

Overcoming Academic Challenges: The Role of Self-Efficacy in Reducing Student Burnout in PAI Learning

Elok Veronica Retnowati*, Hasan Baharun, Abdul Wahid Zaini

Universitas Nurul Jadid, Indonesia

Email : elokveronica2804@gmail.com

ABSTRACT

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* Elok Veronica
Retnowati

This study aims to examine the influence of self-efficacy in overcoming academic burnout among students at MAN Bondowoso and MA Nurut Taqwa Bondowoso. The phenomenon of academic burnout that occurs in students in both schools shows a decrease in learning motivation and excessive anxiety about exams and academic assignments. This study uses a qualitative approach with a case study design to understand the factors that affect self-efficacy and burnout among students. The data collection techniques used were in-depth interviews with 15 students, direct observation, and documentation. The collected data was analyzed using the Miles and Huberman analysis model, which included the stages of data collection, data reduction, data presentation, and conclusion drawn. The results of the study show that self-efficacy plays an important role in helping students overcome academic burnout. Factors that strengthen students' self-efficacy include successful experiences, social support from teachers and peers, and a positive mindset developed in facing academic challenges. The implications of this study show that increasing self-efficacy can be an effective strategy in reducing academic burnout and increasing student learning motivation. This research makes an important contribution to the development of education policies in religious schools, emphasizing the importance of a more holistic approach to students' psychological well-being in the face of academic pressure.

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INTRODUCTION

Education in Indonesia, especially at the secondary level, faces great challenges in creating an environment that supports students' mental and academic development (Kaligis et al., 2021; Jhon et al., 2021; Pramana et al., 2021). Based on data from the Ministry of Education and Culture

(Kemendikbud), the level of stress among Indonesian students has been increasing in recent years, especially related to the increasing academic pressure (Zaini, 2023; Putri et al., 2024; Basri et al., 2024). One of the main impacts of protracted academic stress is burnout, a condition in which students feel drained of energy, lose motivation, and have difficulty performing well in school (Merlo & Rippe, 2021; Jan & Parveen, 2024; Norman & Paramansyah, 2024). This phenomenon of academic burnout not only threatens students' emotional well-being (Padmanabhanunni et al., 2023; Córdova Olivera et al., 2023; Hamidah, 2023), but also has the potential to reduce the overall quality of education (Zaini, 2020; Susilawati & Astuti, 2022; Zaini, 2023). In this context, the development of self-efficacy—an individual's belief in one's ability to achieve one's goals—is essential to help students overcome academic challenges and prevent burnout (Zaini, 2020; Gkolia et al., 2021; Khodapanah & Tamannaefifar, (2023). The theory of self-efficacy developed by Albert Bandura (1997) emphasizes that students who have confidence in their abilities tend to be more resilient and able to cope with pressure better (Mamolo, 2022; Drach-Zahavy et al., 2022; Wang et al., 2024).

The burnout phenomenon that occurs in secondary schools, including in MAN Bondowoso and MA Nurut Taqwa Bondowoso, shows that there is a gap between high academic goals and students' ability to manage the stress and challenges they face. Based on field observations, it was found that many students in these two schools experienced a decrease in learning motivation and excessive anxiety about exams or academic assignments. This phenomenon is often accompanied by a decrease in self-efficacy, where students feel less able to cope with the challenges they face. Many students are not confident in their academic abilities, even though they have considerable potential. This situation suggests that there needs to be a more intensive effort in helping students improve their self-efficacy, with the aim of reducing anxiety and preventing academic burnout. In this context, research on factors that can strengthen students' self-efficacy, such as success experiences, social influence, and positive mindsets, is very important to dig deeper into the right solutions to overcome this problem.

A recent literature review shows that self-efficacy plays an important role in helping students cope with academic stress and increase learning motivation. Research by Arora et al. (2021), revealed that students with high levels of self-efficacy tend to be better able to manage stress and more confident in facing exams, despite facing significant obstacles. Another study by Mazzetti et al. (2020), shows that providing positive feedback and successful learning experiences can strengthen self-efficacy, which in turn reduces anxiety and improves students' academic performance.

Research by Andres. (2020), also highlights the importance of a positive

mindset in increasing student self-efficacy, especially in facing academic failures and challenges. However, although there are many studies that show the importance of self-efficacy in education, few studies examine its application in religious schools or religious education contexts such as in MAN and MA. This gap shows the need to conduct further research that focuses on the development of self-efficacy in the context of Islamic religious education, especially in an effort to overcome student academic burnout.

