



## ACADEMIC BURNOUT: THE ROLE OF MINDFUL PARENTING IN OVERCOMING BURNOUT IN MADRASAH

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### ABSTRAK

Penelitian ini bertujuan untuk menganalisis tentang peran mindful parenting dalam mengatasi burnout akademik di MI Nurul Mun'im dalam pembelajaran Pendidikan Agama Islam yang ada dibawah naungan pondok pesantren Nurul Jadid paiton probolinggo. Teknik yang digunakan dalam pengumpulan data dengan wawancara dan observasi. Penelitian ini merupakan penelitian deskriptif menggunakan pendekatan kualitatif dengan metode studi literatur. Guna mendapatkan gambaran tentang burnout akademik khususnya pada pembelajaran Pendidikan agama islam. Subjek dalam penelitian ini adalah pola asuhan guru dalam meningkatkan motivasi belajar. Interview dilakukan terhadap wali kelas, guru PAI, guru BK dan siswa. Hasil penelitian menunjukkan bahwa peran mindful parenting dalam mengatasi burnout akademik dapat dilakukan dalam proses pembelajaran meliputi teori peran menurut Biddle dan Thomas yang terdapat 4 peran yaitu: The subject of the interaction, The behavior that appears in the interaction, The position of people in behavior, The link between people and behavior. Penelitian ini memberikan implikasi bahwa guru harus memiliki inovasi dan kreatifitas dalam mengelola pembelajarannya sesuai dengan target yang ditentukan, agar mampu membangkitkan motivasi dan menciptakan pembelajaran dikelas yang menyenangkan serta kecerdasan peserta didik secara totalitas.

### ABSTRACT

This study aims to analyze the role of mindful parenting in overcoming academic burnout at MI Nurul Mun'im in learning Islamic Religious Education under the auspices of the Nurul Jadid Paiton Probolinggo Islamic Boarding School. The technique used in collecting data is interview and observation. This descriptive study uses a qualitative approach to the literature study method. To get an overview of academic burnout, especially in learning Islamic religious education. This study's subject is the teacher care pattern in increasing learning motivation. Interviews were conducted with homeroom teachers, PAI teachers, counselling teachers and students. The results of the study show that the role of mindful parenting in overcoming academic burnout can be carried out in the learning process, which includes role theory according to Biddle and Thomas, in which there are four roles, namely: The subject of the interaction, The behaviour that appears in the exchange, The position of people in behaviour, The link between people and behaviour. This research has implications that teachers must have innovation and creativity in managing their learning by the specified targets to be able to generate motivation and create fun classroom learning as well as the intelligence of students as a whole.

## INTRODUCTION

At this time, Indonesia has entered the digital era marked by the invasion of digitalization so that humans cannot be separated from the internet (Rizqiyah, 2019; Budiartia et al., 2022). However, this has both positive and negative impacts. The positive impact of this digital era can make someone produce a new profession, such as YouTubers, tick tokers, influencers, and others. Meanwhile, the negative impact of the digital era has become a topic of discussion, especially in the world of education. Currently, the attitudes and behaviour of students are starting to ignore the noble values that have long been upheld in the attitudes and

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behaviour of students in everyday life. Noble character values, such as being honest, polite and religious, are slowly declining because outside culture is starting to dominate, so students perceive school as boring (Maryam, 2018; Baharun & Ummah, 2018). This needs to be solved for the Indonesian people to build motivation to learn in school. Learning activities typical for each individual only sometimes occur spontaneously, sometimes smoothly, sometimes not, sometimes quickly absorb what is learned, and sometimes very difficult. In terms of enthusiasm sometimes high, but sometimes difficult to concentrate; this is a reality we often encounter in every student in everyday life related to learning activities (Kadir et al., 2022). These individual differences lead to differences in the way students learn.

