

Depiction of Subjective Well-being in Active Organizational Students who Experience Zoom Fatigue at a Private University in Jakarta

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Abstract

The Covid-19 pandemic has forced educational activities such as lectures and student organization activities to be carried out online. Performing online activities with video conferencing applications for a long time can cause users to experience zoom fatigue (Nareza, 2020). This condition is common in women and can harm students' health. This study aimed to describe subjective well-being in students who are active in organizations and experience zoom fatigue. Participants were male students with such conditions aged 18 to 22 years (ZEF, Fauville, et al., 2021). This study uses a qualitative method with in-depth interviews conducted online using the Zoom application. The interview guide used was based on the ZEF scale (Fauville et al., 2021), the subjective well-being scale (Watson et al., 1988), and the satisfaction with life scale (Pavot & Diener, 1993). The phenomenological analysis showed that students felt depressed, afraid, restless, and anxious. Students are worried that the work program will not go as planned. However, some students are satisfied with it. Hopefully, these results can be used as a reference for students working in the organization to be aware of zoom fatigue and not affect their condition. In addition, students can take preventive measures against the emergence of negative feelings due to zoom fatigue by doing other activities unrelated to video conferencing media. Further research can enrich the findings by conducting similar research using quantitative methods and face-to-face interviews.

Keywords: Zoom fatigue, subjective well-being, college student, student organization activity, covid-19.

Introduction

In 2020, the world was shaken by a new type of virus from Wuhan, China, called Coronavirus-19 (Covid-19). The World Health Organization (WHO) claimed the virus was discovered on December 31, 2019, and was initially declared as a virus that causes severe pneumonia (World Health Organization 2021). Pandemic conditions have led to a new policy for people to stay and carry out all activities at home, including lecture activities. Some lecturers start teaching their students by zoom or any other application to prevent the spread of Covid-19 (Mata, 2021).

Lecture activities at home are carried out online using video conference applications or other media such as Zoom, Microsoft Teams, and WhatsApp

(Purba, 2021). Initially, online learning made most students in Indonesia feel comfortable and happy (Rand et al., 2020). However, it is also possible that some students state that online lectures are tiring because they must stare at the device screen almost every day, then the assignments given are more than usual (Damayanti, 2020).

During online learning, students also participate in other activities besides lecture activities (Kristina, 2021). Students participate in student organization activities, such as the Student Executive Board, Department Student Association, Student Representative Council, and Student Activity Unit (Windayu, 2018). The obstacle faced by students in running student organizations is the occurrence of a hustle culture in student organizations (Zhou & Zhang, 2019). Because

of the hustle culture in a student organization, many students work excessively outside the specified hours until excessive Fatigue, or toxic productivity occurs (Lorelie, 2020; Yusuf, 2019). Students who tend to do hustle culture consider themselves able to multitask simultaneously (Apriyanti, 2021).

This multitasking activity can affect the subjective well-being of active students in organizations (Okta, 2021). According to Jiharudin (2021), during the pandemic, students who are engaged in organizations and are faced with many tasks can evaluate their lives well and still have a good level of well-being. However, the activities carried out by these students are pretty burdensome for students who are active in organizations, especially when they have to conduct online meetings so that students are likely to experience Fatigue (Bianco, 2021; Song & Gao, 2020).

Zoom fatigue (synonym: videoconferencing Fatigue) is defined as somatic and cognitive Fatigue caused by intensive and inappropriate use of videoconferencing tools and is often accompanied by associated symptoms such as Fatigue, worry, anxiety, discomfort, and stress, as well as the presence of bodily symptoms such as headaches (Riedl, 2021). When individuals experience zoom fatigue, they also feel cognitively exhausted (Bailenson, 2021; Montañez, 2020).

The Fatigue and exhaustion students feel will appear if they participate in online activities for hours that are carried out five days a week (Barnes, 2021). In a study by Fauville (2021) conducted on 10,591 participants aged 18 years and over, the results showed that most of the participants experienced zoom fatigue, 68.8% (7,284 participants) of women and 28.8% (3,084 participants) of men. Specifically, female participants experience more zoom fatigue because women are more prone to mirror anxiety (Fauville, 2021).

