

## Students' academic burnout during limited face-to-face learning process in Sigi Regency

Micha Felayati Silalahi, Munifah, Dian Fitriani, Hasan

Universitas Tadulako, Palu, Indonesia  
[silalahisinagiro0603@gmail.com](mailto:silalahisinagiro0603@gmail.com)

Submitted : 06-1--2022, Revised : 06-12-2022, Accepted : 24-03-2023

**Abstract:** Academic burnout has emerged as the most commonly reported problem since the Covid-19 pandemic, continuing into the transitional period of limited face-to-face learning during the post-pandemic phase. This study aimed to depict the level academic burnout among junior high school students in Sigi Regency after participating in online learning. For this purpose, a descriptive quantitative survey study was conducted, applying the principles of item total correlation. Out of a total population of 953 students from two schools, 300 students were randomly selected as participants using a simple random sampling technique. The results revealed that students faced difficulties in adapting to the limited face-to-face learning process, which was further exacerbated by challenges in time management and reduced interaction among students due to social restrictions. Students reported experiencing exhaustion due to heavy workload and difficulties in understanding the material, as they were only able to engage in limited offline discussions.

**Keywords:** Academic Burnout; Cynicism; Exhaustion; Reduced Academic Efficacy

### Introduction

The government issued a policy on distance learning during the COVID-19 pandemic to ensure the continuation of the education process in a safe manner amidst the viral spread (Kemdikbud, 2020). The policy grants schools the freedom to implement adaptive learning processes without setting specific curricular targets, as well as the flexibility to reallocate the school budget to support the learning process. Studies have reported that online learning has impacted the students' learning duration and has led to academic burnout (Oktasari, Andriani & Stevani, 2022; Basar, 2021). The natural saturation of students will have an impact on learning outcomes, learning motivation, mentality and their daily activities.

The implementation of the shift system in the learning process was deemed as a viable solution, despite the numerous challenges encountered during its implementation. These challenges were elucidated during an interview with the principal of Public Junior High School 1 Sigi, who highlighted the difficulties faced by both teachers and students throughout the online learning process. Students were reported to encounter learning difficulties, which were further compounded by the lack of collaboration between the school and parents due to the schedule division. Furthermore, students exhibited a poor understanding of the subject matter, both in offline and online learning settings. Interviews conducted with the school counselor at Public Junior High School 4 Sigi revealed the challenges faced by students during the pandemic.

It was observed that students encountered difficulties in keeping pace with the learning system due to the constrained time allocations. Furthermore, the majority of students had their academic workload shifted to home settings, with online learning remaining predominant. Concurrently, the relatively short duration of learning sessions did not adequately cater to the students' social development, as the limited opportunity to ask questions was implemented to minimize physical contact. Findings from preliminary study interviews indicated that students exhibited signs of academic burnout, evident in their negative perception of the learning environment. Considering that interactions within the school environment are limited, digital setting becomes predominant modes of learning (Waluyati et al., 2020; Lin & Huang, 2014). The implementation of digital learning aimed to compensate for the restricted duration of face-

to-face school meetings. Furthermore, this circumstance compelled teachers to adopt distance learning strategies and assign online tasks. The limited face-to-face sessions lasted for three hours per shift, comprising online and offline settings. In other words, these face-to-face classes were held two to three times a week. Students identified several effects associated with this learning model, including reduced social interaction, a heavy workload, a dominant role of teachers during the learning process, and burnout arising from activity limitations during school hours.

Saturation of students is common and often occurs when the teaching and learning process takes place (Agusriani & Fauziddin, 2021; Wahyuni, 2018). The description of learning saturation is one of the important things in the learning process in the classroom. This description will be the basis for teachers to plan and implement learning in the classroom. Research conducted by Athanases et al (2020) and Tanjung & Namora (2022) explained that knowing the saturation of learning can make it easier for the teacher to read the situation and conditions of the class, so that the teacher will know what he has to do. Other studies explain that while counselors must know the learning difficulties experienced by students so they can provide appropriate counseling services, school counselors also need to facilitate the introduction of student learning styles so that learning difficulties and boredom do not occur (Abdurrahman & Kibtiyah, 2021; Arumiyah et al., 2018; Supartik & Pasaribu, 2021). Therefore, it is very important to know the saturation level of student learning, so that you can formulate services that suit your needs.

