

Exposing Learning Burnout: A Review from Student and Teacher Perspectives in the Context of the School Curriculum

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ABSTRACT

This study investigates the phenomenon of learning boredom from the perspectives of both students and teachers. Data were collected through interviews with students from various educational levels and with teachers about their experiences. The findings reveal that students and teachers experience a range of emotions regarding the teaching and learning process, from enthusiasm to boredom. These experiences are influenced by both internal and external factors, such as monotonous teaching approaches, student engagement in the learning process, physical conditions, and the relationship between students and teachers. In addition, it was found that some students had difficulty understanding certain material, while others felt more comfortable learning independently through other sources.

Recommendations resulting from this research include strategies to improve the quality of teaching, pay attention to balancing workload, strengthen relationships between students and teachers, and implement strategies to overcome boredom in learning. This research provides valuable insights for educators and other interested parties to design a more holistic and sustainable approach to supporting student development in educational environments.

Keywords: learning fatigue, strategies to overcome fatigue, task load, social support, study duration

INTRODUCTION

Education plays an important role as a foundation for the growth and progress of individuals and society as a whole (Loeb et al., 2017). However, in learning dynamics that continue to change and develop, teachers often face various challenges. One of the challenges that can be encountered is learning boredom. This boredom can cause a decrease in student motivation and concentration, as well as affect student achievement and learning outcomes (Obergruesser & Stoeger, 2020).

Learning burnout is a problem that is often overlooked but has a significant impact in the classroom (Sharp et al., 2017). This impact can hamper the learning process; and interfere with achieving overall student learning outcomes (Dewaele & Li, 2021). Therefore, it is important to understand the root causes of learning burnout from various perspectives. By understanding the sources of learning burnout, effective strategies can be identified to overcome the problem and create a more dynamic and meaningful learning environment (Derakhshan et al., 2021).

In this review, we will investigate the phenomenon of learning burnout from the perspectives of students and teachers. Through in-depth interviews with these two groups, we aim to gain a deeper understanding of the factors that influence learning burnout and the efforts that have been made to overcome it.

We will focus on the context of the school curriculum to explore classroom dynamics that may contribute to learning burnout. The results of this research will help us develop a better understanding of the strategies and solutions that can be applied to create a more dynamic, meaningful, and motivating learning environment for

all parties involved in the educational process.

Theoretical Overview

Learning Burnout

Learning burnout theory involves in-depth research on how students can lose interest, motivation, and focus in the learning process (Sharp et al., 2018). The main focus of this theory is identifying and understanding the various factors that contribute to learning burnout. Some of these factors include an unattractive curriculum, the use of monotonous teaching methods, workloads that are too heavy for students, and the irrelevance of lesson material to students' real lives (Nakamura et al., 2021).

Cognitive Load Theory, developed by John Sweller and his colleagues, states that saturation occurs when the cognitive load faced by students exceeds their capacity to process information (Kirschner et al., 2018). This can occur when the material taught is too complex or presented in a way that places excessive cognitive burden on students (Sweller, 2020).

Motivational theory has been researched by psychologists such as Albert Bandura and Edward Deci (2005). They state that learning boredom can occur when students lose interest or motivation in the subject matter or the learning process itself (Bandhu et al., 2024). Factors such as inadequate rewards, an unsupportive environment, or unclear learning goals can be the main causes of learning boredom (Hartnett, 2019).

Social Learning Theory was developed by Albert Bandura (2017). This theory emphasizes the importance of the social environment in learning. Learning burnout can occur when students do not feel supported or involved in the learning environment, for example, due to a lack of social interaction or support from peers and teachers (Albert, 2007).

The Intrinsic-Extrinsic Motivation Theory was put forward by Edward Deci and Richard Ryan (1971). They state that learning burnout can occur when students do not feel they have control over their own learning. If students feel forced or given external incentives to learn, their intrinsic motivation can decrease, which can ultimately lead to burnout (Van den Broeck et al., 2021).

Satisfaction Theory highlights the relationship between students' level of satisfaction with learning and their level of boredom. If students do not feel satisfied with the learning experience, for example, due to a lack of challenge or relevance of the material to their lives, they tend to experience boredom (Abuhassna et al., 2020).

