

# What is the Counsellor's Role in Overcoming the Zoom Fatigue Phenomenon?

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## ABSTRACT

The increasing use of technology-based learning media such as Zoom and Google Meet during the Covid-19 pandemic can trigger the emergence of mental health problems in students and teachers. One of the problems is the Zoom Fatigue phenomenon which can make the learning process less effective and optimal. This paper aims to (1) describe the phenomenon of Zoom Fatigue in the scope of learning; (2) Mapping the factors causing Zoom Fatigue and its impact on the learning process; (3) Explain the role of counselors in overcoming the problem of Zoom Fatigue in schools. Therefore, to obtain results that are in accordance with the research objectives, researchers use the literature review method on the latest scientific articles that are considered relevant.

**Keywords:** Zoom Fatigue, Counsellor, Online School.

## 1. INTRODUCTION

The Covid-19 pandemic has made many countries take policies to close schools, where has an impact on every element of the school which includes students, teachers, and school staff. Nevertheless, the continuity of learning in schools must still be carried out, namely through online learning. In the process of implementing online learning, it raises several problems in schools, namely the limited mastery of information technology both by teachers and students, inadequate facilities and infrastructure, limited internet access, lack of prepared budget provision to facilitate online learning needs [1].

Basically, the implementation of online learning can be done either asynchronously or synchronously. Asynchronous online learning is done flexibly so it doesn't have to be at the same time. Meanwhile, synchronous online learning is carried out by teachers and students at the same time by utilizing video conferencing technology platforms for two-way communication. There are several video conferencing technology platforms that are often used in online learning, namely Zoom [2], Google Meet [3], and Cisco Webex [4].

The high use of video conferencing technology platforms such as Zoom often triggers new problems as explained by [5] that many people feel tired when

conducting video conferences for a long duration. This phenomenon is known as Zoom fatigue or Zoom burnout. Zoom fatigue is a state of fatigue that individuals/users feel when they participate in the Zoom video conferencing application [6].

This happens because learning through video conferencing for students and teachers requires more concentration compared to communication in offline or face-to-face learning [7]. Fauville et al., explained that fatigue stems from the need for attention to nonverbal cues and constant awareness of what one is doing when the Zoom camera is on [8][9].

This Zoom technology makes students tired and bored looking at computer screens while learning online. Fatigue is in the form of back pain from sitting in a chair for too long. In addition, students experience neck pain because the study table is not designed to support the screen when participating in online learning via Zoom [9]. The existence of mental and physical illness in these students further exacerbates the dilemma of the Zoom fatigue phenomenon. The phenomenon of Zoom fatigue in students must of course be addressed immediately in order to expedite the online learning process during the Covid-19 pandemic. To deal with this, the role and skills of the counselor or Guidance and Counseling teacher are needed.

There are several ways to prevent the phenomenon of Zoom fatigue, namely teachers can use various learning methods that are more creative and pay more attention to the impact of Zoom fatigue on students. In addition, students are encouraged to stretch so as not to feel body pain and when resting is recommended to lie down for a while and do some refreshing [10]. Cybercounseling can also help students reduce physical and emotional fatigue in online learning [11].

Based on the phenomena and research conducted previously, the researchers are interested in conducting research on how the role of counselors in overcoming the phenomenon of Zoom fatigue. This study aims to (1) describe the phenomenon of Zoom fatigue in the scope of learning; (2) Mapping the factors causing Zoom fatigue and its impact on the learning process; (3) Explain the role of counselors in overcoming the problem of Zoom fatigue in schools.

## **2. METHOD**

This research uses the method of studying literature in journals that discuss the Zoom fatigue phenomenon during the Covid-19 pandemic, from Google Scholar, Science Direct, to Research Gate. The journals were collected and analyzed according to the objectives to be achieved in this study. The steps for the literature study are as follows: 1) collecting data in the form of journals that discuss the Zoom fatigue phenomenon; 2) selecting and retrieving important information from scientific journals; 3) analyzing the information that has been obtained in depth; 4) draw conclusions from the various scientific journals; 5) then present it in the form of a description.

## **3. RESULT AND DISCUSSION**

### ***3.1. Definition and Forms of Zoom Fatigue***

To get an adequate understanding of the definition of Zoom fatigue, the researcher tries to present several definitions of Zoom fatigue and then concludes. First, Zoom fatigue is a condition that describes the fatigue associated with excessive use of virtual communication platforms [12]. Second, Zoom fatigue is the feeling of fatigue associated with participating in video conferences using the Zoom application [8]. Third, Zoom fatigue is a feeling of tiredness, restlessness, or anxiety during video conferencing activities. This term is not only confined to the use of the Zoom application but can refer to similar complaints that individuals feel when using other video conferencing applications [13].

From this explanation, it can be concluded that Zoom fatigue is a condition in which a person is described as tired, restless, anxious about using or participating in a video conference, either in the form of

a Zoom application or similar applications based on video conferencing.

Furthermore, based on research conducted by [6] the forms of Zoom fatigue in the learning process can be described as follows:

1. Feeling bored and feeling drained of energy during learning through Zoom.
2. Feeling anxious when in front of the camera and difficulty multitasking while studying.
3. Students feel overwhelmed by capturing information during learning.
4. Eyes are stretched and a little painful due to having to look at a smartphone or a computer screen for a long time.

