Proceedings Series of Educational Studies

**The 5th International Conference on Educational Management and Technology (ICEMT) 2026**

# The Effectiveness Of Cognitive Behavior Group Counseling (CBGC) In Reducing Academic Burnout Among College Students

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**Abstract**

Final-year students completing their theses are vulnerable to academic burnout, a condition of prolonged stress characterized by emotional exhaustion, cynical attitudes toward tasks, and personal inadequacy. Preliminary studies indicate that this burnout is triggered not only by task load but also by negative automatic thoughts such as fear of failure. This study aims to test the effectiveness of Cognitive Behavior Group Counseling (CBGC) in reducing academic burnout among Guidance and Counseling students at Malang State University. A quantitative approach with a one-group pretest-posttest design was employed. Six students were selected through purposive sampling based on high burnout scores, age 18–25 years, and willingness to participate. The instrument used was the Indonesian version of the School Burnout Inventory (SBI) with item validity ranging from 0.550 to 0.743 and Cronbach's Alpha reliability of 0.771. The CBGC intervention was delivered in six sessions integrating group development stages with cognitive restructuring techniques. Data were analyzed using the Wilcoxon Signed-Rank test. Results showed decreased academic burnout scores in all subjects, with pretest mean 36.50 (high category) decreasing to 22.67 (moderate category) in posttest. The Wilcoxon test yielded $Z = -2.232$ with $p = 0.026$ ($p < 0.05$). Effect size calculation showed $r = 0.911 > 0.50$, categorized as large effect. The greatest reduction occurred in exhaustion, followed by cynicism and personal inadequacy. Thus, CBGC proved effective in reducing academic burnout among final-semester students.

**Keywords:** cognitive behavior group counseling; academic burnout; cognitive restructuring; college students

## 1. Introduction

Higher education institutions play a crucial role in developing students academic competencies and personal maturity before they enter the professional world (Noviarini et al., 2026). For final year students, this phase represents a critical period where they face the demands of completing their undergraduate thesis (Putra et al., 2025). Based on Law No. 12 of 2012, students are classified as adult members of the academic community who have autonomy in developing their potential. However, this expectation of independence often clashes with students' psychological conditions, considering that many are still situated within the emerging adulthood developmental stage, which is characterized by heightened vulnerability to stress and uncertainty (Arnett, 2000). This transitional period frequently serves as a trigger for psychological distress, with academic burnout emerging as one of the most prevalent conditions affecting university students (A'ini et al., 2025).

Academic burnout is a negative psychological condition widely experienced by college students. This condition is not merely ordinary fatigue but represents prolonged stress resulting from continuous academic demands (Salmela-Aro et al., 2009). Experts identify three

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main aspects of academic burnout: physical and emotional exhaustion, cynical attitudes toward academic tasks, and personal inadequacy as students (Salmela-Aro et al., 2009). These three aspects are interconnected and occur simultaneously. If left unaddressed, academic burnout can trigger sleep disturbances, decreased learning motivation, procrastination, and declining grade point averages (de la Fuente et al., 2020). Final year students have greater vulnerability because they face the heavy burden of completing their thesis, along with pressure from seeing peers who have already graduated and expectations from their families. However, what is often overlooked is that academic burnout is not only triggered by task load but also by negative automatic thoughts that arise in students' minds, such as "I will never be able to complete this thesis" or "I will definitely fail" (Permatasari et al., 2024).

This phenomenon is quite prevalent in higher education. Research conducted by the Psychology Student Association at Gadjah Mada University (2021) on 300 socio humanities students found that 73.12% experienced high levels of exhaustion, while 57.03% showed cynical attitudes and 49.43% experienced decreased academic efficacy. Another study by Amarsa et al. (2023) also reported that 76.2% of students experienced high exhaustion, 57.1% high cynicism, and 45.7% high personal inadequacy. These data confirm that academic burnout is not merely an individual complaint but a collective psychological burden that requires serious attention from guidance and counseling practitioners in higher education.

A preliminary study conducted by the researcher through interviews with four eighth semester students at Malang State University who were working on their theses revealed significant pressure from thesis revisions, supervision that felt stagnant, and feelings of being left behind when comparing progress with peers. This pressure triggered mental fatigue, difficulty concentrating, decreased motivation, self doubt, and the emergence of negative automatic thoughts such as "I will never be able to finish my thesis" or "I will definitely fail." The symptoms that appeared were not merely temporary fatigue but had affected aspects of exhaustion, cynicism, and decreased personal ability. Students' inability to manage this pressure not only impacts declining academic performance but also triggers procrastination and prolonged academic burnout.

