

Factors Contributing to Learning Burnout in the History Subject Among Tenth-Grade Students at MAN 2 Kota Palu

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ABSTRACT

This study aims to identify the factors contributing to learning burnout among tenth-grade students in the history subject at MAN 2 Kota Palu, the teacher instructional strategies used in history learning to prevent student learning burnout, and the attitudes of tenth-grade students who experience learning burnout during the history learning process. This descriptive qualitative study involved one history teacher and 32 Class X B students at MAN 2 Kota Palu as research participants. Data were collected through interviews, observations, and documentation and subsequently analyzed through data reduction, data display, and conclusion drawing/verification. The findings showed that student learning burnout was caused by several factors: physical fatigue, particularly during afternoon classes; dense history learning materials requiring extensive memorization; student anxiety about topics perceived as difficult; teacher-centered lecture methods; insufficiently varied instructional methods; minimal use of learning media; extended class durations without breaks; an uncondusive classroom atmosphere; and learning activities dominated by note-taking. To address learning burnout, the teacher implemented various strategies, including interactive lectures, discussions, question-and-answer sessions, assignments, presentations, the use of historical documentaries, educational games and icebreakers, and feedback for students. While experiencing learning burnout, students demonstrated behavioral changes, including becoming quieter, being less active in taking notes, changing their seating positions, and tending not to complete assigned tasks. This study is expected to provide input for teachers, schools, and parents in addressing student learning burnout in history learning.

Article Information

Kata Kunci:
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Sejarah, MAN 2
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ABSTRACT

Penelitian ini bertujuan untuk mengetahui faktor-faktor penyebab kejenuhan belajar siswa kelas X pada mata pelajaran sejarah di MAN 2 Kota Palu, strategi guru dalam pembelajaran sejarah agar tidak menimbulkan kejenuhan belajar siswa, serta sikap siswa kelas X pada saat mengalami kejenuhan belajar dalam proses pembelajaran sejarah. Jenis penelitian ini adalah penelitian deskriptif kualitatif dengan subjek penelitian terdiri atas satu orang guru mata pelajaran sejarah dan 32 siswa kelas X B MAN 2 Kota Palu. Data diperoleh melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan/verifikasi. Hasil Penelitian menunjukkan bahwa kejenuhan belajar siswa disebabkan oleh beberapa faktor, yaitu kondisi fisik siswa, yang lelah terutama pada siang hari, materi sejarah yang padat dan banyak memuat hafalan, kecemasan siswa terhadap materi yang dianggap sulit, cara mengajar guru yang masih didominasi metode ceramah, metode pembelajaran yang kurang bervariasi, minimnya penggunaan media pembelajaran, durasi pembelajaran yang panjang tanpa selingan, suasana kelas yang kurang kondusif, serta aktivitas belajar yang lebih banyak didominasi kegiatan mencatat. Untuk mengatasi kejenuhan belajar tersebut, guru menerapkan berbagai strategi, diantaranya ceramah interaktif, diskusi, tanya jawab, penugasan, presentasi, pemanfaatan dokumenter sejarah, ice breaking atau permainan edukatif, serta pemberian umpan balik kepada siswa. Selama mengalami kejenuhan belajar, siswa menunjukkan perubahan sikap berupa lebih banyak diam, kurang aktif mencatat materi, perubahan posisi duduk, serta kecenderungan tidak menyelesaikan tugas yang diberikan guru. Penelitian ini diharapkan dapat menjadi bahan masukan bagi guru, sekolah, dan orang tua dalam mengatasi kejenuhan belajar siswa pada pembelajaran sejarah.

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1. Introduction

Education is a process of learning, development, and self-potential enhancement that shapes character, knowledge, and skills. Hendriani (2025) explains that education aims to develop spiritual strength, self-control, personality, intelligence, good character, and skills for individuals and society. Article 31(1) of the 1945 Constitution of the Republic of Indonesia emphasizes that every citizen has the right to education. In accordance with Law No. 20 of 2003, education is a conscious and planned effort to support the development of children's potential and abilities so that they may benefit their lives as individuals and as members of society in the future.

The learning process requires teaching and learning strategies to prevent students from experiencing boredom. Learning burnout is a mental state in which an individual experiences fatigue or boredom, which may give rise to feelings of lethargy, reluctance, and a lack of enthusiasm for participating in learning activities and may affect students' learning concentration (Ramadhani Oktavia Rahma & Vita Rahmawati, 2022).

In general, boredom is a feeling frequently experienced by individuals, particularly students. Many students experience boredom while learning at school. This boredom hinders students' ability to understand and absorb the material taught effectively. In the learning process, interactions occur between teachers and students; however, students may sometimes experience learning burnout. As a result, the delivery of knowledge is hindered. This learning burnout causes students to lose concentration while learning, and when their concentration is disrupted, their focus becomes divided. Consequently, they have difficulty receiving learning material effectively. Every learning activity has objectives that must be achieved, and if students feel bored and are no longer able to absorb the lesson, these objectives cannot be attained (Ramadhan et al., 2024).

