Volume 7 Issue 4 (2023) Pages 5005-5015
Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini
ISSN: 2549-8959 (Online) 2356-1327 (Print)

Learning Burnout; Teacher's Strategy in Creating Effective Learning

Sabran Sabran[1]✉, Riswadi[1], Hasan Baharun[2], Siti Nur Hidayah[3], Siti Aminah[3]
Pendidikan Agama Islam, Universitas Islam Negeri Sultan Aji Muhammad Idris Samarinda, Indonesia(1); Manajemen Pendidikan Islam, Universitas Nurul Jadid, Paiton, Probolinggo, Indonesia(2); Pendidikan Islam Anak Usia Dini, Universitas Nurul Jadid, Paiton, Probolinggo, Indonesia(3,4)
DOI: 10.31004/obsesi.v7i4.4155

Abstract
Learning burnout must get serious attention from the teacher so that the learning he does becomes effective and efficient. This study aims to discover the strategies used to overcome learning saturation for early childhood at school. This type of research uses a qualitative case study approach, an inquiry method that emphasizes the search for meaning, understanding, concepts, characteristics, symptoms, symbols or descriptions of a phenomenon in the research setting, prioritizing quality, using several methods, and presenting narratively. Data collection techniques were carried out through interviews, observation and documentation. The data analysis technique was carried out through three stages: data reduction, data presentation, and conclusion drawing. The research and discussion results show that strategies for overcoming learning saturation in early childhood have been carried out very well and optimally. The use of methods, media, learning strategies and interactions with students is planned and systematic to reduce learning boredom in the classroom.

Keywords: *learning burnout; teachers; effective learning*

Copyright (c) 2023 Sabran Sabran, et al.

✉ Corresponding author : Sabran Sabran
Email Address : sabran1604@gmail.com (Samarinda, Indonesia)
Received 29 January 2023, Accepted 6 September 2023, Published 6 September 2023

Introduction
In today's society, the need to change schools to build student participation is imperative. Therefore, schools must take a more innovative approach to learn and teaching to meet all student learning needs (Angelopoulou & Drigas, 2021). All resources must be utilized in such a way. Teachers must be directed towards a positive, exciting, productive work atmosphere because the teacher is an input that significantly influences the learning process. Likewise, physical and administrative arrangements or management need to be fostered so that students' discipline and enthusiasm for learning are high and create an exciting learning atmosphere. This is because teaching motivation is crucial to increase teaching effectiveness (Syarifuddin et al., 2021; Tulyakul, 2021).

Early Childhood Education conducted at the Alaskandang 11 PKK Kindergarten, Probolinggo, East Java, is a stimulation effort for newborns up to the age of six that is carried out by providing educational stimuli to help the growth and development of children, both physically and spiritually so that children are ready to enter further education. Early

DOI: 10.31004/obsesi.v7i4.4155

childhood education functions to foster, grow, and optimally develop all the potential of early childhood so that basic behaviours and abilities are formed according to their stage of development so that they are ready to enter further education (Shofia & Suryana, 2021; Hewi & Shaleh, 2020). Early childhood is the golden peak in development (Hidayatullah & Damayanti, 2022; Iltiqoiyah, 2020; Astuti & Aziz, 2019). Therefore, at this age, children need a touch of warmth and intense communication, both verbal and non-verbal. Children are in the process of rapid growth and development at this age. This is marked by the child's ability to sharply process information into long-term memory, great curiosity, and the ability to explore new things in the surrounding environment. Early childhood education is given at a golden age which is the foundation for every ability developed in children (Retnaningsih & Khairiyah, 2022; Shofa, 2020).

Early childhood learning conducted at Alaskandang 11 PKK Kindergarten, Probolinggo, East Java, is a learning activity aimed at early childhood that provides learning experiences through play, seeks knowledge according to ability and provides a vocabulary to children so that children's speaking abilities greatly affect their further developments because they relate to ideas, opinions and desires that must be expressed so that others can understand them, one of the expressions of the knowledge and experience that children have and tools for communicating with others so that children can be accepted in their environment (Srihartini & Lestari, 2020; Susanty & Mahyuddin, 2022). Therefore, it is important to provide educational stimulation that can optimize the growth and development of children's abilities to continue to the next level of education. Early childhood learning by observing, then imitating, and conducting experiments repeatedly so that children can find learning (discovery learning) in play activities (Agusriani & Fauziddin, 2021).

