

## Innovation Management Class in Overcoming Academic Burnout in PAI Lessons at SMAN 2 Palangka Raya

Nor Aida\*, Ahmadi, Surawan

IAIN Palangka Raya, Indonesia

\*noraida2111110445@iain-palangkaraya.ac.id

### Abstract

Success in the learning process is greatly influenced by a conducive learning atmosphere and student motivation. However, academic burnout is often an obstacle that hinders students in learning. Therefore, the application of innovation management class is very important to overcome academic burnout and support the success of the learning process. This study aims to explore the application of innovation management class as a solution in overcoming academic burnout in PAI lessons at SMAN 2 Palangka Raya. The method used is qualitative with a phenomenological approach. Data collection techniques were conducted through observation, interviews and documentation, and data validation techniques using source triangulation. The results of this study indicate that the application of innovation management class conducted by teachers in overcoming academic burnout of (83.09%) is included in the category of very effective. This is evident through a varied approach, varied methods, digital media integration, social interaction, providing rewards and motivation and carrying out technology-based evaluations that teachers apply through the stages of planning, implementation, and evaluation can increase student motivation and generate student interest in participating in learning activities. With an engaging approach to classroom management, students become more active participants and feel happy in the learning process. This research suggests that innovations in classroom management are very effective in creating a conducive learning atmosphere and successfully overcoming the challenges faced by students.

**Keywords: Innovation Management Class; Academic Burnout**

### Abstrak

*Keberhasilan dalam proses pembelajaran sangat dipengaruhi oleh suasana belajar yang kondusif dan motivasi siswa. Namun, academic burnout sering menjadi kendala yang menghambat siswa dalam belajar. Oleh karena itu, penerapan innovation management class sangat penting dilakukan untuk mengatasi academic burnout serta mendukung keberhasilan proses pembelajaran. Penelitian ini bertujuan untuk mengeksplorasi penerapan innovation management class sebagai solusi dalam menanggulangi academic burnout pada mata pelajaran PAI di SMAN 2 Palangka Raya. Metode yang digunakan adalah kualitatif dengan pendekatan fenomenologi. Teknik pengumpulan data dilakukan melalui observasi, wawancara dan dokumentasi, serta teknik pengabsahan data menggunakan triangulasi sumber. Hasil Penelitian ini menunjukkan bahwa penerapan innovation management class yang dilakukan guru dalam menanggulangi academic burnout sebesar (83,09%) termasuk dalam kategori sangat efektif. Hal ini terbukti melalui pendekatan variatif, metode bervariasi, integrasi media digital, interaksi sosial, pemberian reward dan motivasi serta melaksanakan evaluasi berbasis teknologi yang diterapkan guru melalui tahapan perencanaan, pelaksanaan, dan evaluasi dapat meningkatkan motivasi siswa dan memunculkan ketertarikan siswa untuk mengikuti aktivitas pembelajaran. Dengan adanya pendekatan yang menarik dalam manajemen kelas, siswa menjadi lebih aktif berpartisipasi dan*

*merasa senang dalam proses belajar. Penelitian ini menyatakan bahwa inovasi dalam pengelolaan kelas sangat efektif dalam menciptakan suasana belajar yang kondusif dan berhasil mengatasi tantangan yang dihadapi siswa.*

**Kata Kunci: Innovation Management Class; Academic Burnout**

## **Introduction**

Learning is part of the core of education, because it is through the learning process that makes education develop and achieve its goals. As according to Tanjung & Namora, (2022) learning is the heart of education in the sense that without learning education does not exist. Learning is an activity that brings changes to a person (Erwinsyah, 2017). An effective learning process is very important to achieve educational goals, but when the learning process takes place there are often obstacles that hinder students in learning. One of the obstacles that hinder the success of learning, namely student learning saturation. Boredom in learning is one of the problems experienced by students during the learning process which is called academic burnout (Rozzaqyah, 2021). According to Maslach and Leiter in Chabot, (2018) suggests that learning burnout is defined as a three-dimensional syndrome that includes emotional exhaustion, depersonalization, and decreased academic confidence characterized by feeling tired of schoolwork or anything related to learning activities. Academic burnout includes psychological conditions experienced by students at school due to high academic demands characterized by physical and psychological fatigue (exhaustion), apathy towards school tasks (cynicism), and decreased academic confidence (reduced academic efficacy) (Azkarisa & Nugraha, 2023). The same thing was also conveyed by Schaufeli et al., (2002) which defines academic burnout as a state of physical and psychological fatigue caused by learning, having a cynical attitude towards school activities, and feeling incompetent as a student.

