

Research Article

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Digital Life Among Teachers: From Burnout to Well-Being

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Abstract

Background/purpose. In the digital age, teachers must effectively leverage technology for everyday activities, particularly in fulfilling their responsibilities. This investigation explores the everyday experiences of teachers in utilizing digital tools and the strategies they employ to mitigate burnout in their responsibilities.

Materials/methods. This study employed a qualitative approach. This study involved eight teachers from Yogyakarta City as informants. Data were collected through interviews with informants, observations, and documentation, followed by Atlas processing. ti.

Results. This study's findings indicated that teachers' digital well-being may be affected by two primary influences: the internal and external factors related to the teachers themselves. Internal factors encompass a growth mindset and self-regulation, whereas external factors involve school policies that govern the use of digital tools during academic activities.

Conclusion. In summary, the digital experiences of teachers transition from burnout to well-being depending on self-factors and their environment.



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1. Introduction

The COVID-19 pandemic has profoundly altered the lives of countless individuals globally. The interactions, learning methods, and work dynamics among individuals have evolved significantly due to the impact of the coronavirus pandemic. (Rice et al., 2020). The Ministry of Education and Culture of the Republic of Indonesia addressed this situation by releasing a circular letter from the Minister of Education and Culture of the Republic of Indonesia Number 3692/MPK.A/HK/2020, which mandated the implementation of online learning during the COVID-19 pandemic to disrupt the transmission of the virus. Eventually, the COVID-19 pandemic concluded with the release of Presidential Decree No. 17 of 2023, which addressed the declaration of the end of the COVID-19 pandemic in Indonesia. Even though the pandemic has concluded, numerous practices that surfaced during the COVID-19 pandemic have transformed into lasting habits, including the significant digitalization of the education system in Indonesia. Kenap et al. (2023) assert that digitalization is essential in society 5.0, particularly given the swift advancements in communication technology and the accelerated flow of information experienced during and after the COVID-19 pandemic. Consequently, implementing digitalization in education across Indonesia must be uniform, recognizing its significance for maintaining global competitiveness and presence.

In this case, teachers serve at the forefront of Indonesia's educational framework. The effectiveness of education policies and the overall education system relies heavily on teachers, as this profession is directly responsible for instructing students in the classroom (Astini, 2022). Within 21st-century education, teachers serve as instructors, facilitators, and managers dedicated to enhancing student competence. (Joubert, 2019; Masih, 2020). One consequence of these roles is that teachers are expected to remain pertinent to the current situation, particularly in their proficiency with digital technology. The COVID-19 pandemic has hastened the digital transformation in the realm of education. Today, digital learning resources come in many formats, including e-books and videos. Additionally, there are platforms for information exchange, such as social media, and various applications that aid teacher administration and professional development. According to research conducted by Muslimin and Fatimah (2024), teachers share a common perception regarding digitalization, emphasizing the necessity and significance of education grounded in digital technology.

The urgent implementation of digitalization in education within schools has encountered several challenges. The present state of education in Indonesia indicates that digitalization is unevenly spread, primarily due to insufficient teacher competence in digital literacy and the incomplete distribution of devices. (Ssenyonga, 2021). Moreover, technological disruption, particularly in the realm of digital technology, has increased the responsibilities of teachers and transformed their work habits. These extra responsibilities, informed by researchers' observations, involve serving as content creators for school social media, managing various educational information management system applications from the education office or Ministry of Education, and completing supervision and competency enhancement applications created by the Ministry of Education and Culture (Platform Merdeka Mengajar/Freedom in Teaching Platform). In the meantime, shifts in habits take place, including ongoing communication for official relationships and interactions with parents and the advancement of learning media incorporating digital technology.

As a result of the excessive use of digital technology, teachers have experienced exhaustion. Burnout is a state of mental, emotional, and physical exhaustion that results from prolonged exposure to situations that necessitate tension or emotion (Jennett et al., 2003). According to Kharisma (2020), Research shows that burnout is the consequence of long-term stress, which induces physical and non-physical fatigue and leads to an individual's discomfort in the workplace. Burnout is also a condition associated with high levels of pressure in the workplace and is experienced by individuals who work at a high intensity. In this study, burnout is particularly prevalent in the context of digital burnout, which can have a range of effects on survivors, from moderate to severe.

Digital burnout can lead to various consequences, including digital fatigue. Digital fatigue encompasses physical ailments affecting the eyes, head, and body, along with psychological issues, including diminished interest, motivation, and the fear of missing out (FOMO) (Febreza & Junaidi, 2022). Using digital applications for preparing lessons, facilitating communication, and managing administrative tasks contributes to fatigue and stress among teachers. Research indicates that teachers are particularly affected by fatigue from prolonged screen time and internet usage (Kaban & Kaynar, 2023; Şirin et al., 2021). Excessive digital fatigue poses a significant risk to the well-being of teachers. The well-being of teachers is a primary objective within the teaching profession globally. Teacher well-being is attained when teachers can operate efficiently within the school setting, experience satisfaction in their job performance, and maintain good mental health, enabling them to influence their students positively (Pan & Chung, 2023).

