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The Overview of the Condition of Student Learning Burnout Behavior in Senior High School Level

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ABSTRACT

Learning Burnout Behavior is a condition where a person mentally experiences learning saturation, resulting in students experiencing a loss of motivation to learn. This background is done by the author because of the existence of learning burnout behavior. Researchers conducted this study to determine the level of learning burnout behavior of class XI students at SMA Negeri Semarang. The research method used descriptive quantitative research with observational descriptive research conducted on class XI students with a simple random sampling technique. The results of this study indicate that students from 108 students of class XI SMA Negeri 11 Semarang are in a high position with a percentage of 55% with 59 students and a low percentage of 45% with 49%. This result shows that the students of class XI SMA Negeri 11 Semarang are in a high position.

KATA KUNCI

Kejenuhan belajar;
Siswa;
Sekolah Menengah
Atas

ABSTRAK

Perilaku Burnout Belajar merupakan kondisi dimana mental seseorang mengalami kejenuhan belajar sehingga mengakibatkan siswa mengalami kehilangan motivasi untuk belajar. Latar belakang ini dilakukan penulis dikarenakan adanya perilaku burnout belajar. Peneliti melakukan penelitian ini bertujuan untuk mengetahui tingkat perilaku burnout belajar siswa kelas XI di SMA Negeri Semarang. Metode penelitian yang dilakukan dengan menggunakan penelitian kuantitatif deskriptif dengan penelitian deskriptif observasional yang dilakukan kepada peserta didik kelas XI denganteknik pengambilan simple random sampling. Hasil penelitian ini menunjukkan bahwa peserta didik dari 108 siswa kelas XI SMA Negeri 11 Semarang berada pada posisi tinggidengan presentase 55% dengan 59 siswa dan presentase rendah dengan 45% dengan 49%. Hasil ini menunjukkan bahwa peserta didik kelas XI SMA Negeri 11 Semarang berada pada posisi tinggi.

1. INTRODUCTION

In the learning process in the school environment, students cannot be separated from the problems that exist in the school environment and are often experienced by students, one of which is boredom in learning. (Herawati, et al., 2020) Learning saturation is a mental condition of a person when experiencing a sense of boredom and fatigue that is so overwhelming that it results in a sense of lethargy, lack of enthusiasm, or lack of passionate for learning activities (Hakim, 2004, p. 62).

Reber (Syah, 2017, p. 181), learning saturation is a certain period used for learning but does not produce results. A student who experiences learning saturation seems as if the knowledge and skills gained from learning have no progress. The absence of progress in learning results generally does not last forever, but within a certain period, for example, a week. However, there are not a few students who experience a period that brings boredom many times in a certain learning period.

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According to Nurmalasari (2011, p. 6), students who experience boredom show behaviors such as skipping school, anxious about having tests, cheating, not caring about the material, not mastering the material, not feeling at home at school, afraid to face the teacher, unable to concentrate in class, wanting to change classes, anxious about difficult material, bored with the addition of lessons, afraid of certain lessons, panic in the face of piling or difficult assignments, lack of confidence, and will have other academic impacts such as low learning motivation, not successfully mastering the material.

Maslach and Leiter (Muna, 2013, pp. 63-64) suggest that learning saturation has three aspects contained in the Maslach Burnout Inventory-Student Survey (MBI-SS), namely: Emotional exhaustion, Depersonalization (cynism), Decreased academic efficacy.

Learning saturation also occurs because of the same activities that students do every day. This learning saturation will greatly impact students for the continuity of their education. This proves that students tend to experience boredom in their learning process because students tend to abandon their tasks. From this opinion, it can be concluded that learning saturation occurs as a result of the demands for students to always comply with the rules of the tasks assigned to students. Learning saturation also occurs because of the same activities that students do every day (Vitasari, 2016). This learning saturation will greatly impact students for the continuity of their education, especially on student self-efficacy.