Academic burnout or boredom in learning is characterized by the emergence of a negative view of the learning environment (Dewi et al., 2017). Burnout can lead to students' disinterest in learning activities which can certainly affect students in achieving optimal learning goals (Aypi et al., 2022). Academic burnout is caused by disturbances that arise from themselves or arise from people and the surrounding environment (Muna, 2020). Students who experience academic burnout have a negative impact and influence on themselves, namely the presence of symptoms such as feeling bored, bored, lazy, lack of enthusiasm, and do not care about things related to learning activities so that it is difficult to receive information conveyed by the teacher (Pratiwi & Rahmi, 2023). Symptoms of academic burnout in students based on aspects, namely first, mental fatigue which is characterized by difficulty concentrating, feeling bored, and laziness to pay attention to lessons. Second, emotional exhaustion which is characterized by not doing assignments, losing interest in lessons, and despair in learning. Third, decreased academic confidence characterized by feeling inferior and low motivation in learning (Aprianti & Mashun, 2023). Therefore, students who experience academic burnout will show poor performance in the learning process (Septiani & Triariani, 2022).

From the symptoms of academic burnout experienced by students during the learning process, of course, it is influenced by several factors such as learning methods that are less varied, an unchanging learning atmosphere, academic demands and lack of learning problem solving skills in students (Setiawan et al., 2024; Wahyuli & Ifdil, 2020). In line with the results of research Utami & Sucipto, (2024) regarding the factors that cause academic burnout are influenced by two factors, namely internal factors and external factors. Internal factors are factors that arise from within students, while

external factors are factors that come from outside students, such as the learning environment, teachers, infrastructure and so on. In the context of PAI learning, there is guidance and care for the physical and spiritual development of students in order to form a personality that is in accordance with the norms determined by religious teachings, and later students can believe, understand, appreciate, and practice the teachings of Islam (Saputra, 2022). In this case, academic burnout has an impact on student learning motivation, including in PAI subjects. PAI learning is not only a subject that focuses on knowledge, but also shapes students' attitudes, morals, and spirituality (Sundari et al., 2023). If students experience academic burnout, they will lose enthusiasm and become less enthusiastic in understanding the material and practicing religious values. As a result, the effectiveness of learning decreases and the planned learning objectives cannot be achieved (Kholisin & Subekti, 2023). Therefore, handling academic burnout, especially in PAI learning, is very important so that students can benefit from the knowledge taught and develop their potential optimally.

Teachers are one of the important elements in the learning process to overcome various problems and create a learning atmosphere that supports student success. As the opinion of Surawan, (2019) teachers are required to be able to overcome all obstacles in the problem of learning activities. In line with the opinion of Mazrur et al., (2022) teachers have an important role in building the education system and determining student success, especially in the learning process. A teacher is a component that can determine student learning activeness in the classroom (Asmara & Nindianti, 2019). Teachers are also one of the learning resources that have a very important role in determining the course of the learning process (Surawan & DLT, 2022). In doing so, teachers are not only responsible for teaching, but also for carrying out various activities that support the success of student learning. This shows that student learning activities are highly dependent on the role of the teacher in carrying out their duties and functions properly (Aspi, 2022). Therefore, for the learning process to be achieved optimally, then a teacher needs to foster a positive learning attitude, understand student problems, and adjust methods, situations, and student needs that can increase student interest during the learning process (Lubis, 2017). Teachers must also be able to understand the different characters of students, so that the problems that occur to students in learning can be handled properly (Setiyaningsih & Wiryanto, 2022). Every teacher, be it a class teacher or subject matter teacher is directly involved in classroom management activities. Classroom management skills are very important for teachers to master and implement to support effective and efficient learning, so that student competencies can be achieved properly (Sari et al., 2022; Suleha et al., 2021)

