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Interpretative Phenomenological Study: Feast - Nina Song as a Self-Release Modality in Academic Burnout Management

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Abstrak

Fenomena academic burnout menjadi perhatian utama dalam psikologi pendidikan kontemporer, mengingat dampaknya terhadap kesejahteraan psikologis dan produktivitas akademik. Penelitian ini mengeksplorasi penggunaan lagu Nina dari grup musik Feast sebagai modalitas self-release dalam mengelola academic burnout. Dengan pendekatan fenomenologi interpretatif, studi ini menganalisis bagaimana pengalaman mendengarkan lagu tersebut berkontribusi terhadap proses pelepasan emosional dan pemaknaan ulang terhadap stres akademik. Metode yang digunakan dalam penelitian ini adalah analisis konten berbasis fenomenologi interpretatif, yang melibatkan eksplorasi lirik, elemen musik, serta konteks sosial-budaya penciptaannya. Data sekunder dikumpulkan melalui kajian literatur, wawancara dengan musisi dalam sumber terbuka, serta analisis musikologis. Proses analisis dilakukan melalui pembacaan mendalam lirik, analisis musikologis terhadap struktur lagu, serta semiotika untuk menafsirkan simbolisme dalam karya tersebut. Hasil penelitian menunjukkan bahwa lagu Nina menawarkan pengalaman emosional yang mendukung mekanisme coping dalam menghadapi burnout. Elemen lirik yang mencerminkan perjuangan dan refleksi diri dapat membantu pendengar merekonstruksi makna dari tekanan akademik yang mereka hadapi. Selain itu, aspek musikal seperti harmoni, dinamika, dan ritme memberikan efek katarsis yang berkontribusi pada pelepasan stres dan peningkatan kesejahteraan psikologis. Secara keseluruhan, studi ini menegaskan bahwa musik dapat menjadi sarana efektif dalam strategi pengelolaan burnout akademik, dengan menawarkan ruang refleksi dan pemaknaan ulang terhadap pengalaman akademik yang penuh tekanan.
Kata Kunci: Academic burnout, fenomenologi interpretatif, self-release, musik sebagai terapi, coping mekanisme.

Abstract

The phenomenon of academic burnout is a major concern in contemporary educational psychology, given its impact on psychological well-being and academic productivity. This study explores the use of the song Nina by the music group Feast as a self-release modality in managing academic burnout. Using an interpretive phenomenological approach, this study analyzes how the experience of listening to the song contributes to the process of emotional release and reinterpretation of academic stress. The method used in this study is content analysis based on interpretive phenomenology, which involves exploring lyrics, musical elements, and the socio-cultural context of its creation. Secondary data were collected through literature reviews, interviews with musicians in open sources, and musicological analysis. The analysis process was carried out through in-depth reading of the lyrics, musicological analysis of the song structure, and semiotics to interpret the symbolism in the work. The results of the study show that the song Nina offers an emotional experience that supports coping mechanisms in dealing with burnout. Lyrical elements that reflect

struggle and self-reflection can help listeners reconstruct the meaning of the academic pressures they face. In addition, musical aspects such as harmony, dynamics, and rhythm provide a cathartic effect that contributes to stress release and increased psychological well-being. Overall, this study confirms that music can be an effective tool in academic burnout management strategies, by offering a space for reflection and reinterpretation of stressful academic experience.

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INTRODUCTION

The phenomenon of academic burnout has become a serious concern in contemporary educational psychology studies (Oliveira et al., 2021) . Academic burnout is characterized by emotional exhaustion, depersonalization, and decreased personal achievement experienced by students and academics in the context of higher education (Rahmania El Barusi & Kurniawati, 2024) . This condition not only impacts on individual psychological well-being but also has implications for academic productivity and career sustainability. In an effort to manage academic burnout, various self-release modalities have been explored, one of which is through artistic expression (Ashique et al., 2024). Nina Song's "Feast" offers a unique perspective as a potential self-release medium in the context of managing academic burnout. This work represents the intersection between artistic expression and psychological processes that have the potential to facilitate recovery from a state of mental exhaustion.

