



Analysis Of Students' Learning Saturation During The Covid-19 Pandemic At Primary School

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ABSTRACT

The purpose of this study was to analyze the students' learning saturation in terms of emotional exhaustion, physical exhaustion, cognitive fatigue, and loss of motivation of students during the covid-19 pandemic at state primary school of Kradenan, Karanggayam, Kebumen. This method used a descriptive qualitative type. The Data collection techniques include observation, interviews and documentation. In the data collection stage, the informants were class teachers and students. The data analysis technique used the theory of Milles and Huberman, include 4 stages, namely data collection, data reduction, data presentation, and conclusion drawing. Test the validity of the data source triangulation and technical triangulation. The research results show: 1) Emotional exhaustion resulted in the following findings: the students felt anxious, worried, and afraid in learning; the students do not understand the material presented by the teacher; the students did not pay attention to the teacher's explanation; also the students feel stressed. 2) Physical exhaustion resulted in the following findings: the student's body condition was not healthy; the students felt restless, dizzy, and tired in learning; the students are worried that what they are doing is wrong; the students look tired when enter the class after break time. 3) Cognitive fatigue produces the following findings: the students lack concentration; the students easily forget to remember the material; the students have difficulty in doing the questions. 4) Loss of motivation resulted in the following findings: the students were less aware of their goals; the students were less enthusiastic in learning; the students lack confidence.

Keywords: Analysis, Learning Saturation, Primary school, Covid19 pandemic.

1. INTRODUCTION

Education is a three-dimensional process consisting of: the individual, the social community, and the whole content of material and spiritual reality which can play a role in showing spiritual matters, the play of nature, destiny, the human form, and society[1]. In order to create quality education, we must always learn new things[2]. Learning is a transitional process that humans experience to become better and better, by always practicing and seeking life experience. It can be concluded that education is a process of change from a low-quality person to a more qualified person and all changes are positive in a person. The learning process is not only carried out at the formal education level, but can be done whenever and wherever people want to learn.

The Covid-19 outbreak that hit the world is being felt in most countries, one of which is Indonesia, which has affected many elements of life, including education. Therefore, educational institutions must continue to carry out teaching and learning activities even though they are online. This means that students still get learning material and the teacher accompanies the learning process even though students are at home. Therefore, teachers should design learning activities using online media. learning is a scheme composed of elements that include components of subjects, materials, models or methods to assessments, and all are interrelated[3]. Learning is abstract and lecture-like, making it difficult to understand academic concepts[4]. Apply home learning regulations while

continuing to include teachers and students through distance learning activities[5].

Distance learning offers relief and opportunity in all situations. It was never known the world would be affected by Covid-19. In the hope of stopping the transmission of the Covid-19 virus, we can carry out various activities from home. In implementing government programs to suppress the spread of Covid-19, certain applications replace elementary school students with online learning methods. The aim of online learning is to provide quality learning services that can be widely accessed by anyone who wants to study[6]. In online learning activities, students appear less active and unable to communicate their aspirations and ideas, making the learning process lifeless and boring[7].

However, a new policy was taken by the government, that we must learn to adapt to our new circumstances (New Normal). In this New Normal era, education in Indonesia is experiencing changes, namely with a face-to-face learning system but with attention to health regulations during the pandemic. Like wearing a cover nose, keep your distance between other people, and wash your hands. Initially several regions in Indonesia had face-to-face learning but still divided students using a shift system. In Kebumen Regency itself, a circular has been issued regarding the implementation of learning during the Covid-19 pandemic on January 26 2022, stating that learning in educational units to carry out face-to-face learning is limited with the provisions that active learning starts every day, and the number of students entering 100% with a maximum study duration of 6 hours of lessons every day.

