



Cyber Pedagogy and Student Wellbeing: A Literature Review on Digital Burnout and Mental Health in Online Learning

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ABSTRACT

This study examines the relationship between cyber pedagogy, digital fatigue, and students' mental health in online learning through the Literature Review (LR) approach. Based on an analysis of the selected literature from 2019 to 2025, it was found that digital burnout and mental health disorders are serious challenges in online education. Cyber pedagogy can reduce psychological distance and strengthen student well-being by balancing structure, dialogue, and learning autonomy. Data was obtained from academic journals and analyzed using content analysis. This research emphasizes the importance of humanistic pedagogical approaches in digital learning design. These findings provide conceptual and practical contributions for educators and policymakers to create a mentally healthy online learning ecosystem.

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Introduction

The development of information technology, especially related to online learning, has significantly affected education dynamics. The COVID-19 pandemic has accelerated this

transition, forcing educational institutions worldwide to abruptly switch from face-to-face learning to digital learning systems. While online learning offers flexibility in time and place, many learners experience adverse psychological consequences [1],[2]. Learners often face emotional distress, digital burnout, and decreased learning motivation due to excessive digital interaction during this period.

Based on research [3],[4], this sudden shift leads to increased academic stress and a negative impact on students' mental health, especially among medical students who lose direct interaction and clinical experience. In addition, Moore et al. [2] emphasize that certain groups of learners, such as those with a history of ADHD and severe anxiety disorders, are severely affected by online learning methods, experiencing difficulties and higher mental health needs. The absence of physical interaction, work compression, and non-adaptive pedagogical approaches have also been linked as the primary triggers of mental health disorders in students [4].

On the other hand, online learning systems tend to focus mainly on the technical aspects of material delivery, often ignoring students' mental well-being [5]. This creates a gap between the use of technology in education and pedagogical readiness that considers students' psychological needs. Pelucio et al. [6] showed that the prevalence of depression and anxiety symptoms among college students who participated in online learning was very high, with 16.3% experiencing symptoms of depression and 10.3% showing symptoms of anxiety. These findings are consistent with other studies that show that students often feel isolated and depressed due to long online learning [7].

Knowing these variables, further analysis of students' mental well-being in the context of online learning is critical. Several studies suggest that a more holistic and comprehensive approach is needed to facilitate a healthy adaptation to online learning and address the psychological difficulties experienced by students [8]. Strong social support and good stress management strategies are essential to help maintain students' mental health during this transition period [9],[10].

With these developments in mind, researchers, educators, and policymakers need to explore solutions that not only optimize the use of technology in learning but also consider the psychological impact of digital interactions among learners. Future research examining the interaction between online learning methods and students' mental well-being will be instrumental in developing more effective and responsive pedagogical strategies [11].

In this study, the emphasis on the need to explore the impact of students' mental health in the context of online learning is crucial. Although various studies have examined accessibility,

material mastery effectiveness, and technology's ability to support the educational process, the focus on students' mental health is often overlooked [12]. Most educational theories remain stuck in conventional learning models that are inadequate to deal with the complex digital nuances and challenges students face in the digital age [13],[14].

The COVID-19 pandemic has accelerated the shift towards online learning, but students' mental health risks are increasingly worrisome. This is due to the lack of supportive social interaction and a humanistic approach in digital pedagogy, where students may feel isolated or lose motivation [15]. Therefore, it is important to explore how cyber pedagogy, a merger of pedagogy and digital contexts, can facilitate the development of strategies to improve students' mental well-being [16].

One relevant approach is the Transactional Distance Theory developed by Moore [17]. This theory emphasizes the importance of interaction and structure in distance learning. It indicates that managing interactions between students and teachers can help reduce psychological distance, supporting students' mental well-being [18]. However, implementing this theory in the context of online education and mental health has rarely been comprehensively studied, creating an urgent need for systematic studies [19].

In this framework, the study of digital fatigue is critical. The inability to manage the workload and pressure of online learning demands often leads to stress as well as other mental health issues among students [19]. Previous research has shown that students need an adaptive pedagogical approach that can help them overcome these challenges and improve their mental health [20]. Such an approach should not only focus on technology but also be oriented towards students' psychological well-being and social life, recognizing that effective learning involves humanistic elements [16],[21].

