



Post Covid-19 Student's Burnout Level in Boarding School's Non-Academic Programs

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Abstract. Lifestyle changes during the pandemic have produced a unique character for the younger generation. This is a challenge for schools, especially with the boarding school model that accepts students post Covid-19 pandemic which may have more difficulties in adapting a new learning style. This study aims to measure the Burnout Level that occurred in 2 batches of students after Covid 19 at SMAIT As-Syifa Boarding School, Subang. The burnout assessment made was tested using SPSS 26. This research used quantitative method with final version of assessment through 320 student samples. The measurement results show that 85% students burnout level was in High category; 12,5% in Very High category; and 7,5% in Average category. Another result is the burnout level of students in the 2022/2023 class is higher than that of students in the 2021/2022 class. This research can be used as a reference for further research on how to overcome student's burnout levels post Covid-19 pandemic at boarding schools so that learning can run optimally.

Keywords: Boarding School, Burnout, Post Covid-19, Student.

1 Introduction

The Covid-19 pandemic has changed most of the order of human life, both economically, educationally, lifestyle, and others. The Large-Scale Social Restrictions Policy has had an impact on lifestyle changes, especially in the education sector. The obligation to "learn from home" has changed the learning style and unique characteristics of the younger generation [1]. Now, when the world is recovering and rules are returning to normal, how is the readiness of the younger generation for onsite schools, especially for those who have decided to attend boarding schools?.

Boarding school is a school system with dormitories, where students, teachers and school administrators live in dormitories within the school environment for a certain period. This school system aims to make it easier for teachers to control and educate students 24 hours a day [2]. The classic problem that always occurs in the boarding school system is the problem of student burnout [3]. Research conducted by Mutakbir states that the saturation level of students in a full day school system is higher than that of students in a non-full day school system due to the high demands of learning programs [4]. As we know, the generation of Covid-19 alumni has experienced an online

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Z. B. Pambuko et al. (eds.), *Proceedings of the 4th Borobudur International Symposium on Humanities and Social Science 2022 (BIS-HSS 2022)*, Advances in Social Science, Education and Humanities Research 778,

https://doi.org/10.2991/978-2-38476-118-0_54

or hybrid learning phase, where they are not accustomed to undergoing an onsite learning system, especially with high learning demands such as boarding schools. Boarding school types will usually have 2 or more types of curriculums. Therefore, this research will try to measure the saturation level of students in special boarding schools in non-academic programs implemented. However, non-academic program has key-role to conducted character education as Indonesia has been incorporated in the National Character-Building Policy of the Year 2010-2025 [5]. For this reason, a case study was carried out at SMAIT Assyifa Boarding School Subang, West Java, which was considered to represent the research criteria.

2 Method

This research is mix method with quantitative method using "Burnout Assessment" made based on Burnout Theory by Hakim [5]. The assessment has been tested using SPSS 26 resulting 23 valid questions and Cronbach Alpha's score 0.883 which is reliable to use. A total of 320 students from 2 batches of SMAIT As-Syifa Boarding School became respondents from a total of 592 population. The student's batches were from 2021/2022 and 2022/2023 generation. The scoring system used is 4 Points-Likert Scale: Highly Disagree (1), Disagree (2), Agree (3), Highly Agree (4). The Burnout Level score were divided into 4 categories: Very High, High, Average, and Low.

The qualitative method used by in depth interview which will be presented in descriptive manner. The parties interviewed were as follows:

- a. Mr. Abdullah Muadz, Head of the As-Syifa Al Khoiriyyah Foundation
- b. Mr. Ferry Rustandi, Head of Curriculum Division of the As-Syifa Al Khoiriyyah Foundation
- c. Mr. Dicky Sandi, Head of Bid. Studentship SMAIT Assyifa Boarding School Subang
- d. Fira, as a student representative from class 11 Girls SMAIT Assyifa Boarding School Subang (2021/2022 generation)
- e. Dipo, as a student representative from class 10 Boys SMAIT Assyifa Boarding School Subang (2022/2023 generation)

3 Result and Discussion

3.1 Students Burnout Level

After distributing the "Student Saturation Level" questionnaire and conducting data processing, it was found that in general, most students experienced saturation with studentship programs in the fairly high category, and a small number were in the high and medium categories. This means that there is a saturation of learning in non-academic programs experienced by students at SMAIT Assyifa Boarding School. Based on the results of the questionnaire to calculate the level of saturation that has been distributed, the following data is obtained as showed in Table 1 and Table 2.

Table 1. Student’s Burnout Level in non-academic programs of SMAIT As-Syifa Boarding School

Respondents	Boys/Girls	Burnout Level			
		Very High	High	Average	Low
2021/2022	Boys	6	72	9	0
	Girls	13	66	6	0
2022/2023	Boys	10	69	5	0
	Girls	11	66	3	0

It is known that 85% of the sample students from the 2021/2022 Batch (grade 11) and the 2022/2023 Batch (10th grade) experience burnout in non-academic programs in the "High Enough" category, 12.5% in the "Very High" category, the remaining 7.2% are in the medium category, while 0% are in the "low" category. This means that in the non-academic programs provided there is a feeling of boredom. Then an analysis is carried out based on the 4 aspects of saturation in the table 2.

