

## **Burnout of Students in Distance Learning During the Covid-19 Pandemic**

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### **ABSTRACT**

With the decline in covid-19 cases and facing the transition from pandemic to endemic, it requires people to be able to maintain health to avoid the terror that is very real for people in the world. As a result of this incident, many countries are reorganizing the paralysis of the economy, society, sports, health, and education. In the world of education, especially in universities, lecturers are required to adapt learning to situations and needs, one of which is through the presentation of material online attractively and attractively according to students so that students will continue to be enthusiastic in the lecture process. Distance learning, carried out from home online, if carried out continuously without presenting attractive, creative, and innovative material from lecturers, is feared to cause negative impacts for students, such as psychological effects, one of which is burnout. The purpose of this study was to determine the level of burnout of students during remote learning during the COVID-19 pandemic. The method used in this study was a survey. The subjects in this study were students of the physical education study program at PGRI Palembang University. Data collection techniques using Burnout questionnaires that are distributed to respondents online with the help of google form.

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## **1. INTRODUCTION**

At the end of 2019, the world was shocked by the emergence of a disease outbreak that spread massively throughout the country, and the event was designated as a global pandemic, namely on March 11, 2020 (Tison et al., 2020; who.int, 2020). The outbreak, which originated in one of the states in China, is known as Corona Virus Disease-19 (Covid-19). In early 2020 in January, Covid-19 entered Indonesia. This virus continues to develop in Indonesia. Even now, no way has been found to stop the virus because there has not been a significant decrease. Even until April 2021, there was an increase in

the state of emergency of the red and orange zones in almost all provinces of Indonesia (Covid19.go.id, 2021).

Indonesia is one of the countries affected by the pandemic, and this outbreak has resulted in paralysis in various sectors such as health, economy, culture, sports, and education (Dennis, 2020; Yoosefi Lebni et al., 2020). To prevent the spread of this outbreak, the government requires all people to implement very strict health protocols in daily activities. Some office activities were abolished and changed to work from home (Work From Home). Not only offices but the world of education has also had an impact from this pandemic. Through the Ministry of Education and Culture (Kemendikbud), the government prohibits all activities from being carried out in schools/learning institutions. Student activities are replaced with learning from home. This ban not only applies to primary and secondary schools but is also applied in universities (Firman & Rahayu, 2020; kemdikbud.go.id, 2021).

PGRI Palembang University, especially the physical education study program, carries out the instructions given by the government. Namely, all service activities are carried out online, teaching and learning activities are carried out from their respective homes, and the face-to-face teaching and learning process is replaced with distance learning (online). The transition to the implementation of this learning makes lecturers must be able to be creative and innovative in presenting decent and exciting material to students. With diverse student backgrounds from economic, social, cultural, and religious backgrounds, lecturers must work hard so that the lecture process can run according to their goals. Lecturers are required to be able to present innovative and creative material so that the atmosphere of student lectures is not bored, not monotonous, or enthusiastic during lectures. To produce interesting material in the pandemic situation, lecturers must master technology. With this technology, the information that will be provided to students will be faster to arrive and more interesting, so that the competitive atmosphere during lectures is maintained (Becker et al., 2013). There are many media available to support such remote alignment, and they must be mastered by lecturers, such as e-learning, google classroom, WhatsApp, and zoom (Pakpahan & Fitriani, 2020).

This media makes it easier for lecturers to carry out the teaching and learning process online. Distance learning media will be successfully used if lecturers and students master technology (Pakpahan & Fitriani, 2020). Based on the study's results, Wijaya et al., (2020) explained that the implementation of distance learning experienced obstacles, one of which was the low ability of students to master technology. This is reinforced by the data of the Technology and Communication Development Index (IP-ICT), which is at a value of 5.32, referring to a scale of 1-10 (BPS, 2020). Another problem faced in distance learning is that lecturers cannot control whether all students follow the material as expected. If the issue is not addressed immediately, it will have a destructive impact on students.

