



## ***Burnout in Working Students: Learning During the Covid-19 Pandemic***

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### **Abstract**

*There have been significant changes brought about by the COVID-19 epidemic in all spheres of life, including labor and education. Since the government has enacted PSBB (Large-Scale Social Restrictions) rules, practically all community activities are now done at home. With an emphasis on their burnout rate, the author of this study wishes to investigate how students who work during the COVID-19 pandemic behave. Due to the detrimental effects that burnout has on both individuals and organizations, it is crucial to pay attention to it. In comparison to other students or professionals, working students are said to have higher job expectations and more sensitive emotional states. The purpose of this study is to ascertain how job demands affect burnout, how burnout affects work engagement and turnover intention, and how work engagement affects turnover intention. With 230 participants, this study used the structural equation model (SEM) analysis approach. According to the study's findings, job demands positively influence burnout, burnout positively influences turnover intention while negatively affecting work engagement, and work engagement negatively influences turnover intention. Students who worked during the epidemic still exhibit some of these habits now, including the decision to study while doing online job. The management conclusion that can be suggested in this situation is that colleges or organizations are recommended to develop regulations that are appropriate for working students and that take into account whether they want to study or work online or offline. Furthermore, it is advisable to take into account how much time it will take working pupils to complete tasks well before giving them. Lastly, develop a website or application.*

**Keywords:** *job demands, burnout, work engagement, and turnover intention*

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### **INTRODUCTION**

The COVID-19 epidemic that struck Indonesia in 2019 resulted in a number of changes in people's lifestyles, including how they interact socially, learn, work, and more. These adjustments are necessary for them to make in order for all of their activities to continue to function properly. They commonly become worn out as a result of this. Elçi *et al.* (2018); Scanlan and Still (2019) Also revealed that the Covid-19 pandemic can result in *burnout* Because conditions during a pandemic can trigger stress, anxiety, depression, including fatigue at work and there is a possibility that it will have a long impact on psychology in the long run. Generally during a pandemic, *burnout* Many health workers experience it, this can be because they are frontline workers, who are not only dealing with the virus, but also must be able to carry out their work to serve the community well (Adil and Baig, 2018).

West *et al.* (2018) says that *burnout* What workers experience can be caused by excessive work demands with decreased resources and conflicts that occur. According to Ramaci *et al.* (2021), not only the health sector is experiencing higher worker demands than before during the pandemic, but workers who work in other sectors such as supermarket employees also feel this. Previous researchers have proven that *job demands* Role in improving *burnout* both physically and emotionally in workers *Work Form Home* which, if allowed to continue to happen, will affect their performance (Faaroek, 2020). Some other studies, such as Roslan, Ho, Ng and Sambasivan (2015); Fragoso *et al.* (2016); Adil and Baig (2018); Kim and Wang (2018); Scanlan and Still (2019); Russell *et al.* (2020) The following confirmed that burnout is influenced by job demands.

Despite the pandemic, *burnout* Often experienced by workers who work in service fields such as teachers, nurses in hospitals, and social workers (Hartawati and Mariyanti, 2014). *Burnout* Being one of the most important dimensions of employee well-being because it can affect relationships between fellow employees and the organization (Schaufeli and Bakker, 2004). When it happens *burnout*, employees will feel emotionally exhausted, cynical, avoid the environment (work, co-workers, clients), decline in personal achievement and feel failed in everything related to work (Montgomery, Spâub, B'aban, and Panagopoulou, 2015). Next Pan (2017) explained that *burnout* has become an important issue in resource management.

