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EFFECTIVENESS OF GROUP GUIDANCE SERVICES USING SELF-REGULATED LEARNING TECHNIQUES TO REDUCE ACADEMIC BURNOUT IN CLASS X STUDENTS OF YPK MEDAN VOCATIONAL SCHOOL

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Abstract

This research aims to determine the picture of academic burnout on YPK Medan Vocational School Students. The purpose of this research is too: describe the difference in scores in reducing academic burnout in students experimental group before and after being given service treatment group guidance using self-regulated learning techniques. Whereas control group before and after being given treatment with services group counseling. This research is a quantitative type of research experimental research. The object of this research is class X OTKP SMK YPK Medan. The data collection technique in this research used a questionnaire to students who experience academic burnout. The results of this research show that students who experience academic burnout are seen from several indicators including physical fatigue, emotional exhaustion, feelings of low self-esteem, depersonalization, and decreased academic confidence. Analysis test results using the Wilcoxon Signed Ranks Test and the Kolmogorov Smirnov analysis test Teo Independent Samples. Thus, based on the research results carried out include: (1) there is a significant difference in academic burnout students in the experimental group before (pretest) and after (posttest) with group guidance services using self-regulated learning techniques. (2) there is a significant difference in students academic burnout in the control group before (pretest) and after (posttest) with group guidance services. (3) there are significant differences in student academic burnout between groups experimental and control groups given treatment.

Keywords: Group Counseling, Self-Regulated Learning, Academic Burnout.

INTRODUCTION

Education is very important for every individual. Therefore, education is essentially an effort to form better quality humans. In the entire educational process at school, learning activities are the most basic activities. This means that the success or failure of achieving educational goals depends a lot on how the learning process is experienced by students as students.

In Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Chapter 1 Paragraph 1 explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by himself, society, nation and state.

In Indonesia, education is something that is mandatory for all residents. The government has designed compulsory education for 12 years of formal education which includes elementary school, middle school/equivalent, and high school/equivalent. The higher the level of education, the more knowledge is learned. When students move towards a higher level of education, the higher the tasks and demands that must be undertaken. The increasingly widespread era of globalization means that the demands for education today are greater than those of previous education. This is evidenced by the curriculum changes that have occurred as well as the increase in Minimum Completion Criteria (KKM) for students, which makes students more required to learn and meet existing standards.

In the entire educational process at school, learning activities are the most basic activities. This means that the success or failure of achieving educational goals depends a lot on how the learning process is experienced by students as students. Hakim (in Muna, 2020) learning is an obligation for all humans, from the moment humans are born onto the face of the earth it cannot be separated from the learning process. Likewise, studying in formal education, such as within the scope of school institutions, students are required to meet the competency standards held by the institution. Due to the large number of learning demands, students experience obstacles in the learning process, including burnout.

Burnout is commonly measured in the work context because of its impact which is considered very detrimental to employee performance. However, burnout is also very

likely to occur in the context of school and other formal education. This sometimes means that students receive quite a heavy study load and can put pressure on them, just as the workload can be stressful for employees or other actors in the world of work.

Academic Burnout is experienced by individuals (students) in school which is characterized by emotional boredom, loss of motivation, and feelings of low self-esteem. Students who experience learning burnout consider themselves unable to follow the lessons being taught by their teacher in class and do other activities to cover up their boredom, such as chatting in class, sleeping, playing with gadgets, frequently going in and out of class, and other activities that disrupt the learning process.

Burnout conditions can cause various negative impacts for students. Research by Duru & Balkis, 2014 and Uludag & Yaratana, 2013 (in Rahman, 2020) shows that burnout is negatively related to academic achievement. In other words, the higher a student's burnout, the lower the achievement he achieves. The impact of burnout behavior is also shown by feelings of being easily bored, bored easily, easily feeling lazy about work or learning activities, so that it will affect work or study productivity and will make enthusiasm fade in facing learning at school. In conditions of learning boredom, it cannot be avoided that anyone, whether male or female, will definitely experience burnout.

