



The Influence of Self Instruction Techniques on Students' Learning Burnout at State Madrasah Aliyah

Lilis Sartika¹, Fauziah Nasution²

^{1,2}Universitas Islam Negeri Sumatera Utara, Medan

E-mail: lilissuratmin@gmail.com¹, fauziahnasution@uinsu.ac.id²

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Abstract

This research was conducted to determine the influence provided by group counseling services using Self Instruction to minimize the level of learning boredom of XI MIPA 3 students at MAN 3 Medan. This research method uses an experiment with a one group pretest-posttest design. Where there were 32 students as the population and a sample of 7 students who had high learning boredom scores was taken using the purposive sampling technique. The data analysis techniques used are the Normality Test and the T Test (paired sample test). With the help of the SPSS Version 22.0 For Windows analysis tool. Based on the research results before and after the treatment, the Sig value was obtained. (2-tailed) is 0.000, then < 0.05 H_0 is rejected and H_a is accepted. The results of this study showed that there was a decrease in the level of student learning boredom after being given group counseling services using the Self Instruction technique as treatment for students at Madrasah Aliyah Negeri 3 Medan.

Keyword: *Self Instruction, learning boredom, group counseling*

PRELIMINARY

Research (Nawantara et al., 2019) states that educational institutions provide guidance and counseling services as a forum for students to convey complaints that cause learning boredom. One technique to reduce the level of student learning boredom is the self-instruction technique, in order to control students' thinking and acting by having positive self-verbalization which can influence students' motor behavior. In line with research (Siddik et al., 2021) which

states that after being given treatment by a guidance and counseling teacher, the research results show that the learning boredom experienced by students can be reduced because they are given treatment with individual counseling services, using self-instruction techniques.

The group counseling technique used in this research is the self-instruction technique, one of the counseling techniques for dealing with emotional problems and behavioral problems, designed to provide

problem-solving strategies that can be applied to the behavior of students who feel bored with receiving learning. (Setiawan et al., 2019). Supported by research (Hasan, 2019) which states that cognitive behavioral group counseling with self-instruction techniques is effective in increasing students' self-efficacy and reducing learning boredom.

Learning boredom is the length of time students use to understand the learning but it does not match the results they want to achieve. Students who feel bored with learning cannot control their way of thinking and understanding of learning so that their knowledge process will be hampered and there will be no improvement. Research (Nopriani et al., 2021) states that learning boredom (burnout) is a condition where individuals cannot understand the information or learning provided by the teacher because they are physically not interested and also do not have the motivation to carry out learning activities.

Learning boredom experienced by a student is a condition where excessive boredom and fatigue results in a feeling of boredom and a lack of enthusiasm for carrying out learning activities. The cause of learning boredom is learning media that is less supportive and effective in the learning process which results in students having difficulty understanding the lesson, too many assignments and memorization are imposed so that students experience learning boredom.

Students' interest in learning has an important role, because it is a factor in making students active. So that learning methods that do not suit students' interests will cause students to fail to focus and not be serious. Teachers have an important role in dealing with students who are less interested in learning. (Rulita et al., 2021)

Students' interest in learning is formed due to several factors, including students' enjoyment of the lesson so that they do not feel forced to learn. Student interest and involvement in learning, where each student's interest in receiving the material provided by the teacher is different because each student has different characteristics. Next, students' attention, because interest and attention are interrelated with the level of student focus on the teaching material provided by the teacher. If students have an interest in something, they will naturally pay attention to it. For example, listening to the teacher's explanation and taking notes on the material provided. (Karisma et al., 2022)

The student's environment also influences cognitive development. The family and school environment are the front lines that determine student behavior and behavior. Comfortable home conditions by providing a good place, time and learning atmosphere will increase children's focus. So to achieve this, the role of parents is needed. The indifferent attitude of parents in the child's development process will make them

feel less guided and bored in the learning process. (Kurnia, 2021)

Teachers play an important role as objects that can arouse students' interest in learning at school. So, a teacher must pay attention to the class situation during the learning process, use teaching methods and models that are appropriate to the student's level of intelligence. To develop students' interest in learning, counseling services can be done to reduce student learning boredom, overcome by various counseling services, one of which is group counseling which is a forum for expressing individual feelings and thoughts without coercion, self-disclosure regarding the feelings experienced, mutual trust, attention and support each other. (Rosmaidah et al., 2021)

Through relevant research, it can be concluded that self-instruction techniques are effective in reducing students' learning boredom levels because they use treatment that includes active listening with step by step. Therefore, students are able to express problems about themselves, thereby increasing students' abilities when expressing, take responsible actions. The reason for using this self-instruction technique is because the application of the self-instruction technique is able to give direction to oneself to change a more positive way of thinking, thereby directing student behavior to be more effective.