As a result of this study, it is hoped that general patterns and gaps in the existing literature can be identified regarding the relationship between cyber pedagogy, digital fatigue, and student mental health. It aims to craft more responsive recommendations and pedagogies, integrating technology and considering students' mental health. Thus, this research will significantly contribute to developing more inclusive and student-friendly education policies in a digital learning environment.

Literature Review

Cyber pedagogy is a crucial concept in facing the digital transformation of education, where the main goal is to maximize the use of technology in the teaching process. This approach prioritizes interactive, inclusive, and contextual learning experiences in digital spaces while

maintaining an educational relationship between educators and students [22]. Within this framework, teachers teach and function as facilitators of dialogue and reflection, guiding students in building knowledge independently and collaboratively [23]. Research shows that cyber pedagogy is considered an evolution of constructivist pedagogy that utilizes information and communication technology (ICT) to increase student engagement [24].

Implementing cyber pedagogy in online learning reduces social and psychological distance that can arise due to limited virtual interaction. By strategically integrating technology, cyber pedagogy can make the learning experience more responsive to students' cognitive and affective needs [25]. Therefore, the definition of cyber pedagogy includes the use of technology and adopts a learning design paradigm that is humanistic, reflective, and adaptive to the challenges of the digital age.

The manifestations of cyber pedagogy in online education practice can be recognized through several important elements, each interacting with the others; first, a flexible yet targeted digital learning structure. Second, meaningful digital interactions allow for dialogue and active collaboration. Third, strengthening student learning autonomy. Fourth, digital emotional support from teachers. Fifth, the use of data-based technology, such as learning analysis. Sixth, the integration of digital literacy as a provision for online ethics and security [23]. These elements bridge students' cognitive, social, and emotional needs, building a healthier online learning environment [26].

Meanwhile, digital burnout is a significant issue in online learning. It is characterized by mental, emotional, and physical fatigue caused by excessive use of digital devices, especially in academic contexts [27]. Digital burnout can lead to chronic burnout, loss of interest in learning, attention deficit disorder, and prolonged academic stress. This phenomenon was increasingly felt during the COVID-19 pandemic, where intense virtual meetings often lacked authentic social interaction, contributing to a heavy psychological burden among students [28].

Studies show that stressful learning environments, excessive workloads, and lack of emotional support can exacerbate student burnout [29]. Designing a curriculum and learning environment that considers students' emotional well-being is crucial. Integrating cyber pedagogy with awareness of the potential for digital burnout allows the development of strategies that can strengthen student engagement and reduce the risk of burnout, where the emotional support provided by educators plays a significant role in improving students' academic well-being [28],[30].

Further studies in this area are expected to generate practical insights that encourage more sustainable cyber pedagogy and support students' mental health, providing inclusive and responsive learning spaces amid the ever-evolving challenges of educational digitalization [29],[31].

Digital burnout is a significant problem in online learning, and it can manifest in three main dimensions: cognitive, emotional, and physical. In the cognitive dimension, students often experience concentration disorders, anxiety, and loss of focus that have the potential to interfere with the learning process [32]. On the emotional dimension, fatigue manifests through frustration, apathy, and anger, which can impact students' motivation and engagement in learning [33],[34]. Meanwhile, in the physical dimension, symptoms can be headaches, sleep disturbances, and eye fatigue, which are the body's response to excessive use of digital devices [35],[36].

Avoidant behaviors often arise as a result of this digital fatigue. Students can start skipping classes or being late in submitting assignments, leading to a long-term risk of social isolation and severe mental disorders, especially if they do not receive adequate emotional support [33],[37]. Therefore, educators and educational institutions need to understand the spectrum of these symptoms and design pedagogical strategies that balance academic demands and students' psychological well-being [31],[38].

Mental health in the context of education refers to the ability of individuals to manage stress, foster healthy relationships, and engage in productive activities [39]. In online learning, academic stress, loneliness, and difficulty adapting to technology are the main factors that interfere with students' mental health [40],[41]. Students with healthy mental conditions typically show high focus and engagement, while mental disorders can lead to decreased performance and potential for dropping out of school [42].

This phenomenon of increasing digital fatigue, along with increased symptoms of stress and anxiety, has become increasingly evident, especially during the COVID-19 pandemic, which has forced the transition to online learning as the new norm in education [43],[44]. Research shows that integrating technology in education is about access and the quality of the pedagogical approach used [45],[46]. Pedagogical approaches that address students' mental well-being challenges, such as cyber pedagogy, are believed to improve mental health in online learning [47],[48].