The selection of final year Guidance and Counseling students at Malang State University as subjects has several reasons. Guidance and counseling students are not only struggling to complete their thesis but also preparing themselves to become counselors. A good counselor requires not only academic competence but also the ability to manage themselves effectively. A mature, stable, and empathetic personality is essential in their chosen profession (Zamroni et al., 2023). In other words, prospective counselors need to be psychologically healthy before they can professionally help others (Insani & Astuti, 2024). If they already experience severe academic burnout during their studies, it is concerning that this may hinder the formation of their professional identity as counselors. Furthermore, the phenomenon of academic burnout among guidance and counseling students has been widely studied previously (Srivaniwati, 2022). If left unmanaged, academic burnout will hinder the achievement of developmental aspects in the Student Independence Competency Standards, especially in intellectual maturity, emotional maturity, and personal development foundations, making it relevant and important to explore further at Malang State University.

Several studies have examined the effectiveness of cognitive behavioral approaches in addressing academic burnout. Khurshid et al. (2025) conducted a randomized controlled trial

with 129 adolescents and found that cognitive behavioral counseling interventions reduced academic burnout, procrastination, and test anxiety. Hikmah et al. (2020) demonstrated that cognitive behavioral group counseling using cognitive restructuring techniques effectively reduced academic burnout, with rates decreasing from 100% in the high category to 8% in the moderate category and 92% in the low category, while also increasing students' control beliefs. Similarly, Baratisedeh et al. (2023) conducted a quasi experimental study with 40 students in Tehran and found that cognitive behavioral group counseling reduced all three aspects of academic burnout, namely exhaustion, cynicism, and personal inadequacy. Gunawan and Menaldi (2020) showed that CBC based group interventions significantly reduced academic worry among undergraduate students. However, despite these promising findings, research specifically examining the effectiveness of Cognitive Behavior Group Counseling in reducing academic burnout among final year students in Indonesia remains scarce. This gap is particularly concerning because final year students face unique pressures, such as the demands of completing their thesis and the psychological burden of social comparison with peers, which may require more targeted interventions.

One approach considered appropriate for addressing academic burnout is Cognitive Behavior Group Counseling (CBGC). This approach is rooted in Aaron T. Beck's cognitive model (Beck, 2021), which asserts that maladaptive thoughts affect individual emotions and behavior. The validity of this approach is further strengthened by clinical trial protocols specifically designed to evaluate the effectiveness of group interventions in addressing academic burnout, where cognitive restructuring is one of its main components (Messina et al., 2024). In the context of academic burnout, negative automatic thoughts such as "will not graduate on time" or "I will definitely fail" become the primary trigger of problems. If these thoughts are not modified, individuals will remain trapped in cycles of exhaustion, cynicism, and personal inadequacy. CBGC integrates group development stages, including preparation, initial, transition, working, and final stages, with cognitive restructuring techniques such as identifying negative automatic thoughts, evidence testing, developing alternative thoughts, behavioral experiments, and relapse prevention (Bieling et al., 2006; Wenzel et al., 2016). Implementing CBC in group settings has distinct advantages. Group dynamics allow members to support each other, share experiences, and learn from others' perspectives. Additionally, CBGC is more efficient as it can reach several individuals simultaneously.

The novelty of this study lies in its focus of intervention. In many CBC studies, the primary focus is often directed at intermediate beliefs or core beliefs because both types of beliefs are considered the roots of various persistent cognitive distortions (Beck, 2021; Wenzel et al., 2016). However, such approaches typically require longer durations and deeper exploration that are not always easily conducted in group settings. This study takes a different approach by demonstrating that modifying automatic thoughts, which appear spontaneously and are more easily recognized within a limited timeframe, is sufficient to bring meaningful change to academic burnout. This focus on automatic thoughts is chosen because these thoughts are more accessible and modifiable in group settings with limited duration, while still producing significant impacts on reducing academic burnout (Wenzel et al., 2016). Furthermore, the urgency of this research is underscored by the high prevalence of academic burnout among final year students and the limited availability of evidence based group interventions specifically designed for this population in Indonesian higher education settings.

