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Research Based Article

The Effectiveness of Cognitive Restructuring Techniques in Group Counseling Services to Reduce Online Learning Burnout In College Students

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ABSTRACT

Effectiveness of cognitive restructuring techniques in group counseling services to reduce online learning burnout in college students. This research was conducted to measure the effectiveness of cognitive restructuring techniques of group counseling services to reduce online learning burnout in BK UNIPA Surabaya college students. This research is a quantitative research which used a purposive sampling technique as a research sample selection technique. Besides that, instrument used in this research were questionnaires and measurement scales which were then tested for validity and reliability first. The design used is a one-group pre-test post-test with a target of 6 college students who have a high level of online learning saturation obtained from the pre-test questionnaire scores. This research is classified as quantitative research using non-parametric analysis with the Wilcoxon test. The result of this research is Asymp value. Sig (2-tailed) of 0.012. Value is smaller than 0.05, so it can be concluded that Ho is rejected and Ha is accepted. The final results of the post-test scores given to the six students showed a decrease in learning saturation scores from the six students in the high category to the low category. So the results of this research read that cognitive restructuring techniques have a significant effect in group counseling services to reduce online learning burnout in BK UNIPA Surabaya college students.

KEYWORDS: group counseling; cognitive restructuring; online learning burnout; quantitative research

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PRELIMINARY

With the Covid-19 pandemic, new policies have emerged in all aspects, including the education aspect. There are new rules that require learning activities from elementary to tertiary levels to implement distance learning online as an effort to prevent Covid-19. Online learning methods are implemented by all education personnel amidst school closures during a pandemic, but the implementation of this policy is felt to be less than optimal and there is still unpreparedness among educators to quickly adapt to new learning mechanisms that use digital systems (Charismiadj, 2020).

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The learning activities carried out during the Covid-19 pandemic were indeed very different from previous learning activities, where the learning process was carried out online from their respective residences. Learning activities at home cause students and teachers to lose opportunities to interact with each other. Many educational institutions have implemented online learning methods in delivering material or giving assignments to students. In an emergency condition due to the current Covid-19 pandemic, this form of assignment is seen as effective. Online learning in during Covid-19 not well-prepared learning activities forced to do so to reduce the risk of spreading Covid-19 (Sunawan, et al., 2021). However, the consequence is that the introduction of concepts related to certain subjects or the delivery of material as is usually done face-to-face cannot run optimally.

The case of learning burnout in students is not a strange problem, if this is left unchecked it will result in the main objectives of the learning not being achieved optimally and the chances of students succeeding in achieving achievements also decrease. Behind the phenomenon of learning saturation that occurs in students, there are factors that cause this problem. Literally, saturation comes from the word saturated, the meaning of the word saturated is dense or full so that it is no longer able to contain anything. Saturation of learning is a mental condition of a person when he is under pressure with the demands of learning, causing burnout, tiredness, feeling lethargic and not enthusiastic about activities related to learning. The negative effects of learning saturation include bad study habits, low motivation, irrational perceptions, compulsions and disruption of academic performance. Boring learning activities lead to depression and high anxiety. Saturation of learning causes academic performance to be disrupted and other negative impacts.

There are many factors behind this problem and each individual must experience different levels of saturation, there are several categories of saturation including saturation with low, medium and high categories. Each level of saturation can affect and hinder daily activities, one of which is the learning process. The responsibilities and demands of student academic life are one of the causes of burnout and stress experienced by students. The continuous learning process and the existence of various pressures, both internally and externally in achieving maximum learning achievement can bring students to the threshold of their abilities. Students feel bored during online lectures because they are too monotonous, loneliness also affects learning burnout. An ineffective learning system is also the cause of difficult material to understand. The high level of saturation experienced by students causes a decrease in academic ability and affects their academic achievement index (Goff, 2011). Do not escape also the emotional condition that encourages cynical and apathetic attitude, lack of self-confidence and low understanding of material that is not acceptable optimally (Arirahmanto, 2016).