This study seeks to understand how digital pedagogical approaches can respond to mental well-being challenges and review the existing literature on the relationship between cyber pedagogy, digital fatigue, and mental health [49]. This is theoretically and practically

important, given that digital education has become integral to the global education system [50],[51]. Integrating supportive elements, such as emotional support from teachers and positive social interactions, will be important in maintaining students' mental health [52],[53].

Materials and Methods

In this study, the Literature Review (LR) approach was used to collect, assess, and analyze related literature that explores the relationship between cyber pedagogy, digital fatigue, and mental health in the context of online learning. Conference proceedings and research reports focused on the topic [54].

The primary data analysis technique used is content analysis, which allows the identification of patterns, themes, and meanings of the content of the selected articles. This aims to understand how cyber pedagogy is described, how digital burnout is conceptualized, and how students' mental health is represented in online education [55]. With this approach, this research is expected to provide a deeper insight into the challenges of student welfare in the increasingly growing era of online learning.

Results and Discussion

A. Result

The results of the literature review show that cyber pedagogy is an approach that is gaining increasing attention in the field of digital education, especially since 2020, in line with the increase in online learning around the world [56]. Cyber pedagogy is a teaching method that actively utilizes technology to build meaningful educational interactions, encourage independent learning, and increase students' emotional engagement in a digital environment [57]. This approach not only includes the use of digital platforms such as Learning Management Systems (LMS), video conferencing, or online forums, but also emphasizes how technology is embraced to create a learning experience that is reflective, communicative, and responsive to students' needs [58],[59].

The literature suggests that the importance of instructional design beyond content delivery focuses on the ability of cyber pedagogy to support social interaction and student well-being, especially in long-term online learning [60]. According to research, the success of cyber pedagogy is primarily determined by three main elements: flexible learning structure, interaction intensity, and availability of psychosocial support [61]. Although this approach has evolved to address the complexity of digital education, its implementation still varies widely across different contexts and regions. The analysis shows that technological readiness, teacher training, and

curriculum design responsive to student needs are determining factors in implementing cyber pedagogy [62].

The reviewed studies also highlight that teachers often have difficulty adopting a practical cyber teaching approach from conventional teaching methods [63]. These barriers include limited understanding of the pedagogical function of technology, low digital literacy, and administrative burdens that reduce the time available to design cyber pedagogy-based learning. On the other hand, students who participate in learning with a cyber-pedagogical approach show higher levels of engagement, active participation in online discussions, and increased motivation to learn when learning structures allow for flexibility and autonomy [64],[65].

In addition, the data also shows that the success of cyber pedagogy requires strong institutional support, including developing education policies that support digital learning and empowering online learning communities [66],[67]. This approach concerns technology strategies and a teaching philosophy prioritizing a balance between technology, social interaction, and students' psychological well-being in digital learning spaces [68].

Concerning these results, educational institutions need to ensure adequate training for teachers and support the development of policies that focus on student well-being so that cyber pedagogy can be effectively applied in online learning in the future.

The literature review results show that cyber pedagogy is becoming increasingly important in dealing with the challenges of student mental well-being, especially in online learning. This pedagogical approach has been proven to bridge the gap between technology and students' psychological needs, which are often overlooked in the conventional digital learning system of Herwani & Pasiningsih [69]. Applying appropriate cyber pedagogy can reduce the risk of digital fatigue by humanizing the workload, strengthening two-way communication, and providing space for reflection in the learning process [70]. This shows that cyber pedagogy improves learning effectiveness and can serve as a preventive approach to the potential stress and fatigue students often experience in online learning.

This relationship is increasingly relevant when combined with the principles in Transactional Distance Theory, which emphasizes the importance of dialogue and learning structures in the context of psychological distance [71]. Applying cyber pedagogical elements that support students' flexibility and autonomy can minimize transactional distance, creating a more mentally healthy learning environment [72]. Therefore, this approach is considered strategic in addressing gaps in online education practices, especially in creating an empathetic and supportive digital learning environment.