In the education and learning process at the Alaskandang 11 PKK Kindergarten, Probolinggo, East Java, students often experience learning burnout. The meaning saturation is dense or very full; not only that, but saturation can also mean bored. If students get bored like that, it might make them feel they are wasting their time. Saturation of learning is when a person feels tired physically and mentally. Continuous learning burnout results in decreased concentration and understanding of the material, which will affect learning achievement Learning saturation is time spent studying, but there is no result (Hanina et al., 2021; Sativa & Purwanto, 2022). Burnout is a problem that students often need help with. The saturation experienced by students in the learning process can make students feel that their efforts are meaningless. Students who already feel burnout cannot work as expected when processing new information or new experiences, as if their learning progress needs to produce results. If students lose motivation, these students can experience burnout in learning, or maybe because the teacher uses an inappropriate method; for example, the teacher only uses the speech method and cannot provide feedback to students (Wahyuli & Ifdil, 2020).

Saturation is an essential factor to be studied in more depth because this problem is closely related to student success in learning. According to Simon C.H. Chan and Stephen Ko, cited by Tanjung & Namora (2022), burnout will reduce student achievement and satisfaction in learning. Therefore, it is essential for managerial educators so that the student response system runs well. Saturation in learning can cause a person to get angry quickly, easily hurt and easily frustrated. Giving too many assignments and a monotonous learning atmosphere tends to encourage a cynical and apathetic attitude towards the lessons, a lack of self-confidence and a shared understanding of the lessons received.

Even though learning burnout is one of the unpleasant emotions in the school environment and one of the inhibiting factors for success in learning, this problem is still often ignored and underappreciated. This also happened in the Alaskandang 11 PKK Kindergarten, where the symptoms of bored students were as follows: 1) some students were indifferent when the teacher delivered material/chat; 2) sleepy; 3) some students cried because they joked with their friends; 4) then some students are engrossed in their toys and draw in books; 5)

DOI: 10.31004/obsesi.v7i4.4155

some students are late in collecting assignments; 6) and teachers who are less able to bring children to a cheerful learning atmosphere.

Research conducted by Simon Harun & Rahardjo (2022) shows that the application of Loose Part media in learning activities effectively in overcoming early childhood burnout. The application of Worksheet and Loose Part media shows different children's behaviour. In the Worksheet media, children tend to be unenthusiastic, sleepy, unfocused and not free to be creative. Meanwhile, Loose Part media shows that children appear enthusiastic, concentrate, and are free to be creative. Hasan's research (2020) explains the characteristics of students who reflect a decreased interest in learning due to burnout in learning, marked by some students being allowed to leave the classroom to go to the bathroom, even though they went to the canteen for snacks. In addition, some of the students also often behaved strangely in order to attract the attention of others, fell asleep and fell asleep during the learning process, and crossed out books. In addition, burnout also impacts the loss of attention resulting in time delays, lack of interest in learning, and high anxiety. Wang, (2022). From the research by Boylan et al., (2021), someone experiencing burnout tends to violate social rules, decrease achievement, and sleep during the learning process. The results of Rahmawati & Nazarullail's (2020) thinking ideas are that outing class learning strategies can help foster interest in learning in children. This strategy is suitable for learning in the new average era because it can eliminate learning burnout in children.

From the description above, the researcher assumes that learning burnout will be overcome by the teacher's creativity in managing the class, especially at the Alaskandang 11 PKK Kindergarten, Probolinggo, East Java. It is supported by the opinion that creativity in managing the class can increase enthusiasm for learning (Fazal & Bryant, 2019; Uffen et al., 2022). Fun learning is a learning process that takes place in a pleasant and impressive atmosphere that can attract students' interest to be actively involved so that learning objectives can be achieved optimally and create learning that is not boring (Trinova, 2012). Everyone wants to be creative, with creativity making life more fun, more interesting, and enabling more things to be achieved (Ahmed et al., 2018; Warsah et al., 2021). Creativity is a person's ability to create or produce something new or original which was previously unknown or to solve new problems encountered (Oktavia, 2020).

The abovementioned research shows how much research examines strategies for overcoming learning saturation from various aspects and perspectives. Furthermore, it is understood that students who feel bored while studying hurt decreased achievement; how many problems arise so that it is examined from various aspects of education. Thus, it can be classified that, in reality, the teacher's creativity in managing the class is a solution to overcome the saturation of early childhood in the classroom. However, in reality, this idea is only a managerial role for the teacher, forgetting the conditions and circumstances of the children in the class. So, in this study, researchers examined strategies for overcoming learning saturation for early childhood at the Alaskandang 11 PKK Kindergarten, Probolinggo, East Java. This is the latest research and is rarely researched by other researchers in the field of education.