Learning Burnout in the Context of the Curriculum

Learning boredom is a common phenomenon that often appears in the world of education, especially when students feel that their learning is not challenging enough or the learning load is too heavy (Pawlak et al., 2020). Currently, the main challenge is how to manage and reduce student learning boredom when implementing the Merdeka Curriculum, which emphasizes a more independent and creative learning approach. The study by Smith et al. (2017) shows that students who experience high levels of boredom tend to have low learning motivation and can experience a decline in academic performance (Putwain et al., 2018). Therefore, a deeper understanding of the factors that can influence the level of student learning saturation in the context of the independent curriculum is very important.

The phenomenon of learning boredom has significant implications in the world of education (Sharp et al., 2020). In the context of the Independent Curriculum, where learning is more student-directed and independent learning is key, efforts need to be made to maintain student learning motivation. If students find it too simple or too difficult, they may tend to lose interest in learning. Therefore, teachers and educational policymakers need to consider various strategies that can motivate students and reduce boredom. Increasing students' learning motivation can help them be more active in the learning process and achieve better academic results (Erlangga, 2022).

When we reflect on the challenge of managing student learning burnout in the context of the Merdeka Curriculum, it is important to understand that a holistic approach is required. Students, teachers, and parents must be involved in this effort. Additionally, innovative and diverse teaching methods, appropriate use of technology, and effective support from the educational environment can all play a role in helping students maintain their learning motivation and overcome burnout (Li et al., 2023). With a comprehensive approach, we can ensure that the Independent Curriculum truly provides benefits for students and has a positive impact on the quality of education in Indonesia as a whole.

RESEARCH METHODS

Research Design

This research uses a qualitative approach to gain an in-depth understanding of learning boredom from the perspective of students and teachers at State Senior High School (SMA) 2 Tangerang Regency, Banten-Indoensia. Data collection uses in-depth interviews with students and teachers as well as the analysis of qualitative data.

Research Participants

The research participants consisted of four students from various levels and four teachers from various educational backgrounds at State Senior High School (SMA) 2 Tangerang Regency, Banten, Indonesia. Participants were selected purposefully by considering the diversity of their backgrounds and experiences in educational contexts.

Data Collection Instrument

The main instrument used in this research is in-depth interviews. Interviews with students will aim to explore their experiences and perceptions of learning boredom, while interviews with teachers will explore their views on the factors that influence student learning boredom.

Table 01: Interview Instruments for Students

No	Indicator	Interview instrument for students
1	Feelings and motivation	How do you feel about the lessons you learned? Do you feel enthusiastic, bored, or fed up?
2	Feelings and motivation	Is there anything in particular in the lesson that makes you feel bored or fed up?
3	Concentration and focus	What was your concentration level during the lesson? Do you often find it difficult to focus?
4	Work load and assignments	Do you feel burdened by the assignments or homework given in the lesson?
5	Concentration and focus	Do you find it difficult to understand the concepts taught in class?
6	Relationship with teachers	How is your relationship with the subject teacher? Do you feel comfortable asking for help or clarification?
7	Teaching methods and relevance	Do you feel there is something that could be improved in the way teachers teach to make it more interesting and

		relevant to you?
8	Retention of material	Do you feel you need more support or help from the teacher in understanding the lesson material?
9	Support and collaboration	What was your experience with working in groups or collaborating with classmates on the lesson?
10	Strategies to overcome boredom	How do you overcome feelings of boredom or boredom when studying these lessons? Do you have a particular strategy or technique?
11	Duration of study time at school	What is your view regarding the duration of study time at school? Do you see it as a factor influencing learning boredom?

The interview instrument with students was designed comprehensively to gain in-depth insight into various aspects that influence their learning experience. First, through questions about feelings and motivation, we seek to understand how enthusiastic students are about the lesson, whether they feel bored, or whether they are motivated to learn. Next, we explore students' levels of concentration and focus during learning to find out how well they maintain attention during lessons. We also asked about students' responses to the workload and assignments they faced, including how much they felt burdened by assignments and whether they found it difficult to complete them. The next section is about students' relationships with their teachers, where we want to know how comfortable students are with asking teachers for help or clarification and whether they feel supported in their learning by their teachers. Next, we explored students' views about the teaching methods used and the relevance of the subject matter to their lives to find out how interesting the teaching methods were and how relevant the subject matter was for them. We also asked about how well students understood the subject matter being taught and whether they felt they needed additional help from the teacher to understand the material. Additionally, we evaluate the extent to which students feel supported by classmates and how often they collaborate in learning. We also asked about specific strategies or techniques students use to overcome boredom during learning, as well as how much time they spend studying at school each day and how that impacts their learning experience.

