

Online Learning Impacts on Academic Burnout: A Literature Review

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Abstract: Several reasons contribute to specific students' academic burnout due to the ongoing transformations in online learning. This literature review aims to determine how and to what extent students experienced burnout during the COVID-19 epidemic. Utilizing Google Scholar, 16 journals with the keyword "student's academic burnout" are uncovered through a study of the relevant literature. The analysis results of 15 journal papers indicate that students' learning processes induce academic burnout, so they exhibit emotional and physical tiredness, a tendency to depersonalize, and a lack of learning motivation. This has numerous effects on students, including rapid emotional change and heightened sensitivity. In addition, burnout has several adverse effects, including poor academic accomplishment, academic procrastination by students, decreased sleep quality, and suboptimal academic work, which calls for additional research to address academic burnout issues in students. This review concludes that most students during this epidemic reported burnout at medium to severe levels.

Keywords: Academic Burnout, Online Learning, Students

INTRODUCTION

Due to the epidemic, online education for pupils has been around for nearly two years. It has affected many aspects of people's lives, such as schooling. As a result of this pandemic, education is on hold due to the lockdown policy enacted by the government to combat the spread of COVID-19, resulting in alterations to the lecture schedule. This shift in lecture structure frequently generates new issues. The problem generated by the online lecture format is a poor internet connection and a decline in student comprehension of the material delivered by the lecturer (Panchanov, 2020). The internet access limitations are another issue that frequently arises when this lecture pattern is altered: the lecturers' readiness to teach online.

These issues cause students to develop academic anxiety (Utami et al., 2020). Academic stress can affect all individuals, including students. Academic stress may relate to a student's condition or inability to meet academic demands. Consequently, it leads individuals to believe that the perceived educational demands are problematic (Utami et al., 2020). Not only do students in Indonesia endure academic pressure, but research on Chinese students indicates that academic pressure has intensified since the COVID-19 pandemic (Wang & Zhao, 2020). This occurs due to systemic alterations in lessons that influence the emergence of academic stress.

Conversely, online learning can drive pupils to attain academic success. Students can be motivated to improve their learning outcomes if they are actively involved, enjoy learning as a process, and engage in challenging activities (Sur et al., 2020). The presentation is an appraisal of the active role of the lecturer, which might stimulate student learning motivation (Siswati et al.,

2017). Learning motivation is a force that offers direction and induces a sense of ease in the learner so that the learning objective can be attained (Desriva et al., 2020). Technology can enhance student achievement in learning, perceived as a challenge, novelty, curiosity, and fantasy (Dharma & Sudewiputri, 2021). This rationale plays a crucial role in student learning motivation, particularly during this pandemic so academics might investigate it further, particularly in education (Aprizan et al., 2021).

In addition, in online learning through social media, most instructors prefer to assign homework rather than provide direct explanations. This affects students' comprehension of concepts not maximally transmitted during face-to-face instruction (Lubis et al., 2021). Another result is that students experience academic burnout, as demonstrated by the indicators of burnout exhibited by students: as many as 155 students (56.2%) feel fatigued, 137 students (49.6%) have negative thoughts, and as many as 140 students (50.7%) feel incompetent with learning procedures (Rosmiati et al., 2021).

Academic burnout is an adverse emotional, physical, and mental reaction that causes an individual to feel weary, frustrated, and less motivated (Novianti, 2021). Academic burnout can be induced by high duties and academic demands that place a load on students who are learning, causing them to feel overwhelmed, which can negatively impact their mental health and academic performance (Muflihah & Savira, 2021). Academic burnout refers to the stress and other psychological elements that students experience due to the learning process, causing them to experience emotional exhaustion, depersonalization, and feelings of incompetence (Rosmiati et al., 2021). Lack of social support, self-concept or self-concept, role conflict & role ambiguity and role ambiguity, isolation or isolation, demographic factors, personal factors, and organizational issues can all contribute to academic burnout. Demographic characteristics include gender, age, and level of education. In addition, emotional aspects are associated with work stress, workload, and personality type. In addition, the working environment and social support are organizational elements (Febriani et al., 2021; Muflihah & Savira, 2021).