This research fills the gap by focusing on the application of self-efficacy to overcome academic burnout in MAN Bondowoso and MA Nurut Taqwa Bondowoso. The novelty of this study lies in a more specific approach to students in the religious education environment, as well as further exploration of the factors that affect students' self-efficacy, such as success experiences, social models, and positive mindsets in the context of Islamic Religious Education (PAI) learning. This research will enrich the existing literature by providing new insights into how these strategies can be applied to improve the academic well-being of students in religious schools. Thus, this study not only makes a theoretical contribution regarding the development of self-efficacy, but also offers a practical contribution to the development of educational policies in religious schools in overcoming the problem of academic burnout.

The purpose of this study is to understand how the application of self-efficacy can help students at MAN Bondowoso and MA Nurut Taqwa Bondowoso in overcoming academic burnout. Through this research, it is hoped that effective strategies can be found to reduce students' academic anxiety and increase their motivation in learning. Practically, the results of this research can provide useful recommendations for teachers, educators, and schools in creating a learning environment that supports students' mental well-being, as well as helping them overcome academic challenges more effectively. This research is also expected to contribute to the development of more holistic education policies and pay attention to the psychological aspects of students in religious schools.

METHOD

This study uses a qualitative type of research with a case study approach. This type of research was chosen because the purpose is to understand the phenomenon in depth, namely the application of self-efficacy in overcoming academic burnout in students at MAN Bondowoso and MA Nurut Taqwa Bondowoso. Case studies were chosen because they provide an opportunity to explore phenomena contextually in one or more limited units of analysis, in this case the two schools.

The qualitative approach is considered more appropriate because it can explore in more detail and comprehensively related to subjective experiences, perceptions, and patterns of student behavior related to self-efficacy and academic burnout (Tan et al., 2020; Alam, 2021; Renjith et al., 2021). In contrast to quantitative research that tends to prioritize statistical measurements, this research aims to describe and interpret the meaning contained in the experiences of students and teachers. The selection of this method allows researchers to gain deeper insights into the dynamics that occur in the field.

The data collection techniques used in this study are in-depth interviews and field observations. Interviews were conducted with students and teachers at MAN Bondowoso and MA Nurut Taqwa Bondowoso who have been selected based on certain criteria, such as a long enough learning experience and a willingness to talk about their academic experience. The respondents involved in this study consisted of 10 students (5 from MAN Bondowoso and 5 from MA Nurut Taqwa Bondowoso), as well as 5 teachers (3 from MAN Bondowoso and 2 from MA Nurut Taqwa Bondowoso). The selection of the number of respondents is based on the theoretical principle of sampling, where the number is sufficient to obtain a representative variety of views and experiences in the context studied. Field observations were conducted to identify patterns of interaction between students and teachers, as well as to see the implementation of various strategies related to the development of self-efficacy and reduction of burnout. The location of the study, namely MAN Bondowoso and MA Nurut Taqwa Bondowoso, was chosen because the two schools have diverse student populations in terms of academic achievement and learning experience, so that they can provide broader insights into the application of self-efficacy in overcoming burnout. Table 1. Display about resource person codes used in data collection techniques.

To analyze the data, this study uses a data analysis technique developed by Miles and Huberman, which is an interactive analysis model that includes three stages: data reduction, data presentation, and conclusion drawing or verification (Syaharuddin et al., 2022; Maulidah et al., 2023; Chuanchen & Zaini, 2023). In the first stage, data reduction is carried out by selecting relevant information and grouping the data based on emerging themes, such as success experiences, the influence of social models, social persuasion, and positive mindsets. In the second stage, the presentation of data is carried out by compiling the results of interviews and observations in the form of a clear and structured narrative to facilitate the drawing of conclusions. In the last stage, conclusions are drawn by verifying the findings and developing a broader understanding of the phenomenon being studied. In data analysis, researchers also use data triangulation by comparing the results of interviews, observations, and documentation to ensure the accuracy of findings and the validity of the research.

