Insight: Jurnal Ilmiah Psikologi, e-ISSN: 2548–1800
Vol. 24 No. 1, Feb 2022, pp. 51-70 p-ISSN: 1693–2552

Students' burnout and psychological distress in undergoing online learning during the Covid-19 pandemic

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Artikel history

Revceived	*Revised*	*Accepted*	*Published*
2021-07-25	*2021-12-28*	*2022-02-04*	*2022-02-28*

Keywords:
burnout, psychological distress, students, e-learning

Abstract

The Covid-19 pandemic has had many impacts on the way people live. This situation requires individuals to be able to make adjustments to the applicable policies. The education aspect is no exception. To prevent the broader spread of Covid-19, the government has implemented a distance learning policy by utilizing online-based technology. This policy is an alternative in the current situation. However, this shows a negative influence on the condition of students undergoing online learning, such as conditions burnout and psychological distress. This study aimed to determine the relationship between burnout and psychological distress in students undergoing online learning during the Covid-19 pandemic. The research method used is a quantitative correlational approach, with the Pearson's Product-Moment Correlation analysis technique to determine the relationship between variables. The convenience sampling technique determined the sample of this study. From data on the distribution of questionnaires received via a google form, 110 participants who took part in this study were active students of UIN Satu Tulungagung. The instruments used in this study are the scale Burnout with Cronbach's alpha's 0.911 and the Psychological Distress Scale with Cronbach's Alpha's 0.911. Data analysis produces a correlation coefficient *rxy= 0.648, and the significance is less than 0.05.* The correlation coefficient shows a positive *and significant relationship between burnout and psychological distress in students undergoing online learning during the Covid-19 pandemic.*

How to cite: Mukaromah, L., & Kassymova, G. K. (2022). Students' burnout and psychological distress in undergoing online learning during the Covid-19 pandemic. *Insight:* Jurnal Ilmiah Psikologi, 24(1), 51-70. doi: https://doi.org/10.26486/psikologi.v24i1.1842

INTRODUCTION

Almost every country around the world is facing together with Coronavirus Disease-2019 (Covid-19), which is a big problem today. This new virus variant was first discovered to infect humans in Wuhan, China, at the end of 2019, which was caused by SARS-CoV-2 (Severe Acute Respiratory Syndrome Coronavirus 2). This type of virus attacks the respiratory tract to all parts of the lungs and is transmitted between humans through droplets (World Health Organization, 2020). The rapid spread to the global made the WHO declare it a pandemic in March 2020 (Kompas.com, 2020).

In Indonesia alone, the development of Covid-19 distribution data has been recorded to have reached more than 2 million total cases in one year (Lokadata, 2021). The high number of cases of

the spread of Covid-19 has an impact on the running of aspects of people's lives, starting from the limited daily activities. Days, the economic sector, education, and physical health to the increasing threat of mental health problems. Therefore, to prevent the development and transmission of Covid-19, the government has imposed a lockdown and a policy of doing activities from home (*Work from Home*), both for work and study activities.

Since March 2020, the government has issued an appeal to temporarily close face-to-face and online teaching and learning activities. Based on the Circular of the Ministry of Education and Culture, the Directorate of Higher Education No. 4 of 2020, The Ministry of Education and Culture enforces a distance learning policy (learning from home / LFH) from home based online (online) for academic activities by utilizing technological sophistication, such as various online class applications and social media platforms. Distance learning (online) is an alternative option during the Covid-19 emergency so that students can still get their rights, namely educational services by the target achievement of student competencies, as well as for the safety of all citizens of the education unit (Kemdikbud, 2020).

In the implementation of online learning, there is a change in learning activities that are usually carried out face-to-face to virtual, the absence of field practice activities, until the entire provision of material is replaced with online assignments. Learning with this method is a technique that can reach students and educators virtually, even though they have geographical distances (Allen & Seaman, 2013; Moore et al., 2011). However, this effort seems that not all have gone well. The implementation of online learning encounters several obstacles, one of which is that students face difficulties concentrating when studying in a less conducive home environment. In addition, the teacher provides a heavy task load and material, with little explanations and monotonous learning strategies. This condition makes students demotivated and easily bored (Kemdikbud, 2020; Pawicara & Conilie, 2020). In addition, the tasks given are more than when learning offline in class (Kusnayat et al., 2020). This condition illustrates the existence of obstacles that cause stress for students.