The problem that students often experience is also called learning burnout; academic burnout is emotional fatigue manifested by student boredom in an educational environment that can make students feel lethargic and even develop negative attitudes that can reduce learning effectiveness and motivation (N. Muna, 2020). Boredom is a natural thing and can be experienced by everyone, including students. When learning boredom hits students, it will usually hurt learning outcomes. Even though the time used for learning is long enough, the results are not optimal because the condition is saturated, and the brain system needs to work as expected. Such is the case at MI Nurul Mun'im Paiton Probolinggo, where students experience physical fatigue because the learning process is too rigid. The assignments are monotonous, and the students' lack of concentration passively affects the situation of the education system and the systematics of their minds being unable to work optimally, which is usually characterized by sleepy students, chatting, leaving the bathroom for a long time and not returning to class and sometimes doing other activities that interfere with the learning process.

MI Nurul Mun'im is a formal school under the auspices of the Nurul Jadid Islamic Boarding School where PAI learning at MI Nurul Mun'im includes learning such as Al-Qur'an Hadith, Fiqh, Aqidah Akhlaq. Learning Islamic religious education still uses learning methods that are often applied in the form of lecture methods, making students feel bored in class. Factors that can cause students to experience burnout in learning because the long hours of study each day, along with quite a lot of pretty heavy subjects, which are accepted by students' memory to the limit of their abilities. This can lead to boredom and loss of motivation to take the next lesson.

One way to deal with academic burnout is teacher care or mindful parenting because teacher parenting is essential in motivating students to study at school (Fitroh et al., 2022). Mindful parenting is a model that refers to attitudes, speech and behaviour that benefit

students and teachers. Islamic Religious Education teachers also play an essential role for students at school (Berlian & Masrufa, 2022); teachers must create a fun and not dull classroom atmosphere and offer different teaching methods than before with non-rigid learning methods so that students can gain a better understanding. The school environment also positively influences and stimulates learning to be more conducive to maximum learning outcomes.

Anna Ayu Hermawati has conducted previous research using digital game-based content mastery services to reduce learning burnout. Building enthusiasm for learning for students who are serious but still relaxed and eliminating learning boredom in everyday life (Herawati et al., 2021). Andi Zainudin Zaperi also conducted research in the form of self-regulation in learning academic burnout in Global Islamic School High School students. (2022)

Vania Rizka Amalia carried out subsequent research in the form of the role of academic self-efficacy on academic burnout in high school students in the transition from Online Learning to Offline Learning with a quantitative research method correlational approach to cross-sectional applications. The most profitable learning so that it can overcome academic burnout in the learning process from online to offline (Amalia et al., 2022)

From some of the research above, it can be understood that academic burnout is a problem that must be addressed immediately to protect students and teachers so that learning objectives can be adequately achieved. Academic burnout can be overcome in various ways, from changing fun learning methods to self-regulation skills to ensure learning ability and self-efficacy that inspire enthusiasm for learning.

This research has its uniqueness in that the researcher uses the role theory presented by Biddle and Thomas to dissect phenomena in the field. Through this theory, it is hoped that new things will be found related to the facts that occur in the field. Therefore, this research focuses on the role of mindful parenting in overcoming student burnout at the Islamic Elementary School Nurul Mun'im, Probolinggo.

## **RESEARCH METHOD**

This research was conducted at MI Nurul Mun'im Paiton Probolinggo using the literature study method, observing from several sources carried out routinely and periodically for one month. The subjects of this study were school principals, madin teachers, guidance and counselling teachers and students. To better understand the role of mindful parenting in

overcoming academic burnout in madrasas, researchers conducted in-depth interviews with Islamic religious education teachers. Observations and surveys of researchers also recorded field observations, and data analysis was carried out circularly. Data collection is thematic so that the data is arranged systematically according to the research axis. This research is a descriptive study using a qualitative approach focusing on the problem of literature studies in the form of academic burnout. The researcher then carried out data minimization, namely sorting and filtering data collected from certain subjects to obtain data that was classified systematically by research subjects.