Table 1. Resource Person Code

Resource Person Code	Types of Resource Persons	Information
I_Student_MAN_2024	Student MAN Bondowoso	Interviews with students at MAN Bondowoso
I_Student_MA_2024	Student MA Nurut Taqwa	Interview with students at MA Nurut Taqwa
I_Teacher1_2024	Teacher Man Bandoso	Interview with teachers at MAN Bondowoso
I_Teacher2_2024	Teacher MA Nurut Taqwa	Interview with teachers at MA Nurut Taqwa
I_Student4_2024	Student MA Nurut Taqwa	Interview with students at MA Nurut Taqwa
I_Student5_2024	Student MA Nurut Taqwa	Interview with students at MA Nurut Taqwa
I_Student6_2024	Student MAN Bondowoso	Interviews with students at MAN Bondowoso
I_Student7_2024	Student MA Nurut Taqwa	Interview with students at MA Nurut Taqwa
I_Student8_2024	Student MAN Bondowoso	Interviews with students at MAN Bondowoso

FINDING AND DISCUSSION

In this section, the main findings resulting from research on the application of self-efficacy to overcome academic burnout in PAI learning at MAN Bondowoso and MA Nurut Taqwa Bondowoso are presented. These findings were analyzed through four main dimensions of self-efficacy related to successful experiences, the influence of social models, social persuasion, and positive mindsets.

Mastery Experience

Success experience is the most influential factor in building self-efficacy because it is based on individual achievement. Based on the findings obtained from interviews and field observations, students at MAN Bondowoso and MA Nurut Taqwa Bondowoso showed that their successful experience in learning greatly affected their confidence level. The results of observations in the field showed that successful experiences, both in the form of academic achievement and in efforts to overcome learning difficulties, had a significant impact on increasing students' self-efficacy.

In both schools, observations showed that students who successfully completed academic assignments or achieved their learning goals tended to be more confident in facing new challenges. In addition, students who can recognize their own successes, albeit on a small scale, show increased motivation and

higher self-confidence. For example, students who succeed in exams or group projects show increased confidence in their ability to face the next exam, even when faced with greater challenges. In general, successful experiences, both from individual tasks and in group contexts, greatly influence students' perception of their own abilities.

One of the interviews with MA student Nurut Taqwa Bondowoso revealed, "Previously, I used the method of studying with friends, and it was effective for me to achieve the goals I had set. Until now, I still apply this method." (I_Student_MA_2024). Success in achieving previous learning goals increases students' confidence to continue developing learning methods that have proven to be effective. This is the main trigger that increases their self-efficacy.

A student from MAN Bondowoso stated, "My way to increase my confidence in learning is to focus on learning goals and set targets that I want to achieve." (I_Student_MAN_2024). Through setting clear targets, students feel that future success is achievable. This illustrates that difficulties in completing tasks are considered a challenge that can be overcome, and small achievements further strengthen their self-efficacy.

Table 2. Achievement and Evaluation in Increasing Student Confidence

Types of Achievements	Confidence Level	Effect on Self-Efficacy
Mastery Experience	High	Increases student confidence
Setting Targets and Objectives	High	Improves self-efficacy
Failure Evaluation and Repair	Intermediate	Reduces anxiety and improves mental readiness

Based on the table presented, it can be interpreted that the types of achievements associated with the Mastery Experience and the setting of goals and objectives have a high level of confidence, which in turn increases the self-efficacy of students significantly. Successful experiences provide a strong confidence boost, while setting clear goals helps students feel better able to achieve their goals. On the other hand, failure and improvement evaluation, although it has a more intermediate level of confidence, is influential in reducing anxiety and increasing students' mental readiness to face future challenges. Overall, success experiences and goal setting played a more direct role in strengthening self-efficacy, while failure evaluations focused on emotional and mental management aspects to support further development.

Social Modeling

Self-efficacy is also obtained through observation of other people's successes. Observation of individuals with similar abilities in achieving goals gives confidence that students can also achieve the same results. These findings

support the theory that seeing others succeed will strengthen students' confidence.

Observations at MA Nurut Taqwa Bondowoso and MAN Bondowoso revealed that the influence of social models was very visible among students. Students tend to imitate the behaviors and approaches taken by people they consider to be models or role models, be it parents, teachers, or public figures. This social model is not only limited to academic success but also to how to deal with stress and challenges in everyday life. For example, students who often hear success stories from parents or other inspirational figures tend to imitate them in the way they complete their assignments and overcome academic problems. In field observations, it can be seen that students who have a clear role model and whom they consider to be exemplary figures, such as teachers or public figures, are more confident in achieving their goals.