In educational institutions, the student population is the largest group than any other level of education, which also feels the impact of this policy (Livana et al., 2020). Several studies have examined the psychological impact on students undergoing online learning programs during Covid-19. Research conducted by Islam et al. (2020) with a web-based cross-sectional survey design followed by 476 participating students from several universities in Bangladesh showed that more than 2/3 of the respondents obtained as many as 82.4% experienced depression, and anxiety sufferers reached 87.7%, with light to heavy levels. In Indonesia itself, the psychological prevalence experienced by many students is related to depression, stress, and anxiety from mild to moderate levels (Andiarna & Kusumawati, 2020; Hasanah et al., 2020; Kusnayat et al., 2020; Livana et al., 2020; Prayogi et al., 2020). This problem may be part of the consequences of the

adjustment process to the existing situation. This condition shows that the pandemic hurts the psychology of students (Maia & Dias, 2020).

In dealing with situations that are felt to be dangerous or even threatening, the emergence of negative emotions such as anxiety, worry, and stress in individuals is a natural reaction. However, if the situation and the resulting reaction have occurred excessively, it can lead to more serious mental health disorders (Agung, 2020). Selye (1976) gives the term stressor to refer to life events that cause stress, namely demands that are a source of stress. Lazarus and Folkman (1984) define *stress* as a form of physical and psychological response raised by individuals to events that are considered burdensome or exceed the capacity of their abilities and threaten their well-being.

Furthermore, (Lazarus & Folkman, 1984) distinguish the type of stress into 2 forms. First, stress that is not disturbing and tends to be positive is called eustress. Where individuals are able to deal with stressors with their potential. As well as providing a sense of enthusiasm and challenged so that individuals experience stress in the low category. Second, stress that interferes with or tends to be negative is usually called distress. That is, when individuals judge that their potential is not sufficient to compensate for the stressor, so that it requires more effort to solve it, the individual tends to feel heavy stress (Taylor, 2012). The way individuals assess stressors is what can affect the response that will be raised.

In line with this explanation, Matthews (2000) argues that psychological distress is an unpleasant condition that is an individual's response to a threatening, dangerous, and burdensome situation expressed by anxiety and depression (Putri, 2012). Psychological distress is an unpleasant and subjective condition. Depression and anxiety are the main aspects of shaping individual psychological distress (Mirowsky & Ross, 2003). Depression is related to sadness, loss of enthusiasm, loneliness, hopelessness, and worthless, experiencing sleep disturbances, and feeling that all efforts are difficult to achieve. Then anxiety is related to feelings of tension, fear, restlessness, excessive worry, and irritability. Depression and anxiety arise in moods (feelings) such as sadness. Depression can take the form of malaise (physical condition) such as helplessness, headaches, stomach pain, and restlessness.

Research conducted by Musabiq and Karimah (2018) states that the impact of distress is divided into three aspects: physical, emotional, behavioral, and cognitive. 32% of the participants showed symptoms of decreased physical health such as migraines, eating disorders, experiencing tension, sleeping disorders, and getting sick quickly. As many as 27% showed an impact on the emotional aspect, namely unstable emotions, such as being more sensitive, in a bad mood, anxious, and frustrated. In the behavioral aspect, it accounts for 25% of the impact of distress, such as worsening interpersonal relationships, being apathetic, unconfident, and lazy to do activities. And on the cognitive aspect, it shows the slightest impact of distress with a value of 16%, for example, concentrating, panicking, restlessness and confusion. From the presentation, it can be seen that

psychological distress does affect not only physical health but also psychological and social issues, even to a fatal level.

Matthews (2000) states that two factors can influence distress: situational factors such as life events that can threaten and endanger individual well-being. Second, personal factors such as personality traits. In the research conducted by Sugiarti et al. (2017) revealed that neuroticism personality has a significant positive correlation with psychological distress variables. Meanwhile, extraversion and conscientiousness personality traits were significantly negatively correlated with psychological distress variables. There is no significant relationship between the personality traits of openness and agreeableness to psychological distress (Geshica & Musabiq, 2017). The situational and personal factors can affect the response that individuals will raise when facing an environmental demand (stressor).

Shenoi et al. (2018) added that increasing psychological distress conditions were associated with experienced burnout syndrome. Meanwhile, in the context of education, Rahmatpour et al. (2019) also revealed that academic burnout could interfere with individuals' physical and mental health. The occurrence of academic burnout may include activities or academic tasks assigned to students.