*Burnout* It is very important within an organization because it has an impact that does not only lead to the level of *turnover* which is higher but can also decrease worker productivity (Giao, Vuong, Huan, Tushar, and Quan, 2020). Elçi, Yildiz, and Karabay (2018) say *burnout* as one of the important factors for *turnover intention* on employees. This is in line with the results of the study Pan (2017) which states *burnout* has influence on *turnover intention*, where the higher the level *burnout* Then the more likely the employee is to stay away from his job. Some other research results also mention a relationship between *burnout* and *turnover intention* (e.g., Kim and Stoner, 2008; Fragoso, Holcombe, Courtney, Fisher, Mc Gonatge and Friebe, 2016; Elçi *et al.*, 2018; Scanlan and Still, 2019; Russell, Attoh, Chase, Gong, Kim, and Liggans, 2020; Giao *et al.*, 2020; Mahoney *et al.*, 2020; Noermijati, Wongviboonrath, Itlay, and Sudiro, 2020; Faaroek, 2020).

Bakker, Demerouti, and Schaufeli (2005) mention *Work engagement* as opposed to *burnout*, because when employees feel involved with their work, they will have a high willingness and dedication to complete the task at hand, and are eager to face difficulties, while employees who experience *burnout* will have negative emotional experiences at work (Kuok and Taormina, 2017). Findings Rožman, Treven, and Cingula (2018) prove that *burnout* has a statistically significant negative impact on *Work engagement* In older employees, this is because older employees are prone to fatigue which results in decreased levels of their work engagement. Some other research results also mention that there is a relationship between *burnout* and *Work engagement* (Montgomery *et al.*, 2015; Faskhodi and Siyyari, 2018; Russell *et al.*, 2020).

More dedicated employees will create more value for their organization, are more consistent in interacting with clients and other stakeholders, and have less desire to leave the company (Noermijati *et al.*, 2020), while employees who have *Work engagement* Lower estimated to have a greater likelihood of deciding to retire (Rožman *et al.*, 2018). Research results Fragoso *et al.* (2016); Tricahyadinata, Hendryadi, Suryani, Za and Riadi (2020); Russell *et al.* (2020) Conclude the existence of a relationship between *Work engagement* and *turnover intention*.

*Burnout* became an important issue that could not be ignored at the time *pandemic* This COVID-19. In the article "*Burnout Among Healthcare Workers During The COVID-19 Pandemic*", Thompson (2020) explained at this time, *burnout* is one of the issues most talked about by frontline workers in COVID-19 media articles, healthcare publications, and workplace conversations. Next article »*How To Deal With Covid-19 Burnout At Work*», Collamer (2020) Expressing Work Fatigue in the Period *pandemic* Unresolved COVID-19 can have serious consequences for a person's health and career. Ao (2020) in "*Educators hurt when their students are hurting*": *College faculty experience rising rates of stress, burnout due to COVID-19*", he said the early days of the pandemic would have been difficult for college faculty members as they had to deal with campus closures and uncertainty regarding the fall semester, the results showed that burnout and anxiety levels were still rising for the next 10 months due to worsening student mental health and growing fears of losing jobs.

However, unlike the research above, the respondents we used were working students, especially during the COVID-19 pandemic. While respondents to previous studies Fragoso *et al.* (2016); Elçi *et al.* (2018); Scanlan and Still (2019); Mahoney *et al.* (2020); using employees in the health sector as respondents, and Faaroek (2020) Using

Employees *Work From Home*. Other research Roslan *et al.* (2015); Faskhodi and Siyyari (2018); Park and Johnson (2019); Russell *et al.* (2020) carried out on teaching staff. Kim and Stoner (2008) using social workers as respondents. Because it is still rare to find studies that look at the relationship between variables, namely: *job demands*, *burnout*, *work engagement* and *turnover intention* in one *Frame* especially for students who work and are carried out during the COVID-19 pandemic, the goal we want to achieve from this research is to find out how it affects *job demands* towards *burnout*, influence *burnout* towards *Work engagement* and *turnover intention*, and influence *Work engagement* towards *turnover intention* for students who work in the Jabodetabek area in the midst of the COVID-19 pandemic. In addition, the author hopes that the results of this study can be used as a reference to study the character of students who work in overcoming *burnout* during the pandemic, and their behavior during the pandemic that still carries over to this day.