## RESULTS AND DISCUSSION

From the observations and interviews in November 2022 with early madrasah teachers, homeroom teachers and guidance and counselling teachers. Many students experience burnout or boredom, as seen from the lack of enthusiasm and attention of students in the class in the learning process with signs that students are experiencing academic burnout. The following describes the factors of academic burnout and their causes, including:

**Table 1: factors and consequences of academic burnout**

<b>Academic burnout factors</b>	<b>Causes of academic burnout</b>
Giving assignments in a monotonous manner both in Islamic boarding schools and in schools with the same material	Ask permission to go to the bathroom for a long time so you don't come back to class
Submission of material that is too rigid	Sleep in class
Interest in learning and motivation for independent study of students is reduced	Chat with friends during class
Family factors from parents who have broken home or died	Often daydreams in class
Environmental factors and friends around	Preoccupied with his own business so he did not pay attention to the material presented
Teachers who pay more attention to students who excel and are active in class so that they ignore other students	Social jealousy in learning

Based on the table above, information is obtained from the results of the analysis of the causes of students experiencing academic burnout, in which the Al-Qur'an Hadith teacher explains that cases of student burnout, especially in Islamic religious learning, are caused by several factors, one of which is due to the use of the lecture method as well as the lack of

enjoyable learning media. Academic burnout also occurs due to external factors, namely families with broken homes, significantly affecting students' interest in learning and psychology. The higher the support from the family, the lower the student burnout rate, and vice versa (Aji et al., 2020). Students with these problems tend to be quiet, sometimes daydream, and even do things that break the rules, such as skipping classes (Diyanti, 2022).

The homeroom teacher often reports this problem to the guidance and counselling teacher at his monthly meeting. As a result of these encounters, many homeroom teachers find themselves unable to cope with students who experience prolonged academic burnout. The counselling teacher must take this policy on how students should feel enthusiastic and motivated to learn again (N. R. Muna, 2013). The first step that a counsellor must take is to carry out an assessment (Asmita & Fitriani, 2022). Where the assessment itself is an important matter by the counselling guidance teacher, which functions as an assessment tool before, during and after the counselling service takes place (Aji et al., 2020)

From the data obtained, students were called individually then the counselling teacher asked about the truth of the homeroom teacher's report from the monthly meeting held at school regarding the continuing boredom of students in the class, including sleeping in class, permission to leave the bathroom for a long time so as not to attend lessons.

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Informant	the boredom experienced in class in PAI learning at MI Nurul Mun'im is due to the delivery of material using the lecture method and the lack of use of learning media which makes students feel bored
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From the results of interviews with several of these sources, the teacher has a vital role in improving the quality of learning by creating practical, meaningful and quality learning is the function and role of the teacher. To create quality learning, teachers must adhere to the principles of objectivity, comprehensiveness and continuity and refer to goals (Suhandi & Robi'ah, 2022). Apart from that, it is also necessary to instil independence with awareness among teachers to foster a professional and innovative attitude in carrying out their roles and duties (Risdiany, 2021).

This needs to be a concern for teachers as mindful parents in overcoming academic burnout with good relationships between teachers and students and relationships and collaboration with classmates (Oktia, 2022). The classroom environment can develop student involvement in learning activities, which includes teachers who are willing to help students when experiencing difficulties, teachers who expect success and success from students in