During the Covid-19 pandemic, academic demands became one of the other biggest stressors students faced, both intrapersonal and interpersonal (Karyotaki et al., 2020). In the current pandemic conditions, with changes in policy regarding the implementation of academic programs, it does not always run without obstacles. Even the study of Livana et al. (2020) shows that learning assignments are the main stressors faced by students during the Covid-19 pandemic. The same stressor that occurs intensely and lasts for a long time can cause physical and psychological fatigue, which is called burnout (Maslach et al., 2001).

In line with this explanation, Schaufeli et al. (2002) tated that the burnout experienced by students refers to fatigue due to academic demands, being cynical about their academic activities, and feelings of inadequacy. From various kinds of literature, it is explained that burnout has three aspects in it, namely: 1) exhaustion (physical and emotional fatigue); 2) cynicism/depersonalization (personalization and cynicism); and 3) inefficacy (decreased ability) (Denton et al., 2013; Hu & Schaufeli, 2009; Christina Maslach and Leiter, 2016). *Fatigue* is chronic tension and boredom resulting from excessive and continuous stress. A cold attitude (indifference) and loss of interest in the source of stress is a form of cynicism. A *decrease* in personal achievement is defined as a reduced feeling of ability and a decrease in the achievement index due to the intended fatigue (Rahman, 2020).

According to Santrock (2003), *burnout* is a feeling of hopelessness and helplessness caused by prolonged stress related to learning. Burnout in academic settings refers to mental stress, burdens, or other psychological aspects due to the educational process that students participate in, thereby displaying conditions of emotional exhaustion, a tendency to depersonalize, and feelings of

low personal achievement (Yang, 2004 in Christiana, 2020). Burnout occurs due to excessive demands for academic activity, where individuals feel helpless, have no hope, and are physically and psychologically bored. It affects student learning (Khairani & Ifdil., 2015).

Looking at some of the adverse effects caused by the situation and policies that apply during the Covid-19 pandemic on students' educational and psychological aspects are also important in the continuity of this online learning process. These conditions reflect difficulties among students in adapting, causing student dissatisfaction and higher levels of distress (Shankland et al., 2018). This condition can certainly be an obstacle to the success of learning. However, awareness of this is still minimal. So it is essential to know a picture of the current state of affairs to minimize a decline in the psychological health of students in learning, especially during the Covid-19 pandemic.

In several previous studies that have been carried out, most of the research focuses on the psychological impact that occurs on students while undergoing online learning and is described qualitatively. Some of these studies, among others, research conducted by Irawan et al. (2020) regarding the psychological impacts of students on online learning during the Covid-19 pandemic, with the subject being 30 Mulawarman University students who were interviewed by telephone. Research on online learning conditions and psychological distress among university students during the movement control order was conducted by Victor et al. (2021) on 139 students from 15 state universities in Malaysia. Furthermore, Inayatillah et al. (2021) research students' psychological problems with online learning during the Covid-19 pandemic: A literature review study. In contrast, this study focuses on identifying the correlation between two psychological attributes that allow students to experience it simultaneously.

From the explanation above, this research is interested in identifying the relationship between burnout and psychological distress in students undergoing online learning during the Covid-19 pandemic. This study aimed to determine the relationship between burnout and psychological distress in students undergoing online learning during the Covid-19 pandemic. As well as a description of the condition of the level of burnout and psychological distress he experienced. This research is expected to provide an empirical picture of the conditions experienced so that it can be considered to evaluate the effectiveness of the applicable learning methods.

METHOD

This study uses a quantitative approach, which is a method that emphasizes the analysis of numerical data obtained from measurement procedures and processed statistically (Azwar, 2018). At the same time, the type of research is correlational.

This research involves active students (not currently applying for college leave) UIN Sayyid Ali Rahmatullah Tulungagung, from class 2017 to class 2019. Students are undergoing online learning during Covid-19 (online learning method, only been on this campus since the Covid-19

pandemic). The sampling technique used is convenience sampling, namely the selection of sample members based on ease of access to reach the sample (in Supratiknya, 2015) and the willingness of respondents to participate as a source of data in this study. Data collection for this study used the distribution of online questionnaires via google form to groups of students. Then, the questionnaire links could be redistributed to reach a wider range of participants. The choice of this method as a substitute for a random sample was taken into account because the study was conducted during the Covid-19 pandemic emergency, where resources and access were completely limited, and it was recommended to carry out social distancing and activities online. The number of samples from filling out the google form received was 110 participants. The number of participants refers to (Roscoe, 1975). He proposes general guidelines for sampling, one of which is: that a sample between 30 to 500 (n>30 and <500) is sufficient for research in general (Azwar, 2018).