At first, the students were happy with this repetitive activity, but one day, the excitement they felt suddenly disappeared. They no longer feel the pleasure of starting an activity. The problem that often affects students is learning boredom[2]. Saturation can come from the large number of tasks given, lack of discipline, pressure, no appreciation, complicated regulations, inconsistent requirements, being ignored, missed opportunities, missed assignment deadlines[8]. Saturation learning makes people irritable, vulnerable and quickly offended. Continuous demands and learning situations that never change can foster an indifferent attitude towards the material being taught, a lack of optimism and a poor process of digesting the material being taught[9]. This means that student saturation is caused by learning that is always the same, so changes need to be made so that students no longer feel bored. Boring learning experienced by students can cause poor learning outcomes because they cannot think if their brains cannot process the information they receive. receive from them during the learning activity.

The saturation of online learning during the pandemic was caused by several factors, namely monotonous learning methods, less varied intonation during the learning process, unable to interact directly with friends and teachers and an ineffective learning system which caused the material delivered by educators to be poorly understood[10]. Burnout is the emotional condition of a person who feels tired and bored mentally and physically as a result of the ever-increasing demands of a job[11]. Learning saturation also causes students to become less effective in participating in learning activities. In this research, researchers used indicators taken from Schaufeli & Enzman's theory[12] that indicators of learning saturation include emotional exhaustion, physical exhaustion, cognitive fatigue, and loss of motivation.

Based on a preliminary study at SD Negeri Kradenan, the problem of learning saturation is felt by students. Several students said that they experienced symptoms of boredom, such as easily forgetting to remember the material, this was because students were less enthusiastic about listening to the material presented by the teacher in class and had fun telling stories with their friends, because elementary school students were still at the active playing stage. Students at school during recess like to play very extra, so when in class students are tired. Other physical fatigue is that students also have difficulty sleeping because they think about assignments that they find difficult so that students do not complete them quickly. Students also experience emotional exhaustion such as anxiety when doing assignments, irritability when lots of assignments are given, there are also students who are sleepy and enjoy playing alone, such as playing with pens, paper and others. Students also said that learning outcomes recently or during the pandemic had decreased, especially during online learning. The level of understanding also decreases and many learning outcomes decline, although there are many causes, but one of the reasons for the decline in learning outcomes is due to the boredom felt by students during learning.

Based on the background above, the aim of this research is to determine the analysis of student learning saturation in terms of emotional exhaustion, physical exhaustion, cognitive fatigue, and loss of motivation during the Covid-19 pandemic at SD Negeri Kradenan Karanggayam, Kebumen.

2. MATERIAL & RESEARCH METHOD

Research using descriptive qualitative research methods. Research location at SD Negeri Kradenan Karanggayam Kebumen. The techniques used to obtain

data are through observation, interviews and documentation. The research instrument consists of interview and observation guidelines. At the data collection stage, the respondents were 6 teachers and 12 students. The data sources used are primary data sources consisting of interviews with class teachers and students in grades III and V, and secondary data sources used are photos, mathematics grades, report cards, attendance records, guidance and counseling records documents. Data analysis techniques from Milles and Huberman's theory, using the stages of data collection, data reduction, data presentation, drawing conclusions[13]. To test the validity of the data, triangulation techniques are used, consisting of source triangulation and technical triangulation.

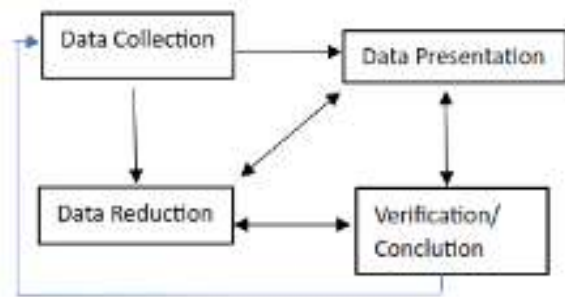


Figure 1. Data Analysis Technique

3. DATA ANALYSIS

Based on research at SD Negeri Kradenan Karanggayam, Kebumen, using four indicators of learning saturation, namely emotional exhaustion, physical exhaustion, cognitive fatigue, and loss of motivation, the findings are as follows:

3.1. Emotional Exhaustion

Based on the results of research on emotional exhaustion, the following findings were obtained:

- a) Students feel anxious, worried and afraid in learning
- b) Students do not understand the material presented by the teacher
- c) Students do not pay attention to the teacher's explanation
- d) Students feel stressed

Students feel anxious, worried and afraid in learning, these feelings grow when the learning material to be delivered is felt to be difficult and not liked by students. So that students feel afraid to start completing the obligations of the teacher. This occurrence resonates with Maslach and Jackson that emotional exhaustion is always preceded by generalized symptoms. This means that anxiety appears even before you do the activity, by feeling unable to complete your obligations[14].

