

EXPLORING OF PERCEPTION OF MOTIVATING FACTORS AND BURNOUT AMONG STUDENTS LEARNING ISLAMIC-RELATED COURSES

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ABSTRACT

Improving student learning outcomes depends on the type of motivation and the application of learning strategies. The academic performance of students in higher education institutions has always been an important factor of significant concern. In reality, the learning activities of students are experienced differently in terms of enthusiasm and how students learn. Previous studies have shown that learning burnout among students in higher learning education arises from excessive enthusiasm to achieve academic success, academic pressure, or other personal psychological issues such as emotional exhaustion and negative attitudes. Therefore, the purpose of this research is to identify how students taking Islamic-related courses perceive their motivation and burnout. The research sample was chosen using simple random technique from 311 students participated in the study course through questionnaires. The data were analyzed descriptively using mean scores, and Pearson correlations. As a result, the analysis of the data shows that the majority of the respondents were (i) understanding and students' satisfaction with courses content, (ii) acquiring a good grade (iii) hard work and belief in self-worth contributed to their success. Despite these concerns, respondents have some doubt about failure and fear of not doing well when compared to others. Meanwhile, respondents' exhaustion after class and need for relaxation contributed significantly to burnout in this study. Additionally, learners may be facing a challenge in the course itself, if disengaged from the learning process. The last finding shows there is a moderate relationship between value and expectancy components and causes of burnout, except in the case of the relationship between causes of burnout and affective components is low significant. The study has ramifications for motivating students learning Islamic-related courses in higher education institutions. This research yields a few suggestions in improving the motivation to face burnout.

Keywords: motivating factors, burnout, Islamic-related courses

1.0 INTRODUCTION

1.1 Background of Study

Motivation is a form of encouragement or inner drive towards the aspiration to improve oneself in attaining a goal or success besides avoiding failure (Hamjah et al., 2011). It can

influence behaviour to move towards specific objectives, boost effort and energy, increase activity initiation and persistence, improve cognitive processing, identify which consequences are reinforcing, and improve performance. Since students aren't always intrinsically driven, they occasionally require contextual motivation, which can be found in the learning environments that teachers design. In addition, motivation is always related to the goal to be achieved. Motivation is an essential element in the learning process because it can affect the level of learning attainment (Yahaya et al., 2005; Vu et al., 2022; Urhahne & Wijnia, 2023). Students with high levels of motivation enable them to understand the lesson and perform learning activities effectively. Motivation in education can have several effects on how students learn and how they behave towards subject matter.

In an endeavour to create an effective education for generating knowledgeable people, Malaysia's educational system has undergone a variety of changes. In an increasingly demanding world, students must be prepared to use new technologies, exposed to highly competitive environments, improve social cohesion, cultural expectations of high academic achievement and also quality of life. Consequently, various of pressures and difficulties may be associated with university life among students. It is no surprise that students may experience symptoms of academic burnout such as emotional exhaustion, cynicism, and inefficacy (Chang et al., 2015). As a result, graduates who want to be produced not only have strong motivating values and are skilled in their academic work, but also have a method for applying the core principles that are ingrained in their souls.

1.2 Statement of Problem

In this challenging world of education, students, especially those who study at the higher education level, are often seen as tired and lethargic due to several factors. However, this issue can be overcome if an approach such as giving motivation to students is done regularly and the involvement of all parties also cooperates in curbing this student problem from continuing.

As the study conducted by Gil-Monte (2003) explained that university life can contribute to fatigue regardless of whether the fatigue comes from physical or mental fatigue or other psychological well-being disorders which have a relationship with the level of happiness and personal development student (Veliz-Burgos, 2012). Next, the student can be free from the psychological illness that can harm his full potential. Problems in the topic, and challenges that make it difficult to achieve the ideal situation above.

If it is seen from the previous studies stated that there is a theoretical gap in the study related to exploring of perception of motivating factors and burnout among students. Past studies do not discuss and focus on studies related to Islamic Studies on students related to motivation and fatigue.

1.3 Objective of the Study and Research Questions

This study is done to explore perception of learners on their use of learning strategies. Specifically, this study is done to answer the following questions:

- How do students perceive their motivational constructs?
- How do students perceive their causes of burnout?
- Is there a relationship between motivational constructs and causes of burnout?

2.0 LITERATURE REVIEW

2.1 Motivation to Learn

Motivation to learn is a critical factor that can impact a learner's engagement, effort, and academic success. It can be broadly categorized into two types: intrinsic and extrinsic. Intrinsic motivation refers to the internal drive to learn and achieve for the sake of personal satisfaction and fulfilment. Extrinsic motivation, on the other hand, refers to the drive to learn and achieve based on external rewards such as grades, recognition, or financial incentives (Deci et al., 1999). Numerous factors can influence a learner's motivation to learn. Research has identified three basic psychological needs that underlie intrinsic motivation: autonomy, competence, and relatedness (Ryan & Deci, 2000). Autonomy refers to the learner's sense of control over their learning, competence relates to the learner's belief in their ability to learn and achieve, and relatedness refers to the learner's sense of connection with others. Additionally, environmental factors such as teacher-student relationships, classroom climate, and instructional methods can impact a learner's motivation to learn (Wentzel, 1999).

2.2 Cause of Burnout

Maslach (1998) explained in his study that burnout is a syndrome of excessive stress in a work context where emotional exhaustion and lack of emotional resources are clear and can be seen with negative reactions such as disinterest in other people; loss of idealism (depersonalization); and a reduction in feelings of competence and job performance (low personal achievement). This researcher also explained that the fatigue that occurs stems from a continued irreconcilability between an individual and workload where there is excessive workload and demands, and recovery cannot be achieved.

2.3 Past Studies on Motivation to Learn

Many Studies have been done to investigate motivation to learn. In Nova Asvio (2017) the study was started from the students' achievement in Strata I Management of Islamic Education of IAIN Batusangkar in the academic year 2016. This study was aimed at finding the influences of students' learning motivation and learning environment on students' learning achievement. The findings revealed that learning motivation and environment together have significant positive influence on undergraduate students' learning achievement of Islamic Education Management of IAIN Batusangkar in 2016.

