

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

Layla Adilla Ramadhani, Department of Psychology, Universitas Tarumanagara, Indonesia

Roswiyani Roswiyani, Department of Psychology, Universitas Tarumanagara, Indonesia

✉: [roswiyani@fpsi.untar.ac.id](mailto:roswiyani@fpsi.untar.ac.id)

### 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 expe-

rience 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.

### Acknowledgment

Thanks to God Almighty, the researcher can complete this journal because of His will and delight. However, researchers realize this journal will not be complete without various parties' prayers, support, and encouragement. On this occasion, the researcher would like to express his gratitude to Mrs. Roswiyani, Ph.D., Psikolog as a supervisor, also lecturer, and study program of the Faculty of Psychology Universitas Tarumanagara, who has accommodated and financed the implementation of this research and finally thank you also to all participants who helped in this research.

### References

- American Psychological Association. (2022) APA Dictionary of Psychology. American Psychological Association 1. (<https://dictionary.apa.org/life-satisfaction>), Retrieved May 10, 2022.
- Alase, Abayomi. (2017) The Interpretative Phenomenological Analysis (IPA): A Guide to a Good Qualitative Research Approach. *International Journal of Education and Literacy Studies* 5(2). doi: 10.7575/aiac.ijels.v5n.2p.9.
- Apriyanti, Egi. (2021) Fenomena Hustle Culture Menjerat Kaum Muda Di Tengah Pandemi. *Yoursay.Id* 1. (<https://yoursay.suara.com/lifestyle/2021/10/27/094809/fenomena-hustle-culture-menjerat-kaum-muda-di-tengah-pandemi>), Retrieved October 27, 2021.
- Bailenson, Jeremy N. (2021) Nonverbal Overload: A Theoretical Argument for the Causes of Zoom fatigue. *Technology, Mind, and Behavior* 2(1). doi: 10.1037/tmb0000030.
- Bennett, Andrew A., Emily D. Champion, Kathleen R. Keeler, and Sheila K. Keener. (2021) Videoconference Fatigue? Exploring Changes in Fatigue After Videoconference Meetings During COVID-19. *Journal of Applied Psychology* 106(3):330–44. doi: 10.1037/apl0000906.
- Better Health Channel. (2021) Fatigue. Better Health Channel 1. (<https://www.betterhealth.vic.gov.au/health/conditionsandtreatments/fatigue>), Retrieved November 5, 2021.
- Bianco, Tracy. (2021) It's Time to Say NO to the Hustle. *LinkedIn* 1. ([https://www.linkedin.com/pulse/its-time-say-hustle-tracy-bianco/?trk=read\\_related\\_article-card\\_title](https://www.linkedin.com/pulse/its-time-say-hustle-tracy-bianco/?trk=read_related_article-card_title)), Retrieved May 5, 2022.
- Campbell, Steve, Melanie Greenwood, Sarah Prior, Toniele Shearer, Kerrie Walkem, Sarah Young, Danielle Bywaters, and Kim Walker. (2020) Purposive Sampling: Complex or Simple? Research Case Examples. *Journal of Research in Nursing* 25(8):652–61. doi: 10.1177/1744987120927206.
- Damayanti, Elsa. (2020) Apa Kabar Mahasiswa Dengan Kuliah Daringnya? *Energi Muda* 1. (<https://muda.kompas.id/baca/2020/04/17/apa-kabar-mahasiswa-dengan-kuliah-daringnya/>), Retrieved April 17, 2022.
- Delonckheere, Melissa, and Lisa M. Vaughn. (2019) Semistructured Interviewing In Primary Care Research: A Balance Of Relationship And Rigour. *Family Medicine and Community Health* 7(2):1–8. doi: 10.1136/fmch-2018-000057.
- de Oliveira Kubrusly Sobral, J. B., Lima, D. L. F., Lima Rocha, H. A., de Brito, E. S., Duarte, L. H. G., Bento, L. B. B., & Kubrusly, M. (2022). Active methodologies association with online learning fatigue among medical students. *BMC Medical Education*, 22(1), 1-7.
- Diener, Ed. (2006) Guidelines for National Indicators of Subjective Well-Being and Ill-Being. *Journal of Happiness Studies* 7(4):397–404. doi: 10.1007/s10902-006-9000-y.
- Diener, Ed, Eunkook M. Suh, Richard E. Lucas, and Heidi L. Smith. (1999) Subjective Well-Being: Three Decades of Progress. *Psychological Bulletin* 125(2):276–302.
- Diener, Ed, Sarah D. Pressman, John Hunter, and Desiree Delgado-Chase. (2017) If, Why, and When Subjective Well-Being Influences Health, and Future Needed Research. *Applied Psychology: Health and Well-Being* 9(2):133–67. doi: 10.1111/aphw.12090.
- Fadholi, M. (2021) Tips Berorganisasi Di Masa Pandemi, Tetap Aktif Dan Berkontribusi. *Maukuliah.Id* 1. (<https://maukuliah.id/blog/tips-berorganisasi-di-masa-pandemi/>), Retrieved August 6, 2021.
- Fauville, G., M. Luo, A. C. M. Queiroz, J. N. Bailenson, and J. Hancock. (2021) Zoom Exhaustion &

