

Elementary School Teachers' Strategies to Overcome Student Learning Burnout after the Pandemic

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ABSTRACT

The problem of student learning burnout after the Covid-19 pandemic has become the teacher's duty and obligation to solve it, the teacher must be able to overcome student learning problems. The research aims to find out the strategies of primary school teachers to overcome post-pandemic student learning burnout. The research method uses field research. This research was conducted at SDN Selakopi Kabupaten Bandung Barat in 2021. Data collection used interviews, observation, and documentation. Data analysis using the comparative technique. The results showed that the problem of student learning burnout was caused by two factors, namely internal and external factors. The conclusion showed that an effort to overcome the problem of student learning burnout, requires teacher readiness, an appropriate curriculum, the availability of learning resources, as well as stable device and network support so that communication between students and teachers can be effective. The contribution of the results can be used as a source of information both theoretically and practically as well as material for consideration, support, and knowledge thinking for teachers in primary schools to overcome the problem of student learning difficulties.

1. INTRODUCTION

The Covid-19 pandemic has had an impact on the learning system in schools. The impact of the pandemic has made several policies to stop the spread of the virus, such as implementing a lockdown in areas that are already included in the red zone for the spread of the Covid-19 virus, or physical distancing to avoid the virus in physical contact. The Government of the Republic of Indonesia also establishes various health protocols. This program is implemented throughout Indonesia with central guidance from the Ministry of Health of the Republic of Indonesia (Nurkholis, 2020). This pandemic case has had the impact of changing the learning system in schools, from offline learning to being changed to online learning. Generally, learning activities are carried out directly in a classroom, where teachers and students interact directly. However, since the COVID-19 pandemic occurred, learning has changed online (Pawicara & Conilie, 2020). This teaching and learning activity is carried out from their respective homes or online. This can be seen by using Google Classroom, WhatsApp, Google Meet, YouTube, Zoom Meeting, Instagram, and various other digital media and applications that can be accessed via the internet using smartphones or laptops (Aditia, 2020; Zahra & Wijayanti, 2020). To

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suppress the development of the Covid-19 virus, the government has issued a number of policies such as a ban on crowding in public places, social distancing and physical distancing, wearing masks, and washing hands (Fikri et al., 2021).

Meanwhile, the findings of previous research revealed findings that online learning during the COVID-19 pandemic had an impact on learning burnout such as aspects of emotional exhaustion, physical exhaustion, cognitive fatigue, and loss of motivation (Agusriani & Fauziddin, 2021). Learning fatigue can be grouped into three including sensory fatigue, physical fatigue, and mental fatigue (Muna, 2013). The learning burnout factor comes from outside and within the individual (Shah, 2011). In addition, an ineffective learning system can make the delivery of material difficult to understand (Vitasari, 2016).

The real impact of the pandemic period on schools was student learning behavior, one of the problems that emerged was student learning burnout. The meaning burnout is literally dense or very full, not only that, but burnout can also mean boredom. If a student in the educational process encounters such a saturation incident, it may make the student feel that he is wasting his time. Learning burnout is time spent studying, but there are no results (Mubarak, 2018) learning burnout is problem students often face. The learning burnout experienced by students in the learning process can make students feel that their efforts are meaningless. Students who already feel boredom cannot work as expected when processing new information or new experiences, as if their learning progress was fruitless. If students lose motivation, these students can experience boredom in learning, or maybe because the teacher uses an inappropriate method, for example, the teacher only uses the speech method and cannot provide feedback to students (Wahyuli & Ifdil, 2020).

Students who experience learning burnout will feel emotionally drained of energy, easily discouraged, and frustrated (Kurnia, 2021). Learning burnout is a condition where a person feels tired physically and mentally (Astaman et al., 2018). Learning burnout is a problem that many students experience resulting in decreased learning motivation, the emergence of a very heavy feeling of laziness, and decreased learning achievement (Sutarjo et al., 2014). Learning burnout is a condition that causes a person to feel emotionally exhausted and pressured by something he is going through (Kurniawan et al., 2020). Study boredom is a problem that many students experience, if it is not immediately resolved it will have serious consequences for the problem, such as decreased learning motivation, the emergence of a feeling of severe laziness, and decreased learning achievement (Prayoga et al., 2022).

The learning burnout that occurs in students can be caused by environmental factors. The environment greatly influences student learning, both in the family environment, school environment, and social environment. A good and safe environment will motivate students to learn, whereas an unfavorable and unsafe environment can lead to boredom among students in learning. When environmental conditions do not support students, they will easily get bored in the learning process (Wahyuni, 2018). Students who experience learning burnout feel as if the knowledge and skills gained from learning have not progressed which in general do not last forever but within a certain period, such as one week (Khaira, 2018).