Driver's (2023) study demonstrated that teacher well-being can enhance productivity and innovation within educational institutions and influence instructional behavior and interpersonal connections among teachers in the workplace. According to the "Broaden and Build" idea, teachers who experience excellent employment are likely to cultivate more constructive relationships, exhibit greater openness and patience with students, and foster a favorable classroom environment. In contrast, teachers experiencing heightened negative emotions often struggle to foster a conducive environment, endure significant pressure, encounter challenges in problem-solving, and exhibit diminished innovation in pedagogy (Dreer, 2023). In recent decades, the well-being of teachers has emerged as a global concern. The well-being of teachers is intricately linked to work effectiveness, student well-being, and teacher performance. In the UK, student SAT (Standard Assessment Test) scores fluctuate based on the degree of instructor well-being. The well-being of outstanding teachers will yield high-quality students (Yeh & Barrington, 2023). Many teachers depart from their jobs due to inadequate well-being resulting from stress and weariness. This has resulted in the establishment of alerts regarding teacher shortages (Cann et al., 2024). In Australia, diminished teacher well-being is the primary factor contributing to reduced individual motivation in pursuing a teaching career. (Stacey et al., 2024).

Furthermore, self-regulation, as articulated by Li (2023), refers to an individual's capacity to oversee and modulate emotional responses. Self-regulation is a multifaceted process that unfolds within individuals, encompassing cognitive, emotional, and behavioral dimensions (Sáez-Delgado et al., 2022; Sperling et al., 2002). The practice of self-regulation is intricately linked to enhancing teacher performance and assisting educators in mitigating burnout in their professional endeavors. Extensive research has demonstrated that burnout arises from elevated job demands encompassing significant physical, emotional, and cognitive challenges.

Numerous studies on digital burnout among teachers have concentrated on the COVID-19 epidemic. Research addressing digital burnout encompasses the works of Kabaran et al. (2022), Karataşlıoğlu and Ozkanal (2023), and Yang and Du (2024). Kabaran and Karataslioglu examined the phenomenon of digital burnout among teachers in Turkey by qualitative and quantitative methodologies, revealing that teachers in Turkey encountered both beneficial and detrimental effects from using digital technology in their professional activities. It was concluded that online teaching was substantially associated with digital burnout among instructors at Hangzhou Normal University. The three studies were carried out in the People's Republic of China and Turkey; therefore, it is essential to ascertain the perspectives of Indonesian teachers, particularly in Yogyakarta, concerning digital burnout and their coping mechanisms.

Therefore, this research is essential and should be conducted based on prior investigations. The search utilizing digital life and digital well-being through VOSViewer revealed limited literature addressing the relationship between digital life and digital well-being, as illustrated in Figure 1.

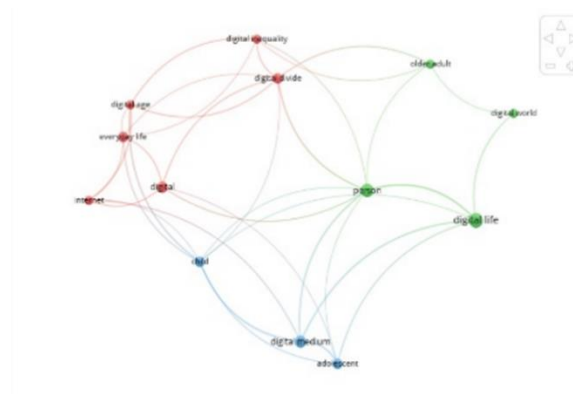


Figure 1. Density research on digital burnout

2. Literature Review

2.1. Teacher's Digital Burnout

Burnout was first introduced in 1974 by Freudenberger. Burnout is used to describe the psychological condition of individuals experiencing workplace stress (Şirin et al., 2022; Yang & Du, 2024). According to Maslach and Jackson (1981), burnout has three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment. Emotional exhaustion refers to depleted emotional resources due to high stress and workload, while depersonalization involves developing negative perceptions toward work. Reduced personal accomplishment manifests as negative self-perception. Duan & Zhao (2024) describe burnout as a physical, emotional, and mental disorder that results in loss of capacity, energy, idealism, and purpose, accompanied by feelings of pessimism and hopelessness. There are two common types of burnout experienced by individuals: physical and psychological. However, a new form known as digital burnout has emerged in the digital era. Digital burnout is exhaustion caused by excessive time spent on digital devices, whether for work or entertainment. This condition can lead to stress, fatigue, desensitization, and loss of focus. Teachers also experience digital burnout, which causes physical, emotional, and mental exhaustion, ultimately affecting their performance in educational institutions (Hilhamsyah et al., 2024; Kabaran et al., 2022). Research by Hussain et al. (2024) stated that teacher burnout is influenced by personality factors, particularly a lack of digital management skills in the workplace.

Digital burnout significantly impacts teachers' mental well-being. A heavy workload can lead to psychological issues such as stress and depression due to excessive use of digital technology (Sood et al., 2024). Digital burnout is often associated with screen time duration, virtual interactions with students, virtual lesson planning, and school environments that require constant digital engagement (Jomuad et al., 2021; Kabaran et al., 2022; Saboor et al., 2024)

2.2. Teacher's Digital Wellbeing

Digital well-being encompasses various aspects, including healthy technology use, screen time regulation, and the impact of social media on mental health (Bellini et al., 2025). Uncontrolled use of digital technology can lead to cognitive disorders and decrease individual well-being across generations. However, well-designed digital interactions can also enhance psychological well-being (Havsteen-Franklin & Perboni, 2025). Innovations in machine learning and immersive technology also have the potential to provide personalized interventions to improve user well-being (Colecchia et al., 2025).