Based on these theoretical and empirical considerations, this study aims to examine the effectiveness of Cognitive Behavior Group Counseling (CBGC) in reducing academic burnout among final year Guidance and Counseling students at Malang State University. Specifically, this study aims to prove whether there is a significant difference in academic burnout scores before and after CBGC intervention. The subjects in this study were Guidance and Counseling students at Malang State University who had high levels of academic burnout. The intervention was delivered in six sessions integrating group development stages with cognitive restructuring techniques. This study is expected to contribute to guidance and counseling services in higher education, particularly in optimizing students' psychological well being. By optimizing collaboration between counselors and university mental health units, crucial relational support networks for students can be strengthened. The hypothesis proposed in this study is that Cognitive Behavior Group Counseling (CBGC) is effective in reducing students' academic burnout.

## 2. Method

This study employed a quantitative approach with a pre experimental design. The chosen design was a one group pretest posttest design, which involved a single experimental group without a control group. This design was selected because the primary objective was to examine whether there were any changes in academic burnout levels among the same subjects before and after they received the Cognitive Behavior Group Counseling intervention. With this design, the researcher could directly measure the intervention effect by comparing the initial scores obtained from the pretest with the final scores obtained from the posttest. This design is considered highly suitable for initial exploratory research with a limited number of subjects and also allows the researcher to focus attention on the individual change processes that occur within the group setting. The variables in this study consisted of two main components, namely the independent variable which was the Cognitive Behavior Group Counseling intervention delivered over six sessions, and the dependent variable which was academic burnout measured using the School Burnout Inventory both before and after the intervention.

The subjects of this study were selected using a purposive sampling technique. Several criteria were established to ensure that the selected participants were appropriate for the study. First, they had to have academic burnout scores falling into the high category based on the initial screening results. Second, they needed to be between 18 and 25 years of age. Third, they had to be active students in the Guidance and Counseling program at Malang State University from the class of 2022. Fourth, they were required to express their willingness to participate in the entire series of group counseling sessions, which was evidenced by signing the informed consent form. From the initial instrument distribution conducted with 73 students, 12 students were identified as having high burnout levels. However, after confirming their availability and schedule suitability, only six students were ultimately selected as subjects. The determination of six subjects was based on the opinion of (Leong, 2008), who stated that the ideal number of members in group counseling ranges from 6 to 10 people because this number can create optimal group dynamics, allow deep emotional interaction, and provide sufficient space for each member to work on their personal issues. The six selected subjects consisted of five female students and one male student, all aged between 21 and 23 years.

The instrument used in this study was the School Burnout Inventory (SBI), which was originally developed by Salmela-Aro & Näätänen (2005) and subsequently adapted into the Indonesian language by Rahman (2021). This instrument consists of nine statement items that measure three aspects of academic burnout: emotional exhaustion, cynicism, and personal inadequacy. Each item uses a five point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), with total scores ranging from 9 to 45. Higher scores indicate higher levels of academic burnout. Based on the item validity test results, the Corrected Item Total Correlation values ranged from 0.550 to 0.743, with the lowest value found on item 4 and the highest value found on item 3. Referring to the r table value for N=73 (df=71) of 0.2303 at a 5% significance level, all instrument items had correlation values greater than the r table, which means all nine items were declared valid. In addition, the reliability test results produced a Cronbach's Alpha coefficient of 0.771, which exceeds the minimum reliability requirement of 0.60. Therefore, the Indonesian version of the School Burnout Inventory (SBI) has been proven to be both valid and reliable for use in this study.

The research procedure was carried out through several sequential stages. The first stage was preparation, which included obtaining the necessary research permits from the faculty and department, adopting the instrument, preparing the intervention guide, and creating client worksheets for the participants. The intervention guide was validated by an expert in guidance and counseling to ensure its suitability for the research context. The second stage was pre counseling and pretest, during which the researcher collected initial data from the prospective subjects to measure their academic burnout levels before any intervention was provided. The third stage was the provision of the CBGC intervention, which was conducted in accordance with the group development stages outlined by Bieling et al. (2006) and was delivered over six sessions. These sessions covered the preparation stage, the initial stage, the transition stage, the working stage, and the final stage. Each session lasted approximately 90 minutes and integrated psychoeducation, cognitive restructuring techniques, group discussions, and homework assignments. The cognitive restructuring techniques included identifying negative automatic thoughts, evidence testing, formulating alternative thoughts, behavioral experiments, and relapse prevention planning (Wenzel et al., 2016). The fourth stage was the administration of the posttest using the same instrument to measure academic burnout levels after the intervention had been completed. The posttest was given at the end of the sixth session. The final stage involved analyzing the collected data and interpreting the research results.

