

The Phenomenon of "Burnout" Among PGSD Students; Perspectives on Social Skills in the Post-Pandemic Era of Covid-19

Fitriyani¹, Anna Maria Oktaviani²

¹ Universitas Pelita Bangsa, Cikarang, Indonesia

² Universitas Primagraha, Serang, Indonesia

Email: ^{1*} fitriyani@pelitabangsa.ac.id, ² annamaria@primagraha.ac.id

Abstract: The background of the problems in this study is based on the problems that occur today where lectures are often identified with the existing busyness, be it busyness in the campus environment or outside the campus. Burnout is triggered as a result of stress that is not resolved, causing loss of enthusiasm, decreased performance in learning, and even a decrease in the desire to interact or socialize with people around it, so that it leads to a condition where a person will withdraw from the environment. There are three aspects to burnout, namely emotional fatigue, depersonalization, and low self-esteem. The purpose of this study is (1) To find out an overview of burnout that occurs among students, especially PGSD study programs (2) To find out the magnitude of the influence caused by high burnout rates on student learning motivation. This type of research is a qualitative research involving the subjects in this study are as many as 15 students of the Elementary School Teacher Education Study Program at Pelita Bangsa University, located in Cikarang and at the Jakarta State University. The approach is carried out using the case study method. Emotional fatigue in students is characterized by feeling tired and not being excited in doing assignments. When experiencing burnout, a person's emotional state becomes unstable, such as irritability, despair, and cynicism. Emotional fatigue results in the draining of a person's emotional source which will then interfere with his mental state and even his physical health.

Keywords: Burnout, Students, Social Skills

1. Introduction

Burnout is a psychological syndrome caused by pressure and an unsupportive work environment and idealism that is not in accordance with reality that lasts from time to time, which in turn causes emotional exhaustion, depersonalization and decreased personal achievement.

Burnout behavior is a negative boredom behavior that occurs in a person caused by emotional exhaustion syndrome, depersonalization and reduced personal achievement that occurs in individuals where they feel tired and mentally and physically bored that occur in students as a result of increased demands for work so that it causes stress. feeling lazy and easily bored in doing something work. Parents have a major role in children's education so that the environment and at school do not have saturation.

[1] research (2021) shows that the use of social media among college students predicts a fairly high level of anxiety for them. Mediation analysis shows that psychological capital mediates the relationship between problematic social media use and anxiety. Furthermore, for students whose academic performance has been affected by the COVID-19 pandemic, the effects of social media use and psychological capital on anxiety were moderated by academic fatigue. For this reason, emotional factors can have a significant influence on social skills, especially among teenagers, especially students.

A healthy mental condition makes a person able to function well in his life. Mental health not only has an impact on the individual, but also affects the social life of the individual. People who have good mental health can realize their potential, cope with the normal stresses of life, work productively, and contribute to society[2]. However, mental health has not been seen as an important issue for some Indonesians. From research [3] explains that "soft skills vs. professional burnout", where burnout can affect the professionalism of an educator in making material in learning and also affect skills due to fatigue experienced by students. In some studies also often show the relationship between personality traits and academic fatigue, this can affect the personal dimension and physical activity.[4]

Burnout is conceptualized as a two-dimensional construct, including emotional exhaustion and negative attitudes. The results of the measurement model indicate that depersonalization and emotional exhaustion should be included in one fatigue dimension, which is named 'core exhaustion'. The other dimension is personal achievement. The results regarding the structural model show that all effects are assumed to be significant. A direct effect of personal achievement on perceived self-efficacy is suggested. It was concluded that perceived self-efficacy in classroom management is a construct that can be used in explaining teacher burnout. Future directions in research are suggested.

Burnout isn't just the result of working long hours or juggling too many tasks, though both play a role. The cynicism, depression, and lethargy that are characteristic of burnout most often occur when a person is not in control of how work is done, at work or at home, or is asked to complete tasks that conflict with their sense of self. If a person doesn't adjust responsibilities to match the right call, or at least take occasional breaks, they can face burnout – as well as the mountain of mental and physical health problems that often accompany it, including headaches, fatigue, heartburn, and other gastrointestinal symptoms, as well as an increased potency of alcohol, drugs, or food abuse.

