

Tendency for Learning Plateau: Literature Study in Grade Five at Bandung Regency Primary School

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Abstract: Learning plateau is the emotional and physical condition of a person who cannot process information or new experiences because of the very deep pressure related to learning, so he/she is not eager to do learning activities. Learning plateau is a term of physical, mental, attitude and emotion exhaustion of an individual or job due to intensive involvement in work for a long period of time. In learning, in addition to students who experience forgetfulness, they also sometimes experience other negative events called learning plateau. The result of the study shows that there is a significant correlation between self-efficacy and learning plateau. The research method used is the study of literature aimed to find out the causes of the tendency for learning plateau and the factors that cause the learning plateau of elementary school students in fifth grade.

Keywords: learning plateau, elementary school students

INTRODUCTION

Boredom of learning is a result of the high demands of school and education on students. Besides, in the learning process, the boredom is produced from lessons and other psychological pressures in learning. So that the impact on students are reluctant to attend class, decreased learning motivation, making students emotionally bored, and lack of student activity. Boredom can also have an impact on academic achievement of student learning. Students', who experience boredom of learning, achievement will decline even though learning activities are carried out routinely (Kusuma, 2016).

A student who experiences learning plateau cannot process new information or experiences as expected because students who experience boredom cannot work as they should. Humanly, boredom can happen to everyone, including students who are learning. In other words, boredom does not look at age and status. For this reason, students when attacked by boredom must be quickly addressed properly and do not leave it alone! Likewise what happens to students, we often find some students who experience learning disabilities (Agustin, 2011).

In the aspect emotional exhaustion, Subjects are indicated by boredom, irritability and easiness to get angry. In the aspect of physical fatigue, subjects are indicated by anxiety and hunger. In the mental exhaustion, the subjects are indicated by always avoiding the teacher's assignment. And in losing motivation, subjects are indicated by lack of self-confidence (Rohman, 2018).

In the level of learning plateau of 34 students, the students in the high category are 14 students (41.17%), students in the moderate category are 9 students (26.47%), and students in the low category are 11 students (32.36%) (Muna, 2013).

There is a significant correlation between achievement motivation and parental social support and student learning plateau. There is a significant negative correlation between achievement motivation and students' learning plateau. So the higher the achievement motivation is, the lower the level of student learning plateau is on the contrary. There is a significant negative correlation between parental social support and student learning plateau.

The higher the parent's social support is, the lower the student learning plateau is on the contrary (Fitrotin, 2017).

Achievement motivation and social support of parents contribute 57.2% to the learning plateau. It means there are still 42.8% of other factors that affect student learning plateau. Achievement motivation has a strong influence, which is equal to 53.4% to the learning plateau, whereas parental social support only has an effect of 3.8% on learning plateau. The research subjects has a moderate level of learning plateau and achievement motivation, as well as parents' social support which is classified as high (Fitrotin, 2017).

Based on the result of research, to overcome the learning plateau in students of SD Negeri 10 Banawa is making various efforts, namely applying a variety of learning methods, approaching students, and evaluating each end of learning activities. (Kadir, Tarbiyah, Islam, & Palu, n.d.)

from this background, this study will present a literature review of the causes of the tendency for learning plateau and the factors that cause learning plateau. The result of this study is expected to be a material of information and references in the field of educational psychology, especially in the primary school education.

METHOD

This research is a literature study by examining related journals about learning plateau. Data collection technique in this study is documentation, which is looking for data in the form of notes, books, papers or articles, and journals. The result of various studies of this literature will be used to identify the causes of the tendency for learning plateau and the factors that cause learning plateau, especially in elementary schools.

Burnout

Burnout is not a disease. Burnout can occur at all levels of an individual and is a psychological experience because it involves feelings, attitudes, motives, expectations, and perceptions of individuals as a negative experience that refers to a situation that causes tension, pressure, stress, and discomfort. Burnout is physical, mental, and emotional exhaustion which is caused by the chronic stress with a situation that requires high emotional involvement and high standards of personal success (Ariel, 2014).

Burnout is the final condition of stress that can take the form of physical fatigue, mental fatigue, emotional exhaustion, depersonalization, and reduced self-esteem as a result of long-term involvement in demanding interpersonal situations (Leatz & Stolar, 1993).

Whereas Pines & Aronson 1989 has defined that boredom is an emotional condition when a person feels tired and mentally or physically exhausted as a result of increased work demands. A situation facing a demand from a service recipient describes an emotionally-demanding condition. In the end a person will experience boredom, because he tries to give something to the maximum, but receives minimal appreciation.

Burnout is a psychological syndrome that consists of three dimensions, namely emotional exhaustion – a feeling of dryness and emptiness caused by excessive psychological and emotional demands at work –, depersonalization – a process of balancing work demands with individual abilities performed to overcome emotional fatigue –, and low personal accomplishment or low self-esteem – feeling that one's actions and benefits are futile and worthless actions (Maslach, 2001; Dita, 2014).

Learning Plateau

Literally, the meaning of boredom is dense or full so that no longer able to load anything. Besides, boredom can also mean bored. In learning, students experience not only forgetfulness but also negative events, namely learning plateau (read: pletou). If the students experience boredom in the process of learning, these students will feel that they have wasted their efforts (Agustin, 2011).

(Cherniss, 1980) defines that learning boredom is a state of physical, mental, attitude and emotional exhaustion of an individual or job due to intensive involvement with work over a long period of time. Even though in reality, the resilience of each individual to environmental demands is different, but each individual has an equal chance of experiencing boredom. While Agustin (2009) explains the boredom of learning is an emotional condition when a student feels tired and mentally and physically exhausted as a result of increased academic work demands.

