



## ANXIOUS AND BORED; STUDENT ACADEMIC BURNOUT REVIEWED FROM SOLUTION FOCUS BRIEF COUNSELING

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### Abstract

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During the Covid-19 pandemic, all space for movement in the community was limited, including sekolah, learning was carried out online. In the online learning process, the number of learning targets that must be achieved by students results in burnout. One way to help students overcome burnout can be seen from the perspective of the Solution Focus Brief Counseling (SFBC) approach. This research method is a descriptive quantifiable method with a sample of 30 high school students. Sampling by incidental sampling. The instrument used is the academic burnout scale. The analysis used is RASCH modeling. Based on the results of data analysis, it shows a person reliability of 0.88 while for item reliability, which is 0.92, this indicates a match between the item and the respondent in answering the instrument. The most approved items by students are related to feelings of anxiety, boredom, overwhelm and distress with assignments and online learning, in this case SFBC through exception question techniques, scalling questions, miracle questions, FFST, feedback and precession change questions can help students deal with these feelings.

**Keywords:** Academic Burnout; Solution Focus Brief Counseling; Covid-19 Pandemic; RASCH model

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## INTRODUCTION

The Covid-19 pandemic has had a lot of impact on all levels of society (Sumandiyar & Nur, 2020; Zalukhu, 2021). Restrictions from all sides of life make people have to experience conditions with all limitations. This impact is experienced from the economic side, health to education (Radhitya et al., 2020; Yamali & Putri, 2020). The establishment of *social distancing* made the government and schools decide to learn remotely or commonly called online. All forms of learning and achievement targets in learning must also be adjusted, this creates a lot of pressure from all parties, inseparable also for students.

In the online learning period, students are asked to do assignments at home twice as much and this does not apply to one subject only, but to each subject they take. This condition certainly makes students experience pressure related to the tasks they have to complete within a certain period of time, plus the time of student interaction with teachers and schoolmates being (Ramadani & Sari, 2021) reduced. The condition experienced by students causes academic *burnout* in which a person feels saturation during his academic process (Haryadi & Selviani, 2021).

*Academic burnout* is defined as feeling tired due to study demands, avoidance of existing tasks, and feelings of incompetence as a student (Schaufeli, et al., 2002; Oktasari et al., 2022). Yang (2004; deep Ashsari, 2022; Transiana, 2019) explaining the aspects of *academic burnout* there are three, namely: 1) emotional anxiety, caused by excessive emotional and psychological demands and usually side by side with feelings of frustration and tension. 2) areluctance to study or cynicism, referring to insensitivity or cynical attitude towards the work at hand. Cynicism can also be defined as the apathy or indifference of students. 3) Reducing the desire to excel, a reduced desire to excel occurs when a person displays a tendency to evaluate oneself negatively, a decrease in feelings of work competence, and an increase in feelings of Inefficacy. to school work, duties, and responsibilities.

In addition, Portnoy (2011, in dividing the symptoms of Transiana, 2019) *burnout* into five types, including: a) Cognitive, the lack of concentration, apathy, stiffness, disorientation, minimization, and preoccupation with trauma. b) Emotional, helpless, anxiety, guilt, anger, numbness, fear, helplessness, sadness, depression and shock. c) Behavioral, *irritable*, withdrawn, *moody*, lack of sleep, nightmares, changes in appetite, increased alertness and isolating. d) Spiritual, questioning the meaning of life, despair, loss of purpose, questioning religious beliefs, loss of faith/skepticism. e) Somatic, berkeringat, rapid heartbeat, difficulty breathing, aches and pains, dizziness, impaired immune system, headache, difficulty to sleep or wake up. Based on the symptoms felt, it is undeniable that it can occur during the Covid-19 pandemic.

*Solution focus brief counseling* (SFBC) is one of the approaches in guidance and counseling that emphasizes solutions in problems that focus on problems or the past (Ramadhani & Sari, 2021; Rusandi et al., 2019; Yusron, 2016). In SFBC, counseling is directed to find solutions to each problem so that the counseling process becomes more flexible and does not take much time. If you look at the problem of academic burnout in students, the SFBC approach can be used considering that the time is shorter and can help students more streamline the process of solving the problem.

