

College Student Productivity and Burnout Level during COVID-19

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ABSTRACT

On March 2, 2019, the government announced the existence of COVID-19 in Indonesia, so that all activities are recommended to be online-based, as well as learning. Learning through online media has various impacts on college students. This has an impact on the level of college student productivity. The purpose of this research was to analyze the effect of online learning on students in terms of productivity and burnout levels. Therefore, this research is intended to determine the level of productivity, burnout level, and strategies for how students deal with academic stress. The data was collected and analyzed using a survey method. The data interpretation affirms that students become more lazy and sleepy during online classes. College students claim that they are stressed from being at home and worried about their future. The prevalent coping strategies for college students are meditating, talking with family, and hanging out with friends.

Keywords: *Burnout, College Student, COVID-19, Online Learning, Productivity*

1. INTRODUCTION

Coronavirus disease (COVID-19) pandemic has been going for two years. By June 2021, there are more than 190 billion confirmed cases with more than 4 billion confirmed deaths [1]. World Health Organization (WHO) has been encouraging several precautions to prevent the transmission of coronavirus, including physical distancing [2]. Many countries even have a lockdown regulation, where all businesses except mart and pharmacy closed and people have to stay at home. These physical distancing and lockdown regulations have greatly affected people's lives in many aspects.

In the aspect of education, online learning has become the new learning method. Although online learning has many advantages, it also has many disadvantages. Online learning could be less effective than

traditional learning methods because it lacks interaction and requires strong motivation and time management skills [3]. In addition, staying at home for a long time could be stressful for many people.

The purpose of this study is to analyze the effect of online learning during COVID-19 to college students' learning productivity and burnout level. This study would also analyze their methods to cope with the stress/burnout.

Burnout is classified as an occupational phenomenon in the 11th Revision of the International Classification of Diseases (ICD-11). It is described as "a syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed" [4]. The symptoms that characterized burnout are exhaustion, mental distance from work-related activities, and reduced professional performance [4], [5].

2. METHOD

This research is descriptive research with a survey method. The sampling method used is a non-probability sampling method. While the sample selection technique used in this study is voluntary response sampling. The sample in this study was college students who are impacted by the pandemic.

The data collected was taken from the distribution of the Google Form online questionnaire. There are 25 questions, consisting of 8 productivity questions, 6 burnout questions, and 11 methods to cope

with burnout questions. Research objects were measured using a five-point Likert scale with point 1 indicating "strongly agree" and point 5 indicating "strongly disagree".

There are some limitations of online surveys. The respondents are not randomly selected and it could have some bias too [6].

3. RESULTS AND DISCUSSION

The results of the online questionnaire are briefly listed in Table 1.

Table 1. Survey Result

Code	Items of specifications and the subscale items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Learning productivity of college students during COVID-19						
L1	Online learning makes me have a flexible time	26,1%	42%	20,3%	5,8%	5,8%
L2	Online learning makes me lazy	23,2%	36,2%	24,6%	11,6%	4,3%
L3	I feel sleepy during online class	24,6%	23,2%	30,4%	15,9%	5,8%
L4	I wake up more late	23,2%	20,3%	15,9%	17,4%	23,2%
L5	I can do well in all assignment	14,5%	27,5%	34,8%	18,8%	4,3%
L6	I can't understand the lecture	1,4%	31,9%	33,3%	21,7%	11,6%
L7	I can't focus because I have to do house chores	10,1%	23,2%	23,2%	30,4%	13%
L8	I don't care about doing the assignment	2,9%	2,9%	15,9%	37,7%	40,6%
Burnout of college students during COVID-19						
B1	Even if I pass my exams, I am worried about getting a job	33,3%	33,3%	13%	15,9%	4,3%
B2	I am confident that I will be a successful student	17,4%	30,4%	39,1%	10,1%	2,9%
B3	I feel stress staying at home all day	15,9%	21,7%	30,4%	26,1%	5,8%

