Research article

The Effectiveness of Stress Coping Techniques to Reduce Academic Burnout in Guidance and Counseling Students in Yogyakarta During the COVID-19 Pandemic

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Abstract.
The emergence of COVID-19 has brought significant changes in various sectors in Indonesia, especially in the education sector. One such change was that, to prevent the transmission of COVID-19, the learning method was changed to online learning. This had positive and negative impacts on guidance and counseling students at Universitas PGRI Yogyakarta. The negative impact of online learning was that many students developed academic burnout. The purpose of this research was to verify the effectiveness of stress coping techniques to reduce academic burnout in these students during the COVID-19 pandemic. This was experimental research with a one group pretest-posttest design. The results of the paired sample t-test showed that stress coping techniques were effective in reducing academic burnout. It is therefore recommended that students use these techniques to avoid academic burnout.

Keywords: coping stress, academic burnout, COVID-19, guidance and counseling

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1. Introduction

The emergence of the Corona Virus Disease (Covid-19) has attracted global attention, COVID-19 was declared by the WHO as a public health emergency of international concern [1]. Due to the spread of the COVID-19 virus, several countries in the world feel anxious and worried [2], this has resulted in many changes, including in Indonesia. COVID-19 is a new type of virus that not many people understand and know how to cure from the virus [3].

The COVID-19 outbreak that has hit all countries in the world has had impacts and challenges for various institutions, one of which is educational institutions, especially at the university [4]. In an effort to prevent the spread of the Covid-19 virus, the government urges all residents to practice social and physical distancing, residents are asked not to gather and are encouraged to always apply health protocols, including always wearing

masks and always washing hands with soap or using hand sanitizer. Based on the appeal from WHO, activities that can cause crowds should be stopped to prevent greater transmission of the COVID-19 virus, including face-to-face learning activities in schools that gather many students in class, therefore face-to-face learning activities in schools must be reviewed.

The policy issued by the Indonesian government through the Ministry of Education, Culture, Research, and Technology related to education and learning during the COVID-19 pandemic is that the Government has prohibited universities from holding lectures directly or face-to-face. In this policy, lectures are conducted online [5]. This is done to prevent the spread of the Covid-19 virus in Indonesia, because if lectures are carried out directly or face-to-face, it can cause crowds which are feared to trigger the spread of the Covid-19 virus.

The solution for the implementation of lectures during the COVID-19 pandemic is to do online learning. Online learning is learning that is carried out using an internet network which has several advantages, namely flexibility, accessibility, and connectivity so that the learning interactions carried out are of various types [6]. Research conducted by Zhang et al shows that by using technology assisted by the internet network, it is able to change education and material in lectures to be more flexible. Therefore, it can be a learning solution that was originally done in class, can be done online [7]. Online learning is learning that can gather lecturers and students in an online class to do learning and interact with each other with the help of the internet [8]. Online learning has differences with offline learning, online learning places more emphasis on the accuracy and foresight of students in receiving, understanding and processing information from teachers or lecturers provided through online learning media, in addition, students are also expected to have skills in using and operate online learning media from various platforms.

Online learning has its own advantages and disadvantages in its implementation. The success or failure of a learning method or learning media used by a teacher or lecturer is caused by several factors, one of which is the characteristics of students. Some students will experience success in implementing online learning, but some students may not. This is due to differences in the factors of the learning environment of students and the characteristics of the students themselves. In addition, success in student learning is also influenced by the level of motivation possessed by each student. The level of motivation varies from one student to another.

Based on the findings in the field and interviews with several students, it was found that some of the negative impacts of online learning felt by students. One of the causes

of the less than optimal online lecture system is the number of tasks that must be completed by students, both individually and in groups, and the deadline for collecting assignments is too short, causing boredom for students In addition, students also feel bored because they cannot interact directly with lecturers or with friends in online learning. The provision of material from the lecturer is sometimes only reading material, there is no variation in the learning methods carried out by the lecturer. Based on previous research, student burnout syndrome is similar to that of service employees. Student fatigue can lead to higher absenteeism, lower motivation to do work, higher percentage of dropouts and so on.