The natural saturation of students will have an impact on learning outcomes, learning motivation, mentality and their daily activities. Saturation of learning can also have an impact on worsening academic performance, in the form of bad study habits, low learning motivation, irrational cognition, low self-esteem and self-confidence (Andaryanti & Lianawati, 2021; Katsantonis, 2020; Sari, Kholidin, et al., 2020). So, it is very important to know the level of saturation of student learning. The academic demands within the learning process have been identified as a significant factor contributing to students' burnout (Mostafavian et al., 2018). In light of the aforementioned description, this study aims to provide a depiction of academic burnout among junior high school students during the limited face-to-face sessions in Sigi Regency

## **Method**

This descriptive quantitative survey study aimed to depict students' academic burnout in Sigi Regency. The participants were three hundred students from state enior high SMPN 1 Sigi and SMP 4 Sigi, recruited using a simple random sampling technique. Participants were asked to complete an academic burnout scale. School counselors were also engaged to gain a more comprehensive understanding of students' learning difficulties.

Data were collected using academic burnout scale and interviews. The interview guideline were developed based on three indicators of academic burnout: exhaustion, cynicism, and reduced academic efficacy. The scale used is the result of the adoption of previous researchers, namely Obregon et al., (2020), which has been adjusted to the characteristics of the respondents in the study. The questionnaire consisted of 15 items, rated on a 5-point Likert scale. The reliability scores for the scale were 0.72, 0.82, and 0.75. To ensure the validity of the questionnaire, the comparative fit index and root mean square error approximation were employed. The data collected were then categorized into five levels of academic burnout: Very High, High, Moderate, Low, and Very Low. The reliability score for academic burnout was 0.79.

## Results and Discussion

The result showed that students were in the process of adapting to the limited face-to-face learning process and exhibited low level of academic burnout, as displayed in Table 4.1.

**Table 4.1. Academic burnout among students**

RESEARCH LOCATION	VARIABLE	INDICATOR	PERCENTAGE	CATEGORY
Public Junior High School 1 Sigi	Academic burnout	Exhaustion	21.25%	Low
		Cynicism	28.22%	Low
		Reduced Academic Efficacy	20%	Low
		<b>Average</b>	23.16%	Low
RESEARCH LOCATION	VARIABLE	INDICATOR	PERCENTAGE	CATEGORY
Public Junior High School 4 Sigi	Academic burnout	Exhaustion	20%	Low
		Cynicism	20,2%	Low
		Reduced Academic Efficacy	22%	Low
		<b>Mean</b>	20.7%	Low

Data the table above indicate that students at Public Junior High School 1 Sigi and Public Junior High School 4 Sigi experienced a low level of exhaustion, cynicism, and reduced academic efficacy. Specifically, the mean scores for exhaustion were 21.25% for students at Public Junior High School 1 Sigi and 20% for students at Public Junior High School 4 Sigi. This suggests that students in both schools reported a low level of exhaustion. Similarly, the mean scores for cynicism were 28% for students at Public Junior High School 1 Sigi and 20% for students at Public Junior High School 4 Sigi, indicating a low level of cynicism among students in both schools. Furthermore, students' reduced academic efficacy was categorized as low, with mean scores of 20% for Public Junior High School 1 Sigi and 22% for Public Junior High School 4 Sigi. In summary, students in Public Junior High School 1 Sigi and Public Junior High School 4 Sigi perceived low level of academic burnout, with mean scores of 20% and 23%, respectively.