### **Job Demands**

Bakker, Demerouti, and Verbeke (2004); Bakker, Demerouti, and Euwema (2005) states that *job demands* defined as any physical, social, or organizational aspect of work that requires sustained physical or mental effort, therefore *job demands* associated with certain physiological and psychological. Adil and Baig (2018) also states that *job demands* in employees can be attributed to their work-life balance, *job demands* High and low job resources not only increase *burnout* among employees, however, it can also affect their physiological and psychological disorders. So it can be concluded that *job demands* is one aspect of work that can cause stress to employees (Scanlan and Still, 2019). Correspondingly Heryana, Mahadewi, and Buwana (2020) states if the workload can cause various adverse effects for workers. Kim and Wang (2018) explains there are two dimensions of *job demands* which has a positive impact on *burnout*. The first dimension is *role ambiguity*, the ambiguity of the role is contrasted with the task routine, this can be explained as the higher task routine is negatively associated with emotional labor, especially attention to the necessary rules of display of emotions. The second dimension is *workload*, excessive work can exacerbate the negative effects of employees' emotional labor.

### **Burnout**

Freudenberger (1974) Use terms *burnout* For employees who often experience excessive stress, for example on social workers, nurses, and teachers. While Schaufeli and Bakker (2004) Consider *burnout* as a metaphor commonly used to describe the state of mental exhaustion. *Burnout* can be characterized by depletion of energy and is the result of lasting physical, affective or cognitive tension (Scanlan and Still, 2019). Similar to the previous statement, Arfian and Anindita (2017) Reveal *burnout* As a psychological condition experienced by individuals arising from stress over a long period of time with high intensity characterized by physical, mental, emotional, and low self-esteem fatigue that makes individuals feel not part of their environment. This corresponds to the dimension on (*Maslach Burnout Inventory*) MBI, which consists of *emotional exhaustion*, *Depersonalization* and *Personal Accomplishment* (Maslach and Jackson, 1981; Schaufeli and Bakker, 2004). The first dimension, exhaustion refers to emotional feelings due to running out of one's resources and physical, the second dimension is cynicism (*Depersonalization*), this dimension leads to negative, callous, or overly detached responses from various aspects of the work, and the third dimension is *Personal Accomplishment*, this dimension is described as a self-evaluation of burnout that leads to feelings of incompetence or lack of achievement and productivity at work (Maslach and Leiter, 2001). Kim and Wang (2018) use only four statements to represent all dimensions, to determine the level *burnout* to the workers in his research, namely (1) I feel emotionally exhausted because of my work; (2) I feel tired after a long day at work; (3) I like my current job less than my previous job; (4) I have doubts about the benefits I have gained from my current job.

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### Work Engagement

Schaufeli *et al.* (2002) Define *Work engagement* As a positive, satisfying, and work-bound state of mind characterized by passion, dedication, and seriousness, they also argue that employees who feel involved in their work will have a good relationship with all activities at work and feel able to handle all the demands of the job. Those with high levels of work engagement consider their work an important part of their lives (Amalia, 2018). *Work engagement* is the opposite of *burnout*, because when employees feel involved with their work, they will have a high willingness and dedication to complete the task at hand, and are eager to face all difficulties (Bakker, Demerouti, and Schaufeli, 2005). Schaufeli and Bakker (2004) mentions there are three dimensions of *work engagement*, The first dimension is *vigor* Defined as a high level of energy and mental while working, willingness to give effort in completing work, and persisting in the face of adversity. The second dimension is *dedication*, this dimension leads to a strong self-involvement in a job and a sense of meaning (*significance*), Enthusiasm (*enthusiasm*), inspiration (*inspiration*), pride (*pride*), and challenges (*challenge*) of the work. The third dimension is *absorption* as a feeling of happiness in work and finding it difficult to separate yourself from work so that time flies quickly and forgets everything around it.

