

## How School Environment and Self-Efficacy Affect Learning Burnout and Motivation in Accounting Students

Nursakdiah<sup>1</sup>, Siti Syuhada<sup>2</sup>, Mayasari<sup>3</sup>, Ahmad Rifki<sup>4</sup>, Kristober Sitompul<sup>5</sup>

Universitas Jambi, Indonesia<sup>12345</sup>

Correspondent : [mayasari@unja.ac.id](mailto:mayasari@unja.ac.id)<sup>3</sup>

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**ABSTRACT:** This study aims to analyze the direct and indirect effects of several factors on students' learning burnout and motivation, including (1) the school environment on learning burnout, (2) self-efficacy on learning burnout, (3) the school environment on learning motivation, (4) self-efficacy on learning motivation, (5) learning burnout on learning motivation, (6) the school environment on learning motivation through learning burnout, and (7) self-efficacy on learning motivation through learning burnout. This research is categorized as explanatory research, which seeks to explain each variable through hypothesis testing. Researchers use path analysis using SPSS 22.0 for Windows. The population of this study consists of 108 eleventh-grade students from a public vocational school (SMK Negeri) in Sarolangun Regency, with the entire population serving as the sample, applying a saturated sampling technique. The results of the study conclude that (1) Students' learning burnout is directly impacted negatively by the school environment; 2) Students' learning burnout is directly impacted negatively by self-efficacy; (3) Students' learning motivation is directly impacted positively by the school environment; (4) students' learning motivation is directly impacted positively by self-efficacy; (5) students' learning motivation is directly impacted positively by learning burnout (6) The school environment influences students' learning motivation through learning burnout, and (7) Self-efficacy influences students' learning motivation through learning burnout.

**Keywords:** Self-Efficacy, School Environment, Motivation, Learning Burnout



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## INTRODUCTION

Science and technology are rapidly advancing and impacting various aspects of human life. One crucial field that contributes to the development of science and technology is accounting. Expertise in accounting is crucial in the business world for addressing various challenges. This is because accounting facilitates effective financial management within a business. As a result, a strong grasp

of accounting forms a solid foundation for modern economic and business activities. In the learning process, a teacher's role is to present material to students in a way that helps them grasp the concepts and to motivate and actively engage them. This empowers students to apply their knowledge and tackle everyday problems effectively.

Learning motivation is a critical psychological aspect that encourages individuals to achieve their goals. Consequently, motivation must reside within a person, as it serves as the fundamental driving force for reaching those goals. Therefore, motivation should be the foundation for all activities. It is important in education, particularly when connected to a person's daily experiences. The low learning motivation among public vocational school (SMK Negeri) students in Sarolangun Regency is evident in the declining average scores of the National Examination (NE), especially in accounting subjects, compared to the previous year, as shown in Table 1 below.

**Table 1. Average National Examination (UN) Scores in Accounting Subjects at Public Vocational Schools (SMK Negeri) in Sarolangun Regency.**

No	Year	Mean Score
1	2018	42,79
2	2019	44,15
3	2020	43,88
4	2021	45
5	2022	44,90

*Source: Dinas Pendidikan Kabupaten Sarolangun, 2024*

Table 1. above shows that the average National Examination (UN) scores in Accounting at public vocational schools (SMK Negeri) in Sarolangun Regency have fluctuated. In 2019, the average score increased from 42.79 to 44.15. However, in 2020, it declined again to 43.88. 2021 the score rose to 45, but in 2022, it decreased slightly to 44.90.

In addition to the decline in average UN scores in the Accounting subject, low student motivation was observed through direct observations. One indication of this is the frequent skipping of school during class hours. Many students in school uniforms were often found outside the school environment during lesson hours, spending time at internet cafés, PlayStation rentals, or the market. According to one student, the main reasons for skipping school were boredom and a lack of motivation to participate in lessons or school activities.

Motivation helps students develop initiative and fosters perseverance in learning. Many students lack the motivation for practical and theoretical activities essential to achieving their goals. Motivation significantly influences learning. Students' motivation for learning activities plays a crucial role in improving their outcomes in certain subjects.

If a teacher fails to enhance students' motivation, optimal learning will not occur, as the subject matter may not hold personal appeal for them. Consequently, students may be reluctant to study and not find satisfaction in the learning process. Learning materials that engage students' motivation are easier to understand and retain because motivation increases enthusiasm for learning activities. Therefore, teachers are crucial in motivating students to improve their academic achievement by implementing more engaging and dynamic teaching methods.