Academic burnout refers to stress, burden or other psychological factors due to the learning process that students participate in. Burnout is often described as a syndrome of emotional exhaustion, depersonalization, and decreased learning achievement [7]. Maslach et al. They found that emotional exhaustion was a key factor in causing fatigue, while Pines and Aronson argued that physical exhaustion is characterized by chronic fatigue and reduced or even low energy. [2] and [7] describe academic boredom experienced by students as a result of feeling tired caused by excessive learning demands (fatigue), having cynical and lazy behavior towards schoolwork (cynicism), and reduced self-efficacy. incompetent and feel unintelligent[9-10]. Burnout is a condition of a person who has a continuous and prolonged excessive workload so that it can cause stress. Usually, someone who experiences this condition can be seen from several symptoms that appear, these symptoms include physical symptoms and mental symptoms. Stress is a symptom caused by fatigue and boredom in the learning process, it causes tension in students and students can also experience symptoms such as emotional tension, irritability, and fatigue [11].

In some Western and Eastern countries, prevention programs are carried out for students in an effort to help students cope with stress [12, 13]. The main component of this research is stress management training for students which focuses on stress coping training to prevent and reduce academic boredom experienced by students. Based on the explanation above, coping with stress is expected to be able to reduce the level of stress experienced by students so that it triggers the emergence of academic burnout during the COVID-19 pandemic. Therefore, researchers want to test the effectiveness of coping with stress during a pandemic to reduce academic boredom for Guidance and Counseling Student of Universitas PGRI Yogyakarta.

2. Research Methods

The type of research used by researchers in this study is a type of quantitative research. This quantitative research aims to find the relationship and explain the causes of change (test the theory). The research design used by the researcher was a pre-experimental design, an experimental design that used a one group pretest-posttest design, namely a research design that contained a pretest before being treated and a posttest after being treated. Thus it can be known more accurately whether there are changes before and after the treatment is given.

This study aims to assess the effectiveness of providing coping stress treatment to BK students who experience academic burnout at PGRI Yogyakarta University. Through this experimental research, researchers also want to know whether there is a decrease in the level of academic burnout experienced by BK students at PGRI Yogyakarta University after being given Coping Stress treatment

The place of research used is in the Guidance and Counseling department of FKIP, Universitas PGRI Yogyakarta. The population in this study are Guidance and Counseling students in the class of 2018. From the population, several samples will be drawn to be research subjects. Subject selection is done by using an academic saturation questionnaire. The technique used in determining the subject is a purposive sampling technique. The sample in this study were 5 BK students who had a high level of academic saturation taken based on the results of the pretest that had been given. Researchers used questionnaires and interviews as data collection techniques which were carried out to several guidance and counseling students. The instruments used are academic saturation scale instruments and interview guidelines.

In research, data analysis uses validity and reliability tests to measure valid and reliable instruments, in addition to using normality tests which aim to assess the distribution of data in a group of data or variables, whether the distribution is normally distributed or not. Normality, validity and reliability tests were used as prerequisite tests in data analysis using Paired Sample T-Test. The t-test aims to evaluate certain treatments on the same sample on two different observations [14]. Paired sample t-test is one method of analysis that aims to assess the effectiveness of a treatment, it can be seen from the difference in average before and after being given treatment.

3. Findings and Discussions

The instrument used in this research is an academic burnout questionnaire. The procedure for distributing questionnaires to research samples was carried out with the help of the google form platform. This was done with consideration because lectures were still conducted online during the COVID-19 pandemic, and not all of the student locations were at the research location. The data obtained are researchers can determine the level of academic saturation experienced by students, based on these results researchers can also determine research samples belonging to high academic saturation criteria to be given treatment using stress coping techniques. The statement items in the academic saturation questionnaire amounted to 39 statement items, then the validity and reliability tests were carried out on 29 students. Based on the results of the validity test, as many as 10 items failed and the valid items were 29 items, then the results of the reliability test showed that the questionnaire was included in the very reliable category with a value of 0.808.

Academic burnout revealed in this study is the academic burnout experienced by students during the COVID-19 pandemic. The results of the academic burnout questionnaire were classified into 3 levels or categories, namely low, medium, and high. The following is a description of the three levels as follows:

TABLE 1: Frequency of Academic Burnout Questionnaire Results.