In the educational context, teachers often experience technostress due to the rapid adaptation to digital technology, negatively impacting their well-being (Valiao, 2025). Additionally, excessive

smartphone use by educators can increase work pressure, lead to mental exhaustion, and reduce teaching effectiveness (Bellini et al., 2025; Valiao, 2025). Therefore, specific strategies are needed to balance technology use and teacher well-being, such as the "3TW" model (Teaching, Technology, and Well-being), which emphasizes the importance of maintaining a balance between technology and mental health in the learning process (Nathan et al., 2025).

Various strategies have been developed to enhance teachers' digital well-being. One of them is the digital detox program in schools, where teachers and students are given time limits on digital device usage to prevent mental fatigue (Hasanah & Hamdi, 2025). Additionally, improving teachers' digital competence is also a key factor in reducing stress caused by technology use. Teachers with better digital skills tend to feel more confident and experience lower stress levels when teaching with technology (Czarniawska & Pallas, 2025). Overall, an appropriate approach to technology use can help create a healthier learning environment that supports the well-being of both teachers and students.

3. Methodology

3.1. Research Design

This study aims to identify the causes and impacts of digital burnout among junior high school teachers and examine the follow-up processes related to this phenomenon. Based on the research topic, the appropriate methodology is qualitative research using a case study approach. Qualitative education research is a flexible yet rigorous methodology to understand cultural, social, and moral phenomena within educational contexts. This method emphasizes exploring human behavior and experiences through informal data collection techniques, such as interviews and observations, to provide an in-depth understanding of educational practices. Additionally, this study highlights the ethical and interpretative dimensions of examining social phenomena, focusing on the art of interpretation while ensuring the reliability of the results. (Almeida et al., 2021; Aryal, 2024; Ponce et al., 2022). Cresswell and Cresswell (2017) describe a case study as an in-depth exploratory process in which a researcher investigates a program, event, activity, process, or one or more individuals. Using a qualitative case study method aligns with the objective of this research, which seeks to explore in depth how junior high school teachers at Muhammadiyah schools in Yogyakarta perceive digital burnout. This study follows a structured process, as illustrated in the diagram below.

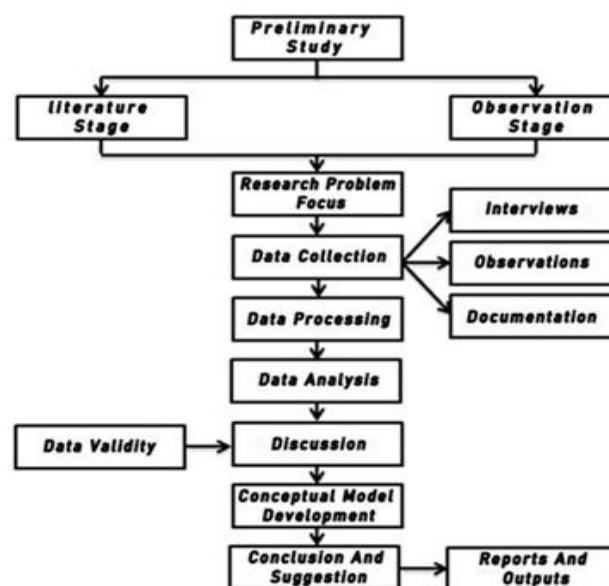


Figure 2. Research design

3.2. Research Participant

The sample for this study was drawn from several Muhammadiyah junior high schools within the Yogyakarta area. The selection of schools was based on varying reputation levels, ranging from average to well-regarded institutions. One teacher was selected from each school, resulting in a total sample of 12 teachers (n=12). The selection of participants was based on the purposive sampling method (Campbell et al., 2020). The criteria for selecting participants included Muhammadiyah junior high school teachers in Yogyakarta who had been teaching for at least one year, had intensive interaction with digital devices, and were willing to participate as respondents. After obtaining administrative permission, the researchers communicated with the participants regarding the research objectives and their rights (privacy and the ability to make corrections) and then scheduled interviews.

3.3. Research Instrument, Data Collection Technique, and Data Analysis

In this qualitative study, the researcher serves as the primary instrument for data collection. As the key instrument, the researcher not only gathers data but also acts as an observer, analyst, and interpreter of the phenomena occurring in the field. Direct engagement enables the researcher to develop a deeper understanding of meanings, interpret phenomena, and analyze interaction symbols within the research context. The researcher's sensitivity in observing and interpreting data plays a crucial role in ensuring the validity and depth of the findings (Bogdan & Biklen, 1997).

The study employs in-depth semi-structured interviews as the primary data collection technique to achieve this. The use of semi-structured interviews allows for a more flexible and fluid interview process, enabling the researcher to explore incidental data while maintaining a focus on key themes (Adeoye-Olatunde & Olenik, 2021). The interview questions are designed based on a literature review on digital burnout, covering its causes, habits, impacts, and potential solutions. Given the researcher's active role in data collection, careful attention is paid to maintaining neutrality and minimizing bias.

