STUDENT’S ACADEMIC BURNOUT: STRATEGIES FOR CORRECTING COGNITIVE DISTORTION IN FOLLOWING ONLINE LECTURES DURING THE COVID 19 PANDEMIC

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ABSTRACT
Students in attending online lectures held at Unikama, it is necessary to make efforts to uncover the factors that cause students to feel bored in attending online lectures, as well as what strategies should be done in minimizing student boredom in attending the online lectures. The purpose of this study is to obtain an overview of the problems in online learning so that it can be taken into consideration to improve themselves by correcting wrong thoughts so that they are able to take online lectures better in the coming semester. The problem of student academic burnout in attending online lectures is studied through descriptive research methods with a qualitative approach. The results showed that in a problem-focused strategy, students revealed in detail related to the Planful problem solving that was carried out, namely the act of solving problems by analyzing the problems at hand. First, doing planning in dealing with college assignments and work, such as thinking about what concepts will be done in college assignments. This action is taken so that the work is not sudden which will actually make the task not optimal.

Keywords – academic burnout, strategy to correct cognitive distortion, online lectures, pandemic covid

I. INTRODUCTION
The impact of the Covid-19 pandemic in Indonesia has spread to various sectors, one of which is the education sector in Indonesia. At all levels of education in Indonesia, including in many higher education institutions, which have been practicing a lot of learning methods in face-to-face lectures and have now been replaced with online lectures. These changes are empirically carried out relatively quickly without any careful preparation in advance, both in terms of the learning curriculum and in terms of the readiness of human resources and information technology infrastructure. This condition is experienced by the University of PGRI Kanjuruhan Malang (Unikama) which has been practicing the face-to-face lecture method into online lectures, these changes began to be carried out in the even semester of the 2019/2020 academic year, the change in the lecture system was based on the reasons for the spread of Covid. -19 which does not allow face-to-face lectures to be carried out.

The change in learning methods has resulted in many things, ranging from human resources, both educators and education staff, to the technology infrastructure to support online lectures. Empirical changes in learning methods are not well prepared, face-to-face lecture curricula are still used in online lectures, so that the main substance of learning and learning outcomes in online lectures is the same as learning in face-to-face lectures, and lecture materials or teaching materials are not prepared properly. In its development, various problems arise in online lectures held at Unikama, starting from the selection of online learning platforms, the capacity of lecturers in utilizing online lecture media, to the ownership of electronic devices and internet networks. Both lecturers and students complained about the absence of socialization and training on online learning methods and methods, the lack of digital materials (such as eBooks) provided by the campus, the absence of internet quota subsidies to the

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limited number of staff who manage online lectures and all of this was ultimately returned to the university. Each lecturer and are supervised by their respective study programs.

One of the implications of this problem is that it raises student academic burnout (study/academic burnout) in attending online lectures which, when viewed from the definition of academic burnout as stated by Hakim (2004) as a mental condition when a person experiences boredom and fatigue, has an impact on the emergence of feeling lethargic, not enthusiastic, or not passionate about learning activities, then this condition is experienced by students at Unikama where students feel bored to take online lectures. (Chang et al., 2016; J. Lee et al., 2010; Rad et al., 2017; Xu et al., 2017) define academic burnout as a person's lack of interest in fulfilling tasks, low motivation, and fatigue due to educational requirements, resulting in feelings of unwanted and inefficient. This is in line with online lecture activities where the number of students taking online lectures decreases every week, active discussion is reduced and question and answer sessions in online lectures are minimal (Observation Results, interview 2020). This condition is also in line with the understanding (SJ Lee et al., 2017; Christina Maslach & Pines, 1977) which explains that academic burnout is a learning condition that is emotional in nature caused by tired and bored conditions of the increasing learning process and the existence of guidance. high need.