Table 02: Interview Instrument for Teachers

No	Indicator	Interview instrument for teachers
1	Feelings and motivation	What were students' general feelings in this lesson? Are there any indications that they are feeling enthusiastic, bored, or fed up?
2	Concentration and focus	What is the student's level of concentration during the lesson? Do you see signs that they often have difficulty focusing?
3	Work load and assignments	Do you feel that the assignments or homework given affect the level of student learning boredom?
4	Collaboration and teamwork	How do students experience group work or collaborating in dealing with lesson material?
5	Relationship with students	How do you relate to the students in this class? Do you feel they are comfortable asking for help or clarification?
6	Teaching methods and	In your opinion, are there certain factors in teaching methods or

	relevance	curriculum that can cause learning boredom in students?
7	Teaching methods and relevance	Have you tried different teaching methods to make the material more interesting and relevant to students?
8	Retention of material	Do you see consistent difficulty in students understanding certain concepts?
9	Support and assistance	Do you see a greater need from students for extra support or help in this lesson?
10	Strategies to overcome boredom	Do you have any special plans or strategies to help students overcome learning boredom in this lesson?
11	Duration of study time at school	What is your view regarding the duration of students' study time at school? Do you see it as a factor influencing student learning boredom?

The interview instrument has been carefully structured to gain an in-depth understanding of students' learning experiences, taking into account several key indicators. First, we explored students' feelings and motivation towards learning, including how enthusiastic they were about the lesson and their level of motivation.

Next, we assess students' concentration and focus levels during learning to find out how well they maintain attention. We also asked about the workload and tasks they faced, including how much they felt burdened by them and whether they had difficulty completing them. Aspects of collaboration and teamwork are also explored to understand the extent to which students collaborate with classmates.

We also assess students' interpersonal relationships with classmates, their views on the teaching methods used, and the relevance of the course material to their lives. In addition, we examined their understanding of the subject matter, how well they felt supported by teachers and school staff, their strategies for dealing with boredom, and how much time they spent studying at school each day and the impact this had on their learning experiences.

With the information we gain from this instrument, we can gain deep insight into the factors that influence students' learning burnout and design appropriate interventions to improve their learning experience.

Research procedure

This research will be done in several stages. The first stage involves the selection of participants and the arrangement of the interview schedule. The second stage is the implementation of in-depth interviews with students and teachers. Interviews will be recorded and transcribed for further analysis. The last stage is data analysis, where the main themes and patterns will be identified from the interview transcription.

Data analysis

Data analysis was carried out inductively, starting with reading and becoming familiar with the data. Data from the interviews will be analyzed thematically, where key themes and emerging patterns will be identified.

This analysis will help in describing the experience of learning burnout from the perspective of students and teachers.

RESULTS AND FINDINGS

Based on the results of interviews with four student subjects, it was found that feelings and motivation,

concentration and focus, workload and assignments, collaboration and teamwork, relationships with students, teaching methods and relevance, understanding of material, support and assistance, strategies for overcoming boredom, and duration Study time at school is an important indicator that influences students' learning experiences. These findings are documented in Table 03 below.

Table 03: Results of interviews with student subjects

No	Indicator	S 1	S 2	S 3	S 4
1	Feelings and motivation	Feel enthusiastic about certain lessons, but sometimes feel bored.	Feelings vary depending on the lesson, some material makes him feel bored.	Feelings are influenced by external factors, especially teachers, which can make him feel bored.	Feeling bored with lessons due to monotonous teaching approaches and lack of student involvement.
2	Concentration and focus	It's not difficult to focus, but sometimes you have to force yourself.	Doesn't always focus on certain lessons when studying.	Concentration is influenced by the teacher's delivery method, some lessons make him bored.	Feeling bored because of the teacher's physical condition and monotonous teaching style.
3	Work load and assignments	Feeling burdened by assignments or homework given by the teacher.	Feeling overwhelmed by tasks, especially if the deadline is too tight.	Burdened by tasks, especially because they involve spending money.	Feeling burdened by assignments or homework given by the teacher.
4	Retention of material	Have no difficulty in understanding the concepts taught in class.	Having difficulty with certain subject matter.	Difficulty in understanding concepts taught in class, especially in lessons that rely on memorization.	You don't always have difficulty understanding concepts because you can learn independently through online facilities.
5	Relationship with teachers	Good relationship with teachers, but reluctant to ask for help or ask questions.	Good relationship with teachers, comfortable to ask for help or clarification.	Not a very close relationship with the teacher, not comfortable asking questions or asking for help.	Rarely asks the teacher for help, but is comfortable when asking.

