

The Relationship between *Self-efficacy* and Student Anxiety in Facing Final Projects during the Covid-19 Pandemic

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Abstract: The Covid-19 pandemic has had a wide impact on the community, including one of which is the learning process of students at the Health Polytechnic of the Ministry of Health, Tasikmalaya. The process of preparing the final project is one of the courses in the Nursing D III Study Program that can cause anxiety in students, especially coupled with pandemic conditions like today. Anxiety can have a negative influence on various aspects of life, one of which is the academic aspect. Every individual has a way of dealing with the anxiety they experience, including the anxiety experienced by students about the final project completion process. The purpose of this study was to determine the relationship between self-efficacy and student anxiety in completing final assignments. This study is a correlation study to determine the relationship between self-efficacy and student anxiety in completing final assignments. The research sample was 102 Level III students of the Tasikmalaya Nursing Study Program, Nursing Department of Poltekkes Kemenkes Tasikmalaya. This study uses measuring instruments in the form of a self-efficacy scale and an anxiety scale that the researcher compiled in the form of a Likert scale based on aspects of self-efficacy and anxiety components. Research analysis using the T-test. The results showed that most of the respondents had a level of self-efficacy high (75.5%). The average score of respondents' anxiety was 58.02 in the category of mild anxiety level. There is a difference in the average score of anxiety among respondents with a level of self-efficacy low and self-efficacy high (p-value 0.0005).

Keywords: self-efficacy, anxiety, pandemic covid

INTRODUCTION

Diploma III (D III) Nursing Education is education that aims to produce nursing personnel who have professional knowledge, skills, and attitudes. D III Indonesian Nursing graduates according to the 2014 Indonesian Nursing Education Curriculum D III have the authority as a nurse implementing nursing care for individuals, families, and special groups in clinical and community settings that can meet basic human needs which include bio, psycho, socio aspects, cultural, and spiritual in a healthy, sick, and emergency condition based on

nursing science and technology by upholding the code of ethics of nurses. This goal can be achieved by referring to the Indonesian National Qualifications Framework (KKNI).

Based on the KKNI Descriptor, and following the D III Nursing Curriculum in Indonesia, the course of Scientific Writing (KTI) in the form of a Final Project : a case report is a compulsory course structure that must be followed by final semester students. It is hoped that the competence of D III Nursing graduates can be demonstrated through the completion of the final project as a cumulative scientific, creative, integrative thinking process, following nursing disciplines arranged to meet the requirements of study unanimity in the D III Nursing program, in the form of Scientific Writing or Final Project. In the scope of Medical-Surgical Nursing (KMB), Maternity Nursing, Child Nursing, Mental Nursing, and Family Nursing, as requirements for completing studies.

The final project is the end of a series of student learning activities in an educational institution. For students of the D III Nursing Study Program at the Health Polytechnic of the Ministry of Health, Tasikmalaya, the final task is in the form of a case study. This is an application of the agreement duration Institution Association of the vocational Indonesian(AIPVIKI) regarding the form of final assignments for Nursing Diploma III students in Indonesia. Besides, it is also stated in the updated D III Nursing Curriculum 2018. The series of processes begins with the preparation of a Scientific Writing (KTI) proposal or a Final Project proposal. The preparation of this proposal is carried out within one week, and through guidance activities to the main supervisor and assistant supervisor who has been determined by the educational institution. After the proposal is approved, students will face a proposal trial exam. After the proposal trial exam, students make revisions based on input from the examiners during the proposal session. Furthermore, students will collect data on managed cases at hospitals or health centers that have been determined as practice fields. The clinical practice period for final project data collection is 3 weeks, together with the Internship Nursing practice. At the same time as taking case management data, students carry out guidance for the final case study report. After the draft of the final report is approved by the supervisor, the student has the right to propose a final trial.

Nursing Study Program have completed the Final Project proposal trial examination in the period 10-14 February 2020 for the Tasikmalaya region and 02 to 06 March 2020 for the Cirebon region. Furthermore, students make revisions from the results of the Final Project proposal session. The clinical practice preparation activity for data collection in the practical field has been carried out by a meeting *Clinical Instructure* to equalize the perception of the final project clinical practice process. The implementation of clinical practice activities in hospitals and health centers is scheduled for March 16 to April 4, 2020, for the Cirebon Nursing D III Study Program while for the Tasikmalaya Nursing D III Study Program from March 30 to April 11, 2020. However, these activities cannot be carried out due to developments in the case of the covid-19 pandemic.