Theoretically, many factors can influence students' learning motivation. However, Uno (2017) broadly classifies them into two categories: intrinsic and extrinsic factors. Intrinsic factors originate within the individual, such as the desire and aspiration to succeed, the drive to meet learning needs, self-perception, self-efficacy, personal expectations, satisfaction, boredom, and academic achievements. In contrast, extrinsic factors come from external sources, including rewards, the school environment, school culture, parents, peers, engaging learning activities, and other external influences.

### Extrinsic variables lik

Extrinsic variables, like the school environment, are important in education because they encourage students to participate as much as possible in the learning process. According to (Dewi & Yuniarsih, 2020) The school atmosphere is one of the main elements affecting students' willingness to learn. Furthermore, (Dewi & Yuniarsih, 2020) They also indicate that, in general, essential personal motives arise in an individual's behaviors after being formed by contextual effects. As a result, an individual's motivation to engage in specific activities, such as successful studying, can be built, enhanced, and modified via learning and practice—in other words, environmental effects.

The school environment, including social and non-social elements, is a significant and impactful place for students to learn and grow. It encompasses the school's physical surroundings, including the campus and surrounding area, the infrastructure and facilities for learning, the learning materials, the educational media, and more. Relationships between students and their teachers, peers, and other school personnel make up the social environment. Additionally, the school environment also covers the academic atmosphere, including the implementation of teaching and learning activities, various co-curricular programs, and other educational initiatives (Sukmadinata, 2019).

To accomplish learning goals, the school atmosphere is essential. The school environment can be a relevant and adaptable learning resource (Ayuningsih & Falah, 2020) A well-maintained environment positively influences students' enthusiasm for learning, preventing boredom during lessons and ultimately improving their academic performance. Based on the author's observations at SMK Negeri in Sarolangun Regency, several issues related to the school environment were identified, contributing to students' feelings of boredom during learning. This, in turn, leads to a decline in their learning motivation. The following table provides a summary of these concerns.

**Table 2. School Environment Conditions at SMK Negeri in Sarolangun Regency**

No	Facilities
1	The available teaching aids/learning media are not yet adequate.
2	A limited number of projectors.
3	The quality of teachers and their communication in delivering material quickly and monotonously.
4	The current library room is also considered inadequate and not conducive.
5	Ruang kelas yang panas

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6	Some desks and chairs are damaged
7	The canteen is inadequate
8	The number of toilets is limited and has an unpleasant odor.
9	The prayer room is not well-maintained.

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*Source: Survey, 2024.*

Table 2. above provides several pieces of information regarding the current inadequacy of the school environment. This can be seen from insufficient teaching aids/learning media available. For example, the school only has two LCD projectors. Additionally, teachers' quality and communication in delivering lessons quickly and monotonously can also be observed during classroom activities. For instance, one student is asked to read the material from a book while the other students listen. Then, the teacher explains it again, and the process repeats. As a result, students become distracted, engage in conversations with their peers, or even work on homework for other subjects, paying little attention to the ongoing lesson. The learning situation and conditions described above lead to passive students, preventing the creation of an enjoyable learning atmosphere as expected.

Moreover, the current library space is considered inadequate and less conducive, making students less interested and sometimes reluctant to study in the library during free periods. Therefore, a learning process that provides support and is backed by various stakeholders will be one of the factors that can enhance the success of teaching and learning in schools. If implemented effectively by SMK Negeri in Sarolangun Regency, this can improve the achievement of accounting learning.

Apart from extrinsic factors, another equally important factor influencing learning motivation is the intrinsic factor related to self-efficacy. Harapan, as cited in (Rochmah et al., 2022), states that self-efficacy affects motivation through choices and goals. Students with good abilities, confidence, and motivation tend to complete tasks accurately and achieve better goals. The higher a person's self-efficacy, the greater their learning motivation. Conversely, if self-efficacy is low, learning motivation also decreases. Furthermore, (Prabasari & Subowo, 2017) It was further demonstrated that students' motivation to learn is significantly influenced by their level of self-efficacy. High self-efficacy students are typically more driven to raise the caliber of their education. Conversely, students with poor self-efficacy generally are less motivated to engage in learning.

Self-efficacy is a person's belief in their ability to perform tasks. Expectations of outcomes are beliefs about the results obtained from these actions. Daniel Cervone and Lawrence A. Pervin state that individuals with higher self-efficacy tend to take on difficult tasks, persist in their efforts, remain calm and composed when facing challenges, and approach problem-solving analytically. If students cannot adapt quickly, their learning activities may be hindered. They may experience confusion in learning, reluctance to study, and decreased motivation. (Rochmah et al., 2022) We investigated how students' self-efficacy affected their willingness to study and discovered that self-efficacy significantly and favorably affects learning motivation. (Aqzayunarsih et al., 2019), who concluded that self-efficacy directly influences learning motivation. Another study by (Aryanti & Muhsin, 2020; Dewi Rahmawati et al., 2022) also confirmed that self-efficacy significantly affects students' learning motivation.