- Fatigue Scale. *Computers in Human Behavior Reports* 4. doi: 10.1016/j.chbr.2021.100119.
- Fauzi, Akmad. (2021) Pengaruh Pandemi Bagi Organisasi Mahasiswa, Ketua PMII Komiseriat UNPAM: Terus Amanah Jalani Roda Organisasi. *Akurat.Co* 1. (<https://akurat.co/pengaruh-pandemi-bagi-organisasi-mahasiswa-ketua-pmii-komiseriat-unpam-terus-amanah-jalani-roda-organisasi>), Retrieved December 2, 2021.
- Favennec, Yann. (2020) Zoom fatigue: How Your Brain Is Worn Out. *MBA MCI* 1. (<https://mbamci.com/zoom-fatigue-how-your-brain-is-worn-out/>), Retrieved August 30, 2021.
- Firozi, Paulina, and Allyson Chiu. (2021) Four Reasons You're Tired of Zoom Calls – and What to Do about It. *The Washington Post* 1. (<https://www.washingtonpost.com/lifestyle/2021/03/03/stanford-zoom-fatigue/>), Retrieved October 10, 2021.
- George, Tegan. (2022) Semi-Structured Interview Definition, Guide & Examples. *Scribbr* 1. ([https://www.scribbr.com/methodology/semi-structured-interview/#:~:text=A semi-structured interview is,are often qualitative in nature](https://www.scribbr.com/methodology/semi-structured-interview/#:~:text=A%20semi-structured%20interview%20is,are%20often%20qualitative%20in%20nature)), Retrieved May 17, 2022.
- Howitt, Dennis. (2016) *Introduction to Qualitative Research Methods in Psychology*. 3rd ed. Pearson Education Limited.
- Indriani, Ririn. (2021) Survei: Pandemi, Sebagian Besar Mahasiswa Senang Kuliah Online. *Suara.Com* 1. (<https://www.suara.com/lifestyle/2021/01/18/100833/survei-pandemi-sebagian-besar-mahasiswa-senang-kuliah-online>), Retrieved February 3, 2022.
- Institut Seni Indonesia Yogyakarta. (2018) Organisasi Kemahasiswaan. Institut Seni Indonesia Yogyakarta 1. (<https://bamawa.isi.ac.id/kemahasiswaan/organisasi-kemahasiswaan/>), Retrieved May 7, 2022.
- Iqbal, Mansoor. (2022) Zoom Revenue and Usage Statistics (2022). *Business of Apps* 1. (<https://www.businessofapps.com/data/zoom-statistics/>), Retrieved May 7, 2022.
- Janet, Noviana. (2021) Organisasi Dan Kepanitiaan Masa Pandemi: Masihkah Antusias? *Pemimpin.ID*. (<https://pemimpin.id/organisasi-dan-kepanitiaan-masa-pandemi-masihkah-antusias/>), Retrieved August 27, 2021.
- Jiharudin, Jiharudin. (2021) Tingkat Subjective Well-Being Dan Tingkat Stres Mahasiswa Di Masa Pandemi Covid-19 (Studi Pada Mahasiswa Organisasi Intra Kampus Di UIN Malang). *LoroNG: Media Pengkajian Sosial Budaya* 10(2):133–46
- Kamus Besar Bahasa Indonesia (KBBI). (2012) Organisasi. *Kamus Besar Bahasa Indonesia (KBBI) Versi Online* 1. (<https://kbbi.web.id/organisasi>), Retrieved May 7, 2022.
- Kaplan, Stephen. (1995) The Restorative Benefits of Nature: Toward an Integrative Framework. *Journal of Environmental Psychology* 15(3):169–82. doi: 10.1016/0272-4944(95)90001-2.
- Kershaw, Martha E., Shannon P. Lupien, and Jennifer L. Scheid. (2021) Impact of Web-Based Meeting Platform Usage on Overall Well-Being Among Higher Education Employees. *European Journal of Investigation in Health, Psychology and Education* 11(2):372–81. doi: 10.3390/ejihpe11020028.
- Kristina. (2021) 5 Hal Yang Bisa Dilakukan Selama Jadi Mahasiswa, Tak Hanya 'Kupu-Kupu.' *DetikEdu* 1. (<https://www.detik.com/edu/edutainment/d-5867274/5-hal-yang-bisa-dilakukan-selama-jadi-mahasiswa-tak-hanya-kupu-kupu>), Retrieved March 26, 2022.
- Lorelie, Christine. (2020) Hustle Culture: Why Is Everyone Working Too Hard? *The Post-Grad Survival Guide*. (<https://medium.com/the-post-grad-survival-guide/hustle-culture-why-is-everyone-working-too-hard-69f9f5331ab5>), Retrieved September 10, 2021.
- Mata, Elainy. (2021) How College Students Are Dealing with Covid-19. *Harvard Business Review* 1. (<https://hbr.org/2021/01/how-college-students-are-dealing-with-covid-19>), Retrieved September 19, 2021.
- Merriam-Webster. (2022) Organization. *Merriam-Webster.Com Dictionary* 1. ([https://www.merriam-webster.com/dictionary/organization?utm\\_campaign=sd&utm\\_medium=serp&utm\\_source=jsonld](https://www.merriam-webster.com/dictionary/organization?utm_campaign=sd&utm_medium=serp&utm_source=jsonld)). Retrieved
- Montañez, Rachel. (2020) How To Reduce Stress And Burnout By Alleviating Employee Zoom Fatigue. *Forbes* 1, (<https://www.forbes.com/sites/rachelmontanez/2020/04/24/how-to-reduce-stress-and-burnout-by-alleviating-employee-zoom-fatigue/?sh=64fc45c04928>), Retrieved December 1, 2021