The collected data is analyzed using Miles and Huberman's interactive data analysis technique (Miles et al., 2014), which consists of four stages: 1) Data Collection, 2) Data Reduction, 3) Data Display, and 4) Conclusion Drawing. To enhance the reliability and accountability of the findings, validation is conducted through source triangulation (Da Silva Santos et al., 2020), where information obtained from one participant is cross-checked with responses from other participants. This process ensures accuracy and strengthens the credibility of the research conclusions.

4. Results

This study produced three aspects that shape teachers' views on digital burnout and how schools deal with the problem. These aspects include digital habits, teachers' tasks, and their impact on teachers both physically and mentally, as well as school strategies for dealing with digital burnout in teachers. The complete results of the study are reviewed in full in this section, and the flowchart can be seen in Figure 3.

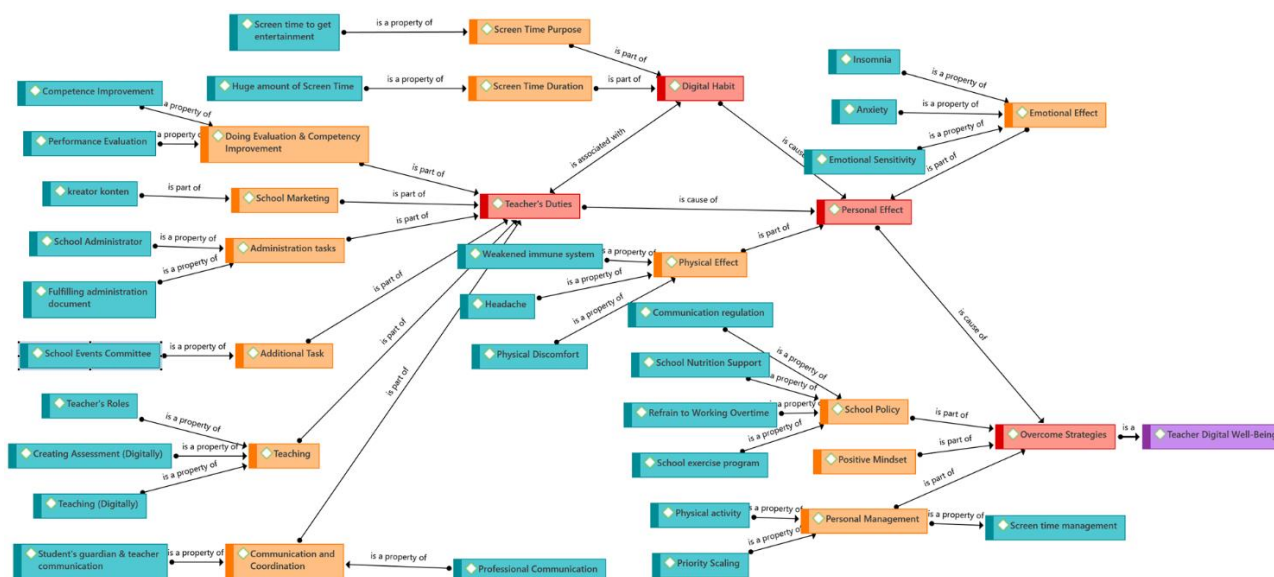


Figure 3. Coding the research findings of the mind map of teacher digital life: From Burnout to Well-being

4.1. Teacher Duties

Teachers are responsible for a variety of activities, including not only teaching and educating but also administering and developing learning resources. Teachers can also be assigned extra responsibilities, such as a principal, a vice principal who manages certain areas, or a social media management team. According to interviews with eight informants, practically all had extra responsibilities beyond teaching. Almost 90% of the additional duties have been digitalized. Administrative activities include enhancing competency and evaluation, communicating and organizing, and participating in marketing.

The administrative tasks carried out by the informants were personal administrative tasks and being a school operator. Informant 2 said that the administrative tasks included making lesson plans, syllabi, and report cards and fulfilling administrative needs. The statement of informant two can be seen in the following interview excerpt: "... As for lesson plan, syllabus, and others, they are for accreditation needs."

Informant 4 also agreed with the statement. Informant 4 also added that digitalization makes administration more straightforward, as conveyed in the following statement:

"Yes, sir. Currently, it is the report card period. Generating report cards has been digitized, making it simply a matter of data inputting. As a result, downloading the grades is quick and easy."

The Ministry of Education and Culture's digitalization of school databases through the Education Office also requires each school to have a school operator tasked with managing various data and archives. For schools that do not have many resources, giving teachers additional tasks as operators rather than recruiting special operators is a practical and lower-risk solution. Informant 9 conveyed in a statement regarding additional tasks as operators as follows:

"If I teach informatics, I also operate a school. Additionally, I actively participate in school programs and activities in which all teachers are involved."

Informant 2 also conveyed the same role as a school operator after being appointed by the principal where he taught. This is conveyed in the following quote:

"They exist for additional tasks. As an admin, I fill in simpatico. Then, I wrote letters and filled in some school data sent to the Ministry of Religion."

