



AN ANALYSIS OF THE LEVEL OF LEARNING BURNOUT AT SMAN 1 MANGGIS

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ABSTRACT

This research was conducted at SMA N 1 Manggis academic year 2022-2023. The purpose of this research is to analyze the level of learning burnout among SMA Negeri 1 Manggis students. Learning burnout is a condition in which students are emotionally detached, unmotivated, and have a negative attitude toward the learning process. This study used a quantitative descriptive method with data collected through questionnaires completed by 244 students from twelfth grade. The questionnaire consists of 30 questions valid with a reliability score of 0.919. The variables examined included emotional dimension, physical dimension, cognitive dimension, and loss of motivation. The research found that students in grades XII have a medium-level category of learning burnout, with a mean score of 80.91. Each indicator in the dimension specifies a different level category. The level showed the respondent experienced learning burnout in all aspects. Factors such as academic performance, learning methods, body condition, family support, and poor social environment are identified as primary causes of learning burnout. This research provides recommendations for school to improve their programs.

Keywords: Four Dimensions, Factors of Learning Burnout, Learning Burnout, Recommendations

INTRODUCTION

The education plays a central role in shaping individuals and society. It involves acquiring knowledge, developing self-abilities, and mastering skills, as reflected in individual behavior (Ilmiyah and Sumbawati 2021; Nurkharismawanti 2021, 1). To improve the standard of education, every nation must prepare to face global competition (Xu et al. 2021). In Indonesia, education is a key effort aimed at enhancing the standard of living and the quality of human resources, in line with scientific



advancements (Boro, Muderawan, and Suja 2021; Pardimin 2018). The learning process serves as the foundation for engaging students in developing their potential. However, a troubling phenomenon has emerged: increasing levels of learning burnout among students, paralleling the advancements in education (Mulyana, Burki, and Helmie 2024).

Learning obstacles, both external and internal, often challenge students (Ningsih, Asmidaryani, and Emirawati 2022; Tomaszek and Muchacka-Cymerman 2022). Burnout, an internal factor, significantly impacts learning. Learning burnout is a psychological condition where students feel bored, tired, and lose interest in learning, negatively affecting both the learning process and academic performance (Gong et al. 2023, 2). Contributing factors include monotonous and uninspired teaching methods that fail to engage students, leading to disinterest (Mughnia 2020, 4). Students may find the material irrelevant to their interests and needs (Helfajrin and Ardi 2020). Additionally, a lack of interaction and involvement in the learning process exacerbates burnout, causing students to become passive and less motivated (Sukmawati and Budiastuti 2020). Other causes include boredom, fatigue, insufficient rest, and a search for meaning (Tutuala et al. 2021, 128). Generally, factors contributing to learning burnout include self-concept, lack of control, work overload, lack of social interaction, demographic factors, lack of fairness, and lack of reward (Febriani et al. 2021, 34).

Differences in burnout levels are evident across educational stages. Research indicates that burnout levels are higher among university students compared to senior and junior high school students, likely due to extended study hours and the prevalent use of online learning methods (Sunawan et al. 2021, 3726). In the West Papua region, senior high school students experience high levels of burnout (Tutuala et al. 2021). In Jambi, burnout in physics among senior high school students is moderate (Lestari 2020). Among 11th-grade students at SMA Negeri 1 Semarang, burnout is also moderate (Maharani 2019, 69). These studies collectively indicate that students experience varying levels of burnout across different categories, demographics, and educational stages.

Learning burnout is influenced by various academic demands from families and cultural pressures to achieve high academic performance. Maharani (2019) emphasizes that students are expected to strive for excellence in response to these pressures. Furthermore, burnout has significant implications for mental and physical health. Vitasari (2016b) notes that burnout can lead to laziness, declining academic performance, and loss of motivation. Physically, it may cause insufficient sleep, appetite changes, muscle pain, and headaches. Theoretically, Maslach and Leiter (2016) suggest that burnout initially emerges as a response to high demands and excessive workload, potentially leading to detachment, depersonalization, or cynicism.



If unaddressed, this can progress to feelings of inadequacy and failure, known as reduced personal accomplishment.