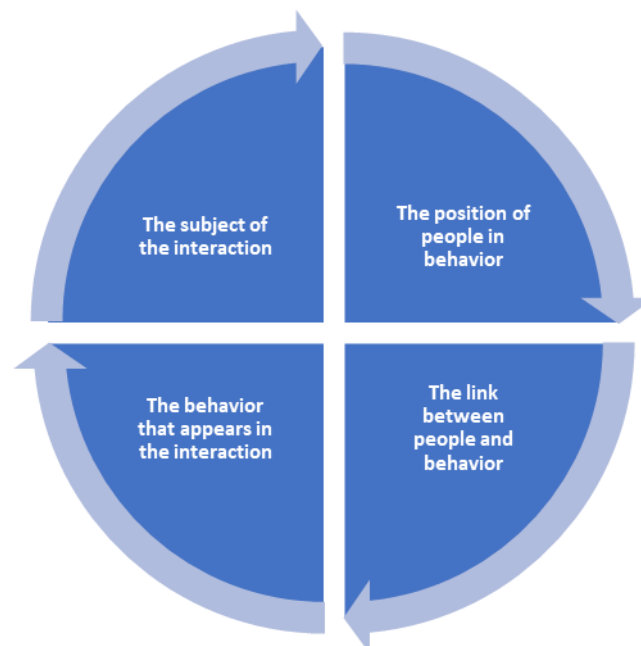
doing class assignments, as well as an atmosphere that fosters cooperation and mutual support between students compared to an environment that competitive.

The cooperation of various parties can assist academic burnout in students who have entered school age. However, the most important parties for madrasah ibtidaiyah are parents and teachers. This is done through teachers providing guidance and counselling at school. Guidance and counselling aim to assist students in achieving developmental tasks in developing their talents, potential, and interests and actualising themselves competently.

### **The role of Mindful parenting**

After understanding and analyzing the causes of academic burnout, the next step is to know the role of mindful parenting in dealing with academic burnout (Hamid & Wahyuni, 2020). According to Biddle and Thomas, a role is a series of formulations that limit the expected behaviours of certain position holders. For example, in schools, the behaviour of teachers in schools is expected to be able to provide references, provide assessments, provide rewards and also praise to increase student learning at school; as a teacher at MI Nurul Mun'im explained, that teachers as mindful parents in schools have an essential role in the learning process by Biddle and Thomas' role theory which includes four things (Pratama et al., 2022), namely:

**Figure 1: the role of minful parenting according to Biddle and Thomas**



### **The subject of the interaction**

These roles are those who take part in social interactions. People who hold roles are divided into two groups: actors and targets (Trisnawati & Suwanda, 2022). In this case, the actor who holds the role is the teacher, who is one of the learning resources that has a significant influence on the achievement of educational goals. At the same time, the target of the role is people who have a relationship with teacher behaviour, namely students at the MI Nurul Mun'im school.

Therefore, students need a teacher who guides them towards a good life based on the Qur'an. Education, according to the Qur'an according to Hamzah Djunaid, is an effort that is carried out in a planned and gradual manner to provide knowledge, skills and attitudes to students as provisions in carrying out their duties as servants and caliphs of Allah on earth (Nandar et al., 2022).

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Informant	So that students do not feel academic burnout in class, especially in Islamic religious learning, teachers usually form group activities which in this case are very beneficial for elementary school students because, besides learning, students can also collaborate more with their group mates with teacher guidance in providing learning motivation associated with material to shape the character and future of students related to the material.
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In carrying out its role, the teacher makes students the target of the efforts made in overcoming academic burnout in schools which are carried out to fight for the rights and obligations of students to feel happy learning with maximum learning outcomes, which have a significant impact on school excellence.

#### The position of people in behaviour

This role is the position of people in behaviour. The existence of a role causes behaviour that consists of four indicators, namely the expectations of other people for the role of someone who has a fundamental difference from other people who are influenced by internal and external factors (Ardiansah & Adi, 2022). In this case, the teacher is a facilitator in the learning process, both in methods and in the media, in delivering lessons.