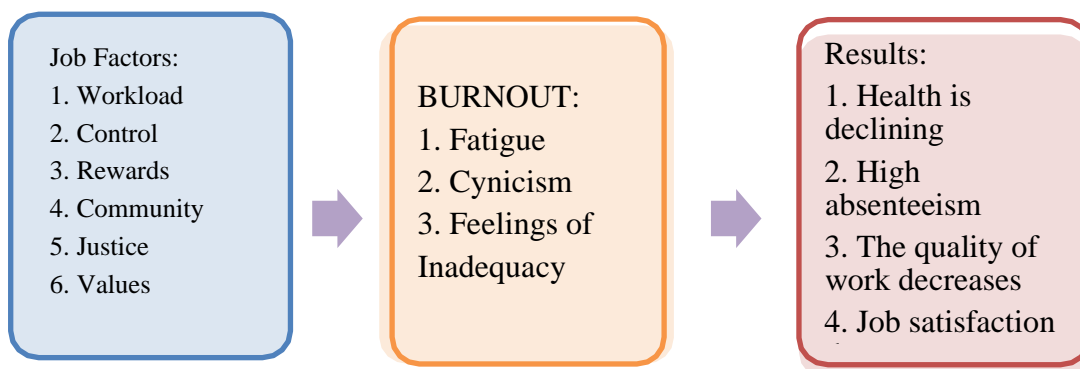
Physical and mental fatigue, fear about work, and frequent feelings of cynicism, anger, or irritability are key signs of burnout. For this reason, the potential effect of burnout is that it can affect social skills, especially among young people, among whom there is still a strong sense of egoism, temperament and individualism. Feeling like you can no longer do your job effectively can also indicate burnout. By definition, the difference between fatigue and stress is fatigue in which long periods of stress feel as though they cannot be repaired. If the stress is short-lived or tied to a specific goal, it's most likely harmless. If stress feels never ending and comes with feelings of emptiness, apathy, and hopelessness, it may indicate exhaustion. Burnout is a state of emotional, mental, and often physical exhaustion caused by prolonged or repeated stress. While it's most often caused by

problems at work, it can also show up in other areas of life, such as parenting, parenting, or romantic relationships.

That burnout is a psychological condition that occurs due to the ineffectiveness of individual coping strategies to cope with the sources of stress they experience. There are several components of burnout according to Maslach and Leiter (2007), namely: 1. Exhaustion, which is a feeling of excessive loss of physical and emotional resources. Feeling physically and emotionally drained with no resources to re-energize. Fatigue is a basic dimension of burnout. 2. Cynicism (Cynism) is a negative attitude and hostility towards work and is accompanied by a loss of idealism at work. This condition is caused by emotional exhaustion and as a form of self-protection. Cynicism represents the interpersonal dimension of the burnout condition. 3. Inability (Inefficacy), namely reduced productivity and a sense of self-competence. The reduced self-assessment of self-efficacy that continues to develop makes individuals often judge themselves as having failed to achieve their goals. Feeling unable to represent the self-evaluation dimension of burnout.

Burnout Mediation Model

(Maslach & Leiter, 2007)



Farber [5] divides 3 types of clinical conditions that occur when individuals experience burn out, namely:

Fretenic	Underchallenge	Worn-out
<ul style="list-style-type: none"> Involved in profession Ambition and need for achievement Inability to admit failure Ignoring self-needs Anxiety and easy to get angry 	<ul style="list-style-type: none"> Ignoring and doing modest tasks Lack of personal development Thinking about moving to another job Monotonous and bored The absence of a stimulus that causes excessive stress 	<ul style="list-style-type: none"> Ignore responsibility There is no control over the expected work results There is a problem with the reward system Difficult to give good work performance Shows symptoms of depression

Fretenic type: an individual character who is energetic and enthusiastic about work. Fretenic type individuals are ambitious individuals and have a need to achieve great achievements. The fretenic type individual will invest all the resources he has to achieve

the expected results. This frenetic type is willing to ignore his own needs to achieve results. Frenetic types generally have unrealistic fantasies of superiority. On the other hand, frenetic type individuals are less able to accept failure. When faced with failure, individuals with frenetic type find it difficult to assess the cause of the failure from another point of view. This Frenetic type judges that failure is caused by a lack of will. Emotions that arise when dealing with failure are anger, anxiety, a sense of continuous tension, confusion that can affect their physical condition and endanger their self-esteem.