According to Arikunto in Afriza, (2019) argues that classroom management is an effort made by the person in charge of teaching and learning activities, with the aim of achieving optimal learning conditions, so that learning activities can be carried out as expected. Meanwhile, according to Mulyasa in Afriza, (2019) explains classroom management is the teacher's ability to create a conducive learning climate and can control it if there is a disturbance in learning. A teacher has a very important role in managing the class, because it can support success in the learning process (Inggritiya et al., 2024; Rohiyatun & Mulyani, 2017). Classroom management is carried out in order to create an interesting and pleasant learning atmosphere so that students do not feel bored and bored at every learning meeting (Safitri et al., 2023). Classroom management by teachers definitely requires updates or what is called innovation to meet the needs of students in learning. In line with the opinion of Riadi & Rostika, (2023) a teacher is required to provide innovation in managing the classroom in order to create enjoyable learning, so that the learning process in the classroom can be achieved properly. The actions taken in

managing the class to achieve the specified learning objectives are through the planning, implementation, and evaluation stages (Ahmadi & Lestari, 2023).

Research conducted by Dewi et al., (2024) shows that classroom management accompanied by innovation can increase student interest in learning. In addition, research conducted by Izzah & Anggoro, (2024) also revealed that innovation in classroom management can contribute to increasing student motivation and involvement in the learning process. Previous studies show that many are interested in studying teacher innovation in managing the classroom from various aspects and perspectives. However, this concept often focuses on how teachers manage the classroom in general. In addition, some studies also highlight academic burnout that is often experienced by students which can have negative impacts, such as decreased learning achievement and the emergence of problems in learning, so this is an important concern and needs to be studied further to find the right solution. In this case, innovation management class comes as a solution in overcoming academic burnout which focuses on how teachers manage the classroom by considering the conditions of boredom and the needs of students in the classroom. Therefore, this research discusses the application of innovation management class in overcoming student academic burnout with various strategies. This research is a recent study and has not been widely researched in the field of Islamic Religious Education. Through innovation in managing the classroom (Innovation management class), it is hoped that teachers can reduce learning saturation (Academic burnout) by implementing varied learning, utilizing technology, organizing a conducive learning environment, as well as creating interaction and motivating students, so that students are enthusiastic about participating in learning activities.

Based on initial observations in the field, namely at SMAN 2 Palangka Raya, on Wednesday, 8 May 2024, at 12.30 WIB. It was found that some students experienced academic burnout, which can be seen from indifferent behavior towards learning, lack of attention when the teacher explains, and inappropriate use of gadgets during the learning process. This phenomenon is of particular concern, especially in PAI subjects that require active involvement of students in understanding learning in order to practice religious values in daily life. SMAN 2 Palangka Raya was chosen as the research location because it is one of the leading schools in Palangka Raya that has high academic standards. However, the indication of academic burnout shows that innovation in classroom management is needed to create a more interesting and interactive learning environment. In addition, this school has adequate facilities to support the implementation of innovation in learning, such as access to technology. Thus, this study aims to explore how the application of innovation management class can help teachers in overcoming academic burnout, especially in PAI subjects, so that students not only avoid academic burnout, but also can achieve learning objectives optimally. This research is expected to make a positive contribution in improving the quality of learning and motivating students to be more active in participating in the learning process.

## **Methods**

The method used in this research is a qualitative method with a phenomenological approach. Researchers identify experiences by an individual about a certain phenomenon that later researchers can describe and collect data about the application of innovation management class in overcoming student academic burnout in PAI lessons at SMAN 2 Palangka Raya. In this study, the primary data source is 1 PAI teacher as the subject and 10 students of class XI, Waka Curriculum as informants where researchers use purposive sampling to select relevant criteria. While the secondary data of this research are books, articles, documents, and scientific journals. The time allocation in this study was for 2 months starting from August-October 2024. Data

collection techniques through interviews, observation and documentation. Data validation techniques in this study used source triangulation techniques. Stages in data analysis, namely, data collection, data reduction, data display, and conclusion drawing/verification (Sugiyono, 2022).