- Morris, Betsy. (2020) Why Does Zoom Exhaust You? Science Has an Answer. The Wall Street Journal 1. (<https://www.wsj.com/articles/why-does-zoom-exhaust-you-science-has-an-answer-11590600269?mod=e2fb&fbclid=IwAR1sbrF4xYbCPtKs2O52Zif6hGTPyleo3sAErD3n4WamW8f5d5b7fN67bU4>), Retrieved April 1, 2022
- Morse, Janice M. (2000) Determining Sample Size. *Qualitative Health Research* 10(1):3–5.
- Nareza, Meva. (2020) Bahaya Duduk Terlalu Lama Perlu Diwaspadai, Ini Cara Mencegahnya. Alodokter.Com 1. (<https://www.alodokter.com/bahaya-duduk-terlalu-lama-perlu-diwaspadai-ini-cara-mencegahnya?msckid=8b6abd1cd15511ecad7d1f7f4edde480>), Retrieved September 2, 2021.
- Newson, Martha, Yi Zhao, Marwa El Zein, Justin Sulik, Guillaume Dezechache, Ophelia Deroy, and Bahar Tunçgenç. (2021) Digital Contact Does Not Promote Wellbeing, but Face-to-Face Contact Does: A Cross-National Survey during the COVID-19 Pandemic. *New Media and Society*. doi: 10.1177/14614448211062164.
- Okta. (2021) Methodology: How Did Okta Create This Report? Pp. 6–9 in *Businesses at Work*. United States: Okta.
- Patrick, Johan, and Dyah Santhi Dewi. (2022) Analysis of Student Satisfaction Using Online Video Conference Application Based on Usability Criteria. in *Proceedings of the Conference on Broad Exposure to Science and Technology 2021 (BEST 2021)*. Vol. 210
- Pavot, William, and Ed Diener. (1993) Review of the Satisfaction With Life Scale. *Psychological Assessment* 5(2):101–17. doi: 10.1037/1040-3590.5.2.164.
- Pertiwi, Mustika Cahyaning, Awang Sulistiyawan, Irma Rahmawati, and Honest Ummi Kaltsum. (2015) Hubungan Organisasi Dengan Mahasiswa Dalam Menciptakan Leadership. *Aktualisasi Bimbingan Dan Konseling Pada Pendidikan Dasar Menuju Peserta Didik Yang Berkarakter* 227–34.
- Rand, Kevin L., Mackenzie L. Shanahan, Ian C. Fischer, and Sarah K. Fortney. (2020) Hope and Optimism as Predictors of Academic Performance and Subjective Well-Being in College Students. *Learning and Individual Differences* 81. doi: 10.1016/j.lindif.2020.101906.
- Riedl, René. (2021) On the Stress Potential of Videoconferencing: Definition and Root Causes of Zoom fatigue. *Electronic Markets*. doi: 10.1007/s12525-021-00501-3
- Sakuraya, Asuka, Kotaro Imamura, Kazuhiro Watanabe, Yumi Asai, Emiko Ando, Hisashi Eguchi, Norimitsu Nishida, Yuka Kobayashi, Hideaki Arima, Mai Iwanaga, Yasumasa Otsuka, Natsu Sasaki, Akiomi Inoue, Reiko Inoue, Kanami Tsuno, Ayako Hino, Akihito Shimazu, Akizumi Tsutsumi, and Norito Kawakami. (2020) What Kind of Intervention Is Effective for Improving Subjective Well-Being Among Workers? A Systematic Review and Meta-Analysis of Randomized Controlled Trials. *Frontiers in Psychology* 11.
- Scipioni, Isabella. (2021) Zoom fatigue Is the Other Viral Epidemic Hitting Colleges. *The Observer* 1. (<https://fordhamobserver.com/61296/opinions/zoom-fatigue-epidemic/>), Retrieved October 20, 2021.
- Song, Younghwan, and Jia Gao. (2020) Does Telework Stress Employees Out? A Study on Working at Home and Subjective Well-Being for Wage/Salary Workers. *Journal of Happiness Studies* 21(7):2649–68. doi: 10.1007/s10902-019-00196-6.
- Sugiyono. (2016) *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. Bandung: Alfabeta.
- Toikko, Timo, and Aini Pehkonen. (2018) Community Belongingness and Subjective Well-Being among Unemployed People in a Finnish Community. *International Journal of Sociology and Social Policy* 38(9–10):754–65. doi: 10.1108/IJSSP-01-2018-0010.
- Watson, David, Lee A. Clark, and Auke Tellegen. (1988) Development and Validation of Brief Measures of Positive and Negative Affect: The PANAS Scales. *Journal of Personality and Social Psychology* 54(6):1063–70. doi: 10.1037//0022-3514.54.6.1063.
- World Health Organization. (2021) Coronavirus Disease (COVID-19). World Health Organization 1. (<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/question-and-answers-hub/q-a-detail/coronavirus-disease-covid-19#:~:text=symptoms>), Retrieved September 26, 2021.