The problem at the MAN 3 Medan research location is that there are students who experience boredom from learning from all sides and even a lack of readiness to study since the morning is indicated by quite a few students who are still late for coming to school. The learning boredom factor is due to the teacher's unpleasant methods, the existence of UKBM makes students bored when they are given an additional assignment system by the subject teacher so that students like to procrastinate doing assignments and end up rarely submitting assignments, the teacher's monotonous learning methods make students easily feel bored. studying so they divert their gaze to other objects, then it is not uncommon for some students to engage in deviant behavior such as skipping class during class time, some students also often excuse themselves to the toilet and end up sitting in the prayer room, going to the canteen to avoid the learning process.

Based on the explanation of the phenomenon above, this makes it interesting to research to reduce the level of student burnout in learning by using treatment that includes active listening by group counseling service providers using Self Instruction techniques for class XI MIPA 3 students at Madrasah Aliyah Negeri 3 Medan .

Methods

The design used in this research is a quantitative experimental method with a one group pretest-posttest design pattern. The treatment given in this research was in the form of group counseling services using self-instruction techniques to determine the level of student learning boredom. To overcome an individual's problems through group dynamics, group counseling is used (Zahara & Ulfa, 2022). Therefore, two measurements were carried out, namely the first measurement (pretest) and the second measurement (posttest). This was done to measure the level of student learning saturation before and after being given treatment. This research provides treatment with group counseling which is carried out in 8 meetings. Each meeting discusses students' personal problems related to the learning boredom they experience.

This research drew samples using purposive sampling, namely using certain criteria. The way to obtain samples is by distributing instruments to the classes that make up the population, namely class XI MIPA 3, totaling 32 students. The research design uses one experimental group by carrying out a pretest given to the group, then treatment is given. The experimental group will be treated with Self Instruction technical counseling services. After being given treatment, a final test, namely the posttest, will be carried out. Based on the results of the instrument processing or after being given

treatment, it was found that 7 students had the highest saturation scores in that class who were then used as samples in this study.

The data collection technique used by researchers is distributing questionnaires which is an instrument in obtaining student data through step by step questions that students must answer. (Harmawati, Sitti. & Pandang, 2021) The questionnaire used is a Likert scale-based questionnaire model. The Likert scale is used to measure the perceptions and opinions of individuals and groups regarding social phenomena. The data analysis technique in this research is descriptive analysis which explains the opinions of respondents through answers obtained from the research instruments provided by the researcher. The data analysis technique in this research is the Normality Test and paired sample T-test to assess the level of effectiveness of treatment, characterized by the difference in averages before and after treatment is given.

Validity testing is processed using statistical calculations assisted by the SPSS 22.0 application. The criteria used are the r (product moment) table. To determine valid categories, the Pearson r product moment table is used with df (degree of freedom) = $n-2$, so $df = 30-2 = 28$, then $table = 0.312$. A question item is said to be valid if the calculated r value $>$ r table. Based on the validity test of the instrument, an r value was obtained which was below 0.312 for 4 items,

so that from the results of this validity test there were 28 valid statement items, the data to be studied was valid for use in the pretest and posttest. Next, there is a reliability test with the aim of knowing that the measurement results remain consistent, if two or more measurements are carried out on the same symptoms and measurement tools. Reliable research instruments are related to the degree of consistency of the measuring instrument with the Cronbach's alpha formula, because the scale is 1-5, provided that if the alpha is greater than 0.60 then the scale distributed has good reliability. The Cronbach's alpha value in this study was 0.954, which means the questionnaire is reliable.

Normality test results using statistical tests on research data to determine normality requirements. If the data is normally distributed then the analysis uses a parametric test method, and if it is not normally distributed then uses a non-parametric test method. In this study, the Kolmogorov Smirnov test was used to test normality with the help of the SPSS version 22.0 for Windows program. With a significance level of 0.05. If the significance value of the Kolmogorov-Smirnov Test results is greater (>) than 0.05 then the normality assumption is met, otherwise the distribution is not normal. Sig value table > 0.05. In this research, the Kolmogorov table at $N = 32$ is 0.234 and the results of the normality test

show that the Kolmogorov count = 0.539, therefore, $0.539 > 0.234$, then the significance value is $0.933 > 0.05$, so the conclusion is that the data is normally distributed and the statistical test method of this research uses parametric tests.