According to Syafitri et al. (2022), limited leisure time, which makes it difficult for students to focus while studying, excessive assignments, a boring learning environment, and strong pressure to complete assignments can all cause students to become psychologically burdened. Learning burnout is more likely to occur when tasks are repetitive and lack variety. In general, history learning in schools remains static and conventional. The term static refers to the limited innovations introduced by history teachers over time, as they tend to use conventional methods, such as lectures that merely involve reading or repeating sentences from textbooks. Students' learning experiences are limited to listening, taking notes, and memorizing material presented by the teacher without understanding the content being studied or recognizing whether the material presented has meaning and value that may benefit their lives. This causes students to perceive the

history subject as boring, monotonous, uninteresting, and unimportant to study (Muis et al., 2023).

Students' learning burnout should encourage teachers to be creative in their teaching. Students need engaging methods to motivate them to study and improve their achievement, and innovative learning methods need to be developed (Prananda & Ibrahim, 2018). In the teaching and learning process, interactions between teachers and students must be carefully planned in the form of teacher instructional strategies because learning is a process of developing students' attitudes and personalities through various stages and experiences (Mengatasi et al., 2024). Learning burnout is a condition in which students experience stress due to physical and mental fatigue resulting from insufficient time to rest and a lack of intrinsic motivation (Yakhfi, 2022). Learning burnout arises when feelings and thoughts become trapped in routines resulting from continuous academic pressure (Trisnawati, 2024).

Factors that cause burnout in the learning process generally arise from a monotonous process that has continued for a long time. Two types of factors influence learning burnout: internal and external factors. Internal factors are factors within students who undergo the learning process. These factors include physical, mental, and fatigue-related aspects. Meanwhile, external factors originate outside the individual and include family, school, and community factors (Solichin et al., 2025).

History learning aims not only to enable students to acquire the values of nationhood and homeland embedded within it but also to equip them with specific skills. The most tangible skills that can be developed through history learning are historical writing and storytelling skills (Dokolamo, 2018). Given the important role of history learning for students, teachers are expected to design engaging learning activities and promote student involvement so that the aims and objectives of history learning can be achieved not only cognitively but also in shaping individual and social attitudes (Yussi Martha, Durratus Sa'diyah, Habib Maulana, 2023).

Based on preliminary observations conducted on February 2, 2026, among tenth-grade students at MAN 2 Kota Palu, signs of learning burnout in the history subject were observed. Learning burnout was indicated by students' low enthusiasm for learning, limited variation in learning methods, and a classroom atmosphere that tended to be monotonous. This situation resulted in students being less than optimally engaged in the learning process. To address this issue, teachers implemented several strategies, including motivating students to increase their enthusiasm for learning, selecting learning methods appropriate to the characteristics of the material to make it more engaging and easier to understand,

and conducting icebreakers and educational games to create a more enjoyable learning atmosphere. Through these measures, students' learning burnout is expected to decrease, and the history learning process is expected to become more effective.

Observations of students who experienced learning burnout in history learning, together with attention to the patterns of history learning among tenth-grade students at MAN 2 Kota Palu, suggest that history learning patterns influence student burnout among tenth-grade students at MAN 2 Kota Palu. However, varied learning methods had not resolved students' learning burnout. One contributing factor was the pattern of history learning in the classroom. Nevertheless, this issue requires further study to obtain authentic evidence and to provide a basis for teachers' efforts to address students' learning burnout in the classroom. This condition prompted the author to investigate the internal and external factors contributing to students' learning burnout.

Based on this issue, the study considered it necessary to identify the factors contributing to learning burnout during history learning. This was intended to provide teachers with accurate information about students' learning burnout and to serve as a basis for addressing it. Information on the factors contributing to students' learning burnout may help teachers select more creative learning methods and create an enjoyable learning environment for students. Ultimately, this may improve students' comprehension of learning materials and lead to improved academic achievement in the history subject. This issue prompted the researcher to conduct a study entitled "Factors Contributing to Learning Burnout in the History Subject Among Tenth-Grade Students at MAN 2 Kota Palu."

2. Methods

Research Design

This study employed a descriptive qualitative study design. Qualitative research is defined as a research approach grounded in postpositivist philosophy that examines objects in their natural settings rather than under experimental conditions. The researcher served as the primary instrument; data were collected through triangulation, and data analysis was conducted inductively or qualitatively. Findings from qualitative research emphasize meaning rather than generalization (Sugiyono, 2023). This method was used to describe the conditions, situations, phenomena, and realities occurring within the research object. Based on the research background, the study collected data to gain a deeper understanding of the learning burnout experienced by tenth-grade students at MAN 2 Kota Palu.