6	Teaching methods and relevance	Feel there needs to be improvements in the way teachers teach to make it more interesting and relevant.	Feel comfortable with the current way of teaching.	Feel there needs to be an improvement in the way teachers teach, reducing monotony and more variety.	Felt there needed to be improvements in the way teachers taught to make it more interesting and relevant, highlighting a rigid approach.
7	Support and collaboration	Depends on the level of activeness of group friends in working in groups.	Not active in working in groups.	Positive experience of working in a group.	Good experience in working in groups or collaborating. The subject highlights the importance of cooperation and collaboration.
8	Strategies to overcome boredom	Improve the intention and desire to learn.	Doesn't have a special strategy to overcome boredom.	Don't have a specific strategy to overcome boredom.	Overcome boredom by playing on your cellphone or chatting with friends.
9	Duration of study time at school	Feeling burdened by coming in too early.	Feeling tired, worn out and fed up when studying.	Feeling bored because studying for too long at school.	Consider studying too long as a cause of boredom and exhaustion.

The interview results contained in Table 04 are the result of observations and interactions with student subjects, represented by the initials S1, S2, S3, and S4.

This interview was conducted based on nine predetermined indicators, which include feelings and motivation, concentration and focus, workload and assignments, understanding of the material, relationship with teachers, teaching methods and relevance, support and collaboration, strategies for overcoming boredom, and duration of study time in school.

Through this interview process, we can explore various aspects of students' learning experiences, including their feelings towards learning, their level of concentration and focus during lessons, and how they deal with assignments and homework. We also gain insight into the extent to which students understand the course material, their relationships with teachers, and how teaching methods and support from teachers and classmates influence their learning experiences. In addition, we explored the strategies they use to overcome learning boredom and their views on the duration of study time at school.

By using this interview method, we can gain a deeper understanding of students' learning experiences from various perspectives, allowing us to identify challenges, needs, and potential improvements in the learning context in the school environment.

Table 04: Results of interviews with teacher subjects

No	Indicator	T1	T2	T3	T4
1	Feelings and	Students feel bored when	Students feel enthusiastic if	Students feel bored if there	Students are less enthusiastic/

	motivation	starting lessons related to calculations.	the teacher prepares the lesson material well.	are too many assignments	saturated
2	Concentration and focus	Some students show poor concentration during lessons.	Students often do not focus on the last lesson session.	Student concentration decreases	Students focus for the first 30 minutes, the rest of the time students don't concentrate
3	Work load and assignments	Students are enthusiastic about doing homework because they can work together with friends.	Students feel bored when given assignments from the teacher.	School assignments done at home make students bored	Homework makes students feel bored
4	Collaboration and teamwork	Students are less able to study in groups.	Students can take part in group study	Students work together in group learning.	Not all students can participate in group learning
5	Relationship with students	Students do not feel comfortable asking questions in class	The relationship between students and teachers is good.	Some students don't feel comfortable asking questions.	The relationship between teachers and students is good, students need teacher guidance
6		Students have low initial abilities, which causes learning boredom, even though various learning methods have been tried, students are still unable to follow the lessons.	Teachers have used various teaching methods, students still take some lessons for granted.	Teachers use various teaching methods, but the monotonous lecture method is still often applied.	Some teachers use various teaching methods, but students still experience boredom
7	Retention of material	Learning difficulties are often caused by low initial abilities and literacy.	Students do not experience difficulties in learning.	Students have difficulty with some lesson material.	Students have difficulty learning material with a high level of difficulty.