Online learning burnout during the pandemic is caused by several factors, namely monotonous learning methods, intonation during the learning process is less varied, unable to interact directly with friends and teachers, and ineffective learning systems that cause the material delivered by educators to be less understood (Pawicara & Conilie, 2020). Pekrun, suggests that learning burnout is a negative emotion caused by boredom in learning, resulting in reduced interest and motivation and decreased learning achievement (Tze et al., 2016). The learning burnout experienced by students during the pandemic is caused by various factors, namely learning methods, lack of interaction between teachers and students, a less conducive learning environment, inappropriate delivery of teaching materials due to poor internet networks, and the large number of school assignments given (Handayani, 2020). Learning burnout can cause several things, namely decreased motivation to learn, loss of interest in learning, experiencing stress with school tasks, and withdrawal from school (Huang & Lin, 2010). Students who experience high learning saturation will experience various problems such as academic problems including low grades, absenteeism and dropping out, behavioral problems, stress, and other disorders (Daschmann et al., 2011).

Learning burnout occurs as a result of the demands for students to always comply with the rules of the tasks assigned to students. Learning burnout also occurs because of the same activities that students do every day. This learning burnout will greatly impact students for the continuity of their education. The behavior shown by someone who experiences burnout is irritable, easily hurt, and easily frustrated (Hidayat, 2016).

Learning burnout can result in decreased concentration and absorption of the essence of the material provided. Burnout is the location of the dead end point of feelings and the brain due to continuous learning pressure. Students or students tend to be cynical and apathetic towards lessons by showing a lack of confidence avoiding them and not understanding the lessons that have been received (Arirahmanto, 2018).

For the learning process to be successful the teacher must play an active role in encouraging students to be active and able to take part in learning well. Unfavorable student attitudes and student behavior should not be carried out, for example in the learning process, namely the habit of cheating during tests, not paying attention when the teacher explains the subject matter, and playing with their peers in the class while the learning process is in progress. In addition, students lack awareness about the importance of nationalism in maintaining and preserving the nation's culture is currently not maintained due to the depletion of awareness of having its soul and culture (Heri, 2007).

Pre-research studies were also obtained through observations at SDN Selakopi Kabupaten Bandung Barat, that there were problems they had to face in carrying out learning that was carried out using online and offline systems if they had to carry out learning programs. This can indeed make progress in understanding technological systems. But all students have difficulty adjusting to this, students are also required to be able to absorb the material provided, and teachers are also required to be able to convey the material to the maximum to students. Meanwhile, teachers are still required to come to school even though the learning system is carried out online. This makes teachers bored because teachers cannot teach students as usual. They only talk to fellow teachers, whereas students are also bored with online learning where they only study alone, do not meet school friends, and are given lots of assignments from the teacher which makes students bored. Therefore, SDN Selakopi Kabupaten Bandung Barat, started implementing a face-to-face learning system but with a shorter study time than usual.

The purpose of this study was to find out the strategies of primary school teachers to overcome post-pandemic student learning burnout. The focus of the study discusses the teacher's strategy at SDN Selakopi Kabupaten Bandung Barat to overcome the problem of student learning burnout. The contribution of the results of this study can be used as a source of information both theoretically and practically as well as material for consideration, support, and contribution of knowledge thinking for teachers in primary schools to overcome the problem of student learning difficulties. As well as a novelty that allows it to be used as a reference for future researchers.

2. METHOD

2.1 Research Design

This study uses a qualitative approach, and research methods using field research. Qualitative research uses the natural environment as a data source. Events that occur in a social situation are the main studies of qualitative research. Descriptive research is research that is directed to provide symptoms, facts, or events systematically and accurately regarding the characteristics of certain populations and areas (Margono, 2009). This type of research is comparative qualitative. Comparative qualitative is analyzing to look for and find similarities and differences in phenomena. Through this field research, researchers are trying to uncover the strategies of primary school teachers to overcome post-pandemic student learning burnout.

2.2 Participants

This research was conducted at SDN Selakopi Kabupaten Bandung Barat in 2021. The data sources consist of two types, namely primary and secondary data. The primary data are 26 students in class V at SDN Selakopi Kabupaten Bandung Barat, and the secondary data are teachers who teach in class of V.

2.3 Instruments and Data Collection

This data collection instrument is basically inseparable from the data collection method. If the data collection method is an in-depth interview, the instrument is an open/unstructured interview guide. If the data collection method is observation/observation, the instrument is an observation guide or open/unstructured observation guide. Likewise, if the data collection method is documentation, the instrument is a library format or document format.