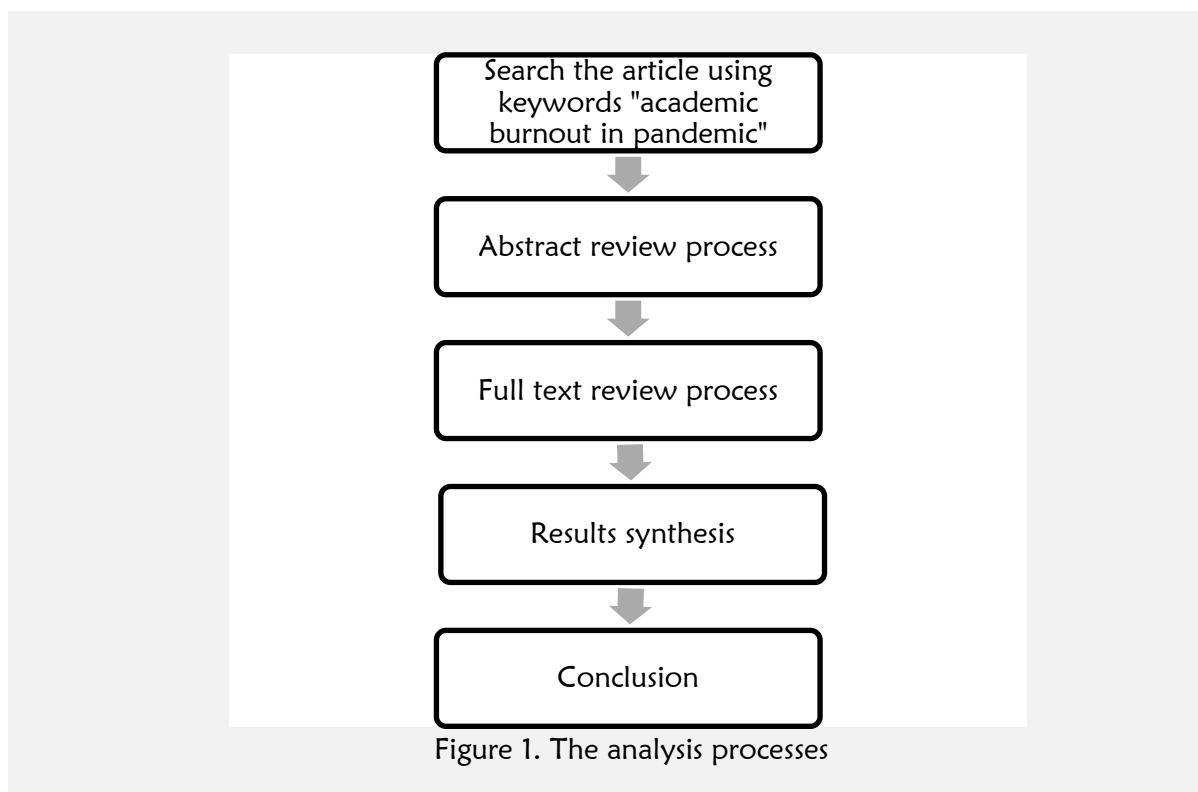
Academic burnout during a pandemic is the most subject of research recently. Nonetheless, the vast body of literature reveals inconsistencies due to variations in methodologies, results, and student characteristics. This research aims to determine the effect of online learning on three variables: academic burnout, stress, and student motivation. The literature search is conducted to strengthen the implications of online knowledge in lectures, given that the online learning process can still be used beyond the end of the epidemic. Also, the conclusions of the effects of online learning will provide an overview of learning methods or specific programs that schools might employ to promote student motivation.

METHOD

Inclusion and exclusion criteria

This study employs the literature review methodology. A literature review is a study whose objective is to analyse diverse literature sources, which are then selected for further research to reach conclusions (Sakti & Sulung, 2020). This research utilizes the information or written materials about the topic at hand: 1) publications or articles discussing academic burnout during the COVID-19 epidemic; 2) periodicals or articles written in Indonesian; 3) journals or articles with complete elements; and 4) journals or articles published between 2017 and 2022.

Article exclusion criteria include 1) using a language other than Indonesian; 2) missing elements; 3) articles or journals discussing topics other than academic burnout during the COVID-19 pandemic, and 4) articles published outside the range of 2018-2022. This research collects data using Google Scholar, Connected Papers, and Publish or Perish with the necessary keywords. In addition, articles were picked according to specified inclusion and exclusion criteria. Following their selection and selection, the papers will be evaluated to conclude. Analysis process of this study can describe in figure 1.



RESULT AND DISCUSSION

Based on the search results for "student academic burnout during the COVID-19 epidemic" on Google Scholar, Connected Papers, and Publish or Perish, one hundred scientific publications were collected, then we filtered with inclusion and exclusion criteria to reach the final results. fifteen scientific articles were used in total (see [table 1](#)).

