

**THE RELATIONSHIP BETWEEN MOTIVATION AND CAUSES OF BURNOUT:
A CASE STUDY OF UiTM JOHOR BRANCH LEARNERS**

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Abstract	<p><i>Motivation is an important element of human beings, as the natural environment of life is conducting them to be the best and performs well. This competitive environment leads to various pressures and basically, it is considered normal to have stress in life. However, it is important to manage and find the cause of stress to resolve any unnecessary pressure or burnout. The not well-managed problem in life will affect health of an individual physically and emotionally. Extreme stress also contributes to procrastinating, improper behaviour and poor emotional control. This situation also related to learners during their learning studies. Thus, the objective of this study is to investigate the perception of Universiti Teknologi MARA (UiTM) Johor Branch learners towards motivation and the causes of burnout. Additionally, this study aims to analyse relationship between motivation and the causes of burnout. This study is a quantitative research survey of UiTM Johor branch learners. The questionnaire was conducted to 131 respondents. The instrument used is a 5-Likert-scale survey. As a result, this study shows that most of the respondents were motivated to learn because of several factors, such as achieving good grades in study, improving current grades and their satisfaction to understand the course. The respondents reported that their success related to their hard work and strong belief in self-capabilities. This study found that the cause of burnout is fatigue as respondents are mostly exhausted after class and need some relaxation time. Another cause of burnout among respondents is the challenges of learning process in the course itself. Additionally, this study shows that there is also a strong positive relationship between motivational constructs and causes of burnout.</i></p> <p>Keywords: <i>Perception, Learners, Burnout, Motivation, UiTM.</i></p>
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INTRODUCTION

Background of Study

Motivation is a crucial component of daily existence. Environment, economics, household, co-workers, or fellow teachers, as well as the demands of a career including everyday activities, are factors and causes of burnout. University students are included in the affected population in addition to adults. Currently, after post-pandemic, students who use

online learning methods achieve great results, but who then experience the pressure of in-person instruction and perform poorly on tests or exams. Fatigue at work is an issue in Malaysia, but it has affected students at university level. Islamic studies students should be very motivated to study whilst dealing with the strain of being tired in class. Psychology, learning outside of the classroom, and industrial skills may cultivate new knowledge techniques which are also advised by numerous researchers in Malaysia, so that students are not solely dependent on their academic performance and exam outcomes only. To balance the quality of teaching and learning in Malaysia and produce future thinkers of high calibre, this issue needs to be addressed in greater detail.

Statement of Problem

Learning process requires hard work, referring to the effort of pushing the brain to its limits and this is an impossible task except with the existence of motivation. Thus, motivation is considered as a crucial element in learning because the success of learners solely depends on their motivation. Tohir & Herpratiwi (2020) found that learning motivation is related to learning interest and discipline of learners, which means that the motivation has an important role in encouraging learners to take part in lessons. Students who have goals to achieve such as good grades and interest will be more motivated than others.

The existence of motivation among learners is dependent on various factors, such as interesting activities in the teaching and learning, and good results. It is also dependent on the course syllabus, materials, method, and task, as vital as teachers' behaviour, their personality, and the teaching style. The learning environment and dynamics of groups among learners also play an important role to motivate them to learn. These factors consist of intrinsic and extrinsic factors of learners (Filgona et al., 2020).

Based on these, this current study will focus on the perception of learners about the motivation factors and their cause of burnout. The relation between the motivation and burnout among students is one of the important areas to be studied frequently because of the significant and rapid changes related to the factors contributed to students' burnout and their motivation. Felaza et al. (2020) studied how motivation correlates with academic burnout among medical students and found that perception of personal accomplishment decreases whenever the motivation shifts to a more external type. It is because intrinsic motivation is an important element to achieve a better performance among the students. Motivation types correlates with perception of personal accomplishment as one of the subscales of burnout. Thus, the research highlights the importance of intrinsic motivation to prevent them from experiencing burnout.

The 2015 Institute for Public Health Ministry of Health Malaysia (NHMS) statistics revealed that one-third of Malaysians aged 16 and above face mental problems. In 2019, the Ministry of Health recorded that 2.3% of adults and 9.5% of children aged 10-15 have mental problems and the Ministry of Health projected that the percentage would continue to increase. In Malaysia, these statistics also linked to suicidal behaviour because there were 1,142 cases in 2021 and 631 cases reported in 2020. The number of cases increased significantly in 2021 significantly by 81% compared to 2020. These numbers show that suicidal behaviour shows an alarming rate in this country (Mokti, 2023). Looking at this scenario, highlighting mental health is a must as given by the national health agenda as a priority when they declares every October 10 as World Mental Health Day (Roslan, 2020). Mental health symptoms are lethargy and fatigue, which lead to another worst diseases for an individual, physically, and emotionally. Therefore, this matter is very serious to be resolved because it involves various layers of society.

Atik et al. (2020) analyse the relationships between academic motivation, engagement, burnout, and academic achievement with structural equation modelling among 861 samples of teacher candidates studying in the faculty of education at a state university in Eastern Turkey. The research highlights the importance of students' motivations, engagements, and burnouts towards their academic achievements. It also

found that burnout had a mediation role in the relationship between academic motivation and student engagement. Similarly, student engagement also had a mediation role in the relationship between burnout and academic achievement. Additionally, both student engagement and burnout had a mediation role in the relationship between academic motivation and academic achievement. The findings of this study had shown that these three variables had a mediation role one for another. The research agreed with several previous studies found that burnout affects individual's both student life and normal life in a negative way. It stated that teacher candidates' burnouts affect their college education, their improving themselves for their school teaching in the future, enjoying their lives and achieving satisfaction with life in a negative way. These previous studies focus on medical, sport and education students in Malaysia, China and Turkey. Apart from that, this current study to find the correlation between motivation and burnout specifically among UiTM Johor Branch Students, it will focus on tracing the causes of burnout to perception of their motivation.