## **Results and Discussion**

### **1. Innovation Management Class**

Class management is also known as classroom management, in managing a class a teacher has a very important role because it can support success in the learning process (Rohiyatun & Mulyani, 2017). Success in learning is determined by many factors, including the teacher factor in carrying out the teaching and learning process, because teachers can directly influence, foster, and improve students' intelligence and skills (Surwan & Husniah, 2024). The purpose of classroom management is to create optimal learning conditions to develop abilities and overcome obstacles that can hinder the realization of teaching and learning interactions (Aliyyah et al., 2022). Classroom management includes comprehensive matters, from planning to action. This includes structuring the classroom environment, seating, methods, media, tools, and learning materials that will be presented as well as anticipating problems that will arise in the classroom (Anwar, 2022). Therefore, classroom management carried out by teachers must require updates or what is called innovation in order to create a good learning process, because the class must be managed properly in order to achieve learning objectives that are effective, efficient, fun and not boring. Innovation is carried out to minimize the occurrence of academic burnout or other disturbances that can hinder the smooth learning process (Ibrohim et al., 2020). Teacher innovation is a teacher's effort to change what already exists, but innovation does not only produce new ideas, but can also be implemented and have a big impact (Hamdanah & Surawan, 2022). Innovation is also carried out to create a more pleasant learning atmosphere in the classroom, so that it can increase student motivation in learning (Rahmadani & Suyatno, 2020). According to Arikunto in Afriza, (2019) the steps taken by teachers in managing the classroom to create optimal learning conditions through the planning, implementation, and evaluation stages. Based on data from observations, interviews and documentation that have been obtained on 4 September - 3 October 2024. Innovation management class carried out by teachers as an effort to overcome academic burnout in PAI subjects has been well implemented through the planning, implementation and evaluation stages. This is reinforced by the following statement:

#### **a. Planning**

Planning is a very important first step for a teacher before starting learning activities. Through planning, teachers can strive to overcome academic burnout by designing innovative learning methods, media and tools that suit the needs of students and the goals to be achieved (Prima, 2024; Ramadhan et al., 2024). In this study, PAI teachers developed teaching modules by determining learning objectives, varied methods, and utilization of digital media to reduce academic burnout. This can be seen from the following statement:

According to Mrs. Cindy as a PAI teacher, I compile teaching modules by determining objectives, varied methods, and learning media according to student needs. For materials that require in-depth understanding, I use discussion, question and answer or group work, equipped with media such as videos and digital media to make learning more interesting to reduce student boredom. I also organize time in a structured manner and make interesting evaluations to determine student understanding and to improve future learning. (Interview, 5 September 2024)

This is reinforced by Mr. Suluh as the Head of Curriculum who stated that the PAI teacher's teaching module is in accordance with the curriculum and well structured, the PAI teacher integrates new things to make the material more interesting and encourage active student involvement. The innovations contained in this plan are very helpful in creating an effective and enjoyable learning atmosphere. (Interview, 6 September 2024)

Table 1. Planning of innovation management class

Indicator	Percentage	Category
Method innovation	72,1%	Good
Media innovation	74,7%	Good
Learning tool innovation	77,2%	Good
Average	74,66%	Good

Based on the results of the data analysis above, it shows that the lesson planning carried out by PAI teachers is in the good category (74.66%). Teachers are stated to be able to make lesson plans according to the needs and characteristics of students. This planning is done by teachers to design innovations that can overcome academic burnout in learning. This shows that teachers apply various efforts in order to adapt to students' learning styles to create more effective learning (Amelia et al., 2025). According to Ramadhan et al., (2024) good planning allows teachers to design learning methods and media that suit the needs of students, thus effectively reducing academic burnout. In line with Hamalik's opinion in Nasir et al., (2024) a good teacher will make every effort to make his teaching successful. One of the keys to success is teachers who always make teaching plans beforehand. The planning carried out is to formulate the objectives of what learning activities are to be achieved, how to assess these objectives, what material will be delivered, how to deliver, and what tools or media are needed (Nisa et al., 2024; Siregar et al., 2024). According to Daga, (2021) states that good teacher planning must include innovation to create a pleasant learning atmosphere. If the lesson plan is well prepared, it will make learning objectives can be achieved effectively and efficiently (Santoso et al., 2023).