Distance learning will psychologically impact students, and direct physical contact narrows student interaction and socialization (Chen et al., 2020; Muilenburg & Berge, 2005). The lack of direct contact makes students unable to socialize and interact naturally (Mylsidayu, 2021). Students are required to be able to adjust to technological advances. Besides, students have difficulty completing the assignments because they cannot interact directly with their colleagues or lecturers (Dennis, 2020; Muilenburg & Berge, 2005).

Research results (Argaheni, 2020) One of the impacts of Distance learning is that students will experience psychological disorders such as saturation and stress. The findings are strengthened by the results of the study (Fang et al., 2012; Tang et al., 2021) explained that the occurrence of student learning saturation in the implementation of distance learning caused by the material presented by lecturers is monotonous and not adjusted to the needs of Distance learning in the current covid-19 pandemic situation.

Given the current situation with the learning process from home has been going on for quite a long time, it is suspected that it will cause saturation for students in this teaching and learning process. Considering the obstacles faced by students with technology and also the absence of action taken to identify barriers in lectures during the Covid-19 pandemic, one of which is suspected to be caused by

burnout in students of the Physical Education study program FKIP PGRI Palembang University, then the researcher will research saturation, it is hoped that the results of this study can contribute to identifying and maintaining student productivity during the lecture process during the Covid-19 pandemic.

Learning that continues to be carried out online makes students will also quickly experience saturation due to monotonous learning, the absence of direct interaction, lack of socialization and interaction between communities because humans are social creatures (Bezliudnyi et al., 2019; Kakkar, 2020; Soto-Rubio et al., 2020). Students also experience this. The concentration of lectures will be disturbed due to assignments at home that must be completed. This causes students saturation in their lecture activities (Rahmatpour et al., 2019; Tikkanen et al., 2021).

Burnout can be narrated like a sturdy and magnificent outer-looking house with various activities, but inside the house, there are problems. This illustrates that the person who is in line with Burnout syndrome seems as usual but turbulent in his inner self (Costa et al., 2012; Fejgin et al., 2005; Orpina & Prahara, 2019). Changes in attitudes to withdraw from all activities, such as keeping a distance from sensitive others, skipping classes, often being late, not doing tasks that have been set, as well as the desire to try new challenges are symptoms of the onset of burnout itself (Kakkar, 2020). The accumulation of physical, psychological, and mental disorders caused by work fatigue with intensity is carried out monotonously, depressed, and exceeding the limits of their abilities also become occurrence of Burnout (Shah et al., 2020; Taris et al., 2017).

Burnout consists of three dimensions: emotional exhaustion, depersonalization, and perception of the adequacy of professional accomplishment (Leiter & Maslach, 2016). physical, mental, and emotional fatigue from the stress experienced by a person, and it last a long time in situations involving high pressure and emotions, and the standard of success used is too high, resulting in Burnout (Humphrey, 2003). Burnout has five main dimensions of Burnout, namely, 1) emotional exhaustion; 2) Emotional fatigue; 3) Mental fatigue; 4) Low self-esteem, and; 5) Depersonalization (Sharma & Cooper, 2017).

The non-synergy of workload and personal self-control, the imbalance of the portion of work and the level of difficulty of the work to be completed, and conflicting and not conducive environments in the workplace and study are things that must be considered so that burnout does not spread (Leiter & Maslach, 2016; Taris et al., 2017). People prone to burnout are psychological to physical accumulations with high-stress loads and unable to cope with the pressure of work that demands energy, time, resources, and the completion of tasks carried out together (Maslach & Leiter, 2014).

Burnout significantly impacts both organizations and individuals, resulting in unwanted attitudes and behaviors, such as low enthusiasm for a task, low work ethic, and reduced work productivity. (Yıldırım & Solmaz, 2020). If burnout cannot be overcome, it will have an even worse impact on students, and students will experience the risk of psychological pressure such as depression which leads to dropouts (Shah et al., 2020; Soto-Rubio et al., 2020). To do this, lecturers must be able to provide creative, attractive, and exciting material, as well as know the needs of each student.