Table 1. Results of Literature Review

No	Authors	Year	Participants	Results
1.	Al-Marwaziyya h & Chori	2021	10 students with a major in accounting and partial proficiency in English are psychology graduate students. Subjects between the ages of 18 and 25 who have studied or are presently studying online.	According to the study's findings, academic burnout produces mood swings and heightened family sensitivity at home. In addition, the subject expressed his fatigue by crying.
2.	Kristina et al.	2020	Studies Literature	According to the results of the study, the following elements contribute to academic burnout: demography, self-concept, role conflict and ambiguity, isolation, excessive workload, lack of review, inadequate pattern reward, disturbed work community pattern, and confrontation value.
3.	Novianti	2021	Subject utilised 276 respondents who use online classes for one year	The aspects of weariness, cynicism, and professional efficacy have a reciprocal effect on academic burnout, as evidenced by the

No	Authors	Year	Participants	Results
				fact that 56.2% of participants feel exhausted, 49.6% feel cynical, and 50.7% do not feel competent during the learning process.
4.	Lianawati	2022	The study programme for the odd semesters of the academic year 2020/2021 comprises 146 students in total.	The results of the study indicate that 17 participants experienced mild levels of burnout, 102 subjects experienced medium levels of burnout, and 27 subjects experienced high levels of burnout.
5.	Permatasari et al.	2021	The subject under study: 6098 students from several faculties in 2020/2021.	According to the data, there is a negative correlation between self-efficacy and academic burnout among PGRI Malang University students.
6.	Sagita & Meilywati	2021	Subject utilised specifically 307 students from education department	Results indicate that FKIP students have a low level of academic burnout and are influenced by factors including work load, dominance, recognition, community, justice, values, demographic specificity, level of education, personality, level of endurance, locus of control, coping style, and social support.
7.	Prayitno & Nuzula	2022	Subject utilised by up to 104 students	The results of a study indicate that online learning has a greater effect on student motivation than on burnout.
8.	Hidayati et al.	2022	Student Nursing Profession includes a total of 78 individuals	34 participants experienced burnout with the medium group, 26 respondents experienced burnout with the high category, and 18 respondents experienced burnout with the low category.
9	Fun et al.	2021	612 students enrolled in the Bachelor of Science in Psychology programme for three weeks, resulting in 327 respondents.	Support social aspects contribute the most to the symptoms of academic burnout experienced by respondents, according to the findings of this study. study with membership (15%) and evaluation (12%). While material support demonstrates less significance.
10	Redityani & Susilawati	2021	Subject totalling 110 persons with a total of 98 girls and boys as many as 12 in the student-faculty of Physiotherapy and Psychology study programme.	53.6% or 59 subjects of 110 subjects have a low burnout rate, whereas 52.7% or 58 subjects of 110 subjects have a high level of resilience. However, 60% or 66 subjects of 110 subjects are tall enough to qualify for level Support social services at Udayana University faculty Medical. According to the results of the regression test, burnout and social You're welcome support play a part in student burnout at Udayana University.
11	Santi	2020	Literature review. No students as participant.	From 2013 to 2018, the number of mental and emotional illnesses in adolescents aged 14 and older grew by 6% to 8% per year,

No	Authors	Year	Participants	Results
				according to the findings of this study. According to the Big Five hypothesis, personality influences the level of burnout, and student-faculty medicine has the highest level.
12	Setyansah & Apriandi	2022	Participants are 27 students.	This study demonstrates a substantial and negative association between burnout syndrome and the academic study programme aptitude of mathematics students. Other variables account for 58% of the variance.
13	Simbolon & Simbolon	2021	In this study, a total of 110 level III students responded.	This study demonstrates a substantial relationship between academic burnout and academic procrastination among Level III students, with category burnout academic results as low as 57 respondents (51.8%), and procrastination academic level as low as 76 respondents (69.1%).
14	Surya et al.	2020	The sample are 179 respondents.	Student cottage boarding school who experience mild stress were as many as sixty (48.4%) and those suffering heavy stress were as few as ten (10%), according to the results of a study demonstrating the presence of a correlation between stress level and sleep quality.
15	Andi & Sunaryo	2020	The 83 students majoring in economy and business management responded to this study.	This study's findings indicate that social support, self-esteem, and self-efficacy have an effect on student burnout. With a mean score of 3.91, the variable Support social has a negative effect on student burnout. Then, the self-esteem variable with a mean score of 3.63 has a beneficial effect on student burnout. The final self-efficacy component with an average score of 3.73 has a detrimental effect on student burnout.