The data collection instrument used in this study was a Likert scale consisting of the Burnout Scale and the Psychological Distress Scale as a measuring tool for each variable. To measure burnout tendencies, the researcher used a scale that the researcher prepared concerning the Maslach Burnout Inventory-Survey Student (MBI-SS) developed by Schaufeli et al. (2002), which is based on three aspects of burnout, namely exhaustion, cynicism, and reduced academic efficacy. This measuring instrument consists of 23 statement items in the form of a Likert scale with five alternative answers, namely Very Disagree (STS), Not Appropriate (TS), Quite Appropriate (CS), Appropriate (S), and Very Appropriate (SS). The scoring is differentiated based on the nature of the statement, namely favorable (a statement that indicates the height of the measured attribute), for example, the statement: "I feel bored with the academic activities that I live." the second statement is unfavorable (a statement that indicates the common attribute being measured), for example, the statement: "I believe I can make a positive contribution in class." The score's weight on the favored statement is Strongly Not Appropriate = 1; Unsuitable=2; Fairly Suitable=3; Match=4; Very Appropriate=5. While the score on the unfavorable statement is Very Appropriate = 1; Match=2; Fairly Suitable=3; Unsuitable=4; Very Inappropriate=5. The scoring level is categorized into 3, namely low, medium, and high. Thus, the higher the score obtained, the higher the tendency for individuals to experience burnout; on the contrary, the lower the score obtained, the lower the burnout experienced.

The instrument used to measure the tendency of psychological distress in this study was the Psychological Distress Scale, which refers to the two main aspects that make up psychological distress, namely: depression and anxiety (Mirowsky & Ross, 2003). This scale consists of 18 statement items, a Likert scale type that has five answer options, namely Strongly Not Appropriate (STS), Not Appropriate (TS), Quite Appropriate (CS), Appropriate (S), and Very Appropriate (SS). The statement items given are favorable, for example: "I feel like I have lost interest in activities that I usually do." And unfavorable statements, for example: "I live my days optimistically," the score given to each item weighs 1 to 5. The score that applies to the favorite statements is STS = 1,

TS = 2, CS = 3, S = 4 and SS=5. On the other hand, the scores on statements that are unfavorable are STS=5, TS=4, CS=3, S=2, and SS=1. The scoring category is divided into three kinds, namely low, medium, and high. The higher the score, the more it indicates the individual is experiencing psychological distress. On the other hand, the lower the score, the lower the tendency for psychological distress to be experienced.

Researchers need to conduct a qualitative evaluation, which is done through a rating or judgment from a panel of competent experts (experts). This is done to determine the relevance of the measuring instrument. Then the rating results obtained can be quantified by computing Aiken's V. In this study, the rating process involves five expert judgments, so the item is considered valid if the coefficient index V is 0.80. In the statement item that gets the coefficient index V 0.80, the item is invalid (the statement does not indicate the attribute indicator to be measured), so it can be aborted. The burnout scale's coefficient V index is between 0.80 and 0.95. While the results of the coefficient V are between 0.80 to 0.95 for the psychological distress scale. The index of discrimination power in each item was 0.03 on the two scales.

The results of the reliability tests that have been carried out show that the Burnout Scale has a Cronbach Alpha's coefficient of 0.911. This number indicates that the burnout scale used in this study is declared reliable. While the Psychological Distress Scale has a Cronbach Alpha's coefficient of 0.911, these results indicate the measuring instrument has good reliability. Data processing was used Microsoft Excel and version 26 of the Statistical Packages For Social Sciences (SPSS) program.

The data that has been obtained will then be analyzed. The data analysis technique used to determine the relationship between burnout and psychological distress in this study is the Pearson Product-Moment Correlation method. However, before testing the hypothesis, it is necessary to fulfill the classical assumption test, including the normality and linearity tests. The whole process of data analysis was carried out using the SPSS statistical program version 26.0 for windows.