Teachers have an essential role in the development of education. A teacher's success in the learning process can be seen from the creation of learning objectives. One way to achieve the learning objectives of students who understand the teacher's material is that to achieve student learning success the role of the teacher is needed, namely as a facilitator (Fauzi & Mustika, 2022). As a facilitator, the teacher has a role in facilitating learning in a calming learning environment. The stuffy classroom atmosphere, tables and chairs that need to be

neatly arranged and messy cause students to be lazy to study (Shofiya & Sartika, 2020). With their function as facilitators, teachers will spend more time sharing with students in teaching and learning activities (Arfandi & Samsudin, 2021).

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Informant as the teacher explains when the teacher explains about basic competencies in a subject matter, the teacher will not explore the lesson, the teacher can only try to provide stimulation so that students who have this knowledge can explain the learning material taught by the teacher. In addition, the thing that needs to be considered by the teacher to become a successful facilitator is to be patient in understanding the various characteristics of students by understanding the potential of students so that it makes it easier for teachers to interact with students.

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The informant's statement shows the importance of teacher competence and professionalism in overcoming child academic burnout. Sometimes the teacher as a facilitator needs to create conducive conditions for students to be interested in learning, and there needs to be more evaluation of the methods or material presented. The role of the teacher as a facilitator teacher must have a good attitude, have competence in addressing individual student differences and understand students through activities in learning Islamic religious education, which is only focused on the lecture method also lacks fun learning media at the age of students who still need interaction which is not just learning but also while playing which motivates students to achieve.

### **The behaviour that appears in the interaction**

This role is the behaviour that appears in the interaction. Behavioural manifestations in this role are natural and vary from person to person. This variation in role theory is considered normal and not limited. From the explanation above, the teacher also includes people who have an essential role in schools, including teachers as:

#### **1. Mentor**

The role of teacher has the most critical position in school because, in addition to educating teachers, they also accompany students as much as possible to regenerate students' enthusiasm for learning (Listyaningsih, 2022). Supervisors must have competencies capable of directing students according to educational goals (Meri & Mustika, 2022), namely: formulating learning objectives and identifying student needs; teachers need to understand aspects of the guidance. The teacher, as mentor director and,



guides students towards the guiding goals of education, directs students to become talented, intelligent and responsible for their lives.

Regarding the teacher's role as a guide, Qo'imah as the homeroom teacher for class V MI Nurul Jadid said that the role of the teacher in fostering students' self-awareness of school rules that what is meant by guiding is directing students to be responsible individuals in behaving by the rules.

The teacher's role is to guide students in dealing with difficulties (academic, social, personal) and develop students' potential through creative activities in the field (science, arts, culture, sports). In this case, a teacher does not only educate but must be able to guide and form students as it is in the goals and curriculum of Education (Lase, 2021).

The role of the Islamic Religious Education teacher is as a guide in fostering politeness which is carried out, namely carrying out a program of religious activities to carry out a religious activity program at school to be able to improve the behaviour of students who lack politeness, to become even better (AP & Anwar, 2021).

## 2. Motivators

The role of the teacher as a motivator is vital in the learning process, namely being able to arouse interest and direct students to do something related to needs or desires that have a relationship with their interests (Abdullah & Fahmi, 2022) Miftahul Arifin, the principal of the MI Nurul Mun'im school, explained that the teacher must provide direction in the form of motivation so that regrets in old age never happen to students. With the teacher's efforts to motivate learning activities, students will know the purpose of learning and make this learning resource very important and meaningful in life so that students can achieve their goals by being serious about learning.

The enthusiasm of students also needs to be maintained by motivating the importance of protecting the intellectuals of the Muslims so that they are aware that it is part of the people who guard the scientific treasures of the Islamic religion. They are the next generation of the nation. Therefore, upgrading their knowledge with Islamic religious learning is necessary, which can only be studied by certain circles (Amin, 2021).

The absence of rewards for students who excel in Islamic religious studies is also a result of academic burnout, which hinders students' interest in learning (Fitroh et al., 2022). For this reason, the teacher plays an active role in motivating students, one of which is giving rewards which, in this case, will foster enthusiasm for learning. This also does not mean that teachers have to be favouritism because they pay more attention to

students who excel; however, giving rewards provokes other students to compete to be the best.