A preliminary study conducted on April 22, 2021 from 150 respondents, it was found that the percentage of burnout experienced by students in online learning was 81.3%, which means that the level of saturation experienced by students in online learning is still quite high. Problems like this if not addressed immediately will have a negative impact related to more serious psychological problems in the future. Some of the effects arising from learning burnout such as the psychomotor manifestations above are in line with the research conducted by Maia, et al (2020). He revealed that students who were evaluated during the pandemic showed higher levels of anxiety, burnout, depression than during normal times. This can be interpreted that the pandemic has a slightly negative psychological effect on students. Students are also starting to feel that

online learning is not optimal, this is one of the factors why students experience learning burnout, especially during online learning. (Lianawati, 2022).

Referring to previous studies, one of which was research from Ade Putri in 2018 concerning the Effect of Implementation of Behavioral Cognitive Counseling on Student Learning Saturation at MTsN 1 Medan, in her research Ade obtained the result that there was an influence from the technique used in reducing learning saturation in class IX MTsN 1 Medan in 2018/2019. In addition, research conducted by Nila Ardiani regarding the influence of Cognitive Restructuring Techniques in reducing learning burnout in MTs Assa'adah II Bungah also obtained similar results, namely that there was a significant influence between the techniques used and the problem of learning saturation.

This has become a reference for researchers to conduct research that aims to make the learning process even better, especially at a higher level, where there are not a few cases related to learning saturation experienced by students, especially in a pandemic situation like today. Through the technique chosen by the researcher, one of the techniques in the CBT approach is a cognitive restructuring technique with group counseling services. This technique was chosen in alleviating the problem of online learning saturation because the cognitive restructuring technique focuses on modifying irrational thoughts and directing them to rational thoughts and assisting counsees in seeking self-defeating thoughts and looking for rational alternatives that can change students' maladaptive behavior and negative thought patterns related to their views on online learning. which is considered monotonous and quite boring. This technique is one possible way to help counselors and counsees to work together in recognizing irrational thoughts from counsees.

The stage in implementing this technique is that the counselor first collects data related to the counsee, the counselor helps the counsee to awaken his thinking process, then the counselor helps the counsee to change his internal beliefs and assumptions until the final stage is the counselor collaborating thought stopping with simulation and relaxation to a logical mindset it's formed. The use of this technique is based on the assumptions (1) Irrational thoughts and defective cognitions produce behavior that has negative effects. (2) Thoughts and statements about oneself can be changed by expanding perspectives and personal cognition. The purpose of this research is to determine the effectiveness of cognitive restructuring technique in reducing online learning burnout experienced by college student. If in this study it was found that there was a positive influence in this study, the researcher hoped that later students would be able to reduce the learning saturation they experienced so that they could avoid negative impacts and options that might occur.

METHOD

Solving the problem of this research raised the pre-experimental group. Results of *pre - experimental* research namely the dependent variable is not solely influenced by the independent variable. This is due to the absence of a control group variable and the sample was not randomly selected (Sugiyono, 2010) . *One group pre-test post-test* design. Below is a description of the research design used.

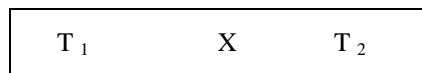


Figure 1. One Group Pre-test Post-test Design

Information:

- T₁ is the measurement before the intervention is given
- X is the treatment of using cognitive restructuring techniques
- T₂ is the measurement after the intervention is given

In the design used, two measurements were taken, the first was used to determine the saturation of online learning in students before being given an intervention (*pre-test*) with code T₁ and the second measurement was carried out to find out the saturation of online learning in students after being given an intervention (*post-test*) with code T₂. The difference between T₁ and T₂ is assumed to be the effect of the intervention or experiment carried out. This design is used in accordance with the objectives to be achieved to determine the effectiveness of cognitive restructuring techniques in group counseling services to reduce online learning burnout in students.