Nearly 50% of Unikama students study while working and live in areas that are difficult to access the internet, this is also one of the factors that trigger unfavorable learning conditions so that students experience academic burnout. The saturation of students in attending online lectures is seen from the 3 (three) aspects of academic burnout based on the Maslach Burnout Inventory-Student Survey (C. Maslach et al., 1986; C. Maslach & Leiter, 2016) which was conducted through an interview process with Unikama Students of the Class 2017-2019, the following results were obtained: First, emotional exhaustion in which there is a lack of enthusiasm in learning and feels drained of energy. This is experienced by Unikama students in attending online lectures, boredom occurs when they are required to spend hours staring at electronic devices and listening to ongoing lectures. In addition, when attending lectures online, students experience difficulties in managing study time, doing assignments and work. Students feel that online lectures are sometimes not carried out according to schedule such as face-to-face, making students have to undergo online learning by working.

Second, depersonalization (cynism) or a sense of discomfort following learning in class. This is shown in online lectures by Unikama students by deactivating cameras and speakers so that they are not seen by lecturers and classmates to then carry out other activities such as doing work outside of lectures, for example, teaching when attending online lectures, doing office work / at the student's place of work. during online lecture hours which coincide with working hours, playing games on electronic devices while online lectures are in progress. Third, reduced academic efficacy, such as not having self-confidence and being depressed. This is addressed by Unikama students by being late in collecting assignments or answers both in the mid-semester exams and in the end-semester exams, as well as doing assignments carelessly. These three conditions indicate that Unikama students experience boredom in participating in online lectures, so that it has implications for learning outcomes in online lectures that are being implemented (Observation Results, 2020).

Based on the problems that have been described in the three aspects of academic burnout above, it can be seen how students respond to online lecture conditions during the covid 19 pandemic. Responding to conditions that are wrong can be interpreted in psychological science, namely cognitive distortion or called errors in thinking. This means that students' thinking errors in responding to the conditions of online lectures are the main trigger for academic burnout. The description of the problems mentioned above encourages researchers to conduct studies on academic burnout. Excessive or irrational thought patterns involved in the emergence and persistence of psychopathological conditions such as excessive anxiety in dealing with online lectures make an unfavorable emotional response and make habits of behavior such as boredom attending lectures, lazy to do assignments, late in collecting assignments, not confident, not active in lectures, and looking for excuses to avoid the condition.

Students in attending online lectures held at Unikama, it is necessary to make efforts to uncover the factors that cause students to feel bored in attending online lectures, as well as what strategies should be done in minimizing student boredom in attending the online lectures. The purpose of this study is to obtain an overview of the problems in online learning so that it can be taken into consideration to improve themselves by correcting wrong thoughts so that they are able to take online lectures better in the coming semester.

II. METHOD

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The problem of student academic burnout in attending online lectures is studied through descriptive research methods with a qualitative approach. The data sources in this article consist of 2 (two), namely: First, primary data obtained from informants, namely students of the 2017-2019 class who are taking lectures in the odd semester of the 2020/2021 academic year, and lecturers who teach courses. Interviews with students were aimed at digging up information about students' perceptions of online lectures, attitudes shown by students towards online lectures and disturbing problems in online lectures that showed a tendency to saturate behavior. Interviews with lecturers are aimed at exploring what perceptions and attitudes are in online lectures, what the online lecture process is like, what problems are faced, what kind of student behavior can be identified as student boredom in attending online lectures, and what learning strategies are being used to minimize student boredom in attending online lectures.

Observations were made on Unikama’s students class 2017-2019 in the odd semester of the 2020/2021 academic year. The focus of observation is aimed at identifying challenges and obstacles in online lectures, as well as student behavior shown in attending online lectures which shows a tendency for academic burnout. The data analysis technique in this article is carried out through 3 (three) types of activities that are interconnected during research activities based on the opinion of (Creswell, 2013) which consists of: First, the data reduction stage. Second, the stage of display or data presentation. Third, drawing conclusions. The data and information obtained regarding student saturation in participating in online lectures were tested for the validity of the data through triangulation techniques in which the data obtained were checked, re-checked and cross-checked between one data and another so that in the end it would produce an overview, real and valid (Caldas, 2003; Creswell, 2013).

III. RESULT AND DISCUSSION
Problems of Online Learning during the Covid-19 Pandemic Online learning during the Covid-19 pandemic raises various problems, both problems that are directly related to the implementation of online learning and problems outside the technicalities of online learning that directly affect online learning, even problems that arise from wrong ways of thinking affect online learning. Problems that often arise in online learning are the problem of human resources both from the side of educators, education staff and students, problems related to the availability of technological infrastructure such as internet devices, online learning media platforms, to the availability of internet networks (Fahlevi, 2020; Ministry of Research). Technology and Higher Education, 2016; Putra, 2020). These problems indicate that the change in the face-to-face learning model into online learning is still faced with problems that have implications for disrupting online learning achievements, so that stakeholders are obliged to overcome these problems.