According to Syah (Pawicara, 2020, p. 33), the factors of learning saturation come from outside and from within. Learning saturation that comes from outside students occurs when students are in a situation of high competition and require heavy intellectual work. The duration of study hours that are long enough every day and accompanied by subjects that are quite a lot and quite heavily accepted by students' memory can cause the learning process to reach the limits of students' abilities. Furthermore, learning saturation that comes from within students is when students are bored and tired (Rahayu et al., 2022). Fatigue experienced by students can cause boredom and students can lose motivation and be lazy to follow the lessons taught (Fitri et al., 2023).

According to Hakim (Setiawan, 2020, pp. 12-13), the cause of learning burnout is generally caused by a monotonous process (not varied) and has been going on for a long time. It can be concluded that the factor that causes learning burnout is the great demands of the surrounding environment such as parental expectations and also differences in grades from teachers so that it make a person emphasize his achievements. In addition, the aspects of learning burnout according to Damayanti, et al (Edi, 2021, pp. 47-48) are caused by emotional exhaustion due to excessive demands faced by students and are indicated by feelings and excessive burden of thought. Indicators of emotional exhaustion, namely (1) feelings of depression, sadness, ability to control emotions, unfounded fears, and anxiety; (2) physical exhaustion is characterized by headaches, nausea, insomnia, and lack of appetite. Indicators of physical fatigue are having symptoms, such as headaches, nausea, dizziness, anxiety, sore muscles, sleep disturbances, weight loss, lack of appetite, shortness of breath, and so on; (3) cognitive fatigue can make students unable to concentrate, forget easily, and have difficulty making decisions. Indicators of cognitive fatigue, namely: helplessness, loss of hope and meaning in life, fear of being "crazy", feelings of helplessness and inability to do something, feelings of failure that always haunt, low self-esteem, the emergence of suicidal ideas, inability to concentrate, forgetfulness, unable to do complex tasks, loneliness, decreased endurance in dealing with perceived frustrations; (4) loss of motivation in students is characterized by loss of idealism, students are aware of their unrealistic dreams, and loss of enthusiasm. From the symptoms above, students are considered to have lost motivation. Indicators of loss of motivation are loss of enthusiasm, loss of idealism, disappointment, withdrawal from the environment, boredom, and demoralization (Damayanti et al., 2020).

Meanwhile, according to Tania (2021, p. 70), the feeling of boredom arises due to laziness, lethargy, and lack of enthusiasm for learning so the learning process does not progress as expected in processing information or experiences and losing motivation to learn. According to Chaplin (Syah 2017, pp. 181-182) boredom can hit students when they have lost consolidation of one particular skill level students get to the next skill level. In addition, saturation can also occur because the student's learning process has reached the limit of physical ability due to boredom and fatigue. However, the most common cause is fatigue that hits students, because fatigue can cause feelings of boredom in students. From the above opinion, it can be concluded that aspects of learning saturation are emotional fatigue, physical fatigue, cognitive fatigue, and loss of motivation.

From the background exposure above, the purpose of this study is to determine the level of learning burnout in class XI at SMA Negeri 11 Semarang so that it will provide an overview to counseling teachers or other parties as an evaluation in providing services later.

2. METHOD

2.1 Research Design

In this study, the method used is the quantitative descriptive research method. According to Sugiyono (2012, p. 13) explains that descriptive research is research that is used to determine the value of an independent variable, either a single variable or more (independent), namely without making comparisons, or relating to other variables. Quantitative research is research that presents data in the form of numbers as the result of its research. The descriptive research method is a method of researching the status of a human group, an object, a condition, a thought, or a current event. Descriptive methods are used to create a picture or description systematically, factually, and accurately about existing phenomena. Quantitative descriptive research is research that describes variables as they are supported by data in the form of numbers generated from actual circumstances.

The quantitative descriptive research method is something that happens factually and accurately (precise, careful), including existing conditions and relationships based on attitudes and viewpoints held, ongoing processes, influences left behind, and developing trends (Soegeng, 2017, p 37). This type of research is quantitative using a descriptive observational research design. Research is used to see a picture of the phenomenon, and the description of activities is carried out systematically and emphasizes more on factual data rather than inference (Nursalam, 2013).