Research Questions

There are three main research questions pertaining to the perception of UiTM Johor Branch learners on the causes of burnout and its relation to motivation. The questions are as follows:

- How do UiTM Johor branch learners perceive their motivation?
- How do UiTM Johor branch learners perceive their causes of burnout?
- Is there a relationship between motivation and causes of burnout?

Research Objectives

This study is carried out to explore the perceptions of UiTM Johor Branch learners on the factors that contribute to burnout and how they relate to motivation. Three key study objectives are as follows:

- To investigate the perception of UiTM Johor branch learners towards motivation.
- To investigate the perception of UiTM Johor branch learners towards the causes of burnout.
- To analyse relationship between motivation and the causes of burnout.

LITERATURE REVIEW

Motivating Factors for Learning

Motivation plays a significant role in initiating, guiding, and maintaining goal-oriented behaviours in all aspects of life and various phases of human activities. Motivation is the driving force behind human achievement and success. Paul R Pintrich as cited by Muzahid & Bannah (2019) believes that "Motivation is a complex concept consisting of different factors related to interest, achievement goals, value beliefs, self-efficacy, control beliefs. In the field of education, motivation inculcates and stimulates learner's interest in the learning activities (Borah, 2021).

Causes of Burnout among Learners

Burnout is defined as "to fail, to wear out, or become exhausted by making excessive demands on energy, strength, and resources" (Jacobs & Dodd, 2003). Having a good understanding about causes of burnout is important because burnout can influence a learner's attractiveness and their commitment towards their studies. In addition, learner's burnout can influence their dropout rates. According to Dominic Vaiana (2020) a study has been done among 354 students to get to the bottom of why they were burning out. The study shown that 5% of students reported mental or physical issues, about 13% attributed their burnout to a lack of personal motivation, a quarter said that outside influences were a major cause: family troubles, financial issues, and time management struggles caused by things like part-time jobs, less than 5% reported problems with professors to be a cause and the most prevalent cause was assignment overload. Almost half of the students who

reported feelings of burnout cited their overbearing, overtaxing course load as the main cause of the problem.

Past Studies on Motivating Factors for Learning

The significance of learner's motivation can be seen through the vast number of related studies which aims to understand why some learners seem to learn and succeed, while others seem to struggle to obtain analogous results (Yunus et al., 2018). Brophy (2010) and Hudley & Gottfried (2008) believe that the most important factor which affects learning is motivation. In addition, it plays a vital role in student achievement (Eccles & Wigfield, 2002).

Muzahid & Bannah (2019) investigate on factors affecting motivation to learn from the Quranic point of view. They had found sixteen individual factors that could motivate individuals to achieve the goal of learning. Among the factors include self-efficacy, high level of confidence and positive thinking is very vital in motivating the students to learn. Self-efficacy is about people's beliefs in their ability to perform a course of action required to achieve a specific goal. When learners believe that they are competent, they are highly motivated to complete the task.

Another study suggests there is a correlation between the roles of teachers and learners' motivation. If the teacher designs an adequate and appropriate teaching and learning activity for the learning process, the learners will be more interested to learn (Saeed Mustafa, 2018). The data of this study is obtained through questionnaires which involve 89 students from different universities in Duhok about the learners' motivation.

Past Studies on Causes of Burnout among Learners

Several of the studies have been conducted among college students to know about causes that lead to student burnout are congruent. The study that has been conducted by Cushman & West, 2006; Pisarik, 2009) found that the causes include a student's workload and the study by Capri, Ozkendir, Ozkurt & Karakus, (2012); Karimi (2014); and Rahmati (2015) cause of Student's Personality.

According to Cushman & West (2006) and Pisarik (2009), the study showed that Student's Workload because when a student has a long list of assignments to complete, he or she may feel a lack of motivation to complete the list. Pisarik (2009) states higher motivation can help students experience lower levels of exhaustion. On the other hand, a student may feel discouraged to complete his or her assignments. A student can become emotionally or physically exhausted because of their heavy demands on energy. As a result, assignment overload is a precursor to student burnout (Cushman & West, 2006). Consequently, the burnout caused by workload can lead to poor academic performance. This is important to consider because one of the dimensions of burnout is exhaustion and exhaustion is related to workload.

The study has been conducted by Capri et al. (2012), Karimi (2014) and Rahmati, (2015) concluded because of Student's Personality. Some students experience high levels of self-esteem. They believe in their ability to be successful. On the other hand, some students struggle to understand their worth and their ability to be successful in their life. It is important to recognize these feelings because a student's personality is related to one of the concepts of burnout: self-efficacy. Several findings on the effect of self-efficacy and personality on burnout were congruent (Capri, 2012; Rahmati, 2015). Students who have higher levels of self-efficacy can create calm environments when they are under pressure (Rahmati, 2015). Consequently, if a student has negative thoughts or a negative personality, he or she will experience burnout. In addition, when students experience high self-efficacy and life satisfaction, they experience less burnout (Capri, 2012). And according to Karimi in a study conducted in 2014 stated that students who have higher levels of perfectionism experience less academic burnout. Understanding how a student feels about himself or herself and their ability to achieve success in school or life is important to consider as a cause of burnout.

METHODOLOGY

This study applies a quantitative approach. Primary data was gathered through a survey questionnaire. A purposive sample of 131 participants from UiTM Johor branch learners responded to the survey. The respondents represent pre-diploma, diploma, bachelor's degree, and postgraduate learners. The instrument used is a 5 Likert-scale survey and is rooted from cause of burnout by Campos, et.al (2011) and motivation by Pintrich & 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 14 items on reading difficulties. Section C has 17 items on global strategies. Section D has 8 items on problem-solving strategies and section E has 9 items on support strategies.