The problems of online learning as described above are in line with the problems of online lectures in lectures that are being carried out at Unikama during the current Covid-19 pandemic, where various problems in online lectures at Unikama can be explained in table 1 below:

<table>
<thead>
<tr>
<th>The Stage</th>
<th>Lecturer Problems</th>
<th>Students Problem</th>
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<tbody>
<tr>
<td>Planing</td>
<td>The lack of understanding of the use of the campus Learning Management System (LMS) used for online lectures. The lack of content filling (implementation instructions, online discussions, materials, assignments, quizzes, uts, finals) at the campus LMS. Low preparation of digital/virtual materials.</td>
<td>The lack of socialization of online lectures using the campus LMS. The lack of online lecture training using the campus LMS.</td>
</tr>
<tr>
<td>Implementation</td>
<td>Adaptation of online lectures, ICT Mastery, Online lecture material, Online lecture media, Internet network.</td>
<td>Adaptation of online lectures, ICT Mastery, Ownership of electronic devices/gadgets, Internet Network.</td>
</tr>
</tbody>
</table>
Based on table 1 above, empirically online lectures at Unikama are divided into two stages of the lecture process, namely problems related to planning online lectures and problems relating to the implementation of online lectures. Both lecturers and students have problems in online lectures in which the problem is open to the possibility of having an impact on not holding online lectures optimally.

Technical problems of online lectures for lecturers in the planning process, namely during the Covid-19 pandemic, socialization of online lectures where the transition from face-to-face lectures to online lectures was carried out virtually by introducing campus LMS which would later be used in online learning. The socialization and training of online lectures using the campus LMS was carried out in a fairly short time, so that many lecturers lacked understanding of the use of the LMS. Lecturers who have never previously conducted online lectures using an LMS are required to use an LMS that has been facilitated by the campus. Lack of understanding related to the use of LMS, in the end many lectures were transferred using What’s app Groups. Because considering that in planning online lectures using the campus LMS, there are very many preparations, such as filling out content on the LMS page, you have to look for various references independently regarding online lecture methods in order to be able to carry out online lectures.

Online lectures in the planning process must also carry out virtual or digital preparation of materials, this is done on the basis that it is no longer possible to provide materials directly in the form of printed books or other material to students, considering that one student and another student have different places of residence. In the process of compiling material for online lectures, it is more about compiling material in the form of Power Point (PPT) or in the form of Portable Document Format (PDF), regarding learning materials and achievements, it is still based on the existing face-to-face lecture-based curriculum, so that substantially between lectures Face-to-face and online lectures use the same curriculum along with the same learning outcomes. This is a deficiency in the online learning planning process where the curriculum and learning outcomes should be based on an online lecture approach. On the one hand, this is understandable considering the Covid-19 outbreak that is spreading rapidly, making it impossible to develop curricula and online-based learning achievements in a short time.

The problem of online learning in the implementation process requires lecturers to change the learning method from what is usually done face-to-face to online learning, this of course requires new adaptations for lecturers who must immediately get used to online lecture methods where students are in different rooms and lecturers must be accustomed and able to master online lectures even though they have visual limitations that cannot see the overall conditions in which the student is taking online lectures, such as not being able to see whether the conditions around students are conducive to online lectures or vice versa.

