

ACADEMIC BURNOUT AND SOLUTIONS: VYGOTSKY'S THEORETICAL PERSPECTIVE

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ABSTRACT This community service project aimed to enhance the well-being of Burnout is a state of extreme psychological stress that individuals experience emotional exhaustion and low motivation to work. Burnout can be the result of chronic work stress. Academic burnout is a situation where individuals feel tired because of learning needs and demands, the emergence of cynicism and try to stay away from the school or campus area, and feel inadequate or competent as a student or student. Individuals experiencing academic burnout experience brain dysfunction that causes reduction or expansion or narrowing, thinning and premature aging in the amygdala, anterior cingulate cortex and medial prefrontal cortex. Based on the perspective of Vygotsky's theory of cognitive development in the theory of learning and learning is: (1) the genetic law of development, according to Vygotsky the ability of a person will grow and develop through two levels, namely: (a) the social level where people form their social environment (interpsychological or intermental) which is a primary and constitutive factor for the formation of knowledge and cognitive development somebody; (b) the psychological state within the person concerned (intrapsychological or intramental) which is seen as a derivation or offspring that grows and develops or is formed through mastery and internalization of these social processes. Some solutions to overcome academic burnout include: 1. Scaffolding; 2. Zone of proximal development; 3) Mediation; 4) Peer Tutoring Strategies; 5) Self Regulation; 6) Effective Learning; 7) Method of Brain Gym; 8) Mindfulness-Based Stress Reduction (MBSR) Programme.

Keywords: *Academic Burnout; Brain Dysfunction; Vygotsky's Theory*

1. INTRODUCTION

The implementation of education in Indonesia that is less than ideal often presents obstacles in the implementation process for students. The obstacle that many face is the overlapping coursework and must be done. Various academic demands that must be resolved cause academic stress in the long run which has an impact on psychological and physical disorders.

The phenomenon of burnout often occurs at the college level known as academic burnout. Asikainen, et al. (2020), the increasing demands of assignments make burnout felt by more and more students so that anxiety and depression are growing and are a public health problem in various countries (Libert C, et.al, 2019). Research (Vansoeterstede A, et al, 2023; Polinder S, et al, 2018), reported high levels of difficulty and risk factors in France by finding 30% of students showed symptoms of depression and 15% had suicidal thoughts in the past 12 months. Negara Cina, 86,6 % Students are exposed to severe academic stress to burnout. In Iran, the burnout of 6th year medical students became 76.8% (severe fatigue) and 71.7% (severe stress). Country Sweden, 1,702 Nursing students experience academic burnout. In Serbia, 54.4% of managerial science students proved average burnout. The Finnish state, based on a 2009 national survey of nine Finnish universities (n = 3,031) revealed that 45% of respondents had an increased risk of burnout and 19% a clear increased risk (Arif SC. et al, 2022).

In Indonesia, there are cases of academic burnout occurring at one of Sangga Buana University's Private Universities, students committing suicide due to thesis rejected by lecturers and information that the Indonesian Child Protection Commission (KPAI) has received 213 complaints in the period from March 16 to April 9, 2020 with 70% submitting complaints about assignments given by the school with a very short deadline. At the university level, students also complain about the same thing written in the news media and social media (Susanto & Azwar, 2020).

The above phenomenon is also reinforced by research (Eilhan M, et al, 2018) the existence of academic demands and pressures that must be met by the individual and the pressure felt by the individual caused by the family environment to be able to excel and complete obligations in academic terms, complete tasks or work given by lecturers and the education system that

demands to be able to compete in terms of obtaining the best grades. Fatigue is referred to as a state of emotional and physical fatigue resulting from chronic stress.

This is as per research conducted by researchers that emotional loss, is mainly caused by physical, mental, and relational demands of work. The excessive number of students in the class, the excess of tasks to do, the temporary pressure and excessive workload, the lack of teacher support, the inadequacy of the schedule, the excessive bureaucracy and the paperwork it produces, and others, are associated with emotional exhaustion (Longas, et al., 2012; De Vera García, et al., 2019).