Research Location and Time

The study was conducted at MAN 2 Kota Palu, located at Jalan MH Thamrin No. 41, Besusu Timur, Palu Timur, Central Sulawesi 94111. This location was selected because the school had identified issues of learning burnout in the history subject. The research period was not specified and was adjusted to the needs and smooth conduct of the field research process.

Types and Sources of Data

This study used two types of data, namely primary and secondary data, which complemented each other in supporting the research findings.

Primary Data

Primary data are data obtained directly from informants or the objects under study. Primary data were collected through interviews and observations. These data were used to explore information regarding factors contributing to students' learning burnout, students' behavioral responses when experiencing burnout, its effects, and the strategies or efforts undertaken by teachers to address learning burnout.

Secondary Data

Secondary data are sources of research information obtained indirectly through intermediary channels. In other words, these data are not collected directly by the researcher but are obtained from pre-existing sources, such as documents, literature, or information collected by other parties. Examples of secondary data sources include books, scholarly journals, articles, financial reports, and census data collected by the government (Alir, 2005).

Research Participants

The research participants were one history teacher and 32 students in Class X B at MAN 2 Kota Palu.

Data Collection Techniques

Interviews

According to Sinaga D (2023), an interview is a meeting between two individuals who share information and ideas through a question-and-answer process to develop an understanding of a particular topic. The interview technique is used as a data collection method when researchers conduct preliminary studies to identify issues requiring investigation and when they seek to obtain more in-depth information from respondents.

Interviews in this study were conducted to directly explore, through a question-and-answer process, information regarding factors contributing to learning burnout in the history subject among tenth-grade students at MAN 2 Kota Palu. The purpose of these interviews was to obtain answers to the research questions.

Observations

Observations were used as a data collection technique to directly examine the conditions and events occurring in the classroom. Through this method, the researcher obtained data on indicators of learning burnout experienced by students and the measures undertaken by teachers to address that learning burnout.

Documentation

The documentation in this study consisted of photographs that served as authentic evidence that the researcher had conducted the study at MAN 2 Kota Palu. This documentation supported the validity of the study on factors contributing to learning burnout in history learning at MAN 2 Kota Palu.

Research Instruments

Research instruments were used to collect the data required for this study. Based on the predetermined data collection techniques, the research instruments consisted of two types: observation guidelines and interview guidelines. To support the data collection process, supplementary instruments included an interview guide in the form of a list of questions, field notebooks, writing instruments, a voice recorder (tape recorder), and a camera. The interview guide served as a reference to ensure that the interview process proceeded systematically and purposefully. Writing instruments and notebooks were used to record important information provided by informants. Subsequently, data from the interviews were selected and categorized to facilitate data grouping and analysis. Cameras and handycams were used to document learning activities relevant to the research objectives.

Data Analysis Techniques

Data Reduction

Data reduction is the process of selecting and consolidating the most important data while discarding unnecessary information. Data reduction included selecting, focusing, simplifying, and transforming raw data obtained from field notes.

Data Display

Data reduction is the process of simplifying and selecting the main points, emphasizing important aspects, and identifying existing themes and patterns. Therefore, reduced data provide a clearer overview and facilitate subsequent data collection and retrieval when needed (Sugiyono, 2023).

Conclusion Drawing/Verification

Conclusion drawing began with data collection in the field, which required the researcher to understand the meaning of the data obtained. This activity represented the outcome of the process

that had been undertaken. The purpose of conclusion drawing was to determine subsequent steps.

3. Results and Discussion

Factors Contributing to Learning Burnout Among Tenth-Grade Students in the History Subject at MAN 2 Kota Palu.

The results of the researcher's interview with the history teacher who taught Class X B at MAN 2 Kota Palu indicated several factors contributing to learning burnout in history learning among tenth-grade students in Class X B at MAN 2 Kota Palu: (1) physical fatigue during afternoon classes; (2) dense history content requiring extensive memorization; (3) mental pressure, such as perceiving the subject as difficult; and (4) an uncondusive classroom atmosphere. In addition, students' learning burnout may be influenced by how teachers manage and deliver the material. Appropriate methods and engaging delivery can reduce student learning burnout. This finding is consistent with the following statement by an interview informant: "Several factors that have contributed to student learning burnout, based on my experience, are physical fatigue due to afternoon classes; dense history content requiring extensive memorization; mental pressure, such as perceiving the subject as difficult; and an uncondusive classroom atmosphere. Furthermore, student learning burnout in the history subject is closely related to the teacher's ability to manage and deliver learning material. If teachers are able to present historical material effectively, use appropriate methods, and create an engaging learning atmosphere, students tend not to experience learning burnout. Conversely, if the delivery of material is less effective, learning burnout is more likely to emerge among students. In addition, the characteristics of history material, which include numerous events, figures, and historical accounts related to both national history and other historical content, may also contribute to learning burnout if presented monotonously. Therefore, history material needs to be presented in an engaging manner and in accordance with its characteristics so that students remain motivated and do not experience learning burnout during the learning process." (Interview with Muhammad Rendy Saputra, S.Pd., M.Pd)