### Turnover Intention

Tett and Meyer (1993) Define *turnover intention* as the intention of the employee to leave the organization consciously and intentionally. This concept can be explained as employees who think about the intention to leave their jobs because of feelings of dissatisfaction with current working conditions (Elçi *et al.*, 2018). Mahoney *et al.* (2020) say *turnover intention* as a last resort in a thought to quit and intend to find another job. Then Mobley, Horner and Hollingsworth (1978), *turnover intention* It is the intention of a person's voluntary behavior to leave his profession or organization. While Bazawi, Shah, Indradewa, and Pusaka (2019) Consider *turnover intention* as a person's intention or attempt to end his work at a certain time. Next Mobley *et al.* (1978) mentions there are three dimensions of *turnover intention* i.e. the first dimension *thinking of quitting*, Reflects the individual to think out of work or stay at his workplace. The second dimension is *intention to search for alternatives*, reflects individuals who wish to seek employment with other organizations. The third dimension is *intention to quit*, reflects individuals who intend to leave when they have obtained a better alternative job. In addition to Mobley dimensions there are other methods that can be used in measuring *turnover intention*, Bonds and Bonds (2017) Suggest using *Turnover Intention Scale (TIS)* to assess an employee's intention to leave the organization.

### The Relationship between Job Demand and Burnout

*Job demands* becomes a trigger for work stress because it can drain the energy that employees have in their efforts to meet the demands that exist on the job (Bakker, Demerouti and Euwema, 2005). Montgomery *et al.* (2015) also have the same opinion that *job demands* potentially cause *burnout* on employees. Employees with levels *burnout* The higher one will find the work hard and vice versa (Scanlan and Still, 2019). High job loads and demands will have a negative impact on one's work performance (Purba, Yulianto, and Widyanti, 2007), the high demands of the work faced, can trigger burnout, *emotional exhaustion* and *stress* which leads to its height *burnout* that employees experience. This is in accordance with the results of the study Roslan *et al.* (2015), Montgomery *et al.* (2015); Fragoso *et al.* (2016); Kim and Wang (2018); Scanlan and Still (2019); Russell *et al.* (2020); Faaroek (2020) which concludes that *job demands* Effect on *burnout* on employees. Based on this explanation, the hypotheses that can be proposed are:

H1: *High job demand increases burnout.*

### The Relationship between Burnout and Turnover Intention

According to Pan (2017), *burnout* cannot be ignored because it will cause impact negative like level *turnover* high and low performance. Faskhodi and Siyyari (2018); Rożman *et al.* (2018) say if *burnout* can reduce productivity, increase the number of absenteeism and a person's intention to quit his job. *Turnover intention* It is generally a

negative issue for an organization, but it can be said to be a positive issue if it can be controlled appropriately and logically (Luthfi and Anindita, 2017). By reducing *burnout*, organizations can minimize the intention to move owned by their employees (Mahoney *et al.*, 2020). In addition to minimizing the intention to move to employees, reduce *burnout* can improve work performance, work commitment and work values of these employees (Pan, 2017). These statements are supported by Research Results Kim and Stoner (2008); Fragoso *et al.* (2016); Pan (2017); Elci *et al.* (2018); Scanlan and Still (2019); Russell *et al.* (2020); Faaroek (2020); Mahoney *et al.* (2020) which concludes *burnout* has influence on *turnover intention* employee. In accordance with some of the explanations above, the hypotheses that can be developed are:

H2: *High burnout will increase turnover intention.*

**The Relationship between Burnout and Work Engagement**

*Burnout* can lower *Work engagement* Employees, employees with low involvement are expected to be more likely to decide to quit their jobs (Rožman *et al.*, 2018). Kuok and Taormina (2017) explained that In general, people who are emotionally involved will feel good or happy about their work. The classical theoretical perspective assumes that initially individuals feel safe and engaged in their work under certain conditions and *burnout* arises when their sense of engagement with their work declines mainly due to unfortunate circumstances such as injustice or disappointment (Maslach and Leiter, 2001). According to Fragoso *et al.* (2016), *burnout* Very related to employee health, depressive symptoms, and work ability while *Work engagement* Bond strongly with the commitment that the employee has. In other words *burnout* as opposed to *Work engagement* where strength turned into exhaustion, engagement turned into cynicism, what was once effective turned into ineffective (Bakker, Demerouti, and Schaufeli, 2005). Some of the above explanations are appropriate with research results Roslan *et al.* (2015); Rozman *et al.* (2018); Faskhodi and Siyyari (2018); Russell *et al.* (2020) which states that *burnout* Influential negative towards *Work engagement* employee. Based on the literature above, the right hypothesis to build is:

H3: *High burnout will decrease work engagement.*

**The Relationship between Work Engagement and Turnover Intention**

Mobley *et al.* (1978) express with study *turnover intention* Allows managers to understand what they can do to prevent employees from completely quitting their jobs. *Turnover intention* Having a negative effect on business, this is what forces companies to consider strategies in retaining employees such as *Work engagement* (Agoi, 2015). Kuok and Taormina (2017) explain *Work engagement* Emotionally will make employees feel attachment to tasks, goals, or want to participate in organizational activities that are characterized by positive feelings that exist in these employees, such as pride, enthusiasm, joy and dedication. Conversely, negative feelings of employees with high levels of stress tend to leave their organizations and look for other opportunities (Giao *et al.*, 2020). Some research results also conclude that *Work engagement* Effect on *turnover intention* on employees (e.g., Fragoso *et al.*, 2016; Park and Johnson, 2019; Russell *et al.*, 2020; Tricahyadinata *et al.*, 2020). Based on the various knowledge described above, the hypotheses obtained are:

H4: *High Work Engagement will decrease turnover intention.*

From the hypothesis above, here is the hypothesis model:

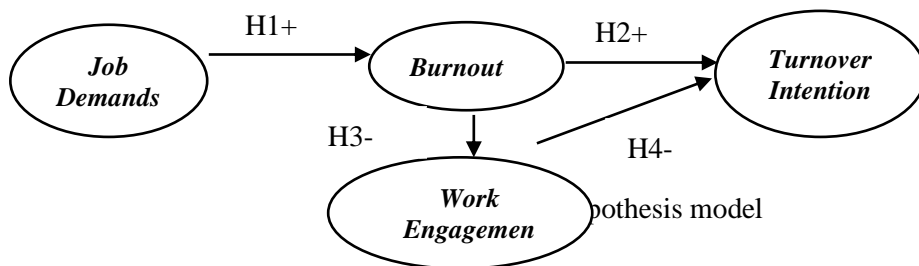


Figure 1. Hypothesis model

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## METHOD

We use the method *Survey* by distributing questionnaires *Online* to collect data in this study. Furthermore, the data that has been successfully collected will be measured by the scale method *Likert* which has five alternative answers, namely on a score of five strongly agree (SS), score four agree (S), score three neutral (N), score two disagree (TS) and score one strongly disagree (STS) (Bonds, 2017). Measurement on variables *job demands*, we adopt the dimensions of Kim and Wang (2018) which consists of two dimensions, namely: *role ambiguity* (2 statements) and *workload* (2 statements), next on measurement variable *burnout* We readopt the dimensions of Kim and Wang (2018) which consists of 4 statements, while for variables *turnover intention*, We use *Turnover Intention Scale* (TIS) in Bonds (2017) which consists of 6 statements and on variables *Work engagement* We adopt dimensions from Schaufeli and Bakker (2004) that is *Utrecht Work Engagement Scale* (UWES) *short version* consists of three aspects that make up *Work Engagement* that is *vigor* (3 statements), *dedication* (3 statements), and *absorption* (3 statements).

The population in this study is S1 to S3 students who work and are reclassified into 4 different types of jobs, namely education, health, industry and other fields in the Jabodetabek area which were carried out in September-November 2020 during the COVID-19 pandemic, and PSBB rules apply. We use *the dimension reduction factor* in SPSS to determine the *reliable* status of each statement to be used in the questionnaire. Furthermore, to determine the level of significance and the relationship between each variable, we use the *structural equation model* (SEM) analysis method.

