time pressure and cognitive fatigue (jam koma) are significant predictors of burnout among undergraduate students in Samarinda, explaining over half of the variance in this outcome. These findings highlight the interplay of academic and cultural stressors in a collectivist context, where tight deadlines and societal expectations exacerbate psychological strain. The study's novel contribution lies in its treatment of jam koma as an independent predictor, offering a culturally nuanced perspective on burnout that enriches the JDR framework. Practical recommendations include institutional interventions like stress management workshops and flexible academic scheduling to mitigate these stressors. Despite its insights, the study's cross-sectional design and localized sample suggest the need for longitudinal and broader research to enhance causal and generalizable conclusions.

CONCLUSION

This study establishes that time pressure and cognitive fatigue (jam koma) are significant predictors of burnout among undergraduate students in Samarinda, Indonesia. Based on data from 150 respondents, the findings demonstrate that these variables account for a substantial portion of burnout variance, aligning with the Job Demands-Resources model. Time pressure, driven by rigorous academic deadlines and amplified by collectivist cultural expectations, contributes to emotional exhaustion and cynicism. Similarly, cognitive fatigue, manifested as jam koma, exacerbates burnout by impairing concentration and decision-making, reflecting the unique interplay of academic and cultural stressors in Indonesia. The study's novel contribution lies in treating jam koma as an independent predictor, highlighting its cultural significance in the Indonesian academic context.

Practically, the findings advocate for institutional strategies to support student well-being, such as stress management training and flexible academic policies to alleviate time pressure and cognitive fatigue. These interventions could foster a healthier academic environment, particularly in collectivist settings like Samarinda. Theoretically, the study enriches the literature by integrating a culturally specific phenomenon into the JDR framework, offering insights into non-Western academic contexts. However, the cross-sectional design and localized sample limit causal inferences and generalizability. Future research should adopt longitudinal approaches and broader samples to further elucidate these dynamics. This work provides a foundation for culturally relevant interventions, contributing to improved mental health outcomes for students in Indonesia and similar contexts.

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