The researcher chose the population in this study, namely BK UNIPA Surabaya 2018, 2019 and 2020 Academic Year 2021/2022 students. Meanwhile, the sampling was carried out using *purposive sampling* and found 6 students who had a high level of online learning saturation according to predetermined online learning saturation criteria. Questionnaires and Likert scales are used as data collection techniques to measure the level of saturation with online learning experienced by BK UNIPA Surabaya students. The S scale of measurement in question is a statement followed by a column which indicates the level, for example ranging from strongly agree to choice strongly disagree. The measurement scale aims to categorize the measured variables so that there are no errors in data analysis and further research steps (Arikunto, 2006). The procedure for developing the scale is firstly defining the research variables, secondly, developing a *blue-print* for the measurement scale, thirdly, compiling the scale development items. Fourth, expert review (*expert review*) as a reference for revising the measurement scale. Fifth, do the test in order to find the validity of the learning saturation measurement scale based on the *Cronbach Alpha* correlation coefficient.

Treatment items must be formulated in a *favorable* direction containing treatments that support the attributes being measured. In addition to being written in a *favorable direction*, items can also be written in an *unfavorable direction*, the contents of which do not support the behavioral characteristics desired by the treatment indicator (Azwar, 2010).

Following are the results of the validity and reliability tests of the learning saturation grid used in this study:

Case Processing Summary			
		N	%
Cases	Valid	35	100,0
	Excluded ^a	0	,0
	Total	35	100,0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics

Cronbach's Alpha	N of Items
.868	35

In the process of testing the grid, there were 5 statement items that failed out of a total of 35 items. The remaining statements amount to 30 statement items that can be used in this research. Based on the reliability test table above, a coefficient of 0.868 is obtained. The ralpa figure shows that the online learning saturation questionnaire presented has a high reliability value. Then the scores from the *pre-test questionnaire* analyzed using the *SPSS application for Windows version 25*, the results were found in several categories, namely 6 students with high scores, 37 students with medium scores and 3 students with low scores. The data in this study were then analyzed using the non-parametric statistical test *Wilcoxon test*, which is the process of analysis by finding the mean, *pre-test* and *post-test* which aims to analyze the hypotheses that influence the use of cognitive restructuring techniques in group counseling on online learning saturation of UNIPA BK college students. Surabaya.

RESULTS AND DISCUSSION

Based on the questionnaire that was distributed to BK UNIPA Surabaya BK students class of 2018, 2019 and 2020 regarding learning saturation using 4 indicators, it was found that many BK UNIPA Surabaya students experienced study saturation due to the daily routines that tended to be the same, the teaching method given by the lecturer who are too monotonous, anxious about the results of the work that has been done, unsure of their own abilities and tend to be unable to control their emotions.

Saturation of learning is certainly one of the obstacles for BK UNIPA Surabaya students to achieve academic and non-academic achievements. Students who experience learning saturation with moderate to high levels will show symptoms or characteristics including loss of motivation, experiencing physical fatigue (such as experiencing sleep disturbances or insomnia, getting sick easily), cognitive fatigue and also emotional exhaustion which is characterized by irritability, sadness and anxiety. . Seeing the problems experienced by BK UNIPA Surabaya students, it is necessary to provide a counseling service.

In the process of this research, the researcher used group counseling using a sample of 6 BK students who had a high enough learning saturation score, the score was obtained from the results of the *pre-test questionnaire* given previously. After obtaining a sample according to the intended criteria, the 6 students will be given an intervention using a cognitive restructuring technique where the purpose of this technique is to reverse the information process that influences negative thoughts and encourages positive beliefs. Changes in judgments about individual beliefs are actions from negative to positive beliefs (Clark, 2003). Regarding the problems experienced by BK UNIPA Surabaya students, namely the problem of online learning saturation, the researchers chose group counseling with cognitive restructuring techniques.