RESULTS AND DISCUSSION

Participants in this study were students who had met the predetermined criteria. From the data that has been obtained, there are 110 participants in the sample of this study. Table 1 provides information on the characteristics of the participants.

e-ISSN: 2548–1800
p-ISSN: 1693–2552

Table 1. Descriptive Data Characteristics of Participants

	Characteristic	Frequency	Percentage
Sex	Laki-Laki	11	10%
	Perempuan	99	90%
Batch	2019	27	24,50%
	2018	16	14,50%
	2017	67	60,90%
Preferred learning method	Face-to-face (Offline)	84	76,40%
	Virtual (Online)	26	23,60%

The data collection process is carried out by distributing online questionnaires in the form of a link that can be accessed on the google form. The link is then distributed to several targeted students through social media, which can then be redistributed to other friends so that more can participate. Based on the data obtained, the total number of subjects involved in this study was 110. From the demographic data that has been filled in, there are 11 (10%), male participants, while female participants show a higher number, namely 99 (90%) people. The most participants based on class year and semester were students in semesters 7 to 8, with a total of 67 (60.9%) participants from the 2017 class, as many as 16 (14.5%) participants from the 2018 class students, while 27 (24.5%) Participants are class of 2019. And more than two-thirds of the participants (76.40%) choose the face-to-face learning method (offline) rather than online.

The data that has been obtained is then analyzed statistically. However, before testing the hypothesis, it is necessary to do a descriptive analysis to find out the reality of the empirically involved variable data. The descriptive analysis describes the data on a variable obtained from the research subject group (Azwar, 2018). The presentation can be in frequencies and percentages, tabulation crosses, graphs, and charts. In this study, the presentation of descriptive analysis using frequency and percentage.

e-ISSN: 2548–1800
p-ISSN: 1693–2552

Tabel 2. Statistical Descriptive Analysis (n=110)

Descriptive Statistics

	N	Range	Min	Max	Mean	Std. Deviation	Variance
V_*BURNOUT*	110	70	30	100	63.00	13.425	180.239
V_DISTRES_PSIKOLOGIS	110	49	25	74	52.37	11.465	131.447
Valid N (listwise)	110						

Table 2 presents descriptive empirical statistical data from burnout and psychological distress variables. Data were obtained from 110 participants who were involved in this study. In the burnout variable, the distribution of data scores at least 30 and a maximum score of 100, the average (range) is 70; the mean is 63.0; and a standard deviation of 12.255. Meanwhile, descriptive statistical data on psychological distress variables were obtained from 102 participants: a minimum score of 27, a maximum score of 74, a range of 47, a mean of 53.78, and a standard deviation of 9.295. This descriptive statistical data will be used to determine the scores on each variable.

Tabel 3. Burnout Categorization

HYPOTHETIC DATA CATEGORIZATION			
Category	**Criteria**	**Frequency**	**Percentage**
Low	< 54	23	20,91
Moderate	54 – 84	81	73,64
High	84 <	6	5,45
Total		110	100

Table 3 provides an overview of burnout tendencies divided into three score categories: low, medium, and high. Based on these data, the mean value of the burnout variable (63.00) can be understood that, generally, the burnout tendencies experienced by the participants in this study are in the moderate category.

Tabel 4. Categorization of Psychological Distress

HYPOTHETIC DATA CATEGORIZATION			
Category	**Criteria**	**Frequency**	**Percentage**
Low	< 42	19	17,27
Moderate	42 – 66	80	72,73
High	66 <	11	10
Total		110	100

Table 4 describes the tendency of psychological distress experienced by the participants involved in this study. This psychological distress variable is divided into three score categorizations, namely low, medium, and high categories. Based on the data that has been obtained, it can be seen that the mean value of the psychological distress variable is 52.37. Overall,

the tendency of psychological distress experienced by participants is included in the moderate category.

Table 4. Classic assumption test

Before testing the data analysis, it is necessary to test the normality of the data to meet the basic assumptions of correlation analysis. The purpose of the normality test is to determine whether data is normally distributed or not. In addition, it can also affect the analytical test technique that will be carried out next in hypothesis testing. A normality test was conducted in this study using the Kolmogorov-Smirnov technique. With the provisions, if the significance value is greater than 0.05 ($p > 0.05$), then the data can be normally distributed. So that the data can be analyzed using parametric statistics. On the other hand, if the significance value is less than 0.05 ($p < 0.05$), then the data is declared not normally distributed. So that further analysis uses nonparametric statistics.

Table 5. Normality Test

Variabel	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
BURNOUT	.048	110	.200*
PSYCHOLOGICAL DISTRESS	.063	110	.200*

Based on the normality test that has been carried out, it was found that the computational results of the normality test through Kolmogorov-Smirnov from the burnout variable and psychological distress variable had a significance of more than 0.05 ($p > 0.05$). Thus, it can be stated that the data is normally distributed. That is the significance of $0.200 > 0.05$ on the burnout variable data. And the significance of $0.200 > 0.05$ on the psychological distress variable data.