Methodology

This type of research uses qualitative research, an inquiry method that emphasizes the search for meaning, understanding, concepts, characteristics, symptoms, symbols and descriptions of a phenomenon in the research area, prioritizing quality, using several methods, and presenting narratively (Sugiyono, 2017). This qualitative research aims to find answers to a phenomenon or question through the systematic application of scientific procedures using a qualitative approach (Fitri & Haryanti, 2020). This qualitative research also emphasizes natural quality because it involves understanding concepts, values and characteristics inherent in the object of a research study (Moelong, 2002).

DOI: 10.31004/obsesi.v7i4.4155

The research approach is a case study that is used through a series of intensive, detailed and in-depth scientific activities about a program, event and activity, both at the level of an individual, a group of people, an institution or an organization, to gain in-depth knowledge about the event. This research took place at Alaskandang 11 PKK Kindergarten, Probolinggo, East Java which was carried out for four months starting from August, September, November and December 2022. The research informants would provide data in the form of oral answers through observation, interviews, or written answers through the instrument. The informants in this study were the principal and four teachers.

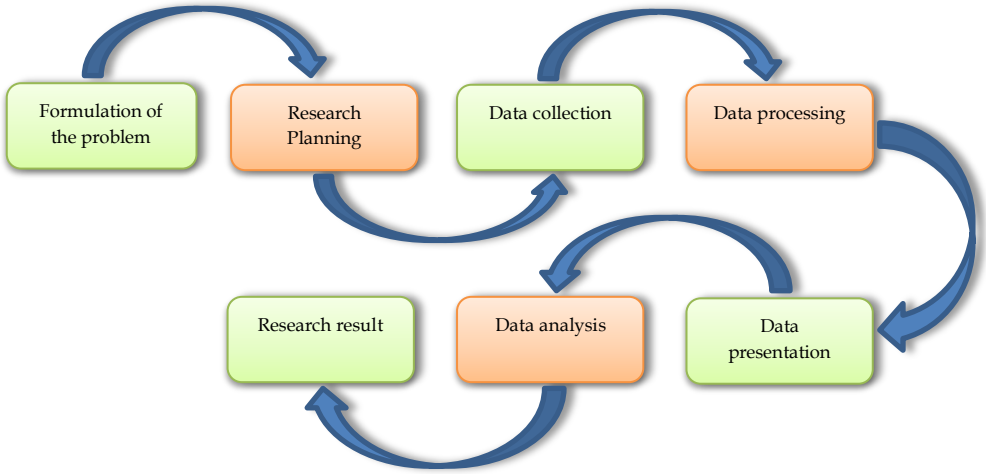

Figure 1. Research Flow

While the analysis technique in this study, there are three stages, namely: 1) Data reduction, namely selecting the results that have been obtained; 2) Presentation of data, namely the preparation of the results in a structured manner; 3) Concluding (Verification), namely compiling conclusions from the results that have been obtained and also carry out the verification stage to ensure that there are no erroneous results.

Results and Discussion

Saturation of learning is a person's mental condition when experiencing extreme boredom and fatigue, resulting in a feeling of lethargy and a lack of enthusiasm or enthusiasm for learning activities (Nurkholis, 2020). Many students often feel bored while studying at school. This boredom prevents students from properly accepting the lessons given by their teachers. In a study, students who face boredom find it challenging to concentrate on what the teacher informs them. This matter has an impact on student learning outcomes. Therefore, based on the results of research in the field, it was found that the teacher's strategy for overcoming boredom in learning was carried out through the following;

Learning While Playing

Teachers must adjust to the stage of development and the needs of children. Playing strategy in early childhood learning is very important because the world of children is playing; through playing, children can learn many things. Playing while learning and learning while playing (Apriyani et al., 2020). From the results of research and interviews with heads of institutions, Alaskandang 11 PKK Kindergarten has implemented this method to increase students' interest in learning so they do not get bored with learning, especially for young children who still love to play. Therefore this method is very suitable to be applied to early childhood. Siti Junainah, a teacher at the Institute, said that the learning while playing method is not only so that students do not get bored in learning but also has many benefits for early childhood. Some of the benefits of the learning while playing method are:

DOI: 10.31004/obsesi.v7i4.4155

Sharpen children's cognitive abilities

When playing, children can have new knowledge and experiences. Besides that, children can also be trained to think, communicate and imagine with this learning while playing method. By learning while playing, children's ability to find out what they think is foreign will also increase, and they will unconsciously try things they did not know before.

Build children's social skills

When children play with parents or with peers, they will unconsciously build children's social skills. Doing games that can encourage children to negotiate, work together, resolve a conflict together, and so on. By doing this, the child will get used to meeting new people and not behave selfishly.