The literature review also highlights the phenomenon of digital fatigue that has increasingly emerged in the study of digital education, especially since the massive adoption of online learning. Digital burnout is physical, emotional, and mental exhaustion due to excessive use of technology without good time management [73]. These symptoms include extreme fatigue, decreased concentration, insomnia, and feelings of depression that can lower student motivation [74]. Students who experience this phenomenon show increased absenteeism in online classes and decreased active participation [75].

Many studies identify that this fatigue is often caused by a lack of rest time, pressure to be active on digital platforms, and the demands of tasks that do not match the student's adaptive capacity [76]. This confirms that the use of technology in learning is not always accompanied by pedagogical strategies that consider students' mental health, making digital fatigue a systemic issue that requires solutions from both technical and pedagogical aspects [77],[78].

In order to counter the adverse effects generated by online learning, the implementation of planned and integrated cyber pedagogy can provide innovative approaches to support students' mental well-being, strengthen their resilience to stress, and help them adapt to the demands of digital learning applications in a broader and humanist context [79],[80]. Thus, cyber pedagogy is not only a tool for cognitive efficiency, but also a tool to encourage students' mental well-being.

Analysis of literature data shows that digital burnout not only results from too long use of digital devices, but is also caused by an imbalance between academic demands and the psychological capacity of students [40]. Previous research underlined that the simultaneous workload of multiple subjects without proper coordination significantly triggers digital burnout, negatively impacting students' mental health [81]. Additionally, the lack of social interaction and the absence of space for mental relaxation are exacerbated by technology-dominated learning experiences, leading to an increased risk of stress and anxiety [51],[82](Wang et al., 2021; Banning et al., 2023).

In this context, digital burnout is often associated with a variety of psychological symptoms such as anxiety, mild depression, and a tendency to withdraw from social interactions in an online learning environment [83]. This suggests that this phenomenon is not only an individual symptom but also a systemic response to a learning environment that does not consider the affective and social aspects of the student's experience [84].

The literature also reveals that when an empathetic and flexible pedagogical approach does not support online learning, the potential for burnout increases dramatically [81]. This is

particularly relevant for this study, which seeks to understand how cyber pedagogy can be a solution to address the psychological stress that arises in digital education. Digital burnout can indicate a high distance of unmanaged transactions, which indicates a lack of interaction and effective dialogue in learning [85].

A cyber pedagogical approach, with an adaptive learning design that encourages active participation and provides ample break time, can significantly reduce the symptoms of burnout that often appear among students engaged in online learning [51]. Thus, integrating approaches that consider mental health in digital education is becoming increasingly urgent, especially considering the current complex and challenging learning environment conditions [86].

Through developing educational policies that focus on student well-being and implementing cyber pedagogy, educational institutions are expected to create healthier and more productive learning experiences, which can encourage students to stay engaged and motivated in their studies [87].

Table 1. Research Findings

Aspects Learned	Key Findings	Implication
Cyber pedagogy	Increase student engagement, reduce psychological distance, and promote autonomy and flexibility.	It must be adopted as the primary approach to designing supportive online learning.
Digital fatigue	It arises from a high academic workload, performance pressure, and lack of social support.	Learning design should consider the balance between student demands and capacity.
Mental health	It can decline due to limited dialogue, social isolation, and academic stress.	The integration of digital psychosocial services and empathy pedagogy is essential.
Transactional distance	High psychological distance worsens the online learning experience and triggers student stress.	Structural, dialogue, and autonomy management are required in a digital pedagogical model.
Three-dimensional integration	Cyber pedagogy effectively overcame burnout and strengthened mental health in online learning.	It is a foundation for a more humanistic and sustainable digital education policy reform.

Discussion

The study reveals three key findings that are interrelated in the context of online learning. First, cyber pedagogy emerges as a pedagogical approach that offers flexibility, emotional engagement, and student autonomy in the digital learning environment [55]. Second, digital burnout was found to be a widespread phenomenon among students, characterized by physical, mental, and emotional burnout due to technology-based academic stress [40]. Third, mental health issues have become an important factor in the success of the online learning process, where an imbalance between academic demands and psychosocial support increases the risk of

stress, anxiety, and decreased motivation to learn [83]. The relationship between these three aspects suggests that online learning requires pedagogical interventions focusing on content delivery and emphasizing students' psychological well-being [87]. When cyber pedagogy is strategically implemented with attention to dialogue, structure, and autonomy as outlined in Transactional Distance Theory, psychological distance can be reduced, leading to a more mentally healthy learning experience [73].