Another task carried out by teachers was filling out a platform for evaluation and competency improvement. The application is called PMM (Merdeka Mengajar Platform), developed by the Ministry of Education and Culture. The application also functions as an evaluation tool for teachers. Several teachers also played a role in helping their colleagues, especially senior teachers, to manage PMM. Informant 5 said the following:

“As part of the curriculum team, we must monitor our colleagues’ access to PMM. This is especially crucial as the deadline approaches – by June 30th, all PMM reports must be completed 100%. Therefore, I stayed until yesterday afternoon to assist colleagues in finalizing their PMM. This is necessary because our school still has senior teachers with limited technological skills.”

Informant 7 expressed his opinion as follows:

“For most of us, conducting face-to-face sessions offline is nearly impossible. As a result, most of the training is conducted online, often outside of regular working hours. The training sometimes lasts up to 34 consecutive hours every night. For example, sessions may occur on Mondays, Tuesdays, and Wednesdays from 7 to 9 PM. It is truly remarkable.”

Communication with related agencies and parents is included in the tasks carried out by teachers. Regarding this communication, teachers emphasize the often unscheduled time and frequently encroach on the teacher's time (outside working hours). This is as perceived by informant 3. However, not all teachers responded to official communication or instructions outside of working hours, as stated by informants 5 and 1. Informant 1 has the view that official communication and instructions outside of working hours are quite disruptive, as stated in the following quote:

“I refused because it was outside my working hours and became disruptive, upsetting them. Such matters should be handled during work hours, not at night when I recited the Quran. When they called again the next day, asking why I did not pick up, I explained that I was unavailable outside work hours. They requested a letter of domicile for the school, which I processed and sent immediately. However, beyond that, I declined any further requests from their office.”

Communication between parents and teachers was also often done outside of school hours. Teachers who also serve as homeroom teachers often face this task. Parents of students are among those who are less concerned about working hours when contacting teachers. This is as stated by informant 5 in the following interview excerpt:

“Yes, quite frequently – very often. Being a homeroom teacher can sometimes feel like a 24-hour responsibility. We are the ones who must communicate with parents. Tell the parents and guide the students.”

Informant 7 also added views regarding communication between parents and teachers as follows:

“Yes, we frequently communicate with parents, sir. As you mentioned, this usually happens during breaks between 6 and 9 PM. We understand that parents work throughout the day and may not always be able to check their phones, except possibly during afternoon breaks. However, most of our interactions with them take place in the evening. At times, we may also wish to respond immediately, but if parents do not reply, there is little we can do. As educators – especially homeroom teachers – we are committed to providing excellent service to parents who entrusted their children to us. Therefore, we remain available to communicate as long as it is within reasonable limits. By this, I mean up to 9 PM, and within that timeframe, God willing, we will respond to parents’ inquiries.”

The next task carried out by teachers was to become a marketing team for their school. This task included being a content creator and graphic designer for a school's promotional and branding tools, as stated by informant one below:

"Infrastructure is important, as is establishing a strong school brand. Additionally, social media should be actively managed with engaging content. Creativity and fresh ideas are essential – without them, progress will not be made."

Informant 2 also expressed their opinions as follows:

"... In addition to being a homeroom teacher, I also serve as an assistant, supporting the Deputy Head of Public Relations. I have also been assigned as an editor or, more specifically, a flyer designer. However, I mainly create simple flyers. Sometimes, I use Canva and other times; I use Corel for backdrops. For posters, I still prefer simpler designs that are easy to create. To support this task, I primarily rely on Canva."

The last task carried out by teachers is their primary task as educators. In carrying out this task, teachers have digitized their learning. This is as stated by Informant 8 as follows:

"... Inviting them to watch for entertainment can be very engaging. Children tend to be more enthusiastic when invited to watch something enjoyable."

Source 2 also added the following:

"In teaching, especially when it involves technology, I usually create practice questions related to current technological trends, such as tests using Quizizz. This approach helps engage students and sparks their curiosity, making them more interested in the lessons I present. For apperception or learning materials, if students struggle to understand a concept, I often search for relevant videos on YouTube or other platforms that can help simplify the material and enhance their comprehension."

Based on the interviews that have been conducted, the teachers who are the informants have digitized their work, both for main tasks and additional tasks, starting from being administrators for both personal and school administration, communication carried out via the WhatsApp application and carried out almost all day long, becoming a public relations and marketing team, and of course, in the teaching process itself.

4.2. Teacher Digital Habits

Teachers' digital habits include teachers' daily use of gadgets or digital technology. Most teachers use these gadgets, especially high-category cellphones, for more than five hours daily. Outside of work, teachers utilized gadgets more as a means of entertainment. The statement of the duration of gadget use by teachers can be seen in the following quotes from informants 3:

"Nowadays, I notice that this happens quite frequently. When I have a heavy workload, it can go on for days – spending long hours in front of the laptop. The hours often feel endless."

Informant 7 also conveyed this statement:

"Yes, approximately 8 to 10 hours of interaction with technology, especially mobile phones. Since almost everything can be accessed through a phone – including Word and other essential tools – it has become an integral part of daily life. Many jokingly refer to their phone as a 'second spouse.' As people often say, it is better to forget your wallet than your phone – after all, if you forget your wallet, you can always transfer money digitally."