The belief that one can exert control over one's functioning and environmental occurrences is known as self-efficacy. The high intensity of learning at school, including assignments and academic responsibilities, can burden students, leading to learning fatigue. However, this can be mitigated if students have high self-efficacy, as it helps them overcome their boredom in learning. Conversely, individuals with low self-efficacy are more likely to experience learning fatigue (Srivaniwati, 2022).

Self-efficacy is a self-assessment of one's ability to manage and carry out learning activities to achieve desired academic performance. Students with high self-efficacy can generate alternative actions when they do not achieve their expected success, reducing the likelihood of academic burnout. Academic burnout can lead to exhaustion, apathy, indifference, and cynicism toward academic demands such as numerous assignments, deadlines, extended study hours, and high academic standards. Therefore, self-efficacy plays a crucial role in reducing academic burnout. This is supported by the theory of Zajacova et al., as cited in (Srivaniwati, 2022), which states that low self-efficacy indicates a tendency to give up easily when facing academic difficulties. Someone with low self-efficacy will think they can't do anything and tend to give up easily (Dewi Rahmawati et al., 2022).

People who believe in themselves are more enthusiastic about carrying out tasks than those with low self-efficacy. They visualize success in the tasks they are working on, which is reflected in their efforts and perseverance in overcoming challenges. They continue working on tasks and do not easily give up when facing difficulties. On the other hand, individuals with low self-efficacy are more likely to surrender and feel exhausted with what they have done.

Another intrinsic factor that significantly influences learning motivation is learning fatigue. (Maslach & Leiter, 2015) argue that a high academic workload can lead to disinterest in assignments, ultimately reducing learning motivation. Similarly, Meier & Schmeck, as cited in (Permatasari et al., 2021) Learning fatigue can result in negative student behaviors, including decreased learning motivation. Furthermore, Meier & Schmeck in (Permatasari et al., 2021) Describe learning fatigue as a condition in which students experience exhaustion due to academic demands, develop a cynical attitude toward learning, and feel incompetent or incapable as students. Learning fatigue can lead to negative behaviors such as reluctance to complete assignments, expressing negative emotions, absenteeism, dropping out, and decreased motivation.

Not all learning activities run smoothly; sometimes, challenges make learning feel difficult (Pawicara & Conilie, 2020). When learning feels challenging, students may experience fatigue, a form of psychological pressure. Individuals experiencing fatigue will try to relieve the pressure they feel (Rahayu et al., 2022). Excessive academic pressure can cause learning fatigue and lead to stress due to an inability to meet academic demands (Siregar & Putri, 2020). Exhaustion from learning fatigue can have an impact on a student's interactions with others, academic performance, and mental health (Tang et al., 2021).

Based on the author's teaching experience at a vocational school (SMK Negeri) in Sarolangun Regency, learning fatigue among students during accounting lessons is related to the current one-way (Teacher-Centered) teaching approach. This approach makes students passive listeners, asking fewer questions and paying less attention to their peers' presentations. This is an unfavorable

phenomenon, as monotonous learning leads to student boredom. Additionally, the author has observed that students frequently copy practice answers without attempting to complete them independently. Some students even disregard the exercises altogether. These behaviors indicate signs of learning fatigue.

