

Abstrack

This study focuses on describing the aspects of learning saturation (boredom learning) of students' thighs during hybrid learning. This study uses a phenomenological design. These three subjects are fourth semester students of class of 2021, faculty of psychology, Sunan Gunung Djati Bandung Islamic University, and all of them are female. The 1st subject is 19 years old, the 2nd subject is 20 years old, the 3rd subject is 20 years old. Furthermore, data collection techniques using interviews and observation. This data analysis uses coding with the help of the NVivo 12 Plus application. Based on the results of this study, the aspect of learning saturation, namely thinking fatigue, indicators of decreased memory, stated that of the three subjects, they experienced forgetfulness in hybrid learning, unstable internet connections and less focus on paying attention to online lessons as a result, they forgot the material that had been discussed. Face-to-face learning of the subject does not forget a full explanation. The emotional exhaustion aspect is an indicator of boredom in online learning, monotonous activities, limitations in communication and discussion with friends and lecturers. Face-to-face learning does not experience boredom such as active discussion and chatting. The aspect of decreasing academic confidence indicates no increase during learning, the decline in the level of ability to understand the material decreases, lack of discussion with friends, face-to-face learning is increasing, active asking questions and having direct discussions.

Keywords: learning saturation (boredom learning), hybrid learning

Abstrak

Penelitian ini berfokus untuk menggambarkan dari aspek kejenuhan belajar (*boredom learning*) pada mahasiswa selama pembelajaran *hybrid*. Penelitian ini menggunakan desain fenomenologis. Ketiga subjek ini adalah mahasiswa semester empat angkatan 2021 fakultas psikologi universitas islam negeri sunan gunung djati bandung dan seluruhnya berjenis kelamin perempuan. Subjek ke-1 berusia 19 tahun, subjek ke-2 berusia 20 tahun, subjek ke-3 berusia 20 tahun. Selanjutnya, teknik pengumpulan data menggunakan wawancara dan observasi. Analisis data ini menggunakan coding dengan bantuan aplikasi NVivo 12 Plus. Berdasarkan hasil penelitian ini menyatakan aspek kejenuhan belajar yaitu kelelahan berpikir indikator daya ungat menurun menyatakan bahwa dari tiga subjek mengalami lupa dalam belajar hybrid, koneksi internet tidak stabil dan kurang fokus memperhatikan pelajaran online akibatnya lupa materi yang telah dibahas. Belajar tatap muka subjek tidak lupa dengan penjelasan lengkap. Aspek kelelahan emosi indikator jenuh belajar online aktivitas monoton, keterbatasan komunikasi dan diskusi dengan teman dan dosen. Pembelajaran tatap muka tidak mengalami jenuh seperti aktif berdiskusi dan mengobrol. Aspek menurunnya keyakinan akademik indikator tidak ada peningkatan selama belajar kemunduran tingkat kemampuan memahami materi menurun, kurang diskusi dengan teman, Pembelajaran tatap muka semakin meningkat aktif bertanya dan berdiskusi langsung.

Kata Kunci : *kejenuhan belajar (boredom learning), pembelajaran*