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TASK LEVEL DECREASE COMMITMENT DUE TO ZOOM FATIGUE IN NURSING FACULTY, PADJADJARAN UNIVERSITY

Iyus Yosep[1], Dimas Wibawa Sakti[2], Furkon Nurhakim[3]
Universitas Padjadjaran, Indonesia
Email: iyuskasep_07@yahoo.com[1], Dimas18013@mail.unpad.ac.id[2], furkon.nurhakim@unpad.ac.id[3]

ABSTRACT

The Covid-19 pandemic that hit the world, Indonesia is no exception, has had a huge impact on various sectors, one of which is the education sector. Many activities that must be done online cause students to experience fatigue commonly called zoom fatigue and affect the task commitment level of students. The purpose of this study was to determine the relationship between Zoom fatigue and level tasks commitment on the students-level I Faculty of Nursing, University of Padjadjaran. This type of research is quantitative with a descriptive correlation design. The data collection technique used in this study is a questionnaire using google forms. The instrument used in this study is the Zoom fatigue & Fatigue Scale to measure zoom fatigue and the Task Commitment level Scale to measure task commitment levels. Data analysis conducted in this study is to use Rank spearman to test the hypothesis test. The results of data analysis conducted using the Spearman correlation technique obtained a sig value of 0.119 > 0.05 then it was concluded that there is no significant relationship between Zoom fatigue and task commitment level in Level I Students of the Faculty of Nursing, University of Padjadjaran. Researchers are further advised to identify also related to other variables that affect the level of task commitment such as punishment, reward, and praise, as well as environmental conditions.

KEYWORDS Students, The Level of Task Commitment, Zoom Fatigue

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INTRODUCTION

The Covid-19 pandemic that has hit the world, including Indonesia, has greatly impacted various sectors, one of which is the education sector. As an affected country, the government through the Ministry of Education and Culture issued a circular no. 1 of 2020 which contains that all forms of learning must be done online (Djalante et al., 2020).

In the current pandemic conditions, not only educators are forced to follow policies, but students, especially first-year students, are where they have to adapt to two conditions, namely, the world of lectures and they must also be able to adapt to the pandemic conditions that are still happening today (Cicha, Rizun, Rutecka, & Strzelecki, 2021). Many activities that must be carried out by first-year students starting from new student admissions, and student orientation, to lectures, are all done online. This causes students to experience fatigue caused by online-based activities. The incident is often referred to as Zoom fatigue. Zoom fatigue is a feeling that arises from staring at a video conference screen for too long, which results in aches, headaches, and dizziness (Wahid, Pribadi, & Wakas, 2020).

Fatigue appears a sense of laziness, either doing video conference activities or after activities such as doing assignments, of course it will affect the level of the task the student 's commitment , where task level Commitment is the level of responsibility for a task or job by utilizing the ability as optimally as possible in an effort to complete a task or job (Umukoro & Egwakhe, 2019).

Based on a preliminary study conducted online on 23 – 24 October 2021 to 1 0 % of respondents who are students from the Faculty of Nursing, Padjadjaran University batch 2021, data obtained that all students interviewed complained of fatigue caused by too long video conferencing. The tolerance limit for video conferencing is in the range of 30 minutes to 3 hours. While the activities carried out for video conferencing, especially lecture activities, group discussions and student activities exceeded the tolerance limit.

In addition to fatigue, respondents complained that they were lazy to do video conferences and carry out further activities. then respondents also often turn off the camera because of decreased concentration, sleepiness, and stretching, and some respondents avoid activities by being passive. There are several physical symptoms that are felt from neck to waist pain, then headaches of moderate to severe intensity, then eye pain, dizziness, leg pain, hand pain, and nausea (Pain, 2018).

Therefore, further research is needed that can describe the zoom relationship fatigue on task level commitment, especially for the first-level students of the Faculty of Nursing. The purpose of this study was to determine the relationship between Zoom fatigue and level tasks commitment on the students-level I Faculty of Nursing, University of Padjadjaran.

RESEARCH METHOD

This type of research is quantitative with a descriptive correlation design. The data collection technique used in this study was a questionnaire using google forms. The instrument used in this research is Zoom Exhaustion & Fatigue Scale to measure zoom fatigue and Task Level Commitment Scale to measure task level commitment. Data analysis carried out in this study was by using rank spearman to test the hypothesis testing.

This research was conducted in January 2022 online with a population of 181 students. This study already declared get away ethics study from commission ethics Padjadjaran University research with number 86/UN6.KEP/EC/2022.