Research And Discussion

The research was conducted on Class Where the results of filling out the questionnaire are treated with self-instruction techniques, namely providing three stages, namely self-observation, through new internal dialogue, and learning new skills. Through this self-instruction stage, it will help students reduce the level of learning boredom through providing services in a group counseling atmosphere.

During the activity, the writer recorded events and conditions that occurred during the activity. Through observations carried out during the implementation of group counseling using self-instruction techniques, the achievement categories of students who experience learning boredom will be determined, by looking for the mean and std. Deviation. The mean of this study is 95.78 and std. Deviation 16.04 with a min score of 77 and a max score of 134 using 5 categories, namely, very low, low, medium, high and very high. Based on these calculations, the range of categories in the

interval and the pretest results are shown in the following table:

Tabel 1.
Frekuensi Pretest Kejuhan Belajar Siswa

| Interval | Frekuensi | Kategori | Persentase |
|----------|-----------|---------------|------------|
| 79-90 | 14 | Sangat Rendah | 45% |
| 91-102 | 11 | Rendah | 34% |
| 103-113 | 1 | Sedang | 3% |
| 114-124 | 3 | Tinggi | 9% |
| 125-136 | 3 | Sangat Tinggi | 9% |
| Total | 32 | | 100% |

Sumber : Olah Data SPSS version 22.00 for windows

Based on Table 1. above, the interval value is obtained from the range value 57 (SPSS 22.0 frequency distribution results), the number of classes is $1 + 3.3 \log n (32) = 5$, the length of the class (range: $b \cdot class$) = 11. So the value obtained frequency and percentage through pretest interval statistical tests via SPSS 22.0 with the category of students experiencing very low learning boredom as many as 14 people with a percentage of 45%, the category of students experiencing low learning boredom as many as 11 people with a percentage of 34%, the category of students experiencing moderate learning boredom as many as 1 person with a percentage of 3%, the category of students who experienced high and very high learning boredom were 3 people with a percentage of 9%. The research sample was taken from 7 students who had the highest total score from the pretest with 8 meetings. Furthermore, after treatment is taken, it provides group counseling services with self-instruction techniques. Then the posttest was tested by giving questionnaires to 7 sample students with the same statements as the pretest.

Tabel 2.
Frekuensi Posttest Kejuhan Belajar Siswa

| Interval | Frekuensi | Kategori | Persentase |
|----------|-----------|---------------|------------|
| 79-90 | 0 | Sangat Rendah | 0% |
| 91-102 | 4 | Rendah | 58% |
| 103-113 | 3 | Sedang | 42% |
| 114-124 | 0 | Tinggi | 0% |
| 125-136 | 0 | Sangat Tinggi | 0% |
| Total | 7 | | |

Sumber : Olah Data SPSS version 22.00 for windows

Based on table 2. after being given treatment, the results show that there were 4 students who experienced low learning boredom with a percentage of 58% and 3 students who experienced moderate learning boredom with a percentage of 42%. Where the posttest results of 7 XI MIPA 3 students above stated that there were no more students experiencing learning boredom in the very low, high and very high categories. So it can be concluded that after being treated with group counseling services, self-instruction techniques experienced a significant reduction in the level of learning boredom. The following is a comparison of the scores or total and mean of 7 samples of students who were very high in the pretest and posttest after being given treatment in the table below:

Tabel 3.
Perbandingan Skor Pretest dan Posttest

| No | Inisial | Perbandingan Skor | | Kategori | Skor | Penurunan |
|--------------|---------|-------------------|---------------|---------------|--------|-----------|
| | | pretest | posttest | | | |
| 1 | A | 125 | 93 | Sangat Tinggi | Rendah | 32 |
| 2 | B | 125 | 94 | Sangat Tinggi | Rendah | 31 |
| 3 | C | 127 | 95 | Sangat Tinggi | Rendah | 32 |
| 4 | D | 129 | 101 | Sangat Tinggi | Rendah | 28 |
| 5 | F | 130 | 104 | Sangat Tinggi | Sedang | 26 |
| 6 | E | 131 | 108 | Sangat Tinggi | Sedang | 23 |
| 7 | G | 134 | 110 | Sangat Tinggi | Sedang | 24 |
| Total | | 901 | 705 | | | |
| Max | | 134 | 110 | | | |
| Min | | 125 | 93 | | | |
| Mean | | 128,71 | 100,71 | | | |

Sumber : Olah Data SPSS version 22.00 for windows

In table 3 above, the scores for reducing the level of student boredom are different because each student has capabilities and skills in receiving lessons in different ways. Through the results of filling out the questionnaire, changes can be seen at each meeting as a result of the counseling services provided. The Self Instruction technique provides education to students to manage negative thoughts and motivate themselves when boredom comes while learning is in progress.