Another study done by Muhammed-Lawal et al. (2018) aimed to determine the level of secondary school students' motivation in learning Islamic Education subject, and to examine the factors influencing their motivation using the cross-sectional survey design. The results show that students' motivation in learning Islamic Education subject is quite high. The Islamic Education subject is important for students as it helps them appreciate and improve their life. Moreover, there were significantly positive relationships between the three factors (i.e., Parental Influence (PI), Teachers' Morality (TM), Teaching Pedagogy (TP) and Students' Motivation (SM)).

2.4 Past Studies on Burnout

In this section, past studies related to fatigue are also included in this writing. If you look at it, there are many studies done related to fatigue related to the learning of Islamic Studies for students. The first study is from Felaza et al. (2020) who explained in their study the relationship between types of motivation and fatigue towards students. This study uses a cross-sectional study involving 1,036 students involved in this study. Data was collected using Academic Motivation Scale to determine the type of motivation, and Maslach Burnout

Inventory to measure burnout's components (emotional exhaustion, cynicism, and perception of personal accomplishment). Correlation and analysis are done to see the relationship between motivation, fatigue components, and performance. The result of the study found that there is a negative significance between motivation type and perception of personal accomplishment. This negative correlation indicates that the more external the motivation, the lower the perception of personal achievement.

Next, the study Evers et al. (2004) explains that this study tries to explore the perception of students and teachers towards teacher fatigue in relation to the occurrence of teacher's behavior in the classroom. In this study, it was found that the Maslach Burnout Inventory, the Coping with Disruptive Behavior Scale, and the Perceived Disruptive Behavior Scale could be adapted to students to report perceived burnout symptoms among their teachers. Findings also show students' perceptions do not differ according to their age. next, found there was a significant difference between the perceptions of male and female students in respect of emotional exhaustion and depersonalization, but not in respect of personal accomplishment.

The results also show from the regression analysis that competence to cope with disruptive student behavior significantly contributed to depersonalization and personal accomplishment, whereas the teachers' age was significantly related to personal accomplishment.

Based on these past studies concluded that, there was a significant relationship between burnout, students' motivation and personal accomplishment are examined.

2.5 Conceptual Framework

Figure 1 shows the conceptual framework of the study. According to Rahmat (2021), demotivation at work can be traced back to a person's view on motivational components. It may begin with how the person value the task at hand. Hence, burnout can be traced from a person's view of his/her motivational components. According to Campos et al. (2011), burnout can be caused by (i) exhaustion and (ii) disengagement. In the context of this study, according to Pintruch and DeGroot (1990), a person's motivation can be traced from his/her view on value components such as (i) intrinsic goal orientation, (ii) extrinsic goal orientation and (iii) task value beliefs. Next, some also depended on expectancy components such as (i) perception of self-efficacy and also (ii) control beliefs. Finally, some are also influenced by their affective components when it comes to motivations.

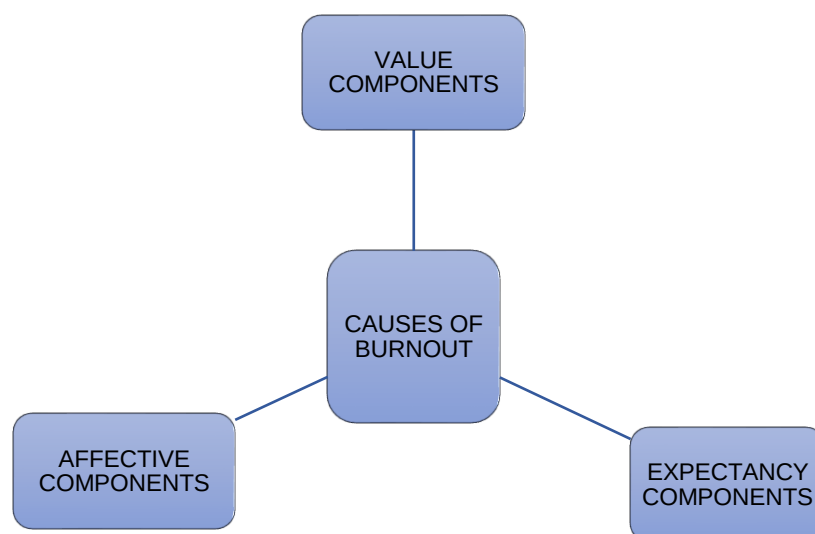


Figure 1: Conceptual Framework of the Study- Is there a relationship between causes of burnout and motivating factors? (Source by author)

3.0 METHODOLOGY

This quantitative study was done to explore motivation factors for learning among undergraduates. A purposive sample of 311 participants responded to the survey. The instrument used is a 5 Likert-scale survey and is rooted from the causes of burnout by Campos et al. (2011) and motivational constructs by Pintrich and De Groot (1990) to reveal the variables in table 1 below. The survey has 4 sections. Section A has items on demographic profile. Section B has 12 items on value components. Section C has 7 items on expectancy components and section C had 5 items on affective components.

Table 1- Distribution of Items in the Survey

SECT	CONSTRUCT		VARIABLE	No Of Items	Total Items
B	VALUE COMPONENT	(i)	Intrinsic Goal Orientation	4	12
		(ii)	Extrinsic Goal Orientation	3	
		(iii)	Task Value Beliefs	5	
	EXPECTANCY COMPONENT	(i)	Perception of Self- Efficacy	5	7
		(ii)	Control Beliefs	2	
C	AFFECTIVE COMPONENTS				5
D	BURNOUT-EXHAUSTION				8
E	BURNOUT-DISENGAGEMENT				8
	TOTAL NO OF ITEMS				40

(Source by author)

Table 2: Reliability of Survey

Reliability Statistics

Cronbach's Alpha	N of Items
.858	40

Table 2 shows the reliability of the survey. The analysis shows a Cronbach alpha of .858, thus revealing a good reliability of the instrument chosen/used. Further analysis using SPSS is conducted to present findings to answer the research questions for this study.