When students do not understand the learning material being taught, the researcher finds research

findings that students do not understand the learning material being taught because students feel the lesson is difficult and requires a high level of understanding. Especially in mathematics, thematic using descriptive answers. Students feel stressed with the burden that is received in their brains. Learning also does not use learning media to support student activity in learning. These results are consistent with Bianchi's opinion that burnout is defined as a disorder related to individual activities combined with emotional exhaustion, depression, and anxiety due to personal inadequacies. Students act without paying attention to the teacher's explanation, because learning activities in class are very boring especially with continuous reading and theory activities[15].

The stress felt by students is due to the burden on the minds that students feel is too heavy, and students feel pressured. Tasks are given repeatedly and require a high level of understanding. This is in accordance with Alifandi's opinion which states that excessive emotional exhaustion and is taken out on individuals is an indication of burnout [14]. Emotional exhaustion as "an excessive emotional feeling that drains one's emotions[16]. Emotional exhaustion causes problems or obstacles within students so that students are not in a controlled state. According to Schaufeli and Enzmann (1998) role stress means that a person experiences ambiguity about their job and faces conflict at work[17]. Emotional exhaustion is very similar to a traditional stress reaction such as fatigue, work-related depression, psychosomatic complaints, and worry. Emotional exhaustion as a type of tension triggered by stress.[18]

3.2. Physical Exhaustion

Based on the results of research on physical fatigue, the following findings were obtained:

- 1) The state of the student's body is not healthy
- 2) Students feel restless, dizzy and tired while studying
- 3) Students feel worried that what they are doing is wrong
- 4) Students look tired when students enter class after break time

Unhealthy state of the student's body. The unhealthy condition of students' bodies does not allow students to participate in learning activities. Some students often do not go to school in one month because their bodies are not healthy. Judging from the student attendance list, there are students who often do not go because they are sick. The illnesses experienced by students include fever, dizziness, headaches and some also have diarrhea or other illnesses. Those who experience burnout and boredom begin to experience symptoms of limb disease and severe physical fatigue, along with headaches, nausea, insomnia and even anorexia[19].

Feeling tired, restless and dizzy when studying due to the condition of students who feel tired from continuous learning. Apart from that, students also feel dizzy because the assignments given are considered difficult. Especially mathematics subjects which require understanding and calculating in a long way. This is in accordance with Ikhrum, 2012 that physical fatigue is fatigue which is characterized by fatigue, boredom, tightened muscles, and new reactions are seen[20].

The feeling of worry that students feel because of the inability of students to do the assignments given by the teacher. Students feel worried if something is done wrong. Students' anxiety is caused by the lack of students in mastering the lesson. Fear of doing assignments, the fear felt by students also causes students not to focus on doing assignments. Especially if it's afternoon to study. So that students think about when it is time to go home.

Student activities during recess are very extra so that when students enter the classroom students are tired and run out of energy to start studying again. As a result of these extra activities students also lose concentration to study again.

3.3. Cognitive Fatigue

Based on the results of research on cognitive fatigue, the findings include:

- 1) Students lack concentration.
- 2) Students easily forget to remember material
- 3) Students have difficulty working on questions

Students who experience a lack of concentration in studying are caused by learning activities that are quite monotonous. In the learning process, teachers do not use media that can focus students' attention on learning activities. The use of concrete media in lower grades is very effective and makes learning more alive. Cognitive fatigue stated by Kahlil is that he cannot concentrate, is forgetful, and has difficulty making decisions[21]

Students easily forget to remember the material because they do not use techniques and methods to remember the material. Such as using donkey bridges and other techniques. Cognitive fatigue is characterized by forgetfulness and lack of focus due to many demands.