Burnout is a state of extreme psychological stress that individuals experience emotional exhaustion and low motivation to work. Burnout can be the result of chronic job stress (Cage E, et al, 2022). Academic burnout is a situation in which individuals feel exhausted by the needs and demands of learning, the emergence of cynicism and try to stay away from campus, and feel inadequate or competent as students (Zhang, et al, 2023).

Manifestations of burnout that can be seen in students are emotional exhaustion, depersonalization and changes in attitude to be more cynical, and decreased achievement (Maier, et al, 2019; Lee, et al, 2022). One study showed that students with low academics were associated with high resilience (Erratum, 2020). Based on several studies, high resilience in individuals can provide protection from various problems (Lai, et al, 2022). Resilient individuals have the ability to cope with stress more effectively, and it is certain that this is an important factor in maintaining academic performance (Smedema, et al, 2020).

This resilience ability is closely related to a person's experience when facing stressful situations. In addition to resilience, social support and self-efficacy also affect academic burnout in students. Cognitive processes include the acquisition, organization, and use of information. Most individual actions start from something thought out first. Individuals who have high self-efficacy prefer to imagine about success. Conversely, individuals with low self-efficacy imagine more failures and things that can hinder the achievement of success. The form of personal goals is also influenced by the assessment of self-ability. The more a person perceives himself as capable, the more the individual will shape efforts in achieving his goals and the stronger the individual's commitment to his goals..

2. METHOD

The author uses a type of Counseling with a library research approach that describes Academic Burnout and Solutions: Vygotsky's Theoretical Perspective. Library research is an activity to collect information relevant to the topic or problem that is the object of research.

3. RESULT AND DISCUSSION

When burnout occurs, the brain will automatically signal the pituitary gland and adrenal glands to produce cortisol and adrenal hormones which will be dangerous if excessive production continues, which are as follows:

1. High blood pressure
2. Headache or dizziness
3. Frequent heart palpitations
4. Blurred vision
5. Affects the menstrual cycle
6. The body feels painful, heavy and tired even though it has rested
7. Decreased immune system
8. Failure of oxygen distribution in blood vessels
9. Disorders of the gastrointestinal tract
10. Reproductive health disorders

Fatigue in individuals has a strong impact on brain performance, this fatigue causes reduction or expansion or narrowing, thinning and premature aging in the amygdala, anterior cingulate cortex and medial prefrontal cortex (Jones, 2020). In addition, excess hormone production affects brain function as follows:

1. Impaired memory formation
2. Brain fog

In research conducted Golkar, et al. 2014, it was found that burnout affects the occurrence of dysfunction in the brain. Subjects who experience fatigue and chronic stress show a decrease or weakening in the cognitive function of the prefrontal cortex. And in burnout found an increase in amygdala activity with paraventricular hypothalamus nuclei (Johansson, et al. 2014).

Solutions to Overcome Academic Burnout

The concept of Vygotsky's theory develops through two levels, namely: (a) the social level in which people form their social environment (interpsychological or intermental) which is a primary and constitutive factor for the formation of knowledge and cognitive development of a person; (b) the psychological state within the person concerned (intrapsychological or intramental) which is seen as a derivation or offspring that grows and develops that grows or is formed through mastery and internalization of these social processes. Vygotsky focused on interaction rather than interpersonal (social), cultural-historical and individual influences as key to human development (Schunk, 2012).

Based on the explanation above, there are several solutions that can overcome academic burnout, including:

1. **Scaffolding.** Vygotsky describes scaffolding instruction as the role of teachers and others in supporting learner development and providing a support structure to reach the next stage or level (Raymond, 2000). Hence the goal of educators when using scaffolding teaching strategies is for students to become independent learners and self-organize from problem solvers (Hartman, 2002). Educators provide scaffolding by providing activities and tasks such as the following stages:
 1. Motivate or call attention to the child to his task.
 2. Simplify tasks so that children understand more easily.
 3. Provide some direction for your child to focus on achieving your goals
 4. Clearly indicate the relationship between the child's work and the desired standard.
 5. Reduce frustration or risk.
 6. Clearly define the expectations of the activity to be carried out (Bransford, Brown & Cocking, 2000).
2. **Zone of proximal development .** Zone of Proximal Development, is the distance between the level of development, defined as the ability to solve problems independently and the level of potential development, which is defined as the ability to solve problems with the guidance of others, who are more mature, or peers who are more capable. The formation between educators and students that is conducive to ZDP is by the educator providing direction in problem solving along with other more mature people and peers. If in learning to