## b. Implementation

Implementation is the stage where the plan that has been prepared is applied in the learning process. In the process of implementing learning, a teacher greatly influences student learning activities (Jalaludin et al., 2021). Based on the results of observations made from 18 September 2024, the study found that teachers apply innovation management through various efforts made in order to overcome academic burnout, such as understanding the situation and conditions, using varied methods, using learning media, structuring the learning environment, providing rewards and motivation. These strategies are applied according to student characteristics and classroom conditions to increase their involvement and comfort in the learning process.

### 1) Understand the Situation and Conditions

One of the findings in this study shows that teachers try to create a conducive learning climate through a varied approach to students. Creating a conducive climate can minimize academic burnout so that the learning process is more enjoyable (Khairina et al., 2022). This can be seen from the following statement:

According to Mrs. Cindy as the PAI teacher, I always try to understand the students' condition and situation while learning. For example, in the first hour, if there are students who have not had time to have breakfast because the entrance time is too early, I invite them to have a light breakfast so that they are better prepared for the lesson. Meanwhile, at the end of the hour, when students start to look bored, I usually do ice breaking. I give them time to chat casually,

brainstorm and provide funny things in the middle of the lesson. I do this so that the class atmosphere remains comfortable and students remain enthusiastic about continuing the lesson. (Interview, 18 September 2024)

This is reinforced by Apif, a grade XI student, who stated that the teacher often tells stories and jokes while delivering the material, making us happy and entertained. Ice breaking done by the teacher also makes me and my friends re-energized and adds to the atmosphere to be more fun. (Interview, 25 September 2024)

Based on the results of the data analysis above, it shows that classroom management by PAI teachers through an adaptation approach that considers the needs and conditions of students plays a significant role in overcoming academic burnout. Actions such as providing time for light meals in the first hour and slipping humor in the middle of learning, as well as doing ice breaking at the end of the lesson, include a form of adaptation that is responsive to the physical and psychological conditions of students to overcome academic burnout (Syafnientias et al., 2024). A teacher's responsive attitude can make students feel the teacher's attention and presence directly, so that it can increase their enthusiasm in participating in learning (Teluma et al., 2024). Ice breaking is one of the learning innovations as a way for teachers to minimize academic burnout (Kurniawati & Pratikno, 2024). The application of ice breaking can also make a boring atmosphere fun and relaxed, and make students enthusiastic in learning (Siregar et al., 2024; Trisnaningtyas & Setiyaningsih, 2024). In addition, joking and telling stories can make learning more fun and less stressful (Supartini et al., 2022).

## 2) Varied Methods

A varied method is an approach used by teachers by utilizing various methods to reduce academic burnout and facilitate student understanding of the material being taught (Pesona, 2021). The findings of this study show that the learning methods used by PAI teachers are different, namely discussions, questions and answers, presentations integrated with digital media. The varied methods used by teachers proved to be effective in creating an interesting and interactive learning atmosphere, so as to overcome academic burnout. This can be seen from the following statement:

According to Mrs. Cindy as the PAI teacher, I apply PAIKEM learning tailored to the needs of students. Usually I ask students to discuss the material taught and the results of the discussion are described using digital media such as making posters, after which they are presented in front and continued with the question and answer method. This is done to make learning more interesting, interactive and fun, so that students do not feel bored and stay focused on learning. (Interview, 18 September 2024)

This was reinforced by Abdi, a grade XI student, who stated that I feel that the methods used by teachers really help overcome boredom while learning. Group discussions and presentations with digital media are very fun because gives the opportunity to be creative, questions and answers also encourage me to think more critically and actively. (Interview, 25 September 2024)

Based on the results of the data analysis above, it shows that the application of varied methods by PAI teachers has proven effective in overcoming academic burnout. In learning, teachers use different methods to adjust the situation of students and the subject matter presented. According to Masrukin & Arba'i, (2018) discussion methods can increase student involvement and question and answer can also create a lively atmosphere and increase student learning activeness. The use of varied methods is one of the effective alternatives to overcome academic burnout because it can stimulate students' interest in learning (Azzura et al., 2024). This also shows that PAIKEM has proven effective in

overcoming the boredom experienced by students during learning. The use of varied methods supported by digital media as a tool can create a conducive and fun learning atmosphere. This not only improves understanding of the material, but also encourages student creativity and innovation in learning (Amalia & Marta, 2024).