The government has issued policies to overcome the problem of the Covid-19 pandemic, including policies of *social distancing*. Everyone is encouraged to stay at home unless there is a very important need. Workers, including lecturers, also carry out *Work From*

Home, carry out their duties from home using the program *e-learning*. Likewise, students follow the policy of studying at home so that the lecture process uses an online system. The policies adopted for the sustainability of the teaching and learning process (PBM) in the form of theoretical lectures can use the *vilep* application, *google classroom*, *zoom meeting*, *google meet*, and several other applications.

The conditions of the Covid-19 pandemic have affected the learning system provided to students, especially students who will carry out clinical practice activities. Several hospitals have warned not to accept practical students during the pandemic. This was done to reduce the spread of the covid-19 virus. Educational institutions also coordinate both externally and internally. The external coordination meeting was held on 20 March 2020 which was attended by the heads of the nursing department of all Poltekkes Kemenkes in Indonesia. The results of this decision were stated in a circular from the Nursing Department obtained through an internal coordination meeting at the Nursing Department level at the Health Polytechnic of the Ministry of Health of Tasikmalaya on March 31, 2020. The nursing department has issued a circular regarding the preparation of a new academic calendar and various guidelines for the Teaching and Learning Process during the Covid-19 pandemic. . In connection with the implementation of KTI courses, the preparation of students' final reports uses case reports managed in the PBB of the subjects according to the field of specialization. Students who have a case following the title Final proposal can proceed with the preparation of Chapter IV (review cases and discussion) and Chapter V, while students who do not have the appropriate case then replace Chapter I, II, and III as well as preparing Chapter IV and V.

Of course, it is not easy for students to deal with changes that occur suddenly. Students are allowed to compile reports on the results of similar nursing care that have been managed during previous clinical practice. Situations like this cause various reactions from students. When online guidance was implemented through the application *Google Classroom*, not all students and lecturers were familiar with the application, so they were confused to consult. Students also complained about the limited access to libraries on campus, including problems with quotas during online learning or tutoring. The final assignment trial *online* also creates confusion for students.

The various changes that have occurred as a result of the covid-19 pandemic conditions can cause anxiety in students. Anxiety is one of the greatest fears experienced by students. Anxiety can have a negative influence on various aspects of life, one of which is the academic aspect. Each individual has a way of dealing with the anxiety they experience, including the anxiety experienced by students about changes in the form of learning in Final Project subjects. When individuals feel anxious or are faced with stressful situations, they will experience physical and psychological symptoms (1). Individuals who feel anxious both physically and psychologically will have a disturbance of anticipation or hope in the future. This situation is characterized by worry, anxiety, and a feeling that something unpleasant will happen and the individual becomes unable to find a solution to the problem (2).

The handling of anxiety between one student and another can be different depending on the student's assessment of his or her ability or *self-efficacy* (4). *Self-efficacy* can affect how individuals react to stressful situations. Students need self-belief. This belief leads to the choice of action, exertion, and individual perseverance. Beliefs that are based on the limits of perceived ability will demand to behave steadily and effectively. The high level of *self-efficacy* that a person has will motivate the individual cognitively to act more defensively, especially if the goals to be achieved are clear goals. Individuals with *self-efficacy* high feel capable and confident of success in overcoming obstacles and perceive threats as a challenge that must be faced (Feist & Feist, 2002). Based on the above background, researchers are interested in conducting a research entitled the relationship between *self-efficacy* and student anxiety in completing final projects during the Covid-19 pandemic. This study aims to determine the relationship between *self-efficacy* and student anxiety in completing final assignments during the Covid-19 pandemic.

METHODOLOGY

The research uses correlational quantitative methods that aim to see the relationship between one variable and another. The population in the study were level III students of the D III Nursing Study Program at the Health Polytechnic of the Ministry of Health of Tasikmalaya in the 2019/2020 academic year. There are 76 active students in the fourth semester in the D III Nursing Study Program in Tasikmalaya while in the D III Nursing Study Program in Cirebon there are 79 people. The number of samples that fit the criteria and were involved in this study were 102 people.

The method of data collection is the scale method, namely the *self-efficacy* scale and the HARS scale for anxiety. The scale was *self-efficacy* designed/modified by the research team based on the aspects of *self-efficacy* suggested by Bandura (4), namely *level (magnitude), strength, and generality*. The anxiety scale uses the standardized HARS scale. Analysis of research data using correlation *the T-test*. The calculation method was assisted by using the *SPSS 18.0 for the windows program*.