This interpretative phenomenological study aims to explore the subjective experiences of individuals who use the work "Feast" as a modality of disengagement in the context of managing academic burnout. The interpretative phenomenological approach was chosen for its ability to explore the deep meaning of participants' lived experiences, while recognizing the role of the researcher's interpretation in the process of understanding the phenomenon (Alhazmi & Kaufmann, 2022). Interpretative phenomenology, as a research paradigm, is rooted in Heidegger's philosophical tradition that emphasizes the importance of "being-in-the-world" (Dasein) and hermeneutics. This approach allows researchers to understand how individuals make meaning of their experiences in a specific socio-cultural context, while exploring the essence of the phenomenon under study. In the context of this study, interpretative phenomenology facilitates an in-depth understanding of how the work "Feast" is experienced and interpreted as a modality of escape in the face of academic burnout.

Academic burnout itself, according to Edú-Valsania et al (2022) is defined as a psychological syndrome that arises in response to chronic stressors in the academic environment. The main characteristics of burnout include excessive emotional exhaustion, a cynical attitude towards academic tasks, and feelings of incompetence and underachievement. In the context of higher education, burnout can be triggered by various factors such as excessive workload, tight deadlines, high expectations, academic competition, and an imbalance between demands and available resources (Govindaras et al., 2023). Disengagement modalities, as a concept used in this study, refer to strategies or activities that are intentionally undertaken to release psychological tension, reduce stress, and facilitate the restoration of mental well-being (Ibrahim, 2024). Within the framework of burnout management, disengagement modalities serve as coping mechanisms that enable individuals to regulate their emotional responses to academic stressors. Recent research on academic burnout has developed significantly in the last decade. Kaggwa et al (2021) identified that the prevalence of academic burnout is increasing among postgraduate students, with prevalence in various leading universities. Meanwhile, Tyagi et al 92025) put forward a conceptual model that integrates the Job Demands-Resources (JD-R) theory with the Conservation of Resources (COR) perspective to understand the dynamics of academic burnout more comprehensively.

Intervention studies for academic burnout have also grown rapidly. A meta-analysis conducted

by Wang et al (2024) showed that mindfulness-based interventions have moderate to high effectiveness in reducing burnout symptoms in academic populations. On the other hand, a longitudinal study conducted by Iuga & David (2024) revealed the important role of social support and self-regulation strategies in predicting resilience to academic burnout. Art as a modality of escape and therapeutic intervention has received increasingly strong empirical validation. According to research by Abdul Rahman et al (2024), expressive therapy through art has shown effectiveness in reducing stress levels and improving psychological well-being in college students.

A phenomenological study conducted by (Captari et al., 2022) explored how art creation and appreciation can nform a reflective space that facilitates the reconstruction of meaning amidst the experience of burnout. Feast's song "Nina" itself represents a contemporary exploration in the realm of art as a therapeutic modality. Although there has not been much research that specifically examines this work in the context of burnout management, several preliminary studies by (Malik & Annabi, 2022) show the potential of the work as a catalyst for the psychological recovery process.

Method

This study uses a qualitative approach with an interpretive phenomenological method that focuses on content analysis to explore the song "Nina" by the music group Feast as a modality of self-release in the context of managing academic burnout. This approach was chosen because it allows researchers to interpret the meaning contained in the musical artwork without involving participants directly, but through an in-depth analysis of the musical and lyrical elements.

The object of the study is the song "Nina" by the music group Feast, including all the components that form it such as lyrics, melody, harmony, rhythm, dynamics, and the context of its creation. The researcher will also analyze relevant secondary materials such as articles, music reviews, interviews with band members that have been published, and official social media content related to the song. This secondary data collection aims to gain a comprehensive understanding of the socio-cultural context when the song was created and received by listeners. The content analysis process will be carried out through several stages. First, the researcher will conduct a close reading of the lyrics of the song "Nina" to identify the main themes, metaphors, and narratives contained therein. Second, musicological analysis will be conducted to explore how musical elements such as chord progression, tempo, dynamics, and instrumentation support the themes expressed in the lyrics. Third, semiotic analysis will be applied to interpret the signs and symbols that appear in the work.