Categori	Frequency
High	5
Medium	16
Low	5
Amount	**26**

Based on table 1 above, information is obtained that of the 26 students as the population who were given an academic burnout questionnaire at the pretest stage, 5 students belonged to the low academic burnout category and 16 students belonged to moderate academic burnout and 5 students belonged to high academic burnout. From the results of filling out the questionnaire, it can be concluded that quite a lot of students experience learning saturation, although only 5 students are classified as high. It is possible that students who are included in the category of moderate academic burnout will turn out to be high if they are not given good stress coping techniques in managing the academic stress they experience. If students cannot manage the stressors that come in them, they will cause stress and experience burnout.

TABLE 2: Data Description of Changes in Pre-Test and Post-Test scores of student academic burnout.

Name	Gender	pre test	Classification	post test	Classification	Gain Score
IPP	Man	91	High	70	Low	21
LGF	Man	91	High	65	Low	26
AIS	Man	92	High	60	Low	32
IAH	Woman	95	High	68	Low	27
NS	Woman	97	High	69	Medium	28

Based on table 2 above, it shows that the pretest scores of all research samples are in the high category. Furthermore, after knowing the results of the pretest, an intervention in the form of coping stress techniques was given to reduce academic burnout experienced by students majoring in guidance and counseling at Universitas PGRI Yogyakarta. The post test results showed a significant decrease, that all research subjects experienced a decrease with a low classification of academic burnout. Changes in the pretest and posttest levels of student academic burnout are presented in graphical form in Figure ?? below.

Figure ??. Graph of Changes in Pre-test and Post-test Scores on Academic Burnout Levels for students majoring in guidance and counseling at Universitas PGRI Yogyakarta.

The hypothesis test used in this study is a parametric statistical test, namely the Paired Sample T-test because it comes from two variables that are paired with each other. This test is used to determine whether or not there is an average difference between two pairs of sample groups (related). The following are the results of the analysis of the Paired Sample T-test which are listed in table 3.

TABLE 3: Results of the Paired Sample T-Test.

Paired Samples Test							t	df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	25.000	4.848	2.168	18.981	3 31.019	11.532	4	.000

Based on table 3 above, it can be seen that the t-count value for the pretest and posttest scores is 11.532 with a probability (Sig.) of 0.000. The decision-making provisions in the Paired Sample T-test are based on the following provisions:

a) H_0 : There is no significant difference in the mean scores on the pre-test and post-test scores, so that stress coping techniques are not effective in reducing student academic burnout during the covid-19 pandemic.

b) Ha : There is a significant difference in the mean scores on the pre-test and post-test scores, so that stress coping techniques are not effective in reducing student academic burnout during the covid-19 pandemic.

The decision making of hypothesis testing is carried out based on the decision making criteria as follows:

a) H_0 is rejected and Ha is accepted if sig (α = 0.05)

b) H_0 is accepted and Ha is rejected if sig (α = 0.05)

It is known that the t-count value of the pretest and posttest results is 11.532 with a probability (Sig.) of 0.000. Because the probability (Sig.) is 0.000 < 0.05, then H_0 is rejected and Ha is accepted. It can be interpreted that there is a significant difference in the mean scores on the pre-test and post-test scores. Based on the results of the processing, it can be concluded that stress coping techniques are effective in reducing student academic burnout during the covid-19 pandemic.

4. Conclusion

Based on the results of research conducted by researchers, it can be concluded that stress-coping techniques are effective in reducing academic burnout experienced by UPY BK students during the covid-19 pandemic. Many factors can cause students to experience academic burnout, some of which are the learning methods used in online learning do not vary, the number of assignments given by the lecturer with the same collection deadline, boredom just at home can't meet friends, etc. The intervention of effective stress coping techniques can reduce academic boredom experienced by students, it is concluded based on the analysis of pretest and post-test scores conducted on research subjects using paired sample t-test. The results of the t-test indicate that there is a difference in the mean between the pretest and post-test scores, it can be interpreted that there is a change before and after the intervention is given. In addition, based on the signature value which has a score (Sig.) 0.000 <0.05, then H0 is rejected and Ha is accepted. It can be interpreted that stress coping techniques are effective in reducing student academic burnout during the covid-19 pandemic.

5. Suggestion

1. First, this study provides recommendations for further research to develop a stress-coping manual that can be used by students.

2. Second, this study provides recommendations for further researchers to examine the effect of stress on student academic saturation

3. Third, this study provides recommendations to be used as a reference in stress coping training to reduce the stress experienced by students

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