8	Support and assistance	Students' initial abilities must be improved so that they can follow lessons better.	Teachers take time to help students.	The teacher helps by providing teaching modules before the lesson starts	Students need to get teacher support.
9	Strategies to overcome boredom	The strategy implemented is to provide motivation for students to learn.	The teacher provides motivation and gives direction to students	Conduct questions and answers with students	Teachers have strategies to overcome boredom
10	Duration of study time at school	Study time makes students feel bored and burdened by the current duration of time.	The duration of learning greatly influences student boredom	The current duration of study makes learning boring.	The duration of learning makes students bored

The interview results contained in Table 05 reflect the views and experiences of the teacher subjects, which are represented using the initials T1, T2, T3, and T4. This interview was conducted based on ten predetermined indicators, namely feelings and motivation, concentration and focus, workload and assignments, collaboration and teamwork, relationships with students, understanding of the material, support and assistance, strategies for overcoming boredom, and duration of study time at school. .

Through this interview process, we gained deep insight into teachers' views on various aspects of learning, including how they perceive student motivation, levels of concentration and focus during lessons, and how they assess the workload given to students. In addition, we also explored their opinions about collaboration and teamwork in the classroom, the relationship between teachers and students, students' understanding of the material, and the support and assistance they provided.

By using this interview method, we hope to understand the teacher's overall perspective on the dynamics of learning in the classroom and the factors that influence students' learning experiences. This will enable us to identify areas that need further attention and explore effective strategies for improving the quality of learning in the school environment.

DISCUSSION

Table 05: Research findings based on student sources

No	Indicator	Findings
1	Feelings and motivation	<ul style="list-style-type: none"> - Students feel enthusiastic about certain lessons, but sometimes feel bored. - Students' feelings vary depending on the lesson, some material makes them feel bored. - Students' feelings are influenced by external factors, especially teachers, which can make them feel bored. - Students feel bored with lessons because of the monotonous teaching approach and lack of student involvement.

2	Concentration and focus	<ul style="list-style-type: none"> - It is not difficult for students to focus, but sometimes they have to force themselves. - Students do not always focus on certain lessons when studying. - Students' concentration is influenced by the teacher's delivery method; some lessons make them bored. - Students feel bored because of their physical condition and the teacher's monotonous teaching style.
3	Work load and assignments	<ul style="list-style-type: none"> - Students feel burdened by the assignments or homework given by the teacher. - Students feel burdened by assignments, especially if the deadline is too tight. - Students are burdened by assignments, especially because they result in financial expenditure. - Students feel burdened by the assignments or homework given by the teacher.
4	Retention of material	<ul style="list-style-type: none"> - Students do not experience difficulty in understanding the concepts taught in class. - Students experience difficulties with certain subject matter. - Students have difficulty understanding the concepts taught in class, especially in lessons that rely on memorization. - Students do not always experience difficulties in understanding concepts because they can study independently through online facilities.
5	Relationship with teachers	<ul style="list-style-type: none"> - Students have good relationships with teachers, but are reluctant to ask for help or ask questions. - Students have good relationships with teachers, comfortable asking for help or clarification. - The student's relationship is not very close to the teacher, so it is not comfortable to ask questions or ask for help. - Students rarely ask teachers for help, but are comfortable when asking.
6	Teaching methods and relevance	<ul style="list-style-type: none"> - Students feel there needs to be improvements in the way teachers teach to make it more interesting and relevant. - Students feel comfortable with the current way of teaching. - Students feel there needs to be improvement in the way teachers teach, reducing monotony and more variety. - Students felt there needed to be improvements in the way teachers taught to make it more interesting and relevant, highlighting a rigid approach.
7	Support and collaboration	<ul style="list-style-type: none"> - Depends on the level of activeness of group friends in working in groups. - Students are not active in working in groups. - Positive experience of working in a group. - Good experience in working in groups or collaborating. The subject highlights the importance of cooperation and collaboration.
8	Strategies to overcome boredom	<ul style="list-style-type: none"> - Improve the intention and desire to learn. - Doesn't have a special strategy to overcome boredom. - Don't have a specific strategy to overcome boredom. - Overcome boredom by playing on your cellphone or chatting with friends.

