



The Level Of Academic Burnout Among Nursing Students During Covid-19 Pandemic

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Abstract

The pandemic situation of COVID-19 has made school system done through online learning both in basic education level and high education level. Students, teachers, lecturers, and parents have to meet a significant change and face new challenges in online learning activity. Consequently, there are many of them who experience dullness, stress, and even burnout. The purpose of this study is to measure the level of burnout among university students in facing the online learning activity during COVID-19 pandemic. The design used in this study is descriptive quantitative method with total sample size of 188 nursing students. The result shows that the level of burnout among these students is high burnout (72.34%), moderate burnout (9.04%), and low burnout (18.62%). This shows that online learning activity carried out due to the situation of COVID-19 pandemic has caused exhaustion (burnout) among university students. It is an important job for education institutions to keep on exploring the method of online learning in order to prevent dullness in students so they can maintain their academic achievement in a good grade.

Keyword: burnout, academic burnout, university students, nursing students

Introduction

One of the main health issues in today's world is COVID-19. The crisis has been affected each individual from across the nations, continents, races, and social economic groups. The six contagion groups related to COVID-19 are healthy person, person without symptoms, person under supervision, patient under supervision, and person tested positive for COVID-19 (Indonesian Ministry of Health, 2020). After Indonesia was confirmed as one of the countries exposed to COVID-19, the government regulated a policy of Large-scale social restriction which enforced in each region in accordance with a local policy taken by respective regional leader. The crowd activities had to be temporarily suspended for an unknown period of time. In addition, other activities done face-to-face or offline had to be temporarily stopped or rested including learning activities.

Mudyahharjo (2001) defined education as all life situations that affect the growth of an individual that take place in all environments and throughout life. This explains why education plays an essential role and is important to be carried out for students in all

educational levels in whatever conditions including at the present pandemic. The condition of COVID-19 pandemic made learning done online, based on the issuance of the Minister of Education and Culture Circular Letter Number 36962/MPK.A/HK/2020 which mentioned that all learning process at schools and universities must be done online. This acts as an effort to prevent the spread of COVID-19. It now has been almost 11 months (March 2020-January 2021) for students, teachers, lecturers, and even parents to meet a significant change and face new challenges in online learning activities. As a consequence, this drastic change has caused many of them to experience dullness, stress, and even burnout. If left abandoned, the experience will affect their psychological condition.

The result of a research conducted by Livana PH et al (2020) showed that learning assignments are the main factor causing stress in students during COVID-19 pandemic. This is supported by the result of a research by Andiarna and Kusumawati (2020) which stated that online learning causes academic stress during COVID-19 pandemic. According to Simbolon (2015), academic stress is a mental and emotional pressure or tension that occurs due to the demands of campus life. The prolonged stress experienced by students can disturb their daily activities and lead to a more serious psychological problem like depression if not treated immediately. This might as well causes a condition called academic burnout. According to Pines and Aronson in Yulianti (2017), burnout is a physical, emotional, and mental exhaustion caused by long-term involvement in situations that are emotionally demanding.

Burnout can give negative impacts not only to the individual experiencing it but also to the institutions. The impact depends on the stage of burnout experienced by the individual. According to Goliszek in Lamria (2009), burnout can be classified into four stages. The first stage is idealism and high expectation; second stage is pessimism and early job dissatisfaction; third stage is withdrawal and isolation, and fourth stage is loss of interest. Based on the result of research by Jennings (2009), medical students with burnout were two or three times more likely to have suicidal ideation than students who are not burned out. Besides, Gerber, et al (2013) also mentioned that students with burnout experience depressive symptoms, decrease level of life satisfaction, and decrease quality of sleep.

Methods

The research was conducted using quantitative method and analyzed using a descriptive approach with a total respondents of 188 students. Data collection was carried out using Maslach Burnout Inventory-Students Survey (MBI-SS) questionnaire which was distributed through the *Whatsapp* group by sending a link to *google form*. The research data was analyzed through univariate analysis and presented in a frequency distribution.