Counseling services also have a good impact on students, when each member of the student group expresses their complaints and opinions regarding boredom from studying so that they can find solutions together. Based on the comparison results above, it shows that there is a significant decrease in students' learning boredom levels after being given treatment and the mean. Furthermore, it is proven by hypothesis testing carried out with SPSS 22.0 with a paired sample T-test, by making decisions according to the following provisions:

a) Sig value. (2-tailed) which is less than ($<$) 0.05. So, there is a significant difference between the level of student learning saturation in the pretest and posttest data.

b) Sig value. (2-tailed) which is more than ($>$) 0.05. So, there is no significant difference between the level of student

learning saturation in the pretest and posttest data.

**Tabel 4.
Uji T-Test**

| | | Paired Samples Test | | | | | | | |
|--------|--------------------|---------------------|----------------|-----------------|-------------------------------------------|--------|--------|----|-----------------|
| | | Paired Differences | | | 95% Confidence Interval of the Difference | | t | df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | | | |
| Pair 1 | pretest - posttest | 28.000 | 3.786 | 1.431 | 24.499 | 31.501 | 19.567 | 6 | .000 |

Sumber : Olah Data SPSS version 22.00 for windows

Based on the results of the paired sample T-test, it shows that the Sig. (2-tailed) is 0.000, then < 0.05 H_0 is rejected and H_a is accepted. So the conclusion obtained is that there is an influence from the group counseling service carried out by researchers using the Self Instruction technique in reducing the level of learning boredom of class XI MIPA 3 students at Madrasah Aliyah Negeri 3 Medan.

Research (Irwansyah, 2020) conducted a difference test using the Wilcxon signed ranks test hypothesis testing model on the gain score measurement results of the experimental group and the control group to see whether there were differences in the 2 measurements taken in the same group.

The results of this research are in line with research (Hajjiah, 2022) that students can experience boredom in learning because they feel bored and tired excessively, resulting in a feeling of lack of enthusiasm for carrying out learning activities. The

effectiveness of the guidance and counseling techniques used is able to reduce the level of student learning boredom. It can be seen that the efforts made by the guidance and counseling teacher by providing group counseling with good modeling techniques are carried out according to the needs of the problems faced by students in the counseling stages. By implementing group counseling, it provides motivation for students to increase their interest in learning.

The Influence of Self Instruction Techniques on Learning Burnout in Class XI MIPA 3 Madrasah Aliyah Negeri 3 Medan Students

The cause of boredom in studying in class (Lubis, 2022) Another cause is physical fatigue due to study hours from morning to evening, and other activities carried out by students after school. It is not uncommon for students not to rest immediately after coming home from school so that the next day the students are not enthusiastic about starting lessons. This has a negative impact on students' cognitive abilities because it makes students have difficulty concentrating, forget easily, and have difficulty making decisions.

According to (Fildzah Khaerana Putri, Syamsul Bachri Talib, 2022) in her research, learning boredom is a mental condition where a person experiences excessive levels of boredom and fatigue, which can result in feelings of lethargy and lack of enthusiasm in

carrying out learning activities. Currently, the learning boredom experienced by students creates feelings of laziness and is not conducive to participating in learning. Counseling services have an important role for personal development because they increase a student's self-confidence and help in solving students' personal problems in order to avoid various problems that may arise to disturb, hinder and cause difficulties in the learning process.

The group counseling technique in this research is Self Instruction which is used to reduce learning boredom for Madrasah Aliyah Negeri 3 Medan students. With the initial step, a pretest was given to provide a learning boredom scale to research subjects in order to determine the level or score of students' learning saturation before being given the Self Instruction group counseling technique. In this research, action was given in 8 meetings after the lesson was completed so as not to disturb students' study time. Group counseling service activities are expected to be able to provide preventive and curative assistance to students in order to facilitate students in various aspects of their development and growth, one of which is to be able to reduce student learning boredom.

The results of previous research provided group counseling with self-management techniques that could minimize learning boredom experienced by students.