Furthermore, interviews with students identified several causes of learning burnout in history learning among tenth-grade students in Class X B at MAN 2 Kota Palu: (1) the teacher used the lecture method too frequently; (2) the learning activities lacked variety; (3) the history material was too extensive and difficult to remember; (4) the classroom atmosphere was not engaging; and (5) history classes were scheduled in the afternoon, when students were already tired. This is consistent with the following interviews with

students in Class X B who experienced learning burnout in history learning: "The teacher's approach is not engaging because the teacher relies too heavily on the lecture method. If I listen to explanations continuously, I quickly become bored. I prefer games, discussions, or watching videos about the history material." (Interview with Moh Reza)

"The learning methods lack variety because, in almost every lesson, we only take notes and listen to the teacher's explanations. In my opinion, quizzes or group presentations would certainly be more enjoyable and less boring." (Interview with Muhammad Fahri)

"The history subject requires too much memorization because we have to remember the names of figures, years, and historical events. Sometimes, I find it difficult to remember everything, so I quickly experience learning burnout." (Interview with Kahairul Azzam)

"Learning media are rarely used, so we usually learn from textbooks and the teacher's explanations. If there were videos, images, or historical films, I would understand the material more easily and would not become bored as quickly." (Interview with Wahyu Andhika Putra)

"Because the lessons last too long without breaks, I start to feel sleepy and have difficulty focusing. In my opinion, if there were icebreakers or brief games, we would certainly become enthusiastic again." (Interview with Nabila Ramadani)

"We are not sufficiently involved in learning because we mostly listen to the teacher speak. I prefer it when we are given opportunities to discuss, ask questions, or express our opinions." (Interview with Aisyah Billa)

"The classroom atmosphere feels boring because the learning approach is almost always the same in every meeting. If learning were more relaxed and included activities that made us active, it would certainly be more enjoyable." (Interview with Rifatul Inayah)

"There is too much note-taking, so I quickly become tired and bored. I prefer it when we occasionally learn history using films, documentary videos, or games so that we do not become sleepy and the material is easier to understand." (Interview with Shafira)

Furthermore, observations also showed that, in addition to less varied learning methods and the other factors mentioned previously, learning burnout in Class X B during history learning was also caused by insufficient teacher attention to students experiencing learning burnout.

Teacher instructional strategies in history learning to prevent learning burnout among tenth-grade students at MAN 2 Kota Palu

History learning in Class X B at MAN 2 Kota Palu was conducted in two face-to-face sessions per week, in accordance with the lesson schedule. Tenth-grade students at MAN 2 Kota Palu used

several learning methods, namely interactive lectures, discussions, question-and-answer sessions, assignments, presentations, primary and secondary source analysis, and virtual visits or historical documentaries. However, the most frequently used methods were interactive lectures, discussions, and question-and-answer sessions. Interview findings revealed that history learning employed several methods and strategies to encourage students' interest in participating in lessons. This is consistent with the statement of the Class X B history teacher at MAN 2 Kota Palu:

"Of course, using different methods according to the material can encourage students' interest and prevent them from experiencing learning burnout in history learning. We can also provide icebreakers or games related to historical materials so that students remain interested in learning activities." (Interview with Muhammad Rendy Saputra, S.Pd., M.Pd.)

History learning in tenth-grade classes at MAN 2 Kota Palu used specific learning media to reduce student learning burnout. This is consistent with the statement of the Class X B history teacher, who stated: "To reduce student learning burnout, various learning media are used, such as projectors, laptops, and other supporting media. The use of these media aims to make the history learning process more interesting and less focused solely on the direct delivery of material through the lecture method. Teachers also use animated videos and various visual materials relevant to the learning material so that students can more easily understand the lesson content. Furthermore, the use of learning media can increase students' interest and attention because they tend to be more interested in learning accompanied by visual displays and engaging examples than in learning that continuously uses only the lecture method." (Interview with Muhammad Rendy Saputra, S.Pd., M.Pd.)

