



QUALITY MANAGEMENT IN OVERCOMING STUDENT BOREDOM

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Abstract:

The fatigue of learning is a psychological condition characterized by boredom and excessive fatigue, leading to a lack of enthusiasm for engaging in learning activities. If a student loses the desire to learn and motivation for studying, they will become bored with the learning process. The abundance of school assignments makes students feel bored and often neglect their tasks. This journal explores strategies and practices of quality management as an effective approach to address the challenges of student boredom in the education environment. Through Action Research and qualitative analysis, we delve into the implementation of quality-based curriculum, the use of learning technology, and differentiation strategies to create a more dynamic and relevant learning experience. Additionally, the journal discusses the role of parental involvement in decision-making, and psychosocial approaches to strengthen dimensions. The research results indicate that this approach is effective in enhancing student motivation, reducing boredom, and creating a more positive learning environment. Practical implications and recommendations for future research are also discussed.

Keywords: *Learning saturation, Learners*

INTRODUCTION

In this modern era, the quality of educational institutions significantly influences students. When an educational institution has low quality, it will certainly impact the intellectual development process of the students. For example, a low-quality educational institution can lead to boredom in the students' learning process.

Learning fatigue is a psychological condition characterized by boredom and excessive fatigue, resulting in a lack of enthusiasm to engage in learning activities. If students lose the desire and motivation to learn, they will become bored with the learning process. The abundance of school assignments makes students feel bored and often neglect their tasks. This journal explores strategies and practices of quality management as an effective approach to address the challenges of student boredom in the education environment.

The problem is that the quality of education in developing countries is still significantly behind compared to education in developed countries. As we know, education in developing countries seems chaotic. Many people in developing countries still do not understand the importance of education, so the majority of the population in developing countries pay little attention to education. However, if we look further, education is one of the indices of development and is a measure of a country's progress.

Low-quality education will inevitably result in the stifling of creativity among post-school participants and a decline in the confidence of participants when facing the challenging world of work. Graduates often become individuals who lack courage, with a strong attachment to their youthful spirit, and increasingly distant from the realities of the society around them.

RESEARCH METHODS

The type of research conducted is qualitative descriptive research, where all collected data is processed by selecting relevant information with the aim of obtaining high-quality data. The data collection techniques employed by the author in the field include observation, interviews, and documentation. Subsequently, the data analysis techniques involve data reduction, data presentation, and data verification.

RESULTS AND DISCUSSION

Efforts to Overcome Learning Boredom in Students in addressing the issue of students' learning problems cannot be ignored by engaging in activities to identify factors suspected as the causes. Therefore, accurately identifying absolute root causes is essential.

The author found that there are three factors causing the learning problem addressed in this thesis, namely learning boredom. The dominant factors originate from the students themselves, the teaching methods employed by educators, and the learning environment of the students. After identifying the main sources of causes and other contributing factors in the learning problem, solutions or efforts can now be sought to address the issue.

In their role as educators, Islamic religious education teachers make specific efforts to overcome learning boredom in students. These efforts include implementing varied teaching methods and conducting evaluations. As expressed by an informant, 'In general, the steps that need to be taken to address learning boredom in students can be done by applying diverse teaching methods so that students do not feel bored. In addition, evaluations are also conducted to determine the extent of students' understanding of the taught material and as motivation to boost students' enthusiasm for learning, which will ultimately impact the students' grades.'

According to the statements above, the author concludes that a teacher must be adept at determining steps to overcome boredom in learning so that students do not quickly become bored with the subjects taught. As one student expressed, 'If we are bored, we are given interesting things like games or competitions so that we are not bored anymore.'

The instructional system approach in the field of education involves management techniques to solve educational problems or, at the very least, can be considered as the maximal use of various sources to improve the quality of education. In school, a teacher is expected to carry out an effective learning process and must be able to determine or choose teaching methods that are suitable for the material being taught. There are various subjects that students must undergo, one of which is Islamic religious education, where this subject is one of the moral support subjects for students. As mentioned by the above Islamic religious education teacher, the steps or efforts that must be taken to overcome boredom in learning are as follows:

Implementing Varied Teaching Methods, the teacher's effort to choose the appropriate method in educating students is by adapting the method to the psychological conditions of the students. They must also strive to ensure that the subject matter given to the students is easily understood. In this regard, it is not enough for the educator to be gentle. They must also consider the methods to be used to prevent students from easily feeling bored with the material being taught. In the application of this method, in addition to using lecture methods as usual, Islamic Religious Education (PAI) teachers also employ other methods to prevent students from feeling bored with the taught material. One example is the use of the picture and question-answer methods, as stated by an Islamic Religious Education (PAI) teacher:

'To avoid boredom among students with conventional lecture methods, when teaching a specific subject matter, I usually use methods that involve images, such as in the topic of ablution or prayer movements, where students arrange these images in the correct order. With this method, students are more enthusiastic about participating in the lesson. Additionally, I also use the question-answer method, by posing questions to students about the lesson at that moment, and anyone who can answer will receive a reward.

Based on the statement of the Islamic Religious Education teacher, the author can conclude that the desire of Islamic Religious Education teachers to provide lessons using varied methods, such as the picture and question-answer methods, is an effort made by Islamic Religious Education teachers with the aim of overcoming the learning boredom experienced by students.

Applying an Approach to Students, an approach is crucial in addressing students experiencing learning boredom, as explained by the following informant: Emotional approach to students is absolutely necessary and must be consistently applied. Every day, they need to be approached with special attention because the further we are from them, the further they will be from us.

