



Relaxation Technique Ebook to Overcome Student Learning Boredom

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Abstract. The development of digital learning support media is a possible strategy to assist students in becoming more independent in overcoming the boredom of learning. The objective of this study was to determine the feasibility of a relaxation technique guide as a strategy to overcome student boredom. The research method used research and development design which referred to the ADDIE development model which consists of five stages which include analysis, design, development, implementation, and evaluation. The data analysis technique used was descriptive analysis. The results showed that based on the results of the validation of material experts and media experts, it can be concluded that the use of e-book products in the learning aspect was 85.24%. The display aspect was 90.95%, and the benefit aspect was 85.00%. The overall average score was 87.5% which belongs to the feasible category. Therefore, the study recommends the relaxation technique e-book media was suitable to help students overcome learning boredom.

Keywords: E-book · Relaxation Technique · Learning · Saturation · Boredom

1 Introduction

Education in general has always been at the core of teaching. Because education strives for students to be creative, productive and independent, all aspects of students such as intellectual, moral, social, cognitive and emotional must be developed. Guidance and counseling aims to encourage the development of these aspects to be optimal, harmonious and rational [1].

Professional guidance in Indonesia to date is more focused on the younger generation who are still in school, at the stage of secondary and tertiary education. Almost all professional guidance personnel who have received formal education in the field of guidance and counseling work in junior high school or other forms of high school/vocational high school or university equivalent.

Therefore, in this junior high school, how guidance and counseling teachers provide an understanding of guidance and counseling is very important because it is the beginning of learning about guidance and counseling. Guidance and counseling teachers must be observant in making programs for their students so that in the future it does not cause negative perceptions about guidance and counseling teachers [2].

Students are required to have an effort in the learning process, this can be seen from the opinion of. Which explains that learning is a new knowledge as the focus of learning activities with five dimensions, namely: (1). Know (from not knowing to knowing), (2). Can (from cannot be able), (3). Willing (from unwilling to willing), (4). Ordinary (from unusual to accustomed) and (5). Sincere (from not sincere to sincere). Furthermore, according to Dimayanti & Mudjiono [3] explains important learning objectives for teachers and students, learning is a change in behavior that occurs as a result of experience or training. Learning can also be interpreted as an interaction in the form of stimuli and responses carried out by the individual himself.

In line with the above opinion, it can be concluded that the notion of learning is a relatively permanent change in behavior that is the result of reinforced experience or practice. Stimulus and response produce the expected learning process. Individuals can show changes in their behavior when they have gone through the process of receiving new learning.

In the learning process, every student has the same opportunities in learning process but not infrequently students experience obstacles in learning, namely one of the problems in learning is learning saturation, according to Sari et al., n.d. learning saturation shows that students prefer not to do learning activities and choose to go home [4]. Furthermore, learning saturation has an impact on students' learning processes, according to Khaira learning saturation is viewed from 4 aspects: 1) Physical Fatigue, Psychic Fatigue, Mental Fatigue and Sense Fatigue [5].

According to Kusuma and Christiana Burnout, hereinafter referred to as burnout, is a result of the high demands of school and education on students [6]. In addition, in the learning process, boredom results from lessons and other psychological pressures in learning. So that it has an impact on students being reluctant to attend class, decreasing learning motivation, making students emotionally bored, and lack of student activity.

Students who feel bored during the learning process will make students unfocused and feel anxious, according to Flor et al., feelings of anxiety felt by individuals will affect working memory capacity and disrupt brain function. Individuals can be released from the situation by practicing relaxation to reduce anxiety so as to increase memory capacity and function.

If learning problems related to learning saturation are not immediately addressed, it is feared that it will have an impact on stress, the condition of adolescence, known as the "storm and stress" vulnerable period, adds to the belief that more attention is needed. On the stress experienced by students. This will be dangerous because it is possible, the experience of stress at school will trigger other, more severe impacts. The student's experience of stress if left prolonged will have a new impact in the long term, school stress can cause symptoms of burnout (burnout syndrome).

The need for a relaxation technique guide in overcoming boredom in junior high school students is shown by the results of the needs analysis conducted in junior high schools, the results of the needs analysis carried out by the method of observation, interviews, and spreading the scale of needs in learning saturation.

The results of observations made at SMP 1 Muhammadiyah Prambanan, on March 31, 2022 showed that in general the learning carried out had not minimized the level of student learning saturation, there was a lack of concern for material that should

be understood, difficult to make decisions in the face of lessons that are difficult to understand, taking shortcuts in doing questions or assignments from the subject teacher, easily feeling bored so that there is a reluctance to follow the lesson, it is difficult to focus on the lesson especially if the material is not interesting and the explanation is long-winded, pays little attention to the teacher's explanation, plays with his chair when the teacher explains and is less motivated, behaves indifferently, does not focus on learning, gets tired quickly.