In addition, one way to engage students and encourage them to be more active during history learning is to provide active feedback throughout the learning process. This was expressed by an informant in an interview:

"To reduce learning burnout, active feedback needs to be provided to students throughout the learning process. Learning that continuously uses only the lecture method tends to make students feel bored and experience learning burnout. Therefore, teachers need to engage students through feedback activities, games, and icebreakers so that the learning atmosphere becomes more active and enthusiastic, students can more easily understand the material being taught, and learning burnout is reduced." (Interview with Muhammad Rendy Saputra, S.Pd., M.Pd.)

Observations showed that the atmosphere of history learning in Class X B was initially quite

conductive; however, after approximately one hour, students began to lose learning concentration. Several students appeared sleepy, yawned frequently, and distracted their classmates.

Student Attitudes in History Learning in Class X B at MAN 2 Kota Palu

In an interview, the history teacher described the following signs that students may exhibit when they begin to experience learning burnout during history learning: "Students who begin to experience learning burnout typically show changes in their attitudes during the learning process. These changes can be seen in less orderly seating positions, frequently leaving and re-entering the classroom, disrupting classmates, and making responses or comments unrelated to the material being explained. In addition, students tend to move around more and have difficulty concentrating, resulting in reduced attention to the lesson." (Interview with Muhammad Rendy Saputra, S.Pd., M.Pd).

Furthermore, during history learning, students experiencing learning burnout generally show changes in their attitudes during the learning process. This is consistent with the history teacher's statement: "Students who experience learning burnout generally show changes in their attitudes during the learning process. These changes can be seen in students becoming quieter, being less active in taking notes, and adopting seating positions that differ from those of students who remain motivated to learn. In addition, students experiencing learning burnout tend not to complete or even begin the assignments given by the teacher." (Interview with Muhammad Rendy Saputra, S.Pd., M.Pd).

Moreover, when students feel bored or are no longer interested in participating in history learning, they typically show several behavioral changes. This is consistent with the statement of the Class X B history teacher: "Students who feel bored or uninterested in participating in history learning typically show several behavioral changes. These include frequently leaving and re-entering the classroom, no longer maintaining orderly seating positions, frequently yawning and feeling sleepy during lessons, disrupting nearby classmates, and scribbling in their books. These behaviors indicate that students are beginning to lose attention, interest, and learning concentration during the history learning process." (Interview with Muhammad Rendy Saputra, S.Pd., M.Pd).

Thus, learning burnout among students in history learning can be identified through changes in their behavior during the learning process. These changes include decreased enthusiasm for learning, less active note-taking, irregular seating positions, and frequently leaving and re-entering the classroom. In addition, students are often observed appearing sleepy, disrupting classmates, and not completing assignments given by the

teacher. These behaviors indicate that students are beginning to lose focus, interest, and attention during history learning. Therefore, teachers need to make efforts to create a more engaging and interactive learning atmosphere so that learning burnout can be minimized.

History Learning at MAN 2 Palu

History learning at MAN 2 Kota Palu is conducted in two face-to-face sessions per week. History learning is no less important than other forms of learning. However, some students consider history learning unimportant or even boring because it involves extensive memorization, numerous accounts of historical figures, and the need to know place names, among other factors that contribute to boredom in learning history. Nevertheless, these perceptions, including learning burnout, must gradually be addressed, and students should properly understand the aims and benefits of learning history, particularly for their future. The results of an interview with Muhammad Rendy Saputra, the history teacher, indicated that the history subject plays a very important role in helping students understand historical developments, including historical figures, legacies, and various significant events in history. The purpose of this learning is not only to convey information about past events but also to help students understand the values embedded in the past events they study. Thus, students are encouraged to learn about and understand a series of events that actually occurred rather than mere myths. This understanding is essential for developing students' awareness and strengthening their knowledge of historical developments over time.

Despite the various benefits of history learning, students also face challenges in engaging with historical materials and practices. The characteristics of history learning, in which materials often involve memorization or narratives, can sometimes lead students to find the subject boring and experience learning burnout when receiving or understanding the material, particularly when it is taught over an extended period. This may affect their learning concentration and participation during the learning process. Learning burnout is one challenge that requires attention in the learning process because it may affect students' interest in participating in lessons and their understanding of the material presented.

Factors Causing Learning Burnout Among Tenth-Grade Students in the History Subject at MAN 2 Kota Palu

A problem encountered by both students and teachers in the learning process has underlying causes. Therefore, educators should be able to identify all factors that disrupt students' learning process so that these factors can serve as a basis for

formulating solutions. To collect data on the causes of students' learning burnout, as reflected in the various responses described above, the researchers conducted interviews with teachers and students. These interviews were conducted with both parties to obtain in-depth information about the reasons underlying learning burnout from the perspectives of teachers as observers and participants in the learning process, as well as students who experienced learning burnout directly. Through these interviews, the researchers sought to understand the causes of students' learning burnout from two perspectives. The interviews were conducted in a familiar and calm atmosphere and involved only students who experienced learning burnout.