Data analysis was conducted using non parametric statistics because the sample size was relatively small, consisting of only six subjects. The Wilcoxon Signed Rank Test was chosen to compare the pretest and posttest scores of academic burnout, as this test is the non parametric equivalent of the paired sample t test and is suitable for a one group pretest posttest design with a small number of participants. The hypotheses tested in this study were the null hypothesis, which stated that CBGC is not effective in reducing academic burnout, and the alternative hypothesis, which stated that CBGC is effective in reducing academic burnout. The decision making criterion was based on the significance value using a two tailed test. If the significance value was less than 0.05, then the null hypothesis would be rejected. In addition to the significance test, the researcher also calculated the effect size to determine the magnitude of the intervention's impact. The effect size was calculated using Rosenthal's formula (r = Z divided by the square root of N), which is appropriate for non parametric tests

(Rosenthal, 1994). The interpretation of the effect size followed Cohen's criteria, where 0.10 indicates a small effect, 0.30 indicates a medium effect, and 0.50 indicates a large effect (Cohen, 1992). All data analysis was assisted by the SPSS Statistics 25 software.

## 3. Results and Discussion

### 3.1 Result

The Cognitive Behavior Group Counseling (CBGC) intervention was conducted in six sessions with each session lasting approximately 90 minutes. All subjects participated in the entire intervention series from beginning to end. Academic burnout measurements were taken before the intervention began (pretest) and after the intervention was completed (posttest) using the School Burnout Inventory (SBI) with a score range of 9 to 45. The pretest and posttest scores for each subject are presented in Table 1.

**Table 1. Pretest, Posttest, and Difference in Academic Burnout per Subject**

| Name | Pretest | Posttest | Categorization | Difference (Decrease) |
|---|---|---|---|---|
| AP | 38 | 25 | Moderate | 13 |
| DY | 38 | 24 | Moderate | 14 |
| DN | 35 | 22 | Moderate | 13 |
| PA | 36 | 21 | Moderate | 15 |
| SS | 37 | 22 | Moderate | 15 |
| ZA | 35 | 22 | Moderate | 13 |

Based on the results presented in Table 1, all six subjects experienced decreases in their academic burnout scores. The individual decreases ranged from 13 to 15 points, with all subjects moving from the high category to the moderate category after the intervention.

**Table 2. Descriptive Analysis of Pretest and Posttest Scores**

| Group | N | Mean | Maximum | Minimum | SD |
|---|---|---|---|---|---|
| Pre Test | 6 | 36.50 | 38 | 35 | 1.378 |
| Post Test | 6 | 22.67 | 25 | 21 | 1.506 |

The descriptive analysis in Table 2 shows that the average pretest score of the subjects was in the high category at 36.50, while the average posttest score decreased to 22.67 which falls into the moderate category. This represents an average decrease of 13.83 points across all subjects, indicating a substantial reduction in academic burnout levels following the CBGC intervention.

**Table 3. Wilcoxon Signed-Rank Test Results**

| Test Statisticsa | Posttest - Pretest |
|---|---|
| Z | -2.232b |
| Asymp. Sig. (2-tailed) | .026 |

The Wilcoxon Signed-Rank Test was conducted to determine whether the observed differences between pretest and posttest scores were statistically significant. As shown in Table 3, the analysis yielded a Z value of -2.232 with a significance level of p = 0.026, which is less than the 0.05 threshold. All subjects experienced score decreases with no subjects showing increases or unchanged scores. Based on these results, the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted, meaning that Cognitive Behavior Group Counseling is effective in reducing academic burnout among students.

To further strengthen this finding, the researcher calculated the effect size using Rosenthal's formula (r = Z divided by the square root of N) and found that r = 0.911, which is greater than 0.50. According to Cohen's criteria, this value indicates a large effect. This confirms that the CBGC intervention had a substantial impact on reducing academic burnout among the subjects.

When examining the three aspects of academic burnout separately, the data showed that the decrease did not occur evenly across all aspects. The exhaustion aspect decreased the most, from 17.17 to 11.83, a reduction of 5.34 points. The cynicism aspect decreased by 2.50 points, from 11.83 to 9.33. The personal inadequacy aspect decreased by 2.17 points, from 7.50 to 5.33. The large decrease in the exhaustion aspect indicates that this aspect responded most quickly to the intervention, while cynicism and personal inadequacy showed more modest but still meaningful reductions.