The factors that cause burnout are, 1) Long time to study without or lack of rest. Study regularly or monotonously without variation. 2) Poor or unsupportive learning environment. A supportive environment can increase learning motivation, and a less supportive environment can cause burnout. 3) A suitable environment creates a good learning atmosphere so that saturation in learning will be reduced, and vice versa. 4) Conflict. There are conflicts in the student learning environment, be it conflicts with teachers or friends. 5) The absence of positive feedback on learning, teacher-centered learning styles, or students are not allowed to explain, then students can feel, 6) Work on something because you have to. No student interest in learning can lead to burnout in that lesson (Fejgin et al., 2005).

Based on observations and preliminary interviews conducted with students, it was found that not all students in the Physical Education study program can apply technology well during distance learning. The obstacles that students always face are signals that they are not good in their hometowns, do not have sophisticated enough cellphones, and cannot use distance learning programs/applications

used (Rahmatpour et al., 2019). PGRI Palembang University is still implementing online learning, requiring all students to attend lectures from their homes.

The results of the study conducted by (Salgado & Au-Yong-oliveira, 2021) explained that saturation has a very big impact on the time of Distance learning. This can be seen from the study results, which explain the negative effects of burnout on well-being and can even cause them to abandon their studies. Such saturation can be overcome by paying attention to self-balance, rest time, proportional activity, and mental exercise (Bezliudnyi et al., 2019).

The study's explanation shows that burnout can affect the quality of distance learning for students. This problem certainly needs to be taken through research. No research describes burnout as a barrier to student distance learning during the COVID-19 pandemic. The subjects were all physical education students of FKIP PGRI Palembang University, while the previous study was conducted on high school students (SMA). The purpose of this study is to identify how students' burnout rate during distance learning during the Covid-19 pandemic and how to overcome it so that students in distance learning are maintained and get maximum learning outcomes.

## 2. METHODS

In accordance with the problems and research objectives that have been formulated in the previous section, the type of research used in this study is quantitative, using a population survey (census) approach (Gratton, 2014). This research will see the burnout rate of students of the Physical Education study program at PGRI Palembang University in distance learning during the COVID-19 pandemic. The population in this study was all active students of the Physical Education study program, which amounted to 720 people. The sample in this study totaled 257 students obtained from a random sampling technique using the formula slovin with  $e = 0.05$  (Sugiyono, 2014). The psychological scale is used as a data collection tool related to burnout. This scale uses Likert model measurements (Periantalo, 2015). This includes [there are three dimensions, namely: 1) emotional exhaustion; 2) Personalization; and 3) Reduced personal accomplishment

Based on the results of the research instrument trial, it was found that the 38 items of statements submitted were declared valid because the  $r_{hitung} > r_{tabel}$  value with  $\alpha = 0.05$ . Reliability testing showed that the reliability of this instrument was very strong. This is because the value of  $r$  is 0.96. After the experiment, it was continued by providing the instrument to respondents online using the help of Google Forms. Descriptive statistical analysis techniques analyzed the data from the study. In describing the burnout rate, students were analyzed using the percentage technique. The results of the data analysis are interpreted and classified based on the category norm table (Periantalo, 2015).

## 3. FINDINGS AND DISCUSSION

In this section, data from the research conducted on 256 respondents will be presented by the purpose of this study, which is to determine the burnout rate of distance learning for students during the Covid-19 pandemic. The instrument uses a psychological scale using the Likert model, delivered to respondents online using the help of a google form. Based on the results of the research conducted on the three aspects of the variable burnout questionnaire, this section will present a summary of the overall results of the burnout level study on all aspects of the instrument. The instrument results obtained the average value at 68.22, with the highest value of 100 and the lowest value of 25. For more details, you can see the following table:

**Table 1.** Summary of Burnout Measurement Results of Physical Education Study Program Students per sub-variable

NO	Information	emotional exhaustion	Personalization	Reduced personal accomplishment	Sum
1	N	256	256	256	256
3	Mean	31.82	15.9	20.47	68.22
2	Achievements (%)	66.30%	66.37%	73.10%	68.22%
4	Median	32	16	21	70
5	Max	48	24	28	100
6	Min	12	6	7	25
7	Modus	25	15	22	70

Based on the summary of these results, it can be concluded, as a whole, that the burnout rate of students of the Physical Education study program during the Covid-19 pandemic is in the moderate category, with the percentage of the overall achievement of participants at 68.22%. The general distribution of burnout rates of physical education study program students during the Covid-19 pandemic based on sub-variables can be seen in the following table:

**Table 2.** Distribution of Burnout Measurement Results of Physical Education Study Program Students per sub-variable

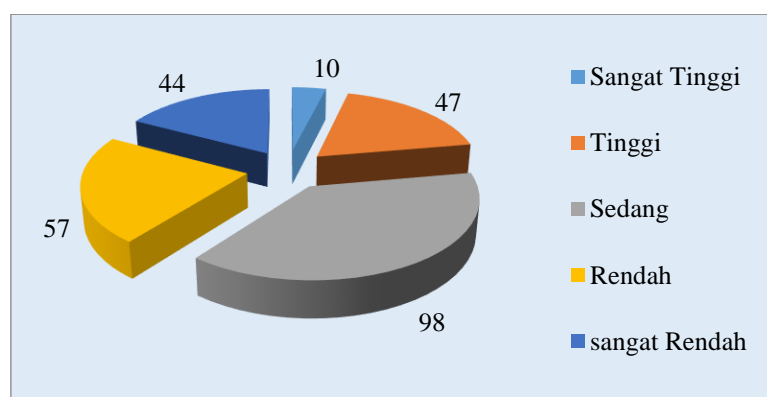
NO	Category	emotional exhaustion	Personalization	Reduced personal accomplishment	Sum
		F	F	F	F
1	Very High	18	8	48	10
2	High	55	21	52	47
3	Medium	68	107	88	98
4	Low	46	101	20	57
5	Very Low	69	19	48	44
Sum		256	256	256	256
Achievements (%)		66.30%	66.37%	73.10%	68.22%

In the aspect of emotional fatigue, the level of student burnout in this aspect is in the moderate category (66.30%). During the Covid-19 pandemic, which requires students to carry out learning activities with strict rules, such as the implementation of learning carried out online, students must re-adjust to distance learning. Students will spend a lot of time using electronic devices such as computers, laptops, gadgets, smartphones, and other tools to support the lecture process (Tikkanen et al., 2021). In addition, Distance learning during the pandemic has made students complete more tasks independently without bias in discussing with colleagues, and this causes students to become frustrated and stressed in completing these tasks (Luckas et al., 2017).

Meanwhile, in the depersonalization aspect, it was found that the burnout rate of physical education study program students in the depersonalization aspect was in the moderate category, namely 66.37%. The impact of emotional and physical divinity that previous students have obtained, if not overcome immediately, will result in depersonalization in a person. Suppose students are unable to cope with this situation. In that case, it will decrease academic achievement, and it is not impossible for many students who are not enthusiastic about returning to continue their studies (Muna, 2020).

Then in the aspect of decreasing self-achievement, it was found that the average burnout rate in this aspect was in the moderate category, with achievement of 73.10%. But the figure is close to the high category. This indicates that the increasing day of fatigue and the presence of depersonalization in students causes a decrease in passion for achieving something, so there is a decrease in the student's self-achievement. Students no longer have targets that must be achieved in lectures (Tang et al., 2021).

From the previous explanation, it can be explained that ten students are at a very high level, 47 people are in the high category, 98 people are in the medium category, 57 people are in a low category, and 44 people are in the very low category. Based on these results, it can be concluded that overall students, the burnout rate of students of the Physical Education study program during the Covid-19 pandemic is in the moderate category with a percentage of the overall achievement of 68.22% of participants. More details can be seen in the following picture.