On the validity test, this study uses *Confirmatory Factor Analysis* i.e., by looking at the value *Kaiser-Meyer-Olkin measure of sampling* (KMO) and *Measures of sampling adequacy* (MSA). Acceptable KMO value is above the limit *Minimum* values of 0.5 to 0.5 and MSA values on *Anti-image Correlation* its should be  $\geq 0.5$  (Malhotra, 2013). The results of the reliability test will be *Reliable* if value *Alpha Cronbach*  $> 0.5$  (Agoi, 2015). In variables *job demand*, *burnout* and *turnover intention* There is a statement *negative*, then the weighting of the scores on those statements must be reversed (Neliwati, 2018). For example, if the respondent answers strongly agree, the value obtained is not 5 (five) but 1 (one), and vice versa.

Variable *job demands*, *burnout*, *work engagement* and *turnover intention* All are valid. Thus, as many as 23 questions that have been declared valid will be used as questionnaires in this study. Because this study uses *SEM* The determination of the number of research samples is the number of questions multiplied by 10 (Nunnally and Bernstein, 1994), so that the number of samples in this study was 230 people.

## RESULTS AND DISCUSSION

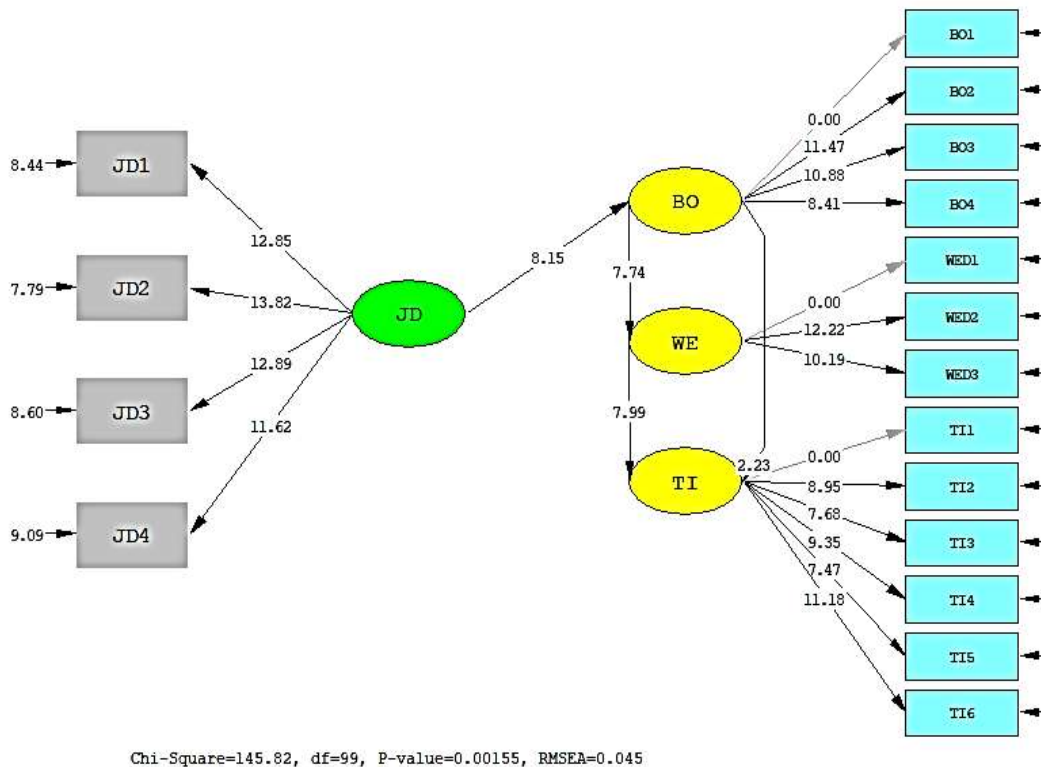
### Result

Out of the 230 respondents we were able to reach, 68 worked in the education sector, 32 in the health sector, 121 in industry, and the remaining 9 in other occupations. Additionally, 157 individuals have final SI education status, which means that 68.26% of them are students enrolled in S2 programs of study. Then, 22.61 percent of respondents were S1 students, which included two different forms of final education: 21.74 percent, or 50 respondents, had completed their high school educations, and 0.87 percent, or 2 respondents, had completed their D3 final educations. While there are 21 students with S2 final education status, which is the lowest population, it is also understandable why 9.13 percent of students are still in S3. Appendix 4 Table 4 contains the remaining information from the demographic study of the respondents. The indicators on the variables of job demand, burnout, work engagement, and turnover intention are acceptable according to the results of measuring construct validity in this study because the loading factor value in each variable has a good match ( $> 0.50$ ), and

the t-value is higher than the t-table (1.96). In the construct reliability test, the job demand variable's construct reliability (CR) value was 0.84, burnout was 0.84, work engagement was 0.80, and turnover intention was 0.78 (construct reliability 0.70); in contrast, the job demand variable's variance extracted (VR) value was 0.57, burnout was 0.58, work engagement was 0.58, and turnover intention was 0.38 (variance extracted 0.50). ( ). In appendix 5 table 7, the construct reliability test findings are further explained.