Based on the results of observations conducted by researchers at SMK YPK Medan, there were students who experienced academic burnout. Students feel as if the knowledge and skills they gain from studying are not progressing. One of the obstacles to academic burnout is characterized by changes in the form of physical fatigue, emotional exhaustion, loss of motivation, and feelings of low self-esteem. This can result in decreased student achievement and learning scores. Considering these negative impacts, psychological measurements of burnout in educational institutions are very necessary for early identification so that related parties such as guidance and counseling teachers can carry out the necessary prevention or alleviation.

Guidance and Counseling is a process of assistance or assistance provided by a guide (counselor) to an individual (counselee) through face-to-face meetings or a reciprocal relationship between the two, so that the counselee has the ability or skill to see and find the problem and is able to solve the problem himself (Tohirin, 2008). Guidance and counseling aims to assist individuals in achieving developmental tasks so that individuals can develop their talents, potential, interests and ultimately can actualize themselves well. Guidance and counseling has several services that can be used to help

students prevent academic burnout, one of which is group guidance services. For this reason, in helping these students' problems, this research provides an alternative by providing Group Guidance (BKp) services.

According to (Tohirin, 2008), "group guidance is a way of providing assistance (guidance) to individuals (students) through group activities". Meanwhile, according to Daryanto, Farid (2015), "group guidance is guidance and counseling that helps students in personal development, social relationship skills, learning activities and decision making as well as carrying out certain activities in accordance with the demands of commendable character through group dynamics.

In group guidance services, group activities and dynamics must be created to discuss various things that are useful for the development and problem solving of individuals (students) who are service participants, one of which is providing services using Self-Regulated Learning techniques (self-regulation in learning). (Muna, 2013) states that to reduce (reduce) the level of learning boredom, students must be able to regulate their own learning process, so that students need self-regulated learning in following the learning process. So it can be defined that the application of self-regulated learning techniques is very effective in reducing and preventing academic burnout in students.

According to Chin (Kristiyani, 2016) self-regulated learning is a process in which students carry out strategies by regulating cognition, metacognition and motivation. Cognition strategies include efforts to continuously recall and rehearse material, elaboration, and strategies for organizing material. Metacognitive strategies include planning, monitoring, and evaluating. Motivational strategies include assessing learning as a self-need or intrinsic aspect, rewarding yourself, and persisting when facing difficulties.

Pintrich; Schunk, (Kristiyani, 2016:16) students who have the capacity for self-regulated learning are not directed by others when studying, but independently assess the conditions of academic tasks, set goals to master tasks and use strategies to complete tasks. Students who self-regulate in learning do not passively accept the environment as it is, but try to control and change their environment, thinking and behavior by making action plans to achieve task mastery. This means that learning goals become the main focus, so that the surrounding environmental conditions need to be controlled and changed in such a way as to accommodate the achievement of these goals.

Based on the definition above, self-regulated learning can be defined as proactive involvement in one's learning behavior where students direct their thoughts, feelings and actions to be moved systematically with an orientation towards achieving the student's own goals in learning.

With this self-regulated learning technique, students can regulate themselves in learning so that aspects of learning burnout such as emotional exhaustion, cynicism and decreased academic confidence can be reduced. So it is important to research self-regulated learning techniques as a counseling technique that builds mental processes or psychological dynamics of independent learning that can reduce learning burnout in students.

METHOD

This research uses quantitative methods. This research uses a Quantitative Experimental Approach. According to (Sugiyono, 2018) "the experimental method is a quantitative research method used to determine the effect of the independent variable (treatment) on the dependent variable (outcome) under controlled conditions." In this case, the experiment is carried out to find out or measure how influential the variables to be tested are.

The population in this study was all class X OTKP SMK YPK Medan, totaling 30 students. However, in this research the sample taken from the population must be truly representative. So the researcher took a sample of 10 students for the experimental group and 10 students for the control group. These two groups were used as samples so that researchers could find out the differences before and after being treated with group guidance services using self-regulated learning techniques.

RESULTS AND DISCUSSION

Pretest and Posttest Data Results in the Control Group.