Another problem is online learning materials where in practice lecturers only provide learning materials in the form of Power Point (PPT) and Portable Document Format (PDF) to students directly in online lectures, making materials in the form of videos or other digital materials difficult to do, both due to the limitations of the enrichment of lecturer materials and due to the limited mastery of Information and Communication Technology (ICT). Online learning media is also a challenge for lecturers who have to use various online learning media, the change from learning media using the Google Classroom application and whatsapp group at the beginning of the even semester lectures for the 2019/2020 school year, then replaced by using a campus LMS that can be accessed via Siakad in the odd semester of the 2020/2021 academic year, and then teleconference lectures must also be followed through the Zoom or Google Meet application. The various learning media must be adopted and understood well by the lecturers in a short time. Another problem is the unstable internet network in some areas, and the limited internet quota of students so that it directly interferes with the course of online lectures. In addition, lecturers also use what’s app groups as LMS media that are easy and affordable for students, and assume that online lectures continue and the material is delivered well.
The problems of online lectures for students are generally divided into two stages, namely in the planning stage and in the implementation stage. In the planning stage, students do not receive socialization and training in conducting online or virtual lectures, students are only given a video guide for using campus LMS as a medium for implementing online learning. So, students are required to be able to independently master online learning methods ranging from using LMS, Google Classroom to using teleconference applications such as Zoom and Google Meet. This condition, on the one hand, is understandable considering that due to the rapid spread of the Covid-19 pandemic, it is not possible to gather students in the same place to socialize and provide online lecture training which will be carried out as a substitute for face-to-face lectures, even though these conditions are in person. implications for the understanding of students and lecturers regarding online lectures.

The problem in the implementation of online lectures that students face for the first time is the adaptation period in which students who have never previously attended online lectures are required to get used to and be able to take online lectures. In practice, there are differences in ICT mastery among students and not all students have laptops causing online lectures to not be carried out optimally, for students who do not have laptops to be able to take online lectures, empirically using their cellphones even though on a smaller screen display. Another problem is the absence of a stable and evenly distributed internet network in student residences, so that in the lecture process such as using a teleconference application, the unstable internet network causes the videos received during the lecture process to be disjointed, resulting in problems in the delivery of learning materials. In addition, the limited quota owned by students is also an obstacle in online lectures. The use of teleconference applications that are too long in online lectures also consumes too many quotas, so that the delivery of material cannot be fully accepted by students.

The problems of online lectures as described above, are generally experienced in various regions and educational institutions where problems such as the lack of readiness in online learning, the absence of internet devices and unstable internet networks result in delays in the online learning process (Fahlevi, 2020; Jamaluddin et al, 2020), so that on the one hand this problem not only results in not optimal online learning, but also causes student saturation in participating in online learning.

**Factors that Cause Academic Burnout of Students in Online Lectures**

Learning is a mental (psychic) activity that takes place in interaction with the environment that produces relatively constant changes, based on that understanding, the learning process can cause saturation in which boredom in learning is caused by activities from learning that are carried out repeatedly. (2011). Academic burnout experienced by students conceptually refers to prolonged stress due to the many demands in the learning process followed by students as well as pressure from within and outside oneself to immediately complete lecture assignments, thus indicating a state of emotional exhaustion, cynicism about the circumstances experienced, and have a feeling of low competence as a student (Hu & Schaufeli, 2009; Orpina & Prahara, 2019; Yang, 2004). In line with research (Shih, 2012, 2015) has shown that the worsening of academic burnout experienced by students because these students have made it difficult for themselves to seek help from others to complete lecture assignments rather than students who only experience psychological saturation. That is, students are in a mental condition where students experience deep boredom to carry out learning activities, and decreased student motivation to learn, the emergence of a great sense of laziness and decreased achievement without being busy looking for help to complete work with the help of others.

Academic burnout is a multi-dimensional phenomenon that is the demands of a job, lectures and pressure on oneself, self-understanding and identification determine predictors as the possibility of early detection and prevention. In this study, emotional and perceived group support were examined as potential personal resources that can predict academic burnout. Various behaviors can be identified as academic burnout conditions where in general boredom in learning is indicated by the difficulty in processing and understanding the learning material that has been given, this condition is a phase in which the learning process must be improved in order to minimize the psychological condition of students so that they do not feel more stressed. boredom which will have implications for disrupting learning achievement. Based on the results of research on students at Unikama in attending online lectures during the Covid-19 pandemic, Furthermore, (C. Maslach & Leiter, 2016) revealed that the source or cause of burnout can be traced into six different forms of discrepancy between students and online lectures. can be seen in the following table.