The results of interviews with guidance and counseling teachers showed that on average the majority of class VIII students had problems in participating in lessons, the obstacles often experienced by students were difficult focusing on the lesson especially if the material was less interesting, than the students explained that they prefer to play cellphones with friends than must learn. So far, in dealing with the boredom of learning students at the school is to do individual counseling by counselors. So that researchers feel the need for other ways to help students reduce boredom in their learning. From the results of interviews, almost every student has a mobile device in the form of an Android-type mobile phone that is used to access various information, especially playing games.

The misuse of mobile devices is also one of the factors that students do not focus on learning and lack of responsibility as students. Furthermore, the results of the analysis related to learning boredom experienced by students in junior high school, namely 69% of the results of the questionnaire that have been analyzed show that the level of student learning saturation is in the high category so it is important for researchers to continue this research.

The results of this needs analysis are also in line with the findings by Widari et al., that relaxation techniques can overcome students' learning difficulties with relaxation techniques that can increase student concentration in learning, and increase student learning concentration, namely from the initial conditions to the first cycle [8]. There was an increase in the average concentration of learning from 44% to 56.13% with an increase of 47.75% and from cycle I to cycle II an increase in the average concentration of student learning from 56.13% to 76.38% with an increase of 56.81%. Learning media that utilize technology with the concept of E-book-based learning allows students to learn in an effective state by making guides that are as attractive as possible for students, that both students and teachers today can operate and even have personal mobile technology devices so it can be assumed that it is more practical. It is even easier for teachers to use mobile devices to support products to overcome student boredom.

Based on the problems and potentials in the above explanation, a development in the form of digital learning support media is designed and packaged as well as possible to make it easier to use, the media developed is a supporting media that can be used by students independently. This media is expected to be one of the real steps in order to overcome the boredom of learning with media in the form of a relaxation technique guide to overcome student boredom. Only two levels of headings should be numbered. Lower-level headings remain unnumbered; they are formatted as run-in headings.

2 Method

This research is a type of research and development (Research and Development). According to Sugiyono, development research is research that aims to develop a guide based on certain e-books and test the feasibility of the product [9]. Researchers will develop an e-book-based guide to overcome learning boredom by using relaxation techniques. The type of research used in this study the researchers chose the ADDIE model). The ADDIE model consists of 4 interrelated components and is structured systematically, which means that from the first stage to the last stage of its application it must be systematic and cannot be sorted randomly. Fourth, which includes analysis (analysis), design (design), development (development), and implementation (implementation) [10].

3 Findings and Discussion

Initial product development is carried out based on the results of the needs analysis. Needs analysis was carried out through several data collection techniques, namely: observation, interviews, and learning saturation measurement instruments. Based on observations, interviews with teachers and students, the results showed that there was no supporting media to overcome student learning boredom, therefore students needed media to overcome learning boredom, while based on the results of the learning saturation analysis instrument, it was found that the results of student learning saturation were in the high category.

The learning process requires students to develop creative thinking and increase knowledge as an effort to master the learning material, all obligations are carried out for six days a week and in some areas apply five days a week. The demands and the number of student activities, while the abilities possessed by students are different from one another, often make students experience high stress. Prolonged stress on students can cause learning saturation. Learning saturation is one of the factors that influence the learning process is not optimal. The learning process is not optimal because when the teacher gives lessons it is not able to be understood and understood optimally to the students' brains.

The development of technology is increasingly rapid and advanced, making the world community not only take advantage of technological advances only as a means of meeting their daily needs, but technology is also used as a facility for developing education and research on e-book media in collaboration with several types of active learning models. This study shows that learning boredom can be overcome by relaxation techniques by applying active learning models through e-book media.

This progressive muscle relaxation is used to combat anxiety, stress, or tension. The process of tensing and relaxing several muscle groups and distinguishing the sensations of tension and relaxation, a person can eliminate muscle contractions and experience a sense of relaxation. The main purpose of relaxation techniques is to restrain the formation of stress responses, especially in the nervous and hormonal systems. In the end, relaxation techniques can help prevent or minimize physical symptoms due to stress when the body is overworked in solving daily problems [4].

This study intends to develop an e-book-based relaxation technique guide to overcome student boredom, this is in line with the findings by Langelo. Complementary therapies; autogenic and progressive muscle relaxation can reduce anxiety and stress. This therapy does not take long, is easy to do and does not cost money. The result of this activity is that students know and are able to perform autogenic and progressive muscle relaxation therapy. Students feel calm and more relaxed, without complaints of anxiety and stress.

Based on these various opinions, the media was developed based on the needs of students in overcoming learning boredom, with media as a guide for relaxation techniques to overcome student boredom based on e-books. The material in the media relates to relaxation steps, the benefits of relaxation and relaxation goals to overcome student learning boredom. Media developed based on the results of student needs are supported by material experts, media experts, student responses and teacher responses so that product development gets suggestions and input from various parties.

The students' need for media in overcoming the boredom of learning shows the importance of developing media. This is in accordance with one of the stages of implementing the literacy movement, namely the development stage. This stage is an effort to increase students' abilities through responding to media containing enrichment as a support for learning activities.