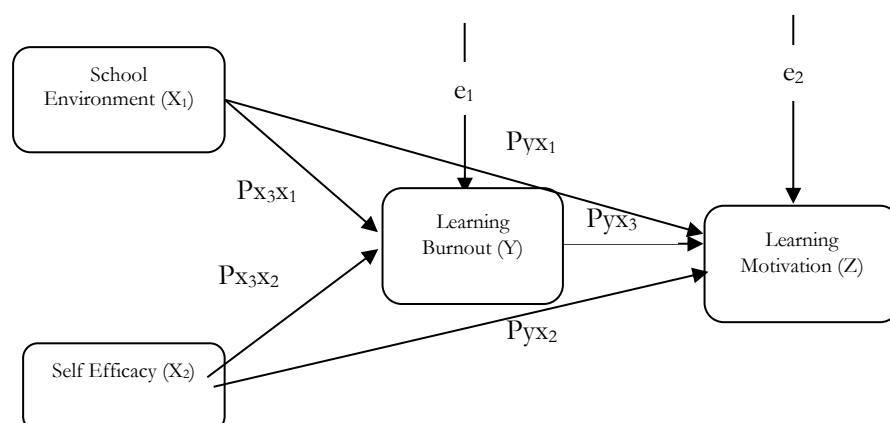
The connection between the school environment, self-efficacy, learning fatigue, and learning motivation has been the subject of numerous studies, including research by (Aryanti & Muhsin, 2020), (Dewi & Yuniarsih, 2020), (Aqzayunarsih et al., 2019), (Halawa & Fensi, 2020), (Permatasari et al., 2021), (Prasetya, 2017), (Pristanti et al., 2022), (Putri & Mudjiran, 2019) (Rochmah et al., 2022) and (Srivaniwati, 2022). These studies concluded that school environment and self-efficacy can reduce learning fatigue and increase students' learning motivation. However, research has not examined the impact of school environment and self-efficacy on learning motivation through learning fatigue in vocational schools (SMK Negeri) in Sarolangun Regency.

## METHOD

This research employs a descriptive methodology and a quantitative research design. According to (Khairinal, 2016), Quantitative research emphasizes objective measurement of social phenomena, which are broken down into several problem components. Meanwhile, the correlational method is descriptive research aimed at determining the magnitude of the relationship between the studied variables. The population in this study consists of 108 eleventh-grade students at a State Vocational High School (SMK) in Sarolangun Regency. The research sample is the entire population, also known as a saturated sample.

Path analysis is the data analysis method used. This method effectively explains relationships when analyzing a large data set and identifying causal relationships. Developing a path analysis model must be based on strong theoretical foundations. This development, which is described in equations before building the route analysis, attempts to determine the causal linkages to be investigated. The model is designed based on concepts and theories. The path analysis was conducted using SPSS version 25.00 (Ghozali, 2006). The path analysis method can be illustrated with the following path structure:

**Figure 1. Path Analysis Model**





The path diagram above consists of two sub-structural equations. X1 and X2 are exogenous variables without explicit causes. These variables function as independent/predictor variables for subsequent variables, namely Y and Z. Y serves as a mediating variable, while Z is an intervening variable.

## RESULT AND DISCUSSION

The primary structure of the research model is separated into three sub-structures to meet the goals of this investigation. Objectives 1 and 2 are addressed by the first sub-structure, objectives 3 and 4 are addressed by the second sub-structure, and the third sub-structure addresses objective 5. In the meantime, the output values from the first, second, and third sub-structures are used to examine direct and indirect effects to respond to objectives 6 and 7. In detail, the seven research objectives will be explained one by one as follows:

### Path Analysis Structure I: The Influence of School Environment and Self-Efficacy on Learning Burnout

Using SPSS 25.0 software, the first structural equation in this investigation produced the following results.

**Table 3. Results of Path Analysis for Structure I**  
Coefficients a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	116,233	6,461		17,990	,000
1 X1_School Environment	-,207	,098	-,220	-2,124	,036
X2_Self Efficacy	-,513	,128	-,415	-4,003	,000

a. Dependent Variable: Y\_ Learning Burnout

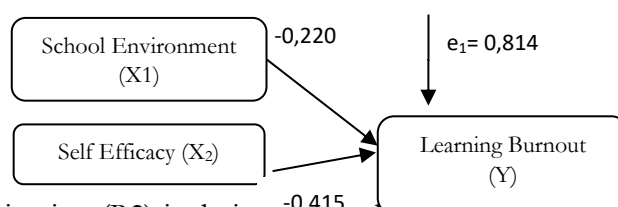
The following equation is the statistical result of the coefficients table above:

$$X3 = PY_{x1} * X1 + PY_{x2} * X2 + e1$$

$$X3 = -0.220 * X1 - 0.415 * X2 + e1$$

As seen below, the equation above is integrated into the structural equation diagram:

**Figure 2. Path Analysis Results of Sub-Structural I**



The coefficient of determination (R2) is derived from the aforementioned Structural Equation I results and is shown in Table 4 below:

**Table 4. Coefficient of Determination Results of School Environment and Self-Efficacy on Learning Burnout**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,581 <sup>a</sup>	,338	,325	7,1420

a. Predictors: (Constant), X2\_Self Efficacy, X1\_School Environment

Self-efficacy and learning fatigue are multiply associated with the school environment, as indicated by the R-value of 0.581. The independent variables—the school environment and self-efficacy—contribute to or impact learning burnout by 33.8%, according to the R Square value of 0.338. Other variables not included in this model account for the remaining 66.2%.