9	Duration of study time at school	<ul style="list-style-type: none"> - Students feel burdened by coming in too early. - Students feel tired, worn out and fed up when studying. - Students feel bored because they study for too long at school. - Consider studying too long as a cause of boredom and exhaustion.
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The findings show, as shown in Table 5, that students have varying feelings regarding the lessons they study. They can feel enthusiastic about some lessons but sometimes feel bored. This shows that there are emotional fluctuations in learning, which can be influenced by a number of factors, including the subject matter and the teaching applied. Some students feel bored with certain material, while others feel bored due to the monotonous teaching approach and lack of student involvement in the learning process. A close link between monotonous teaching approaches and low student engagement with learning boredom has been proven. Learning boredom can have a negative impact on students' learning motivation, concentration, focus, and academic achievement (Özerk, 2020).

Student concentration and focus are also important aspects that emerge from these findings. Although many students say that they have no difficulty focusing, there are also those who admit that sometimes they have to force themselves to stay concentrated. The teacher's physical condition and monotonous teaching style are also factors that can disrupt students' concentration, leading to boredom in learning (Kruk et al., 2022).

Work load and housework are also concerns in this research. Many students feel overwhelmed by the number of assignments given by teachers, especially if the deadlines are too tight or if the assignments require additional fees. This shows the need for a balance between the number of assignments given and the student's capacity to complete them well (Parker et al., 2018).

Understanding the material is also the main focus of these findings. Although most students do not experience difficulty understanding the concepts taught in class, there are some who face certain obstacles, especially in material that relies on memorization or complex material. However, there are also students who feel more comfortable studying independently through other sources, such as online facilities.

The relationship between students and teachers is also an important aspect that emerged from this research. Although most students have good relationships with their teachers, there is variation in students' comfort with asking for help or clarification. Some students feel reluctant or uncomfortable asking their teachers, while others feel more confident in asking questions.

Teaching methods and the relevance of the material are also concerns in this research. Some students feel there need to be improvements in the way teachers teach to make it more interesting and relevant to them. They highlight the importance of variety in teaching and emphasize the need for a more creative and proactive approach to the learning process.

Support and collaboration between students are also significant aspects. Students highlighted the importance of cooperation and collaboration in learning, especially in group work. Positive experiences working in groups or collaborating with classmates are considered factors that can improve their understanding and learning experience.

Strategies to overcome boredom are also a concern. Some students admit that they need to improve their learning intentions and desires to overcome boredom, while others have not found effective strategies. There are also those who try to overcome boredom by playing on their cell phones or chatting with friends as a form of distraction.

The duration of study time at school is also a factor that influences student boredom and exhaustion. Some students feel burdened by a schedule that means they have to come in too early, while others feel tired and bored because they have been studying for too long at school (Chin et al., 2017). Students' perceptions of excessively long study time as a cause of boredom and exhaustion show the importance of effective time

management in the learning environment.

Table 06: Research findings based on teacher sources

No	Indicator	Findings
1	Feelings and motivation	<ul style="list-style-type: none"> - Students feel bored when starting lessons related to calculations. - Students feel bored if there are too many assignments.
2	Concentration and focus	<ul style="list-style-type: none"> - Some students show poor concentration during lessons. - Students often do not focus on the last lesson session. - Student concentration decreases. - Students focus for the first 30 minutes, the rest of the time students don't concentrate.
3	Work load and assignments	<ul style="list-style-type: none"> - Students feel bored when given assignments from the teacher. - School assignments done at home make students bored.
4	Collaboration and teamwork	<ul style="list-style-type: none"> - Students are less enthusiastic about studying in groups. - Not all students can participate in group learning.
5	Relationship with students	<ul style="list-style-type: none"> - Students do not feel comfortable asking questions in class. - The relationship between teachers and students is good, students need teacher guidance.
6		<ul style="list-style-type: none"> - Students have low initial abilities, causing learning boredom. - Teachers have used various teaching methods, students still take some lessons for granted. - Some teachers still use monotonous lecture teaching methods.
7	Retention of material	<ul style="list-style-type: none"> - Learning difficulties are often caused by low initial abilities and literacy. - Students have difficulty learning material with a high level of difficulty.
8	Support and assistance	<ul style="list-style-type: none"> - Students' initial abilities must be improved so that they can follow lessons better. - Teachers take time to help students. - The teacher helps by providing teaching modules before the lesson starts. - - Students need to get teacher support.
9	Strategies to overcome boredom	<ul style="list-style-type: none"> - Teachers provide motivation and give direction to students. - Conduct questions and answers with students.
10	Duration of study time at school	<ul style="list-style-type: none"> - Study time makes students feel bored and burdened by the current duration of time.