RESULT AND DISCUSSION

The sampling technique used in this study is the total sample, namely all members in the population as the research sample. The number of samples in this study was 181 respondents, but there was 1 student who was not willing to participate in this study, so the number of respondents was 180 students.

Table 1 Characteristics of Respondents

Demographic Variables		Amount	Percentage
Gender			
	Man	13	7.2
	Woman	167	92.8
Age			
	17 years	6	3.3
	18 years	110	61.1
	19 years old	56	31.1
	20 years	8	4.4
Internet connection			
	Wifi	58	32.2
	Mobile Hotspot	37	20.6
	Wifi and Mobile Hotspot	85	47.2
Device			
	Laptop/Computer	3	1.7
	Mobile / Smartphone	10	5.6
	Laptop/Computer and Mobile / Smarphone	167	92.8
Domicile			
	Banten	4	2.2
	Jakarta	11	6.1
	West Java	133	73.9
	Central Java	12	6.7
	Yogyakarta	1	0.6
	East Java	6	3.3
	Sumatra	10	5.6
	Bali	1	0.6
	Sulawesi	2	1.1

Based on Table 1, it can be seen that the number of male research samples was 13 people (7.2%) and the number of research samples with female sex was 167 people (92.8%). Then the age distribution of the study sample aged 17 years was 6 people (3.3%), the study sample was with the age of 18 years as many as 110 people (61.1%), the study sample with the age of 19 years was 56 people (31.1%), and the study sample with the age of 20 years as many as 8 people (4.4%).

In Table 1 there is also a distribution of the internet connection used by the research sample using wifi as an internet connection as many as 58 people (32.2%), the research sample using cellular hotspots as many as 37 people (20.6%), and the research sample using a cellular hotspot. 85 people use both wifi and cellular hotspots (47.2%). Furthermore, the description of the distribution of devices used by the research sample who use laptops/computers as devices for lectures as many as 3 people (1.7%), research samples using cellphones / smartphones as lecture media as many as 10 people (5.6%), and research samples that use both are laptops/computers and cellphones / smartphones as lecture media as many as 167 people (92.8%).

Finally, based on Table 1 also describes the domicile distribution of the research sample originating from Banten as many as 4 people (2.2%), the research sample from Jakarta as many as 11 people (6.1%), then from West Java as many as 133 people (73 ,9%), then the research sample from Central Java was 12 people (6.7%), followed by the research sample from Yogyakarta as many as 1 person (0.6%), the research sample from East Java was 6 people (3.3%), the research sample from Sumatra was 10 people (5.6%), then the research sample from Bali was 1 person (0.6%) and the last research sample from Sulawesi was 2 people (1 ,1%).

Table 2 Descriptive Statistics

	N	***Min***	***Max***	***mean***	***Std . Deviation***
Zoom Fatigue	180	23	75	50.34	9.48
Task Level Commitment	180	71	138	105.82	20.95

In Table 2 shows that the number of research samples is good from the zoom scale fatigue as well as from task level commitment is 180 respondents. On the zoom scale The minimum fague score is 23 and the maximum score is 75 with a mean of 50.34 and a standard deviation of 9.48. While on the task level scale The minimum commitment score is 71 and the maximum score is 138 for the mean value is 105.82 and the standard deviation is 20.95.

Table 3 Variable Categories

	Category		
	Low	**Currently**	**Tall**
Zoom Fatigue	27	122	31
Task Level Commitment	52	86	42

In Table 3 above, it can be seen that there is a lot of data, namely 180 respondents with respondents experiencing zoom low fatigue as many as 27 respondents, 122 respondents in the medium category and 31 respondents in the high category. As for respondents who experienced the task level low commitment as many as 52 respondents, 86 respondents in the medium category and 42 respondents in the high category.

Table 4 Normality Test Results

One- Sample Kolmogorov-Smirnov Test			
		Zoom Fatigue	Task Level Commitment
N		180	180
Normal Parameters [a,b]	mean	50,2000	105.82
	Std . Deviation	9.66789	20.95
Most Extreme Differences	Absolute	,084	,169
	Positive	0.036	,169
	negative	-,084	-,067
Test Statistics		,084	,169
Asymp . Sig . (2-tailed)		,004 [c]	,000 [c]

Based on Table 4, it is obtained that the significance value of the scale zoom fatigue is 0.004 < 0.05 while the significance value of the task level scale commitment is 0.000 < 0.05. Because the two significance values of the two scales are less than 0.05, it can be said that the data is not normally distributed