Informant 9 even used a cell phone for almost 24 hours because he was appointed as an operator of Basic Education Data. Moreover, the need for teachers to use mobile phones outside of working hours was dominated by entertainment needs, as conveyed by the following informant 5:

"Yes, I use my cell phone more frequently outside of work. I primarily use it to access social media platforms like Instagram and TikTok. Additionally, I use it for Online shopping on platforms like Shopee, ride-hailing services, and other daily necessities."

This view was confirmed by informant 3, who stated the following: “Yes, outside of work hours, I often use my cell phone for entertainment. Incidentally, I like reading on my cellphone, so I use it for reading.”

The use of gadgets by teachers of Muhammadiyah Junior High Schools in Yogyakarta City could be categorized as high, considering the duration of their gadget use was more than five hours a day. In addition, using gadgets outside of working hours was only focused on entertainment and communication.

4.3. Teacher Digital Working Effect

Continuous use of gadgets has side effects on teachers, mainly psychological and physical effects. Several teachers said they felt a decreased immune system and some physical problems. In addition, they also felt some problems related to emotional management.

Physical problems that affected teachers due to excessive gadget use included decreased body immunity, insomnia, vertigo, and physical problems. Informant 1 stated how excessive gadget use decreases body immunity and insomnia in the following interview excerpt: “Yes. I feel lethargic – truly exhausted. Why? Constant exposure to screens strains my eyes and makes sleeping difficult, lowering my energy levels.”

Other problems that emerged were physical problems, such as aches and pains, eye problems, and vertigo, as admitted by informants 5 and 2 in the following quotes: “For me, the problem is in my hands, which often sweat.”

“Yes, physically, I can feel the effects. Sitting for long periods has started to take a toll, especially on my legs and back. Prolonged sitting causes discomfort and pain in my lower back. Additionally, excessive screen time affects my eyes, making them dry and irritated, often requiring eye drops. If I stare at the screen too long, I also experience tension and heaviness in my back.”

Meanwhile, informant 6, confirmed by informant 7, conveyed eye-related problems, such as increasing near-sightedness, in the following quote: “I feel it now that my eyes are astigmatism. My right eye is now astigmatism. It has not been long. It was only yesterday that I felt shore like this. Thus, when I am tired, it feels like that.”

“My eyesight was already nearsighted, so I had to wear glasses. Additionally, after the COVID-19 pandemic, my vision worsened due to prolonged screen exposure.”

Several informants' psychological or emotional problems emerged although they were not crucial. Informant 1 expressed the feelings of worry that arose in him in the following quote:

“There is some concern, as this involves the institution rather than just individuals. I may not like certain situations, but my main worry is for the institution. It could be blocked because of this, and that possibility is quite concerning.”

In line with Informant 1, informant 7 also expressed a similar opinion:

“As I mentioned earlier, my phone is usually not on standby when I am teaching. This means there may be unanswered WhatsApp messages, and sometimes, I receive unexpected calls. It can be pretty startling – especially if the call is from the principal or the deputy principal. My immediate reaction is, ‘What is happening?’ I often feel nervous. Similarly, when a parent calls, I worry about what might have happened – whether there is an issue at school or a concern about their child. These situations create a sense of anxiety for me.”

The three findings above are stand-alone and interrelated; digital habits and teacher tasks are interrelated. The piling up of teacher tasks makes using gadgets outside of school more focused on entertainment purposes. In contrast, bad digital habits, such as excessive gadget use, are also caused by piling up work tasks and continuous gadget use. Both digital habits and teacher tasks are sources

of various effects that arise, both physical, such as aches and near-sightedness, and psychological effects, such as the emergence of anxiety.

4.4. Overcome Strategies

In dealing with the digital fatigue phenomenon experienced by teachers at Muhammadiyah Junior High School in Yogyakarta, the school has taken various strategic steps to help teachers manage fatigue caused by excessive use of technology in learning. The efforts implemented include three main internal and external aspects: self-management, positive mindset formation, and supportive school policies.

The self-management formed was carried out by teachers at Muhammadiyah Junior High Schools in Yogyakarta by creating a priority scale, always trying to develop a priority scale by organizing what must be done first, as conveyed by informant two as follows:

“When facing multiple deadlines, I prioritize the most important task first. If a task is important and has a template, it becomes easier to complete. The same applies when working on assignments related to exam questions.”

Informant 1 confirmed the statement from Informant 2: “In completing a task, I usually make a kind of list, man, which should be done first, which later. What is the term for it? A priority scale like that.

In addition to the priority scale, self-management carried out by teachers included continuing to try to do physical activities, such as sports or just stretching or staying away from the screen for a while. This is as conveyed by informant five as follows:

“... balance my work with a 15-minute break before continuing. The more I follow this routine, the more I realize its benefits. For example, I take a break for at least 15 minutes when I start feeling tired when using a laptop or smartphone. During that time, I engage in other activities before resuming work.”

A similar thing was also done by informant 4, as said in the following interview excerpt:

“For me, I usually start my day early, at dawn. After waking up, I exercise, even if it is just light warm-ups. For example, if my teaching hours begin at eight or later, I ensure I engage in physical activity beforehand.”