To collect data from sources of information (informants), the researcher as the main research instrument requires an instrument. There are two kinds of assistance instruments that are commonly used, namely: 1) in-depth interview guide or guidelines. This is a short paper containing a list of information that needs to be collected. The questions are usually general in nature and require long answers, not yes or no answers; 2) recording devices. Researchers can use recording devices such as tape recorders, telephones, still cameras, and video cameras to record interviews.

The data using interviews, observation, and documentation. Data analysis with the following procedures and processing techniques: 1) data reduction; 2) data display (presentation of data); 3) conclusion drawing and verification.

2.4 Data Analysis

Data analysis in this study was carried out descriptively qualitative, and interpretative. Data analysis was carried out by systematically organizing interview guidelines, field notes, and literature data to gain knowledge from the data, then formulating descriptively, and then processing the data. The data analysis is divided into three stages, namely the data reduction stage, presenting data, and concluding or verifying.

Data reduction is a process of selecting, focusing on simplifying, abstracting, and transforming rough data that emerges from field notes. Operationally, the reduction is carried out continuously during the research. Then, summarize the field data, codify, and formulate it. The results obtained were interpreted, and then presented in narrative form. Furthermore, findings from the library and field data analysis were sought for their relationship.

The validity of the data in this study is determined using the criteria of credibility (degree of trust). This is intended to prove that what has been collected is in accordance with the reality in the field. So that the data obtained is not in doubt, this research requires checking the validity of the data by means of the presence of researchers (participation) and triangulation.

2.5 Procedure

In this study, there are several stages of research that need to be carried out so that the research process is more directed, focused and achieves maximum validity, and obtains the desired results. The steps for carrying out this research include (1) preparation, reviewing library materials, and expanding the focus of attention; (2) selection of research locations; (3) research data collection; (4) data analysis, development, and evaluation; (5) in-depth data review; (6) conclusions and reports.

3. RESULTS AND DISCUSSION

3.1 Results

The results of the research describe the findings of research in the field, the focus of the research examines the learning process of students at school, and the findings reveal that there are many problems faced by teachers during the Covid-19 pandemic at SDN Selakopi Kabupaten Bandung Barat. Based on the results of the analysis that has been done, the research results are categorized into five research findings. The five findings are presented below:

First, the learning system during the Covid-19 Pandemic at SDN Selakopi Kabupaten Bandung Barat was programmed with two learning systems, namely the online system and the offline system, this was carried out by looking at the developing situation, the implementation of this system was also guided by a circular from the government. If learning through face-to-face time is very limited and the students are limited.

Second, the solution implemented by the teacher in learning during the Covid-19 Pandemic at SDN Selakopi Kabupaten Bandung Barat, namely by providing various learning models to students so that students are not burdened and do not feel bored in the online learning process, the teacher must also try to provide understanding to students that the material given to students is very easy, the solution is facing obstacles, namely calling parents, being encouraged in the WhatsApp chat group, on the phone through the homeroom teacher, as well as stable device and network support so that communication between students and teachers can be effective.

Third, the school principal seeks and provides support and teaching facilities to teachers in dealing with the obstacles faced by teachers in the learning process during the Covid-19 Pandemic at SDN Selakopi Kabupaten Bandung Barat.

Fourth, the teacher makes innovative learning strategies, methods, and media in carrying out learning during the Covid-19 pandemic. Further, improve and develop online learning strategies to make them more varied. Teachers develop more learning that can make learning conditions remain effective even though it is carried out in a network, communicating more often with students.

Fifth, students who are bored with learning during the Covid-19 pandemic are always directed to be able to increase their concentration while studying, students do not only rely on the teacher when explaining but must have a book that can attract their attention so that they don't experience boredom while studying which will cause problems. Themselves and keep looking for more knowledge apart from the material presented by the teacher.

The findings as described above indicate that student learning burnout occurs due to student anxiety and the existence of an unsupportive learning environment. Students feel anxiety about the academic results obtained during offline learning because they are less than optimal in learning, causing very high anxiety about their academic results.