- Xu, Wen, Haiyan S., Bo Z., Wei B., Xiao Y., Ruixin D., Changgui Kou, and Wenjun Li. (2019) Analysis of Factors Affecting the High Subjective Well-Being of Chinese Residents Based on the 2014 China Family Panel Study. *International Journal of Environmental Research and Public Health* 16(14):2566. doi: 10.3390/ijerph16142566.
- Yusuf, F. S. (2019) Employment & Labour Law in Indonesia. Lexology. (<https://www.lexology.com/library/detail.aspx?g=14719cf4-5733-467b-b5c8-9c9fb59a48e5>), Retrieved September 7, 2021.
- Zhou, Mingming, and Xiaotian Z. (2019) Online Social Networking and Subjective Well-Being: Mediating Effects of Envy and Fatigue. *Computers and Education* 140. doi: 10.1016/j.compedu.2019.103598.



1. Information about Conference
2. Register and Submit
3. Author Guidelines
4. Editorial Board
5. Keynote Speakers
6. Invite Speaker
7. Reviewers
8. Organizing Committee
9. Contact

Index By :



- [HOME](#)
- [ABOUT](#)
- [LOG IN](#)
- [ACCOUNT](#)
- [SEARCH](#)
- [ARCHIVE](#)

Home > International Conference on Biopsychosocial Issues: An Inter-multidisciplinary Approach > About the Conference > **Conference Policies**

### Conference Policies

- > [Archive Access Policy](#)
- > [Keynote Speaker](#)
- > [Invite Speaker](#)
- > [Reviewers](#)
- > [Editorial Board](#)
- > [Organizing Committee](#)

### Archive Access Policy

The presentations that make up the current and archived conferences on this site have been made open access and are freely available for viewing, for the benefit of authors and interested readers.

### Keynote Speaker



**Ganjar Pranowo, SH, MIP**  
(Governor of Central Java)



**Dr. Ferdinandus Hindiarto, M.Si**  
(Rector of Soegijapranata Catholic University)

### Invite Speaker



Prof. Dr. Rosnah Ismail (University of Cyberjaya, Malaysia)

Theme: "Emotion Regulation, Coping Strategies and Perceived Stress among Students during COVID-19 Pandemic"

#### OPEN CONFERENCE SYSTEMS

USER

Username

Password

Remember me





Riza Sarasvita, M.Si., MHS, Ph.D (Deputy for the Rehabilitation, National Anti Narcotics Agency)