Train children's communication skills

Learning while playing can also train children's communication skills. Invite children to role-play; by role-playing, children will get used to communicating with the other person. Role-playing will also add a new vocabulary for children; they will not hesitate to say what they think.

Train children's physical skills

By playing, children unconsciously work hard to train their physical skills, such as training muscle control and training body balance. With games, it will be easier for children to practice other physical skills such as walking, running, jumping, etc.

Increase children's creativity

When playing, children will use their imagination to think. By using imagination, children's creativity will develop for the better. For example, when a child plays a role, the child will use his imagination for that role to play. The child will become more creative in determining what roles are suitable for him and what they should do when got the role. In addition, when children draw and colour, children will also use their imagination, so the children's drawings will look more attractive because there is an element of creativity from the children.

Organizing Outdoor Activities

Outdoor activities do not just move lessons outside the classroom. However, they are carried out by inviting students to unite with nature and carry out several activities that lead to the realization of changes in student behaviour towards the environment through the stages of awareness, understanding, attention, responsibility and action or behaviour. Activities outside the classroom can be in the form of games, stories, sports, experiments, competitions, getting to know environmental cases and discussions (Pratiwi et al., 2021).

According to the results of interviews with the head of the institution, carrying out outdoor activities can overcome boredom in learning and has other benefits that will be obtained when carrying out activities outside can move the bonding of children, their parents and teachers. Besides, there are many other fun activities teachers, and students can do outside the classroom. Through outdoor activities, students can learn to take and manage risks and increase their creativity and imagination. Some of the outdoor activities implemented at the Alaskandang 11 PKK Kindergarten, namely; 1) catch the ball game. This game aims to train the muscles of the child's body to have a well-formed and healthy muscular system. This game also aims to train children's gross motor skills. Because when playing this game, children will jump and catch the ball. The tools commonly used are straightforward: a ball and sufficient space or outdoors. 2) Game Tom & Jerry. This game is also entertaining and exciting for children. In the game, someone becomes Tom, and someone becomes Jerry. Tom must be able to catch Jerry, who is blocked by fences made of the hands of other children. If Jerry is caught,

DOI: 10.31004/obsesi.v7i4.4155

Jerry will become Tom, and the other friends will become Jerry. 3) Making objects from nature. Students are invited outside the room and must find interesting objects, such as flower petals, leaves, grass, twigs, or anything to tie or attach with tape. They can make necklaces, bracelets, crowns, belts, or anything else from the materials they find. This can train students' creativity and increase their imagination.

Learn While Singing

By singing children will be free to express their feelings and emotions. So that children easily absorb the vocabulary conveyed by the teacher. Besides that, in the singing method, children are trained to show themselves in singing practice, get used to being brave and confident. This is very important in the continuity of children's learning (Agus R et al., 2022).

According to the results of interviews with class A teachers and class B teachers, singing activities are indeed in great demand by children. Before giving material, we should invite the children to sing first. Songs can serve a double function, raising the mood of children, and as a reminder. The reminder in question is so that children can more easily absorb the knowledge material that we will provide, and so that children can more easily remember the subject matter that we have provided (after finishing teaching, it becomes easier for children to remember it again). For example, before we teach children hijaiyah letter recognition material, we invite them to sing the Alif Ba Ta Tsa song, and so on until it is finished.

Singing is an easy way to teach children because by singing children can quickly memorize something, learning while singing is one method that can be applied to children. Especially during school learning, for example, when children memorize the names of the Prophets, these names are made into a song so that children can easily memorize them. Basically, the world of play is the world of children, so singing is one of them. Whatever material is delivered by the teacher at the Alaskandang 11 PKK Kindergarten, if these materials are arranged into a song, the child will quickly memorize it.

The teacher at the Institute also adds several props in demonstrating or singing the song, so that students can concentrate more and have a stronger memory of the material, so that if at first the child is very difficult to concentrate and even the child is often bored, then learning while singing is one of the right ways to apply and at every meeting at the Alaskandang 11 PKK Kindergarten, Probolinggo, East Java, the teacher applies the material through the song, so students will remember the material faster.

Learning While Storytelling

Storytelling is a method that educators and parents can use as a stimulus to optimize children's development which includes moral values and children's creative imagination. Literacy culture by reading fairy tales is a way for parents to help young children develop their potential and teach life experiences. Storytelling is easy for educators to do anywhere, anytime and using or not using media. The most important thing is having intention, willingness and creativity in packaging and presenting the moral messages you want to convey (Dtakiyyatuddaaimah et al., 2021).