The procedure for implementing the intervention in the service chosen here is group counseling with cognitive restructuring techniques, cognitive restructuring is a

structured strategy directed at goals, focused on exploration, evaluation of maladaptive thoughts (Clark, 2013). This technique can also help counselees reduce anxiety to improve academic achievement. Individuals as counselees who have psychological problems that come from wrong thinking patterns, wrong decision making come from invalid information, it is necessary to restructure their beliefs to help these individuals change their behavior in a more positive direction. So by choosing this technique to reduce learning burnout in students, it is hoped that it will be able to change students' negative thinking patterns about the online learning they are undergoing.

Group counseling is defined as a dynamic interpersonal process and focuses on efforts in thinking and behavior, reality-oriented, cleansing the soul, acceptance and therapeutic functions created and maintained in small group containers (Gazda, 1984). The intervention design of this study consisted of rationales, assumptions, service objectives, counselor competence, objectives, procedures for implementing interventions and evaluation. In the rational section, it explains the basic foundation or background for the implementation of this service, which in this section explains the theory of learning saturation which is the problem to be addressed in this study.

Furthermore, the assumptions section of this research is compiled based on the issues raised, namely the saturation of online learning experienced by students and also includes assumptions from cognitive restructuring techniques. As for the services used, namely group counseling services where this service has a goal, including playing a role in encouraging the emergence of motivations in counselees to change their behavior by utilizing their potential, counselees are able to overcome their problems quickly without causing emotional disturbances and creating growing social dynamics intensive.

The executor of the provision of interventions with this cognitive restructuring technique is a counselor who has special competencies that are expected to be able to streamline the group counseling services that are implemented. Counselor competence in this case is divided into two (2), namely general and special competence. The general competence of the counselor itself is having an appropriate background, having sufficient understanding and knowledge in their field. Meanwhile, for special competence, the counselor has skills as an active and directive teacher in leading discussions and can also show tolerance towards counselees.

The targets for implementing this group counseling service are BK UNIPA Surabaya students of the 2018, 2019 and 2020 Academic Years 2021/2022. The details of the target of this research are students who have a fairly high online learning saturation score after being given *pre-test questions*. Then for the provision of interventions carried out in 6 meetings with a schedule according to the agreement between the counselor and the counselee.

At the beginning of the study, the researcher distributed a *pre-test questionnaire* to the respondents and tested the validity and reliability of the questionnaire. Based on the results of the reliability test, a coefficient of 0.868 was obtained. The *ralpa figure* shows that the online learning saturation questionnaire presented has a high reliability value. Then after testing the validity and reliability of the questionnaire presented, there were several questionnaire items that were omitted in the latest questionnaire data after going through the validity and reliability testing process. Below is a learning saturation questionnaire after testing the validity and reliability. After testing and calculating the score, 6 respondents were found with a fairly high score and met the online learning saturation criteria. Furthermore, the six respondents were given an intervention 6 times by implementing the stages of cognitive restructuring techniques.

Then after being given intervention by the counselor, the six counselees returned to fill out the *post-test questionnaire* whose grid had changed according to the results of the validity and reliability tests. The scores from *the pre-test* and *post-test of the six counselees* were compared and the Wilcoxon test was carried out. Based on the data obtained above, it is known that there is a positive change because there is a decrease in the learning saturation level scores of the six selected respondents. Data in table 1 shows *pre-test data* with scores that can be categorized in the high category obtained by the six BK UNIPA Surabaya students as research subjects. This value is the value obtained before the six students received the intervention.