The research of Kershaw et al. (2021) explains the relationship between the level of comfort when using online video conferencing applications and the level of well-being. The results of Kershaw et al.'s research (2021) show that individuals who experience

zoom fatigue while working experience a decrease in well-being. This research was conducted at a university in the United States by comparing participants considered more familiar with the application and participants who did not understand or needed help every time they used it.

The phenomenon of zoom fatigue can interfere with individual subjective well-being, namely feelings of joy, life satisfaction, and positive-negative effect (Diener, 1984). Subjective well-being is an individual's ability to evaluate their life cognitively and affectively (Diener et al., 2022). The relationship between subjective well-being and video conferencing applications has a negative relationship. Four hundred seventy students aged 18 to 33 use video conferencing applications and feel zoom fatigue affects their well-being (Deniz et al., 2022). The use of video conferencing applications that affect individual well-being can be prevented by individuals experiencing and feeling group belongingness (Sakuraya et al., 2020).

Based on previous research, zoom fatigue has no relationship with well-being. This cross-national study was conducted on 6,436 participants aged 16 to 90 in various countries. This is due to late adolescents and young adults who are adaptable, so how to communicate using video conferencing applications is enough for them (Newson et al., 2021). Furthermore, based on previous research, zoom fatigue has no relationship with a person's life satisfaction (Deutrom et al., 2021). Life satisfaction is how individuals know their life is meaningful and of high quality (American Psychological Association 2022). Other studies also mention that there is no relationship between zoom fatigue and life satisfaction because, currently, video conferencing applications make it easier for users to do activities at home (Patrick & Dewi, 2022). Based on this explanation, research on zoom fatigue and SWB is very important to describe subjective well-being in active organizational students who experience zoom fatigue.

Bailenson (2021) stated that Zoom fatigue is when individuals use the online conference call

application for too long, so they experience Fatigue from using it for too long. In addition, zoom fatigue also occurs when using the online conference call application for too long several times a day (Morris, 2020). general Fatigue, on the other hand, refers to an individual's general Fatigue during and after an online video conference (Better Health Channel, 2021). This aspect is divided into three: how tired the participants feel after the online video conference, how exhausted the participants feel after the online video conference, and how mentally exhausted the participants are after the online video conference (Fauville et al., 2021).

The next type of Fatigue is visual Fatigue, when individuals are tired of their vision due to spending too much time doing video conferences for a long time (Fauville et al., 2021). Next, social Fatigue means individuals' tendency to be alone after conducting video conferences for an extended period (Fauville et al., 2021). Then, Fauville et al. (2021) also expressed their opinion regarding Motivational Fatigue. Motivational Fatigue is when the feelings or level of individual motivation is experienced during and after conducting online video conferences. After that, Fauville et al. (2021) explained that there is another fatigue called emotional Fatigue, where emotional Fatigue has a definition namely the tendency of individuals to feel exhausted and feel overwhelmed, energetically drained, and not feel emotionally alive after carrying out online video conferences.

Diener (1999) suggests the definition of Subjective Well-being (SWB), which is how individuals interpret their lives. Or in other words, it can measure the level of happiness, life satisfaction, and positive and negative aspects of an individual's life. There are two types of effects that arise in individual SWB, namely, positive effects and negative effects that affect individuals. Positive affect is one of the domains or aspects of SWB in individuals. This aspect can be affected by events that occur in life, such as work, social relationships, and family relationships (Diener, 2006). Positive affect includes: (1) interested, (2) excited, (3) strong, (4) enthusiastic,

(5) proud, (6) inspired, (7) determined, (8) attentive, (9) active, (10) alert. In comparison, Negative Affect is one of the domains or aspects of individual SWB. This aspect can be affected by events that occur in life, such as work, social relationships, and family relationships (Diener, 2006). Negative affect includes (1) distressed, (2) upset, (3) guilty, (4) scared, (5) hostile, (6) irritable, (7) ashamed, (8) nervous, (9) jittery, and (10) afraid.

Everyone has a dimension to evaluate and measure their life satisfaction. This individual's life satisfaction is commonly referred to as life satisfaction which can be referred to as a dimension that assesses an individual's life, whether his overall life has been running fully or not. This dimension covers from birth to current life (Diener, 2006). Life satisfaction includes (1) In most ways, my life is close to my ideal, (2) The conditions of my life are excellent, (3) I am satisfied with my life, and (4) So far, I have gotten the important things I want in life, (5) If I could live my life over, I would change almost nothing.