Storytelling does not only function as an enhancer of children's imagination intelligence, but with storytelling, it turns out that we can also provide exemplary subject matter and values. For example, when we tell a story about a duck, we can insert number recognition lesson material by making the number two a duck. In accordance with interviews conducted with teachers when telling stories or telling stories about a prophet, we usually teach the exemplary attitude of a prophet. While children are engrossed in hearing our stories, children can learn while applying what is told.

Learning using the fairy tale method in Alaskandang 11 PKK Kindergarten must be fun and interesting, not stiff, not boring, and provide opportunities for children to be active and creative, so the selection and use of learning methods must be based on: (1) child

DOI: 10.31004/obsesi.v7i4.4155

characteristics, (2) indicators abilities, (3) the themes presented, (4) Educational Game Tools (APE), (5) learning time, and (6) the ability of educators to use methods.

The learning strategy using the fairy tale method for early childhood at the Alaskandang 11 PKK Kindergarten is an effective method for educating early childhood. The aim is to stimulate children's ability to imagine, like to listen, to listen, to pay attention to the other person, and to foster a reading culture in children. A fairy tale can encompass various functions, namely as a medium for conveying messages and values, increasing knowledge and inner experience, and helping the process of self-identification and children's behavior. The implementation of learning activities through the storytelling method in Alaskandang 11 PKK Kindergarten is usually carried out once a week with its own time, meaning that it is separate from the main playing activities in the centers. The length of play provided for each meeting is a maximum of 30 minutes according to the age characteristics and the number of children or students.

The benefits of learning while storytelling include: (1) developing fantasy, empathy, and various other types of feelings, (2) fostering interest in reading, (3) building closeness and harmony, (4) eliminating boredom in learning (5) developing children's thinking and imagination, (6) developing children's speaking skills, (7) developing children's socialization power, (8) children's means of communication with their parents, (9) media therapy for problem children, (10) developing children's spirituality, (11) foster motivation or enthusiasm for life, (12) instill values and manners, (13) build inner contact between educators and students, (14) build character traits, and (15) develop cognitive (knowledge), affective (feelings), social, and conative aspects (understanding).

Drawing Or Coloring While Learning

Drawing for children is one of the play activities, which is carried out to provide pleasure, the satisfaction of expression, exploration and show of skill. In this drawing activity, many benefits will be obtained, including developing fine motor skills, imagination, and creativity, using free time, training accuracy and perseverance, and training and developing concentration to strengthen children's talents (Selviyani et al., 2022).

Drawing and colouring are fun activities for children and can relieve their boredom in learning. By drawing, they can express the various imaginations that are in their heads. The pictures they produce can also show the level of creativity and mood of each child. From the results of interviews with teachers, information was obtained that teachers can invite children to write letters A to Z or hijaiyah letters Alif to Yes on a drawing paper. Then decorate the empty parts and then colour them. Alternatively, if the children cannot write, we can prepare copies of the letter pictures and then ask the children to colour them and decorate the blank parts of the paper.

From the results of research and interviews conducted at the Alaskandang 11 PKK Kindergarten, the way teachers teach their students to draw or colour is applied in six ways, namely by; 1) Using interesting equipment, namely using interesting equipment will make them more enthusiastic about colouring and drawing. In choosing interesting equipment, the teacher involves children in choosing their colouring equipment, starting from books, coloured pencils or crayons and other equipment; 2) introducing primary colours, the teacher starts with some basic colours that are often around children, things this will make it easier for children to recognize various kinds of colours, 3) teach colouring from the surrounding environment, children have great imagination, and because of this child often give different colours to an object or object when learning to colour. The teacher starts with several objects or objects from the environment around the children, such as leaves which are usually green, brown wood, and so on; 4) colouring simple objects, some simple shapes such as triangles on a picture of a house tile, a circle on a ball and so on so that the teacher gives to the children. The teacher also gives directions about the colours that should be used in the picture, but if the children have imagination with other colours, the teacher does not prohibit or stop them;

DOI: 10.31004/obsesi.v7i4.4155

5) gives appreciation; learning to colour is the same as other learning processes such as learning to read or learning to count, where teachers need to give appreciation to children. Teachers give appreciation, such as words of praise and hugs or even give attractive prizes when children complete their colouring assignments well.

Solving Problems with Teachers

Positive learning is the realization of the teacher's actions to show professionalism based on the experiences and practices that they do and have; if this is constrained, it will be challenging to obtain an increase in the quality of learning, significantly if the elements of pedagogic interaction in learning also fade (Agustin et al., 2020). Therefore, what makes children bored of learning is that teachers need to bring children to a cheerful learning atmosphere. Teachers must be able to introspect themselves first and learn more about understanding the character of children's development. Moreover, it needs to be developed again with various things as an intelligent teacher.