Boredom of learning can hit a student if he has lost motivation and lost the consolidation of one particular skill level before the student reaches the next skill level (Chaplin, 1972). The boredom can also occur because the student's learning process has reached the limits of his physical abilities due to boredom and fatigue. The most common cause of boredom is fatigue that engulfs students, because fatigue can be a cause of the emergence of feelings of boredom in the student.

Meanwhile, Boredom in learning can happen to individual students. The reaction of boredom in learning can be in short duration on the contrary. Students, who are experiencing boredom, cannot work or learn as expected in processing information or new experiences, so the progress of learning has no progress. Boredom in learning is a problem that is often experienced by students. If it is not immediately overcome, it will have serious consequences, such as decreased learning motivation, the emergence of a heavy sense of laziness, and decreased learning achievement (Muna, 2013).

Factors that Influence Learning Plateau

Factors that cause boredom can be classified into two groups, namely

- a) Internal factors (factors from within), namely physiological factors and psychological factors. b) External factors (external factors), namely non-social factors and social factors. Factors that cause boredom in other activities are generally caused by a process that takes place monotonously (does not vary) and has been going on for a long time (Judge, 2004).
- b) Baron and Greenberg (1993) divide factors that influence burnout into two groups, namely: 1. External factors in the form of work organization conditions, namely poor working environment conditions, lack of opportunities for promotion, the existence of procedures and rigid rules that make people feel trapped in an unjust system, the leadership style applied by the leaders does not pay attention to the welfare of subordinates, and the demands of work; 2. Internal factors – conditions that originate from the individual –, namely gender, age, self-esteem, level of education, years of work and personality characteristics as well as coping with stress.

The factors that cause the boredom in learning are as follows: a) The method of learning that does not vary. b) Study only in certain places. c) Learning atmosphere that does not change. d)

Lack of recreational or entertainment activities. e) There is a strong and protracted mental tension during learning (Nurhayati, 2019).

Six causes that most influence the emergence of boredom are work overload, lack of control, insufficient reward, break down in community, absence of unfairness, and conflicting value. These six aspects in line with the statement of Maslach & Leiter (2001). Work overload: at this stage, students get a lot of assignments leading to students feeling very burdened with the assignments given. Lack of control: students feel that the learning provided is less attractive and the teacher also lacks the opportunity for students to be active during the learning process. Insufficient reward: students feel underappreciated because there are no rewards or prizes for their achievements. Breakdown in community: at this stage, students feel uncomfortable building social relationships at school with teachers or having problems with friends at school. Absence of unfairness: the parent's shadow of a high score is the best achievement.

Maslach & Leiter states that this is one of the causes of boredom in learning and sometimes in schools, the assessment process which is less objective still often occurs. Conflicting values: this process occurs when students experience a shock culture between the values taught at school and the values taught at home.

Aspects of Boredom in Learning

Boredom in learning is a negative work-relationship experience including aspects of exhaustion and disengagement from work. Fatigue is defined as a consequence of prolonged and frequent physical activity, resulting in aspects of cognitive and affective disorders from prolonged stress in the learning process. Freudenberger via Sunniva Engelbrecht, 2006 also uses the term burnout to describe experiences of lack of emotional aspects, loss of motivation, and commitment to learning (Evangelia 2012).

Three aspects of learning plateau are emotional exhaustion, depersonalization, and personal accomplishment. Emotional exhaustion occurs because the workload is too heavy. Depersonalization is a condition in which the process of withdrawing an individual because he/she feels cynicism about his/her environment and intends to keep his/her distance from the environment as he/she fears to be disappointed by his social environment. Personal accomplishment is the stage where an individual is pessimistic about one's own abilities (Maslach & Jackson 1981).

Baron and Greenberg (1993) also suggest four aspects of burnout, namely: 1. Physical fatigue characterized by headache, nausea, insomnia, and lack of appetite; 2. Emotional fatigue, characterized by depression, feelings of helplessness, feeling trapped in his work, irritable and easily offended; 3. Mental fatigue, characterized by being cynical about others, is negative towards others, tends to harm oneself, work, organization and life in general; 4. Low self-esteem, characterized by never being satisfied with the results of his own work, felt that he had never done anything useful for himself or others. Burnout is different from stress. Burnout makes people who are previously very committed to their work become disappointed and lose interest and motivation. Burnout is often associated with midlife or mid-career crises, but it can happen at different times to different people. When it happens, they can lose their motivation to achieve achievement.

Penko via Slivar (2001) argues that the shape of the dimensions of learning plateau consists of emotional exhaustion, which is caused by excessive demands resulting in feelings of overloaded and fatigue; depersonalization, is a condition where someone uses cynicism as a

demeaning and less social attitude towards other individuals; and personal accomplishment which is shown by feeling less effective such as losing competence and ability.

CONCLUSIONS

The conclusion of this study is the factors that cause the tendency of learning plateau are internal factors and external factors. A symptoms that arises on an internal factor which is often encountered at school is physical fatigue in students, namely sleepy students in class, while a symptom that appears on an external factor is the natural environment at school.

The cause of the tendency for learning plateau that is often encountered is external factors such as natural environmental factors, namely the learning environment of students. Learning environment of students can cause a tendency for learning plateau. Less comfortable learning environments and monotonous learning methods can lead to boredom learning. On the contrary, a comfortable learning environment and varied learning methods can make the learning atmosphere enjoyable. The symptoms that appear in the classroom learning environment is the hot temperature of the air. Therefore, the temperature and humidity affect the learning of students in school. Meanwhile, there is a correlation between the level of self-efficacy and the level of learning plateau at school. The higher the self-efficacy is, the lower the level of learning plateau is.

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