To enrich the phenomenological interpretation, the researcher will adopt the theoretical framework of music psychology and academic burnout studies (Vivolo et al., 2024). The emotional catharsis theory and the stress coping model will be used as analytical lenses to understand how the musical and lyrical structures of the song "Nina" potentially facilitate emotional release and stress management. The researcher will also use a hermeneutic approach to interpret how the meanings contained in the song relate to the experience of academic burnout. The validity of the interpretation will be strengthened through several strategies. First, the researcher will conduct bracketing by identifying and setting aside personal assumptions about Feast music and academic burnout before conducting the analysis. Second, theoretical triangulation will be conducted by using various theoretical perspectives in interpreting the data. Third, peer review will involve musicologists and psychologists to review and critique the researcher's interpretations. Fourth, the researcher will compile an audit trail that documents the entire analysis process and the interpretive decisions made.

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DISCUSSION

Epistemology of Self-Release in the Context of Academic Burnout: A Conceptual Study Based on Transcendental Psychology.

The epistemology of self-release is a philosophical construct that examines the knowledge aspect of individual psychological liberation from stressful conditions. In the context of academic burnout, this construct becomes very relevant as a cognitive-affective modality to neutralize the negative impacts of ongoing academic stress (Kalisch et al., 2015) . Academic burnout itself is defined as a condition of emotional exhaustion, depersonalization, and decreased personal achievement experienced by students or academics due to intense and prolonged academic demands. This phenomenon is epidemiologically increasing in prevalence among academics, especially in the contemporary educational landscape that is increasingly competitive and performance-oriented ( ). Transcendental psychology, as a theoretical framework that combines the perspective of humanistic psychology with existential philosophy, offers a strong epistemological foundation for understanding the process of self-release. In this paradigm, self-release is not only understood as a psychological defense mechanism, but as a transformative process that involves awareness that goes beyond the boundaries of the ego. Abraham Maslow and Viktor Frankl, as pioneers in this field, conceptualized self-release as a manifestation of self-actualization and the search for meaning that goes beyond the conditions of suffering. This process intrinsically involves transcendence of self—a state of consciousness in which individuals are able to transcend the limitations of the ego and experience a deeper connection with the existential dimensions of life.

In the context of academic burnout, the epistemology of detachment operates at several levels of consciousness. At the cognitive level, this process involves reconstructing the meaning of academic experiences, in which individuals develop a broader perspective on the value of education beyond achievement and competition. Metacognition plays a key role in this process, allowing individuals to observe dysfunctional thought patterns that contribute to burnout and develop alternative, more adaptive narratives. Michael Csikszentmihalyi identified that in flow—a transcendental experience in which individuals are fully absorbed in meaningful activity—there is a release from the burden of anxiety and performance pressure that often underlie academic burnout.

On the affective dimension, the epistemology of detachment is closely related to the concepts of emotional regulation and mindful detachment. Effective emotion regulation involves the ability to identify, understand, and modulate emotional responses to academic stressors. Carl Rogers emphasized the importance of unconditional positive regard in this process, namely unconditional self-acceptance as a catalyst for psychological transformation. Mindful detachment, rooted in the Buddhist meditation tradition and developed in contemporary psychology by Jon Kabat-Zinn, is a crucial component of the epistemology of detachment. This concept refers to the ability to observe internal experience without over-identifying with thoughts and emotions, thus creating a psychological space for mental recovery and revitalization. The sociocultural dimension of the epistemology of detachment cannot be ignored either. Martin Buber, with his dialogical philosophy, highlighted the importance of authentic I-Thou relationships as a means of escape from the existential isolation that often accompanies academic burnout. In the contemporary academic context often dominated by individualism and competition, the reconstruction of meaningful social relationships can be an effective modality of detachment. Emmanuel Levinas even proposed that ethical responsibility towards the "other" is the highest form of transcendence, allowing individuals to transcend egocentric preoccupations and find deeper meaning through interpersonal relationships.

Dynamics of Phenomenological Experience in Audiovisual Music: An Interpretative Analysis

of Feast - Nina Song

Music not only functions as a form of artistic expression, but also as a medium for phenomenological experience involving the emotional, cognitive, and perceptual dimensions of individuals. In the context of audiovisual music, this experience is further deepened through the interaction between auditory elements—such as melody, harmony, and lyrics—with accompanying visual elements, such as symbolism in music videos. One work that reflects the dynamics of this phenomenological experience is the song Nina from Feast, a composition that not only presents musical complexity but also offers an exploration of meaning through a deep visual dimension.