The results of interviews with the history teacher indicated several causes of learning burnout in history learning among tenth-grade students in Class X B at MAN 2 Kota Palu: (1) physical fatigue during afternoon lessons; (2) dense history content that requires extensive memorization; (3) mental pressure, such as perceiving the subject as difficult; and (4) an uncondusive classroom atmosphere.

Meanwhile, interviews with students who experienced learning burnout indicated several causes of learning burnout in history learning among tenth-grade students in Class X B at MAN 2 Kota Palu: (1) unengaging teaching practices; (2) insufficiently varied learning methods; (3) history content requiring excessive memorization; (4) infrequent use of learning media; (5) lessons that lasted too long without breaks; (6) limited involvement in learning; (7) a boring classroom atmosphere; (8) excessive note-taking; and (9) anxiety and mental tension among students.

According to Ridho Setiawan and Heri Saptadi Ismanto (2024), learning burnout among students is caused by two factors: internal and external factors. Internal factors are further divided into two categories: physical or physiological factors and psychological factors. External factors are divided into three categories: school, family, and community environmental factors. Based on the research analysis, internal physiological factors causing learning burnout were primarily related to students' physical condition or fatigue. In addition, some students had weak physical conditions; when students were ill or not physically fit, these conditions could also contribute to learning burnout. Meanwhile, internal psychological factors causing students to experience learning burnout include dislike of or lack of interest and aptitude in certain subjects, loss or absence of motivation, unstable emotions or poor and fluctuating moods, poor self-management, particularly in managing study time, anxiety or mental tension, and the absence of clear motives or future aspirations.

Furthermore, the external factors causing learning burnout identified by the researchers included excessively long school hours or insufficient break

time; academic demands, such as assignments and requirements to memorize content; teachers' monotonous or insufficiently varied learning methods; limited interlude activities or classroom entertainment; learning in an unchanged setting; a boring classroom learning atmosphere; an unsupportive school environment; and a lack of social support. Other factors included the effects of social conflict, long distances from home, difficulty refusing peers' invitations, and the effects of online learning, which led some students to prefer studying at home and using their mobile phones for recreation.

Based on these findings, the causes of learning burnout in history learning among tenth-grade students in Class X B at MAN 2 Kota Palu were concluded to be: (a) students' physical fatigue, particularly when lessons took place in the afternoon; (b) dense history content that requires substantial memorization, making it difficult for students to understand the material; (c) anxiety or mental pressure because students perceived the history subject as relatively difficult; (d) unengaging teaching practices that remained dominated by the lecture method; (e) insufficiently varied learning methods that did not actively involve students; (f) limited use of engaging learning media; (g) lessons that lasted too long without interludes such as icebreakers or educational games; (h) an uncondusive classroom atmosphere that felt boring; and (i) learning activities dominated by note-taking.

In view of the factors contributing to learning burnout, the researchers propose several measures to address learning burnout among tenth-grade students in Class X B at MAN 2 Kota Palu: (1) Teachers are expected to implement more varied, student-centered learning methods, such as educational activities, group-based learning, presentations, quizzes, games, and icebreakers, to create a more active and enjoyable learning atmosphere; (2) Teachers are expected to use more engaging learning media, such as instructional videos, historical documentaries, images, maps, and other digital media, to make historical material easier to understand and increase students' interest in learning; (3) Teachers need to adapt learning methods to the characteristics of historical material and provide students with opportunities to ask questions, engage in discussions, and express their opinions so that they participate more actively in the learning process; (4) Schools are expected to create a more condusive learning environment and support teachers in developing active, creative, and enjoyable learning activities so that students are more motivated to participate in history learning; and (5) Students are expected to increase their learning motivation, prepare before participating in lessons, and participate more actively in every learning activity so that their understanding of historical material improves and

learning burnout can be reduced.

This study shows that one of the main problems in the history learning process is learning burnout. Teachers reported that prolonged use of the lecture method often causes students to feel bored or sleepy, lose learning concentration, and participate less actively in the learning process. In addition, inadequate facilities, such as a limited number of projectors, mean that teachers rarely use projectors during instruction. Consequently, learning tends to focus on teachers' explanations, making students more likely to experience learning burnout and boredom. According to Setiawan et al. (2023), the effects of learning burnout may lead students to become unproductive in the learning process, thereby hindering their potential because they experience physical, mental, and emotional fatigue. The following are several effects or factors associated with students experiencing learning burnout:

1) Talking with a deskmate

According to Fauziah (2013), some students may experience learning burnout during classroom learning due to various factors. One of these factors is inviting a deskmate to engage in conversation.

2.) Dislike of the history subject

Some students dislike the history subject because many consider history to be a subject that requires memorization (Trisnawati & Diena San Fauziya, 2024).