This study only involved respondents who wanted to be involved consciously and without coercion. Before the research was carried out, the researcher explained the objectives, benefits, and procedures of the study to the respondents. Furthermore, the researcher asked the respondent's consent to be involved in the research. After the respondent agrees, the respondent is asked to sign a letter of approval to become the respondent. The researcher applied ethical principles in conducting this research and has received a letter of ethical review from the Health Research Ethics Commission (KEPK) STIKES Jenderal Ahmad Yani Cimahi Bandung No. 004/KEPK/X/2020. Data processing is done by *editing, coding, data entry, and cleaning*. Data that has been processed will then be analyzed.

The analysis used in this research is univariate analysis to describe each variable namely gender, level of self-efficacy, and anxiety score of respondents. To determine the relationship between the two variables (dependent and independent variables), a bivariate analysis was performed. The bivariate analysis used in this study is the dependent (*t-test paired t-test*) to test differences in anxiety level scores based on the level of self-efficacy.

RESULTS AND DISCUSSION**Result**

This research activity was attended by 102 respondents from the Tasikmalaya Diploma III Nursing Study Program and the Diploma Study Program. III Nursing Cirebon – Poltekkes Kemenkes Tasikmalaya. The research respondents were students of the program regular who were active students of level III semester VI and students of the Recognition Program for Past Learning (RPL) semester II of the Academic Year 2020/2021. All respondents have experienced the online learning process and are carrying out the process of preparing their final project during the Covid-19 pandemic and adapting to new habits (IMR). The process of collecting research data follows the rules and policies during the Covid-19 pandemic so it is carried out online (socialization of research activities through *zoom meetings*) and filling out research instruments *online* using a *google form* which is distributed via the link *bit.ly*. This is following the provisions imposed during the Covid-19 pandemic to prevent the transmission of Covid-19.

Table 1 Distribution of Respondents by Gender at Level III Nursing Department, Health Polytechnic of the Ministry of Health, Tasikmalaya

Variable Gender	Frequency (f)	Percentage (%)
Male	30	29.4
Female	72	70.6
Total	102	100

Based on table 1 above most of the respondents involved in this study were female (70.6%).

Table 2 Distribution of Respondents Based on Level of *Self-efficacy* at Level III Nursing Department, Health Polytechnic of the Ministry of Health of Tasikmalaya

level <i>Self-efficacy</i>	Frequency (f)	Percentage (%)
Low	25	24.5
High	77	75.5
Total	102	100

Based on the data in table 2 it is known that the majority of research respondents have a level of *self-efficacy* high, reaching 75.5%.

Table 3 Distribution of Respondents based on Anxiety Score at Level III Nursing Department, Health Polytechnic Ministry of Health, Tasikmalaya

Variable	Mean	SD	Min - Max	95% CI
Anxiety Score	58.02	51.06	5 - 225	47.99 - 68.05

Based on table 3 above, it can be seen that the average score of respondents' anxiety is 58.02.

The results of the bivariate analysis in this study examining the relationship between *self-efficacy* and student anxiety in completing final projects during the Covid-19 pandemic can be presented in table 4 below:

Table 4 Distribution of Average Anxiety Score based on Level of *Self Efficacy* at Level III Nursing Department, Ministry of Health Polytechnic Tasikmalaya

Group	Mean	SD	SE	p-Value
Low	131.08	45.494	9,099	0.0005
High	34.23	22,133	2,522	

Based on the data in table 4 above, it can be concluded that there is a difference in the average score of anxiety among respondents with low levels of *self-efficacy* and *self-efficacy* high (p -value 0.0005).

Discussion

a. Description of levels *Self-efficacy* Student Completing Final Projects during the Covid-19 Pandemic

Self-efficacy in this study is grouped into 2 (two) categories, namely high and low. The results showed that the level of *self-efficacy* that was owned by most of the respondents was in the high category (75.5%). This provides information that most of the Diploma III Nursing Study Program students, Department of Nursing at the Health Polytechnic of the Ministry of Health of Tasikmalaya have high *self-efficacy* while completing their final assignments during the Covid-19 pandemic.

Students feel a significant change from the clinical practice learning system where case data collection and case management should be carried out directly in the practice field to management/analysis of cases that have previously been used in clinical practice activities in the subject area according to the field of specialization. Students make efforts to adapt to complete the preparation of final assignments even in an online learning atmosphere during the Covid-19 pandemic. Students who have a good level of persistence can still carry out the preparation of final assignments and undergo the guidance process with two lecturers who are appointed as the supervisor of the final project. Students do not easily give up or avoid assignments or make revisions according to the directions given by their supervisor.