**Picture 1.** Burnout Rate of Physical Education Study Program Students

From the overall results or a combination of these three aspects, it can be presented that students of the physical education study program burnout level are in the moderate category. Based on the recapitulation and data processing, the average percentage of the overall achievement of the student burnout rate is 68.22%. This indicates that the student burnout rate is still biased and can be corrected and overcome by students, supported by external factors such as family, environment, and the academic community.

The results of the study show that burnout is one of the problems faced in Distance learning during the Covid-19 pandemic, with the level of burnout being in the moderate category, indicating that burnout must be the attention of lecturers in determining media and learning methods that can be used during the Covid-19 pandemic. In line with the results of qualitative research (Irawan et al., 2020), namely Distance learning, which is carried out for a long duration and is carried out continuously, will have an impact on psychological disorders in students, such as boredom. One of the causes of burnout for students during the pandemic is the type of learning used by lecturers, namely Distance learning. To be able to carry out distance learning, lecturers and students must master technology because technology plays an essential role in distance learning. In addition, the factor of learning tools for remote learning is a concern for activity actors. If it is not resolved, it will impact the activity's implementation and the movement's results.

The form of Distance learning used during the Covid-19 pandemic impacts students who experience burnout if it cannot be mastered and implemented. Students can solve these problems by paying attention to the lack of control, namely keeping away the feeling that the learning provided is less attractive and the lack of intensity of interaction between lecturers and students or students between students (Leiter & Maslach, 2016; Maslach & Leiter, 2014). In addition, there are still many students who have not mastered technology, resulting in students being discouraged and resigned so that they do not complete the tasks that have been given, resulting in changes in behavior (Muilenburg & Berge, 2005).

A large number of tasks causes this behavior change and makes students experience frustration because of the inability to do and complete the assigned tasks. The absence of friends who are biased to be invited to discuss directly overcoming material that has not been mastered has an impact on the completion of the assigned tasks is one of the causes. If this is not addressed immediately and quickly, it will result in a more severe impact, namely, burnout that is prone to frustration (Denning et al., 2021; Luckas et al., 2017; Tang et al., 2021; Tikkanen et al., 2021).

Based on the study by Christiana (2020), many factors affect burnout, both internal and external factors in students. Lack of social support, be it from peers, lecturers, or family to the community environment biased towards causing burnout. These factors are external factors that affect burnout in the lecture environment (Fejgin et al., 2005). Many other factors affect burnout, both from students and their environments, such as the family, society, and peer environment. Considering that burnout is one of the inhibiting factors in achieving a lecture achievement, there are several ways to be able to overcome or reduce burnout disorders, such as cultivating patience and building self-confidence, always thinking optimistically, being able to control emotions, and resting if you experience fatigue (Wu, 2010).

#### 4. CONCLUSION

Based on the research results and the data presentation, it can be concluded that the burnout rate of physical education study program students during the Covid-19 pandemic is in the moderate category. The results of this study can undoubtedly be an evaluation of the student learning process during the Covid-19 pandemic. The Study Program must periodically identify student burnout by providing instruments. Students must be able to cope with burnout, quickly adapting to distance learning carried out at present. Lecturers must be able to make distance learning interesting during the implementation of learning during the Covid-19 pandemic. Lecturers must be proactive in observing student obstacles to the courses they teach. The limitation of this study is that the sample in this study only describes students in the Physical Education study program at PGRI Palembang University. Besides that, the regulations in this study examine variable burnout only during distance learning during the Covid-19 pandemic. This research should be followed up and carried out periodically during a pandemic. Lecturers must be able to identify early student learning barriers, one of which is burnout. This research is also recommended to be carried out on other students with a broader and larger area. In addition, it is hoped that subsequent researchers can identify burnout with several other variables and can analyze it more deeply about burnout.

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