After the normality test is met, a linearity test is carried out to determine the relationship between the burnout variable (X) and the psychological distress variable (Y). The significance value of deviation from linearity is to determine the linearity value. The provision in the linearity test is that if the significance value of deviation from linearity is greater than 0.05 (sig > 0.05), it can be interpreted that there is a linear relationship between the X variable and the Y variable. On the other hand, if the significance of the deviation from linearity is less than 0 0.05 (sig < 0.05), then the form of the relationship between the X variable and the Y variable shows a non-linear (non-linear) relationship.

e-ISSN: 2548–1800
p-ISSN: 1693–2552

Tabel 6. Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
V_DISTRES_PSIKOLOGIS * V_*BURNOUT*	Between Groups	(Combined)	9.435.452	49	192.560	2.362	.001
		Linearity	6.023.154	1	6.023.154	73.869	.000
		Deviation from Linearity	3.412.297	8	71.090	.872	.687
	Within Groups		4.892.267	60	81.538		
	Total		14327.718	109			

Based on the results of the linearity test, it is known that the significance of deviation from linearity is more than 0.05 (0.687 > 0.05), so these results indicate a linear relationship between the burnout variable and the psychological distress variable. The results of the normality and linearity tests have met the basic assumptions of correlation analysis. Therefore, the next analysis is correlational test analysis.

A correlation test was performed using the Pearson Product Moment Correlation technique. In this test, two things become the main focus, namely 1) measuring the degree of closeness of the relationship between the burnout variable (X) and the psychological distress variable (Y), which is called the correlation coefficient (rxy). The value of rxy is in the range -1 to +1 (-1 < rxy < +1). A positive correlation (coefficient 0 to +1) indicates the direction of the relationship is directly proportional. At the same time, the negative correlation (coefficient between -1 to 0) indicates the opposite direction of the relationship). The second 2) tested the significance of the correlation (with a significance level of 5%), also known as hypothesis testing. With the provision that if the significance value is more than 0.05 (sig > 0.05), it can be interpreted that H0 is accepted, which states that there is no relationship between the burnout variable (X) and the psychological distress variable (Y). However, if the significance value is less than 0.05 (sig < 0.05), it can be interpreted that H0 is rejected and Ha is accepted, which states that there is a relationship between the burnout variable (X) and psychological distress variable (Y).

e-ISSN: 2548–1800
p-ISSN: 1693–2552

Tabel 7. Bivariate Correlation Test Results

Correlations

		V_*BURNOUT*	V_DISTRES_PSIKOLOGIS
V_*BURNOUT*	Pearson Correlation	1	.648**
	Sig. (1-tailed)		.000
	N	110	110
V_DISTRES_PSIKOLOGIS	Pearson Correlation	.648**	1
	Sig. (1-tailed)	.000	
	N	110	110

**. Correlation is significant at the 0.01 level (1-tailed).

From the computational results of the correlation analysis through the Pearson Product Moment Correlation technique between the burnout variable (X) and the psychological distress variable (Y), the coefficient rxy = 0.648 is significant at the one-tailed level, p = 0.000 (p < 0.05), based on the Guilford criteria, the average relationship between 0.40 and less than 0.70 indicates a fairly close relationship. The absence of a negative sign (-) on the rxy indicates that the direction of the relationship between burnout and psychological distress is positive (unidirectional), i.e., an increase in the score of the X variable is followed by an increase in the Y score, on the other hand, a decrease in the X score is followed by a decrease in the Y score. H0, which states that there is no relationship between the two variables, is rejected. So it can be concluded that the proposed research hypothesis regarding the existence of a positive correlation is accurate and supported by empirical data, so the alternative hypothesis (Ha) from this study is accepted. That is, there is a positive relationship between burnout and psychological distress in students undergoing online learning during the Covid-19 pandemic.

Therefore, it can be interpreted that the higher the level of burnout experienced by students, it is also followed an increase in the score of the level of psychological distress. Vice versa, the lower the burnout rate, the lower the tendency for psychological distress experienced by students in undergoing online learning during the Covid-19 period.