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

Table 1- Distribution of Items in the Survey

Reliability Statistics	
Cronbach's Alpha	N of Items
.913	40

Table 2- Reliability of Survey

Table 2 shows the reliability of the survey. The analysis shows a Cronbach alpha of .913, thus, revealing a good reliability of the instrument chosen/used. Further analysis using SPSS is done to present findings to answer the research questions for this study.

FINDINGS

Findings for Demographic Profile

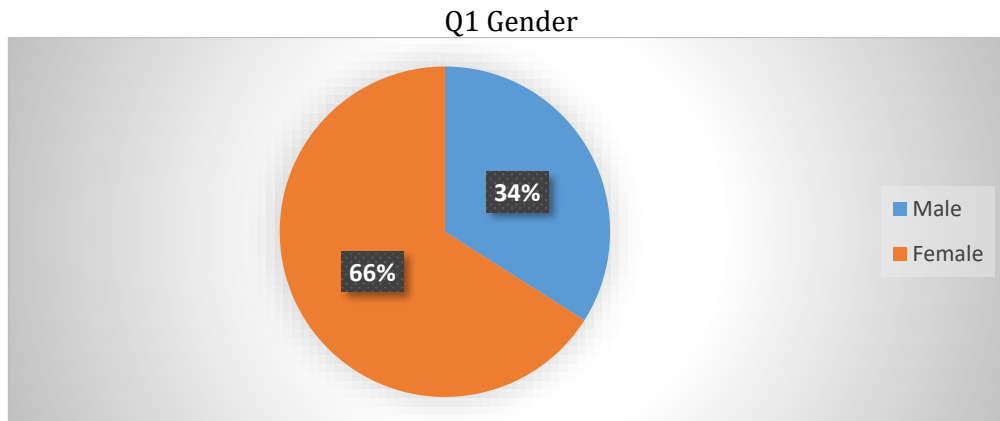


Figure 1: Percentage for Gender

A total of 131 respondents in this study (refer to Figure 1) were conducted. In this study showed 34% male respondents and 66% were female gender.

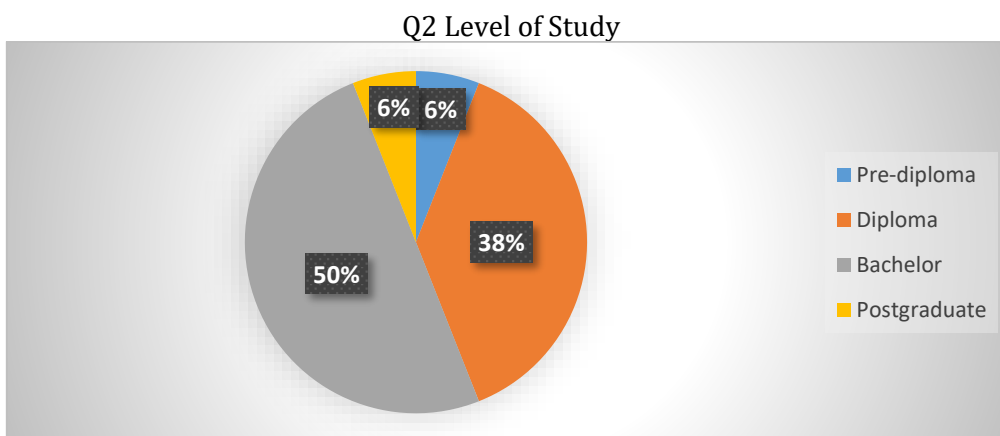


Figure 2: Percentage for Level of Study

Distribute the sample questionnaires to university students at the pre-diploma, diploma, degree and post graduate levels. Respondents comprised pre diploma by 6%, diploma level 38%, while bachelor's degree 50% and post graduated by 6%.

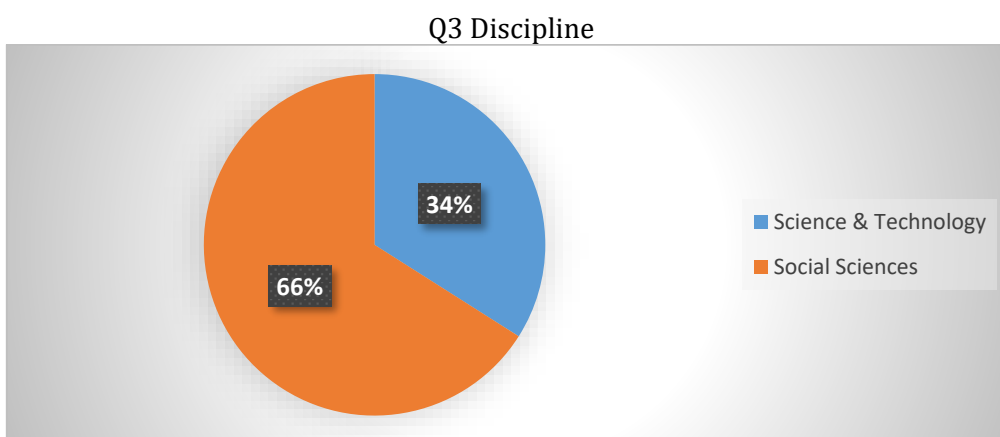


Figure 3: Percentage for Discipline

In this study, the distribution of science and technology students was 34% and social science 66%.