## Path Analysis of Structural II: The Influence of School Environment and Self-Efficacy on Learning

The following is the result of this study's second structural equation using SPSS 25.0.

**Table 5. Results of Path Analysis for Structural II**

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	19,889	5,366		3,706	,000
1	X1_ School Environment	,538	,081	,546	6,640	,000
	X2_Self Efficacy	,374	,107	,288	3,507	,001

a. Dependent Variable: Z\_Learning Motivation

The following equation is the statistical result of the coefficients table above:



$$Y = PZ_{x1} * X_1 + PZ_{x2} * X_2 + e_2$$

$$Y = 0.546 * X_1 + 0.288 * X_2 + e_2$$

The structural equation diagram is then updated to include the equation above, as seen below:

**Figure 3. Path Analysis Results of Sub-Structural II**

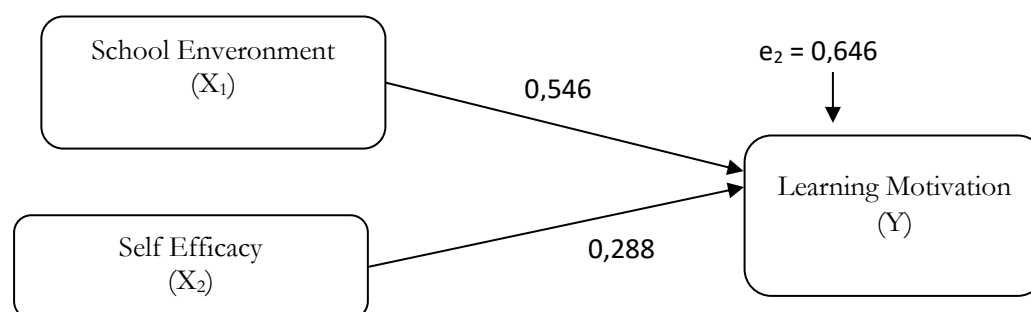


Table 6 below displays the coefficient of determination (R<sup>2</sup>) value, which is derived from the following results of Structural Equation II:

**Table 6. Coefficient of Determination Results for School Environment and Self-Efficacy on Learning Motivation**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,764 <sup>a</sup>	,583	,575	5,9320

a. Predictors: (Constant), X2\_Self Efficacy, X1\_School Environment

The R-value of 0.764 indicates a multiple correlation between school environment self-efficacy and learning motivation. Given the R Square value of 0.583, this indicates that the independent variables—self-efficacy and the school environment—contribute to or impact learning motivation by 58.3%, with additional variables not included in this model accounting for the remaining 41.7%.

### Path Analysis of Structural Model III: The Influence of Learning Burnout on Learning Motivation

Using SPSS 25.0 software, the third structural equation in this investigation produced the following results.

**Table 7. Path Analysis Results for Structure III**

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	128,765	5,611		22,948	,000
1 Y_Learning Bornaout	-,646	,080	-,618	-8,084	,000

a. Dependent Variable: Z\_Leraning Motivation

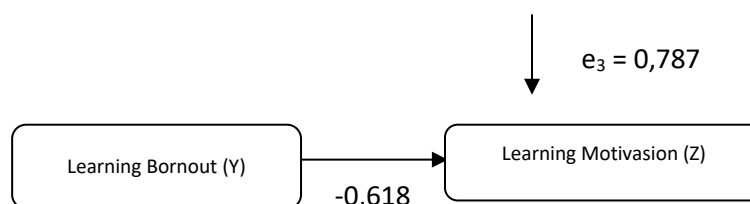
Statistically, the output from the coefficients table above results in the following equation:

$$Y = PZY * Y + e3$$

$$Y = -0.618 * Y + e2$$

The equation above is then incorporated into the structural equation diagram.

**Figure 4. Path Analysis Results for Sub-Structural III**



The coefficient of determination (R2) value is derived from the structural equation III above and is shown in Table 8 below.

**Table 8. Coefficient of Determination for the Effect of Learning Burnout on Learning Motivation**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,618 <sup>a</sup>	,381	,376	7,1908

a. Predictors: (Constant), X3\_Learning Burnout

The data processing findings derived an R Square value of 0.381, meaning that learning fatigue, the independent variable, influences learning motivation by 38.1%. In the meantime, other factors not covered by this model impact the remaining 61.9%.

The following picture illustrates the creation of a structural equation model based on the route analysis results for the three substructures.

