

Students' Burnout in English Class Among The Eighth Grade Students at SMPN 4 Ponorogo

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ARTICLE INFO	ABSTRACT
<p>Article History: Received: July 15, 2024 Revised: August 16, 2024 Accepted: September 17, 2024</p> <p>Keywords: students' burnout, junior high school, English class</p>	<p>This research aims to (1) analyze the burnout types that the students of the eighth-grade face in the language classes of the SMP N 4 Ponorogo; (2) describe how teacher overcome the problem of students' burnout in English classes at SMP N 4 Ponorogo. This research was designed using a descriptive qualitative method. The Data were collected through closed questionnaires, in-depth interviews, observation and documentations. The Participants were students and English teachers of class 8B at SMP N 4 Ponorogo who were selected by using purposive sampling. Based on the result of data analysis found that (1) the students' burnout types, which consists of emotional exhaustion include students being lethargic, lacklustre, and not responding actively during lessons. Depersonalization shown by a cold or cynical attitude towards activities in the English class and a tendency to withdraw from interactions. Lack of achievement, struggle to maintain motivation to learn English and feel underappreciated for their efforts. (2) English teachers cope with burnout by applying relaxation techniques, implementing effective time management strategies, using varied methods, teaching with humour and seeking support from colleagues and family. Teachers do not invite students to the library, or study outside to overcome burnout.</p>
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How to Cite:

Anggraini, Selvi Ayu., Dedi Hasnawan. "Students' Burnout in English Class Among The Eighth Grade Students at SMPN 4 Ponorogo." *J-EMAIL: Journal of English as a Modern and International Language*, Volume 3, Number 2 (2024)

INTRODUCTION

Students' burnout is a phenomenon that is receiving increasing attention in educational contexts. In this modern era, the ever-increasing pressure on students and high social demands make an in-depth understanding of the types that can lead to burnout in college students very important. In addition to students' burnout, they also face social demands and family responsibilities. Traditional role shifts, such as students having to help care for family, can add complexity to the level of burnout experienced.

Students' burnout is a set of signs arising from emotional exhaustion, both physically and mentally, involving the development of a negative self-concept, lack of focus, and non-positive learning behaviors.¹ Maslach's research model emphasizes three types of students' burnout are emotional exhaustion, depersonalization, and underachievement.² Students' burnout refers to physical and mental exhaustion arising from excessive student demands, lack of motivation, and feelings of hopelessness towards education.³

Students' burnout in eighth grade students is a state of stress and exhaustion experienced by students at this level. It is caused by high student pressure, demands to achieve exceptional results, as well as feelings of inadequacy in the face of study and exam loads. Eighth grader may experience feelings of physical and emotional exhaustion, decreased motivation in learning, and even symptoms of anxiety due to high demands. Students' burnout in eighth graders can have a negative impact on their physical and mental well-being as well as their academic performance.⁴

Students' burnout is a serious problem at various levels of education, including at SMP N 4 Ponorogo in class VIII students. The author suspects that the cause of students' burnout workload. Eighth grade students may face an intensive academic load. The second conjecture is that students may have responsibilities towards sick parents. Some students may have additional responsibilities in caring for sick parents. The third conjecture is that students may have responsibilities towards younger siblings to care for. Younger siblings may face additional burdens that can affect their balance of time and energy. The authors' fourth conjecture is that some students may experience uncertainty or lack of clarity regarding their future goals. These engagements can be kind of significant in students' burnout levels.

Students' burnout is a serious problem at various levels of education, including at SMP N 4 Ponorogo in class VIII students. The author assumed that the cause of burnout is student workload. Eighth grade students may face an intensive academic load. The second assumption is that students may have responsibilities towards sick parents. Some students may have additional responsibilities in caring for sick parents. The third assumption is that students may have responsibilities towards younger siblings who must be cared for. Younger siblings may face additional burdens that can affect their balance of time and energy. The

¹ Slivar, Branko. (2001). *The Syndrome of Burnout, Self Image, and Anxiety with Grammar School Students*. Horizons of Psychology, 10, 2, 21-32.

² Maslach, C & Leiter, M P. (1997). *The Truth About Burnout: How Organizations Cause Personal Stress*. San Fransisco: Jossey-Bass.

³ Maslach, C. 2003. *Burnout: The Cost of Caring*. Cambridge: Malor Books.

⁴ Sagita, et al. (2021). *Tingkat Academic Burnout Mahasiswa di Masa Pandemi COVID 19*. Jurnal hasil-hasil penelitian Universitas Nusantara PGRI Kediri.

authors' fourth assumption is that some students may experience uncertainty or lack of clarity regarding their future goals. These engagements can be kind of significant in students' burnout levels.

Researching students' burnout in junior high school, particularly in eighth grade English classes, is very important. Because by conducting research on students' burnout in eighth grade, especially English classes, researchers hope to take steps to prevent it, provide the necessary support, and create a healthier and more productive learning environment for students at this level.⁵ This research can help in developing more effective learning strategies in English subjects. This includes teaching methods, classroom management, and how to overcome students' burnout.⁶ With this research, we can better understand the challenges that eighth grade students face in learning English and look for ways to improve their experience in this subject.