The findings of this study demonstrate the importance of harmonious integration between technology and pedagogy in the context of online education, which is not only oriented to academic achievement but also to students' mental health in the long term. This research provides important insights into the literature that discusses online learning and mental health, highlighting that digital burnout is a highly relevant and widespread issue among students [88],[89]. The causes of digital burnout often stem from excessive workload and an inability to balance academic demands and existing psychological limitations [90].

The study notes that cyber pedagogy offers a strategic approach to address this problem, considering flexibility, emotional engagement, and student autonomy in learning design [91]. This approach reduces stress and fatigue due to less interactive learning experiences [92]. All of this aligns with the principles in Transactional Distance Theory, which affirms the importance of interaction and management of learning structures [93].

However, research also shows that cyber pedagogy requires educators to deeply understand the effectiveness and pedagogical function of the technology used. Most teachers encounter many obstacles in transforming their conventional approaches into teaching models that enable the effective use of cyber pedagogy [91]. Therefore, the successful integration of technology in education requires support from educational institutions and the development of policies that focus on student welfare [94].

This study makes an important contribution by suggesting that a balance between the use of technology and attention to students' mental health is a key prerequisite for online learning success [95]. We can develop a more holistic and comprehensive digital-age education approach by placing psychological well-being as a central component in digital learning design [96]. This research also reinforces the importance of reviewing the existing pedagogical paradigm. The rise of online learning amid a global health crisis, such as the COVID-19 pandemic, must not only be the new face of learning, but also an opportunity to make reforms in the way we teach and learn, which is more responsive to the psychological needs of students [97].

In this context, cyber pedagogy is a potential means to design learning spaces that support academic achievement and students' mental health [98]. Thus, the results of this study not only provide a framework to discuss the problems students face in online learning and point the way to future-oriented educational practices by paying attention to their mental and emotional well-being in a digital environment [89],[99].

The implications of this research's findings are broad in theoretical and practical contexts. Theoretically, this study expands the scope of Transactional Distance Theory by placing mental health as an indicator of success in managing transactional distance in online learning [99]. This suggests that good interaction and flexible structures can reduce the psychological distance that is often a barrier for students in the context of digital learning. Practically, the results of this study encourage the development of a learning model that systematically integrates the principles of cyber pedagogy at all stages of instructional design, from planning to learning evaluation [100]. Teachers and educators need special training to balance students' academic demands and psychological capacity to create a more supportive learning environment [101].

In the context of education policy, the results of this research can be the basis for formulating national or institutional guidelines that focus on implementing mentally friendly online learning [102]. The analysis of the causes of the problem in this study shows that most issues in online learning stem from a lack of awareness of the importance of psychological aspects in digital learning design, which is often overlooked by many educators [103]. From these findings, several actions need to be taken immediately to overcome the challenges that arise in online learning. First, educational institutions must reform the online curriculum to be more responsive to students' psychological needs by understanding and integrating empathic attitudes in teaching [104]. Second, intensive training is needed for teachers on digital pedagogical literacy, not just technology literacy [32]. Third, developing digital learning platforms needs to consider features that support mental health, such as study break reminders and reflection spaces, which can help promote students' psychological well-being [105]. Fourth, online psychosocial support should be provided to students, helping them overcome challenges related to online learning [101]. Finally, education policymakers need to use the results of this research as a reference in developing online learning guidelines oriented towards mental health [53]. With a more holistic and responsive approach to students' psychological needs, online learning can be a safer and more constructive environment, supporting academic achievement and mental and emotional well-being [106].

Conclusion

This study reveals the strong link between online learning and students' mental health, emphasizing the need for holistic pedagogical approaches. Cyber pedagogy is a key strategy to balance learning, promote autonomy, and reduce digital fatigue. Digital burnout is identified as a systemic issue caused by unbalanced academic demands and insufficient psychological support. These findings align with existing research on anxiety and withdrawal in online learning. The integration of cyber pedagogy is crucial for fostering adaptive, emotionally supportive learning environments. As such, educational policies should prioritize mental well-being, with proper training for educators to implement cyber pedagogy effectively. This approach is vital for sustainable education reform in the digital age.

Conflict of Interest

The author states that there is no conflict of interest.

Reference

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