The path diagram illustrates the relationships between four variables: School Environment, Learning Burnout, Self Efficacy ( $X_2$ ), and Learning Motivation ( $Z$ ). The paths and their standardized coefficients are as follows:

- School Environment to Learning Burnout:  $-0,220$
- School Environment to Learning Motivation ( $Z$ ):  $0,546$
- Learning Burnout to Learning Motivation ( $Z$ ):  $-0,618$
- Self Efficacy ( $X_2$ ) to Learning Burnout:  $-0,415$
- Self Efficacy ( $X_2$ ) to Learning Motivation ( $Z$ ):  $0,288$

Error terms are indicated by arrows pointing to the endogenous variables:

- Learning Burnout:  $e_1 = 0,814$
- Learning Motivation ( $Z$ ):  $e_2 = 0,646$  and  $e_3 = 0,787$

It can be inferred via hypothesis testing that the educational environment negatively impacts students' learning burnout. This implies that students' levels of learning burnout decrease with the quality of support offered by the school administration. One of the efforts to reduce students' learning burnout is by creating a conducive and comfortable learning environment. Students experiencing learning burnout feel they are not progressing or gaining knowledge from the learning process. This lack of progress does not last forever but occurs over a certain period, ranging from several days to weeks. However, some students experience it repeatedly within a single learning period.

One of the elements affecting students' learning fatigue is the school atmosphere. The learning environment is influenced by several factors, including peers, teachers, and administrative personnel. The physical state of the school, classroom amenities, school buildings, and other elements make up the physical school environment. According to (Slameto, 2013) "Teaching strategies, curricula, student-teacher interactions, school discipline, lesson plans, learning standards, school facilities, learning strategies, and homework assignments are some of the elements of the school environment that affect learning." In the school environment, students interact with new surroundings outside their families.

Students interact with peers, teachers, and other school members at school. However, some students struggle to interact with their peers or teachers due to shyness or insecurity, contributing to learning burnout. In contrast, overly close relationships between students seated near each other

may lead to excessive chatting during lessons, disrupting the class and causing boredom among other students. Students may achieve unsatisfactory learning outcomes if this situation is not addressed promptly.

Therefore, schools and teachers are encouraged to improve school conditions to reduce students' learning burnout. Rearranging classroom seating weekly could be a simple yet effective solution to prevent boredom. This can be done randomly or organized based on seating rows. Additionally, fostering stronger teacher-student relationships can help reduce burnout. Teachers should be more approachable and friendly so that students do not feel intimidated by them.

### **The Direct Influence of Self-Efficacy on Learning Burnout**

The hypothesis testing suggests that students' learning burnout is influenced by their level of self-efficacy. This implies that students will find it easier to handle the learning difficulties that can result in burnout if they strongly believe in their capacity to learn. On the other hand, students who lack confidence and have low self-efficacy are more likely to burn out throughout the learning process.

The conviction that one can exert control over one's behavior and the occurrences in one's surroundings is known as self-efficacy. The high intensity of school learning, including heavy academic tasks and responsibilities, has become a significant burden for students, leading to learning burnout. However, this situation can be mitigated if students possess high self-efficacy, enabling them to overcome learning fatigue. On the other hand, individuals with low self-efficacy are more likely to experience learning burnout (Srivaniwati, 2022).

Self-efficacy is a self-assessment of one's ability to regulate and carry out learning activities to achieve desired academic performance. Students with strong self-efficacy can develop alternative strategies when they do not achieve their desired success, reducing the tendency to experience academic burnout. Students experiencing burnout may exhibit exhaustion, apathy, indifference, and cynicism toward academic demands, such as excessive coursework, assignment deadlines, long study hours, and high academic standards. Therefore, self-efficacy plays a crucial role in reducing academic burnout. This is supported by the theory of Zajacova et al., cited in (Srivaniwati, 2022), which states that low self-efficacy indicates a tendency to give up easily when facing academic difficulties.

The results of this study are consistent with earlier studies showing a negative correlation between academic burnout and self-efficacy. College students' self-efficacy and academic burnout are negatively correlated, according to research by (Arlinkasari et al., 2017). Similarly, (Jenaabadi et al., 2017) demonstrates the strong correlation between university students' self-efficacy and academic burnout. Furthermore, research by (Orpina & Prahara, 2019) These findings are supported by studies demonstrating the negative correlation between academic fatigue and self-efficacy among working university students. These studies indicate that increasing self-efficacy can help reduce or prevent academic burnout among students.

This occurs because self-efficacy influences students' behaviors and outcomes. It affects their choices, goals, emotional reactions, effort, adaptation, and resistance when facing academic

demands. While students with low self-efficacy feel they cannot manage academic expectations, those with high self-efficacy typically face and overcome academic problems calmly. As a result, when faced with academic challenges, students who have diverse degrees of self-efficacy may react differently and produce different results, such as feeling different degrees of academic burnout (Rahmati, 2015).