The theory of the role of Biddle and Thomas suggests that through the form of behaviour (performance) that the teacher owns, students have a pleasant and memorable experience because of the motivation that arises from students (Hamidah, Wika & Adi, 2022). In addition, students also get a positive impact that can increase their motivation to learn. It is hoped that with the motivation given by the teacher, it can arise in the students themselves because the purpose of sound learning is to guide students through their perceptions in the formation of a religious character.

### 3. Assessor

According to Biddle and Thomas, assessment gives a positive impression so that manifestations can change from those considered harmful to positive by people's behaviour (Widyanti & Jatianingsih, 2023). The teacher acts as an assessor and must assess learning outcomes to measure the achievement of learning objectives (Nabila, 2022) as a report material to be used as evaluation material for improving the learning process in the future. Assessment must be fair and objective (Azhar et al., 2021). Assessment must be carried out with transparent procedures, including three stages: preparation, implementation and follow-up. As an assessor, teachers can provide touching assessments of cognitive, emotional, and psychomotor aspects (Arfandi & Samsudin, 2021). Teachers have the right to assess student performance in academics and social behaviour to determine how well students do or not. However, if one looks closely, the teacher's assessment is usually only limited to external ratings and does not affect internal ratings.

The assessment in question is an assessment that includes an intrinsic assessment (Sulaiman, 2022). So, the teacher must be careful. Includes the behaviour and values that exist in each object. The role of the teacher as an assessor, the teacher, must be honest in assessing students, providing reviews on aspects of student personality, especially moral values. On that basis, teachers can provide reviews from a broad perspective. Assessment of student personality should take precedence over assessing student feedback when doing assignments or passing exams.

In practice, assessment in Islamic religious learning at MI Nurul Mun'im is more interactive and places more emphasis on student behaviour in their daily lives. Islamic Religious Education Learning guides students in carrying out their daily activities, such as

in fiqh lessons, how students know the procedures for ablution and prayer properly and the arguments for the necessity of prayer and fasting and fostering good morals.

### **The link between people and behaviour**

Biddle and Thomas suggest that a relationship can be proven by a relationship between people and their behaviour. In this case, the teacher's role as a demonstrator must be able to demonstrate what is taught didactically so that what the teacher wants is for student understanding and learning objectives to be achieved effectively and efficiently (Hasanah et al., 2021).

Siti Aisyah as a teacher of Islamic religious education MI Nurul Mun'im, explained that the role of the teacher as a teacher demonstrator carries out his role by exemplifying good exemplary attitudes to students so they can emulate good attitudes, using learning media when explaining learning material, using the lecture method and question and answer when explaining the learning material.

Therefore, the teacher must be able to master the material or subject matter that will be taught and continually develop skills so that they can demonstrate what is related to learning (Widyastuti & Putra, 2021). In addition, the teacher is also aware that each student's understanding ability is different, so a teacher must master many learning strategies and methods (Dhari et al., 2022).

However, it is different from the study of diniyah at MI Nurul Mun'im, as the Islamic Religious Education teacher said that the role of the teacher as a demonstrator in Islamic religious lessons with the lecture method in which the explanation of the material must be related to the progress of information in this century but does not change the originality in the slightest. In the words of Ali Bin Abi Talib, the book teaches your children by the times.

### **CONCLUSION**

Based on the results of the interviews, it was concluded that the academic burnout experienced by students at MI Nurul Mun'im in Islamic religious learning was caused by several factors, including internal factors from the students themselves as well as external factors from the school environment and the atmosphere in the classroom as well as family problems faced by students. Therefore, the teacher has a vital role at school in overcoming academic burnout with Biddle's theory and Thomas, namely: The subject of the interaction,

The behaviour that appears in the interaction, The position of people in behaviour, and The link between people and behaviour.

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