Students in both schools perceived low exhaustion due to high motivation to join the learning process and complete the assignment. They also enjoyed the limited face-to-face session positively. Exhaustion refers to intense fatigue, both emotionally and physically, resulting from excessive work demands (Niinihulta & Häggman-Laitila, 2022; Seidler et al., 2014). The students' low exhaustion levels likely reflect their enthusiasm and optimism while engaging in their studies. Furthermore, students demonstrated patience and reported no signs of fatigue or depression (Derakhshan et al., 2021; Katsantonis, 2020; Sagita & Meilyawati, 2021; Sari, Kholidin, et al., 2020). Students who experience academic burnout often exhibit a lack of motivation, perseverance, forgetfulness, difficulty concentrating, and frustration (Waluyati et al., 2020). Additionally, continuous exhaustion can lead to various physical and psychological symptoms such as headaches, shortness of breath, heart palpitations, fainting, digestive disorders, loss of appetite, anxiety, depression, and increased susceptibility to anger (Malone et al., 2022; Salmela-Aro et al., 2017; Sari, Bulantika, et al., 2020). Individuals with high levels of exhaustion are more likely to experience high levels of academic burnout.

Students in this study also reported low levels of cynicism, which refers to their withdrawal from the learning process and their surroundings (Schaufeli et al., 2002). This study measured cynicism using five items revolving around students' views on the importance of learning, interest in the learning material, and learning motivation (Christiana, 2020; Muflihah & Savira, 2021; Obregon et al., 2020). In this study, students' behaviors indicated their interest in specific subjects, positive relationships with peers and teachers, and their ability to solve problems with friends.

Furthermore, most students in this study exhibited low levels of reduced academic efficacy, as evidenced by their confidence in their abilities, their perceived learning progress, and their high motivation to actively participate in every learning session. Reduced academic efficacy refers to a decline in one's self-efficacy in an academic context (Schaufeli et al., 2002). Another study conducted by Ardebili et al., 2021; Cura et al., 2020 have shown that individuals experiencing academic burnout often exhibit low levels of confidence, a lack of belief in their own abilities, increased stress, feelings of depression, unhappiness, dissatisfaction with learning outcomes, and lower academic performance. However, in this study, students demonstrated good academic efficacy, as reflected in their motivation to engage in the learning process (Bechter et al., 2019; Purwadi et al., 2021).

In general, the findings of this study indicate that students exhibited a low level of academic burnout. This low level of academic burnout may be attributed to the students' interpersonal relationships and their ability to obtain social support. When individuals receive social support, they may experience feelings of comfort, care, and confidence. It is noteworthy that the students in this study reported a low level of academic burnout despite the challenges faced during the limited face-to-face learning process. This finding contrasts with the study conducted by Al-Marwaziyyah & Chori, (2021), who reported that most students experienced academic burnout during the pandemic, as evidenced by rapid emotional changes in response to stressful conditions. However, it is important to acknowledge that this study has limitations, particularly in its discussion. While it describes the levels of each aspect of academic burnout, it does not delve into the specific contributing factors that may have influenced the students' experiences of academic burnout.,

### **Conclusions and Suggestions**

The study results revealed that students in Sigi Regency experienced low levels of academic burnout during the limited face-to-face learning process. This could be attributed to the positive impact of their interpersonal relationships and the social support they received. Based on these findings, it is recommended that teachers continue to motivate and encourage their students while effectively managing their workload. Additionally, teachers should enhance their creativity in delivering lessons and engaging students during the learning process. Students, on the other hand, are encouraged to cultivate good self-control, demonstrate strong commitment, maintain a positive mindset, adopt healthy habits, and perceive changes as challenges in order to sustain high levels of learning motivation regardless of the circumstances.