One of the causes of boredom is a series of failures. A student who fails at school despite studying and working hard. So students will definitely get bored while studying. In carrying out assignments from educators, students find it difficult to do the work. This is because students do not listen to the material that the teacher conveys because they don't like the lesson being taught and makes students unable to complete the assignments that must be completed.

3.4. Loss of Motivation

Based on the results of research on loss of motivation, the following findings were obtained:

- 1) Students are less aware of their ideals
- 2) Students are less enthusiastic about learning
- 3) Students lack self-confidence

Students are less aware of their ideals because students do not yet understand and know the potential within students. Students cannot yet determine what their goals are, so students do not study seriously. Not paying attention to what the teacher explains and not mastering the learning material.

Boredom occurs when someone gets involved in something they don't want to do. Likewise, students who don't like certain subjects will continue to get bored with those subjects. Students' curiosity about subjects decreases because they are not interested and enthusiastic about learning. To make students feel that they do not need to find out more about the subject and that they do not want to find a way to understand it further.

Students' feelings of optimism are still low, causing them not to want to try new things. Students feel unable to complete the requirements appropriately. Students are not sure about their own answers, so students still ask other friends whether the results are the same or not. Loss of motivation in students is marked with the loss of idealism, students realize from their unrealistic dreams, and lost Spirit[22]. Another form of loss motivation is withdrawal psychological as a response to stress exaggeration and dissatisfaction[23].

4. CONCLUSION AND SUGGESTION

4.1. Conclusion

In the findings at SD Negeri Kradenan Karanggayam Kebumen, it can be concluded as follows:

- a. Emotional exhaustion appears in students with feelings of anxiety, worry and fear that students feel in learning activities. Anxiety, worry and fear, teachers give advice, support and encouragement. In learning activities students do not understand the lessons being taught so they feel difficult and confused. Students do not pay attention to the explanations given by the teacher, because the teacher has not used interesting learning media or learning methods. Students feel stressed, for this reason the teacher makes students work on their assignments in groups so they can discuss and lighten the burden on students.
- b. Students' physical exhaustion appears when their bodies are unhealthy. Both from not maintaining a healthy lifestyle, such as not being diligent at breakfast and irregular hours of rest at home. Students feel restless, dizzy and tired in learning because students find it difficult with the material

- provided. Shiva is worried when what he has done will go wrong, so students often copy their friends' answers when they can't. To reduce anxiety, the teacher gives time to rest in class, and is allowed to ask questions or discuss with friends. Students feel tired when students enter class after recess because student activities during breaks are very extra.
- c. Student cognitive fatigue appears when students lack concentration. Students lack concentration because the teacher has not used media. To overcome students' lack of concentration, teachers use concrete media so that students are able to concentrate in learning. Students seem to forget easily in remembering the material. To make it easier for students to remember important material, the teacher provides a donkey bridge. Students also appear to have difficulty working on questions, seem to ignore the material being presented, therefore assignments are not done correctly.
 - d. Loss of motivation due to lack of awareness of goals. Lack of awareness of students' aspirations occurs because students do not yet understand their potential. Students seem less enthusiastic about learning, to maintain their enthusiastic spirit in learning the teacher inserts ice breakers and invites students to learn from nature. Student lack of self-confidence, visible when students ask their friends about their work results, because they are not sure about their own results. To overcome the student's lack of self-confidence, the teacher asked him to work on the blackboard

4.2. Suggestion

In research conducted at SD Negeri Kradenan Karanggayam Kebumen, the authors write suggestions as follows:

- a. In the learning process, prioritize class conditions so that they remain conducive.
- b. The learning activities are not focused on monotonous learning.
- c. Learning can use a variety of methods and media so students don't get bored easily in learning.
- d. Learning uses methods that involve students actively.

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