### 3) Learning Media

Learning media is one of the keys that can attract students' attention and is often used as an alternative to overcome academic burnout (Hararap et al., 2024). Learning media plays an important role in supporting the success of the learning process in the classroom. The media can be visual, audio, and audio-visual media. The use of this media can increase the enthusiasm and enthusiasm of students in participating in the learning process (Pakpahan et al., 2024). In research, teachers utilize digital media as a tool in learning such as displaying videos to help students understand the material more realistically and the use of the Canva application is applied to increase student attractiveness to be more creative in presenting their understanding. This can be seen from the following statement:

According to Mrs. Cindy as the PAI teacher, I often show learning videos to help students better understand the material. In addition, I ask them to make posters using the Canva app about the subject matter. This process not only makes students understand the material better, but also encourages them to develop it. After that, the posters created are presented in class. (Interview, 18 september 2024)

This is reinforced by Andi, a grade XI student, who stated that when the teacher shows a video, I feel that the material is more real and easier to understand than just reading from a book. In addition, by using the Canva application to make posters, I feel that learning becomes more exciting because I can be creative. (Interview, 25 September 2024)

Based on the results of the data analysis above, it shows that the use of digital media in learning plays a significant role in overcoming academic burnout. Teachers determine appropriate and varied learning media in learning to minimize academic burnout. Using digital media as a tool shows innovation to make learning more interesting, interactive, and in accordance with technological developments (Anggraini et al., 2024; Indriani, 2024). The use of digital media in learning is proven to increase student participation. Media such as interactive videos and innovative posters can make students more engaged with learning materials (Nugraha, 2024). In addition, the Canva application is also a learning media tool that can increase students' interest and enthusiasm for learning, because can increase creativity with its use (Rusliana et al., 2024; Urva et al., 2024).

### 4) Structuring the Learning Environment

Structuring the learning environment can be done to overcome academic burnout by arranging student seating (Zumaro et al., 2024). This arrangement can make it easier for teachers to ensure student focus during learning (Novianto et al., 2024). In this study, the teacher arranged the environment by positioning the seats of students who experienced boredom at the front to maintain focus, as well as rotating the seats every two weeks so that students do not get bored and can interact with different friends. This can be seen from the following statement:

According to Mrs. Cindy as the PAI teacher, every 2 weeks I change the students' sitting position. If during the learning process there are students who look bored or there are those who play gadgets, I move their position forward to stay focused. (Interview, 18 September 2024)



This is reinforced by Nadine, a grade XI student, who stated that I feel more comfortable with the change of seating, it can help me avoid boredom and when I start to get bored, the teacher moves me to the front, so I can refocus on paying attention to the teacher explaining. (Interview, 25 September 2024)

Based on the results of the data analysis above, it shows that arranging students' seats is very effective in helping students to refocus on learning. Teachers make seating adjustments by considering interactions between students, comfort levels, and their respective learning styles. In line with Cross's theory in Nuraeni, (2025) emphasizes the importance of structuring the learning environment to overcome boredom. Seating arrangements not only provide a new perspective for students, but also build social interactions with different friends, this can enrich the learning experience (Lestari et al., 2024). Classroom management by arranging student seating can increase student interest in learning (Nasution & Agustia, 2024). Structuring the learning environment is important because learning only in certain places such as learning places and spatial arrangements or conditions that do not change can lead to learning boredom (Aisyah et al., 2021).