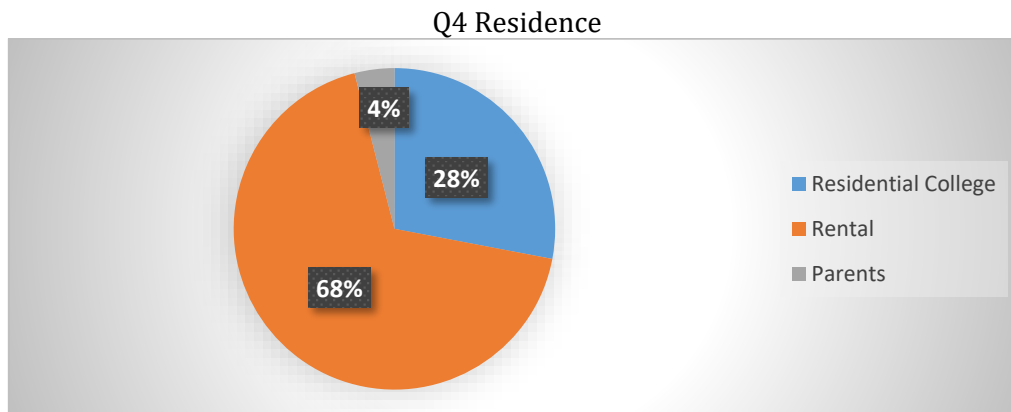


Figure 4: Percentage for Residence

Questionnaires were also distributed to students living in residential colleges, rental and parents. A total of 28% of residential college students, 68% rental and parents 4%.

Findings for Learning Motivation

This section presents data to answer research question 1- How do learners perceive their motivation?

Section B- Motivational Scale

a. Value Component

i. Intrinsic Goal Orientation

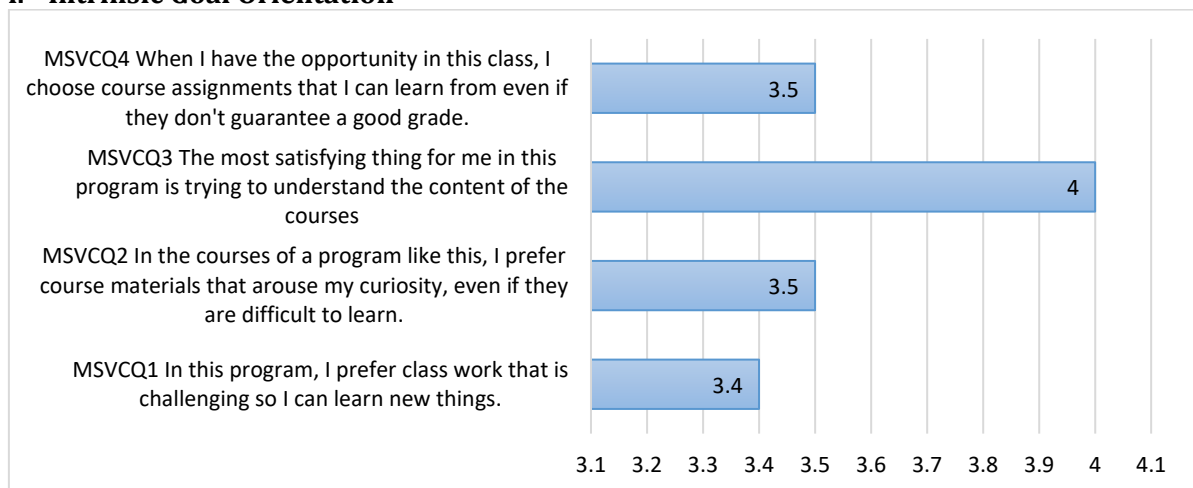


Figure 5: Mean for Intrinsic Goal Orientation

Figure 5 referring to Mean for Intrinsic Goal Orientation, the highest mean is 4, which refers to the statement that the most satisfying thing for the respondents is trying to understand the content of the courses, which. It shows that their understanding of contents keeps them learning for a long period. Meanwhile, the lowest mean of intrinsic goal orientation regarding perception of motivation among respondents is 3.4, which refers to the statement that they prefer class work that is challenging so they can learn new things. From this finding, it illustrates the respondents did not prefer a challenging environment in learning. It is understandable that the challenges in learning do not motivate students a lot because they may prefer an easy track to understand lessons.

ii. Extrinsic Goal Orientation

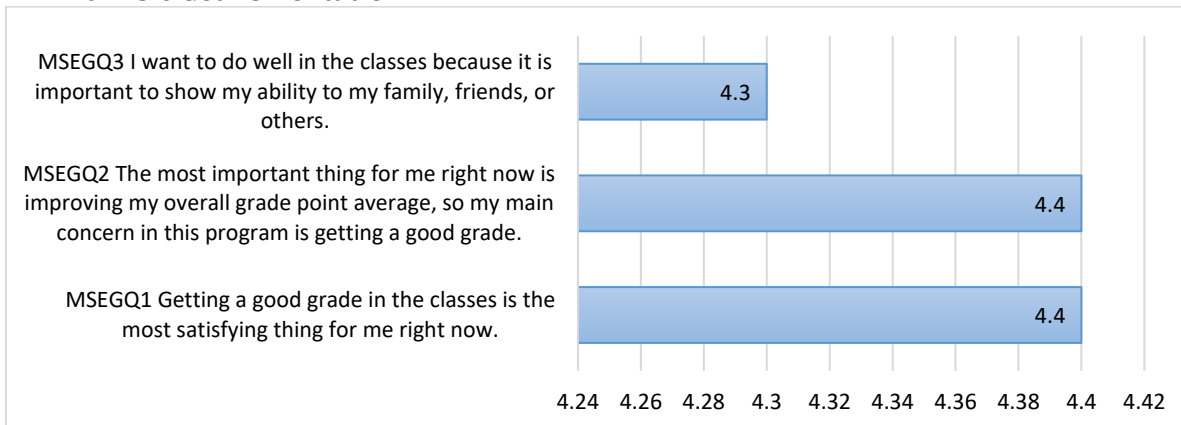


Figure 6: Mean for Extrinsic Goal Orientation

Figure 6 shows the mean for Extrinsic Goal Orientation with the higher mean is 4.4, refer to two statements: first, the respondents mostly agree that getting a good grade in the classes is the most satisfying thing for students right now. Second, they agree that the most important thing for them right now is improving their overall grade point average, so their main concern in this program is getting a good grade. From these findings, the students are concerned a lot about their good grades and this orientation keeps their motivation on track most of the time. The lowest mean with 4.3 is their perception regarding the statement that they want to do well in the classes because it is important to show their ability to family, friends, or others. It clearly illustrates that the proof of their ability to others is not as important as getting good grades for most of the students. Thus, a good grade shows a significant role to keep motivating students to learn.