**Factors that Cause Academic Burnout of Students in Online Lectures**

<table>
<thead>
<tr>
<th>Source or Cause of Burnout</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Exhaustion</td>
<td>Students, lecturers,</td>
</tr>
<tr>
<td>Decreased Motivation</td>
<td>Students, lecturers,</td>
</tr>
<tr>
<td>Increased Boredom</td>
<td>Students, lecturers,</td>
</tr>
<tr>
<td>Psychological Saturation</td>
<td>Students, lecturers,</td>
</tr>
<tr>
<td>Lower Competence</td>
<td>Students, lecturers,</td>
</tr>
<tr>
<td>Decreased Achievement</td>
<td>Students, lecturers,</td>
</tr>
</tbody>
</table>
Table 2. Forms of Student Academic Burnout in Following Online Lectures

<table>
<thead>
<tr>
<th>The Shape of Academic Burnout</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Workload</td>
<td>Attendance in online lectures has decreased by including various reasons or arguments. The unpreparedness of the students in the presentation by including many reasons or arguments as well.</td>
</tr>
<tr>
<td>b. Control</td>
<td>Responses to the lecture material given were limited to saying &quot;yes, it can be understood&quot;, &quot;thank you for the material&quot;, &quot;will be studied and understood again&quot; and other similar expressions.</td>
</tr>
<tr>
<td>c. Reward</td>
<td>If the lecturer asks directly in the lecture by teleconference, then the answer is short, the analysis is not sharp and sometimes does not match the context of the material being delivered.</td>
</tr>
<tr>
<td>d. Community</td>
<td>The lack of interaction and class discussion, meaning that the activity and discussion in lectures that are carried out face-to-face which are usually active, are minimal or the discussion is less interactive and is only attended by a few students, the delivery of material is more in one direction from the lecturer to the students with a lack of response, given by students.</td>
</tr>
<tr>
<td>e. Fairness</td>
<td>Assignments that should be submitted on time, for various reasons, are submitted late and substantially the answers given are not comprehensive as intended in the questions in the assignment.</td>
</tr>
<tr>
<td>f. Value</td>
<td>The test answers are not comprehensive and tend to be original, meaning that the test answers are limited to answering according to the material provided, the analytical study is not based on other reference sources and depends on the lecture material that has been given, resulting in the weight of the assessment given by the lecturer being reduced.</td>
</tr>
</tbody>
</table>

Source: Analysis of Interview Results, 2020.

Based on table 2 above, students at Unikama show Academic Burnout in participating in online lectures during the Covid-19 pandemic in various forms, both consciously and unconsciously by the students concerned. The form of academic burnout raised by the above students departed from the individual's wrong way of thinking in responding to online lecture conditions. The adaptation of online lectures had actually been carried out one semester before, namely the even semester of 2019/2020, but until the odd semester of 2020/2021 this was still raised by students. As Burns said (Burns & Beck, 1978) "I suspect you will find that many of your negative feelings are actually based on such faulty thinking." Errors in thinking, or cognitive distortions, are very effective in provoking or exacerbating individual anxiety symptoms, with excessive individual anxiety causing prolonged stress and causing academic burnout symptoms. The number of factors that have the potential to cause academic burnout in students can be an obstacle for students in carrying out online lectures, students basically need time to adapt to online lectures both in terms of learning methods and in terms of student readiness, discipline and independence in dividing time between study with everyday life. Efforts to get used to new behavior require appropriate strategies, so that students are able to carry out their new behavior in accordance with existing conditions. The strategy of correcting wrong or irrational thoughts that have dominated the emergence of academic burnout in students is considered to be able to help reduce student academic burnout in attending online lectures.

Strategies for Correcting Deviant Thinking Patterns in Reducing Academic Burnout of Students Joining Online Learning

Irrational/deviant thinking patterns are often given the name cognitive distortion, which means an attitude or thinking that is wrong or can be interpreted differently with errors in one's own opinions and beliefs to others or one's own social behavior. According to Beck (Rector & Beck, 2012) the number of mistakes that arise and not achieving one's future comes from negative thoughts about oneself. Barriga, Hawkins and Camelia (2008) assert that cognitive distortions facilitate internalizing and externalizing behavior, but the cognitive distortions referred to are different from individuals who internalize inaccurately by degrading themselves directly or indirectly, or
contribute more to self-harm, whereas distortions The cognitive abilities of externalizing individuals can be described as biased processing tendencies, such as attributing hostile intentions to others (Finne & Svartda, 2017). However, Whisman and Friedman have stated that interpersonal cognitive distortions will cause problems at the interpersonal level and make a person avoid other people (Kalkan, 2012). Based on the academic burnout factors that appear in students in online lectures, it comes from negative thoughts that have dominated so that the behavior shown becomes maladaptive. Furthermore (Burns & Beck, 1978) describes ten basic keys to cognitive distortion that are raised by students who experience Academic Burnout in online lectures, which can be seen in table 3 below.