### **The Direct Influence of the School Environment on Learning Motivation**

Based on the results of the hypothesis testing, the school environment positively impacts students' motivation to learn. This implies that students will be more motivated to learn and achieve better academic results if the school environment is favorable, which is defined by positive relationships between teachers and students, strong peer relationships, comfortable learning spaces, well-equipped classrooms, and adequate learning facilities.

This study's results align with research (Dewi & Yuniarsih, 2020), which claims that one of the elements affecting students' motivation to learn is the school environment. Additionally, (Dewi & Yuniarsih, 2020) explains how an individual's behavior usually reflects underlying personal goals that their environment has shaped. Therefore, an individual's motivation to achieve anything, like studying hard, may be developed, enhanced, and modified by learning and practice—basically, environmental factors.

Other studies, such as those conducted by (Halawa & Fensi, 2020) and (Prasetya, 2017), also suggest a positive correlation between the school environment and students' learning motivation. This implies that students' enthusiasm to learn increases with the quality of the school environment. The school environment is a significant and influential factor in students' social and non-socially learning processes. It covers the school's physical features, including the campus, the infrastructure and facilities for learning, the instructional materials, and the learning media. Students' interactions with their teachers, friends, and other school personnel make up their social environment. The academic atmosphere, which includes the teaching and learning process, extracurricular activities, and other school-related engagements, is also included in the school environment (Sukmadinata, 2019).

The school environment can be utilized in motivating students in the learning process at school (Ikhsan et al., 2017). The school environment plays a crucial role in achieving educational goals. A well-maintained and supportive school environment enhances students' enthusiasm for learning, prevents boredom during lessons, and ultimately improves academic performance.

### **The Direct Influence of Self-Efficacy on Learning Motivation**

The hypothesis testing clearly shows that self-efficacy directly affects learning motivation. Accordingly, students with a strong sense of their abilities are more likely to be driven to enhance the quality of their education. Conversely, students with low self-efficacy are likely less motivated to engage in the learning process. The findings of the study align with the theory proposed by

Harapan in Self-efficacy promotes motivation through the choices and goals that individuals strive to achieve. Students with strong abilities, confidence, and learning motivation tend to complete tasks effectively and obtain better outcomes. The higher a person's self-efficacy, the greater their learning motivation. Conversely, if an individual has low self-efficacy, their learning motivation diminishes.

Additionally, (Prabasari & Subowo, 2017) also state that self-efficacy has a substantial impact on students' learning motivation. Students with high self-efficacy are more likely to be driven to improve their learning quality. In contrast, those with low self-efficacy tend to be less motivated during the learning process.

Self-efficacy describes a person's belief in their ability to act. Outcome expectations are the beliefs about the results obtained from those actions. Daniel Cervone and Lawrence A. Pervin state, "Higher self-efficacy people typically select difficult jobs, persevere in their endeavors, maintain composure in the face of adversity, and approach issues analytically." If students are unable to adapt quickly, their learning activities may become less effective, leading to confusion, reluctance to study, and decreased motivation (Aryanti & Muhsin, 2020).

According to research on the subject (Rochmah et al., 2022), self-efficacy has a favorable and considerable impact on students' learning motivation. They found that self-efficacy positively influences learning motivation. Furthermore, Aryanti & Muhsin (2020) reinforced this by demonstrating that self-efficacy significantly impacts students' learning motivation.

Self-efficacy is the conviction that one can influence one's behavior and the circumstances in one's surroundings. The high learning demands placed on students—such as assignments and responsibilities—can lead to academic burnout. However, students with high self-efficacy can overcome this burnout, as their strong belief in their abilities helps them persist in their studies. Conversely, individuals with low self-efficacy are more prone to experiencing learning fatigue (Srivaniwati, 2022).

Self-efficacy is a self-assessment of one's capacity to plan and carry out educational activities to succeed academically. Students with strong self-efficacy can generate alternative strategies when they do not achieve the desired success, thereby reducing the likelihood of academic burnout. Feelings of exhaustion, apathy, indifference, and cynicism toward academic demands, including heavy coursework, deadlines, exams, long study hours, and high academic standards, characterize academic burnout. Therefore, self-efficacy is essential for lowering academic burnout. This is supported by the theory of Zajacova et al., cited in (Srivaniwati, 2022), which states that low self-efficacy indicates a tendency to give up easily when facing academic challenges. Whereas self-efficacy has a significant impact on academic success (Kumalasari & Kasidi, 2021).