Table 1. Pretest and Posttest Scores Description of Academic Burnout in the Control Group

Student Code	Pretest		Posttest	
	Score	Category	Score	Category
K1	139	Very high	110	Medium
K2	128	High	114	High
K3	136	Very high	102	Medium

K4	117	High	101	Medium
K5	134	Very high	122	High
K6	136	Very high	115	High
K7	120	High	98	Medium
K8	113	High	90	Medium
E9	125	High	101	Medium
E10	115	High	90	Medium
Rata-Rata	126,3	High	104,3	Medium

The frequency distribution of students' pretest-posttest academic burnout in the control group can be seen in the following table.

Table 2. Pretest-Posttest Frequency Distribution of Student Academic Burnout Variables in the Control Group

Category	Interval	Pretest		Posttest	
		Frequency	%	Frequency	%
Very high	> 139	4	40%	-	0%
High	111-138	6	60%	3	30%
Medium	86-111	-	0%	7	70%
Low	59-85	-	0%	-	0%
Very Low	< 59	-	0%	-	0%
Total		10	100%	10	100%

Based on table 2 above, it is known that of the 10 students in the pretest control group, academic burnout in the very high category was 4 and in the high category there were 6. Students who experienced academic burnout were in the very high category 40% and in the high category 60%. Then, after being treated with group guidance services, it was discovered that of the 10 students in the posttest academic burnout control group, there were 3 students in the high category and 7 students in the moderate category. So it can be defined that the control group only experienced a decline in the high category of 30% and in the medium category of 70%.

Results of Academic Burnout Data in the Experimental Group

Table 3. Pretest and Posttest Scores Description of Academic Burnout in the Experimental Group

Student Code	Pretest		Posttest	
	Score	Category	Score	Category
E1	141	Very high	141	Low
E2	143	Very high	143	Low

E3	125	High	125	Low
E4	119	High	119	Low
E5	159	Very high	159	Low
E6	112	High	112	Low
E7	115	High	115	Low
E8	112	High	112	Low
E9	139	Very high	139	Low
E10	121	High	121	Low
Rata-Rata	128,6	High	71,5	Low

The frequency distribution of students' pretest-posttest academic burnout in the experimental group can be seen in the following table:

Table 4. Pretest-Posttest Frequency Distribution of Student Academic Burnout Variables in the Experimental Group

Category	Interval	Pretest		Posttest	
		Frequency	%	Frequency	%
Very high	> 139	4	40%	-	0%
High	111-138	6	60%	-	0%
Medium	86-111	-	0%	-	0%
Low	59-85	-	0%	10	100%
Very Low	< 59	-	0%	-	0%
Total		10	100%	10	100%

Based on table 4 above, it is known that of the 10 students in the pretest experimental group, academic burnout in the very high category was 4, and in the high category there were 6. Students who experienced academic burnout were in the very high category 40%, and in the high category 60%. Then after being given treatment (posttest), it was discovered that 10 of the 10 students experienced a decline in the low category. So students who experienced academic burnout in the low category received a percentage of 100%. So it can be defined that the academic burnout of students in this experimental group decreased by 100% after being treated with group guidance services using self-regulated learning techniques.

Comparison Results of Scores for Each Pretest Data in the Control Group and Experimental Group

Table 5. Pretest Comparison Scores in the Control Group and Experimental Group

Student Code	Pretest Control		Student Code	Post-test Eksperiment	
	Score	Category		Score	Category

K1	139	Very high	E1	141	Very high
K2	128	High	E2	143	Very high
K3	136	Very high	E3	125	High
K4	117	High	E4	119	High
K5	134	Very high	E5	159	Very high
K6	136	Very high	E6	112	High
K7	120	High	E7	115	High
K8	113	High	E8	112	High
K9	125	High	E9	139	Very high
K10	115	High	E10	121	High
Average	126,3	High	Average	128,6	High

Comparison Results of Scores for Each Posttest Data in the Control Group and Experimental Group