In addition to the main quantitative findings, the researcher also collected outcome evaluation data from group members at the end of each session. This instrument served as a process indicator to monitor members' understanding, engagement, and mastery of the skills taught throughout the intervention. The results showed that overall, group members' outcome evaluation scores were consistently in the good to very good range across all six sessions. The average group score showed a stable trend and even improved in the sixth session, indicating that members were able to follow directions, understand the psychoeducational material, and internalize the cognitive restructuring skills taught progressively.

### 3.2 Discussion

The significant finding of this study reinforces the foundation of the cognitive behavior counseling approach, which asserts that thoughts, emotions, and behavior are closely interconnected (Beck, 2021). High academic burnout in final year students does not arise without cause. This condition develops from how students perceive academic demands, especially the burden of completing their thesis. As stated by Salmela-Aro et al. (2009), academic burnout consists of three interrelated aspects: exhaustion, cynicism, and personal inadequacy. Through a systematic series of CBGC interventions, students were helped to recognize and change the negative automatic thoughts that were the source of their academic burnout.

The CBGC intervention in this study followed the group stages proposed by Bieling et al. (2006), which include preparation, initial, transition, working, and final stages. In the initial stage, students received psychoeducation about the ABC cognitive model, which explains the relationship between situation, belief, and emotional consequences (Lam & Gale, 2000). This understanding made them realize that negative emotions do not arise directly from situations

but from how they interpret those situations. This stage also aimed to build a sense of togetherness within the group and prepare members for the counseling process. In the transition stage, students began practicing how to identify negative automatic thoughts that often arise when facing academic pressure (Hope et al., 2010), such as "I will never be able to complete my thesis" or "I will definitely fail." The ability to recognize these thoughts became an important foundation before entering the change stage.

In the working stage, cognitive restructuring techniques were implemented progressively through three main steps. First, students were invited to test the evidence of their negative thoughts by questioning their accuracy and seeking supporting or contradicting evidence. Second, students developed alternative thoughts that were more balanced and realistic based on the evidence they had collected. Third, students conducted simple behavioral experiments to test the truth of these alternative thoughts in real situations. This series of steps aligns with the principles of collaborative empiricism and guided discovery that are characteristic of cognitive behavioral therapy (Kazantzis et al., 2018; Beck, 2021). In the final stage, skill reinforcement was conducted through creating alternative thought cards and discussing relapse prevention strategies (Hajisahneh et al., 2025). This stage is important so that the cognitive changes achieved are not lost after counseling ends. The continuous series of five stages enabled students to change their maladaptive thoughts into more adaptive responses.

The results of this study align with several previous studies that proved the effectiveness of cognitive behavioral approaches in addressing psychological pressures such as anxiety and stress (Rahma, 2022; Azzara & Purnamasari, 2023). Similar results were also found by Zamroni (2018), who reported that group counseling effectively improves students' academic hardiness. However, this study has a somewhat different position because it implements interventions within a group counseling framework and targets a shallower layer of cognition, namely negative automatic thoughts, rather than intermediate or core beliefs which are typically the focus of many CBC studies.

The large decrease in the exhaustion aspect can be explained by the situational nature of this aspect itself. Exhaustion, which includes feelings of being overwhelmed, difficulty sleeping due to thinking about the thesis, and pressure from supervisors, tends to respond more quickly to changes in thinking patterns within a short timeframe. The six sessions of CBGC intervention proved sufficient to alleviate exhaustion symptoms arising from short term academic pressure. Conversely, the cynicism and personal inadequacy aspects showed smaller changes. This indicates that both aspects are related to beliefs that are more entrenched and long term in nature (Uyun et al., 2025). Cynicism, namely an indifferent attitude, loss of interest, and feeling that academic tasks are meaningless, is usually formed from the accumulation of long standing negative experiences. Similarly, personal inadequacy are often related to core beliefs about oneself that have been embedded since before college. Beliefs such as "I am indeed incompetent" or "I will never succeed" cannot be changed only with short term interventions. Longer duration or more intensive restructuring techniques are needed to reach students' deepest cognitive schemas. Nevertheless, the persistence of scores in these two aspects is not entirely negative. This can be interpreted that students still have intrinsic motivation and high personal standards, and they still care about grades and graduation, only the way they interpret academic burden needs to be straightened out.