Individuals with high self-efficacy exhibit greater enthusiasm when carrying out specific tasks than those with low self-efficacy. A person with high self-efficacy envisions success in their work, as reflected in their strong efforts and perseverance in overcoming obstacles. They persist in



completing tasks and do not easily give up when encountering difficulties. In contrast, individuals with low self-efficacy tend to surrender easily and experience frustration with their work.

### **The Direct Influence of Learning Burnout on Learning Motivation**

According to the results of the hypothesis test, students' motivation to learn is adversely affected by learning fatigue. In other words, students' motivation to learn decreases as their learning burnout increases. This finding aligns with the theory proposed by (Maslach & Leiter, 2015), which states that burnout is caused by academic workload and students' lack of interest in their tasks, leading to a loss of learning motivation. Additionally, Meier & Schmeck, as cited in (Permatasari et al., 2021), argue that learning burnout can result in negative student behaviors, including decreased learning motivation.

Furthermore, Meier & Schmeck in (Permatasari et al., 2021) Learning burnout is characterized by exhaustion due to academic demands, a cynical and detached attitude towards learning, and a sense of incompetence as a student. It can lead to several negative behaviors, such as reluctance to complete assignments, negative expressions, absenteeism, dropout, and reduced motivation.

Learning activities do not always run smoothly, as challenges sometimes arise, making the learning process difficult (Pawicara & Conilie, 2020). When learning becomes difficult, students may experience burnout. Burnout is a form of psychological pressure, and individuals experiencing burnout will attempt to relieve their stress (Rahayu et al., 2022). Excessive academic pressure can lead to learning burnout, which may trigger stress due to an inability to meet academic demands (Siregar & Putri, 2020). Students who experience learning burnout become exhausted, affecting their relationships with others, academic performance, and mental health (Tang et al., 2021).

### **The Indirect Influence of the School Environment on Learning Motivation Through Learning Burnout**

According to the hypothesis testing results, learning burnout is one way the school environment affects learning motivation. Stated differently, learning burnout mediates the relationship between students' motivation to learn and the educational environment. This means that if learning burnout can be minimized by creating a conducive school environment for learning, it will further encourage students' enthusiasm to learn more effectively.

According to the analysis's findings, direct influence outweighs indirect influence. This implies that the relationship between students' learning motivation and the school environment is mediated by learning fatigue, which has a negligible impact. Because the school environment in Sarolangun Regency's vocational high schools (SMK) primarily concentrates on creating a comfortable learning atmosphere rather than directly boosting students' learning motivation, learning burnout has a limited role as an intervening variable in this study.

## The Indirect Influence of Self-Efficacy on Learning Motivation Through Learning Burnout

Through learning burnout, self-efficacy affects learning motivation, according to the results of the hypothesis test. In other words, a lesser degree of learning burnout may mediate the association between self-efficacy and learning motivation. According to the analysis's findings, the indirect influence outweighs the direct influence, indicating that student burnout significantly mediates the relationship between self-efficacy and learning motivation.

Learning burnout is a prevalent problem among students, so it plays a mediation function in the link between self-efficacy and learning motivation. Experiencing burnout can lead individuals to feel that their efforts are meaningless (Hanina et al., 2021). Learning is supported by mental strength within an individual, which consists of desires and expectations that shape one's belief in their ability to learn—this is referred to as self-efficacy (Yolandita & Fauziah, 2021).

A study by (Eka Apriningrum & Harnany Utami, 2021), also supports this research, indicating that the chance of experiencing learning burnout decreases with increasing self-efficacy. Self-efficacy is essential for helping people finish their academic assignments. A person with high self-efficacy is characterized by their ability to complete tasks using their skills, work according to their capabilities, and maintain a positive attitude in facing challenges. Self-efficacy motivates individuals to achieve their learning goals (Yolandita & Fauziah, 2021).

## CONCLUSION

Based on the overall research findings, it can be concluded that the school environment negatively influences students' learning burnout. At the same time, self-efficacy also plays a role in affecting students' learning burnout. Additionally, the school environment positively impacts students' learning motivation, and self-efficacy enhances learning motivation. However, Students' learning motivation is adversely affected by learning burnout. Additionally, self-efficacy affects learning motivation through learning burnout, and the school environment affects learning motivation through learning burnout. As for further research, this study has not measured digital literacy based on the field of science in teachers. If referring to the field of science, of course, there is a separate level of difficulty in digital utilization or digital skills in each teacher's field of science; for that, in future research, it is necessary to measure the ability of digital skills in teachers based on the field of science.

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