This study aims to determine the relationship between burnout and psychological distress in students undergoing online learning during the Covid-19 pandemic. After going through the analysis process, based on hypothesis testing that has been carried out through Pearson's Product Moment Correlation analysis technique, it was found that the burnout variable has a positive and significant relationship with the psychological distress variable in students. This result is indicated by the value of rxy = 0.687 with a significance of 0.000 (p < 0.05). The correlation with a positive direction (linear) indicates that changes follow changes in burnout scores in psychological distress scores. Thus it can be interpreted that if students experience burnout tendencies in the low score

category, the psychological distress experienced is also in the low category. On the other hand, when students experience burnout tendencies with a high score category, the tendency for psychological distress in students undergoing online learning during the Covid-19 pandemic is also high.

The results of this study are relevant to the results of previous studies. Among them is the research conducted by Sánchez-Moreno et al. (2015), which suggests a strong relationship between burnout and psychological distress. This finding is also reinforced by (Higuchi et al., 2016) in this study showing a high prevalence of psychological distress associated with high burnout in individuals. And confirmed by research (Zou et al., 2016) confirmed that burnout positively correlates with psychological distress. Where individuals who report experiencing burnout tendencies also experience various symptoms of anxiety; thus, it is very likely to lead to more serious psychological distress. Shankland et al. (2018) also stated that burnout positively correlates with anxiety, depression, and individual daily functioning. In line with research conducted by (Azzahra et al., 2018) which showed a significant direct relationship between burnout and psychological distress in college students, even with or without the mediating role of resilience.

Based on the data obtained from this study, it showed that more than two-thirds (73.64%) of the students who were participants experienced a tendency to burnout in the moderate category, and 5.45% of the students in the high category. This number is more significant compared to students who experience low levels of burnout (20.91%). In addition, a high score was also obtained from the score of the tendency for psychological distress experienced by students, namely (72.73%). The subjects of the participants were included in the moderate to high score category (10%) and the low category, as much as 17.27% of the total participants. In undergoing online learning, various factors can become obstacles. So that it can affect the maximum in undergoing learning, some of the factors that students have disclosed include the media and presentation of the material provided, which is considered less attractive so that it seems monotonous, the duration of time, and the lack of full delivery. This results in a decrease in students' grasping power of the material, causing a lazy attitude, losing enthusiasm, feeling stressed, having trouble sleeping, and being tired and bored with the academic demands they face (Pawicara & Conilie, 2020). This attitude indicates burnout conditions in students.

Lin and Huang (2014) explain that academic burnout is related to stress in an individual's life, which has been shown to harm learning. In line with the research of Andiarna and Kusumawati (2020) that this online learning policy significantly ($0.023 < 0.05$) on student academic stress during the Covid-19 pandemic, 66% of respondents stated that this method was ineffective. When learning with this method, students must be active by learning independently during online classes. The number of assignments and various limitations, feeling heavy, and having difficulty understanding lecture material make students feel dissatisfied with this method. So it requires more effort for some students to undergo this learning method.

e-ISSN: 2548–1800
p-ISSN: 1693–2552

Furthermore, Rahmatpour et al. (2019) added that academic burnout could interfere with students' physical and mental health. This condition was also found during the Covid-19 pandemic. Research by Maia and Dias (2020) as conducted by comparing the prevalence of student psychological distress in regular times (2018 and 2019) before the pandemic and during the pandemic (2020). The results indicate a significant increase in psychological distress, namely stress, depression, and anxiety experienced by students. In line with the research results of Livana et al. (2020), which state that study assignments are the primary stressor for students during the Covid-19 pandemic, while in regular times (not during a pandemic), study assignments do not have a significant effect on student stress levels (Agustin et al., 2018). So it can be said that the Covid-19 pandemic also affected the increase in stress experienced by students.

Many factors contribute to the psychological impact on students in addition to the various obstacles encountered, ranging from media to unstable network access, unattractive material delivery strategies, boredom, and lack of social support due to the long duration of this condition. According to Islam et al., (2020), student psychological distress is also affected by delays in academic programs and gaps in the teaching and learning process, thus allowing students to graduate from what was planned. This is in line with Hasan and Bao (2020) which results that students' perceptions of online learning have a significant positive effect on student psychological distress, and fear of losing the academic year is an essential factor influencing the emergence of psychological distress during the Covid-19 pandemic. So it can be said that the way individuals perceive will also be related to students' readiness to learn well.