4.0 FINDINGS

4.1 Findings for Demographic Profile

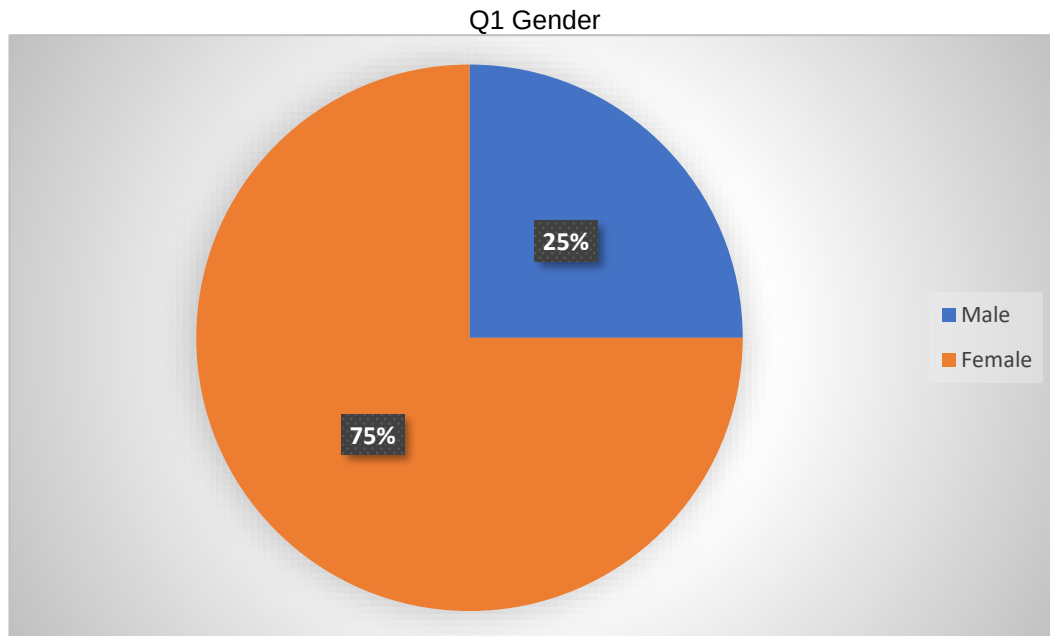


Figure 2: Percentage of Gender

Figure 2 shows the percentage for gender. The table reported that there are 25% of males and 75% of females the respondents among students in this study.

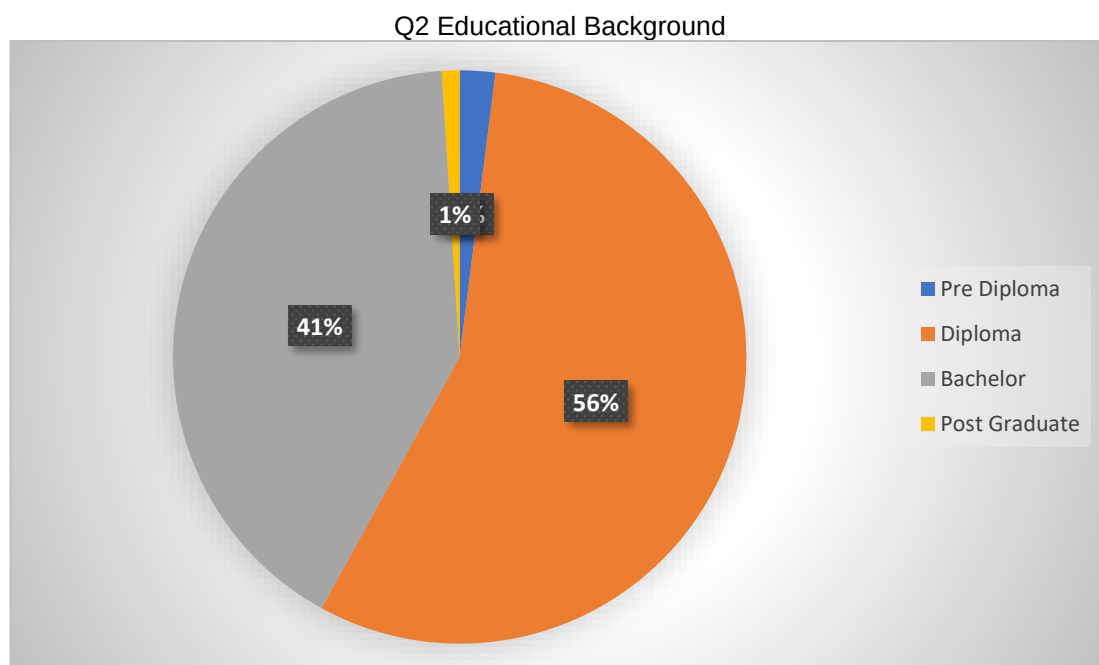


Figure 3 Percentage of Educational Background

Figure 3 indicates the percentage of the educational background of respondents. There are 2% of Pre-Diploma, 56% of Diploma, 41% of Bachelor, and 1% of Postgraduate.