### **References**

- Abdurrahman, S., & Kibtiyah, A. (2021). Strategi Mengatasi Masalah Kesulitan Belajar Siswa Dengan Memahami Gaya Belajar Siswa (Studi Kasus Di Ma Al-Ahsan Bareng). *Jurnal Pendidikan Tambusai*, 5(3), 6444–6454.
- Agusriani, A., & Fauziddin, M. (2021). Strategi orangtua mengatasi kejenuhan anak belajar dari rumah selama pandemi COVID-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1729–1740.
- Al-Marwaziyyah, K., & Chori, D. I. M. (2021). Burnout akademik selama pandemi Covid-19. *Psychological Journal: Science and Practice*, 1(2), 37–42.
- Andaryanti, D. A., & Lianawati, A. (2021). Tingkat Kejenuhan Siswa Dalam Kegiatan Ekstrakurikuler Seni Tari Secara Daring Di Smp Negeri Surabaya. *G-Couns: Jurnal Bimbingan Dan Konseling*, 6(1), 91–101.
- Ardebili, M. E., Naserbakht, M., Bernstein, C., Alazmani-Noodeh, F., Hakimi, H., & Ranjbar, H. (2021). Healthcare providers experience of working during the COVID-19 pandemic:

- A qualitative study. *American Journal of Infection Control*, 49(5), 547–554.
- Arumiyah, S., Djannah, M., & Habsy, B. A. (2018). Manfaat bimbingan kelompok dalam mengatasi kesulitan belajar pada siswa sekolah menengah kejuruan. *Jurnal Thalaba Pendidikan Indonesia*, 1(2), 140–153.
- Athanases, S. Z., Sanchez, S. L., & Martin, L. M. (2020). Saturate, situate, synthesize: Fostering preservice teachers' conceptual and practical knowledge for learning to lead class discussion. *Teaching and Teacher Education*, 88, 102970.
- Bechter, B. E., Dimmock, J. A., & Jackson, B. (2019). A cluster-randomized controlled trial to improve student experiences in physical education: Results of a student-centered learning intervention with high school teachers. *Psychology of Sport and Exercise*, 45, 101553.
- Christiana, E. (2020). Burnout akademik selama pandemi covid 19. *Prosiding Seminar Bimbingan Dan Konseling*, 8–15.
- Cura, Ş. Ü., Kocatepe, V., Yıldırım, D., Küçükakgün, H., Atay, S., & Ünver, V. (2020). Examining knowledge, skill, stress, satisfaction, and self-confidence levels of nursing students in three different simulation modalities. *Asian Nursing Research*, 14(3), 158–164.
- Derakhshan, A., Kruk, M., Mehdizadeh, M., & Pawlak, M. (2021). Boredom in online classes in the Iranian EFL context: sources and solutions. *System*, 101, 102556.
- Katsantonis, I. (2020). Factors Associated with Psychological Well-Being and Stress: A Cross-Cultural Perspective on Psychological Well-Being and Gender Differences in a Population of Teachers. *Pedagogical Research*, 5(4), em0066. <https://doi.org/10.29333/pr/8235>
- Kemdikbud. (2020). *Surat Edaran Mendikbud Nomor 4 Tahun 2020 tentang Implementasi Kebijakan Pendidikan dalam Masa Darurat Penyebaran 5 Corona Virus Disease (Covid-19)*.
- Malone, L. A., Morrow, A., Chen, Y., Curtis, D., de Ferranti, S. D., Desai, M., Fleming, T. K., Giglia, T. M., Hall, T. A., & Henning, E. (2022). Multi-disciplinary collaborative consensus guidance statement on the assessment and treatment of post-acute sequelae of SARS-CoV-2 infection (PASC) in children and adolescents. *PM&R*, 14(10), 1241–1269.
- Mita Ayu Susanti. (2021). *Kejenuhan belajar siswa akuntansi*.
- Mostafavian, Z., Farajpour, A., Ashkezari, S. N., & Shaye, Z. A. (2018). Academic burnout and some related factors in medical students. *Journal of Ecophysiology and Occupational Health*, 18(1), 1–5.
- Muflilah, L., & Savira, S. I. (2021). Pengaruh persepsi dukungan sosial terhadap burnout akademik selama pandemi. *Jurnal Penelitian Psikologi Mahasiswa*, 8(02), 201–211.
- Niinihuhta, M., & Häggman-Laitila, A. (2022). A systematic review of the relationships between nurse leaders' leadership styles and nurses' work-related well-being. *International Journal of Nursing Practice*, 28(5), e13040.
- Obregon, M., Luo, J., Shelton, J., Blevins, T., & MacDowell, M. (2020). Assessment of burnout in medical students using the Maslach Burnout Inventory-Student Survey: a cross-sectional data analysis. *BMC Medical Education*, 20(1), 1–10. <https://doi.org/10.1186/s12909-020-02274-3>
- Purwadi, P., Handaka, I. B., Arikunto, S., Prasetyawan, H., Hendiani, N., & Saputra, R. P. A. (2021). Podcast Media in Consultation Services to Develop Academic Stress Prevention Skills. *KONSELI: Jurnal Bimbingan Dan Konseling (E-Journal)*, 8(2), 181–188.
- Sagita, D. D., & Meilyawati, V. (2021). Tingkat Academic Burnout Mahasiswa di Masa Pandemi COVID-19. *Nusantara of Research: Jurnal Hasil-Hasil Penelitian Universitas Nusantara PGRI Kediri*, 8(2), 104–119.
- Salmela-Aro, K., Upadyaya, K., Hakkarainen, K., Lonka, K., & Alho, K. (2017). The dark side of internet use: Two longitudinal studies of excessive internet use, depressive symptoms,