At SMAN 1 Manggis, learning burnout has become a notable issue. Observations conducted on October 31, 2022, revealed several symptoms of burnout: (1) Students preferred playing on their phones over paying attention in class. (2) Many students chose not to study, opting instead to sleep, chat in the canteen, or visit the beach. (3) There was a significant struggle to comprehend English during communication. (4) Students felt overwhelmed by the volume of assignments. (5) Feedback from teachers was infrequent.

Interviews conducted on September 19, 2023, with twelfth-grade students further highlighted the severity of the issue. Students reported poor time management in completing homework or assignments, a lack of concentration during lessons, and monotony in the learning system, making it difficult to grasp the material. They also expressed feelings of tension and anxiety during learning, which often resulted in illness.

This situation contrasts sharply with the ideal expectation that students should be actively engaged and effectively learning. The gap between these expectations and the reality of learning burnout is evident, as students at SMAN 1 Manggis struggle to maintain motivation and enthusiasm for their studies. This research seeks to provide a comprehensive understanding of the factors contributing to learning burnout among twelfth-grade students at SMAN 1 Manggis. By identifying and addressing these factors, educators can develop more effective strategies to enhance the learning experience, fostering a more positive and productive educational environment. Therefore, it is crucial to assess the level of learning burnout among these students.

METHOD

This study applied a descriptive quantitative research approach to analyze learning burnout among twelfth-grade students at SMA Negeri 1 Manggis in the 2022/2023 academic year. Data collection involved the use of questionnaires and unstructured interviews, with analysis conducted through descriptive statistical methods.

The subjects of this research were twelfth-grade students at SMA Negeri 1 Manggis, a state school located in the Manggis sub-district, Karangasem district, East Bali. The school has three main programs: Mathematics and Natural Sciences (MIPA), Social Sciences (IIS), and Language and Culture (BABUD), with a total enrollment of 837 students. The study focused on the 274 twelfth-grade students, identified as experiencing increased learning burnout due to intense academic preparation. Teacher



interviews further highlighted this burnout among twelfth-grade students preparing for examinations.

Data collection was completed in several stages during the 2022/2023 academic year. Key dates included validation and reliability testing of the questionnaire in October 2022 at SMA Dharma Kirti Sengkidu and subsequent testing on twelfth-grade students at SMA Negeri 1 Manggis. In September 2023, interviews were conducted with students who obtained the highest and lowest questionnaire scores to gain in-depth insights into burnout experiences.

The population for this study included all 274 twelfth-grade students, with a probability sampling technique used to select the sample. Based on the minimum sample size calculation, 159 respondents were required; however, using additional criteria from the Warwick and Lininger formula, 185 respondents were ultimately selected to ensure representative sampling across class sections.

The data collection methods included a structured questionnaire and unstructured interviews. The closed-ended questionnaire, adapted from Vitasari's study on student burnout, contained 30 items grouped into four dimensions: cynicism, exhaustion, inefficacy, and cognitive symptoms (Vitasari 2016). Items in the questionnaire were designed to gauge learning burnout experiences on a scale ranging from "Strongly Agree" to "Strongly Disagree." The questionnaire's validity and reliability were rigorously tested. Experts evaluated content validity, which met high relevance standards, and item reliability was confirmed via statistical testing. Additionally, unstructured interviews provided qualitative support for questionnaire data by capturing student perspectives on burnout.

Descriptive statistical methods were employed for data analysis (Mashud 2020; Mumpuni and Nurpratiwiningsih 2018; Primasari, Marini, and Sumantri 2021). Using these methods, the results were categorized by level of burnout and analyzed using Microsoft Excel to ensure accurate data processing. Categories for burnout levels were based on ideal mean and standard deviation scores, allowing classification into very high, high, medium, low, and very low levels of burnout.

The reliability and validity of the instrument were established through expert assessments, applying standards to ensure each questionnaire item accurately measured the burnout dimensions (Tomaszek and Muchacka-Cymerman 2022). Content and item validity met established relevance criteria, and reliability was affirmed using Cronbach's alpha to gauge internal consistency.