This technique can change student behavior directly and its implementation can be carried out individually or in groups. Through this counseling, it is directed at controlling and self-control so that the learning boredom that students are experiencing can be overcome and students can follow lessons well. (Hafiza, N & Rahmi, 2020)

In this study, the experimental group was given treatment using self-instruction techniques in 8 meetings, namely on 7-19 August 2023. This activity was attended by 7 students after the treatment was carried out. The treatment takes place from 10:00-11:00 WIB. The material presented at the first meeting was self-instruction, learning boredom. Followed by the 2nd to 7th meetings, material about learning styles was presented. With the following details:

First meeting, as the group leader, explain to the students the details of the activities that will be carried out at each meeting. Where in this activity every meeting Students are asked to share the problems they currently have related to learning boredom. Each meeting will only discuss the problems of 1 student that have been mutually agreed upon. At this first meeting, it was found that DC (group members) had problems including frequent headaches during the learning process, feeling sleepy in class. After discussion with each group member.

The group leader as the object conducting the research provides self-instructions to the DC (group members) in overcoming the problems they are experiencing. The problem that causes frequent headaches during the learning process is that the self-instructions that must be carried out give rise to positive thoughts, for example, if I focus on studying, I will definitely be able to absorb the lessons without experiencing headaches. Furthermore, the problem is that I often get sleepy in class, self-instruction must be carried out with motivation. If the learning methods are varied and diverse, I can definitely do it and will not be sleepy in class.

In the second meeting, it was found that AN (group member) had the problem of learning boredom due to easily forgetting the lesson material presented by the teacher and sometimes not having the enthusiasm to participate in learning. After discussion with each group member. The researcher as the group leader gave self-instructions to AN (group members) in overcoming the problem of learning boredom related to easily forgetting lesson material. By carrying out self-instructions I will always remember the lesson material, if I always repeat it. And the problem of not having enthusiasm for learning, by doing self-instruction every day I am always enthusiastic about learning

The third meeting, at this meeting it was found that AW (group member) had problems not being able to concentrate, self-instructions that had to be carried out if I was more concentrated and focused in studying. I can definitely focus more. And the next problem is difficulty understanding the subject matter, self-instructions that must be carried out. I have a strong will to learn. The fourth meeting, at the next meeting it was found that SN (group member) had a problem feeling that he had no progress/progress in learning, I had to carry out self-instructions, I am a person who does not give up easily, I will definitely struggle a little more and I will definitely be able to do it.

At the fifth meeting, it was found that FH (group member) had the problem of often getting bored listening to the lesson material, the self-instructions that had to be carried out were I can definitely do it, I'm enthusiastic, I'm sure I can do it, I'm smart. He is also not enthusiastic about studying, the self-instruction that must be done every day is always enthusiastic about studying. With each instruction carried out by the group leader, it is hoped that he will be able to have a good impact in solving problems experienced by group members.

Furthermore, the sixth meeting which was held at SJ (group members) had problems related to difficulties in understanding the lesson material, self-

instruction that had to be carried out and it was recommended that I have a strong will to learn. Another problem of boredom is that the teacher's way of teaching is less interesting and varied, the self-instruction that must be carried out is not always and forever the way of teaching that changes the situation. If I am sure, the spirit in me must be biased

The seventh meeting, which was held for AM (group members) who had problems with learning boredom because the teacher was less sensitive to students' needs, the self-instruction that had to be carried out was that I had to learn to understand, if I was independent in any case that would be better. The next problem is that the application of teaching methods used by teachers is less varied, the self-instruction that must be carried out in learning is like whatever is applied by the teacher in the classroom. If I have a strong will to learn, I definitely can. The eighth and final meeting of the group leaders focused on filling out questionnaires and providing final motivation to students so they could overcome the problem of boredom in learning at school.

Conclusion

Based on the results of research related to group counseling services using the Self Instruction technique to reduce the level of learning boredom of Madrasah Aliyah Negeri 3 Medan students while learning is taking place, it can be concluded as follows:

1. The application of self-instruction technique group counseling services is able to have a good impact or reduce the level of learning boredom of students at XI MIPA 3 Madrasah Aliyah Negeri 3 Medan.
2. The learning saturation level of class XI MIPA 3 students before the self-instruction technique group counseling treatment was carried out was in the high category, and very high. After the treatment, the level of student learning boredom decreased significantly.
3. By comparing the pretest and posttest scores before the treatment, the student's learning saturation score reached 901 with a min value of 125 and a max value of 134. After being given treatment, the student's learning saturation level or score dropped to 705 with a min value of 93 and a max value of 110. So It can be concluded that there is an influence from group counseling treatment with self-instruction techniques.

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