The phenomenological approach in analyzing the song Nina seeks to understand how the experience of hearing and seeing influences the individual's interpretation of the song. The reflective and melancholic lyrics create space for listeners to feel an emotional connection with the existential themes raised, such as loneliness, the search for meaning, and psychological dilemmas. In addition, the dynamic musical structure, with changes in tempo and the use of distinctive sound effects, further strengthens the atmosphere built in this song. From a visual perspective, Nina's music video displays a symbolic narrative that can be interpreted in various ways by the audience, depending on the background of each individual's experience and subjectivity.

Overall, the song Nina from Feast reflects how audiovisual music can be a vehicle for diverse phenomenological experiences, where the interaction between auditory and visual elements forms a meaning that is not static, but continues to develop along with the individual's experience and interpretation. Through an interpretive analysis based on phenomenology, this study highlights the importance of the role of subjectivity in understanding the experience of listening to music and how audiovisual representations can deepen the emotional and cognitive involvement of listeners. Thus, Nina is not only a song, but also an aesthetic experience that allows for deeper reflection on human emotional and psychological reality.

Feast (also written as .Feast) is an Indonesian rock band formed in 2012. The band is known for its lyrics that are critical of social, political, and cultural issues, and a musical style that combines elements from alternative rock, post-rock, to psychedelic rock. Feast's lead vocalist is Baskara Putra, who is also known as Hindia in his solo project. One of their most popular songs is "Nina", which has a deep meaning with touching lyrics. This song describes a person's anxiety and feelings towards life, as well as the search for meaning in various situations faced. With an atmospheric musical nuance and emotional lyrics, "Nina" is one of the songs that has its own appeal to Feast listeners.

Figure 1.

Figure 2.

The song Nina by .Feast presents an emotional narrative about the relationship between a parent and a child in a situation of physical separation. The lyrics contain various psychological dimensions that can be analyzed in the context of attachment theory eemotional resilience and identity development. In this analysis, we will discuss how the lyrics of this song reflect the dynamics of attachment, emotional coping strategies, and the influence of parents on the development of a child's identity from a scientific psychological perspective.

Attachment theory proposed by (DONLEY, 1993) emphasizes the importance of a stable emotional relationship between a child and the primary caregiver in a child's psychological development. In the song Nina, the relationship between parent and child is described through the lyrics:

"*Saat engkau tertidur, aku pergi menghibur. Beda kota, pisah raga, bukan masalahku. Lihat wajahmu di layar, ku tetap bersyukur.*"

These lyrics indicate a physical separation between parents and children, which can pose challenges in building secure attachment. In a study by (Main et al., 2011) , it was found that children who have secure attachment tend to be more independent and able to cope with separation well, as long as they receive consistent emotional support. However, when separation lasts for a

long time without adequate emotional interaction, children can experience insecure attachment, which is divided into anxious attachment (tends to seek excessive emotional validation) or avoidant attachment (tends to avoid emotional closeness). In the lyrics, the use of technology as a means of communication ("See your face on the screen") shows that parents are trying to maintain an emotional connection with their children even though they are physically separated. This is in line with research on digital attachment, where technology can be a tool to maintain relationships in geographically separated families (Eichenberg et al., 2017) . Emotional resilience refers to an individual's ability to face and adapt to life's challenges and pressures (Fletcher & Sarkar, 2013). In Nina's song, there is an effort by parents to instill emotional resilience in their children, as seen in the following lyrics:

"*Saat engkau terjaga, aku 'kan ada di sana. Sempatkan bermain dan bawakan cendera mata. Satu sampai lima tahun, cepat tak terasa.*"

From a developmental psychology perspective, caring and consistent interactions from parents are very important in building children's emotional resilience. Although the parents in this song are not always physically present, they still try to provide emotional support by taking the time to play and bring souvenirs. This reflects an authoritative parenting style (Patrick et al., 2013),where parents continue to provide affection and attention despite limitations in physical presence. Furthermore, the following lyrics show parents' hopes that their children will be able to develop and be independent:

"*Tumbuh lebih baik, cari panggilanmu. Jadi lebih baik dibanding diriku.*"

This expectation is in line with the concept of grit, which suggests that individuals who have a strong purpose in life and resilience in facing challenges will be better able to achieve long-term success. In this context, the role of parents as role models is very important in forming a growth mindset, which allows children to see challenges as opportunities to learn and develop (Haimovitz & Dweck, 2017).