This research methodology offers a structured, comprehensive approach to understanding burnout levels among twelfth-grade students, providing insights that may be beneficial in developing interventions to support students' well-being in academic environments.



FINDINGS AND DISCUSSION

The study on learning burnout among 244 twelfth-grade students at SMAN 1 Manggis used a structured questionnaire with a Likert scale, delivered face-to-face in the classroom. The questionnaire, containing 30 validated items with a reliability score of 0.919, covered four aspects of learning burnout: emotional symptoms, physical symptoms, cognitive symptoms, and loss of motivation. The findings showed an average burnout score of 80.91, with scores ranging from 30 to 150. Overall, the results indicated a medium level of burnout among students, with further details available in Table 1, showing scores by class and across all respondents.

Table 1
The Level of Twelve-Grade Students' Learning Burnout Result

No	Class	N	Mean (M)	
1	XII BABUD 1	31	85.68	Classification
2	XII BABUD 2	31	82.52	
3	XII MIPA 1	33	75.24	
4	XII MIPA 2	33	78.30	
5	XII MIPA 3	31	77.97	
6	XII IIS 1	25	85.52	
7	XII IIS 2	30	82.07	
8	XII IIS 3	30	81.50	
TOTAL		244	80.91	Medium

Table 1 shows the mean learning burnout scores across all twelfth-grade classes at SMAN 1 Manggis. Class XII BABUD 1 scored the highest with a mean of 85.68 (31 samples), followed by XII IIS 1 with a mean of 85.52 (25 samples). Other classes scored as follows: XII BABUD 2 with 82.52 (31 samples), XII IIS 2 with 82.07 (30 samples), XII IIS 3 with 81.50 (30 samples), XII MIPA 2 with 78.30 (33 samples), XII MIPA 3 with 77.97 (31 samples), and XII MIPA 1 with 75.24 (33 samples). Overall, the mean burnout score for all twelfth-grade students is 80.91, placing them in the medium burnout category. This indicates that learning burnout is present across all eight classes at SMAN 1 Manggis.

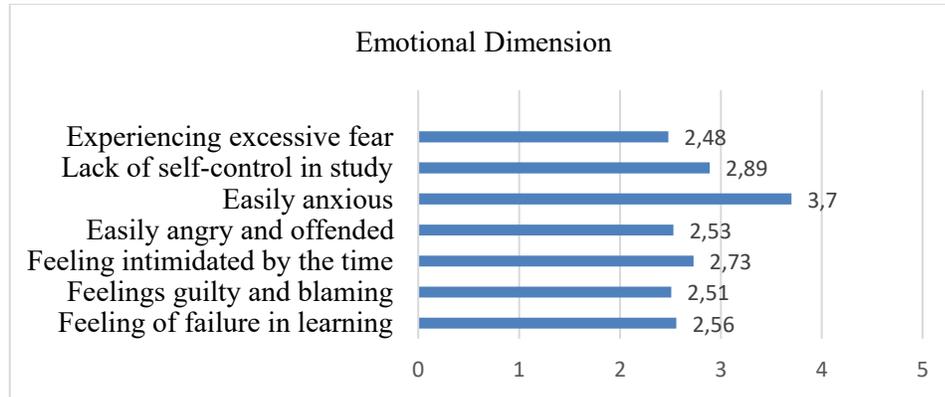


Figure 1
The Result of Emotional Symptom Subdimension

Figure 1 illustrates the emotional challenges among individuals, focusing on six symptoms of learning burnout: “Experiencing excessive fear,” “Lack of self-control in study,” “Easily anxious,” “Easily angry and offended,” “Feeling intimidated by time,” and “Feelings of guilt and blaming.” The scores for these symptoms range from 2.51 to 3.7, with “Easily anxious” scoring the highest at 3.7 in the high-level category. This indicates that anxiety is a prominent emotional symptom impacting participants’ well-being and academic performance. Other significant symptoms, such as “Lack of self-control in study” (mean 2.89) and “Feeling intimidated by time” (mean 2.73), fall into the medium category, while “Experiencing excessive fear” (2.48), “Feelings of guilt and blaming” (2.51), “Easily angry and offended” (2.53), and “Feeling of failure in learning” (2.56) are categorized as low. The graph highlights the prevalence and intensity of these emotional symptoms, underscoring the importance of addressing anxiety and related issues to support students' emotional health.