In the teaching process, a teacher should not display things that eventually cause tension; rather, they should exhibit a positive attitude so that students are interested in participating in the lesson. In the teaching and learning process, the teacher plays a vital role in understanding the characteristics of students through various approaches to avoid boredom in the learning process. In their role as educators, teachers in an educational institution are required to make every effort to arrange the learning environment to create a conducive atmosphere that allows students to engage in the learning process calmly and passionately. The behavior of teachers in the education and learning process will have a strong influence on shaping the behavior and personality of their students.

Furthermore, creating a conducive and enjoyable learning environment for both teachers and students is essential in the learning activities. Apart from the behavior of teachers and their role in creating a conducive learning situation, it serves as one form of psychological approach.

From various pieces of information, it can be concluded that by employing an emotional approach to address students' learning boredom in an educational institution, it can minimize or even prevent learning problems. Ultimately, this will impact the change in the attitudes and experiences of the students. In addition to the emotional approach, teachers also utilize a religious approach because religion plays a significant and dominant role in shaping the soul or mental and spiritual aspects. Religion can provide meaning, purpose, and direction in life. Without religion, life may feel empty, meaningless, and mechanical. Religion and belief in God are basic human needs that help people fulfill the void in their souls. The way religious education is provided must be tailored to the psychological development and reasoning abilities of children. A teacher should not only possess knowledge of religion but also master methodologies and psychology to teach effectively. They must also have a religious spirit so that all their activities become exemplary and reflective for their students.

Conducting Evaluation at the End of Each Lesson, teachers are expected to create a conducive teaching and learning interaction because the conduciveness of the teaching and learning situation can be an indication of teaching success. Furthermore, in the learning process, teachers must monitor the learning outcomes achieved by students over time through evaluation. The information obtained from these evaluation activities serves as feedback on the teaching and learning process, which will be used as a starting point to improve and enhance the next learning process. Thus, the learning process will be continuously improved to achieve optimal learning outcomes.

Similar to other subjects, in Islamic Religious Education (PAI), an evaluation is also conducted at the end of each lesson. This is done with the intention to 'assess the level of understanding of students in the learning process, so that we know what steps to take next.' In addition to evaluations conducted during the ongoing learning

activities at school, homework is also given to evaluate students' affective domains how attentive and responsive they are to the tasks assigned by the teacher and to impose sanctions if a task is not completed. As expressed by an informant: 'In addition to evaluating at the end of each lesson, another effort made to prevent students from forgetting is to assign homework on the taught material. Also, at the beginning of each lesson, questions about the previous lesson are given to students, and sanctions are imposed if they cannot answer or complete a task.'

The phenomenon of a student's learning problem is usually evident from the decline in their learning achievement. Therefore, it is wise to provide solutions to the learning problems faced by students. Additionally, the things assessed to determine the achieved learning outcomes are not only seen from their ability to answer exam sheets but also from the behavior and skills of the students. Thus, the final results given cover the cognitive, affective, and psychomotor aspects.

Implications of Efforts to Overcome Student Learning Boredom at SD Negeri 10 Banawa, Donggala Regency In addressing student learning boredom, effective and efficient methods are needed for these efforts to have an impact on students' daily lives. In this regard, the implications of efforts to overcome student learning boredom are related to the methods used by educators in transferring knowledge to students.

This pertains to the methods used by teachers in teaching. The role of the teacher in the learning process significantly influences whether students understand a subject or not. A teacher's task is not just to explain to students but to help them understand the knowledge transferred by the teacher. Furthermore, the teacher should aim for students to be able to apply what they have learned in their daily lives, in addition to gaining a correct and maximal understanding of what the teacher conveys.

The use of appropriate methods in the learning process can minimize learning problems experienced by students, such as boredom, and can effectively achieve the learning objectives to be more optimal. This condition is evident in the research conducted by the author at the location, where students like the use of certain methods that motivate them to be enthusiastic about learning. As expressed by an informant: 'I like the Religious Education subject the most because when we learn and are given tasks, we are given group or individual competitions to complete the task. Whoever is quick and accurate will be given a reward.'

On the contrary, students will become bored with a certain subject when the teacher only uses the same methods repeatedly. As mentioned by an informant, 'Sometimes I get bored with a certain subject because when the teacher comes in, there is more lecturing.' Conventional methods such as lectures are still widely used by teachers in the learning process, and there is nothing wrong with using this method. However, teachers should be able to use various other methods in teaching to make it more diverse and not monotonous, so that students do not get bored during the learning activities. In this way, they will also not easily forget what they have learned. Of course, this must be accompanied by the sincerity and perseverance of students to actively explore the knowledge they acquire, putting more effort into learning to enhance their intellectual intelligence. From the above explanation, it can be concluded that the implication of efforts to overcome student boredom in an educational institution is the enthusiasm shown by students in the learning process. This is due to the varied methods used by educators in teaching. The methods used by educators are not limited to lectures but also include picture and picture methods and question-answer methods.

CONCLUSION

Based on the research results that have been outlined, it can be concluded that efforts to overcome learning boredom in students in an educational institution involve various measures. These include implementing varied teaching methods, approaching students, and conducting evaluations at the end of each learning activity. The researcher recommends that in addressing boredom, there should be enthusiasm

demonstrated by students in the learning process. This is influenced by the methods used by educators in teaching. The methods employed by educators are diverse, not limited to lectures but also include the use of picture and question-answer methods.

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