3.2 Discussion

The results of the study revealed the findings that the saturation of students according to class teachers was different because the learning burnout experienced by students at this time was influenced by several factors, both internal and external factors, one example of learning burnout felt by students because the learning environment did not support learning ongoing or lack of guidance from parents. In addition, boredom occurred to students because during the pandemic online learning was not optimal, the teacher delivered the material, and this made students' interest in learning greatly. Other findings show that the cause of student learning burnout is influenced by (1) students being less able to understand the content of the material that has been presented through online media by the teacher; (2) the internet network is sometimes interrupted; (3) lack of use of online learning media; (4) learning media that is less supportive so that the material cannot be conveyed optimally. To solve this problem, the school has tried to overcome this problem, such as holding training for teachers regarding the use of online learning media such as using WhatsApp chat to make learning videos using Camtasia. In addition, supporting facilities and infrastructure used by teachers in the learning process such as strengthening the Internet network have been built,

The relevance of the results of this study has similarities with previous research, namely the factors that cause student learning burnout. The results of other studies reveal that the learning burnout of students varies because the learning burnout that exists in current students is influenced by several factors, both internal and external factors (Hanina et al., 2021). The learning burnout during the COVID-19 pandemic was caused because students did not have friends to exchange imaginations and learning was monotonous (Fauziah & Nadlifah, 2021). Online learning during the Covid-19 pandemic became one of the causes of learning boredom in children (Trisnani & Astuti, 2021). Students experience boredom in online learning during the Covid-19 pandemic because the learning system tends to be monotonous, lack of good social interaction between students and teachers, many assignments are given by teachers, and lack of parental support during the implementation of online learning (Fatimah & Puspaningtyas, 2022).

While other findings also reveal that teachers can provide interesting learning strategies and create conducive learning situations that will increase interaction and enthusiasm for learning for students (Al-Shara, 2015). According to Hakim, said that the method that can be done by teachers to reduce student learning burnout is to provide a varied learning method besides that students can rearrange the learning space, create a new atmosphere, do recreation and when the learning process begins students are expected not to be stressed (Handayani, 2020; Syah, 2014). According to Talkudung & Milsidayu, suggesting that students can also carry out various strategies to overcome learning burnout at home such as self-awareness, balancing breaks, vacations, seeking support from people around and making a study schedule (Rinawati & Darisman, 2020).

The findings of other research results also reveal findings that to overcome student learning burnout during the covid-19 pandemic, several learning strategies carried out by teachers were able to overcome student learning burnout problems such as using quartet card media (Sumartono, 2022), Holidays without

Gadget study assistance program (Muzayinah & Prima, 2021), research using Quizizz media (Rofiq et al., 2022), Cybercoun-seling (Pristanti, 2021), motivation-based group guidance services academic (Prawitasari & Rahman, 2021). Various learning techniques are given to overcome the problem of student learning burnout considering that one of the effects of learning burnout is increased fatigue and low motivation in doing school assignments (Rozzaqyah, 2021). As a result, learning boredom has a direct impact on students' health conditions such as headaches and difficulty sleeping, and will also have a psychological impact, namely students easily experience boredom, feelings of lack of confidence, and lack of sympathy.

Learning burnout that occurs in students at SDN Selakopi Kabupaten Bandung Barat is a condition that often becomes a problem for students. So far, efforts and strategies have been made by the school to overcome student learning burnout at SDN Selakopi Kabupaten Bandung Barat including: (1) Arouse students' attention to the subject matter provided and be able to use a variety of media and learning resources that vary; (2) Arouse students' interest to be active in thinking and seeking and finding solutions to the problems they face; (3) Develop students' attitudes in fostering social relations, both among friends and towards the community environment; (4) Understand and explore the differences in individual participants so that they can serve students according to their abilities.

The strategy was carried out by teachers at SDN Selakopi Kab. Bandung Barat, to overcome student learning boredom, is clearly in line with the Permendikbud No. 65 of 2013 regarding preliminary activities, that teachers must prepare the following: (1) Conditioning students to be ready to follow the learning process; (2) Providing learning motivation to students contextually according to the benefits and application of teaching materials in everyday life; (3) Ask questions that relate previous knowledge to the material to be studied; (4) Delivering students to a problem that will be carried out to study material and explain the learning objectives to be achieved; (5) Convey an outline of the scope of the material and an explanation of the activities students will carry out to solve problems or assignments. Teachers must be good at managing the class, creating a conducive learning atmosphere, providing motivation to students, paying attention, and even having to build more communication with parents of students regarding student development while at home; (6) Regarding the student guidance process, teachers are ready to be contacted at any time.

The problem of student learning burnout has become the task and obligation of the teacher to solve, this means that the teacher must be able to overcome student learning problems. There is burnout due to emotional exhaustion, loss of motivation, and commitment. The burnout experienced by students in the learning process can make students feel that their efforts are meaningless. When students lose motivation, these students can experience boredom in learning, or maybe because the teacher uses an inappropriate method, for example, the teacher only uses the speech method and cannot provide feedback to students (Wahyuli & Ildil, 2020).