The third self-management carried out by teachers in Yogyakarta City was limiting screen time or time staring at the screen. Reducing screen time, as previously stated by increasing physical activity, is an effort to rest the body from gadgets and make the body fitter. Informants 1 and 6 said they did this effort routinely every time they worked for several hours. This is as conveyed by informant one below:

“No, of course not. A smartphone is still necessary for work, even in the future. However, there are limits—if work exceeds a reasonable boundary, I pause and resume the next day.”

Teachers should also always apply a positive mindset when working with gadgets. Always thinking positively while working makes them feel calmer and gives them the spirit that what they do has given them something good. Informant 4 expressed his views on the use of technology in education as follows:

“For me, having many responsibilities increases my productivity, sir. A more significant workload means the school trusts me, which motivates me to be more enthusiastic and productive in my work.”

Both steps to deal with digital burnout in teachers can effectively reduce the impact of digital burnout. Nevertheless, these efforts still need to be improved through systematic efforts. These systematic efforts can be realized, among others, through school support, either through school

regulations or policies and emotional or material support. Some things schools did include support in joint sports programs at school, empathy and nutritional support, and school regulations.

Joint sports programs at school are attended by teachers and students at least once a week. About reducing the impact of digital fatigue personally, this program is a real support from the school because the school does not only focus on giving assignments to teachers but also provides refreshment in the form of joint physical activities so that teachers stay fit and the risk of burnout in teachers is overcome. Informant 8 explained the joint sports program held at his school as follows:

“According to my principal, there is a mandatory exercise session every Friday to promote health and well-being. This applies to teachers, staff, and students—essentially all school members. Physical activities such as exercise and healthy walks are encouraged as part of this initiative.”

Nutritional support is also no less significant in providing teachers with comfort in working. Nutrition in the form of snacks, in addition to adding good intake to the body, also improved mood, as conveyed by informant 4:

“(Our school) has a supermarket. In the past, before I started teaching, the principal played a key role in ensuring the school had the necessary supplies. Food was always available when the school could not purchase items externally. He was consistently supportive—sometimes, food was delivered at noon.”

Empathy from the leader complements the teacher's sense of happiness, and empathy for not working overtime and utilizing free time fosters a sense of enthusiasm and being noticed by superiors. This is as conveyed by informant eight as follows.

“From a psychological perspective, the principal often reminds us to take breaks. For instance, if discussions in the group chat extend late into the night, we are advised to pause and continue the next day. For example, when discussing an event for the following morning, we may be encouraged to stop for the night and resume after drawing. This approach ensures communication remains effective without overly demanding, which is quite beneficial.”

This statement was validated by informants 1 and 6, who served as teachers and principals. This is as conveyed by informant six below:

“Unfinished schoolwork is sometimes completed at night. I often advise, ‘Mr./Mrs., finish your schoolwork at school; do not take it home. At home, you are a parent.’ However, when facing a deadline, they still work on it at home.”

The last support that the school can give and the most significant effort is to formulate policies that promote the pro-digital well-being of teachers. This finding is relatively rare, even though some schools have implemented it. One school with regulations on teacher digital well-being, in this case, on the rules for communicating between parents and teachers, is the school where Informant 5 teaches. This is as conveyed in the following interview excerpt:

“We communicate with both parents and students. At the beginning of the school year, we inform students about the proper procedures and etiquette for communicating with teachers. To set boundaries, we typically limit communication to 9 p.m. Teachers are advised not to respond to messages late at night but instead to reply in the morning. This helps parents and students develop the habit of reaching out during appropriate hours – aligning with everyday communication practices.”

5. Discussion

The researchers found that teachers at the research site experienced digital burnout characterized by concerns over unfinished work, anxiety, insomnia, and heightened stress levels. The burnout experienced by teachers resulted from excessive administrative tasks, immediate teaching

targets, and chronic use of digital tools. This assertion is corroborated by the findings of (Kabaran et al., 2022), indicating that burnout frequently arises from excessive workload, role ambiguity, workplace conflict, and stress, adversely affecting teacher well-being. Teacher well-being significantly impacts school quality and is shaped by internal and external factors. (Hidayati, Kurniawan, et al., 2023; Hidayati, Sukmayadi, et al., 2023). Internal factors are affected by the teacher's growth mindset and self-regulation. Meanwhile, external factors are shaped by school policy.

The growth mindset assumes that intelligence and personality can be formed through learning. (Zilka et al., 2023). The findings of teacher growth mindset research revealed that it can make teachers think positively while working and feel calmer to give their best. Teachers with a good growth mindset tend to have high resilience in working and can cope with stress well. (Burnette et al., 2020). A high teacher growth mindset is known to reduce the impact of burnout. (Zilka et al., 2023). A teacher growth mindset is also a resource for teachers to overcome work demands and improve teacher welfare. (Bakker & Demerouti, 2007). In Lee's (2023) research revealed that a growth mindset influences how teachers view challenges and setbacks in the development of the times. Challenges of the times are considered something that must be faced, while setbacks are used as a process of improvement. Teachers who have a growth mindset tend to be able to manage complex conditions at work. Furthermore, Lee revealed that during COVID-19, teachers with a growth mindset showed positive mindset development and had high welfare.