3.) Insufficient rest time

Syafitri et al. (2022) state that students may find it difficult to concentrate if they do not get enough sleep. Students who do not get enough sleep tend to become bored or experience learning burnout while studying.

Teacher Instructional Strategies in History Learning to Prevent Learning Burnout Among Tenth-Grade Students at MAN 2 Kota Palu

Based on the findings from interviews and observations of the learning process in Class X B at MAN 2 Kota Palu, teachers implemented several strategies to reduce students' learning burnout in history learning. One strategy involved using varied learning methods and adapting them to the material presented. The methods used included interactive lectures, discussions and question-and-answer sessions, assignments, presentations, analyses of primary and secondary sources, and virtual visits or historical documentaries. Nevertheless, the most frequently used methods were interactive lectures, discussions, and question-and-answer sessions. Based on the interview findings, teachers stated that alternating methods according to the material could attract students' interest and prevent them from easily experiencing learning burnout. Teachers also used icebreakers and games related to historical material to maintain students' attention and interest throughout the learning process.

In addition to varying methods, the findings show that the use of learning media was also one of the teacher instructional strategies for reducing students' learning burnout. Based on the interview findings, teachers used projectors, laptops, animated videos, and various visual media appropriate to the learning material. The use of these media was intended to ensure that history learning did not focus solely on delivering material through lectures. Historical material involving various events, figures, and narratives can be presented through visual displays and relevant examples, making it easier for students to understand. Observations indicated that the use of learning media helped create variation in learning activities so that students did not continuously listen only to teachers' explanations. This constituted one of the teachers' efforts to sustain students' attention and interest during history learning.

Observations showed that, at the beginning of the lesson, conditions in Class X B were fairly conducive. Students appeared to participate in the learning activities and attend to the teacher's explanations. However, after the lesson had continued for an extended period, some students began to show decreased learning concentration, such as drowsiness, frequent yawning, and disruptive behavior toward their peers. These conditions indicate that learning burnout may still occur even when the teacher has used several methods and learning media. Therefore, based on the interview findings, the teacher sought to actively involve students by providing feedback throughout the learning process. Feedback was provided through question-and-answer sessions, discussions, educational games, and icebreakers. These activities aimed to encourage students to be more active and provide them with opportunities to participate directly in learning so that the classroom atmosphere was not dominated solely by the teacher's explanations.

Based on the interview and observation findings, the teacher instructional strategies for reducing learning burnout among tenth-grade students at MAN 2 Kota Palu can be understood as involving the creation of varied learning experiences, the use of learning media, and increased student engagement throughout the learning process. Variations in methods and media were used to prevent history learning from becoming monotonous, whereas icebreakers, educational games, and feedback were used to sustain students' attention and active participation.

However, based on the researchers' observations, although the teacher had implemented various instructional strategies, some students began to show signs of learning burnout after the lesson had continued for more than one hour. This was evident in decreased learning concentration, drowsiness, frequent yawning, talking with peers,

and reduced focus on the teacher's explanation. These conditions indicate that learning burnout may still occur even when the teacher has sought to create engaging learning experiences. Therefore, teachers need to continue innovating when selecting methods, strategies, and learning media appropriate to the characteristics of the material and students' needs so that the history learning process becomes more effective, engaging, and able to enhance students' learning motivation. According to Janah (2025), teacher instructional strategies constitute broad plans designed to achieve intended objectives. Teachers are educators who provide students with various forms of knowledge. Their responsibilities extend beyond delivering material; they also play a role in instilling positive values in students. For example, teachers can modify their teaching approaches and create a pleasant and enjoyable classroom atmosphere so that students are more actively engaged with the material presented.

Teacher instructional strategies are highly important in the teaching and learning process. These strategies refer to efforts made by instructors or teachers to create an atmosphere that enables teaching activities to take place, thereby facilitating the achievement of established learning objectives. Therefore, teachers need the skills to organize the various components of learning so that positive relationships can be established among them. Lisman et al. (2022) stated that teachers play a crucial role in the learning process and are also expected to recognize and understand the characteristics of their students. Through such recognition and understanding, teachers can more readily identify students experiencing difficulties in the learning process. This has a significant influence on the teaching and learning process. Therefore, teachers are expected to provide solutions to the difficulties their students face, particularly learning-related difficulties, so that students do not experience challenges during learning.

Student Behaviors in History Learning in Class X B at MAN 2 Kota Palu

Each student has different foundational abilities in the history subject. These abilities encourage students to demonstrate particular behaviors while participating in history learning. Based on the interview and observation findings, several student behaviors indicative of learning burnout in Class X B at MAN 2 Kota Palu were identified: (1) no longer sitting properly as usual; (2) frequently entering and leaving the classroom; (3) disrupting peers; (4) being quieter than usual; (5) frequently yawning and appearing drowsy; and (6) doodling in their notebooks.