(2) Underchallenged type: The characteristic of the underchallenged type is the loss of interest in work which is characterized by doing modest work. The underchallenged type is less deep in their work because of a loss of self-motivation. This underchallenged type is a group of individuals who are not much involved in overcoming work barriers and lose enthusiasm for work. Individuals with underchallenged conditions do not neglect overall task responsibilities but lose dedication in giving their best to get the job done. This condition is usually caused by dissatisfaction with the recognition of self-ability. The underchallenged type finds himself underdeveloped both personally and in his work skills. The underchallenged type views his abilities above the demands of his job. In addition, dissatisfaction with the underchallenged type is caused by boredom doing the same thing over and over again. In the underchallenged type, there is no high level of stress due to job demands. The underchallenged type usually develops a narrow view so that they do not find interesting things from their work and lead to dissatisfaction. Dissatisfaction with the job causes the emergence of many questions in the underchallenged type. Questions such as whether this job is right for me, what I want to get out of a job makes underchallenged types think about the possibility of changing jobs. Underchallenged types usually have fantasies about a new job that can give them more gratification. However, the idea of changing jobs is usually accompanied by feelings of guilt. This feeling of guilt arises because the underchallenged type loses an objective assessment of their rights to pursue what they need. In the end, the underchallenged type will make logical reasons that can explain the situation at hand and support their decision to overcome their guilt.

(3) The worn-out type: the worn-out type is a condition where the individual gives up completely on his job. Individuals who are in a worn-out condition neglect their overall responsibilities. Worn-out types have a pessimistic view of their work and lose all enthusiasm within themselves. These worn-out types feel frustrated with situations they have no control over. This usually happens when dealing with a difficult problem to solve. The worn-out type usually blames external factors that cause them to stop doing business. Efforts made to solve the problem but without success lead to feelings of helplessness growing. The worn-out type usually hangs out with individuals who share their views. The worn-out type argues that no one else understands their difficulties and sacrifices in getting the job done. It is this feeling of helplessness that makes the motivation to disappear from the worn-out type of individual. This worn-out condition usually occurs in individuals who work in large organizations, are judged to be lacking in work performance by superiors, lack support from the environment, and are trapped in a pressing bureaucratic structure. The worn-out condition occurs due to the lack of recognition of work performance and the existence of high expectations from

individuals for recognition and rewards. The research above emphasizes the importance of doing research by the author to find out how influential it is between burnout and emotional among young people, especially students so that it can be seen in their social skills in society (social skills), because there are many emotional factors involved. information about the relationship between fatigue that occurs in the learning process, socialization activities and student interactions which will ultimately affect their self-efficacy. For this reason, solutions must be found for how (how), this can happen and why (why) it can affect psychologically young people, especially students, especially in their current learning and socialization which is mostly done by virtual means.

2. Methods

In this research, the writer uses qualitative research using case study method. Case study qualitative research method is the method used in this research. Case Studies are a series of scientific activities carried out intensively, in detail and in depth about a program, event, and activity to gain an in-depth understanding of the event.

Case study research is one of the forms of qualitative research based on human understanding and behavior based on opinions generated by individuals[6]. Subjects in research can be individuals, groups, agencies or communities. In the research process, there are several steps that are made, namely, determining the problem, choosing the appropriate design and instrument, collecting data, analyzing the data obtained and preparing a report on the research results. The final result of the research is a broad and deep picture of a particular phenomenon.

By using this approach the author can also provide a comprehensive and in-depth view of a particular study.[7] defines a case study by:

“A case study is an exploration of a “bounded system” or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context. This bounded system is bounded by time and place, and it is the case being studied—a program, an event, an activity, or individuals. Multiple sources of information include observations, interviews, audio-visual material, and documents and reports”.