2.2 Location and Year of Research.

Describe the research implementation (place, location, and year), if the research uses a literature review explains the research procedures and scope;

This study was conducted in the even semester of the 2023/2024 academic year in February 2024. The population used in this study were 288 second-grade students of SMA Negeri 11 Semarang. According to Soegeng (2017, 100), a sample is a part (member) of the population that is taken correctly, therefore it can represent the entire population legitimately (representative). Thus, not all parts of the population are samples. Determination of the sample in this study is using the Probability Sampling technique. Probability sampling is a sampling technique that provides equal opportunities for each element of the population to be selected as a sample member. According to Soegeng (2017, pp. 109-110), probability sampling is a sampling method that explains the same conjectures for all members of the population to be selected as sample members in a study. The Probability Sampling technique chosen in this study is Simple Random Sampling, where all members of the population have the same opportunity and are free to choose from the sample. From this study, the sample that will be taken by researchers consists of 108 students.

2.3 Data Collection

This research technique in data collection is to use Questionnaires / Scales. The questionnaire is a data collection technique that provides several written statements to be answered by respondents who are considered efficient for researchers to know exactly the variables to be measured and know what the respondents want. In this study, researchers used the Likert Scale where according to Syarifuddin (2021, p. 55) the Likert Scale is a scale used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena.

Functionally, the use of research instruments is to obtain the necessary data when researchers step on the field data collection step. However, it is not realized that in quantitative research, making research instruments, determining hypotheses, and selecting statistical techniques are activities that must be performed intensively, before researchers enter the field. In quantitative research, the instrument must be made intensively in advance.

2.4 Analisis Data

Menurut Sugiyono (dalam Mukhtazar, 2020, p. 87) penelitian kuantitatif analisis data merupakan kegiatan mengelompokkan data berdasarkan variabel dan jenis responden, mentabulasi data berdasarkan variabel dari seluruh responden, menjadikan data tiap variabel yang diteliti, melakukan perhitungan untuk menjawab rumusan masalah, dan melakukan perhitungan untuk mnguji hipotesis yang telah diajukan. Menurut Novianti (2019: 18) analisis data diartikan sebagai upaya mengolah data menjadi informasi, sehingga karakteristik atau sifat-sifat data tersebut dapat dengan mudah dipahami dan bermanfaat untuk menjawab masalah-masalah yang berkaitan dengan kegiatan penelitian. Metode analisis data penelitian ini menggunakan bantuan Excel dengan mencari nilai Mean, Standar Deviasi kemudian mengelompokkan hasil data menjadi 3 kategori yaitu Tinggi, Sedang, Rendah.

3. RESULTS AND DISCUSSION

3.1 Results

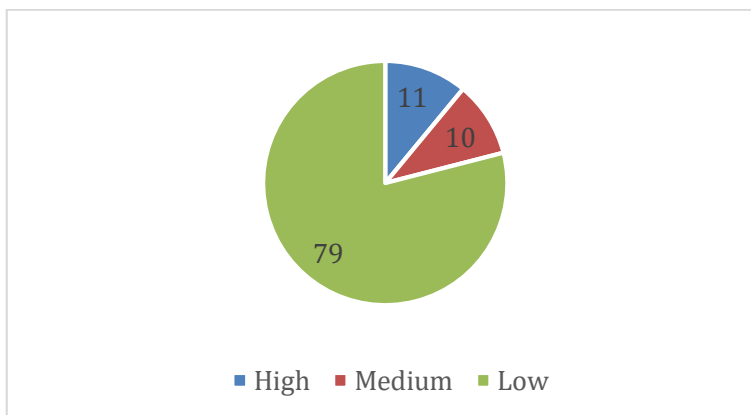
Based on the results of the assessment of class XI students of SMAN 11 Semarang conducted by researchers for students to fill in on January 16, 2024, it shows that out of 108 students in the sample, there are 51 students (6.91%) students do not know how to control emotions well, students are bored and reluctant to go to school as many as 53 students (7.18%), students do not know how to generate enthusiasm for learning as many as 50 students (6.7%), students still like to procrastinate school assignments/homework (homework) as many as 74 students (10.19%), students are enthusiastic about learning if there is a test or exam only as many as 68 students (9.25%), students still cannot study regularly as many as 83 students (11.3%). So it can be concluded that most students experience problems in learning burnout.