Respondents with *self-efficacy* high believe that they can do something to achieve success, can complete the preparation of final assignments well, even in online learning during the Covid-19 pandemic. Conversely, respondents who have *self-efficacy* low-end to have the perception that they are unable to complete the preparation of the final project, so they feel pessimistic about their success during the process and evaluation of online learning during the Covid-19 pandemic.

A small proportion of respondents (24.5%) have a level of *self-efficacy* low which means that there are still some respondents who lack self-confidence. This can be caused by differences in the respondent's ability to receive and improve input from the supervisor for the improvement of the final draft, the respondent's ability to learn independently to deepen the case being studied/managed as a final project. The results of the preliminary study, it was found that some students felt constrained by the process of drafting their final assignments that were carried out online, such as the guidance process which was felt to be less than optimal because the *feedback* given by the supervisor was not clear. Students assess the information and discussion of the results of the consultation will be clearer with the direct guidance process. Another limitation is also when students (especially students from the RPL Program) are unable to operate science and technology-based applications that are used as a medium for online guidance/consultation processes and the implementation of proposal trial and final scientific writing (KTI) trial activities.

Students who have *self-efficacy* low do not dare to share their opinions in public, even they often do not believe in their ability to do a job or activity. Feelings of pessimism have a very negative impact on the development of one's intelligence. Someone who has *self-efficacy* low can also be said to have low emotional intelligence. Even a lack of self-confidence can have an impact on students' bad behavior, such as cheating Rahayu, F., 2019 (5). For someone who has *self-efficacy* low, they must try to change their mindset and try to be better. Self-introspection by recognizing weaknesses and strengths. Failure can also be caused by someone lacking or not recognizing their strengths and weaknesses so that the person lacks self-confidence

Self-efficacy is an important thing that everyone, including students and educators, needs to have. students, if not accompanied by high *self-efficacy*, students will never be able to achieve optimal learning outcomes The role of educators in an educational institution is very important in increasing students' self-confidence. Every educator should have a high work commitment, covering I commitment to education providers, commitment to students, commitment to teaching, and commitment to the profession as an educator. This is in line with the results of research by Baloran, ET & Hernan J, T. (6) involving 1340 public school teachers in the Davao region of the Philippines, that the crisis *self-efficacy* significantly affected the work commitment of educators during the pandemic period.

Educators can take advantage of the Covid-19 pandemic to build *self-efficacy* in teaching (Heather, RH, 2020). Bandura (1994) asserts that belief in *self-efficacy* (self-efficacy beliefs) came from four sources, namely *mastery experiences*, *vicarious experiences*, *verbal persuasion*, *physiological* and *affective* states). An educator with belief *self-efficacy* a high plays an important role for students and belief *self-efficacy* a high is proven to benefit learning (Bandura, 1994). In other words, If the educator already has high *self-efficacy*, it is hoped that educators will be able to create a conducive learning environment to encourage students to use their abilities optimally. Thus, students will also have high *self-efficacy*.

The category level of *self-efficacy* in this study can be divided into two (2) categories, namely *self-efficacy* and *self-efficacy* is low. In contrast to Sunarti's research, I. (7) uses 3 (three) categories of *self-efficacy*, namely high, medium and low. Sunarti's research results are in line with the findings in this study, namely that most of the research respondents have *self-efficacy* high(77%) (7). Different categories are found in the research of Manullang, DT

(8), *self-efficacy* is grouped into 4 (four) categories, namely very good, good, quite good, and not good. The results of the Manullang study showed that most respondents had an average of 2.84, which means that *self-efficacy* was good. The results of research by Fitriana, S., Ihsan, H. & Annas, S. (9) distinguish the level of *self-efficacy* into 5 (five) categories, namely very high, high, medium, low, and very low. The results of this research by Fitriana, S, et al. (9) Show that the majority of respondents have high *self-efficacy* (75,585). The results of Monika & Adman's research (10) show that the level of *self-efficacy* that is owned by most of the private vocational high school students in West Regency is in the medium category.