Table 5 Rank Correlation Test Results Spearman

		Zoom Fatigue	*Task Level Commitment*
Zoom Fatigue	*Correlation Coefficient*	1,000	-,117
	Sig . (2-tailed)	.	,119
	N	180	180
Task Level Commitment	*Correlation Coefficient*	-,117	1,000
	Sig . (2-tailed)	,119	.
	N	180	180

The results of data analysis that has been carried out using the Spearman correlation test in Table 5 above , it is found that the research conducted on respondents who are level I students of the Faculty of Nursing, Padjadjaran University , totaling 180 students get a significance value of 0.119 because the significance value > 0.05 then Ho is accepted and Ha is rejected, meaning that there is no relationship between zoom fatigue with task level commitment to level I students of the Faculty of Nursing, Padjadjaran University.

In Table 3 scale variable category zoom fatigue experienced by level I students of the Faculty of Nursing, Universitas Padjadjaran as respondents experienced zoom quite high fatigue . This can be seen from the large number of respondents who experience zoom fatigue with 122 respondents experiencing zoom moderate category fatigue and as many as 31 respondents experienced zoom high category fatigue . Zoom height fatigue experienced by students will have an impact on the quality of academic skills (Bullock, Colvin, & Jackson, 2021). This statement is supported by Malik (2020) who says that when someone experiences zoom Fatigue can trigger changes in concentration related to the activities being carried out, as a result, the possibility of a decrease in academic skills from student competencies can occur. Cause of zoom fatigue according to R. Nadler (2020) ; (Wiederhold , 2020) argues that zoom fatigue can be caused by the complex

dynamics that occur in video conferencing in an effort to increase cognitive when interacting with other people. In addition, Bailenson in (Geraldine et al., 2021) also argues that there are four possible causes of zoom fatigue nonverbally.

The first is the amount of eye contact that is too long with high intensity that occurs as a result of having everyone turn on the camera, so that during video conference activities there is direct gaze regardless of who is the speaker or listener at the video conference. Therefore, prolonged stares during video conferencing can lead to physiological problems of arousal and anxiety (Gruber et al., 2021). The second is the limited mobility that occurs when doing video conferencing activities with a long duration can cause a sense of soreness due to staying in one position for a long time. Oppezzo (2014) also argues that someone who has limited mobility can damage an individual's cognitive performance.

The third is mirror anxiety, which is a feeling of anxiety or restlessness experienced by someone when doing a video conference because the level of attention is focused on oneself for a long time. Gonzales (2011) and Ingram, et al. (1988) in Fauville, et al. (2021) also say that exposure to digital and physical mirrors can affect a person's level of attention. In addition, Fejfar., (2000 in Fauville, et al. 2021) also argues that mirror anxiety can also lead to more severe negative effects such as depression.

Fourth is the increasing cognitive load when conducting video conferences that arise as a result of having to take verbal or non-verbal cues as a sign that someone is participating in the conference as quoted from Hinds., (1999, in Fauville et al., 2021) which states that The increase in cognitive load during video conferencing is caused by having to take non-verbal cues as a sign of contributing to conference activities, such as moving the head excessively in order to be seen on the screen, which can cause cognitive load to increase during video conferencing.

The number of negative impacts that arise due to zoom fatigue experienced by students, it is necessary to prevent or reduce the occurrence of zoom fatigue (Nadler, 2020) . According to Dikti (2021) there are several ways that can be done to reduce Zoom fatigue , including ; avoid multitasking , take breaks to wake up and rest, reduce screen stimulation, do time management during video conferences , and use speakers views.

Next In Table 3 scale variable category task level commitment owned by level I students of the Faculty of Nursing, Universitas Padjadjaran as respondents have a task level commitment which is quite low. This can be seen from the large number of respondents who have task levels low commitment as many as 52 respondents and as many as 86 respondents have a task level medium category commitment . Low task level commitment possessed by students will certainly greatly affect the quality and skills possessed by students.

This statement is supported by Urhahne (2011) who argues that task commitment Self-motivation is the motivation that arises within oneself that is able to encourage someone to be able to bring out their potential. Then, Dirwan (2014) also argues that individuals who are committed in their efforts to complete the tasks that are their responsibility, this illustrates that the individual is able to do the task of his own will. Therefore, low interest in completing a task that is being worked on can be the starting gate of the gap between the potential possessed and the achievements that appear.

According to (Osabiya, 2015), he argues that there are two factors that affect the task level one's commitment , namely; Intrinsic factors which consist of the interest that a person has in an activity will certainly affect what he does. If someone has a high interest in a field, then that person will do it with enthusiasm and maximum. Vice versa if someone does not have an interest in a field he is working on, then the results obtained will not be optimal (Erickson, Korfiatis, Akkus, & Kline, 2017).