iii. Task Value Beliefs

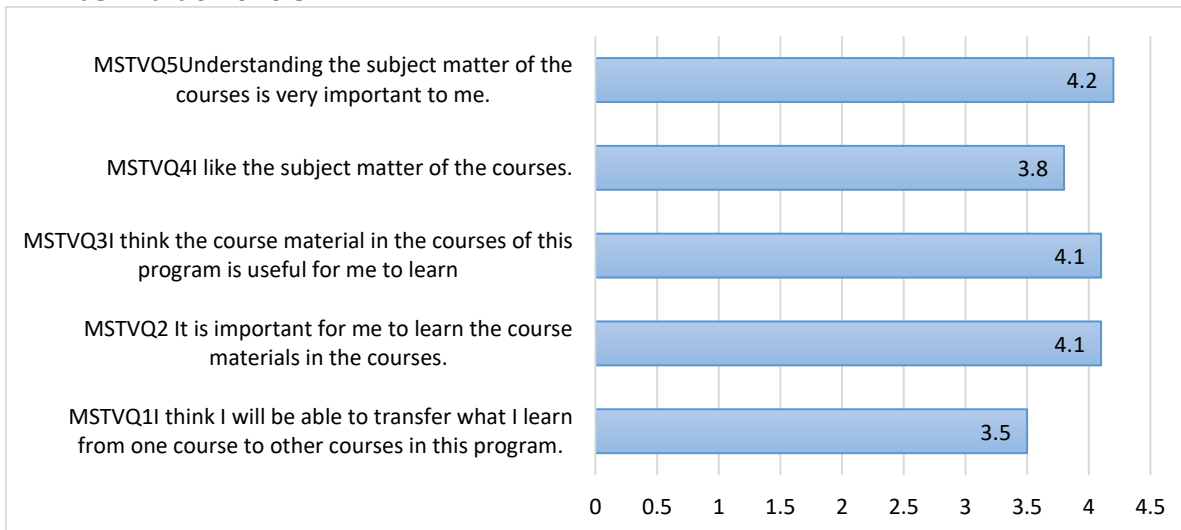


Figure 7: Mean for Task Value Beliefs

Figure 7 is referring to the mean for Task Value Beliefs with the highest is 4.2, which represents the perception of respondents that understanding the subject matter of the courses is very important to them. It shows that the students prioritize their understanding of lessons more than any other task value beliefs. The lowest mean with 3.5 refers to the statement that the respondents think they will be able to transfer what they learn from one course to other courses in this program. It illustrates that the respondents did not find that transferring knowledge from course to course is their task value and this belief did not motivate them to learn more in a course.

Section C - Expectancy Component

i. Students' Perception of Self-Efficacy

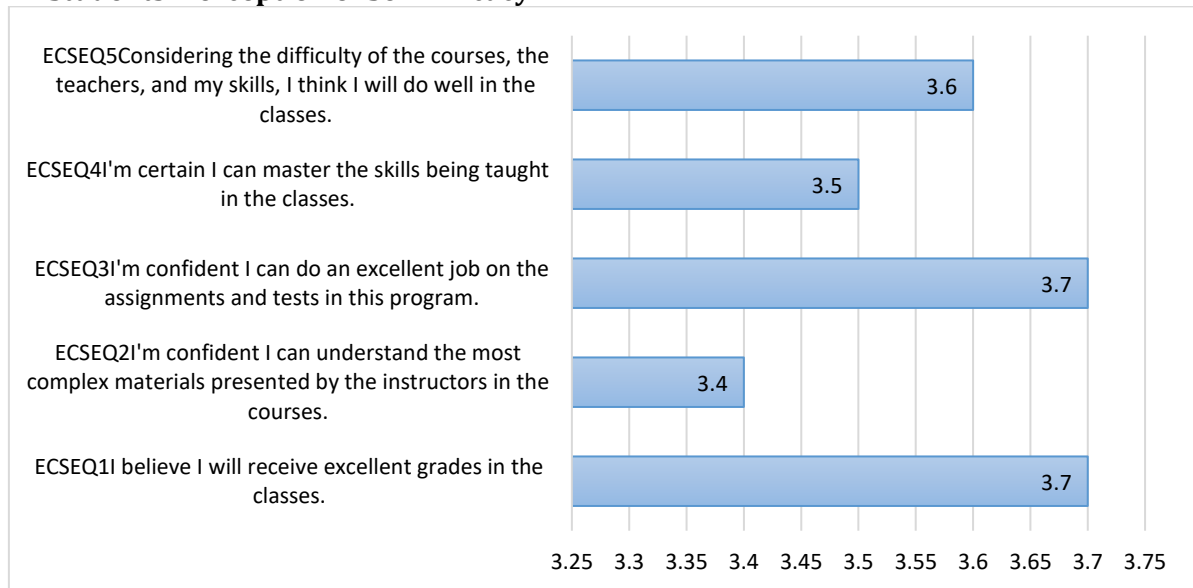


Figure 8: Mean for Students' Perception of Self-Efficacy

Self-efficacy refers to an individual's belief to execute behaviors necessary to produce specific performance attainments (Bandura, 1977). There are 5 items on the students' perception of self-efficacy. Overall mean recorded is moderate. The highest mean is question number 1 and 3. Question number 1 shows that respondents believe that they will obtain excellent grades, while question number 3 shows that they are confident to perform well for their assignment and test. While the lowest mean belongs to question number 2 with score 3.4, showing that they have slightly confidence regarding understanding the most complex materials presented in the courses.