The results of the research by Sunaryo, Y. (11) explained that the average overall score of the scale *self-efficacy* was 3.07, which can be interpreted by the research respondents as being in a positive category. Based on the dimensions of *self-efficacy*, it is obtained that the average score of the dimension *magnitude* reaches 3.1 which means positive, the dimension has *generality* an average score of 2.9 which means negative and the dimension has *strength* an average score of 3.2 which means positive. The dimension of *magnitude* relates to the difficulty level of the task faced by students. The dimension *generality* describes the feeling of ability shown by learners in different task contexts. The dimension of *strength* is the strength of students' beliefs regarding their abilities.

Research Sunaryo, Y. (11) uses the classification of *self-efficacy* in 7 (seven) categories. The level of *self-efficacy* is obtained from the calculation of the average score conversion. Based on the conversion results from the overall average score of 3.07, it is included in the category *self-efficacy* at the medium level. This means that students at MTsN 2 Ciamis have a level of *self-efficacy* moderate towards learning Mathematics. The conversion results from the mean score of the three dimensions are: the dimension *magnitude* becomes 62 (moderate level), the dimension *generality* becomes 58 (moderate level) and the dimension *strength* becomes 64 (moderate level).

The results of research by Amir, H. (12) on 140 students of Chemical Education FKIP Bengkulu University showed that *self-efficacy* students had a significant and linear effect on achievement motivation. The better and higher the level of *self-efficacy* student will be followed by an increase in student achievement motivation. Likewise, on the contrary, the lower the level of *self-efficacy* student, the lower (lower) the student's motivation to achieve.

The results of research by Al-Qahtani, AM, et.al. (13) involving 761 students of Najran University Saudi Arabia showed that the majority of respondents (45.9%) had *self-efficacy* moderate, and 22.9% of them had *self-efficacy* low to deal with the Covid-19 pandemic. Furthermore, there is a statistically significant relationship ($p < 0.05$) between *self-efficacy* respondents related to the Covid-19 pandemic and their gender, college, marital status, and family income. On the other hand, there is no relationship between *self-efficacy* respondents with age, place of residence, and history of chronic disease.

A person who has *self-efficacy* high can regulate their emotions and manage their time when experiencing stress. *Self-efficacy* is a mental component that is vital to health in times of crisis. *Self-efficacy* results in better self-confidence to control the pandemic and leads to a more optimistic outlook. This also applies to final year students, even though there are limitations to the implementation of clinical practice and data collection for final assignments during the Covid-19 pandemic, students still have to continue the educational process, namely the preparation of final assignments. This policy was adopted because the

implementation of student final project activities cannot be postponed considering that the study/learning period is in the final semester and regular students must also take the national competency test, one of the requirements as a participant in the national competency test is student graduation, as evidenced by graduation.

b. Description of Anxiety Levels in Completing Final Projects during the Covid-19 Pandemic The

Calculation of the results of measuring the level of anxiety in this study uses a scoring system, namely the average score of anxiety scores experienced by respondents. Furthermore, based on this score, the respondents' anxiety levels can be grouped into (four) categories, namely the low level of anxiety (0-86), moderate anxiety (87-172), severe anxiety (173-258), and panic (258-344). This grouping uses the benchmark for the maximum score (344). The results showed that the mean score of respondents' anxiety was 58.02. Interpretation of these data, the average research respondent has a mild level of anxiety. The respondents' anxiety score in this study is at least 5 and the maximum score of the respondents is 225. From the maximum score, it shows that there are respondents who experience severe levels of anxiety. Anxiety is defined as "*a painful or apprehensive uneasiness of mind usually over an impending or anticipated ill*". Students experiencing academic anxiety feel worried about academic assignments. Students can feel anxiety related to each academic task. Some may just feel anxiety related to taking tests or other specific tasks. Anxiety is not always negative. Some students can be motivated by anxiety (14).

The period of the Covid-19 pandemic which has lasted almost a year has resulted in a long-term isolation situation. This has made students (students) face various difficulties in learning *online*. The corona virus outbreak has caused so many deaths that it is considered a serious infectious disease. Many people are worried about contracting Covid-19, including students who feel stress / fear of contracting . In particular, covid-19 threatens student health and causes anxiety and depression, which can affect the learning of isolated students at home. Negative emotional states such as anxiety can influence the effects of memory and students' academic progress in-home learning. The involvement and interaction between teachers and students during learning *online* is very important for students to build an understanding of new knowledge However, distance learning leads to fewer interaction effects and less than optimal learning outcomes during epidemics. All of these problems can be addressed and improved to accelerate student engagement (15).