Theme: "Biopsychosocial Aspects in Recovery and Treatment Process of Drug Addiction : Challenges and Opportunities"



Dr. Janet Boekhout, M.Sc. (Open Universiteit, The Netherlands)

Theme: "Interventions for Loneliness in Older Adults from A Biopsychosocial Perspective"



Dr. Marijtje L.A. Jongsma (Radboud University, The Netherlands)

Theme: "Pain Research from The Perspective of Biopsychosocial Model"



Dr. M. Sih Setija Utami, M.Kes. (Soegijapranata Catholic University, Indonesia)

Theme: "The Role of Psychology in Improving Indonesian Health Literacy: Lessons from the COVID-19 Pandemic"



Susan T. Mostajo, Ph.D., RGC, Rpsy (De La Salle University Dasmariñas, Phillipines)

Theme: "Discovering the Resilience of Working Women from Academic Institutions in The Philippines during The COVID-19 Pandemic Crisis"

---

## Reviewers

1. Kusumasari Kartika Hima Darmayanti, M.Si. (Universitas Islam Negeri Raden Fatah Palembang, Indonesia)



Sinta ID: 6764709

Google Scholar: <https://scholar.google.co.uk/citations?hl=en&user=ca7mdmwAAAAJ>

2. Dr. Susan T. Mostajo (De La Salle University Dasmaringas, Philippines)



Scopus ID: 56499401500

3. Dr. Consuelo O. Peralta (De La Salle University Dasmaringas, Philippines)

Scopus ID: 7221959900

4. Prof. Dr. Rosnah Ismail (University of Cyberjaya, Malaysia)



Sinta ID: 6764709

Scopus ID: 57897997600

Google Scholar: [https://scholar.google.co.uk/citations?user=L\\_trjjwAAAAJ&hl=en&oi=ao](https://scholar.google.co.uk/citations?user=L_trjjwAAAAJ&hl=en&oi=ao)

5. Assoc. Prof. Dr. Chua Bee Seok (Universiti Malaysia Sabah, Malaysia)



Scopus ID: 57191041239

Google Scholar: <https://scholar.google.co.id/citations?user=lqwUwJQAAAAJ&hl=id>

6. Dr. Y. Bagus Wisnanto, MS (Soegijapranata Catholic University, Indonesia)



Scopus ID: 6019017

Google Scholar: <https://scholar.google.co.uk/citations?hl=en&user=EkhcZJoAAAAJ>

7. Dr. Martinus T. Handoko, M.Sc., FIC (Soegijapranata Catholic University, Indonesia)



Scopus ID: 57209432553

Google Scholar: <https://scholar.google.co.uk/citations?hl=en&user=EkhcZJoAAAAJ>

---

## Editorial Board

### Ketua



Bartolomeus Adiwena, M.Si. (Soegijapranata Catholic University, Indonesia)

Sinta ID: 6748995

Google Scholar: <https://scholar.google.co.uk/citations?hl=en&user=NltfZ-EAAAAJ>

### Wakil Ketua



Eugenius Tintus Reinaldi, M.Psi., Psikolog (Soegijapranata Catholic University, Indonesia)

Sinta ID: 6817934

Google Scholar: <https://scholar.google.com/citations?hl=en&user=mhiz9B0AAAAJ>

### Anggota



Maria Bramanwidyantari, MA (Soegijapranata Catholic University, Indonesia)

Sinta ID: 6790269

Google Scholar: <https://scholar.google.co.uk/citations?user=My-FdtkAAAAJ&hl=en&oi=ao>



C.V.R. Abimanyu, M.Psi., Psikolog (Soegijapranata Catholic University, Indonesia)

Google Scholar: <https://scholar.google.co.uk/citations?hl=en&user=JH4APxYAAAAJ>



Daniswara Agusta Wijaya, M.Psi., Psikolog (Soegijapranata Catholic University, Indonesia)

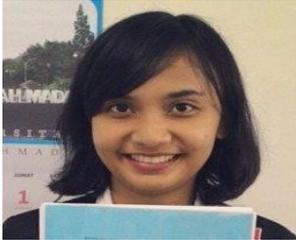
Sinta ID: 6795847

Google Scholar: <https://scholar.google.co.uk/citations?hl=en&user=rssmGKAAAAAJ>

---

## Organizing Committee

1. Monika W. Satyajati, M.Psi., Psikolog (Soegijapranata Catholic University, Indonesia)



Sinta ID: 6596250

Google Scholar: <https://scholar.google.co.uk/citations?user=IAFkCbIAAAA&hl=en&oi=ao>