The role of group dynamics in accelerating change cannot be ignored. Research by Shapiro et al. (2025) confirms that group cohesion positively correlates with counseling success. Group settings provide a natural forum for healthy social interaction, direct feedback, and learning processes from other members' experiences. In groups, students not only learn from the counselor but also from peers who have similar problems. When a member successfully identifies their negative automatic thoughts or dares to try a behavioral experiment and succeeds, other members indirectly learn through observation. They see that change is possible and they witness directly how their peers formulate alternative thoughts. The social support that emerges in the group, such as encouragement, recognition of small progress, and a sense of belonging, provides a feeling of safety and acceptance (Lestari & Purnamasari, 2022). This aligns with Maharani et al. (2024) finding that peer social support plays an important role in reducing students' psychological pressure. The feeling of "I am not alone" becomes a very valuable psychological asset that reinforces the internalization of new skills taught through cognitive restructuring techniques (Chen & Rybak, 2017).

Theoretically, this study contributes significantly to the development of cognitive behavioral counseling frameworks, particularly in group intervention contexts (Kaplan et al., 2023). So far, many CBC studies tend to directly target intermediate beliefs or core beliefs with the assumption that automatic thoughts are merely surface symptoms that are not strong enough if modified alone. This study proves that assumption is not entirely correct. Restructuring at the automatic thought level, which is more accessible, identifiable, and modifiable, was sufficient to provide a significant impact on reducing academic burnout. Even in a limited duration of only six sessions, the changes that occurred were measurable and meaningful. This is also supported by Nuha et al. (2024) who stated that group counseling and cognitive restructuring are effective strategies for improving academic resilience. This finding aligns with research by Frischholz et al. (2024) with controlled trial results reporting that two sessions of brief CBC based intervention significantly reduced psychological distress. Other research also proves that brief group psychoeducation programs are effective in reducing cognitive distortions and automatic thoughts in patients with major depressive disorder (Sağbaş et al., 2025). This opens opportunities for developing more concise, efficient, and practical intervention models to be applied in higher education with limited time and resources.

Practically, these findings strengthen the position of guidance and counseling services in higher education as the frontline in maintaining students' psychological well being. Specifically, the Center for Guidance, Counseling, Career, and Entrepreneurship (PBK3) at Malang State University has a strategic position to implement CBGC as a flagship intervention, both in responsive programs for students already experiencing academic burnout and in preventive programs through cognitive restructuring training and psychoeducation. For the intervention to run optimally, counselors at PBK3 need to be equipped with mature cognitive restructuring skills and a deep understanding of group dynamics, including how to build cohesiveness, manage passive or dominant members, and utilize moments of universality and behavioral imitation. With these provisions, PBK3 can not only handle academic burnout cases curatively but also create a campus ecosystem that is psychologically supportive.

Despite the promising findings, this study has several limitations. First, the small sample size of only six subjects limits the generalizability of the findings to broader populations. Second, the one group pretest posttest design without a control group cannot fully control for

external factors such as routine academic dynamics or changes in subjects' mood outside the intervention. Third, the intervention duration of only six sessions is relatively short to change the more entrenched aspects of cynicism and personal inadequacy. Future research is recommended to use larger samples, include control groups, and extend the intervention duration to achieve more comprehensive changes across all aspects of academic burnout..

## 4. Conclusion

Based on the results and discussion presented, it can be concluded that Cognitive Behavior Group Counseling (CBGC) is effective in reducing academic burnout among students at Malang State University. This effectiveness is demonstrated by the significant decrease in academic burnout scores between pretest and posttest. The Wilcoxon Signed-Rank Test yielded a Z value of -2.232 with a significance level of $p = 0.026$ ($p < 0.05$), which indicates a meaningful difference between conditions before and after the intervention. The average subject score decreased from 36.50 in the high category to 22.67 in the moderate category, with a decrease of 13.83 points. The effect size of $r = 0.911$ confirms that the intervention's impact falls into the large effect category. When examined by aspect, the largest decrease occurred in the exhaustion aspect with 5.34 points, followed by cynicism with 2.50 points, and personal inadequacy with 2.17 points. Thus, the alternative hypothesis (Ha) stating that CBGC is effective is accepted, while the null hypothesis (H0) is rejected. These findings confirm that CBGC can be used as one of the preferred interventions in guidance and counseling services in higher education, particularly in responsive and preventive programs to address academic burnout.

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