#### 5) Rewards and Motivation

Giving rewards as one of the positive approaches and is the key to increasing student motivation and enthusiasm for learning (Gusmarni & Rahman, 2024). Motivation has a very important role, because it is one of the factors that can determine student learning success (Surawan, 2020). The provision of rewards and motivation found in this study is in the form of additional grades, with this approach students are more enthusiastic in the learning process. This can be seen from the following statement:

According to Mrs. Cindy as the PAI teacher, for students who can answer the questions I give, I give rewards in the form of additional grades so that students are active and try better to be able to achieve these additional grades. In addition, I also often tell stories of successful people because they study seriously, and motivation that involves parents in it. (Interview, 18 September 2024)

This was reinforced by Firliona, a grade XI student, who stated that the additional grades made me more motivated to learn and try to answer questions from the teacher. Stories of successful people also inspire me to be enthusiastic about learning because there are goals to be achieved and parents to be proud of. (Interview, 25 September 2024)

Based on the results of the data analysis above, it shows that the provision of rewards and motivation has proven effective in overcoming academic burnout. This can be seen from the changes in students who were initially sleepy and looked bored to pay more attention to the teacher when delivering the material. In addition, students also look more active in learning. Through the provision of rewards can increase student interest and motivation in participating in learning (Nursalima et al., 2023). Learning will be fun if followed by motivated students (Surawan, 2020). Motivation is very important in learning activities, because the presence of motivation can encourage the spirit of learning and vice versa if the lack of motivation will weaken the spirit of learning (Lutfi et al., 2024). According to Sriyanti in Nuraeni, (2025) the positive impact of giving rewards not only motivates students who receive them, but can also encourage other students to more actively participate in learning.

Table 2: Implementation of innovation management class

Indicator	Percentage	Category
Understand the situation and conditions	86,8%	Very good
Varied methods	89,4%	Very good
Learning media	92,1%	Very good
Structuring the learning environment	94,7%	Very good

Reward and motivation	97,3%	Very good
Average	92,06%	Very good

Based on the table above, it shows that the implementation of learning activities carried out by PAI teachers is very effective in overcoming academic burnout with the results (92.06%) included in the excellent category. This is because teachers make the implementation of learning more varied accompanied by the use of technology so that it can attract students' enthusiasm for learning.

### c. Evaluation

Evaluation is an activity to determine or measure whether learning objectives are achieved or not (Suardipa & Primayana, 2023). Evaluation with the use of technology can make the assessment process more interesting and fun for students (Wibowo, 2023). This is because the use of technology is an innovative solution in overcoming boredom (Tumaloto et al., 2024). Teachers apply technology-based evaluation using the Kahoot application. The questions are designed in an interesting interactive game format, so students do not feel bored and facilitate the assessment process because it makes it more practical. This can be seen from the following statement:

According to Mrs. Cindy as a PAI teacher, I use Kahoot to conduct evaluations. This application makes it easier for me to conduct an assessment in knowing whether or not the learning objectives are achieved, I make the questions in an interesting game format so that students are more enthusiastic, so that their boredom is reduced. (Interview, 18 September 2024)

This was reinforced by Nurmanto, a grade XI student, who stated that I felt excited when working on questions with the game format rather than questions with written paper that made me bored. Working on tasks like this is very fun because the score is immediately displayed, so I am more motivated to answer the questions correctly. (Interview, 25 September 2024)

Table 3. Evaluation of innovation management class

Indicator	Percentage	Category
Student engagement	70,5%	Good
Learning outcomes	94,6%	Very good
Average	82,55%	Very good

Based on the results of the data analysis above, it shows that the innovations made by teachers in assessment using technology have a significant role in overcoming academic burnout and are included in the very good category (82.55%). This is evident from students who are very enthusiastic when working on questions through Kahoot media, as seen from students' more active responses, increased participation in answering questions, and an increase in evaluation scores compared to conventional assessment methods. Interactive learning media such as Kahoot is very effective in increasing student engagement and making the learning process more fun and meaningful (Irfan, 2022; Rukmana et al., 2024). The use of Kahoot not only makes the assessment process more interesting and fun, but can provide quick and direct feedback to students about their learning outcomes (Fauzi, 2023; Nabila & Rustam, 2024). The use of Kahoot is also an innovation in learning because it is proven that students are interested in learning after the implementation of learning using Kahoot (Awiria et al., 2022).