solve problems the educator will provide guidance to students not in the form of answers to solve the problem, but provide opportunities for students to solve this problem alone or with their peers, and in solving these problems the educator plays a role in providing direction, and good guidance to students, providing guidance to students must be done well, Thus, educators will shape and build students' abilities while forming conducive relationships with students.

3. **Mediation**, according to Vygotsky, the main key to understanding social and psychological processes are signs or symbols that serve as mediators. There are two types of mediation in Vygotsky's theory, namely: (1) metacognitive mediation is the use of semiotic tools aimed at self-regulation or self-regulation, including self-planning, self-monitoring, self-checking, and self-evaluating; (2) Cognitive mediation is the use of cognitive tools to solve problems related to specific knowledge or subject-domain problems.
4. **Peer Tutoring Strategy**. Here is a peer tutoring strategy that can be done in learning:
 1. Use cross-age tutoring if possible
 2. Let students participate both as teachers and teaches. This will help students learn that they can be helpful and helped. Pairing close friends is usually not a good strategy because they will find it difficult to focus on the task at hand.
 3. Do not allow tutors to give tests to those taught. This can weaken cooperation among students.
 4. Set aside time to train tutors. Discuss competent peer tutoring strategies. Show how scaffolding works. Give the tutor clear and regular explanations, and let them ask questions on their assignments.
5. **Self Regulation**. To form self-regulated there are three phases of application and one important reflection stage, namely:
 1. Planning Phase, this phase is the phase to set the stages of learning.
 2. Monitoring phase. In this phase students must implement plans from the initial phase, monitoring is carried out to see the development and progress of learning so that it must also be considered in achieving learning objectives.
 3. Evaluation phase. In this phase students are helped to determine the level of choosing the goodness of a chosen strategy.

4. Reflection, Reflection is carried out during the process of self-regulated application, Ertmer dan Newby (1996) states that reflection provides a connection between what students know and what they work on in learning.
6. **Effective Learning.** Effective learning can be done if there is MKO (more knowledgeable other) during the learning process. A child who is given instruction or guidance while studying will be able to carry out all tasks independently in the future. This indicates a higher mental process, which is created in the interaction between children and someone who has more cognitive abilities.
7. **Method of Brain Gym.** The Brain Gym method is an effort made by students to feel calmer, the body becomes fresher which will bring changes to students. When students overlearn, it succeeds student learning, but there is no perceived result only fatigue in the classroom, so the teacher's job is to create a conducive state learning activity in the classroom (Apandi, 2019).
8. **Mindfulness -Based Stress Reduction (MBSR) Programme**
Based on research (De Vibe M, et al, 2013; Michelle O'Driscoll, et al, 2019) experienced significant positive improvements in mental distress, learning stress, subjective well-being and attention after participating in the MBSR program. These attributes helped participants cultivate more adaptive and healthier response patterns to stress (Danilewitz M, et al, 2016). The MMP is an adapted version based on the mindfulness stress reduction program (MBSR) developed Kabat- Zinn J (1982).



Figure 1. Counseling Session



Figure 2. Counseling Session

4. CONCLUSION

Academic burnout is a situation where individuals feel tired because of the needs and demands of learning, the emergence of cynicism and try to stay away from campus, and feel inadequate or competent as students. When burnout occurs, the brain will automatically signal the pituitary gland and adrenal glands to produce cortisol and adrenal hormones which will be dangerous if excessive production continues to be carried out which will cause disruption of memory formation and brain fog.

Solutions to overcome academic burnout include scaffolding, zone of proximal development, mediation, peer tutoring strategies, self-regulation, effective learning, method of brain gym, and mindfulness-based stress reduction (MBSR) program.

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