Methods

The participants in this study were five students from a private university in Jakarta, with an age range of 18 to 22 years, male, had experienced a decrease of interest or a tendency to avoid online video conferencing activities while studying and organizing, were conducting online lectures while participating in organizational activities on campus, participating in student organization activities of their own accord, currently taking at least 20 credits (SKS). This research is qualitative research with a phenomenological approach. This research uses in-depth interview techniques with semi-structured questions. Qualitative study using a phenomenological approach provides opportunities for resource persons to tell and express their experiences in detail in the form of explanations from experiences experienced by participants (Alase, 2017; Howitt, 2016). This research uses in-depth interview techniques with semi-structured questions for selecting participants using a purposive sampling

technique. Purposive sampling is a technique with specific considerations because the chosen participants follow the criteria and do not generalize. This research was conducted online and used the Zoom online platform. The researcher needs

equipment used in this data collection process, namely: (a) informed consent, (b) laptop, (c) voice recorder, and (d) interview guidelines. The measuring instrument used in this study is an interview guideline.

Table 1. Distribution Table

Profile	Description	Frequency	Percentage (%)
Gender	Man	5	100
	Women	0	0
Age	18	0	0
	19	1	20
	20	3	60
	21	1	20
	22	0	0
Faculty	Communication	1	20
	Law	1	20
	Medicine	1	20
	Psychology	1	20
	Technology & Informatics	1	20
Student Organization	Student Executive Board	4	80
	Student Representative Council	1	20

Life Satisfaction

Life satisfaction can be referred to as a dimension that evaluates an individual's life, whether the overall life has been running fully; usually, this dimension covers from birth to current life (Diener, 2006). Life satisfaction includes:

1. In most ways, my life is close to my ideal.
2. The conditions of my life are excellent.
3. I am satisfied with my life.
4. So far, I have gotten the important things I want in life.
5. If I could live my life over, I would change almost nothing.

Results

This research analysis found the depiction of subjective well-being in active organizational students who experience zoom fatigue during the

pandemic. The results of SWB for students who experience zoom fatigue are that they feel scared, nervous, and anxious. The five students experienced fear, anxiety, and uneasiness because the work program that would be implemented later did not go well; this happened because the work program had been planned online and executed online.

However, even though negative feelings occur, these five students are still interested, knowing that from the beginning, this student organization activity did not provide certainty whether this year's period would run offline or not. Then after this year's period runs, the five students stated that they had experienced a phase of being inspired to do something learned in the organization and applied to the real world, such as how to get acquainted with new individuals. In addition, because this year's period runs online, it also makes the five students do the job description given with focus and

determination. Likewise, the five students with other duties besides organizing courses must pay attention to other mandatory tasks such as college lectures. Because of this, the five students feel more active than before because their schedules have become busier.

The results of the life satisfaction of students who experience zoom fatigue are that they feel their lives in the organization are pretty satisfied. Students think they have what they are looking for, such as how to work in an organization online. In addition, the five students interviewed also stated that their lives were not perfect, which meant they still desired to learn. This statement is supported by previous research where a student who uses video conferencing applications has a positive relationship with ease of learning, socializing, and providing a sense of happiness and life satisfaction (Patrick & Dewi, 2022).

Discussion

The participants of this study are students who take a study load of 20 credits or the equivalent of 17 hours of online lessons per week and use video conferencing applications. Taking participants taking a study load of 20 credits is supported by previous research, which examines participants who use video conferencing applications to work for 20 hours per week (Bennett et al., 2021).

The cause of zoom fatigue felt by the participants was due to the student organization activities they participated in online. First, the five students experienced general Fatigue, where they felt tired, exhausted, and mentally drained during and after conducting video conferences for too long. Students are also required to continuously sit in the same position in front of the device so that Fatigue cannot be avoided because they must keep paying attention to the ongoing forum.

Second, some students experience visual Fatigue when they feel their eyesight is uncomfortable, which is caused by staring at the screen for too long. One student has experienced blurry eyes, and four have experienced eye irritation.