Music as a Modality in Academic Burnout Management: Implications of Interpretative Phenomenological Study Findings

Music has long been an integral part of human emotional expression and a coping mechanism for various psychological stresses. In an academic context, where students often experience stress due to high academic demands, music can serve as a therapeutic medium to manage burnout. Phenomenological interpretation of the song lyrics in the given image shows psychological dimensions that are relevant to the individual's experience in dealing with academic burnout.

The lyrics that tell the story of the struggle and journey of someone who must be separated from a familiar environment can be associated with students' experiences in dealing with academic transitions, both in the form of separation from family and increased academic pressure. Phrases such as "*Beda kota, pisah raga, bukan masalahku*" reflect acceptance of change and adaptation to less than ideal conditions. In an academic context, this is relevant to students' coping strategies that rely on music to overcome anxiety and increase resilience.

Furthermore, the part of the lyrics that states " *Tunggu aku kembali lagi esok pagi*" shows hope and optimism in facing challenges. This is in line with findings in phenomenological interpretive studies that show that music can facilitate emotional regulation and provide hope for

individuals experiencing academic burnout. Music helps individuals rediscover intrinsic motivation, change their perception of academic stress, and create reflective experiences that allow them to understand and cope with academic burnout more effectively.

In addition, the affective elements in the lyrics, such as "*Jadi lebih baik dibanding diriku*" highlight aspects of social comparison and aspiration that are often triggers for academic burnout. However, in the context of music therapy, listening to songs with deep meaning can help students interpret their experiences more positively, build self-efficacy, and increase their capacity to manage academic stress. Thus, the findings of the interpretive phenomenological study indicate that music is not only a means of entertainment, but also an effective psychological instrument in managing academic burnout. Music plays a role in building healthy coping mechanisms, increasing emotional resilience, and facilitating constructive self-reflection.

In addition to the adaptation aspect, music also plays a role in providing a sense of symbolic social support. The lyrics "*Aku 'kan ada di sana, sempatkan bermain dan bawakan cendera mata*" reflect a form of emotional attachment despite physical distance. Students who experience academic burnout often feel isolated and lose connection with their social environment (Janta et al., 2014). Through music, they can feel emotional closeness to the people they miss, even when they are physically separated. Studies in the field of music psychology show that listening to songs with lyrics that have personal meaning can increase feelings of connectedness and reduce feelings of loneliness, which ultimately help students overcome academic burnout (Jefferson et al., 2023) The motivational and reflective dimensions are also seen in the song lyrics, especially in the phrase "*Tumbuh lebih baik, cari panggilannmu, jadi lebih baik dibanding diriku*". In the context of academic burnout, one of the factors that contributes to burnout is the loss of intrinsic motivation due to constant external pressure. Music can play a significant role in rebuilding this motivation through the creation of meaningful emotional experiences, both by reawakening individual aspirations and by providing a reflective space to evaluate their academic journey (Toader et al., 2023). In this sense, music acts as a tool that allows students to reconstruct their personal narratives, rediscover their purpose, and rebuild their hopes for their academic future.

The lyrics "*Saat engkau dewasa dan aku kian menua, jika ku berpulang lebih awal, tidak apa*" contain elements of transcendence and acceptance of the changing realities of life over time. This perspective is relevant in the context of managing academic burnout, where individuals often need to develop an attitude of acceptance of the challenges that are inevitable and find meaning in their struggles. Music can facilitate this process by creating reflective experiences that help students develop a broader perspective on the difficulties they face. Studies have shown that listening to music containing transcendent elements or meaningful lyrics can improve psychological well-being and reduce burnout symptoms through mechanisms of increasing spirituality and meaning in life experiences (Dingle et al., 2021).

In conclusion, the findings of the phenomenological interpretive study suggest that music can be an effective modality in the management of academic burnout. Music not only serves as a tool to relieve stress and improve mood, but also as a medium to regulate emotions, rebuild intrinsic motivation, and provide a space for reflection on challenging academic experiences. By understanding how students use music to manage their academic burnout, educational institutions can develop music-based approaches as part of a broader mental health strategy to support students' psychological well-being.

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