Table 6. Posttest Comparison Scores in the Control Group and Experimental Group

Student Code	Pretest Control		Student Code	Posttest Eksperiment	
	Score	Category		Score	Category
K1	110	Sedang	E1	141	Rendah
K2	114	Tinggi	E2	143	Rendah
K3	102	Sedang	E3	125	Rendah
K4	101	Sedang	E4	119	Rendah
K5	122	Tinggi	E5	159	Rendah
K6	115	Tinggi	E6	112	Rendah
K7	98	Sedang	E7	115	Rendah
K8	90	Sedang	E8	112	Rendah
K9	101	Sedang	E9	139	Rendah
K10	90	Sedang	E10	121	Rendah
Rata-Rata	104,3	Sedang	Rata-Rata	71,5	Rendah

Based on the posttest results, the difference in scores between the control group and the experimental group was obtained. Where the control group got an average score of 104.3 in the medium category, while the experimental group got an average score of 71.5 which is in the low category. So it can be defined that the experimental group when given treatment with group guidance services using self-regulated learning techniques had a more effective effect on reducing students' academic burnout compared to the control group which was only given treatment with group guidance services only.

Hypothesis test

1. First Hypothesis Testing

Testing this hypothesis was carried out using the Wilcoxon Signed Ranks Test analysis technique using the SPSS version 26.00 program so that researchers could find out whether "there were positive and significant differences in the academic burnout of students in the

experimental group before and after being treated with group guidance services using self-regulated learning techniques".

Table 7. Results of Wilcoxon Signed Rank Test Analysis of Differences in Academic Burnout in Pretest-Posttest Experimental Group Students

Test Statistics^a	
	Posttest - Pretest
Z	-2.934 ^b
Asymp. Sig. (2-tailed)	.003

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Based on table 7. above, it can be seen that the results of the Wilcoxon Signed Rank Test calculation with probability Asymp. Sig. (2 tailed) students in the experimental group was 0.003 or probability below alpha 0.05 ($0.003 < 0.05$). From these results, H0 is rejected and H1 is accepted. Thus, there is a positive and significant difference in the experimental group before and after being treated with group guidance services using self-regulated learning techniques.

Then, of the 10 experimental group respondents who were involved in the calculations, all of them experienced a significant decrease from pretest to posttest. Therefore, it can be interpreted that the experimental group experienced a decrease in student academic burnout after receiving group guidance service treatment using self-regulated learning techniques.

2. Second Hypothesis Testing

In this second hypothesis that was tested, "there was a positive and significant difference in students who experienced academic burnt in the control group before and after being given group guidance services only". The second hypothesis of this research will also be tested using statistical analysis using the Wilcoxon Signed Rank Test technique with the help of the SPSS program version 26.00

Table 8. Results of Wilcoxon Signed Rank Test Analysis of Differences in Academic Burnout in Pretest-Posttest Control Group Students

Test Statistics^a	
	Posttest - Pretest
Z	-2.803 ^b

Asymp. Sig. (2-tailed)	.005
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- a. Wilcoxon Signed Ranks Test
- b. Based on positive ranks.

Based on table 8. above, it can be seen that the results of the Wilcoxon Signed Rank Test calculation with probability Asymp. Sig. (2 tailed) students in the experimental group is 0.005 or probability below alpha 0.05 ($0.005 < 0.05$). From these results, H0 is rejected and H1 is accepted. Thus, there is a positive and significant difference in the control group before and after being treated with group guidance services only.

Then, of the 10 control group respondents who were involved in the calculations, all of them experienced a significant decrease from pretest to posttest. Therefore, from the calculations above, it can be interpreted that the control group experienced a decrease in academic burnout after receiving group guidance services alone. However, the experimental group was more effective in reducing students' academic burnout compared to the control group.

3. Testing the Third Hypothesis

The third hypothesis tested in this section is "there is a positive and significant difference in the academic burnout of students in the experimental group after being treated with group guidance services using self-regulated learning techniques. Meanwhile, the control group was given treatment with group guidance services." To test these two hypotheses, we also used the SPSS program version 26.00 with the Kolmogorov Smirnov Two Independent Samples formula. Based on this formula, test results are obtained as in the table below.