### ***3.2. Causes and Impacts of Zoom Fatigue***

In general, there are several factors that can cause Zoom fatigue in learning, as described by [6] such as situational factors, individual nature factors, environmental factors, and communication factors.

1. Situational factors, in the shape of our intensity in participating in video conferences in a day, the relationship between participants, especially with the teacher, and whether the content shared by the teacher is in accordance with our interests, which are situational factors that cause Zoom fatigue.
2. Individual traits or character factors, such as the role of personality type, individual anxiety levels, and individual self-esteem. In this case, the type of personality or character traits of the individual is also a determining factor of Zoom fatigue itself. And that will determine the level of anxiety of each person when joining a video conference.
3. Environmental factors, such as background noise, location, furniture, and internet connectivity are also considered to be able to affect Zoom fatigue. For the environment, it can be seen that the determinant of smoothness in video conferencing is a fast and stable internet connection and then the facilities used are adequate or not. Thus environmental factors greatly influence a person in dealing with Zoom fatigue.
4. Communication factors, such as difficulty in communicating verbally and nonverbally, is because not all people or individuals can convey messages well. However, further research is needed to examine several variables related to verbal and nonverbal communication with Zoom fatigue.
5. Stress factors, feeling like you have to present yourself, always looking at yourself, not being able to see other people's movements or gestures and not

being able to pick up on non-verbal cues can trigger Zoom Fatigue [14].

Meanwhile, the impact of Zoom fatigue on learning is that students have difficulty paying attention to learning, feel anxiety, emotional exhaustion, and depression [15][16].

### **3.3. The Counselor's Role in Overcoming the Zoom Fatigue Phenomenon**

In providing services to students during online learning, counselors are required to have certain skills. Because the existing skills will greatly assist the counselor in dealing with student problems, one of which is dealing with problems related to Zoom fatigue. Ningsafitriyah and Maulida [17] mentioned that counselors are required to have competencies, namely lifelong learning, creativity and innovation, technology optimization, student-centered application, Applying a differentiated approach. The principal skills that need to be developed by counselors in the industrial revolution 4.0 are flexibility and cognitive creativity, logical reasoning, and mathematical reasoning as well as critical thinking, emotional intelligence, judgment, and decision making [18]. Meanwhile, according to Muhadjir Effendy, the Minister of Education and Culture (Mendikbud) in 2018, said that in the era of the industrial revolution 4.0 requires five competencies, namely critical thinking skills, innovative creativity and abilities, good communication skills and abilities, collaboration skills, and self-confidence high [18].

Based on the explanation above, counselors have a role in elaborating these skills into responsive and collaborative services to overcome the Zoom fatigue phenomenon, namely being a mediator for parties who have a role in reducing the Zoom fatigue phenomenon consisting of principals, subject teachers, and parents. The following are some of the roles of counselors in overcoming the phenomenon of Zoom fatigue:

#### **3.3.1. Implement Responsive Services**

Guidance and counseling teachers direct advice with relaxation techniques to students and teachers who experience Zoom fatigue. By distributing questionnaires to students or asking directly when doing classical guidance.

In addition, counselors can also provide education regarding optimal learning methods through Zoom as suggested by a number of experts which includes setting an effective location for the camera, using active facial and body responses as if the student was communicating with only one person face to face, configuring body and environment (sitting up straight and creating unique cues for each specific task) and reducing multitasking and notifications during Zooming [15].

#### **3.3.2. Collaborate with Subject Teachers**

Communicate on the length and learning model that is appropriate and non-binding for students during online learning. For task and assessment models and for methods for the presentation of learning materials that students consider monotonous.

#### **3.3.3. Collaborate with the Principal**

Presenting problems related to the dangers and impacts of Zoom fatigue for students. So that later the principal will make technical rules in learning so that later the Zoom fatigue phenomenon does not get worse.

#### **3.3.4. Collaborate with Parents**

Conduct home visits to students who feel they are having problems in learning, as well as provide information and guidance to parents when accompanying children to learn online. Including the service number to do cyber counseling with a counselor.

It should be understood together that the Zoom fatigue phenomenon in Indonesia can be categorized as a new phenomenon, so to handle it properly and effectively counselors need to act as collaborators in providing guidance and counseling services both with parents, school principals, subject teachers, and parents. Moreover, in several study findings related to handling problems in the personal and student learning fields, good collaboration with various parties (parents, school principals, and subject teachers) is able to make a positive contribution to alleviating student problems [19][20].

## **4. CONCLUSION**

From the explanation above, it can be concluded that Zoom fatigue is a condition in which a person is described as tired, restless, anxious about using or participating in a video conference, either in the form of a Zoom application or similar applications based on video conferencing. There are several factors that make Zoom fatigue possible in the learning process such as situational, individual nature factors, environmental factors, and communication factors. Thus to deal with these problems, a counselor can act as a collaborator by providing responsive services to students and collaboration services with school principals, subject teachers, and parents.

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