ii. Control Beliefs for Learning

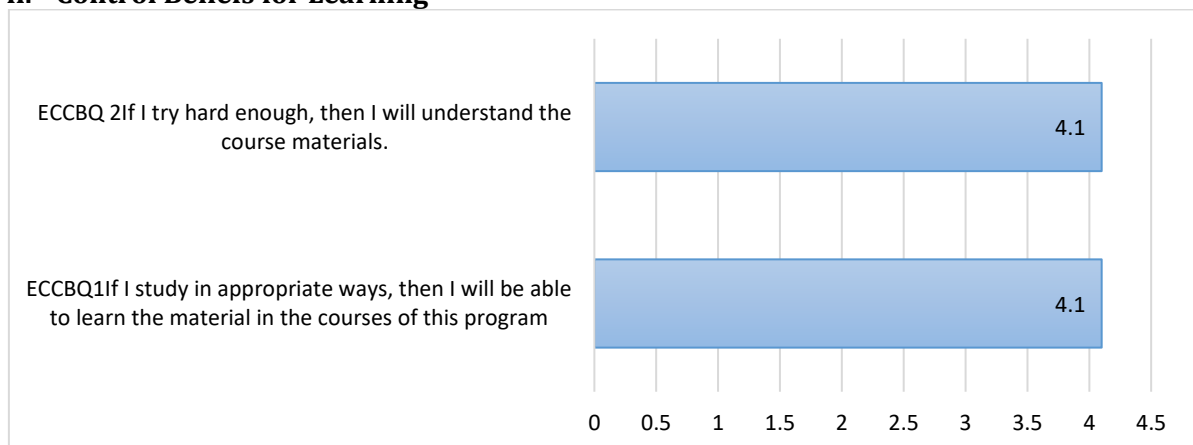


Figure 9: Mean for Control Beliefs for Learning

There are 2 items regarding control belief for learning. Control belief explains the perception of individuals on how the environment is responsive to their behaviours and interventions (Pintrich & Zusho, 2002). Both items scored well with mean 4.1. Respondents believe if they study in appropriate ways and try hard enough, they will succeed to learn and understand the courses.

Section D - Affective Component

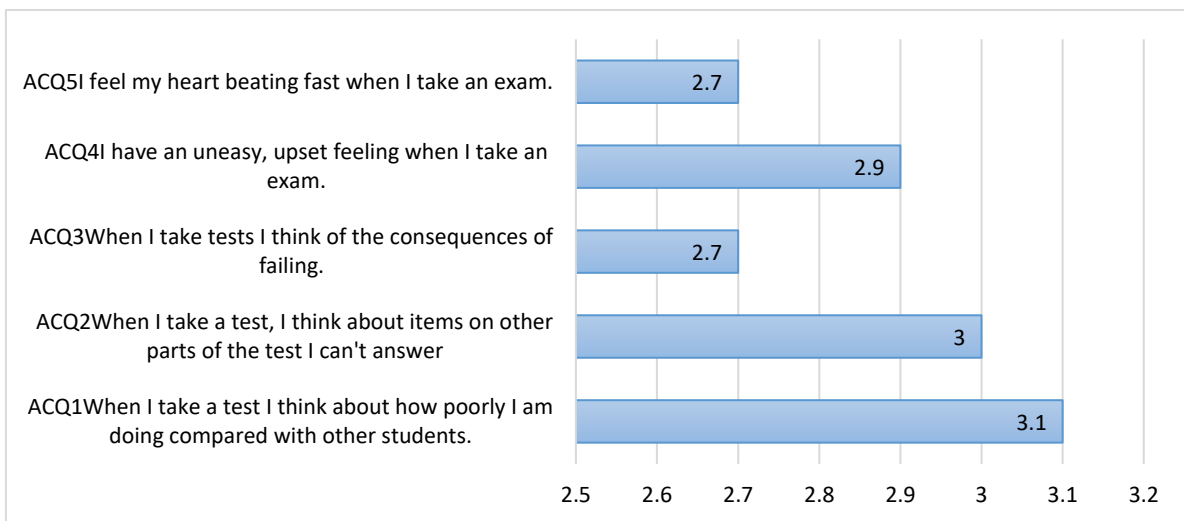


Figure 10: Mean for Affective Components

Affective learning is concerned with how learners feel while they are learning, as well as with how learning experiences are internalized so they can guide the learner’s attitudes, opinions, and behavior in the future (Miller, 2005). The highest mean with score 3.1 belongs to question 1, shows that respondents emotionally compare themselves to others for doing poorly in their test. While question number 3 and 5 were the lowest mean recorded with 2.7. Respondents doubted that they will fail in their test and feel nervous when having their exam.

Findings for Causes of Burnout

This section presents data to answer research question 2- How do learners perceive their causes of burnout?

Section E- Burnout (Exhaustion)