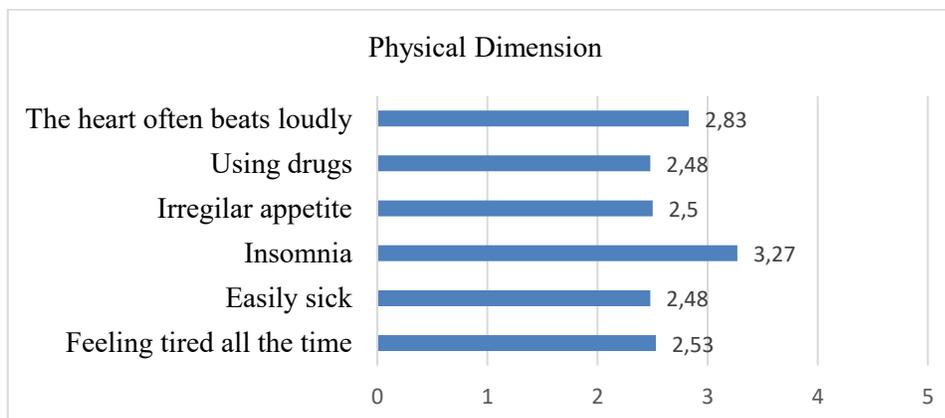


Figure 2



The Result of Physical Symptom Subdimension

Figure 2 displays the results of the physical symptoms experienced by participants, with symptoms such as “Feeling tired all the time,” “Feeling sick,” “Insomnia,” “Irregular appetite,” “Using drugs,” and “The heart often beats loudly.” Scores range from 2.48 to 3.27 on a 1 to 5 scale. Notably, “Insomnia” (3.27) and “The heart often beats loudly” (2.83) fall into the medium category, highlighting insomnia as a primary concern. Other symptoms like “Feeling tired all the time” (2.53), “Feeling sick” (2.48), “Using drugs” (2.48), and “Irregular appetite” (2.5) are in the low category, but still indicate significant fatigue and general physical discomfort among participants. This data emphasizes the need for targeted measures to help mitigate these physical symptoms for better overall well-being.

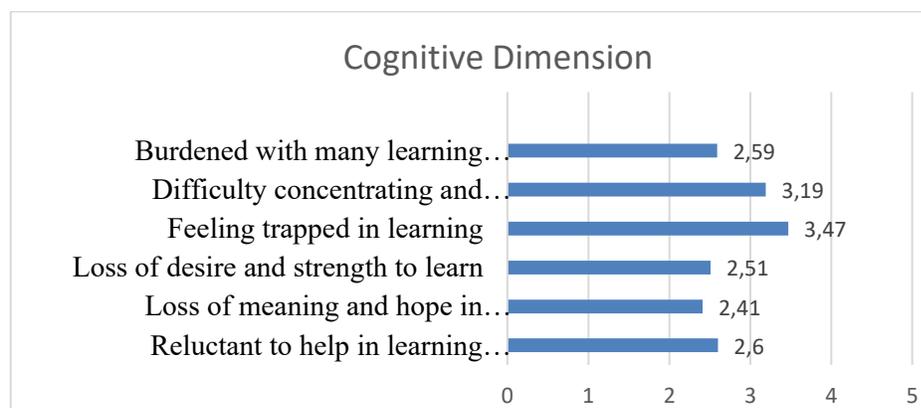


Figure 3
The Result of Cognitive Symptom Subdimension

Figure 3 displays the cognitive symptoms affecting students in their learning, covering issues like “Reluctant to help in learning activities,” “Loss of meaning and hope in learning,” “Loss of desire and strength to learn,” “Feeling trapped in learning,” “Difficulty concentrating and forgetting to study,” and “Burdened with many learning tasks.” Scores range from 2.41 to 3.47 on a scale of 1 to 5, with “Feeling trapped in learning” scoring the highest at 3.47, indicating a high level of cognitive distress. “Difficulty concentrating and forgetting to study” is at 3.19, placing it in the medium category. Other symptoms, such as “Loss of meaning and hope in learning” (2.41), “Loss of desire and strength to learn” (2.51), “Burdened with many learning tasks” (2.59), and “Reluctant to help in learning activities” (2.6), fall into the low category. This data highlights prevalent cognitive challenges, underscoring the need for tailored interventions to support students’ learning processes.