Just as with students at SDN Selakopi Kabupaten Bandung Barat, based on the results of online student lists it shows that they are not able to make good use of study time, their learning method is not organized so this reflects these students have bad study habits, this can be seen when filling in attendance list, sometimes filled in the afternoon or on other days. This finding is based on the recap results of filling in the attendance list online, either through the WhatsApp Group. Many complaints from teachers, students, and parents regarding the implementation of online learning. Some teachers complain about the limited ability to operate learning media online and limited access to the internet network. This was also felt by parents and students when filling out a survey regarding the implementation of online learning. The problems encountered are related to the interaction of teachers and students while learning takes place. Second, the allocation of funds to purchase internet quota.

Some factors cause student learning burnout, namely because online learning takes so long that it causes high student learning burnout (Lisman, 2020). Learning conditions from home or online stress students and parents. The learning burnout during the Covid-19 pandemic occurred due to several factors including (1) students had difficulty understanding the material caused by the teacher's learning methods that were less varied; (2) the number of assignments given by the teacher; (3) there are no study buddies when learning online; (4) decreased concentration when studying due to staring at the cellphone screen for too long; (5) limited internet quota; (6) unsupportive environment (Ningsih, 2020).

Overcoming the problem of student learning burnout, it requires teacher readiness, an appropriate curriculum, availability of learning resources, as well as stable device and network support so that communication between students and teachers can be effective. The current condition of online learning cannot

be called ideal because there are still various obstacles faced, namely learning burnout. These obstacles are at the same time a challenge in the implementation of online learning considering that the implementation of online learning is a must so that educational activities can continue to be carried out during the current Covid-19 pandemic emergency. The obstacles faced as well as a challenge in the implementation of online learning are related to the readiness of human resources, the lack of clarity on local government directives, the absence of an appropriate curriculum, and limited facilities and infrastructure, especially technology support and internet networks. The readiness of human resources including teachers, students, and parental support is the most important part of implementing online learning.

Based on the discussion above, the findings reveal that the strategy carried out by teachers at SDN Selakopi Kabupaten Bandung Barat in overcoming student learning burnout is by providing various learning models to students so that students are not burdened and do not feel bored in the online learning process. The teachers have tried to give students an understanding that the material or assignments given are very easy. The online learning process should ideally still be able to accommodate students' learning needs to develop their talents and interests according to their level of education.

4. IMPLICATIONS AND CONTRIBUTIONS

The results of the research have contributed to the problem of student learning burnout, namely providing information as a basis for consideration, support, and contribution of knowledge for teachers and parents to overcome the problem of student learning burnout. To overcome the problem of student learning burnout, teachers are required to pay attention to and understand the psychological condition of their students always guide and assist them in every learning process, and provide interesting learning material so that students can learn happily and comfortably.

5. RESEARCH LIMITATIONS

The research was conducted using qualitative methods and primary data obtained through interviews, observation, and documentation. Limitations of this study include the subjectivity of the researcher. This research is highly dependent on the researcher's interpretation of the meaning implied in the interview so the tendency for bias remains. To reduce bias, a triangulation process was carried out, namely source and method triangulation. Source triangulation is done by cross-checking data with facts from different informants and other research results. Meanwhile, method triangulation was carried out by using several methods in data collection, namely in-depth interviews and observation methods.

Recommendations for future researchers can consider the results and limitations of the research to minimize the shortcomings and limitations in the research.

6. CONCLUSION

The learning burnout that occurs in students can be caused by environmental factors. The environment greatly influences student learning, both in the family environment, school environment, and social environment. The results of the study concluded that the strategy carried out by teachers at SDN Selakopi Kabupaten Bandung Barat in overcoming student learning burnout was by providing various learning models to students so that students were not burdened and did not feel bored in the online learning process. Learning burnout of student learning occurs due to student anxiety and the existence of an unsupportive learning environment. Students feel anxiety about the academic results obtained during offline learning because they are less than optimal in learning, causing very high anxiety about their academic results.

Recommendations and suggestions include (1) the results of this study can be used as material for consideration for teachers in schools to overcome the problem of student learning burnout; (2) this research can be used as a reference for teachers and further researchers regarding the problem of learning burnout; (3) future researchers can consider the limitations of this research; (4) the results of this study can be used as novelty research.

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AUTHOR CONTRIBUTION STATEMENT

All data information reported in this research article can be held responsible, and the originality of this research data is in accordance with the original situation without any data manipulation from the author.

CONFLICT OF INTEREST STATEMENT

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

ETHICAL APPROVAL STATEMENT

The author has approved the article to be published in the Indonesian Journal of Innovative Teaching and Learning (IJITL) by following the Publication Ethics and Journal Policies.

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