Table 1. *Pre-test score results*

No	Name	Σy	Category
1	RF	91	Tall
2	AD	91	Tall
3	CN	92	Tall
4	FY	93	Tall
5	AN	103	Tall
6	DM	107	Tall

Table 2. Comparison of *pre-test* and *post-test results*

No	Name	<i>Pre-test</i>	<i>Post-test</i>	Category	Score Difference
1	RF	91	48	Low	43
2	AD	91	49	Low	42
3	cn	92	51	Low	41
4	FY	93	48	Low	45
5	AN	103	48	Low	55
6	DM	107	50	Low	57

After being given 6 interventions using cognitive restructuring techniques in group counseling services, the six students were given a *post-test questionnaire* which aimed to see whether there was any effect from the intervention that had been given. Table 2 presents the output of the *post-test scores of the six students* after being given the intervention. It can be seen that there was a significant decrease in the scores for each sample compared to the previous *pre-test scores*. Negative difference between learning saturation on *the pre-test* and also *the post-test*. In this result, there are 0 negative data (N), which means that all 6 respondents experienced a high level of online learning saturation, which was found from *pre-test to post-test scores*. The average decrease is 0 while the *sum of ranks* or the number of rankings is 0. Then the positive difference in learning saturation in *the pre-test* and *post-test*. There are 6 negative data (N) which means that 6 respondents experienced a decrease in online learning saturation from *pre-test scores to post-test scores*. The average decrease was 4.50 while the total ranking was 36. So it can be said that there was a decrease in the level of learning saturation experienced by the 6 research subjects. The results of the Wilcoxon Test conducted in this study obtained the Asymp. Sig (2-tailed) worth 0.012. This value is less than 0.05 and it can be interpreted that H_a is accepted and H_o is declared rejected and there is a significant influence between the results of the respondents' scores before and after

being given the intervention of cognitive restructuring techniques group counseling services in reducing online learning saturation in BK UNIPA Surabaya students.

In addition to the interpretation results based on the *pre-test* and *post-test* data as well as the results of the Wilcoxon formula test, it is also supported by changes in the psychological conditions of the six subjects in this study. The following is an explanation per subject related to the behavior shown by the six students who have learning saturation scores in the high category after being given group counseling interventions using the implementation of cognitive restructuring:

- 1) RF counselee, got the highest score during the *pre-test*, namely 91. The counselee explained that he was often lazy during online lectures and even often fell asleep during lecture hours, he also revealed that even joining online classes he felt very burdened, especially when certain courses which he considered the subject lecturers to be quite boring and giving assignments difficult. RF is often late when submitting assignments in the campus academic system. After being given an intervention with cognitive restructuring techniques and a *post-test*, RF got a score of 48 in the low category. He explained that currently he has made progress in his studies, such as never being late to submit assignments and not being lazy to join online classes.
- 2) AD counselee, during the AD *pre-test* got a score of 91. In his explanation, AD admitted that he attended lecture classes but did not pay attention when the lecturer or colleagues presented the material. AD also often has difficulties when carrying out assignments given by lecturers, especially when the assignment *deadline is very tight*. AD often works haphazardly and in a rush. After being given an intervention and carrying out a *post-test*, the AD counselee showed a decrease in saturation which was quite good where he got a *post-test score of 49*. According to the explanation from AD, now he always pays attention to the material explained during lectures and he is also more careful when doing assignments.
- 3) Counselee CN, the *pre-test score* obtained by counselee CN was 92, it is known from CN's explanation that he admitted that he was bored during online lectures. He also said that he often ran out of quota or had a bad signal in the middle of class hours, as a result he often missed the material explained by his lecturers. Sometimes CN also failed to submit the assignments given several times and also he only *copied and pasted* the assignments of his friends. However, after being given the intervention, CN almost never imitated his friend's assignments, preferring to do it himself. At the time of giving the *post-test*, CN got a score of 51 which can be said to be in the low category.
- 4) FY counselee with a *pre-test score of 93* explained that he was often intentionally late to join class, as a result sometimes he was not allowed to join class which automatically left him behind the meeting material at that time. Even when submitting assignments, FY often does assignments carelessly with the important principle of submitting assignments. After FY received intervention in this study, she explained that she was never intentionally late when joining a class and never did assignments carelessly because that also had an impact on her academic grades. The decrease in FY's learning saturation score was quite good, which was originally in the high category to be in the low category with a *post-test score 48*.