Horzum et al. (2015) suggested that the high tendency of individuals to perceive their learning experiences positively was caused by high academic motivation. Where students can still make adjustments behind the various obstacles that have been faced so that the online learning process can be carried out optimally. Several students stated that the positive impact of this learning program was that students felt that the implementation of the lecture schedule had become more flexible so that it could be accessed and followed from anywhere. Online learning methods can also foster independence in students to seek information about their lecture materials and guidance from lecturers. Besides that, some students feel more comfortable and free to express their opinions in online class forums compared to offline classes (Firman & Rahman, 2020).

Meanwhile, based on student interest, 76.4% of all participants in this study stated that they prefer face-to-face learning methods, compared to participants who prefer virtual/online learning methods (23.6%). This shows the lack of student interest in learning methods that apply during the current Covid-19 emergency, which can affect the level of student motivation in carrying out their academic studies. Tavakoli (2013) suggests that having an interest in undergoing academic studies is an excellent motivation for students towards better study planning to improve student learning performance. Meanwhile, students with less interest in their studies will suffer more and are more likely to experience academic burnout (Rahmatpour et al., 2019). Thus, high academic achievement

can increase student interest in what is being studied. In other words, the lack of student interest in the studies undertaken is responsible for the occurrence of academic burnout and other impacts caused by it. Student academic efficacy can affect student academic burnout. So, if academic efficacy decreases, it can increase student academic burnout (Orpin & Prahara, 2019).

Based on several previous studies, various personal factors can mediate the development of burnout, thereby minimizing the occurrence of a worse impact. Sarason (1972) and Lazarus and Folkman (1984) explain that burnout is a form of response and a way for each individual to evaluate the work stress they face. Therefore, burnout is specified as low to high and is subjective even though it is faced with the same stressor demands. This can be different because the mechanism in dealing with each individual's stressors is related to personality characteristics. Personality can influence coping mechanisms that allow individuals to be vulnerable or more resilient in determining responses to stressors (Ghorpade et al., 2007). Furthermore, a meta-analysis study conducted by Koutsimani et al. (2018) suggested that emotional stability is negatively related to the core component of burnout. Emotional regulation will allow individuals to adjust to the conditions they face (Pekrun et al., 2007) so that the ability to self is an essential factor that can prevent the development of the adverse effects of burnout conditions and have good adaptive power in dealing with situations that cause pressure. Apart from the validation results that have been obtained, this research is not without its limitations. Among them are related to sampling because, in a situation still locked in the middle of the Covid-19 pandemic, data collection can only be done through the online method. Namely, by spreading the google form link through social media such as WhatsApp groups to several subjects, which can then be redistributed to other participants. Therefore, researchers have not been able to directly verify the actual situation on the subject. Then, the limitations of researchers to reach a larger sample, data collection is only done from one geographic area with a low response rate, so selection bias may occur. As well as limitations in the less widespread interpretation of our results. Therefore, for future research, it is necessary to examine what factors can influence the increase in burnout and psychological distress experienced by students, especially when undergoing online learning during the Covid-19 pandemic, as well as how to intervene that can be used to overcome these conditions. So that students can still maintain their mental health during the learning process.

CONCLUSION

The results of this research hypothesis test are relevant to previous studies, which state that the burnout and psychological distress variables have a positive and significant correlation. That is, the higher the burnout score is followed by an increase in the psychological distress score experienced; on the contrary, the decrease in the burnout score is also followed by a decrease in the tendency of psychological distress that may be experienced. What makes this research different from previous research is that this research was conducted during the ongoing Covid-19 pandemic,

as well as with student subjects who were undergoing online learning following current policies to minimize the spread of Covid-19. Meanwhile, previous studies were generally conducted on workers, social professionals, and students in the health sector. The results obtained from this study showed that more than two-thirds of the overall student participants in this study group experienced a tendency to burnout and psychological distress in the moderate category, more than students who experienced low-level burnout, as well as the tendency for psychological distress to be moderate. Experienced. This condition needs to be focused on so its development can be minimized.

The results of the data obtained also showed that most (76.40%) of the participants expressed more interest in the direct (face-to-face) learning method when compared to the virtual (online) method. These results are expected to provide additional information and a description of the conditions experienced by students so that they can be used as evaluation material and considerations in determining the proper online learning method to be used and can be effective. For the students, it is hoped that this research will provide an overview of their psychological condition so that they can have appropriate coping strategies to minimize the negative impact of the current situation. In addition, it is also expected to increase knowledge and literature in developing social sciences, especially in psychology, regarding the description of burnout and psychological distress in students undergoing online learning during the Covid-19 pandemic.

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