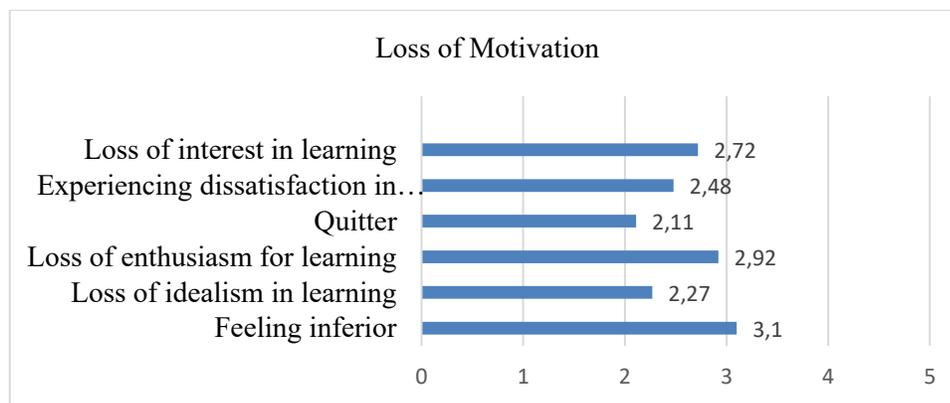


Figure 4
The Result of Loss of Motivation Symptom Subdimension

Figure 4 presents data on the loss of motivation symptoms, covering aspects that contribute to decreased student motivation. Key symptoms include “Loss of interest in learning,” “Experiencing dissatisfaction in learning,” “Quitter,” “Loss of enthusiasm for learning,” “Loss of idealism in learning,” and “Feeling inferior.” Scores for these symptoms range from 2.11 to 3.1 on a scale of 1 to 5. The most significant factor, “Feeling inferior,” has the highest mean score of 3.1, placing it in the medium level, along with “Loss of enthusiasm for learning” (2.92) and “Loss of interest in learning” (2.72). On the other hand, symptoms like “Quitter” (2.11), “Experiencing dissatisfaction in learning” (2.48), and “Loss of idealism in learning” (2.27) fall into the low category. This data points to significant challenges impacting students’ motivation, highlighting the need for specific interventions to improve student engagement and learning motivation.

The study found that twelfth-grade students at SMAN 1 Manggis experience a moderate level of learning burnout in English classes, with a mean score of 80.91. This aligns with research by Maslach and Jackson (1981) that identifies burnout as influenced by various dimensions, including emotional responses. Both internal factors, such as motivation and self-management, and external factors, such as academic pressure and social support, contribute to burnout levels. Findings suggest that burnout, though not critical, still negatively affects students and should be a focus for teachers in shaping learning goals and methods.

Extended studies, including Irawan et al., (2020), emphasize the impact of prolonged learning on students' psychological health, where factors like remote learning tools and technology mastery are essential. Studies by Junaidi et al., (2022) and Sajodin et al., (2022) similarly report moderate burnout levels across different disciplines, while a study by Helfajrin and Ardi (2020) contrasts this with lower burnout levels among students. The study on twelfth-grade students at SMAN 1



Manggis reveals a moderate level of learning burnout, categorized into four main dimensions: emotional, physical, cognitive, and motivational symptoms.

Emotional Symptoms: These include various stress indicators. Students reported moderate levels of anxiety and lack of self-control, while the highest symptom was "easily anxious," indicating students' heightened sensitivity to stress in their learning environment. Personality traits, such as neuroticism, may make students more prone to these emotional symptoms, according to Big Five Personality Traits Theory.