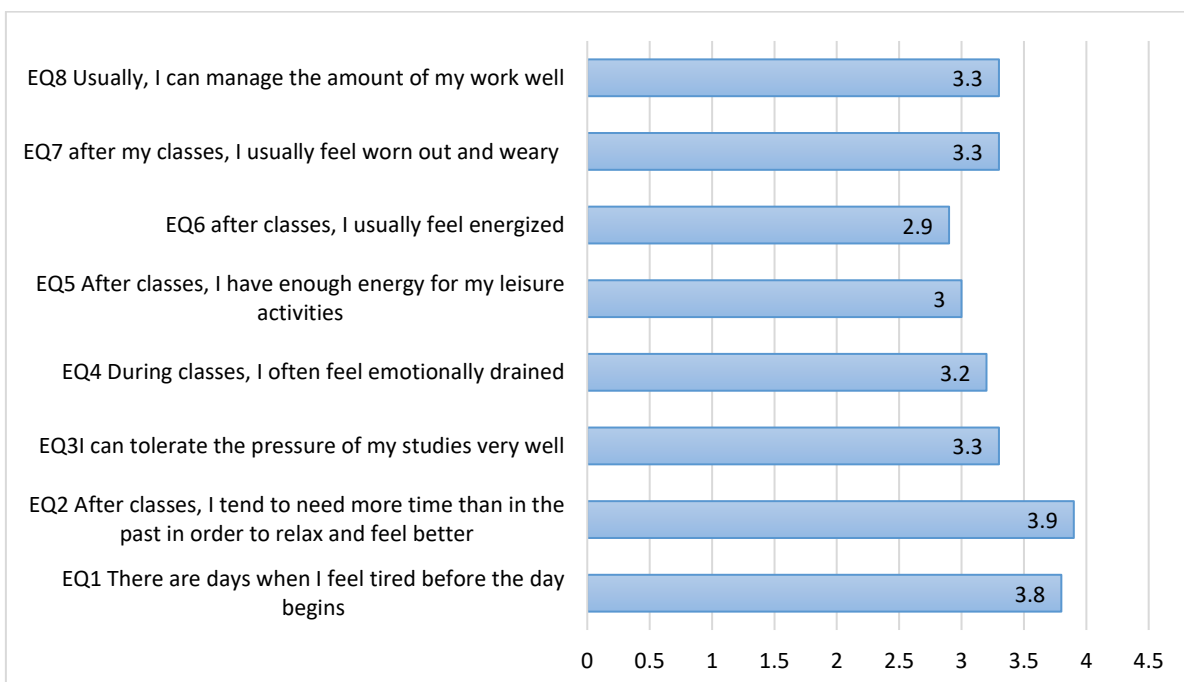


Figure 11: Mean for Cause of Burnout-Exhaustion

Burnout is a state of emotional, physical, and mental exhaustion that can occur because of prolonged exposure to stress, particularly in the workplace. Exhaustion is one of the primary symptoms of burnout and is often accompanied by feelings of depersonalization and reduced personal accomplishment.

The statement "There are days when I feel tired before the day begins" specifically refers to the experience of feeling physically and mentally drained even before the day starts. This can be a significant predictor of burnout and exhaustion, as it may indicate that the individual is not getting sufficient restorative sleep, is experiencing high levels of stress or anxiety, or is overworking themselves. A mean score of 3.8 on a rating scale typically indicates that most respondents have rated this statement with a score between 3 (sometimes true) and 4 (frequently true). This means that many people have experienced feeling tired before the day even starts, which may indicate a lack of restful sleep, chronic fatigue, or other factors that can contribute to burnout and exhaustion.

The mean score of 2.8 for the statement "It happens more and more often that I talk about my studies in a negative way" suggests that a significant number of people occasionally experience negative feelings towards their studies, but not to a severe degree. A mean score of 2.8 on a rating scale typically indicates that most respondents have rated this statement with a score between 2 (occasionally true) and 3 (sometimes true). This means that a significant number of people experience negative feelings towards their studies, but it is not a pervasive issue for them. However, a mean score of 2.8 indicates that most respondents do not experience such negative feelings frequently or to an extreme degree. It is possible that the respondents experience negative emotions occasionally, such as when facing a difficult assignment or exam, but they do not feel overwhelmingly negative about their studies on a regular basis.

The statement "Over time, students can become disconnected from this type of routine" received a mean score of 3.4, indicating that respondents are somewhat divided on whether they feel disconnected from the routine of studying over time. Some respondents may feel that the routine of studying has become monotonous or that they are no longer interested in their subject, while others may still find the routine engaging and worthwhile.

The statement "This is the only thing (studying) that I can imagine myself doing now" received a mean score of 3.4, indicating that respondents are moderately committed to their studies. While some may feel that they are limited in their options, others may feel that studying is a fulfilling and meaningful pursuit.

The statement "I feel more and more engaged in my studies" also received a mean score of 3.4, suggesting that respondents have a mixed level of engagement with their studies. Some may feel increasingly invested and interested in their subject, while others may feel their motivation waning over time.

Finally, the statement "Sometimes I feel sickened by my study tasks" received a mean score of 3.2, indicating that respondents have mixed feelings about their study tasks. Some may find certain tasks particularly challenging or unpleasant, while others may find them more manageable or enjoyable.

Section D- Burnout (Disengagement)