Furthermore, teachers who do not have good self-regulation will find it difficult to receive feedback and develop themselves professionally. In this case, educational institutions have an essential role in ensuring that teachers do not experience excessive burnout and optimize job characteristics, such as setting realistic goals and optimizing adequate human resources. However, teachers must also develop their self-regulation to adopt (Bakker & de Vries, 2021). Xiyun Fathi's (2022) Research on 276 English teachers in Iran on Structural Equation Modeling (SEM) testing revealed that self-regulation significantly predicts teacher well-being. Various literature studies have exhibited that teacher well-being is essential in improving learning. (Passey, 2021). To achieve teacher well-being, self-regulation is required to manage emotions within themselves. Self-regulation is beneficial for teachers in attaining their career goals as professionals. Research also supports this (Sáez-Delgado et al., 2022). Self-regulation helps teachers develop professional teaching.

As an external factor, school policy plays a crucial role, specifically in overcoming digital burnout in teachers. Schools can take several initiatives to overcome teacher burnout, including physical and emotional support and policies that promote overall well-being. One example of a policy in one of the Muhammadiyah Junior High Schools in Yogyakarta is to hold a joint sports program at school, which aims to provide refreshments to teachers because of the piling workload that results in burnout. Consistent with research by Kang (2024), joint sports programs can effectively reduce stress and digital fatigue in teachers. Additionally, regular participation in physical activity can enhance physical and mental health and provide teachers with opportunities to socialize and relieve tension. The study uncovered that participation in team sports at school can improve cardiovascular fitness, emotional resilience, and social skills. Thus, joint sports programs can help teachers feel more refreshed and reduce fatigue due to digital burnout.

Another example of a school policy is the presence of empathy and support for teacher problems. Empathetic support from the principal and support for nutritional intake in the form of food has occurred in one school in Yogyakarta. This is effective in providing comfort and improving the teacher's mood. Schools that empathize with teachers' needs and offer good nutritional support can create a more positive work environment. Policies that ensure access to healthy and nutritious food can increase teacher energy and concentration, which are vital for overcoming digital burnout. In addition, an empathetic environment where teachers feel emotionally supported can help reduce

stress or digital burnout and improve their mental well-being (Peris-Delcampo et al., 2024; Sarafino & Smith, 2014; Widyanti et al., 2007).

Moreover, reasonable school regulations and work-life balance policies are crucial to preventing teacher digital burnout (Desnithalia & Purba, 2021). Schools can enforce regulations that limit teachers' use of technology, such as setting precise digital work hours and response times for emails or other communication applications. Policies limiting technology use outside of work hours and encouraging adequate rest periods can help teachers balance work and personal life. It is essential to provide space for teachers so they are not always tied to digital devices outside official working hours. Karlberg's (2024) research shows that regulations supporting mental and physical well-being can improve performance and reduce negative behavior. With suitable regulations, teachers can feel more appreciated and supported in their duties.

From the findings, factors influencing teacher digital well-being can be observed in Figure 4.

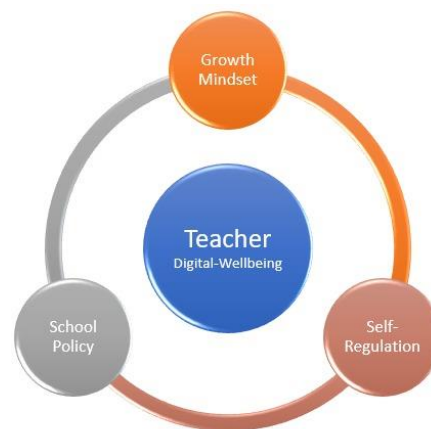


Figure 4. Factors of Teacher Digital Well-being

6. Conclusion

This study identifies internal and environmental factors essential for achieving digital well-being among teachers. These internal factors encompass a growth mindset and self-regulation. The growth mindset includes positive thinking and ongoing adaptation to contemporary developments. At the same time, self-regulation is cultivated by educators who understand how to preserve physical and mental well-being and recognize the constraints of digital usage in the educational process within the schools. In comparison, the external factors that exert effect include school regulations that mandate the utilization of digital media by teachers to optimize the services offered to educators, students' parents, and the students themselves.

7. Suggestion

To enhance teachers' digital well-being, it is essential to strengthen internal and external factors in a balanced manner. Internally, teachers should be encouraged to develop a growth mindset through training and workshops that help them adapt to technological advancements while receiving recognition for their active participation in digital learning. Additionally, self-regulation must be reinforced through digital well-being programs such as mindfulness sessions, guidelines for healthy technology use, and stress management strategies. Externally, schools should implement supportive policies that promote flexible technology use and provide adequate infrastructure and technical support to prevent teachers from feeling overwhelmed. Furthermore, fostering social support through collaboration among teachers, parents, and students and establishing digital-based teacher communities can facilitate experience sharing and strategies for achieving digital well-being. By

implementing these measures, teachers can maintain their digital well-being, allowing them to feel more comfortable and productive in navigating technological challenges in education.)

Declarations

Author Contributions. (H.H.: Literature review. D.H.: conceptualization, methodology. A.I: data analysis. M.L.I.: review-editing and writing. A.P.K: original manuscript preparation. All authors have read and approved the published on the final version of the article)

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Data Availability Statement. (Please provide a statement about where data supporting the results reported in this study)

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