These behaviors were observed among students both at the beginning and at the end of the learning process. Eight students displayed these signs of learning burnout. Three students consistently

engaged in conversations with their seatmates and frequently disrupted their peers. Meanwhile, the other five students displayed different behaviors to express their burnout and at times did not show signs of learning burnout. This indicates that the three students who consistently talked and disrupted their peers experienced particularly severe learning burnout. The other five students also experienced learning burnout, but at a milder level than the three students.

Fauziah (2013) stated that behaviors students commonly display when experiencing learning burnout during lessons include: (1) arriving late to class after recess; (2) leaning against the wall; (3) resting their heads on the desk or appearing unmotivated; (4) asking permission to leave the classroom or use the restroom; (5) looking for materials to play with or finding other activities to occupy themselves; (6) teasing or disrupting peers; (7) using mobile phones; (8) doodling in notebooks; (9) sleeping during class; and (10) talking with their seatmates.

Thus, it can be concluded that tenth-grade students in Class X B at MAN 2 Kota Palu who experienced learning burnout in history learning demonstrated the following behaviors: (1) no longer sitting properly; (2) frequently leaving and re-entering the classroom;

(3) disturbing their peers; (4) remaining mostly silent; (5) frequently yawning and feeling sleepy; and (6) doodling in their notebooks. Given this situation, the researchers suggest several measures to address the behaviors of students experiencing learning burnout: (1) teachers need to pay attention to and approach students who begin to show signs of burnout so that they can refocus on learning; (2) teachers need to create a more active and enjoyable learning environment through discussion activities, icebreakers, educational games, and question-and-answer sessions so that students do not become bored easily; (3) teachers need to actively involve students in every learning activity to sustain their attention and motivation to learn; (4) the eight students who exhibit behaviors associated with learning burnout should be specifically addressed and given special attention; and (5) students are expected to participate more actively in learning, maintain their learning concentration, and seek to reduce behaviors that may disrupt the learning process so that learning objectives can be achieved effectively.

Learning is a process of acquiring knowledge and skills, thereby developing the ability to solve problems, face challenges, and further develop what has already been acquired. Learning is also expected to produce changes in students' behavior and attitudes. Nurdiansyah (2018) states that students' attitudes can serve as a psychological impetus that influences the learning process. Positive attitudes toward history learning encourage students to study and understand it

more easily, enabling them to develop knowledge and draw upon the values embedded within it. Positive attitudes toward history learning and an understanding of its inherent values constitute one indicator of successful, high-quality history learning.

Based on conditions in the field, history learning in schools is perceived as being of insufficient quality, resulting in students' tendency to hold negative attitudes. In general, students' attitudes toward history learning differ from their attitudes toward other subjects, particularly the exact sciences, such as mathematics, biology, chemistry, and physics. Students tend to regard history learning as boring, less useful, and unrelated to their learning outcomes. Students also demonstrate limited enthusiasm for history learning, as indicated by behaviors such as talking with peers, feeling sleepy, lacking focus, frequently leaving and re-entering the classroom, becoming bored quickly, and not paying attention when the teacher is teaching. Students' low interest in history learning is attributable to teachers' tendency to frequently use the lecture method throughout the learning process, which creates a boring atmosphere.

4. Conclusion

Based on the analysis of the research findings, it can be concluded that:

a. The factors contributing to students' learning burnout in history learning at MAN 2 Kota Palu include: (a) students' physical fatigue, particularly when learning takes place in the afternoon; (b) dense history content, much of which requires memorization, making it difficult for students to understand the material; (c) anxiety or mental pressure because students consider the history subject to be quite difficult; (d) unengaging teaching practices that are still dominated by the lecture method; (e) insufficiently varied learning methods that do not actively involve students; (f) limited use of engaging learning media; (g) learning sessions that last too long without breaks, such as icebreakers or educational games; (h) an uncondusive classroom atmosphere that feels boring; and (i) learning activities dominated by note-taking.

b. Teacher instructional strategies in history learning to prevent learning burnout among tenth-grade students at MAN 2 Kota Palu include: (1) using the interactive lecture method; (2) discussions; (3) conducting question-and-answer sessions; (4) assignments; (5) presentations; (6) the use of historical documentaries; (7) incorporating icebreakers or educational games; and (8) providing feedback to encourage students to be more active.

c. When tenth-grade students at MAN 2 Kota Palu experienced learning burnout during the history learning process, they exhibited behavioral changes. These changes were evident in students

becoming quieter, being less active in taking notes, and adopting seating positions that differed from those of students who remained motivated to learn. In addition, students experiencing learning burnout tended not to complete or even attempt the assignments given by the teacher.

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