Table 2. Student’s Burnout Comparison in 2 batches generation

Respondents	Boys/Girls	Burnout Aspects				Average Score
		Emotional	Physical	Cognitive	Demotivation	
2021/2022	Boys	189	164	164	167	179.5
	Girls	187	172	172	187	
2022/2023	Boys	194	175	175	185	187.1
	Girls	193	171	171	198	

As we can see, students from 2022/2023 have higher score of burnout level than those from 2021/2022 generation. Burnout aspects score was varied among each categorize. But based on generation, there are 4% score gap between those 2 generations. The explanation about the different burnout score between two generation will be explained in qualitative discussion.

3.2 Qualitative Discussion

Difference in Previous Study Style due to Covid-19 (hybrid & full online). The two generations had experienced study from home due to Covid-19 pandemic in their previous study (Junior High). When this research were held, the students already in their current “normal” school that are completely different in their previous learning style. The students finally experienced face-to-face study style more over it is in a boarding school format. This condition expected has significant effect to the burnout level of the students. Based on the quantitative data, burnout score from 2022/2023 generation students were 4% higher than those in 2021/2022 generation. This could be associate with different study behaviour from both generations. As for 2021/2022 generation, they have experienced hybrid class (half online-half onsite) in their previous level of education, while 2022/2023 generation experienced full online. Students who experienced

hybrid learning have face-to-face schooling experience, especially how does it work in boarding school type, while students with full-online experience didn't. Similar research by Schwartz et al [7] also explain that different learning style because of Covid-19 pandemic has significant correlation to the stress level in students in Madrid when they were returning to school post Covid-19.

Based on interview to the school officials, Covid-19 had delayed many of school's flagship programs, as the learning environment changed into "virtual". Many of basic lessons related to character building programs in boarding school could not be held, especially character controlling program. So, when they finally could held "normal" study style, they are very excited and want to held all the programs delayed before. Based on interview it can be seen that the school officials did not really pay attention to the condition of their "new" post Covid-19 students. When the interview talk about burnout level, they explain that burnout had always be "common issue" in boarding style schools.

Student's Burnout Level in Non-academic Programs of SMAIT As-Syifa Boarding School. Non-academic Program has become the typical curriculum of each boarding schools, which focus on building several character educations. As in SMAIT As-Syifa, these typical curriculum named Key Performance Indicators (Indikator Kinerja Utama / IKU), which are Leadership and Language Skill (English & Arabic). The school implemented all the IKU with doctrine and shaping student's behavior by keeping them in busy schedule. The School did rewards strategies but regarding to quantitative data that 85% student's burnout was in High Category. Based on interview to the student's representative, they explain that most of burnout factor appears in their "new-normal" school is physical and emotional fatigue. Student's representative from 2022/2023 said, in their previous school (online) they feel more enjoy and less stress as they did not meet actual people in school. They had experienced full online study in Junior High stage. Once they back to school in boarding format, they should meet their senior, and all teacher everyday. As in student's representative from 2021/2022 generation, they feel that in their current school they were given too many activities, so they feel exhaust easily. But they were not really startled with the interaction issues as they already face hybrid learning style before. Perhaps, something should be evaluated in the strategy given. This condition is the opposite with the research conducted by Gonzalez et al [8], which found that students which their learning environment "interrupted" by Covid-19 had positive impact to student's efficiency in learning as they showed more continues habit in studying. Besides, there are still many complex problems effecting student's burnout, but in changed learning style context due to Covid-19 pandemic, it is sure that students have developed different character that school should consider, especially in boarding format.

Burnout Aspects May Lead to Solution. As the quantitative result shows, each burnout aspects have different score from each category, while categories were divided by gender and generation. Research by Salmela-Aro [9] also said that gender can affect student's burnout level, besides other factor such as work exhaustion, cynicism, and

sense of inadequacy of study work. She also explains that in her research, engagement factor has negative effect to the burnout factors. It means that if school can develop more engaging activities in school, burnout level may reduce. These results can be used as consideration in further research which aim to design the solution. While in design studies that focus on designing solution, these factors can be used as user personas, as they are using human-approached method [10].

4 Conclusion

In general, 85% students in SMAIT As-Syifa Boarding School experienced burnout in non-academic programs with High Category. This result means that in boarding school, burnout factor occurred not only from academic class but also from non-academic programs. Students from 2022/2023 generation has 4% burnout score higher than 2021/2022 generation. This could be because of the study-style they experienced in their previous level of education. Students from 2021/2022 generation who experienced hybrid learning have more pictures of how face-to-face schools are especially in boarding while students from 2022/2021 generation didn't (full online in previous education).

Suggestion. Boarding school should evaluate the implementation strategies in non-academic programs as the result shows that burnout can also appear in this field. Further research is needed with different boarding schools as we know each schools has different typical curriculum and implementation strategies. The results of this research can also be used for designer to develop solution in order to decrease the burnout level.

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