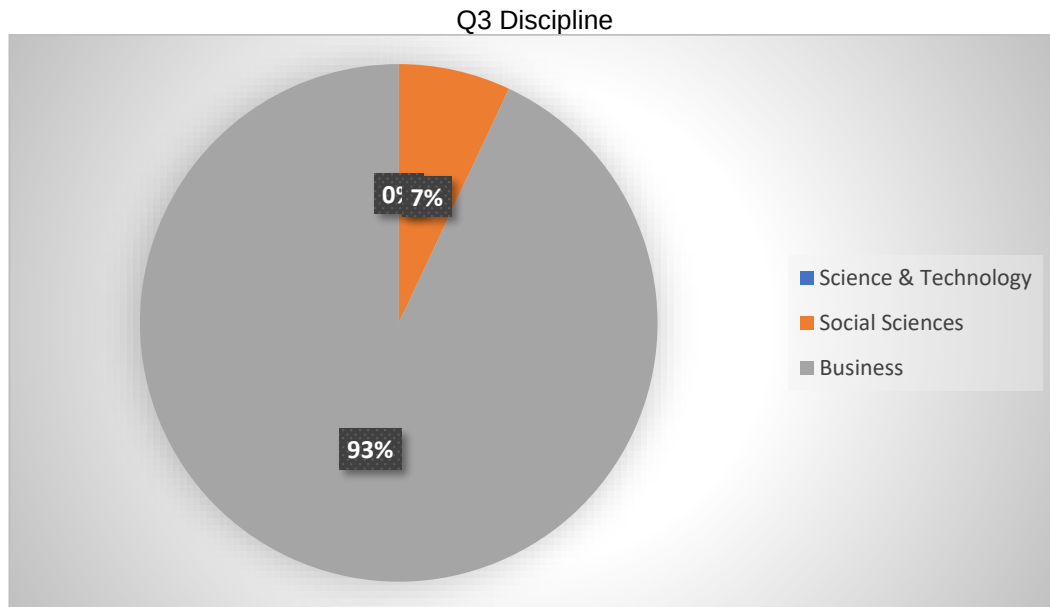


Figure 4: Percentage of Discipline

Figure 4 shows the percentage of faculty for the respondents. The results show that there are 0% of Science and Technology, 7% of Social Sciences and Humanities, and 93% of Business.

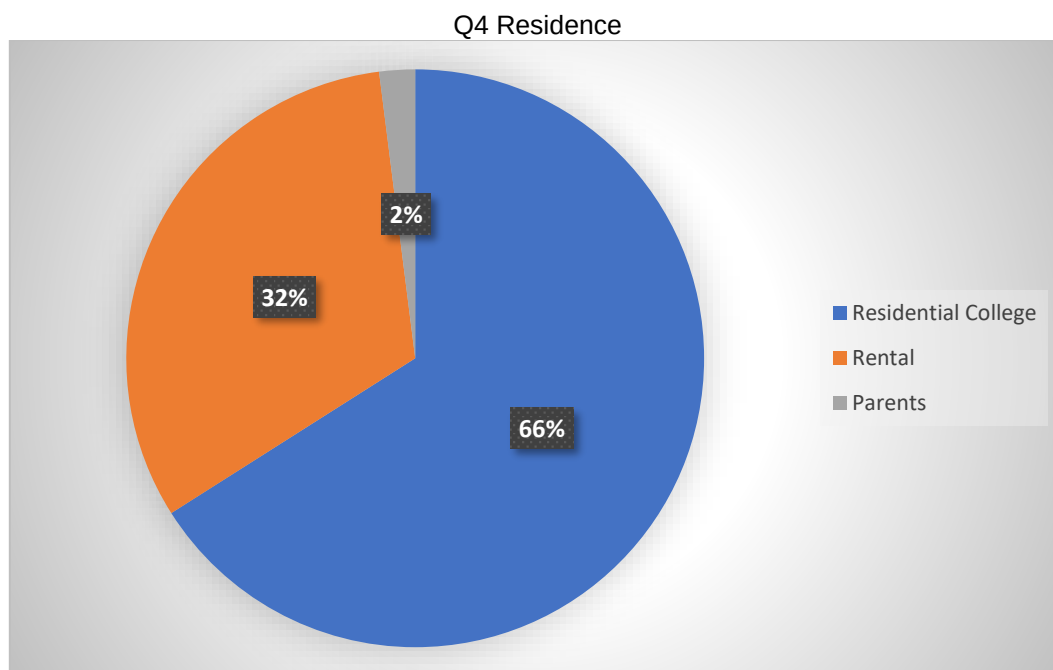


Figure 5: Percentage of Residence

Figure 5 shows the percentage of residence for the respondents. The results show that there are 66% of Residential College, 32% of Rental, and 2% of Parents.

4.2 Findings for Motivational Constructs

This section presents data to answer research question 1- How do students perceive their motivational constructs? In the context of this study, motivational scales are measured by (A) Value components and they are sub-divided into (i) intrinsic goal orientation, (ii) extrinsic goal orientation, and (iii) task value beliefs. Next, motivation involves (B) Expectancy and they are sub-divided into (i) students 'perception of self-efficacy and (ii) control beliefs for learning; and (C) Affective components.

(A) .VALUE COMPONENT

(i) INTRINSIC GOAL ORIENTATION (4 items)