Another definition of case study is expressed by Robert K. Yin. Yin stated that a case study is an empirical inquiry that is able to investigate phenomena in real-life contexts, where there are boundaries between phenomena and contexts that are not clearly visible and where multiple sources of evidence. The definition of a case study is more precise, leading to case finding by using how (how) and why (why) questions to obtain accurate and complete research results [8]

In [9] The focus of a case study is the specification of a case in an event, whether it is an individual, a cultural group or a portrait of life. Furthermore, Creswell suggested several characteristics of a case study, namely: (1) identifying the “case” for a study; (2) The case is a “system bound” by time and place; (3) Case studies use various sources of information in collecting data to provide a detailed and in-depth description of the response to an event and (4) Using a case study approach, researchers will "spend time" in describing the context or setting for a case.

The primary data in this study can be obtained through directly related parties through data collection techniques, as follows: 1. Observations or observations made on the behavior of informants 2. In-depth direct interviews from research informants 3. Literature studies conducted using various relevant references such as journals or previous research. The event or case in question is a real thing and is ongoing. The events studied can occur at the individual or group level. [10]

In this study, the author uses an informant retrieval technique in the form of purposive sampling technique, which determines the informants according to the criteria and research needs. The data collection method was conducted through semi-structured interviews with ten open-ended questions to three batches of PGSD students representing semesters 8.6 and 4. The researcher then asked a series of small questions to dig deeper into the burnout experience felt by the three respondents. In this study, the author uses an informant retrieval technique in the form of purposive sampling technique, which determines the informants according to the criteria and research needs.

Acknowledgments

The author would like to thank the ICCUSASS 2022 Committee for organizing "The 2nd International Conference of Cultural Studies, Arts, Social Science, Education and Humanities in Post Pandemic Era", Sebelas Maret University Solo, Central Java has provided an opportunity for authors to be able to follow and present the results of the writings that have been made. It is hoped that this writing can become the author's work and can also be useful for readers, hopefully in the future the author can be much better at writing scientific papers. For Universitas Pelita Bangsa Elementary School Teacher Education Study Program and I also dedicate this work to fellow writers in the Postgraduate Program in Basic Education Doctoral Program, State University of Jakarta who always provide extraordinary enthusiasm and support, success for all of us.

References

- [1] Y. Jiang, "Problematic social media usage and anxiety among university students during the COVID-19 pandemic: The mediating role of psychological capital and the moderating role of academic burnout," *Front Psychol*, vol. 12, p. 612007, 2021.
- [2] D. Ayuningtyas, M. Misnaniarti, and M. Rayhani, "Analysis of mental health situation on community in Indonesia and the intervention strategies," *Jurnal Ilmu Kesehatan Masyarakat*, vol. 9, no. 1, pp. 1–10, 2018.
- [3] F. Valieva, "Soft skills vs professional burnout: the case of technical universities," in *Proceedings of the Conference "Integrating Engineering Education and Humanities for Global Intercultural Perspectives,"* 2020, pp. 719–726.
- [4] M. Khosravi, "Burnout among Iranian medical students: Prevalence and its relationship to personality dimensions and physical activity," *Eur J Transl Myol*, vol. 31, no. 1, 2021.
- [5] J. Montero-Marín, J. García-Campayo, D. M. Mera, and Y. L. del Hoyo, "A new definition of burnout syndrome based on Farber's proposal," *Journal of*

occupational medicine and toxicology, vol. 4, no. 1, pp. 1–17, 2009.

- [6] D. F. Polit and C. T. Beck, *Nursing research: Principles and methods*. Lippincott Williams & Wilkins, 2004.
- [7] J. W. Creswell, “Research design pendekatan kualitatif, kuantitatif, dan mixed,” *Yogyakarta: pustaka pelajar*, 2010.
- [8] R. K. Yin, “Studi Kasus Desain dan metode, Jakarta: Raja Grafindo Persada,” *Yusup, Pawit. M.,(2012). Perspektif Manajemen Pengetahuan Informasi, Komunikasi, Pendidikan, dan Perpustakaan. Jakarta: Rajawali Pers*, 2003.
- [9] Y. Kusmarni, “Studi kasus,” *UGM Jurnal Edu UGM Press*, 2012.
- [10] M. Rahardjo, “Studi kasus dalam penelitian kualitatif: konsep dan prosedurnya,” 2017.