From the results of interviews with the head of the Alaskandang 11 PKK Kindergarten, problems that often arise during the process are caused by several things, such as nature, monotonous material, teachers who have difficulty adapting to technological developments, etc., causing children's interest in learning to decrease. They tend to listen, but the child does not understand what is being said. While learning is not just listening to the material, but more than that, learning is a process of transferring material to students, so they understand the lesson. It must be admitted that in the rampant flow of information, teachers are no longer the only source of information but one source of information. Nonetheless, its role in the educational process is still needed, especially in psychological and educative touches on students (Arifin & Setiawan, 2020).

From the results of research conducted by researchers at the Alaskandang 11 PKK Kindergarten, teachers must prepare methods for their students, including; 1) preparing material before entering into learning the teacher should master the material to be delivered so that when teaching in class, the teacher can provide material well and can answer student questions. Additionally, the teacher must have complete material so that he can convey the material well and quickly; 2) discovering new things with students and learning new things will be fun and exciting if done with students. In this situation, the teacher tends to be a study partner and not just provide information to students but instead invites children to be directly involved in discovering new things; 3) passionate about teaching when entering class, the teacher should show enthusiasm in teaching this will make students are enthusiastic about learning and can transmit a sense of enthusiasm to these children in the class. The spirit of learning will make the learning atmosphere more lively and meaningful; 4) determine the appropriate media and methods, with the media and methods used by the teacher will make it easier for students to understand the material being taught; 5) give appreciation to students, often give students appreciation when they can do a task well, ask questions, be diligent and other positive things. The form of appreciation should not only be limited to good grades or prizes; it can also be praise to the child so that he feels valued and will undoubtedly increase his enthusiasm for learning. Meanwhile, for students whose enthusiasm for learning has decreased, the teacher should monitor and continue to encourage them at all times.

Conclusion

Based on the results of the research that the researchers have done about strategies for dealing with early childhood learning saturation at the Alaskandang 11 PKK Kindergarten, Probolinggo, East Java, it can be concluded that the factors that cause students to feel learning saturation come from 1) some students are indifferent when the teacher conveys material/chat; 2) sleepy; 3) some students cried because they joked with their friends; 4) then there are also students who are engrossed in their toys and draw in books; 5) there are also some students who are late in collecting assignments; 6) and teachers who are less able to bring

DOI: 10.31004/obsesi.v7i4.4155

children to a cheerful learning atmosphere. Efforts are being made to overcome the boredom of early childhood, directly and indirectly, by learning while playing, holding outdoor activities, learning while singing, learning while storytelling, drawing or colouring while learning and solving problems with the teacher. The head of the institution indirectly emphasizes teachers in their learning system so as not to bore students in learning and invites children to communicate, guide them, and provide a supportive learning environment for students. The impact obtained from the strategy for overcoming learning saturation for early childhood can be felt by students to learn and participate in learning. This can reduce the saturation that occurs in early childhood.

Acknowledgment

The author would like to thank all those who have provided support so that the author was able to finish this paper on time. Special thanks to the Rector of the University of Nurul Jadid and the entire academic community who have provided research opportunities and funds to complete this research properly.

References

Agus R, A. H., Rozi, F., & H.K, I. (2022). Metode Bernyanyi dalam Meningkatkan Penguasaan Kosa Kata Anak Usia Dini. *Palapa*, *10*(1), 80–95. https://doi.org/10.36088/palapa.v10i1.1670

Agusriani, A., & Fauziddin, M. (2021). Strategi Orangtua Mengatasi Kejenuhan Anak Belajar dari Rumah Selama Pandemi Covid-19. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *5*(2), 1729–1740. https://doi.org/10.31004/obsesi.v5i2.961

Agustin, M., Puspita, R. D., Nurinten, D., & Nafiqoh, H. (2020). Tipikal Kendala Guru PAUD dalam Mengajar pada Masa Pandemi Covid 19 dan Implikasinya. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *5*(1), 334–345.

Ahmed, M. U., Hussain, S., & Farid, S. (2018). Factors Influencing the Adoption of e-Learning in an Open and Distance Learning Institution of Pakistan. *The Electronic Journal of E-Learning Volume*, *16*(2), 148–158.

Angelopoulou, E., & Drigas, A. (2021). Working memory interventions via physical activity and ICTs: A strategic issue for the improvement of school students' learning performance. *Technium Social Sciences Journal*, *17*, 235–243.