Furthermore, ideals also greatly affect the level of the task commitment. A person can do a job or activity seriously, if the activity is closely related to the ideals to be pursued. Unlike the case with activities that have nothing to do with ideals, a person in doing or undergoing these activities tends to be modest so that the results obtained are not optimal (Andrews & Withey, 2012). Finally, the condition of students also greatly affects the level of the task commitment , because the higher the fatigue possessed by the student, the higher the feeling of laziness in the many activities undertaken by the student, the student's desire to do a task will tend to decrease and of course it will interfere with the task level . commitment of the student.

The second is extrinsic factors including the anxiety experienced by students if they do not do a task they will be punished. It can increase task level commitment even though in its application there are negative impacts such as anxiety (Ashford & DeRue, 2012). Then students who can do assignments optimally and on time tend to get awards and praise from peers or from teaching lecturers as a form of appreciation for their efforts to do assignments to the maximum (Norman & Spencer, 2005). On the other hand, the participation of parents is also fair in the effort to increase the level of the task commitment , because if parents care about their child's development in the academic field, then of course it will provide encouragement and motivation so that their child can complete his lecture assignments on time and the results obtained are maximized. Furthermore, the role of educators also has an influence on the emergence of level tasks one's commitment (Claudia, 2018) .

This happens because when educators give too much with a time duration that is too close together, it will certainly be a new problem (Hattie, 2003). However, on the other hand, educators are also in a dilemma with the curriculum goals that must be achieved. Finally, there are environmental conditions that can affect the task level commitment , because when the environment does not support doing a task or activity, then interest in completing the task or activity will be delayed so that it can lower the task level . individual commitment .

According to Renzulli in Sholihah (2017) argues that there are characteristics in individuals who have a task level commitment high, namely: having a high desire to explore a field that is occupied, a sense of enthusiasm, involvement and high curiosity about a field that is being occupied, having high perseverance described by the ability to work hard with a relatively long duration of time in an effort to complete a task, has a nature that does not easily give up in doing a task, has high confidence in completing a task on time, a high ability to excel independently, critical high thinking on a problem, responding to a topic with the ability that is being occupied, providing high work standards, doing self- introspection and being open to criticism submitted by others, doing a job with full responsibility and done as much as possible in accordance with the abilities owned.

Finally tested the relationship between zoom fatigue with task level commitment at the level I students of the Faculty of Nursing, Padjadjaran University . Prior to statistical analysis of correlation using rank Spearman first, the researchers tested the prerequisites, namely by using the normality test to find out whether the data obtained were normally distributed normality test show that the significance value for zoom fatigue of 0.004 < 0.05 while the significance value for the task level scale commitment of 0.000 < 0.05. Based on the significance value , both are less than 0.05 so it can be said that the data obtained by the researcher is not normally distributed .

The results of the correlation analysis test in Table 5 show that the significance value is 0.119 > 0.05, which means the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. This means that there is no relationship between

zoom fatigue with task level commitment . The absence of a relationship in this study was caused by several factors, one of which was obstacles when conducting research. When doing research along with semester breaks, so students can release the fatigue experienced during lectures and already know the results of doing lectures during the first semester. The research instrument used a closed questionnaire.

Questionnaire used to measure zoom fatigue consists of 5 alternative answers and a questionnaire used to measure the level of the task commitment consists of 4 alternative answers. The level of honesty of the respondents, namely students, became a weakness in data collection because this research was conducted online so that researchers could not see whether the respondents filled in seriously or not.

Then several other factors that influence according to Rida (2018) , namely the existence of punishment. It can increase task level commitment even though in its application there are negative impacts such as anxiety. Then students who can do assignments optimally and on time tend to get awards and praise from colleagues or from teaching lecturers as a form of appreciation for their efforts to do assignments to the maximum so that students continue to carry out their duties even though they are in a state of exhaustion. Based on the research that has been done, it can be said that zoom fatigue is not one of the absolute factors that affect the level of the task commitment to level I students of the Faculty of Nursing, Padjadjaran University .

CONCLUSION

Spearman correlation technique, it was found that the values of sig 0.119 > 0.05 which means the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected so it can be concluded that there is no significant relationship between zoom fatigue with task levels commitment to level I students of the Faculty of Nursing, Padjadjaran University. Zoom fatigue as an independent variable is said to have not been able to affect the task level commitment as the dependent variable, perhaps due to other variables not examined by the researcher.

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