2. Ellyana Dwi Farisandy, M.Psi., Psikolog (Universitas Pembangunan Jaya, Indonesia)



Sinta ID: 6596250

Google Scholar: <https://scholar.google.co.uk/citations?hl=en&user=MYH8LIUAAAAJ>

3. Amalia Adhandayani, S.Psi., M.Si. (Universitas Esa Unggul Jakarta, Indonesia)



Sinta ID: 6784224

Google Scholar: <https://scholar.google.co.uk/citations?hl=en&user=yJJoP8AAAAAJ>

4. Akhmad Rifandi, S.Psi., M.Psi., Psikolog (Universitas Muhammadiyah Banjarmasin, Indonesia)



Sinta ID: 6784456

Google Scholar: <https://scholar.google.co.uk/citations?hl=en&user=MZ-iPy4AAAAJ>

5. Irdha Zahra, M.Psi, Psikolog (Institut Kesehatan Indonesia, Indonesia)



6. Egi Prawita, S.Psi., M.A. (Universitas Jenderal Achmad Yani, Indonesia)



Sinta ID: 6778781

Google Scholar: <https://scholar.google.co.uk/citations?hl=en&user=YmHcUggAAAAJ>

7. Laila Indra Lestari, S.Psi., M.A. (Fakultas Psikologi Universitas Negeri Malang, Indonesia)



Sinta ID: 6792206

Google Scholar: <https://scholar.google.co.uk/citations?hl=en&user=XjmlVJ4AAAAJ>

8. Dewi Fatmasari Edy, S.Psi., M.A. (Fakultas Psikologi Universitas Negeri Malang, Indonesia)



Sinta ID: 6792190

Google Scholar: <https://scholar.google.co.uk/citations?hl=en&user=8QGspvEAAAAJ>

9. Ni Made Putri Ariyanti, S. Psi., M. Psi., Psikolog (Universitas Hindu Indonesia, Indonesia)



Sinta ID: 6791329

Google Scholar: <https://scholar.google.co.uk/citations?hl=en&user=3EwA3soAAAAJ>

10. Alice Whita Savira, S.Psi., M.Psi., Psikolog (Universitas Sanata Dharma, Indonesia)



Sinta ID: 6753843

Google Scholar: <https://scholar.google.co.uk/citations?hl=en&user=DA96f3QAAAAJ>





1. Information about Conference
2. Register and Submit
3. Author Guidelines
4. Editorial Board
5. Keynote Speakers
6. Invite Speaker
7. Reviewers
8. Organizing Committee
9. Contact

Index By :



- [HOME](#)
- [ABOUT](#)
- [LOG IN](#)
- [ACCOUNT](#)
- [SEARCH](#)
- [ARCHIVE](#)

Home > **International Conference on Biopsychosocial Issues: An Inter-multidisciplinary Approach**

## International Conference on Biopsychosocial Issues: An Inter-multidisciplinary Approach

This event is called "International Conference on Biopsychosocial Issues" and the theme of this International Online Conference is "An Inter-multidisciplinary Approach,"

The aim of this International Online Conference:

1. To find out regulations and policies for an Inter-multidisciplinary Approach.
2. To find out the fulfillment of citizens' rights related to COVID-19 vaccination in each country.
3. To find out the national responsibility and financial system regarding to the COVID-19 vaccination.