## **METHODS**

This research method is a survey with 30 respondents or Junior High School students in Depok city, Indonesia. The sampling technique is *incidental sampling*. The instrument used is *academic scale burnout* using a likert scale model. The dissemination of instrument is carried out through the *g-form* kepada student in 2021. The data analysis used is a RASCH modeling analysis (Frame et al., 2017; Sumintono & Widhiarso, 2014) with the most dominant items and aspects affecting students in *academic burnout*.

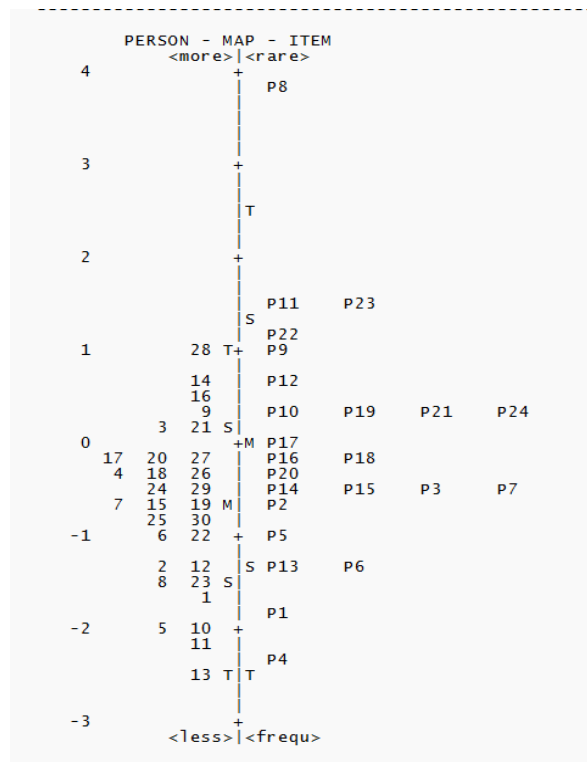
## **RESULTS & DISCUSSION**

Student academic burnout obtained results through RASCH modeling analysis among which look at the validity and reliability of the instrument as well as the quality of respondents in the selection of instrument items.

SUMMARY OF 30 MEASURED PERSON								
	TOTAL SCORE	COUNT	MEASURE	MODEL ERROR	INFIT		OUTFIT	
					MNSQ	ZSTD	MNSQ	ZSTD
MEAN	51.1	24.0	-.70	.28	.99	-.1	1.13	.3
S.D.	11.8	.0	.88	.04	.42	1.4	.62	1.3
MAX.	76.0	24.0	1.05	.41	2.44	4.0	2.55	3.1
MIN.	31.0	24.0	-2.50	.25	.35	-2.3	.31	-1.8
REAL RMSE	.30	TRUE SD	.83	SEPARATION	2.72	PERSON RELIABILITY	.88	
MODEL RMSE	.28	TRUE SD	.84	SEPARATION	2.95	PERSON RELIABILITY	.90	
S.E. OF PERSON MEAN = .16								
PERSON RAW SCORE-TO-MEASURE CORRELATION = .99								
CRONBACH ALPHA (KR-20) PERSON RAW SCORE "TEST" RELIABILITY = .89								
SUMMARY OF 24 MEASURED ITEM								
	TOTAL SCORE	COUNT	MEASURE	MODEL ERROR	INFIT		OUTFIT	
					MNSQ	ZSTD	MNSQ	ZSTD
MEAN	63.8	30.0	.00	.28	1.07	.0	1.13	.0
S.D.	18.7	.0	1.26	.16	.45	1.6	.63	1.6
MAX.	105.0	30.0	3.85	1.01	2.19	2.9	3.26	4.2
MIN.	31.0	30.0	-2.36	.22	.44	-2.9	.52	-2.3
REAL RMSE	.35	TRUE SD	1.21	SEPARATION	3.46	ITEM RELIABILITY	.92	
MODEL RMSE	.32	TRUE SD	1.22	SEPARATION	3.80	ITEM RELIABILITY	.94	
S.E. OF ITEM MEAN = .26								