One of the students at MA Nurut Taqwa Bondowoso said, "My father is my motivation. I want to be as successful as he is, and I often discuss with him how he achieves it." (I_Student4_2024). Identifying inspirational models in everyday life, such as parents, gives students the confidence to emulate the positive habits that their models do. This increases students' self-efficacy in undergoing academic challenges.

Another student at MA Nurut Taqwa Bondowoso said, "I often read the biographies of figures like Gus Dur and learned a lot from his life journey. It gave me a new perspective on the challenge." (I_Student5_2024). By studying the life stories of characters who are considered inspiring, students can adapt their strategies in facing difficulties. This reinforces their belief that with effort and dedication, they can also succeed.

Social Persuasion

In terms of social persuasion, observations show that teachers play a very important role in improving students' self-efficacy. Teachers provide positive encouragement that has a great influence on students' confidence. In both schools, teachers actively provide constructive feedback, emphasizing students' strengths and potential, as well as providing encouragement to keep trying despite failure. In addition, teachers at MA Nurut Taqwa Bondowoso were also seen providing personal guidance and emotional support to students who felt pressured or lacked confidence.

In observation, students who received positive feedback from teachers showed increased motivation and better learning performance. The feedback provided is constructive, and students feel valued and encouraged to keep trying. In both schools, teachers provide clear and constructive feedback to students regarding their efforts and abilities. One of the teachers stated, "I always give positive and constructive feedback so that students feel valued and motivated." (I_Teacher1_2024). The feedback students receive regarding their achievements encourages them to be more confident in their abilities, which plays an important role in improving self-efficacy.

In addition, teachers at MA Nurut Taqwa Bondowoso also encourage students to self-reflect on their learning process. One of the students said, "My teacher always asks me to look back at what I have achieved and evaluate what needs to be improved." (I_Student6_2024). This reflection gives students the opportunity to celebrate their success even if it's small, which further strengthens their confidence and self-efficacy. The following table illustrates the effect of constructive feedback and self-reflection on the improvement of students' self-efficacy.

Table 3. Constructive feedback and self-reflection

Types of Social Persuasion	Confidence	Effect on Self-Efficacy
Positive Feedback from Teachers	High	Increases self-confidence and motivation to learn
Self-Reflection and Evaluation	Medium-High	Helping students to recognize their achievements and improve learning strategies

Based on the table presented, it can be interpreted that the type of social persuasion given in the form of positive feedback from teachers has a significant impact on student confidence, with a high influence on increasing self-efficacy. Constructive and positive feedback from teachers not only increases students' self-confidence, but also motivates them to be more active in learning. Meanwhile, self-reflection and evaluation, despite having confidence levels that tend to be medium to high, serve as important tools to help students recognize their achievements, while also improving the learning strategies they apply. Overall, positive feedback from teachers provides an immediate boost to students' motivation and confidence, while self-reflection focuses more on developing self-awareness and continuous improvement in the learning process.

Positive Thinking

Observations of students at MA Nurut Taqwa Bondowoso and MAN Bondowoso show that a positive mindset strongly supports their self-efficacy. Students who tend to have a positive mindset, whether through positive self-talk or realistic thinking about failure, show lower stress levels and are better able to cope with academic challenges. In difficult exam or assignment situations, students with a positive mindset are more likely to keep trying, not give up easily, and more easily get up after failure. In contrast, students who tend to have a negative mindset or focus on failure often show decreased motivation and have more difficulty overcoming obstacles. These observations show that a healthy and positive mindset can increase students' resilience in facing academic difficulties.

Some students at MA Nurut Taqwa Bondowoso revealed that they do positive self-affirmations to strengthen their beliefs. One student said, "I always talk to myself, remind myself that I can do it." (I_Student7_2024). Positive affirmations help students to maintain optimism and increase their self-confidence. This is one way to fight anxiety that can hinder their learning.

Students at MA Nurut Taqwa Bondowoso also adopt a more realistic mindset. They strive to think positively about challenges, but still understand that failure is part of the learning process. One student said, "I learned to accept that failure is part of the journey, and I'm not too afraid to face it." (I_Student8_2024). Realistically positive thinking helps students to be better prepared to face adversity, which in turn increases their self-efficacy in learning.