Based on the purpose of this study, the researcher wants to know the level of learning burnout condition of class XI students of SMA Negeri 11 Semarang, the data obtained is then carried out data processing and descriptive analysis is carried out. The results of this analysis using the Excel application. The following is a further explanation of the results of this research analysis:

Table 1. Analysis of Learning Burnout Condition of Students in Grade XI of SMA Negeri 11 Semarang

Variable	N	Percentage (%)	Category
Level of Learning	108	11 %	High
Burnout	108	79%	Low
	108	10%	Medium

The following is a graph of the level of student learning burnout conditions:



Graph 1. Learning Burnout Condition of Second Grade Students

In the diagram, there are 11 students who experience low learning burnout (10%) and there are 85 students who experience moderate learning burnout (79%) and there are 12 students who experience high learning burnout (11%). In analyzing the data, the author uses the Excel application to determine the data. The author looks for the Mean value and obtains a result of 20 from the results of the data obtained then determines the profile with the formula:

Interval Reference Criteria 3 Data categorization	
Low	$X < 91$
Medium	$91 < X < 102$
High	$X > 102$

3.2. Discussion

Table 3.1 shows the results of the calculation of the condition of learning burnout of class XI students at SMA Negeri 11 Semarang. In the table, 79% shows that grade XI students at SMA Negeri 11 Semarang experience moderate burnout. Furthermore, 11% show that the eleventh-grade students in SMA Negeri 11 Semarang

experience quite high burnout, and 10% show that the eleventh-grade students in SMA Negeri 11 Semarang experience quite low burnout.

Based on the results of the data analysis, it shows that the level of learning burnout of grade XI students at SMA Negeri 11 Semarang is in the moderate category. This is in line with observations made by researchers during the learning process, students often experience learning burnout characterized by a lack of enthusiasm in participating in learning, students still procrastinate school assignments, and the inability to concentrate on learning.

This condition is in line with the results of research conducted by Utami (2024) explaining that high emotional exhaustion, low social involvement, and dissatisfaction with personal achievement are problems that need serious attention. Factors that cause students to experience study burnout can be divided into two categories, namely internal factors and external factors. Internal factors include age, gender, physical condition, and psychological condition of students, while external factors involve a less conducive school environment, teachers' teaching methods, monotonous tasks, and lack of support from parents and teachers. Someone who experiences boredom in learning can affect their various activities, including the tendency to procrastinate in completing tasks and engaging in activities that do not provide benefits.

Another condition in research conducted by Sagita Darma, 2021 shows that the results of the study also show the factors that influence the level of academic burnout in FKIP students, including 1) workload, 2) control, 3) rewards, 4) community, 5) justice, 6) values, 7) demographic characteristics, 8) education level, 9) personality, 10) level of resilience, 11) locus of control, 12) coping style, and 13) social support.

4. RESEARCH IMPLICATIONS

The implications of this research are expected to be a reference and new knowledge about learning burnout in students so that it can help guidance and counseling teachers regarding the problems experienced by students so that students have a good level of learning burnout.

5. CONCLUSIONS

Based on the results of research and data analysis and also the results of observations made by researchers, it shows that the learning burnout behavior of class XI students of SMA Negeri 11 Semarang has a high learning burnout attitude with a burnout value of 55% which is equal to 59 students out of 108 students. Students who are identified as having learning burnout behavior with several aspects such as lack of enthusiasm in participating in learning, students still procrastinate school assignments. The results of this study are expected as input to guidance and counseling teachers in schools to provide guidance and counseling services to students to overcome learning burnout behavior at SMA Negeri 11 Semarang.

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AUTHOR CONTRIBUTION STATEMENT

The author conducted a review of prior studies and authored this article. The author takes full responsibility for its authenticity.

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