- 5) Counselee AN, the score obtained by AN during the *pre-test* was 103, this score was included in the high category. AN also admitted that he felt that he was experiencing severe learning burnout. He often falls asleep or just joins class but doesn't pay any attention. He only pays attention during absences, and he also imitates the duties of his friends by forcing his friends to help him. After the intervention with this cognitive restructuring technique was given, AN said he began to make changes in a better direction, such as always listening and paying attention during lectures, often asking the lecturer if he did not understand the material presented and he also no longer forced his friends to help him with his assignments. The result of the AN *post-test* score was 48 which can be said that the counselee experienced a decrease in the level of learning saturation which was quite good.
- 6) The DM counselee got the highest *pre-test* score with a score of 107. He felt bored during lecture hours, especially with certain courses that were quite long in duration. Not only that, he also felt bored and lazy with the teaching method of certain lecturers which he thought were very boring and difficult assignments. Not infrequently he often sleeps during lectures, in essence he just joins the class but is not paid attention to at all. After being given intervention and conducting a *post-test*, DM explained that he now had a better change than before as he explained he now always pays attention to what the lecturer says during lectures and has succeeded in changing his negative thoughts about online learning which he previously thought only added to the burden. The *post-test* score shows a significant decrease with a score of 50 which is in the low category.

Thus, this study obtained good results wherein this study found a significant decrease in online learning saturation levels of the six samples. The cognitive restructuring technique in this study can help the six samples to change their thinking patterns towards online learning and turn these irrational thoughts into more rational thoughts and actions. Because in the technique used in this study in the stages there is an introduction and practice of copying thoughts, then the transfer of negative thoughts leads to the introduction and practice of positive reinforcement and in the end there is a follow-up of all the stages that have been carried out before.

CONCLUSION

Based on the results of the research above related to online learning saturation, it can be concluded that the factors that cause learning saturation in students include monotonous learning conditions, too many assignments, sudden obstacles, being ignored, loss of motivation, conflicting rules and *deadlines*. Each individual experiences different levels of saturation, there are several categories of saturation including saturation with low, medium and high categories. The level of saturation in the moderate to high category can affect and hinder daily activities, one of which is the learning process. The demands of academic life on students can be one of the causes of burnout and stress experienced by students. The learning process is without pause and there is pressure both internally and externally in order to achieve maximum learning achievement can bring students to the limits of their physical abilities which in the end these students experience physical and emotional exhaustion. There are also a. The aspects of learning saturation are divided into 4 aspects, namely (1)

emotional exhaustion, feelings of depression, sadness, emotional control, unfounded fear, and anxiety. (2) Physical fatigue, headaches, nausea, dizziness, anxiety, muscle aches, sleep disturbances, lack of appetite. (3) Cognitive fatigue, loss of hope and meaning in life, fear of being "crazy", feelings of helplessness and inability to move, feelings of failure, low self-esteem, suicidal ideation, lack of concentration. (4) Loss of motivation, lack of enthusiasm, lost idealism, disappointment, withdrawal, and burnout.

Based on data from research results related to online learning saturation experienced by 6 BK UNIPA Surabaya students before being given the intervention, it showed that the scores of the six research subjects were in the high category. Furthermore, given group counseling interventions implementing cognitive restructuring with an intensity of 6 meetings, these 6 students experienced a decrease in online learning saturation and obtained scores in the low category. The results of testing the Wilcoxon test Asymp value. Sig (2-tailed) with a value of 0.012, the result is smaller than 0.05, then it is concluded that H_a is accepted, meaning that there is a significant effect, as evidenced by the difference between the level of online learning saturation in students before and after being given the intervention. Thus, students who have received intervention in this study are able to change their negative thinking patterns and can also return to increase their academic potential and other goals that have been previously targeted.

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