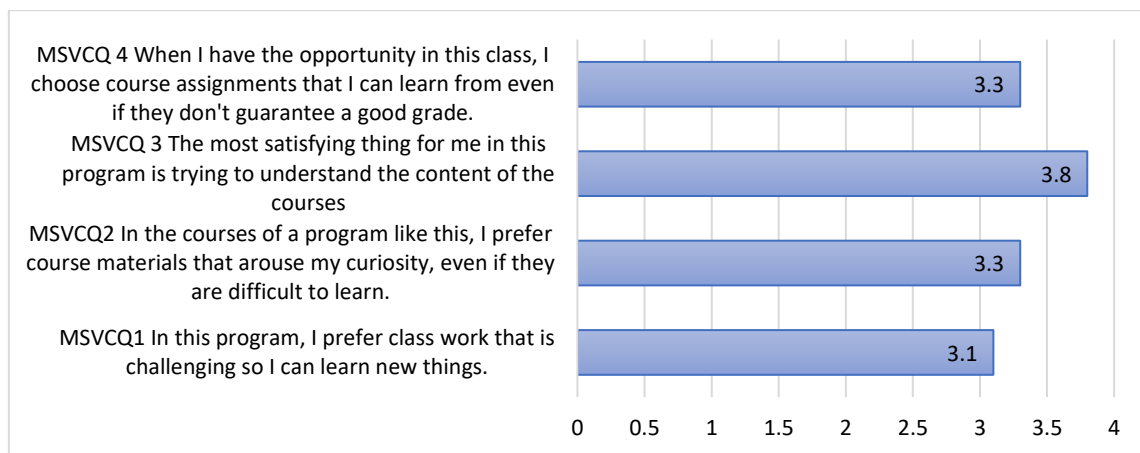


Figure 6: Mean for Intrinsic Goal Orientation

From the figure 6 above, the results show that understanding the content of the courses recorded the highest mean with a total of 3.8 followed by a greater liking for course material that arouses curiosity even though it is difficult to learn with a mean total of 3.3. This amount is also the same as the course assignments that student's study even though they do not promise excellent exam results with a mean of 3.3. The lowest mean result is when students prefer challenging classes to gain new experiences with a mean of 3.1.

(ii) EXTRINSIC GOAL ORIENTATION (3 items)

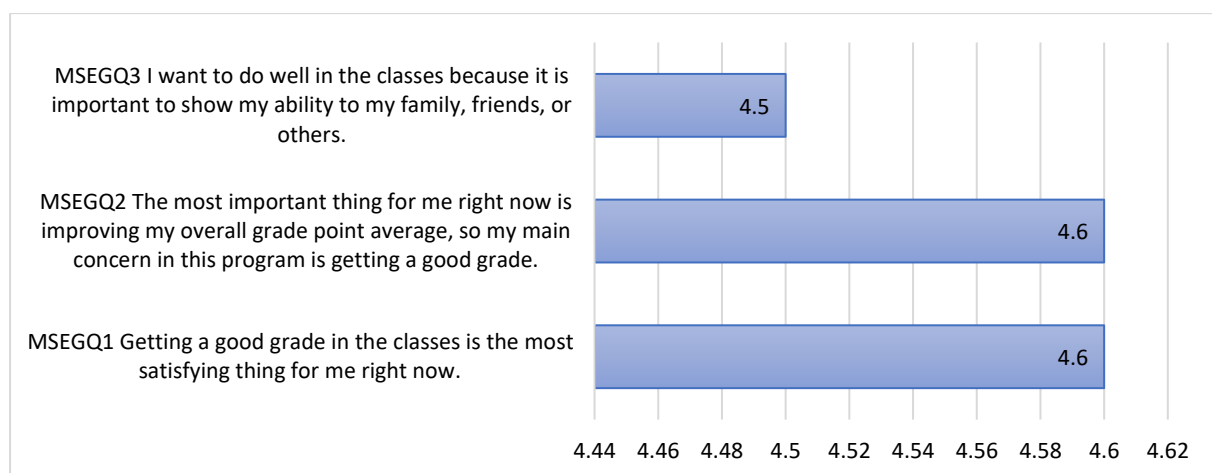


Figure 7: Mean for Extrinsic Goal Orientation

Referring to the figure 7 above, the results show that there are questions that show the same mean result, with a mean total of 4.6. Getting the best grades in the class is the main thing and it is often a worrying thing. So, the result of the grade point average is the main challenge when studying. Meanwhile, the lowest mean is with a total mean of 4.5 where success in class is very important to show the ability to family, friends, or others.

(iii) TASK VALUE BELIEFS (5 items)

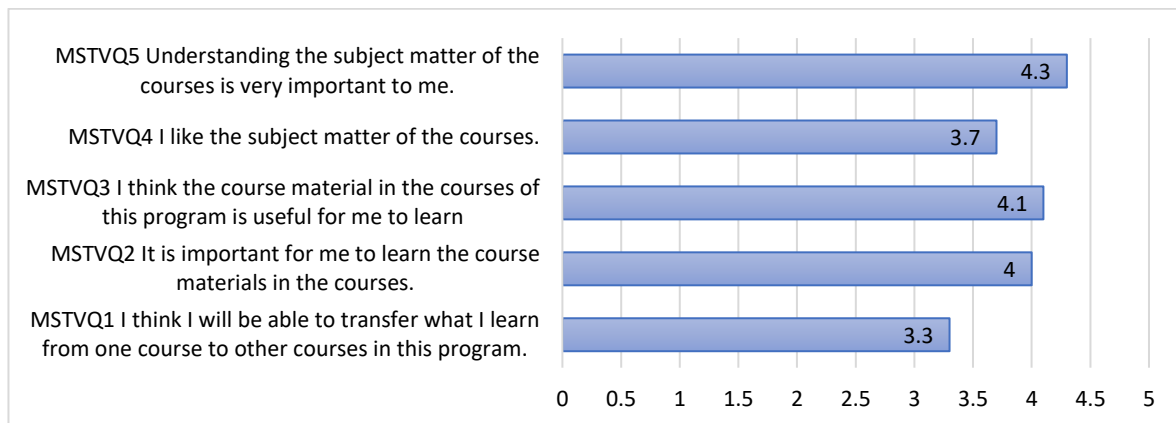


Figure 8: Mean for Task Value Beliefs

From the figure above, the highest result is related to understanding the subject which is the most important thing with a mean of 4.3 and the lowest mean is the ability to transfer what is learned from one cost to another in this program with a mean of 3.3.