During the COVID-19 pandemic and online learning, numerous cases carried out by students who experience academic burnout; this causes tiredness in following the learning process (Hidayati & Amalia, 2022). Fatigue is a result of the fact that, during the online learning process, students feel that the amount of work they are assigned increases while the amount of material they receive decreases, as well as that the amount of time used frequently exceeds the allotted time or is not following the schedule (Al-Marwaziyyah, 2021). The majority of students experienced burnout at a moderate or medium level and followed by a severe level (Lianawati, 2022). As indicated by previous research, students with incredible internal motivation and positive social support are less likely to experience burnout (Sagita & Meilyawati, 2021).

Academic burnout refers to stress, burden, or psychological factors caused by the learning process carried out by the student, such that the student may exhibit condition fatigue good emotional or physical, tendencies for depersonalisation, and low learning motivation (Permatasari et al., 2021). Under conditions of burnout, students typically feel physically exhausted and reluctant to complete schoolwork. Obviously, this will have an effect on student performance if left

uncontrolled for an extended period. Similar to workplace burnout, student burnout necessitates further care, particularly when it affects students' daily conduct. Online learning during the COVID-19 epidemic affects student motivation, which can lead to academic burnout (Prayitno & Nuzula, 2022). Due to the essential existence of digital literacy, two-way contact and engagement have been established between lecturers and students to create a comfortable online learning environment for all parties and avoid academic burnout during the COVID-19 pandemic (Lianawati, 2022).

Burnout is a challenge that is not exclusive to employees; students may also experience burnout, sometimes known as academic burnout. Suppose a worker has burnout due to the demands of his job and the inadequacy of his employer's response. In that case, a student will experience academic burnout due to academic burdens such as duty lectures, practicum, assignments, tests, and obligations (Fun et al., 2021). On the flip side, a student may need more time and energy to devote to academics alone and activities outside the classroom, which can drain time and lead to burnout. There are several scales for detecting burnout, including fatigue feeling, emotional, cognitive, and motivation loss (Enzmann & Schaufeli, 2020).

In the educational process, someone with a high academic performance score will attain considerable accomplishment (Susanti, 2019). This situation different with students in a state of academic burnout who will exhibit several undesirable behaviors, such as having an excessive workload, a lack of interest in learning, and a reluctance to engage in activity learning, all of which contribute to a decline in academic performance (Oyoo et al., 2018). Academic burnout is associated with a lack of problem-solving skills among students with a negative mindset. This results from feeling exhausted by study requirements, hating assignments assigned by professors, and lacking confidence as a student, which causes a delay in work duty and inadequate academic response. A person experiencing academic burnout will have a perfunctory attitude toward job tasks, a tendency to put off work duties or learning, a decline in achievement, depressive symptoms, and a negative quality of life (Rozy, 2018).

Not only related to academics directly, but academic burnout also has effects on daily life. Academic activities like work tasks with short deadlines, activities outside study, and study preparation for exams and practicum cause no fulfillment amount of sufficient sleep in a day, so someone will lack time for a certain amount of sleep, which alone will affect the quality of sleep (Surya et al., 2020). Moreover, individuals who experience burnout cause a decline in productivity, accompanied by a decrease in self-confidence and self-trust. As a result, the individual begins to believe that she has failed to reach her goals and is failing in her current position, resulting in no maximum, inhibited, and diminished performance (Nelma, 2019).

CONCLUSION

Academic burnout has various effects such as dropped academic performance, academic procrastination, deteriorating sleep quality, and sub-optimal work. Based on the results of an analysis of a number of the journals used as a source, the intensity of burnout experienced by the academic community is still sufficiently high; therefore, burnout academic events that occur among the academic community should be addressed to optimize the learning and education process. Most students experiencing academic burnout during the COVID-19 pandemic fall into the moderate to severe levels caused by tiredness in the online learning process. The adjustment of technology, learning method, and social situations are causing academic burnout. Therefore, to reduce the level of academic burnout for students during the COVID-19 pandemic, lecturers and students could communicate in two ways and use interactive learning methods. Though this COVID-19 trend has already begun to fade, the impacts of burnout are still being felt in education. Practitioners should be more flexible and imaginative in resolving the academic burnout problem to optimize education activity.

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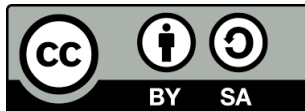
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