Table 4. Student Positive Mindset Strategies

Positive Mindset Strategies	Influence on Self-Confidence	Effect on Self-Efficacy
Self-talk Positif	High	Increase optimism and motivation to overcome challenges
Realistic Positive Thinking	Medium-High	Helps reduce anxiety and improve mental readiness

Based on the table presented, it can be interpreted that positive mindset strategies such as positive self-talk have a high influence on students' self-confidence, which in turn increases their self-efficacy. Positive self-talk serves as an effective tool to increase optimism and motivation, allowing students to be more confident in facing learning challenges. On the other hand, realistic positive thinking, although its effect on self-confidence is more medium to high, has a significant impact in reducing anxiety and improving students' mental readiness. By thinking realistically, students can set their expectations and mentally prepare themselves to face adversity without feeling overwhelmed.

Overall, these two strategies complement each other, where positive self-talk gives an immediate boost to confidence, while realistic positive thinking helps maintain emotional balance and mental readiness in the learning process. The results of this study show that the application of the four main dimensions of self-efficacy—successful experience, social model influence, social persuasion, and positive mindset—has a significant impact on the development of student self-efficacy at MAN Bondowoso and MA Nurut Taqwa Bondowoso in overcoming academic burnout. These findings are in line with previous studies that highlight the importance of successful experiences in building confidence and self-efficacy. For example, Arora et al. (2021), in his research emphasized that personal achievement is one of the main sources of increased self-efficacy, which is in line with our finding that students' successful experiences, both in academic assignments and achievement of learning goals, can strengthen their confidence in self-efficacy.

In addition, social models or social influences of supposedly inspirational figures, such as parents and teachers, have been shown to increase students' self-efficacy, in line with the findings of Mazzetti et al. (2020), who stated that observation of successful individuals with similar abilities can increase students' confidence that they can also achieve the same. Positive feedback from teachers, as a form of social persuasion, has also been noted to play a major role in increasing student confidence, supporting the findings of Andres, (2020), which revealed that emotional support and constructive feedback from teachers can significantly increase student motivation and self-efficacy. Finally, a positive mindset, through positive self-talk and realistic thinking about failure, has been shown to reduce anxiety and increase students' mental readiness to face academic challenges. This is in line with research conducted by Arora et al. (2021), which states that students with a positive mindset tend to be more resilient in facing difficulties and more confident in achieving their goals.

This research makes significant theoretical and practical contributions in the understanding and application of the concept of self-efficacy to overcome academic burnout among students. Theoretically, this study enriches the literature on self-efficacy by linking four main dimensions—success experience, social model influence, social persuasion, and positive mindsets—with efforts to reduce academic burnout. positive feedback, as well as the development of a positive mindset among students. Thus, the results of this research can be used as a basis for designing learning programs that better support students' mental health and well-being, as well as improve their academic performance through a more holistic and integrated approach.

CONCLUSION

This study reveals that the application of the four main dimensions of self-efficacy—successful experience, social model influence, social persuasion, and positive mindset—has a significant impact on overcoming academic burnout in students at MAN Bondowoso and MA Nurut Taqwa Bondowoso. These findings suggest that successful learning experiences and academic achievement directly strengthen students' confidence, while social support from teachers and social models serve as important sources of motivation in building self-efficacy. Further, the application of positive mindsets, such as self-talk and realistic thinking, helps students manage anxiety and improve their mental readiness to face academic challenges. The main lesson that can be drawn from this study is the importance of a holistic and integrated approach in supporting students' confidence development, which in turn reduces the risk of academic burnout and improves their overall performance.

Theoretically, this study makes a significant contribution by enriching the understanding of the factors that make up self-efficacy in the context of education, especially in situations prone to academic stress. By highlighting the role of successful experiences, social persuasion, and positive mindsets, this study renews existing perspectives on academic stress management and learning strategies based on strengthening students' confidence. However, this study has limitations, such as the limited sample of two schools in Bondowoso, as well as the lack of gender and age variation that can affect the generalization of the findings. Therefore, further research with a more diverse sample and broader methods, such as large-scale surveys or experiments, is needed to deepen this understanding and develop more inclusive and appropriate education policies. Future research may also explore other factors that have the potential to affect students' self-efficacy, such as family or social environment factors, to provide a more comprehensive picture in an effort to reduce academic burnout.

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