**Figure 1.**  
 Measured Person (I=24, N=30)

In the figure above explains the level of *instrument reliability*, from the attached results it is known that the person reliability is 0.88 while for *the item reliability* which is 0.92 the result It can be interpreted that between the respondent and the statement item on the *Academic Burnout* scale there is a good fit. Furthermore, to see the distribution of respondents with statement items can be seen in the following figure:



**Figure 2.**  
 Wright-Map *Academic burnout* students (P=24, N=30)

Based on the figure above, it is stated that *the most* easily approved item is statement numbers 4, 1, 13, 6 and 5. This means that students are anxious when they are not doing assignments, they are guilty if they don't take lessons, online learning is boring and they are overwhelmed by online learning.

*Academic burnout is not* a new phenomenon in the world of education, but the concern is that the problem of *burnout* is still an issue that has not subsided or dropped until the time this. Based on the results of data analysis, information was obtained that *the academic burnout* felt by students was feelings of anxiety, worry, overwhelm / anxiety, depressed and bored in online lessons. Online learning during the Covid-19 pandemic provides limited facilities and infrastructure, lack of ability to use communication or technology, internet / signage difficulties, quota fees, difficulty understanding the material provided by teachers, lack of face-to-face interaction with teachers and peers in e-learning, but this still needs to be done as part of the learning process (Dewi & Sadjiarto, 2021; Haryadi & Selviani, 2021).

In handling *academic burnout*, one of them can be done with the SFBC approach. SFBC was spearheaded by Insoo Kim Berg and Steve De Shazer. Both were senior researchers at the *Brief Family Therapy Center* (BFTC) in the United States in the late 1980s Mulawarman et al., 2016; Puspita, n.d. 2018. This counseling is also a psychological intervention short-term approach oriented towards specific objectives to deal with the counselor by focusing its intervention on the empowerment of the counselor's potential and positive actions. SFBC is an effort to find things that effectively work to produce positive changes in the counselor, so what needs to be considered in this case is that the counselor and counselor seek to find what strengths exist in the counselor so that he can move or move from a problem-oriented effort to a *solus i* focused orientation.

In this case, the problem related to *academic burnout* is more specific, namely feelings of anxiety and pressure related to tasks and online learning activities. SFBC views that individual problems are viewed from two things: 1) the individual becomes problematic because of his ineffectiveness in finding and doing or using the solutions he created. 2) I ndividu becomes problematic because he believes that this unhappiness or inprosperity is based on him for example how he perceives himself which then the individual himself constructed a story that he labeled the problem not the strength of his own ability (Mulawarman, et al., 2016).

In overcoming student academic burnout, SFBC has several techniques including exception questions, *scalling questions*, *miracle questions*, *FFST*, *feedback* and *presession change questions* One (Mulawarman, et al., 2016) form of burnout is the feeling of anxiety experienced by students , basedon the results of research the Fadhli & Siregar, (2020) *thought stoping* technique is able to form new thoughts from the undesirable by the counselor and stop negative thoughts towards the condition perceived by the counselor at this moment. In addition, the SFBC approach can also be developed through web\_SFBC which is also able to help students reduce anxiety which is one aspect of student *academic burnout* (Suranata & Prakoso, 2020). *Academic burnout* has an impact on student involvement in learning, students become discouraged and inactive in learning, SFBC can be one of the solutions in helping increase student engagement, so that indirectly academic burnout can be reduced to this karena of engagement is a condition opposite to *burnout* (Yusron, 2016).

## CONCLUSION

Learning Conditions during the Covid-19 pandemic have a lot of impact on students, each student is given more assignments than usual and the online learning process that makes students interact less directly with his friends, so that in the process of achieving learning goals many obstacles are faced. Counseling guidance is inseparable from the problems experienced by students in school. One approach that can help reduce student burnout is the *solution focus brief counseling* (SFBC), through various techniques in SFBC such as *thought stopping*, as well as web-SFBC and techniques others that can reduce *academic burnout* in students.

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