Third, almost all students admitted that they experienced the social fatigue dimension. Participants revealed that they avoided social situations after video conferencing because they were too tired from using video conferencing applications for too long. Then, all students have experienced the tendency or desire to be alone after doing video conferencing and have a particular time and duration to be alone. The average time needed is 15-120 minutes to be alone. The activities alone are watching tv, playing social media, or sleeping.

Fourth, the motivational fatigue dimension also affected all five participants. All of them admitted that they had experienced the desire to do nothing and were too tired to do other activities after video conferencing. This happened because all five participants felt overwhelmed or too full to receive new information contained in the online meeting, so what they needed was to rest. In addition, three participants felt anxious during the video conference. This is because they are afraid of misunderstandings when expressing opinions.

Finally, the emotional fatigue dimension influenced all participants. After participating in video conferences, all students have felt moody, irritated, and emotionally drained. Changes in moodiness and irritation occur when all students feel that what they want does not happen according to their wishes and plans, such as in online meetings when they have expressed their opinions. Sometimes someone rejects or disagrees with their ideas. In addition, special groups or individuals who are usually in the same video conference room, rarely listening or not paying attention, sometimes make them annoyed or irritated, so they feel emotionally drained.

The COVID-19 pandemic had the power to disrupt teaching and learning practices, thus revealing a growing ability to think and act on students and teachers in medical schools. The challenges presented to the institutions by the COVID-19 pandemic accelerated the transformation of teaching in all education sectors. Documenting and analyzing the current effects of this change is

essential to learning and applying the new pedagogical principles, leading to an educational transformation that could forever change how we teach and learn. The present study showed that the average prevalence of zoom fatigue, in general, was 48%. The result of nearly 50% of the average prevalence of zoom fatigue is in line with reports of similar experiences in the literature that generically earned its term, 'zoom fatigue.' However, this exhaustion also applies to using Google Hangouts, Skype, FaceTime, or any other video calling interface (JB,2022). The results (JB,2022) also showed that zoom fatigue affected 56% of the students using the hybrid model versus 41% using the PBL methodology, with a statistically significant difference (p -value = 0.027).

Meetings usually conducted offline turn online, causing many individuals to have to transition from offline to online, and not a few of them also find it challenging to adapt. So those who can adapt often misunderstand and misunderstand the other person's intentions (Morris, 2020). In addition, there is a slight delay in the delivery of information between the speaker and the interlocutor, which sometimes creates misunderstandings or misunderstandings and causes individuals to become emotional during video conferencing (Bailenson, 2021).

Another finding still related to this study's results is that four participants often bond with their organization using video conferencing applications after the core meeting. This activity will usually extend the duration of the video conference. If these four students increase the video conference time, they will experience zoom fatigue worse than before. However, it turns out that they claim to enjoy this activity because they can get to know each other's friends in the organization through talking, joking, or playing online games that can be played together.

This research has several advantages and disadvantages. First, the benefit of this study is that it can be an essential material or reference research for future research because the variable used by researchers, zoom fatigue, is still very unfamiliar to

the general public. Then, the researchers used participants who were students who participated in student organization activities. Finally, this research can be used for student organizations who want to know the condition of their members during the online period.

Furthermore, the shortcomings of this study are that researchers did not analyze more deeply the description of zoom fatigue and subjective well-being in students who participate in student organizations. Second, researchers only managed to interview five participants, so this research still cannot be generalized to members of other student organizations as a whole. This research is still preliminary and needs further development so that it can apply to members of student organizations as a whole. Finally, the zoom fatigue interview guideline was adapted from an English measuring instrument, so professional translation and expert judgment of measuring instruments are needed. Finally, this research was conducted during the conditions of the Covid-19 pandemic, where interviews could not be carried out directly, so the discussions were less than optimal.

Conclusion

The depiction of subjective well-being in active organizational students who experience zoom fatigue at a private university in Jakarta is that students feel pressured because they must use online video conferencing to complete the work program that has been the plan. Students feel afraid, restless, and anxious because they are worried that the work program will not go according to plan. In addition, fear arises when they want to speak in front of seniors with higher positions. This fear is caused by the assumption of being unable to perform optimally in front of others. Then, as seen from the description of their life satisfaction, students stated that their organizational life was not perfect, which means that all students still want to learn and explore how to work in an organization. Some students are satisfied with the knowledge gained in student organizations,

and some are not satisfied. So, the findings of this study cannot be generalized.

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