Apriyani, N., Hibana, & Suhrahman, S. (2020). Metode Bermain Dalam Pembelajaran Anak Usia Dini. *Raudhatul Athfal: Jurnal Pendidikan Islam Anak Usia Dini*, *5*(2), 126–140. https://doi.org/10.19109/ra.v5i2.8933

Arifin, M. Z., & Setiawan, A. (2020). Strategi Belajar Dan Mengajar Guru Pada Abad 21. *Indonesian Journal of Instructional Technology*, *1*(2), 37–46.

Boylan, J., Seli, P., Scholer, A. A., & Danckert, J. (2021). Boredom in the COVID-19 pandemic: Trait boredom proneness, the desire to act, and rule-breaking. *Personality and Individual Differences*, *171*(September 2020), 110387. https://doi.org/10.1016/j.paid.2020.110387

Dtakiyyatuddaaimah, Berlian, E., Hidayati, N., Kusmiati, & Mariyanti, D. (2021). Pendidikan Seni Anak Usia Dini Melalui Kegiatan Mendongeng Usia 4-6 Tahun. *Jendela Anak*, *1*(1), 1–11.

Fazal, M., & Bryant, M. (2019). Blended Learning in Middle School Math: The Question of Effectiveness. *Journal of Online Learning Research*, *5*(1), 49–64.

Fitri, A. Z., & Haryanti, N. (2020). *Metodologi Penelitian Pendidikan: Kuantitatif, Kualitatif, Mixed method dan Research and Development*. Madani Media.

Hanina, P., Faiz, A., & Yuningsih, D. (2021). Upaya Guru Dalam Mengatasi Kejenuhan Belajar Peserta Didik Di Masa Pandemi. *Jurnal Basicedu*, *5*(5), 3791–3798.

Hasan, M. S. (2020). Implikasi Kejenuhan (Burnout) Belajar Terhadap Minat Belajar Peserta Didik Pada Mata Pelajaran Pendidikan Agama Islam Di Smp Negeri 2 Diwek Jombang.

DOI: 10.31004/obsesi.v7i4.4155

AL HIKMAH Jurnal Studi Keislaman, *10*(1), 105–116.

Hewi, L., & Shaleh, M. (2020). Refleksi Hasil PISA (The Programme For International Student Assesment): Upaya Perbaikan Bertumpu Pada Pendidikan Anak Usia Dini). *Jurnal Golden Age*, *4*(01), 30–41. https://doi.org/10.29408/jga.v4i01.2018

Moelong, L. J. (2002). *Metode Penelitian Kualitatif*. Remaja Rosdakarya.

Nurkholis. (2020). Dampak Pandemi Novel-Corona Virus Disiase (Covid-19) Terhadap Psikologi Dan Pendidikan Serta Kebijakan Pemerintah. *Pgsd*, *6*(1), 39–49.

Oktavia, Y. (2020). Usaha Kepala Sekolah dalam Meningkatkan Kreativitas Guru Dalam Pembelajaran di Sekolah Dasar. *JBMP: Jurnal Bahana Manajemen Pendidikan*, *2*(1), 808–831.

Pratiwi, R., Nasirun, & Yulidesni. (2021). Peningkatan Kemampuan Kerjasama Anak Melalui Kegiatan Outdoor Learning di Kelompok B2 PAUD Kartika Jaya Kota Arga Makmur. *Pena Paud*, *2*(2), 88–95.

Rahmawati, R. L., & Nazarullail, F. (2020). Strategi Pembelajaran Outing Class Guna Meningkatkan Aspek Perkembangan Anak Usia Dini. *Jurnal PG-PAUD Trunojoyo : Jurnal Pendidikan Dan Pembelajaran Anak Usia Dini*, *7*(2), 9–22. https://doi.org/10.21107/pgpaudtrunojoyo.v7i2.8839

Retnaningsih, L. E., & Khairiyah, U. (2022). Kurikulum Merdeka pada Pendidikan Anak Usia Dini. *Jurnal Program Studi PGRA*, *8*(1), 143–158.

Sativa, Y. A., & Purwanto, J. (2022). Pengaruh Kosentrasi Belajar Dan Kejenuhan Belajar Terhadap Prestasi Belajar Matematika. *Mathematic Education Journal)MathEdu*, *5*(2), 11–14.

Selviyani, Wijaya, H. O. L. E., Sari, W. M., Karman, J., & Aprisusant, R. P. (2022). *Menggambar dan Mewarnai Menggunakan Microsoft Paint untuk meningkatkan kreativitas anak-anak*. *3*(2), 1427–1432.