(B) -EXPECTANCY COMPONENT- 7 items

(i) STUDENTS 'PERCEPTION OF SELF-EFFICACY (5 items)

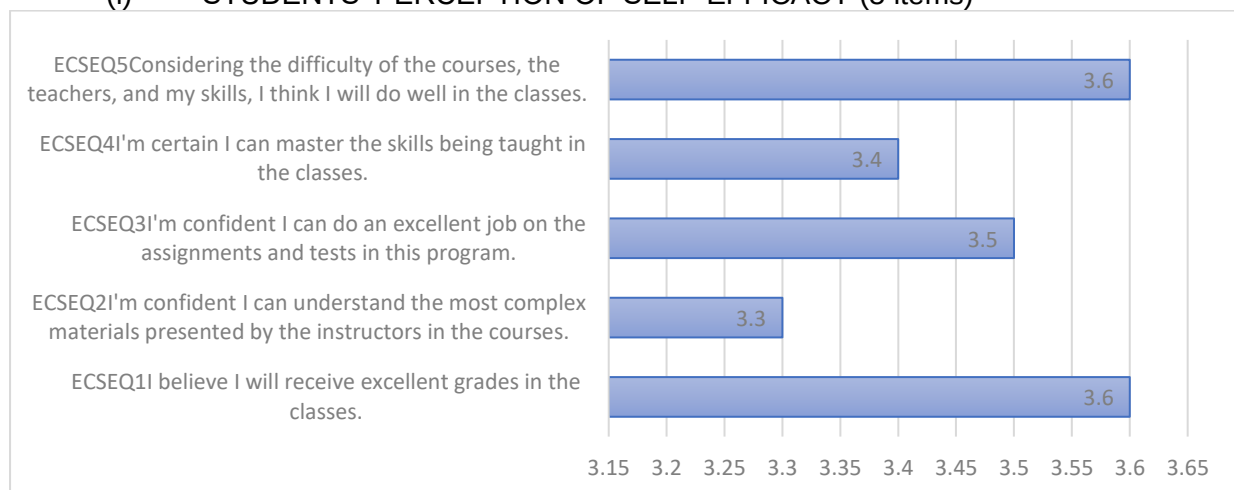


Figure 9: Mean for Students' perception of Self-Efficacy

Figure 9 shows the mean score for students' perception of self-efficacy. The highest mean score is 3.6, ECSEQ1 I believe I will receive excellent grades in the classes and ECSEQ5 Considering the difficulty of the courses, the teachers, and my skills, I think I will do well in the classes. This indicates that students believed that they will receive excellent grades and do well in classes. The second highest mean score are 3.5 and 3.4 referring to ECSEQ3 I'm confident I can do an excellent job on the assignments and tests in this program and ECSEQ4 I'm certain I can master the skills being taught in the classes respectively. This shows that students have confident that they can do excellent job in the assignment and test as they

can master the skills being thought to them in class. Students are confident that they can understand the most complex materials presented by the instructors in the course as these facts represent the lowest mean score 3.3 ECSEQ2 I'm confident I can understand the most complex materials presented by the instructors in the courses.

(ii) CONTROL BELIEFS FOR LEARNING (2 items)

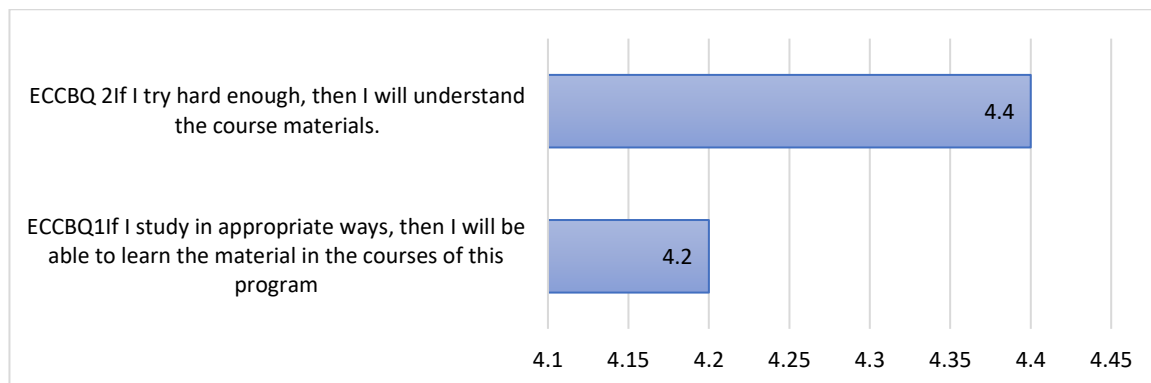


Figure 10: Mean for Control Beliefs for Learning

Figure 10 shows that students have a strong belief that if they try hard enough, they will understand the course materials and if they study in appropriate ways, they will be able to learn the material in the courses of this program. The mean score for this part is 4.4 and 4.2 respectively.

(C) -AFFECTIVE COMPONENT -reversing (5 items)

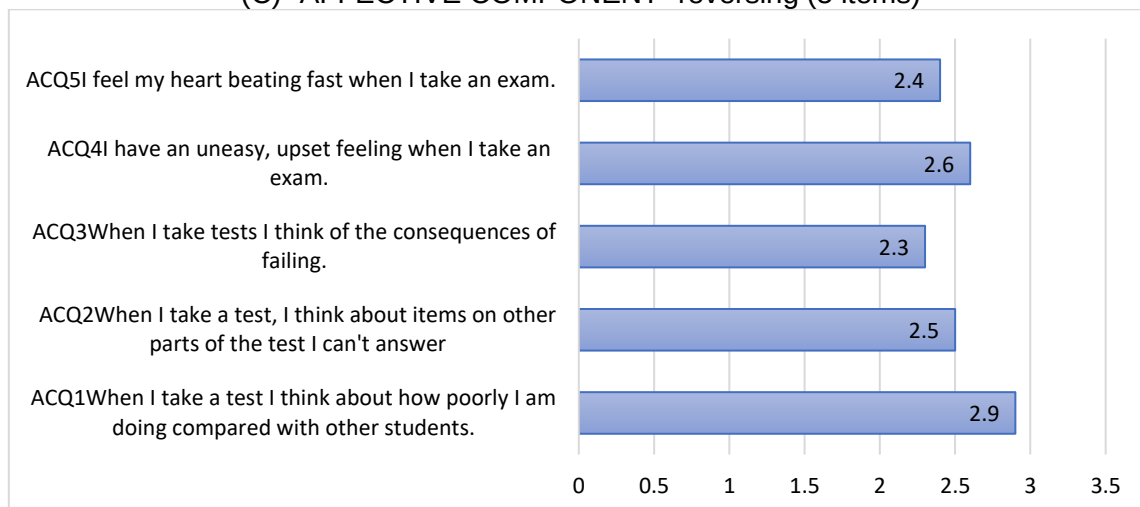


Figure 11: Mean for Affective Components

Figure 11 shows the lowest affective component mean score is 2.9, ACQ1 When I take a test, I think about how poorly I am doing compared with other students. Students like to compare themselves to others and this can lead low self-esteem. The highest affective mean score is 2.3, ACQ3 When I take tests I think of the consequences of failing.