Result

Table 1 shows exhaustion score of the students where more than half of them suffered high exhaustion. Table 2 shows cynicism score of the students where nearly all the students experienced high cynicism. Table 3 shows reduced academic efficacy score in which it shows that almost all the students were in the condition of low academic efficacy. Table 4 shows academic burnout score of the students where the majority of them had high score of burnout.

Table 1.
Exhaustion score of vocation nursing students (n=188)

	Total (Σ)	%
High	96	51.06
Moderate	54	28.72
Low	38	20.21
Total	188	100

Table 2.
Cynicism score of vocation nursing students (n=188)

	Total (Σ)	%
High	169	89.89
Moderate	18	9.67
Low	1	0.53
Total	188	100

Table 3.
Reduced Academic Efficacy score of vocation nursing students (n=188)

	Total (Σ)	%
High	7	3.72
Moderate	12	6.38
Low	169	89.89
Total	188	100

Table 4.
Burnout score of vocation nursing students (n=188)

	<i>Exhaustion (%)</i>	<i>Cynicism (%)</i>	<i>Reduced (%)</i>	<i>Burnout (%)</i>
High	51.06	89.89	89.89	72.34
Moderate	28.72	9.67	6.38	9.04
Low	20.21	0.53	3.72	18.62
Total	100	100	100	100

Discussion

The result of this research indicated that the levels of academic burnout among students were at high level of burnout (72.34%), moderate level of burnout (9.04%), and low level of burnout (18.62%). This result is congruent with a research conducted by da Silva, et al (2014) which showed that the 570 nursing students from three universities in Brazil who experienced burnout were at high level of exhaustion (64%), high level of cynicism (35.79%), and low level of academic self-efficacy (87.72%).

Herdiana (2021) mentioned that burnout experienced by students was caused both by internal factor coming from themselves including unfamiliarity with online learning system and external factor such as lecturers delivering learning material uninterestingly. Norez (2017) in his research also found that burnout was as well affected by other factors from within the individual where personality factor is relatively stable throughout life. People with introvert and neuroticism personality are more vulnerable towards burnout and other negative emotions.

The impact from the condition of burnout could be in form of various severe psychological problems as well as negative effect on academic achievement. Based on the research from Khoirin (2017), it is mentioned that there is a significant negative effect from burnout on academic achievement. This is based on the regression analysis which obtained standardized coefficient beta value of -0.517 with a significance value of <0.05 which is 0.000 and the greater burden in academic means higher level of burnout experienced which leads to lower achievement achieved.

Academic burden can increase the level of emotional exhaustion. Excessive academic load is one of the factors which might affect the emergence of burnout (Rae, 2014). Excessive academic load could be in form of tight schedule of classes, lots of assignments, routine training, and other routine exercises beyond individual capacity and capability.

Academic burnout experienced by students is caused by the high level of stress suffered by them during this condition of COVID-19 pandemic. Stress can occur due to many factors such as heavy load of material to learn, lack of feedback given by lecturers after submitting an assignment, uninspiring quality of lecturer in giving a lecture, and numbers of assignment given by lecturers. (Yusof MS, Rahmi AF, 2010) This is in line with the research result of Al-Dabal et al (2010) in Arab Saudi which stated that teaching method and learning environment are among factors that cause stress for both medical and non-medical students.

The result of a similar research conducted in Indonesia revealed that teaching method presented by lecturers has a significant impact on students stress level (Agustin, Hidayatullah, Aminoto, & Tau, 2018). Other research found that as much as 55.8% students suffered stress during COVID-19 pandemic due to online learning getting more boring (Livana PH. et al, 2020). The demand to master knowledge and skills in a limited time using online method can cause stress for students (Oktaria, D., Sari, M. I., Azmy, N. A., 2019).

Conclusion

The pandemic situation of COVID-19 has made school system done through online learning and has caused exhaustion (burnout) among university students. It is an important job for education institutions to keep exploring the method of online learning in order to prevent dullness in students so they can maintain their academic achievement in a good grade. It is also hoped that education institutions also perform regular mental health screening for their students in order to identify and give proper treatment to students who might suffer any psychological problems so that more severe mental health problems can be avoided.

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