From the research results that have been presented, it can be concluded that the findings of this study have three indicators and are divided into several other points related to the innovation management class in overcoming academic burnout in the PAI subject at SMAN 2 Palangka Raya, including:

- 1) In the planning stage, PAI teachers developed teaching modules with clear learning objectives, varied methods, and utilization of digital media to reduce academic burnout. This teaching module was evaluated by the Head of Curriculum to ensure compliance with the curriculum and the potential for innovation.
- 2) In the implementation stage, PAI teachers use several strategies in innovation management class, such as understanding the situation and condition of students, applying varied learning methods, utilizing digital media, arranging the learning environment, and providing rewards and motivation to students.
- 3) In the evaluation stage, PAI teachers conduct assessments to measure students' abilities and technology-based student understanding by using Kahoot.

Table 4. Percentage of innovation management class

Indicator	Percentage	Category
Planning	74,66%	Good
Implmentation	92,06%	Very good
Evaluation	82,55%	Very good
Average	83,09%	Very good

The results of this study indicate that the application of innovation management class conducted by teachers through the planning, implementation and evaluation stages is significantly effective in overcoming academic burnout with a success rate of 83.09% including a very good category. The application of learning accompanied by innovation has succeeded in increasing students' active participation. Innovation in managing the classroom can create and maintain classroom conditions so that the learning process becomes better (Anton & Usman, 2020). This finding is in line with research by Izzah & Anggoro, (2024) who found that innovative and interactive teaching strategies can increase student motivation and interest in learning. Meanwhile, research by Adawiyah, (2021) emphasized that a variety of teaching methods can also help reduce student boredom. However, this study presents a new dimension by highlighting how planning, implementation, and evaluation in classroom management are specifically focused on overcoming academic burnout, especially in PAI learning. In this study, teachers were stated to be able to make lesson plans according to the needs and characteristics of students. Students who previously tended to be passive became more actively involved and excited in participating in learning, especially when discussion and question and answer methods were applied which were supported by digital media. The combined approach of ice breaking, storytelling, and humor in between lessons has also created a more fun and less rigid atmosphere, which can help overcome students' academic burnout. Changes in seating position can help maintain students' focus and create better social interaction between students to enrich their learning experience. In addition, reward and motivational systems also increase students' enthusiasm for learning. Rewards not only motivate the recipient, but also encourage other students to participate more actively. Technology-based evaluation can also improve student engagement and learning outcomes. From this, teachers with all their competencies are required to maintain and develop a positive situation in teaching and learning activities in the classroom (Widiyono et al., 2020). That is why a teacher must innovate in managing a good classroom, because classroom management that has long been carried out in the classroom definitely requires updates or innovations in order to create conducive learning and learning objectives can be achieved optimally.

The implications of these findings are very important especially for teachers, these results suggest the need for the development and use of innovative learning methods as well as the integration of technology in the learning process which will not only improve the quality of learning but also address the issue of academic burnout among students. On

the other hand, for students, a more interesting and interactive learning experience can increase their engagement and curiosity, which in turn will improve academic achievement. Meanwhile, policy makers are expected to formulate support and training for teachers to develop new things and create a conducive learning environment for students.

## Conclusion

Based on the results of the research above, it can be concluded that the innovation management class conducted by the teacher is very effective in overcoming academic burnout with a percentage of 83.09%. In the innovation management class, teachers design learning plans that are structured and in accordance with the curriculum, and consider the needs and characteristics of students. Teachers implement learning with varied approaches, varied methods, integration of digital media, social interaction, providing rewards and motivation and carrying out technology-based evaluations. This not only increases student motivation and participation, but also creates a more pleasant and conducive learning atmosphere, so that it can overcome academic burnout experienced by students. Based on these conclusions, it is very important for educators to continue to develop and implement innovation management classes, so that they can be more effective in overcoming the challenges faced by students in the changing era of education. Through further research, it is hoped that new methods can be found that are more effective in improving the quality of learning and the overall well-being of students.

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