The R<sup>2</sup> value is the output of the structural test analysis. Each equation's R<sup>2</sup> value indicates how well the independent variable can account for the dependent variable. According to the first analysis' findings, job demand (JD) has a 0.37 R<sup>2</sup> coefficient of influence on burnout (BO). This indicates that the JD (Job Demand) variable can account for 37% of the variance of BO (Burnout), whereas other variables not included in this study can account for the remaining 63%. The findings of analysis two, specifically BO (burnout), have an R<sup>2</sup> value of -0.12 and have an impact on WE (work engagement). This indicates that the BO (burnout) variable can account for -12% of the variance of WE (Work Engagement), whereas other variables not included in this study can account for the remaining 112% of the variance. According to the third analysis's findings, BO (burnout) and WE (work engagement) jointly have an R<sup>2</sup> value of 0.85 on IT (intention to leave the company). This suggests that BO (burnout) and WE (work engagement) variables can account for 85% of the variations of IT (Turnover Intention), whereas other variables that were not examined in this study can account for 15% of the variations. Please see appendix 5 and 6 for additional results.

Results from the conformance test analysis have been produced with good fit, including Critical N, Fit Index, Chi Square, ECVI, AIC, and CAIC. Some nonetheless, however, have tight fit and marginal fit levels. Appendix 5 of Table 8 contains more thorough results. Additionally, the T-Value diagram path generated by this study is as follows:



Description: Job Demands (JD), Burnout (BO), Work Engagement (WE), Turnover Intention (IT)

Figure 2. T-Value Diagram Path

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The results of hypothesis testing obtained in this research model can be described in table 1. Hypothesis Testing as follows:

**Table 1. Hypothesis Testing**

Hypothesis	Hypothesis statement	Value T-Value	Information
H1	<i>High job demands increase burnout</i>	8,15	The data support the hypothesis
H2	<i>High burnout will increase turnover intention</i>	2,23	The data support the hypothesis
H3	<i>High burnout will decrease work engagement</i>	7,74	The data support the hypothesis
H4	<i>High work engagement will reduce turnover intent</i>	7,99	The data support the hypothesis

Source: SEM Lisrel data processing

The data in this study is declared to support all presented research hypotheses since, as seen in the above table, all variables have T-Value values over 1.96. Appendix 5 No. 6 contains all of the SEM analysis data's entire findings for this investigation.

### Discussion

The COVID-19 pandemic situation, with all the regulations that were in place at the time, served as the inspiration for this study. Please be aware that Indonesia implemented PSBB (Large-Scale Social Restrictions) restrictions in response to the pandemic, which had a number of effects on learning and employment activities. (Taufik and Ayuningtyas, 2020). At this time, most learning and work activities are carried out at home, where both activities are carried out with the help of application media *Online* like *Zoom, Google Meet* and *Teams*.