Teachers report As shown in Table 6, students tend to feel bored when starting lessons related to calculations. However, students show enthusiasm if the teacher prepares the lesson material well. Too many assignments from teachers can also make students feel bored. In general, many students lack enthusiasm and often show signs of boredom during lessons. Many teachers stated that some students showed poor concentration during lessons. Students often do not focus in the last lesson session, and their concentration tends to decrease as time goes by. Generally, students can only focus for the first 30 minutes, after which

their concentration starts to decline significantly.

Students are enthusiastic about doing homework because they can work together with friends, but they feel bored when given assignments from the teacher. School assignments done at home often make students feel bored and burdened. Teachers report that students are poor at group study, although some students can participate in group study well. However, not all students can participate in group learning, and some still have difficulty collaborating.

Many students do not feel comfortable asking questions in class, even though their relationship with the teacher is generally good. Some students need additional guidance from the teacher to feel more comfortable and get the necessary clarification.

Teachers have used a variety of teaching methods to make the material more interesting and relevant for students. However, monotonous lecture methods are still often applied, which causes learning boredom among students. Even though various methods have been tried, some students still take some lessons for granted and experience boredom.

Teachers report that learning difficulties are often caused by low initial abilities and literacy. Although some students do not experience learning difficulties, many have difficulty learning high-difficulty material and require additional support.

Teachers recognize that students' initial abilities must be improved so that they can follow lessons better. Teachers take time to help students and provide teaching modules before the lesson begins. Additional support from teachers is very much needed by students.

Teachers apply various strategies to overcome learning boredom, including providing motivation and direction to students and conducting questions and answers. Despite this, burnout is still a problem that requires further attention.

Teachers see that the current duration of study time makes students feel bored and burdened. Long study durations greatly influence students' boredom levels, and many of them feel burdened by their current study time.

CONCLUSION

Based on the research findings that have been presented, it can be concluded that students have complex and varied learning experiences. They can feel enthusiasm but also experience boredom in learning, which is influenced by a number of factors such as subject matter, teaching approach, and student involvement in the learning process. Student concentration is also an important concern, with some students having to force themselves to stay focused, especially due to the influence of physical conditions and the teacher's monotonous teaching style. The workload and homework assigned by teachers are also factors that influence student well-being, indicating the need for a balance between the number of assignments and student capacity. Apart from that, understanding the material, the relationship between students and teachers, teaching methods, support and collaboration between students, and strategies for overcoming boredom also have a significant impact on students' learning experiences. Study time at school is also an important consideration, with students' perceptions of studying time being too long as a cause of boredom and exhaustion, showing the importance of effective time management in the learning environment. Therefore, these findings emphasize the need for a holistic and sustainable educational approach to support students' overall development, taking into account individual variations in their learning experiences.

RECOMMENDATION

Based on the research findings that have been revealed, there are several recommendations aimed at teachers and the Indonesia The government, through the Indonesian Kemendikbudristek, needs to create policies

regarding effective study time management, increased access to additional learning resources, and additional training and development for teachers to overcome student learning boredom., among others.

1. Teachers can enrich the learning experience by adopting more varied and creative teaching approaches, such as the use of active learning methods or problem-based projects.
2. Teachers are able to engage students through approaches that encourage discussion, collaboration, and active participation in class.
3. Teachers must pay attention to the number of assignments and homework given to students and calculate realistic deadlines to reduce student fatigue.
3. Teachers provide individual support to students who experience difficulties understanding the material, either through personal counseling or additional tailored learning resources. It is also important to build positive relationships between teachers and students, creating an inclusive and supportive classroom environment.
4. Teachers need to increase their emotional awareness of students' feelings and motivation for learning.
5. The government, through the Indonesian Kemendikbudristek, needs to create policies regarding effective study time management, increased access to additional learning resources, and additional training and development for teachers to overcome student learning boredom.

By implementing these recommendations, it is hoped that a more supportive, motivating, and inclusive learning environment can be created for all students so that they can better achieve their academic and personal potential.

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