B4	I have fear of failing courses this year	10,1%	20,3%	24,6%	27,5%	17,4%
B5	I can't make friends	5,8%	11,6%	33,8%	21,7%	27,5%
B6	I don't have any motivation	7,2%	14,5%	21,7%	30,4%	26,1%
Method of college students to cope with burnout during COVID-19						
M1	I like to hang out with my friends when I get stressed	31,9%	30,4%	26,1%	8,7%	2,9%
M2	I talk more with my family	31,9%	23,2%	31,9%	8,7%	4,3%
M3	I meditate and exercise	13%	27,5%	31,9%	15,9%	11,6%
M4	I've been concentrating my efforts on doing something about the situation I'm in	7,2%	34,8%	44,9%	10,1%	2,9%
M5	I eat more because I'm stress	14,5%	21,7%	21,7%	20,3%	21,7%
M6	I cry to relieve my stress	17,4%	17,4%	24,6%	14,5%	26,1%
M7	I sleep to forget my problem	13%	18,8%	20,3%	34,8%	13%
M8	I've been blaming myself for things that happened	4,3%	17,4%	27,5%	24,6%	26,1%
M9	I've been giving up the attempt to cope	5,8%	4,3%	29%	29%	31,9%
M10	I've been giving up trying to deal with it	4,3%	4,3%	23,2%	33,3%	34,8%
M11	I've been using alcohol or other drugs to make myself feel better	4,3%	0%	4,3%	2,9%	88,4%

The results of the survey that have been made are divided into 3 parts, namely 'Learning productivity of college students during COVID-19' with code L, 'Burnout of college students during COVID-19' with code B, and 'Method of college students to cope with burnout during COVID-19' with code M. Based on the data collected, it is known that the respondents were 48 women (69.6%) and 21 men (30,4%) with the most respondents being 28 people (40.6%) who were 20 years old.

Starting from the table section L. The results of the L1 survey with the statement: Online learning makes me have a flexible time, it get an agreed result of 42% which shows that it is true that the positive impact that can be taken in online learning is that there is flexible time, so you can use your time properly. Online learning is student-centered and can be very helpful because of the flexibility in terms of location and time [7]. That way, we can customize our day based on our needs. Some people concentrate more in

the morning while others concentrate more in the evening. The flexibility of time and location in online learning is especially beneficial in the times of pandemic such as COVID-19. It provides innovative solutions to help people communicate and work virtually without the need of face-to-face interaction. Many companies also see these advantages of online methods and adopt the new methods of interacting and working to their system [12].

Followed by the results of the L2 survey showing that online learning makes college students feel lazy. Home is a comfortable place to rest. Meanwhile, school has teachers, other students, learning tools, and everything that can give the best learning environment. Students can focus more and get engaged in studying in the classroom rather than home. This opinion is supported by research conducted by Muthuprasad, T., Aiswarya, S., Aditya, K. S., Girish, K. J. [7].

The results of the L3 survey showing the largest data is that students still feel normal with data of 30.4%, but the second largest data shows that students feel sleepy during online classes with data of 24,6% strongly agree. This is related to the learning environment that was discussed in the L2 result. Class atmosphere and teacher management style is very important to give students the best learning experience. However, it is difficult to apply in the case of online learning. Researchers have presented factors and components about teaching at universities/ higher education. The main factors are eloquent expression, clear conveyance of materials, reachable professor outside regular class, mid-term and final [8]. Other factors are interpersonal relationships, teaching skills, personal traits, evaluation skills [9], teaching materials understanding, skills of presenting, course management, guidance and counseling, learning evaluation, communication skills, and consideration of moral issues [10].

Then on the results of the L4 survey with the statement: I wake up more late, it get 2 same data with contradictory results. From the

data obtained, 2 data have the same value, namely 23.2% for strongly agree and surprisingly 23.2% also for strongly disagree. And to get results that can be concluded, the third largest data is taken with a value of 20.3% agree. Thus, it can be concluded that students tend to wake up later than before online learning. This is due to the factor of not needing more preparation than coming to campus. When online learning also does not require time in transit.

The L5 survey results show that students can do assignments well with data of 34,8% neutral. Then for the results of the L6 survey with the statement: I can't understand the lecture, we got 33,3% neutral. Thus, it can be concluded that students actually do not understand the lecture. A study shows that students are not able to balance work, family, and social lives with their study life in an online learning environment. They were less prepared for e-learning and academic-type competence [11].

However, from the data in Table 1 with code L7, it can be seen that the survey results show differences in preferences. There are respondents who are not bothered by the house chores and vice versa. For the L7 survey results with the statement: I can't focus because I have to do house chores, the result is 30.4% disagree. And it can be concluded that the respondents do not feel disturbed by the house chores and can still focus on the lesson.

Almost equal to L5, the results of the L8 survey show that although online learning, students still care about assignments given by lecturers and 40,6% of data strongly disagree. Because after all assignments are very influential in the final assessment of students, and it cannot be ignored. That's why students still care about assignments and try to do the best they can.