Physical Symptoms: Students also experienced physical symptoms, including insomnia and heart palpitations, categorized at medium levels. Excessive workload and poor time management contribute to these physical symptoms, in line with theories on resource conservation and time management, as students struggle to balance academic demands.

Cognitive Symptoms: Cognitive challenges included concentration difficulties and a sense of being "trapped in learning," reflecting a feeling of lost control, similar to learned helplessness. Social Learning Theory suggests that the lack of social support, coupled with high stress, further impacts students' focus and performance.

Loss of Motivation: Loss of motivation is also notable, with students feeling less enthusiastic and more inferior in learning, though they still try not to quit. Motivation theories indicate that poor teaching methods and lack of supportive learning environments may contribute to low motivation, affecting students' engagement and achievement.

The practical implications of this research highlight the importance of a comprehensive approach to address burnout among twelfth-grade students at SMAN 1 Manggis. To effectively mitigate burnout, it is essential for schools, teachers, and students to collaborate on targeted strategies that create a more supportive and engaging learning environment.

One primary strategy is to revamp teaching methods by adopting active learning techniques that encourage student participation. Incorporating interactive methods such as group discussions, project-based learning, and hands-on activities can make lessons more enjoyable and foster a sense of ownership and motivation among students. By catering to different learning styles, teachers can keep students engaged and reduce feelings of monotony that contribute to burnout.

Adjusting workloads is also crucial in alleviating burnout. Schools should evaluate the quantity and type of assignments given to students, ensuring they are manageable. Implementing flexible assignment schedules with breaks and varied



deadlines can help relieve pressure. Additionally, promoting extracurricular activities allows students to explore interests beyond academics, providing a well-rounded educational experience that can reduce stress.

Enhancing social support within the school environment is another vital strategy. Fostering a culture of collaboration through peer mentoring programs can help students navigate academic challenges effectively. Creating open communication channels between students and teachers allows students to feel comfortable discussing their struggles and seeking help. Regular check-ins and feedback sessions can provide additional support for managing academic responsibilities.

Promoting mental health awareness and resilience-building programs equips students with tools to cope with stress and prevent burnout. Organizing workshops on stress management techniques, time management skills, and mindfulness practices enables students to recognize burnout signs and implement coping strategies proactively.

Encouraging a balanced lifestyle is essential in combating burnout. Schools can promote physical health by advocating regular exercise, healthy eating, and adequate sleep. Physical activity has been shown to reduce stress and improve overall well-being. Providing resources for relaxation techniques, such as yoga or meditation, can also help alleviate stress and enhance focus.

Fostering a positive school culture that values both well-being and academic success is crucial. Celebrating achievements, whether academic or non-academic, helps create a sense of community among students. Recognizing students' efforts and providing positive reinforcement can boost self-esteem and motivation, countering feelings of burnout.

CONCLUSION

The phenomenon of learning burnout among twelfth-grade students at SMAN 1 Manggis is a significant concern that impacts their academic performance and overall well-being. The research indicates that students experience moderate levels of burnout, characterized by emotional, physical, cognitive symptoms, and a loss of motivation. These symptoms not only hinder their ability to concentrate and engage in learning but also lead to increased stress and anxiety, ultimately affecting their academic outcomes. To effectively combat burnout, it is essential for schools, teachers, and students to collaborate and implement targeted strategies. Changes in teaching methods, such as incorporating active learning techniques, can enhance student engagement and motivation. Additionally, adjusting workloads to ensure they are manageable and balanced can alleviate the pressure students face, allowing them to focus on their studies without feeling overwhelmed.

Enhancing social support within the school environment is another critical strategy. By fostering a culture of collaboration and open communication, students can



feel more comfortable seeking help and sharing their experiences. Programs that promote mental health awareness and resilience-building can equip students with the necessary tools to cope with stress and prevent burnout, ultimately leading to a more positive learning experience.

Addressing learning burnout requires a multifaceted approach that prioritizes student well-being alongside academic success. By implementing effective strategies and fostering a supportive school culture, educators can help students navigate their academic challenges while maintaining their mental health. This holistic approach not only benefits students in their current educational pursuits but also prepares them for future challenges, promoting lifelong learning and resilience.

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