The first results obtained in this study are: *job demands* height able to increase *burnout* on working students. These results are consistent with research Roslan *et al.* (2015); Scanlan and Still (2019); Faaroek (2020) and Russell *et al.* (2020) which also suggests a relationship between *job demands* and *burnout*. In this case, respondents felt that there were no clear rules during their studies and work at home, so they felt less like the conditions experienced from both activities, compared to previous conditions when they only studied or worked.

Furthermore, the second result showed *burnout* the high will increase *turnover intention* on working students. These results are in line with research Elçi *et al.* (2018); Scanlan and Still (2019); Russell *et al.* (2020) which concludes that there is a positive correlation between *burnout* and *turnover intention*. Studying while working at home during the COVID-19 pandemic was not a pleasant thing for respondents in this study. They revealed that they didn't like his current condition, so he expected his day to pass sooner. In addition, they also sometimes think about considering their decision in choosing to continue their education or work.

The third result proves that *burnout* the high will lower *Work engagement* on working students. These results further reinforce some previous research by Roslan *et al.* (2015); Faskhodi and Siyyari (2018) and Russell *et al.* (2020) which states *burnout* has an effect on *Work engagement*. Respondents' discomfort with their condition in carrying out both roles simultaneously at home, made them less enthusiastic to go through the day, and not enthusiastic about studying or working. Not only that, they also revealed that they are not proud of what they are doing at this time.

In contrast to the earlier findings, the fourth finding indicates that a high level of work involvement will reduce students' intentions to leave their jobs. Some responders are still enthusiastic and interested in balancing employment and school. While working, they enjoy their time in college and don't give it much thought. Park and Johnson (2019) It also revealed that if an individual's desire to be deeply involved with their work is high, they are less likely to have any intention of quitting or leaving their organization.



## CONCLUSION

Based on the results obtained in this study, it can be concluded that *job demands* do have an influence on increasing the level of *burnout* for respondents. *Burnout* in this study was also proven to reduce the level of *work engagement*, and increase the turnover rate of respondents. During the COVID-19 pandemic, almost all activities of Indonesian people were carried out at home. Many things have changed due to the implementation of PSBB in almost every region. Some activities may stop, but others can still run although in a different way than before. In this case, lecture activities and some sectors of work can still run well, even though the system changes. Lecture activities will be carried out online, while some work *sectors in this study are carried out* online, some are divided work shifts, *such as* some *online* and some in the office. For students who are able to adjust to the pandemic situation with all applicable regulations, even though they feel they do not have a clear reference when studying or working at home and feel they don't like these conditions, they are still enthusiastic and enjoy their days in going through college and their work well, and vice versa.

There are still imperfections in this study that may be corrected in future studies, namely first, this study does not consider aspects of respondent resources that can prevent *burnout* such as work domains, home domains, and personal domains. Subsequent research, it is recommended to use these aspects as influencing variables *burnout*. Some of these aspects have been shown to have an influence on the prevention of increase *burnout* towards *job demands* In Research Otto *et al.* (2021). Second, this research was conducted during the Covid-19 pandemic and PSBB regulations are still in effect, so there is a possibility that the results obtained will be different if carried out outside the pandemic period and PSBB regulations are no longer applicable. Further research is recommended to be carried out outside the pandemic period.

The COVID-19 pandemic left some respondents with persistent behaviors, such as the continued use of numerous applications designed for these activities for online work or lecture activities. This is a result of how simple it is to use internet programs and how time and effort are used effectively. These internet tools help certain people carry out their tasks more easily, and they are familiar with and comfortable utilizing them. The management repercussions that can be suggested from this research include advising institutions or organizations to create regulations or rules that are obvious, simple to comprehend, and acceptable for students who perform various roles. Therefore, there are clear standards or norms for everyone who chooses to engage in both online and offline activities. Universities or companies are also recommended to take into account how much time pupils or staff would need before assigning tasks. In order to help students and employees complete their education and perform their jobs well, universities and other businesses are urged to create personal websites or other online applications.

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