Then move to table section B for Burnout of college students during COVID-19. Starting from the table B1, For the results of the B1 survey with the statement: Even if I pass my exams, I am worried about getting a

job, get a result of strongly agree and agree, which is 33.3%, which means that the current concern of students is that they are afraid of having trouble getting a job. As we know, the pandemic destabilizes the economy and employees are laid off due to reduced production. Pandemic's Impact on Government Finances to deal with the impact of the Covid-19 pandemic, the Government has taken quick steps, including efforts to restore the national economy. Accelerated measures for handling the Covid-19 pandemic are outlined in Government Regulation in Lieu of Law (PERPPU) Number 1/2020, passed into Law No. 2/2020 concerning State Financial Policy and Financial System Stability. The Government has the authority to relax the budget deficit policy beyond three percent at the latest until the end of the 2022 fiscal year [13].

For the results of the B2 survey with the statement: I am confident that I will be a successful student, the result is neutral, namely 39,1%. This proves from the respondents who answered that it was concluded that students are still optimistic about the future. The results of the B3 survey show that now college students are normal if they stay at home all day with 30,4% survey results. The results are quite balanced between agree and disagree, but there seems to be more students that agree with the statement. And for the results of the B4 survey with the statement: I fear failing courses this year, the results disagree has data 27.5% and it can be concluded that the respondents who filled out the survey mostly had a sense of optimism in themselves. Furthermore, the results of the B5 survey with the statement: I can't make friends get neutral data that is 33.8% and the results of the second largest data get strongly disagree data, which is 27.5%. Which means students can still have friends or maintain communication in friendship.

The result of the B6 survey with the statement: I don't have any motivation, has the biggest data disagree 30,4% which is the rate

of student burnout is still at a safe level. Motivation can come from inside (internal) and outside (external). Internal motivation is when we are pushed to do something to satisfy ourselves. For example, satisfying curiosity, problem solving, and success. External motivation is when we are pushed to do something for a reward. For example praises, money, fear, or punishment [7]. The pandemic that is happening in this digital era makes people adjust day by day and the burn out rate has started to decrease compared to the beginning of the pandemic. students/respondents can still keep in touch with people around them online.

Then move to table section M for Method of college students to cope with burnout during COVID-19. The result of the M1 survey shows that most students cope with burnout/ stress by hanging out with their friends. This statement got the most 'agree' with 31,9% strongly agree and 30,4% agree. Similar to that, the M2 with the statement 'I talk more with my family' got 31,9% strongly agree, 23,2% agree, and 31,9% neutral. Humans are social beings, therefore engaging in social activities is a necessity. Although pandemic limits many social activities, humans need it so they search for ways to do that. They still hang out with their friends sometimes, by doing health protocols. The huge amount of time spent at home also makes people naturally become closer with their family. They have much more time to talk with each other. Family is the closest person to us where we can talk about almost everything.

For the results of the M3 survey, the statement 'I meditate and exercise' got a quite balanced response. The largest result is neutral, but it leans more towards 'agree'. It can be said that many students meditate and exercise. For the results of the M4 survey with the statement: I've been concentrating my efforts on doing something about the situation I'm in, it got a neutral result of 44.9% and the second largest result was agree with a score of

34.8%. So it can be concluded that the respondents always concentrate on every situation. Although WHO says burn-out is an "occupational phenomenon": International Classification of Diseases [4], respondents can still do their best to cope with this pandemic situation. This is also due to the long period of pandemic that students/ respondents have felt used to it and have to be able to fight in the existing conditions.

For the result of the M5 survey with the statement: I eat more because I'm stress, it got 3 of the same data which 21,7% for neutral, agree, and surprisingly strongly disagree. When some of the student eating habits were examined, it was determined that 58.3% consumed two main meals per day and 43.9% consumed one snack meal before COVID-19. During the COVID-19 pandemic, 23.0% of the students reported an increase in the number of meals and 38.0% of the snacks. The COVID-19 pandemic has significantly affected the eating and food purchasing behaviors of university students [14]. And it should also be noted that based on the survey that has been given, it turns out that there are also those who do not use food as a means to overcome the feeling of burn out.

The results of the M6 survey with the statement: I cry to relieve my stress, the M7 survey with the statement: I sleep to forget my problem, and the M8 survey with the statement: I've been blaming myself for things that happened, have similar responses. It is quite balanced, but leaning more towards 'disagree'. That means some people do that but most people don't.

The result of M9 survey with the statement: I've been giving up the attempt to cope, the M10 survey with the statement: I've been giving up trying to deal with it, and the M11 survey with the statement: I've been using alcohol or other drugs to make myself feel better, also have similar responses. Most students disagree with the statement. That means most of them still have motivation to

deal with their problems and they don't try negative methods like alcohol or drugs.

4. CONCLUSION

In conclusion, during COVID-19, some productivity of college students is reduced but the burnout level is not high. They cope with burnout by hanging out with friends, talking to their family, and doing exercise.

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