### TABLE OF CONTENT

<b>MINDSET AND PASSION IN STUDENT ACHIEVEMENT</b>	1-9
<ul style="list-style-type: none"> <li>• Afy Vania Medianasari</li> <li>• Monika</li> </ul>	
<a href="#">Download PDF</a>	
<b>THE ROLE OF LEARNING AGILITY IN IMPROVING EMPLOYEE PERFORMANCE DURING THE COVID-19 PANDEMIC CRISIS</b>	10-14
<ul style="list-style-type: none"> <li>• Ainun Rosidah Diana Sofyan</li> </ul>	
<a href="#">Download PDF</a>	
<b>A PHENOMENOLOGICAL STUDY OF THE EXPERIENCES OF PARENTIFIED FILIPINO YOUNG ADULTS</b>	15-33
<ul style="list-style-type: none"> <li>• Alea Shane V. Alcantara</li> <li>• Xandria F. Marrero</li> <li>• Jeremae Jill Saquilabon</li> <li>• Jemerson Dominguez</li> </ul>	
<a href="#">Download PDF</a>	
<b>THE ROLE OF DESIRE FOR FAME ON CELEBRITY WORSHIP WITH SELF-ACCEPTANCE AS MODERATOR</b>	34-41
<ul style="list-style-type: none"> <li>• Aprini Elhana</li> <li>• Riana Sahrani</li> </ul>	
<a href="#">Download PDF</a>	
<b>CYBERBULLYING DETERMINANTS ON THE BEHAVIOR OF ADOLESCENTS (REVIEW OF RELATIONSHIP ATTITUDES AND FAMILY FUNCTIONS)</b>	42-50
<ul style="list-style-type: none"> <li>• Clara Bonita Dinar Ristanti</li> <li>• Bagus Wismento</li> <li>• Adinda Maharani</li> </ul>	
<a href="#">Download PDF</a>	
<b>MARITAL STRESS AND MARITAL SATISFACTION: TWO DIFFERENT COGNITIVE EMOTION REGULATION STRATEGIES AS MEDIATORS</b>	50-59
<ul style="list-style-type: none"> <li>• Claudia Novianti</li> <li>• Donny Hendrawan</li> </ul>	
<a href="#">Download PDF</a>	
<b>BODY IMAGE OF EMERGING WOMEN AS SEEN FROM INTENSITY OF INSTAGRAM US</b>	60-66
<ul style="list-style-type: none"> <li>• Mariana D.C. Lerik</li> <li>• Dwi S.R. Lobo</li> <li>• Marty Mawarpury</li> <li>• R. Pacificus Wijaya</li> <li>• R. Marilyn S. Junias</li> </ul>	
<a href="#">Download PDF</a>	
<b>THE ROLE OF FAMILY FUNCTIONS ON THE QUALITY OF FRIENDSHIP IN ADOLESCENTS</b>	67-73
<ul style="list-style-type: none"> <li>• Elma Rahmadini</li> <li>• Fikrie</li> </ul>	

#### OPEN CONFERENCE SYSTEMS

USER

Username

Password

Remember me



[Download PDF](#)**MASK-WEARING ADHERENCE AMONG UNIVERSITY STUDENTS DURING COVID-19 PANDEMIC: THE ROLE OF SELF-EFFICACY AND CUE-TO-ACTION** 74-79

- Gabriella Annira Kristy
- Farrell Lazar
- Damasia Linggarjati Novi Parmitasari

[Download PDF](#)**BIOPSYCHOSOCIAL DETERMINANTS WITHIN PUBLIC MENTAL HEALTH IN TRANSCONTINENTAL MARGINALIZED COMMUNITIES: A LITERATURE REVIEW** 80-88

- Djaya Massa
- Kathleen Rachel

[Download PDF](#)**DESCRIPTIVE STUDY ON THE IMPLEMENTATION OF HEALTH PROMOTION IN THE SCHOOL DURING THE COVID-19 PANDEMIC** 89 -93

- Lucia Hernawati
- Margaretha Sih Setija Utami
- Haryo Goeritno
- Yesika Mayang

[DownloadPDF](#)**DISPARITIES OF SELF-COMPASSION AND JOB SATISFACTION ACROSS DECISION-MAKING STYLES AMONG FILIPINO WORKERS** 94-105

- Marielle R. Potente
- Rochelle Anne U. Caraig
- Kayze Kein B. Panibe
- Jemerson N. Dominguez

[Download PDF](#)**THE ROLE OF SCHOOL BURNOUT ON SLEEP QUALITY WITH SELF-CONTROL AS A MEDIATOR (STUDY ON COLLEGE STUDENTS DURING THE COVID 19 PANDEMIC)** 106-110

- Mutiara Rizki Kinanti Putri
- Monika

[Download PDF](#)**SELF-ESTEEM IN TOTAL BLINDNESS AND LOW VISION INDIVIDUALS: A NARRATIVE LITERATURE REVIEW** 111-122

- Kusmayadi
- Edy Lisdiyono
- Ni Putu Ananda Putri Indrayani
- Aria Saloka Immanuel

[Download PDF](#)**DIMENSION OF FRAUD TRAIANGLE AND ACADEMIC INTEGRITY DURING ONLINE LEARNING ON UNDERGRADUATE STUDENTS** 123-128

- Praharesti ErianY

[Download PDF](#)**PERSONAL GROWTH INITIATIVE PROFILE ON NON-SUICIDAL SELF-INJURY (NSSI)** 129-139

- Putri Saraswati
- Tulus Winarsunu

[Download PDF](#)**THE EFFECT OF Lo-Fi MUSIC ON COLLEGE STUDENTS' CONCENTRATION** 140-143

- Elvina Josephine Kurniawan
- Michael Chandra Halim
- Jeremia Oksa Saputra
- Jessica Aprilia
- Revsa Revtasyah Syahlendra Her