- school burnout and engagement among Finnish early and late adolescents. *Journal of Youth and Adolescence*, 46, 343–357.
- Sari, P., Bulantika, S. Z., & Prasetyaning, F. (2020). Pengaruh manajemen stress dan kelola emosi terhadap tingkat kecemasan siswa di masa new normal. 2(2), 62–67.
- Sari, P., Kholidin, F. I., & Edmawati, M. D. (2020). Tingkat kejenuhan belajar siswa sekolah menengah pertama di kota bandar lampung. *Journal of Guidance and Counseling Inspiration (JGCI)*, 1(1), 45–52.
- Schaufeli, W. B., Martínez, I. M., Pinto, A. M., Salanova, M., & Barker, A. B. (2002). Burnout and engagement in university students a cross-national study. *Journal of Cross-Cultural Psychology*, 33(5), 464–481. <https://doi.org/10.1177/0022022102033005003>
- Seidler, A., Thinschmidt, M., Deckert, S., Then, F., Hegewald, J., Nieuwenhuijsen, K., & Riedel-Heller, S. G. (2014). The role of psychosocial working conditions on burnout and its core component emotional exhaustion—a systematic review. *Journal of Occupational Medicine and Toxicology*, 9(1), 1–13.
- Supartik, S., & Pasaribu, L. H. (2021). Increasing Students’ Communication Skills and Independence Through Realistic Mathematics Learning Assisted by Google Classroom. *Edumatica : Jurnal Pendidikan Matematika*, 11(01), 42–49. <https://doi.org/10.22437/edumatica.v11i01.12373>
- Tanjung, W. U., & Namora, D. (2022). Kreativitas Guru dalam Mengelola Kelas untuk Mengatasi Kejenuhan Belajar Siswa di Madrasah Aliyah Negeri. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 7(1), 199–217.
- Wahyuni, E. D. (2018). Faktor-Faktor Penyebab Tingkat Kejenuhan Belajar Pendidikan Agama Islam (PAI) pada Jurusan PGSD di Universitas Islam Balitar. *Konstruktivisme: Jurnal Pendidikan Dan Pembelajaran*, 10(2), 154–162.
- Waluyati, I., Tasrif, & Arif. (2020). Penerapan New Normal dalam Masa Pandemi Covid 19 di Sekolah. *EDU SOCIATA (Jurnal Pendidikan Sosiologi)*, 3(2), 50–61.