Table 9. Results of Kolmogorov Smirnov Two Independent Sample Analysis

Test Statistics ^a		Hasil
Most Extreme Differences	Absolute	1.000
	Positive	.000
	Negative	-1.000
Kolmogorov-Smirnov Z		2.236
Asymp. Sig. (2-tailed)		.000

a. Grouping Variable: Kelompok Kontrol,Eksperimen

From table 9. above, information is obtained that the Asymp Sig (2-tailed) value of both control and experimental group samples received a value of 0.000. So it can be defined,

the Asymp Sig value obtained is less than α ($0.000 < 0.05$). So H_0 is rejected and H_1 is accepted. This means that there is a significant difference in the results for reducing student academic burnout from the two experimental group samples after being treated with group guidance services using self-regulated learning techniques.

Discussion

Based on tests carried out by researchers, there are differences in student academic burnout in the experimental group and the control group. The results of the research showed that during the pretest academic burnout in class X OTKP SMK YPK Medan, the students' academic burnout was in the high category. After being given treatment, namely by providing group guidance services using self-regulated learning techniques in the experimental group so that academic burnout in students decreased to the low category.

Based on the results of the first hypothesis, it is explained that there is a significant difference in the academic burnout of students in the experimental group before and after being treated with group guidance services using self-regulated learning techniques. This is in accordance with the assumptions of researchers who believe that student academic burnout can be reduced by providing group guidance services using self-regulated learning techniques. This can be seen from the average score of the experimental group which was initially in the high category and became the low category.

Based on the explanation above, the data that has been analyzed can be defined as group guidance services using self-regulated learning techniques that are more optimal and effective in reducing and preventing student academic burnout in learning. This effectiveness can be seen from the total results of the analysis that has been carried out, the scores in the experimental group experienced a decrease in the low category compared to the control group which only experienced a decrease in the moderate category.

CONCLUSION

Based on the analysis of the results of research conducted by researchers at SMK YPK Medan in class X OTKP regarding academic burnout, it can be concluded as follows:

1. The description of students' academic burnout before being given group guidance services using self-regulated learning techniques in the experimental group was in the very high category with a frequency of 4 students getting a percentage of 40%, in the high category with a frequency of 6 students getting a percentage of 60%.

2. The description of students' academic burnout after being given group guidance services using self-regulated learning techniques in the experimental group was in the low category with a frequency of 10 students getting a percentage of 100%.
3. The description of students' academic burnout before being given group guidance services in the control group was in the very high category with a frequency of 4 students getting a percentage of 40%, in the high category with a frequency of 6 students getting a percentage of 60%.
4. The description of students' academic burnout after being given group guidance services in the control group was in the high category with a frequency of 3 students getting a percentage of 30%, and in the medium category with a frequency of 7 students getting a percentage of 70%.
5. The use of group guidance services with self-regulated learning techniques can help students reduce burnout in school. This can be seen in table 5. The pretest and posttest scores of the experimental group. The table explains that students' academic burnout decreased after being given treatment, namely that during the pretest they obtained an average result of 128.6 in the high category. After being given treatment with the self-regulated learning technique, academic burnout experienced a decrease in students getting an average result of 71.5 in the low category.
6. The difference in student academic burnout before and after being given group guidance services using self-regulated learning techniques can be seen in hypothesis testing using the Wilcoxon Signed Rank Test formula using SPSS version 26.0. With the results of hypothesis testing using the Wilcoxon Signed Rank Test formula which has been carried out by researchers, it can be seen that the results of the Wilcoxon Signed Rank Test calculation with probability Asymp. Sig. (2 tailed) students in the experimental group is 0.003 and the control group is 0.005 or probability below alpha 0.05 where $(0.003 < 0.05)$ and $(0.005 < 0.05)$. From these results, H_0 is rejected and H_1 is accepted. Thus, there is a positive and significant difference between the experimental group and the control group pretest and posttest before and after being given treatment.
7. To test the two hypotheses, we also used the SPSS version 26.0 program with the Kolmogorov Smirnov Two Independent Samples formula. It can be concluded that the Asymp Sig value obtained is less than α ($0.000 < 0.05$). So H_0 is rejected and H_1

is accepted. This means that there is a significant difference regarding the academic burnout results of students from the two experimental group samples after being treated with group guidance services using self-regulated learning techniques and the control group after being treated with group guidance services alone without being treated with self-regulated learning techniques.

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