Shofa, M. F. (2020). Inovasi Pembelajaran pada Pendidikan Anak Usia Dini dI Masa Pandemi Covid 19. *BUANA GENDER : Jurnal Studi Gender Dan Anak*, *5*(2), 86–96. https://doi.org/10.22515/bg.v5i2.2820

Shofia, M., & Suryana, D. (2021). Media Pembelajaran untuk Anak Usia Dini di Pendidikan Anak Usia Dini. *Jurnal Pendidikan Tambusai*, *05*(01), 1561.

Simon Harun, D. T. K., & Rahardjo, M. M. (2022). Penerapan Media Loose Parts dalam Mengatasi Kejenuhan Anak di Masa Pandemi Covid-19. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *6*(5), 4919–4929. https://doi.org/10.31004/obsesi.v6i5.2813

Srihartini, Y., & Lestari, M. P. (2020). Pembelajaran Pendidikan Anak Usia Dini Online di Era Pandemi Covid-19. *Tarbiatuna: Journal of Islamic Education Studies*, *1*(1), 135–154. https://doi.org/10.47467/tarbiatuna.v1i1.219

Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.

Susanty, M., & Mahyuddin, N. (2022). Video Pembelajaran Al-Islam Kemuhammadiyahan untuk Meningkatkan Keterampilan Berbicara dan Karakter Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *6*(5), 4493–4506. https://doi.org/10.31004/obsesi.v6i5.2622

Syarifuddin, A., Akhyak, Patoni, A., & Maftukhin. (2021). Teacher supervision as a policy implementation of school heads in improving teacher performance at MTSN 1 and SMPN 1 Tulungagung. *Technium Social Sciences Journal*, *17*, 235–243.

Tanjung, W. U., & Namora, D. (2022). Kreativitas Guru dalam Mengelola Kelas untuk Mengatasi Kejenuhan Belajar Siswa di Madrasah Aliyah Negeri. *Jurnal Pendidikan Agama Islam Al-Thariqah*, *7*(1), 199–217. https://doi.org/10.25299/al-thariqah.2022.vol7(1).9796

Trinova, Z. (2012). Hakikat belajar dan bermain menyenangkan bagi peserta didik. *Jurnal Al-Ta'lim*, *1*(3), 209–215.

Tulyakul, S. (2021). Teacher Motivation, Preventive Strategies toward Lesson Implementation in Physical Education Teachers. *Technium Social Sciences Journal*, *17*, 235–243.

DOI: 10.31004/obsesi.v7i4.4155

Uffen, I., de Vries, S., Goei, S. L., van Veen, K., & Verhoef, N. (2022). Understanding teacher learning in lesson study through a cultural–historical activity theory lens. *Teaching and Teacher Education*, *119*, 103831. https://doi.org/10.1016/j.tate.2022.103831

Wahyuli, R., & Ifdil, I. (2020). Perbedaan Kejenuhan Belajar Siswa Full Day School dan Non Full Day School. *Jurnal Aplikasi IPTEK Indonesia*, *4*(3), 188–194. https://doi.org/10.24036/4.34380

Wang, Z. (2022). The Relationship Between Boredom Proneness and Recessive Truancy. *Proceedings of the 2021 International Conference on Public Art and Human Development (ICPAHD 2021)*, *638*(Icpahd 2021), 815–819. https://doi.org/10.2991/assehr.k.220110.154

Warsah, I., Morganna, R., Uyun, M., Hamengkubuwono, H., & Afandi, M. (2021). The Impact of Collaborative Learning on Learners' Critical Thinking Skills. *International Journal of Instruction*, *14*(2), 443–460. https://doi.org/10.29333/iji.2021.14225ahttps://doi.org/10.29333/iji.2021.14225a

Astuti, R., & Aziz, T. (2019). Integrasi Pengembangan Kreativitas Anak Usia Dini di TK Kanisius Sorowajan Yogyakarta. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *3*(2), 294–302. https://doi.org/10.31004/obsesi.v3i2.99

Hidayatullah, S., & Damayanti, V. (2022). *Analisis Kebutuhan Media Literasi Berbasis Digital pada Anak Usia Dini*. *6*(1), 1190–1196. https://doi.org/10.31004/obsesi.v6i3.1183

Iltiqoiyah, L. (2020). Manajemen Pembelajaran melalui Pendekatan BCCT dalam Meningkatkan Multiple intelligences Anak. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *5*(2), 1368–1381. https://doi.org/10.31004/obsesi.v5i2.781https://doi.org/10.31004/obsesi.v5i2.781