Table 3 Cognitive Distortion Students who experience Academic Burnout in online lectures

<table>
<thead>
<tr>
<th>Cognitive Distortion Indicators</th>
<th>Student Statement</th>
</tr>
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<tbody>
<tr>
<td>Arbitrary inference</td>
<td>In attending online lectures, students think arbitrarily &quot;no one wants to help with my work or assignments&quot;, &quot;online lectures are very difficult, because assignments are always done alone and no longer in groups&quot;, &quot;no one wants to be invited to discuss because friends have their own time unlike when face-to-face lectures are always discussed after the lecture ends”</td>
</tr>
<tr>
<td>Selective abstraction</td>
<td>Students think that online lectures make them live individually. Students have various assumptions with various reasons stated such as &quot;online lectures do not have friends, relationships with friends become distant so it feels like living alone&quot;, If online learning, lectures continue my grades are getting worse and maybe I have no hope to continue college”, “online lectures make me even more gloomy”</td>
</tr>
<tr>
<td>Overgeneralization</td>
<td>Social relations with friends are increasingly distant due to online lectures, that is what arises in students' minds when their classmates cannot help them. Negative conclusions were made such as &quot;when I find it difficult to do the task, I ask a friend to be able to explain it, but my friend always argues that he is busy at work, later when he finishes work will be explained. However, until the time of collection of assignments there is no news. So it can be concluded that friends no longer want to help me. Everything is very different face to face, friends always explain when I don't understand”</td>
</tr>
<tr>
<td>Catastrophizing</td>
<td>Mid-semester and end-of-semester exam scores are not as expected, semester scores are decreasing, because they have failed to understand the material during online lectures.</td>
</tr>
<tr>
<td>Labeling</td>
<td>Seeing developments during online lectures, students conclude about themselves and others such as &quot;I can't afford&quot;, “friends no longer care&quot;, &quot;arrogant doesn't want to help friends&quot;, &quot;failed to raise grades&quot;, “not as smart as friends with good grades. ”</td>
</tr>
<tr>
<td>Personalization</td>
<td>When students don't take online lectures &quot;because I can't divide my work time with lectures, so my grades are always bad&quot;, &quot;my boss doesn't give me permission to study during lecture hours, so I don't take lectures When work hours coincide with lecture hours&quot;, &quot;work extra from school that makes me unable to submit assignments on time”.</td>
</tr>
<tr>
<td>Mind reading</td>
<td>Students have assumptions when they think that during online lectures or discussions, their friends will laugh at them, because the answers they give are wrong. In addition, students are worried that the lecturer will be angry with the answers expressed during the discussion, so that sometimes makes students not be active in class.</td>
</tr>
<tr>
<td>Emotional reasoning</td>
<td>Students feel like failures in attending lectures, because they have repeatedly submitted late assignments. And when you think it's ignored.</td>
</tr>
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</table>
| Fortune telling                  | Students feel annoyed when the final expected value does not match the actual value, because the actual value is smaller than expected. The reason they are
Based on table 3, it has been explained that what students have been thinking about while experiencing academic burnout in attending online lectures during the COVID-19 pandemic is the result of the prolonged stress experienced by students. Prolonged stress allows the emergence of cognitive distortion. In research (Hammen, 1978) explains that students who experience stress in their lives can result in high-level depression which has a direct impact on students by experiencing prolonged high stress in their academic life. With this, their cognitive distortion directly increases.

Furthermore, it was reaffirmed in research (Matturro, 2019) with stress caused by the depletion of resources, it has the potential to experience cognitive distortions and are at risk of experiencing academic burnout in students. However, (Matturro, 2019) explains in his research that cognitive distortion is not the main predictor of academic burnout in students, but prolonged stress which has a positive correlation with the academic burnout dimension.