4.3 Findings for Causes of Burnout

This section presents data to answer research question 2- How do students perceive their causes of burnout? In the context of this study, burnout among students can be caused by (i) exhaustion and (ii) disengagement.

(i) EXHAUSTION

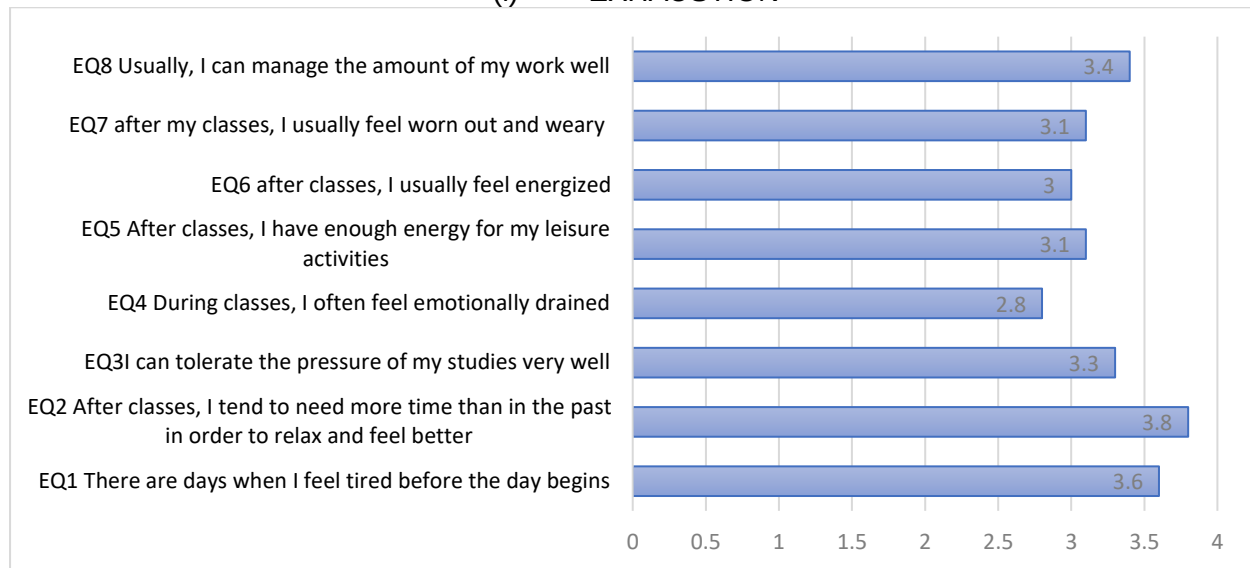


Figure 12: Mean for Causes of Burnout-Exhaustion

From figure 12, the highest mean result is 3.8 where students need more time to rest and feel better. The lowest result is with a mean of 2.8 where the students will feel emotionally exhausted during the class.

(ii) DISENGAGEMENT

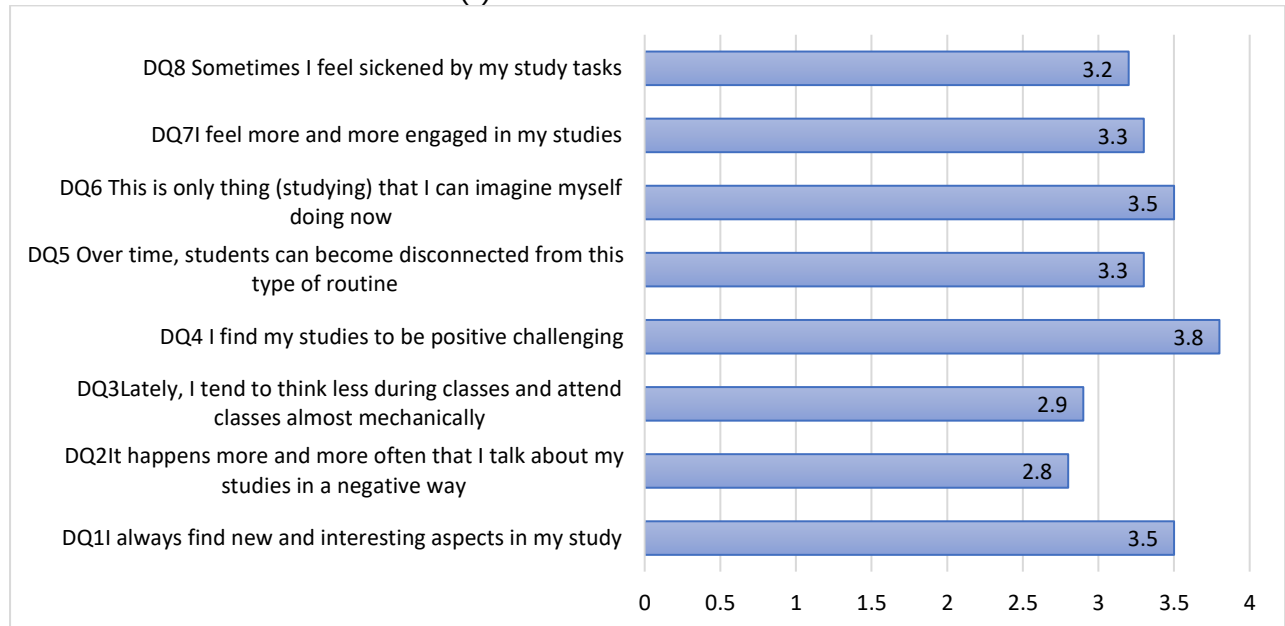


Figure 13: Mean for Causes of Burnout-Disengagement

Figure 13 shows the mean score for causes of burnout which is disengagement. The highest mean score is 3.8, DQ4 I find my studies to be positive challenging. The second highest mean score is 3.5 which refers to DQ1 I always find new and interesting aspects in my study and DQ6 This is only thing (studying) that I can imagine myself doing now. The lowest mean score is 2.8 which refers to DQ2It happens more and more often that I talk about

my studies in a negative way. If the student always talks negatively about their studies, this will lead to burnout.