This research went through several stages of validation including validation of media experts and material experts before field trials were carried out to determine the feasibility of the product. The results of the validation test are as follows:

3.1 Material Validation

Material validation needs to be carried out to test the quality of the material presented in the E-book-based guide media product. The material validation sheet consists of components of content feasibility aspects, linguistic aspects and presentation aspects. The results of the assessment by material expert lecturers on the feasibility of e-book-based products to overcome student boredom with a total of 79.7 in the very feasible category.

3.2 Media Validation

Media validation needs to be carried out to test the quality of the media presented in the E-book-based guide. The media validation sheet consists of an assessment component in terms of appearance, ease of use and consistency, and graphic aspects. Media expert's assessment of the relaxation technique guide in overcoming student learning boredom with a qualitative value of 79.7 classified as very feasible category.

After obtaining the feasibility results according to the experts, then the next step is to test the feasibility of the media that has been developed, with the following student field trials:

Initial Field Trial. This initial trial stage is that students who have carried out an e-book-based guide media product trial were given a questionnaire related to material interest and appearance and usefulness. The statement submitted in this questionnaire

consists of 25 items. Responses, suggestions, and input at this early stage became a source of information for developers to improve e-book-based guide media products. The following is the data obtained from the assessment of student responses in the initial field trial (Table 1).

Based on the results of the student responses, it can be concluded that the use of e-book-based guides for learning aspects is 4.0, the display aspect is 4.3 and the benefit aspect is 3.7. The total overall average score is 6.1 which belongs to the “decent” category.

Main Field Trial. Eight students conducted a field test. Researchers gave questionnaires to students who had used digital module products to provide an assessment of

Table 1. Initial field trial

No	Student	Learning	Interface	Benefit	Total Score
1	Student-1	15,5	17	9	13,8
2	Student-2	17	18,5	8	14,5
3	Student-3	16	16,5	21,25	17,8
4	Student-4	16,5	15	21,25	52,8
Total		16,25	17,25	14,9	24,72
Average		4,0	4,3	3,7	6,1
Category		Feasible	Feasible	Feasible	Feasible

Table 2. Main Field Trials

No	Student	Learning	Interface	Benefit	Total Score
1	Student-1	8	9,25	10	9.08
2	Student-2	8	8	7.5	7.83
3	Student-3	7.75	8	8.5	8.08
4	Student-4	6.75	6.5	7.5	6.92
5	Student-5	6.75	8	7.5	7.42
6	Student-6	9	8.75	7	8.25
7	Student-7	9	8.5	7	8.17
8	Student-8	9	8	7	8.00
9	Student-9	9	8	7	8.00
10	Student-10	8	8.5	7.75	8.08
Total		81.25	81.5	76.75	79.83
Average		8.125	8.15	7.675	7.98
Category		Feasible	Feasible	Feasible	Feasible

the material and appearance of the product. The following is the data obtained from the results of assessing student responses in the main field trials (Table 2).

Based on the results of the student responses, it can be concluded that the use of e-book-based guides on the learning aspect is 81.25, the display aspect is 81.5 and the benefit aspect is 76.75. The total overall average score is 7.98 which belongs to the “very decent” category.

Operational Trial. Results of Student Responses in the Operational Field Trial The implementation of this operational field trial was carried out by 21 students. Operational field trials were carried out with the aim of testing the feasibility of using the product. Students who had used the e-book product were given a questionnaire related to the

Table 3. Operational Trials

Student	Learning	Interface	Benefit	Total Score
Student-1	33	39	16	88
Student-2	38	38	15	91
Student-3	36	36	18	90
Student-4	34	38	19	91
Student-5	36	30	15	81
Student-6	37	37	19	93
Student-7	31	34	17	82
Student-8	34	36	19	89
Student-9	34	39	17	90
Student-10	28	35	15	78
Student-11	36	37	15	88
Student-12	36	37	18	91
Student-13	37	35	17	89
Student-14	33	40	20	93
Student-15	32	34	12	78
Student-16	33	38	18	89
Student-17	34	38	15	87
Student-18	29	35	15	79
Student-19	35	36	17	88
Student-20	35	39	20	94
Student-21	35	33	20	88
Total	716	764	357	1837
Percentage	85.24	90.95	85.00	87.48
Category	Feasible	Feasible	Feasible	Feasible

interest in the material and appearance and usefulness. The following is the data obtained from the assessment of student responses in operational field trials (Table 3).

Based on the results of the student responses, it can be concluded that the use of e-book products in the learning aspect is 85.24. The display aspect is 90.95, and the benefit aspect is 85.00. The overall average score is 87.5 which belongs to the feasible category. Pretest and Posttest Results of Student Learning Saturation.

4 Conclusion

From the results of the development of a relaxation technique guide to overcoming the learning saturation of junior high school students, it can be concluded that the e-book-based relaxation technique media guide is feasible to implement in overcoming student boredom, from the results of the media validation test and expert validation test to the product feasibility test being declared feasible. And without revision, thus the relaxation technique of e-book media to overcome student boredom is declared feasible. Suggestions for further researchers to be able to use electronic books, so that the usefulness of this book in guidance and counseling services is more thoroughly tested.

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