[Download PDF](#)**DECREASING BORDERLINE PERSONALITY DISORDER: RAMAYANA EPIC-BASED COUNSELING DESIGN** 144-150

- Kusmayadi
- Christin Wibhowo

[Download PDF](#)**CORRELATION BETWEEN PERCEIVED SOCIAL SUPPORT AND SELF-ESTEEM OF LATE ADOLESCENT INTIMATE PARTNER VIOLENCE VICTIM** 151-160

- Cristabella Shania
- Naomi Seotikno

[Download PDF](#)**THE INFLUENCE OF INTENSITY OF SOCIAL MEDIA USE ON CONFIDENCE IN ADOLESCENTS IN BANJARMASIN** 161-168

- Gusti Indah Yulianti
- Risna Febriani

[Download PDF](#)

**DECIPTION OF SUBJECTIVE WELL-BEING IN ACTIVE ORGANIZATIONAL STUDENTS WHO EXPERIENCE ZOOM FATIGUE AT A PRIVATE UNIVERSITY IN JAKARTA** 169-178

- Layla Adilla Ramadhani
- Roswiyani Roswiyani

[Download PDF](#)

**THE EFFECT OF SHAME ON THE SELF-DISCLOSURE OF SEXUAL ASSAULT VICTIMS** 179-185

- Ruth Stephanie
- Naomi Soetikno

[Download PDF](#)

**EFFECT OF RESILIENCE ON WORK ENGAGEMENT ON CONTRACT EMPLOYEES AT PT. X** 186-191

- Siti Nurhaliza Winalda
- Lita Ariani

[Download PDF](#)

**EARLY MALADAPTIVE SCHEMA AS PREDICTOR OF NARCISSISTIC TRAITS IN LATE ADOLESCENT** 192-203

- Naomi Maurilla Santoso
- Naomi Soetikno
- Meylisa Permata Sari
- George Lockwood
- John Philip Louis

[Download PDF](#)

**THE INFLUENCE OF ETHNICITY ON LANGUAGE TESTS: A COMPARISON BETWEEN BALINESE AND BANJARESE** 204-212

- Heni Gerda Pesau
- Aria Saloka Immanuel
- Augustina Sulastri
- Ni Made Swasti Wulanyani
- Gilles van Luitelaar

[Download PDF](#)

**A PHENOMENOLOGICAL STUDY ON POST COVID-19 ANXIETY AMONG COVID-19 SURVIVORS IN CALABARZON** 213-231

- Celine C. Ugay
- Chelsea Nicole B. Coventry
- Jojemar Y. Dayunot
- Jemerson N. Dominguez

[Download PDF](#)

**POST-TRAUMATIC GROWTH DYNAMICS FOR NATURAL DISASTER SURVIVORS IN PALU, CENTRAL SULAWESI** 232-244

- Andi Aisyah Alqumairah
- Grestin Sandy
- Mayenrisari Arifin

[Download PDF](#)

**LONLINESS IN THE ELDERLY DURING THE COVID-19 PANDEMIC IN TERMS OF GENDER** 245-252

- Syarifah Maulidya
- Risna Febriani

[Download PDF](#)

**AGE EFFECT ON VERBAL AUDITORY AND VISUAL MEMORY PERFORMANCE IN INDONESIA ELDERLY** 253-258

- C.V.R. Abimanyu
- Shinta E. Wahyuningrum,
- Haryo Goeritno
- Gilles van Luitelaar

[Download PDF](#)

**PARENTAL MEDIATION FOR EARLY CHILDHOOD IN DISTANCE LEARNING DURING THE COVID-19 PANDEMIC** 259-263

- Gabriela Gladysca
- Debri Pristinella

[Download PDF](#)

**INDONESIA NEUROPSYCHOLOGICAL TEST BATTERY: NORMATIVE SCORE, RELIABILITY, AGE AND EDUCATION EFFECTS** 264-273

- Shinta Estri Wahyuningrum
- Marc P.H. HendriksV
- Gilles van Luitelaar
- Augustina Sulastri

[Download PDF](#)

**FACTORS CONTRIBUTING TO THE ENHANCED LEARNING AGILITY AMONG YOUNG EMPLOYEES: A LITERATURE REVIEW** 274-282

- Maria Alin Deivyline
- Augustina Sulastri

[Download PDF](#)

**EXPLORING FACTORS CONTRIBUTING TO PERCEIVED STRESS  
AMONG PARENTS HAVING CHILDREN WITH DISABILITY: A  
LITERATURE STUDY** 283-  
290

- Chandrika Tamaratunga
- Augustina Sulastri

[Download PDF](#)

## **Current Conferences**

No conferences are currently active. Please check the archives for past scheduled conferences.