Thus, it can be concluded that the occurrence of academic burnout experienced by students in participating in online lectures during the covid 19 pandemic which they have lived for almost 2 years, students experience a lot of pressure during lectures with different demands during offline learning. The pressure of many tasks being completed both individually and in groups, as well as demands for collection in a short time, and demands for more independent learning without lecturer explanations make students experience prolonged stress which has the potential to cause cognitive distortions to themselves and risk students experiencing academic burnout. In this case, it will have a negative impact on the future of students if the events experienced are left without finding a solution.

Guidance and counseling services at universities (PT) need to know the events experienced by students during the COVID-19 pandemic in online learning. This study helps PT counselors find a solution to overcome students who experience academic burnout by correcting deviant thoughts or cognitive distortions in students that have resulted in students experiencing prolonged stress in online learning which has a direct impact on student academic burnout.

The strategy of correcting cognitive distortions through extracting coping and optimism in students is considered capable of reducing student academic burnout. The same thing has been shown in research (Vizoso et al., 2019), that in his research maladaptive coping has a great significance for the deviant thoughts experienced by students so that from this it is necessary to strengthen adaptive coping with optimism, so that academic burnout in students can decrease. Lazarus (Lazarus & Folkman, 1984) describes coping as an individual's cognitive and behavioral reactions that are used to deal with the demands in life that have an impact on stress which he considers to be more than his personal resources. Lazarus also explained that coping with stress consists of two types, namely coping that focuses on the problem, regarding thoughts and actions to relieve stress, the second one that focuses on emotions involving thoughts and actions to eliminate negative emotions in stressful situations. Both of these coping can run in accordance with the actions taken by the individual. In the sense that adaptive coping will react if the individual moves in a stressful situation and maladaptive coping appears when the individual ignores the situation or avoids demands or difficulties. Based on the results of the interview in the table above, the number of maladaptive coping shown, it is necessary to have a strategy to strengthen adaptive coping and raise optimism in students.

Based on the results of the interviews that have been disclosed in tables 2 and 3, it can be concluded that the student problems that surround themselves until cognitive distortions appear that have an impact on student fatigue in online learning during the covid 19 pandemic, it can be seen that the obstacles experienced by students are from internal factors. and external. Internal factors, namely students have difficulty dividing the time of side work and lectures, difficulty in completing assignments, difficulty understanding lecture material, divided concentration...
between work and lectures. External factors are the sudden changes in the lecture schedule and assignments at work.

The results showed that in a problem-focused strategy, students revealed in detail related to the Planful problem solving that was carried out, namely the act of solving problems by analyzing the problems at hand. First, doing planning in dealing with college assignments and work, such as thinking about what concepts will be done in college assignments. This action is taken so that the work is not sudden which will actually make the task not optimal. Doing time management by coming to the library after work.

To avoid forgetting assignments, students do something by writing on paper and pasting it on the wall of the room, as well as making a memo on the cellphone as an alarm to remind the task deadline. Next, by prioritizing problems and time management. The priority scale is made because the informants are not only students and workers, there are also informants who are the backbone of the family. The informant's priority scale is family, campus, and work. Even though he has three roles, when he is in class he is able to concentrate and is able to master every discussion well. To be able to run the lecture well, students continue to read references and make comparisons on the references they read. One of these efforts is to develop discourse and lecture assignments. One of these efforts is to develop discourse and lecture assignments. At the time of presentation, take two days off from work or change working hours with friends to complete and prepare presentations. To facilitate lectures, informants often take the time to go to the library to read and borrow as lecture references.

IV. CONCLUSION
Coping strategies used in correcting cognitive distortions by students who work in minimizing pressure, completing assignments, and running lectures are by using four methods, including: 1. Problem focused coping; 2. Planful problem solving, namely by making time management, compiling a task schedule and concentrating when doing tasks. 3. Seeking social support, namely by seeking help and support from others who are considered to understand the problem. 4. Emotion focused coping, namely by growing awareness of the priorities and responsibilities of study, learning and taking lessons from experience, thinking positively, and being patient.

REFERENCES