The author emphasizes the need for research on students' burnout, specifically in grade eight, with a focus on English classes. This research aims to identify symptoms, prevent burnout, provide support, and improve the overall learning environment. Students' burnout is associated with decreased motivation, difficulty concentrating, and potential negative impacts on their physical and mental well-being.

Based on the results of a preliminary study conducted at SMP N 4 Ponorogo, the problem of students' burnout is still prevalent. This is supported by the emergence of symptoms that indicate that students experience burnout in learning, namely students often talk to their friends when the teacher explains the subject matter. This indicates that they may have lost interest or concentration on the subject matter being taught. Talking to their friends when their friends are paying attention and listening to the teacher's explanation. This could be a sign that they feel less engaged or feel bored with the ongoing learning. Some students even feel sleepy and fall asleep in class. This could be due to too much study load or lack of interest in the subject matter. There are also students having fun with their activities such as playing with pens, rulers and textbooks, and there are also students playing games on their cell phones. This shows a lack of student engagement in the learning process.

Based on the problems found in the research background, the researcher focused on analyzing the types of students' burnout in the eighth grade English class at SMP N 4 Ponorogo and how teachers overcome students' burnout in the eighth grade English class at SMP N 4 Ponorogo.

RESEARCH METHOD

This research was designed using a qualitative descriptive method.⁷ Data were collected through closed questionnaires, interviews, observation, and documentation. The participants came from students and English teachers of class 8B at SMP N 4 Ponorogo who were selected using purposive sampling technique. The research data were then analyzed

⁵ Hamzah, Dwi, Y., P., S. & Imam, T. 2017. Efektifitas Konseling Kelompok dengan Teknik Relaksasi Religius untuk Mengurangi Kejenuhan Belajar Mahasiswa. *Jurnal Bimbingan dan Konseling*. Vol. 6, No. 1, Juni 2017, h. 7-12,

⁶ J.J Hasibuan, Moedjiono. *Proses Belajar Mengajar*, Bandung: PT. Remaja Rosdakarya, 2009, h. 64

⁷ Sugiyono. (2019). *Metode Penelitian Kuantitatif Kualitatif dan R & D*. In Sutopo (Ed.), *Statistika untuk Penelitian* (2nd ed.). Alfabeta.

using a descriptive analysis model, which includes data condensation, data presentation, and conclusion drawing. This analysis aims to provide an in-depth description of the phenomenon under study and produce relevant conclusions.

RESULT AND DISCUSSION

1. The types of students' burnout according to Maslach's theory at SMP N 4 Ponorogo eighth grade

In Maslach's theory, there are three types of students' burnout that can be experienced by students, namely emotional exhaustion, depersonalization, and lack of achievement. First, emotional exhaustion describes feelings of physical and emotional exhaustion caused by persistent academic demands. In grade 8 of SMP N 4 Ponorogo, there are clear indications that students experience emotional exhaustion in various academic situations. Students appeared lethargic, lackluster, and did not respond actively during lessons. The questionnaire results also confirmed the presence of this emotional exhaustion.

To strengthen the substance of data from interview, questionnaire and observation from 32 students and English teacher who active in the 2024/2025 academic year at Junior High School 4 Ponorogo eighth grades. Based on the results of the questionnaire completed by 32 students, there are strong indications that students tend to show burnout. For the first question, 12 students strongly agreed. In the second question, 9 students strongly agreed and 13 students agreed. The third question showed that 12 students agreed. The fourth question revealed that 6 students strongly agreed and 15 students agreed, while the fifth question showed 8 students strongly agreed and 11 students agreed. In the sixth question, 10 students strongly agreed and 9 students agreed. The seventh and eighth questions showed 8 students strongly agreed and 16 students agreed, respectively. Finally, the ninth question showed that 10 students strongly agreed and 15 students agreed. The remaining students either disagreed or agreed to a lesser extent, indicating that the majority of students experienced significant levels of burnout. All data from this study were described based on the focus research question.

In addition, students often show negative reactions such as complaining when given routine tasks or homework by English teachers. Second, depersonalization refers to a negative or uncaring attitude towards academic tasks and people in the academic environment. Grade 8 students show unfriendly or cynical behavior towards other people or tasks, preferring to use their mobile phones or talk to friends rather than engage in ongoing group activities. The questions in the questionnaire indicated that many students felt burnout which had a negative impact on their interpersonal relationships with classmates or English teachers. Thirdly, there were indications of declining achievement where many students felt unable to achieve personal milestones in academic tasks. The questionnaire showed that the majority of students struggled to motivate themselves in learning English and felt pressured in balancing academic tasks with their personal lives. This highlights the importance of overcoming motivational barriers to improve learning outcomes in English education.