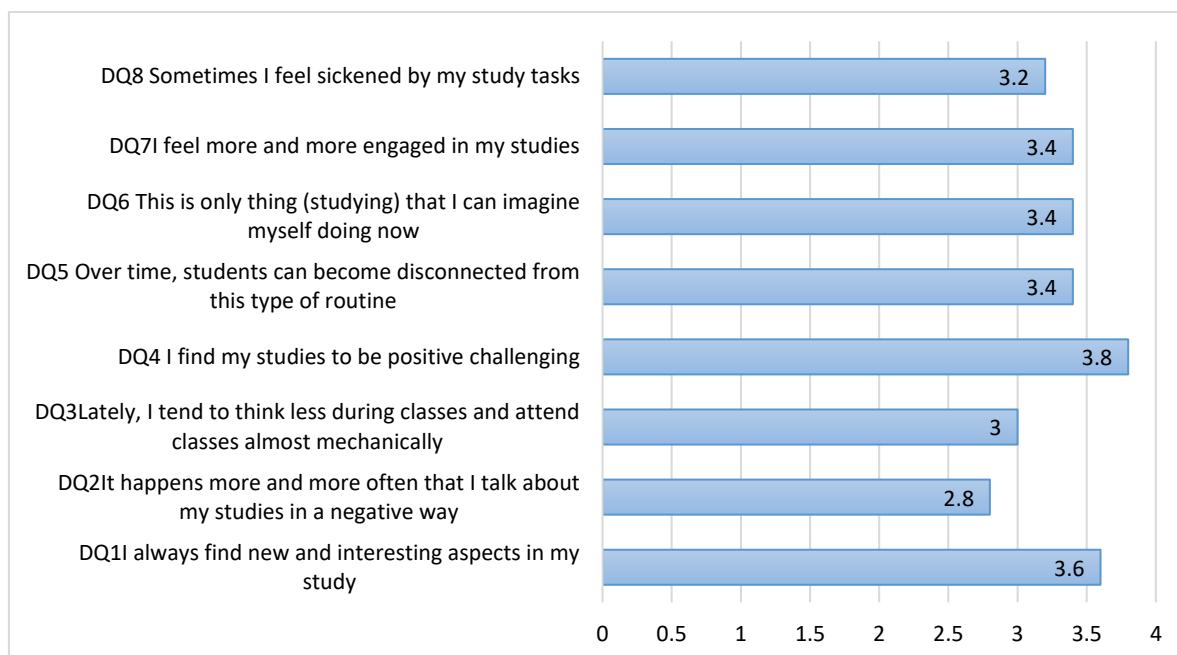


Figure 12: Mean for Causes of Burnout-Disengagement

The mean score of 3.6 for the statement "I always find new and interesting aspects in my study" suggests that respondents generally have a positive and curious attitude towards their studies. This score indicates that most respondents agree that they are constantly discovering new and fascinating things in their subject, and they find it intellectually stimulating.

On the other hand, the mean score of 2.8 for the statement "It happens more and more often that I talk about my studies in a negative way" suggests that many respondents experience some level of negative feelings towards their studies, particularly when discussing them with others. This score indicates that some respondents may be experiencing burnout or losing motivation towards their studies.

The mean score of 3.0 for the statement "Lately, I tend to think less during classes and attend classes almost mechanically" suggests that some respondents are becoming disengaged with their classes, possibly due to lack of interest, burnout, or other factors. However, the score is relatively low, indicating that this is not a pervasive issue for most respondents.

The mean score of 3.8 for the statement "I find my studies to be positively challenging" suggests that respondents view their studies as a meaningful and rewarding pursuit, despite the challenges they face. This score indicates that most respondents perceive their studies as a positive challenge that helps them grow intellectually and personally.

The mean score of 3.4 for the statements "Over time, students can become disconnected from this type of routine", "This is the only thing (studying) that I can imagine myself doing now", and "I feel more and more engaged in my studies" suggests that respondents have mixed views about their engagement with their studies. This score indicates that while many respondents find their studies engaging and meaningful, others may be experiencing feelings of burnout or disconnection.

Finally, the mean score of 3.2 for the statement "Sometimes I feel sickened by my study tasks" suggests that respondents may find certain study tasks challenging or unpleasant, leading to occasional negative feelings. However, the score is relatively low, indicating that most respondents do not experience these negative feelings frequently or to an extreme degree.

Overall, the mean scores suggest that respondents generally view their studies as a positive and challenging pursuit, although they may experience negative feelings and periods of disengagement at times. It is important for individuals to monitor their own well-being and seek support if negative feelings persist or become more severe.

Findings for Comparison of Mean

This section presents data to answer research question 3- How do the mean differ for motivational constructs and causes of burnout.

Total Motivational Constructs	3.7
Total Causes of Burnout	3.3

Table 3-Comparison of Mean for Motivation vs Mean for Total Causes of Burnout

Table 3 above shows the comparison of total mean for motivational constructs (value, expectancy, and affective components) and total causes of burnout (exhaustion and disengagement). The mean for motivational construct (3.7) is higher than the mean for burnout (3.3).

Findings for Relationship between Motivational Constructs and Causes of Burnout

This section presents data to answer research question 4- Is there a relationship between motivation and causes of burnout?

To determine if there is a significant association in the mean scores between motivational constructs and causes of burnout, data is analysed using SPSS for correlations. Results are presented separately in table 4 below.

		TOTALMOTIVATION	TOTALBURNOUTEXHAUSTION
TOTALMOTIVATION	Pearson Correlation	1	.549**
	Sig. (2-tailed)		.000
	N	131	131
TOTALBURNOUTEXHAUSTION	Pearson Correlation	.549**	1
	Sig. (2-tailed)	.000	
	N	131	131

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

Table 4- Correlation between Motivational Constructs and Causes of Burnout

Table 4 shows there is an association between motivational constructs and causes of burnout. Correlation analysis shows that there is a high significant association between motivational constructs and causes of burnout ($r=.549^{**}$) 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 strong positive relationship between motivational constructs and causes of burnout.

CONCLUSION

It can be concluded that most of the respondents prioritize their understanding of the course content and find that as motivation. This study shows that lack of motivation among learners is related to fatigue. This is because fatigue will occur before starting a

task and it is the main cause of burnout. Therefore, students need motivation to change the learning outcomes. All things carried out by students will be more effective by increasing motivation. According to the results of a study by Mohamad Azrien Mohamed Adnan and Mohd Alwee Yusoff (2009), students did not fear facing the exam and the feeling is not significant in the academic performance of the students. As the views of Lau et al. (2021) states that motivation must exist for the health of students. Motivation is a cause of maintaining a healthy lifestyle among learners. A more detailed study needs to be carried out in the form of motivation to produce guidelines or models that contributed to increasing student motivation among learners. This motivation also needs to be formulated with appropriate methods for various levels. These problems must be overcome so that significant mental health, study, and life stress problems do not occur. In this modern era, the use of information technology can help the learning of courses in any level of institutions (Sulaiman, 2020). This study in the future can help increase the motivation level of students. Students' motivation may help them overcome the fear of facing exams, as well as help them in managing their fatigue and demotivated feelings which also reduces the cause of burnout.

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