4.4 Findings for Relationship between Motivational Constructs and Causes of Burnout

This section presents data to answer research question 3- Is there a relationship between motivational constructs and causes of burnout? To determine if there is a significant association in the mean scores between causes of burnout and motivational constructs, data is analysed using SPSS for correlations. Results are presented separately in table 3, 4, and 5 below.

		TOTALALLBURNOUT	TOTALVALUECOMPONENTS
TOTALALLBURNOUT	Pearson Correlation	1	.465**
	Sig. (2-tailed)		.000
	N	311	311
TOTALVALUECOMPONENTS	Pearson Correlation	.465**	1
	Sig. (2-tailed)	.000	
	N	311	311

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows there is an association between causes of burnout and value components. Correlation analysis shows that there is a moderate significant association between causes of burnout and value components ($r=.465^{**}$) and ($p=.000$). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a moderate positive relationship between causes of burnout and value components.

Table 4: Correlation between Causes of Burnout and Expectancy Components

		TOTALALLBURNOUT	TOTALEXPCTNACYCOMPONENTS
TOTALALLBURNOUT	Pearson Correlation	1	.403**
	Sig. (2-tailed)		.000
	N	311	311
TOTALEXPCTNACYCOMPONENTS	Pearson Correlation	.403**	1
	Sig. (2-tailed)	.000	
	N	311	311

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4 shows there is an association between causes of burnout and expectancy components. Correlation analysis shows that there is a moderate significant association between causes of burnout and expectancy components ($r=.403^{**}$) and ($p=.000$). According

to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a moderate positive relationship between causes of burnout and expectancy components.

Table 5: Correlation between Causes of Burnout and Affective Components

Correlations		TOTALALLBU RNOUT	TOTALAFEC TIVECOMPO NENTS
TOTALALLBURNOUT	Pearson Correlation	1	.166**
	Sig. (2-tailed)		.003
	N	311	311
TOTALAFFECTIVECOMP ONENTS	Pearson Correlation	.166**	1
	Sig. (2-tailed)	.003	
	N	311	311

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows there is an association between causes of burnout and affective components. Correlation analysis shows that there is a low significant association between causes of burnout and affective components ($r=.166^{**}$) and ($p=.000$). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a weak positive relationship between causes of burnout and affective components.

5.0 CONCLUSION

5.1 Summary of Findings and Discussions

To sum up, the findings revealed that motivation and burnout significantly gave contribution to the learners' perception on Islamic-related course. The finding evidenced that satisfaction of understanding the course may motivate learners to obtain high achievement. This supported by number of previous studies (Marko & Makovec, 2015; Radovan & Makovec, 2015; Anthonysamy & Singh, 2023). Also, Guthrie et al. (2007) and Walker et al. (2006) found that in the learning process, intrinsic motivation can improve students' understanding because it leads to an increased ability to discuss and understand more about what is being learned. Students' understanding of content knowledge is considered very important to individual's achievement because it can provide some satisfaction with their work.

It also has been found within the research that students have self-doubt and demotivated when they perceive not doing well in exam. Motivation level does not remain constant if they perceive a test may be difficult for them and predicts will affect academic achievement. The findings of this study were consistent with Dalia Bedewy and Adel Gabriel (2015) stated that students experience of academic stress related to teachers' and parents' high expectations and associated with the intense competition with peers. The results, however, are contradictory when there are well reported scores showing that students were highly optimistic about their academic achievement and future careers and were confident in their ability to make academic decisions.

Next, the findings about correlation between perception of causes of burnout and three components of motivational which are value, expectancy and affective among Islamic studies learners were in line with those studies (De Castella et al., 2013; Gbollie and Keamu, 2017; Pourkarimi and Mobinrahi, 2018; Felaza et al., 2020; Atik and Çelik, 2021; Güngör & Sari, 2022). They revealed that causes of burnout correlated with learners' motivational factors. When students are more motivated in learning, their academic burnout decreases, and when they are less motivated, the more severe the learning burnout. Cause of burnout of students learning Islamic-related course can be reduced by correcting and stimulating their learning motivation and improving their learning self-efficacy. Thus, the self-efficacy variable may use as a tool to boost students' motivation and mitigate their academic burnout.

5.2 Implications and Suggestions for Future Research

The findings of this research have important implications for incorporating motivation learning into the curriculum of Islamic-related course of faculty a. Doing so can protect learners from academic burnout that may reflect them from negative psychology and affects their mental health, academic performance, and interpersonal relationships. Another practical implication of the results shed further light on the relationship between some of the emphasising on growing spirituality or religiosity in motivating and improving students' academic attainment. This variable of motivation is needed to be one of new approach so that they can increase motivation and better achievement in grade. Dorothea (2021) stated that spirituality can improve the orientation of individual achievements and decreasing burnout. Meanwhile, in term of religiosity, individuals who show a higher relationship with God and the universe have a low level of emotional exhaustion and depersonalization and a high level of personal achievement.

Future studies could also examine other potential variables on the relationships between motivation and burnout. Other potential variables can be suggested integrated model of motivation from Islamic perspective. The result may cope academic stress on student's cognitive, emotional and behavioural well-being. Such investigations would help better understand the predictive factors of academic burnout.

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