2. The ways teachers overcome students' burnout in class 8 at SMP N 4 Ponorogo

In an effort to reduce burnout in the 8th grade English class at SMP N 4 Ponorogo, English teachers have an important role in creating a supportive, comfortable, and fun environment for students. One of the strategies that can be implemented is to use teaching methods that attract and maintain students' interest and engagement in English class. Teachers can use variety in teaching, such as the use of different media and resources, to maintain diversity in learning and prevent boredom.

In addition, providing regular positive feedback can also increase students' motivation in English lessons. It can strengthen students' confidence and encourage them to keep trying. Teachers can also facilitate open discussions about burnout and strategies to overcome it with students, providing opportunities for students to share experiences and learn from each other. Teachers also need to provide adequate breaks in the learning schedule to prevent burnout in students. Adequate breaks allow students to recover their energy and concentration. In addition, teachers can teach students time management techniques and how to overcome burnout, equipping them with the necessary skills to deal with academic pressure.

The concrete steps English teacher takes to help students who experience burnout are to brainstorm so that students are focused and excited, and to ask questions that provoke comfort. Sometimes there is also a singing activity before starting class. To create a learning atmosphere that supports students' mental and emotional well-being, English teacher uses brainstorming, singing together, reading poetry, playing funny games, and witty guesses.

In terms of using relaxation or meditation techniques, English teacher explained that there is usually Mr. Totok who conducts relaxation techniques using the ESQ (Emotional Spiritual Quotient) method. If Mr. Totok is absent, the school calls in an ESQ expert from outside to give a relaxation session to all students.

For students who feel overwhelmed by the academic load, English teachers provide additional time or special support, such as extra hours or reflection sessions every Friday. In this reflection, students are given the opportunity to convey class that are difficult to understand or problems they face. Collaboration with school staff such as counselors and psychologists also done to support students who experience burnout. The school organizes intrrogency tests from outside the school, and the results are followed up by the counseling team. The role of parents in helping students overcome burnout is also very important. The English teacher explained that each homeroom teacher has a WhatsApp group to communicate with parents. If there are complaints, parents can complain directly to the school.

Constructive feedback to students who feel overwhelmed by academic tasks is provided by motivating students and simplifying the material to make it easier to understand. Strategies to help students develop time management skills include providing educational calendars and lesson schedules, as well as guidance in managing the timing of academic and non-academic activities. English teachers also pay attention to individual differences in tolerance to burnout and adjust their approach based on students' responses. When students answered questions about their condition, Ms. Endang paid more attention to students who felt unwell or tired to find out the reasons and provide support.

Burnout in students can be overcome by various methods that are tailored to the type of

burnout experienced. The following are details of methods that are appropriate for each type of burnout:

1. Emotional Exhaustion: Relaxation Techniques: Highly effective for reducing emotional exhaustion by giving the mind and body time to rest. Seek Support from Friends and Family: Emotional support from loved ones can provide renewed energy and motivation. Learning with Humor: Using humor can help reduce stress and emotional exhaustion by creating a more relaxed atmosphere.

2. Depersonalization: Seeking Support from Friends and Family: Can help students feel more connected to others and reduce feelings of alienation. Using Multiple Methods: Combining several approaches can help find the most effective way to reduce depersonalization. Learning with Humor: Humor can help rebuild positive relationships with tasks and surroundings.

3. Lack of Achievement: Time Management: Helps students organize their study time better so that they can achieve their desired achievement. Using Various Methods: Exploration of different strategies to find the most effective ones in improving academic achievement. Relaxation Techniques: Although less direct, relaxation can help improve focus and productivity which ultimately contributes to better achievement.

By understanding the type of burnout experienced and using the right methods, students can more effectively overcome burnout and improve their well-being.

CONCLUSION

Based on the data collected, it can be seen that grade 8 students at SMP N 4 Ponorogo experience various signs of burnout which include emotional exhaustion, depersonalization, and decreased achievement, in accordance with Maslach's theory. Emotional exhaustion is characterized by feelings of physical and emotional exhaustion due to constant academic demands, seen through lethargy and lack of responsiveness during lessons. Depersonalization is shown through a negative or indifferent attitude towards academic tasks and people in the academic environment, with some students choosing to withdraw from interactions. In addition, many students found it difficult to achieve personal milestones in academic tasks, exhibiting low motivation and feelings of being unappreciated. These findings emphasize the need for interventions to address motivational and emotional barriers, as well as creating learning environments that support students' overall well-being and improve their learning outcomes.

Based on research conducted in grade 8 of SMP N 4 Ponorogo, it was found that students experienced three types of students' burnout identified in Maslach's theory: emotional exhaustion, depersonalization, and decreased personal accomplishment. Students often feel emotionally and physically exhausted due to the constant academic demands, showing symptoms such as lethargy, lack of enthusiasm, and lack of responsiveness during lessons. In addition, many students exhibit a negative or cynical attitude towards their academic tasks and learning environment, reflecting depersonalization. Finally, many students felt unable to achieve personal accomplishment in academic tasks, struggled with motivation, and felt underappreciated for their efforts. These findings point to the need for interventions to address motivational and emotional barriers and improve learning

conditions that can support students' overall well-being.

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