Research by Changwon Son, et.al.(16) In 2020, involving 195 students at universities in the United States showed that the majority of respondents (71%) experienced increased stress and anxiety due to the Covid-19 pandemic. Identified several causes of stress that contribute to increased stress, anxiety, and depression of the mind are the negative impacts of the pandemic in the form of fears and worries about the health of themselves and their loved ones (91%), difficulty in concentration (89%), disturbed sleep patterns (86%), decreased social interaction (86%), and increased attention to academic performance (82%). To deal with stress and anxiety, participants have sought support from others and helped themselves by adopting negative or positive coping mechanisms. The long-lasting pandemic situation and the policies *lockdown* and *stay at home* have harmed the mental health of students.

In line with the results of this study, the results of research by Sheela Sundarassen, et al. (17) show the impact of the COVID-19 pandemic and status *lockdown* on student anxiety levels. In Malaysia during the height of the crisis. Of the 983 respondents, the majority of respondents (20.4%) had low levels of anxiety, 6.6% were categorized as moderate anxiety, and 2.8% experienced high anxiety levels. Based on the results of the search for the characteristics of respondents related to the factors that influence anxiety, they were female gender (OR = 21.456, 95% CI = 1.061, 1.998, $p = 0.020$), age under 18 years (OR = 4.147, 95% CI = 1.331, 12.918, $p = 0.014$), ages 19 to 25 (OR = 3.398, 95% CI = 1.431, 8.066, $p = 0.006$), pre-university education level (OR = 2.882, 95% CI = 1.212, 6.854, $p = 0.017$), management studies (OR = 2.278, 95% CI = 1.526, 3.399, $p < 0.001$), and living alone (OR = 2.208, 95% CI = 1.127, 4.325, $p = 0.021$) were significantly associated with higher anxiety levels. The main causes of stress that respondents experienced, included financial constraints, online remote teaching, and uncertainty about the future regarding academic performance and future career prospects.

The results of the research Islam, A. et al. (18) research involving 476 students, described the prevalence of depression and anxiety among Bangladeshi students during the Covid-19 pandemic. About 15% of the students reported having moderately severe depression, and 18.1% had high levels of anxiety. Binary logistic regression analysis showed that older respondents had greater depression (OR = 2.886, 95% CI = 0.961–8.669). Respondents who paid tuition fees during the pre-pandemic period experienced depression (OR = 1.199, 95% CI = 0.736–1.952).

The findings from the results of research by Uswatun Hasanah, Nuri Luthfiatil Fitri, Supardi & Livana PH (19) which involved 147 Akper Dharma Wacana students in 2020, showed that 21.1% of students had mild depression, 17% of students had moderate depression and 3.4% had depression. weight. The incidence of depression among college students is very common. Students are a special group who are in a transition period from adolescence to adulthood which can create stress in a person's life. Students trying to fit in, make plans for the future, and being away from home often cause anxiety and results in depression for students. Besides, during the Covid-19 pandemic, students felt bored (bored) at home, did not understand lecture material optimally, we're confused about online learning methods, and felt that their abilities and grades had decreased drastically.

c. Relationship between *Self Efficacy* and Anxiety in Completing Final Projects. The

Results of this study prove that there are differences in the average score of anxiety among respondents with low levels of *self-efficacy* and *self-efficacy* high (p -value 0.0005). Respondents who have *self-efficacy* high show lower anxiety scores in completing final assignments during the Covid-19 pandemic. Conversely, respondents who have *self-efficacy* low will show a higher anxiety score in completing final assignments during the Covid-19 pandemic.

All countries in the world are affected by the Covid-19 pandemic, in this case in the field of education. Similar to the conditions in Indonesia, the University of Spain also not only tries to adapt to the changes caused by the Covid-19 pandemic but also has to face a new methodological model, namely *e-learning learning* (20). This situation can lead to increased stress due to the uncertainty of changes that occur during a pandemic. Research by Alemany-

Arrebola et al (20) involving 427 students at the University of Granada (Spain) aims to analyze the relationship between *self-efficacy* perceived in the pandemic period and the level of anxiety (*Trait Anxiety/ TA*) and anxiety status (*State Anxiety/ SA*) during Covid. -19. The results showed that there was an inversely proportional relationship between anxiety and *self-efficacy*; males showed the perceived *self-efficacy* highest, while females had higher anxiety scores (TA and SA). Students who showed higher levels of anxiety (TA and SA) expressed more negative emotions and also perceived themselves with *self-efficacy* lower academic.

In contrast to this study, the research-Arrebola Alemany et al (20), *self-efficacy* academics were classified into three groups: *self-efficacy*, low academic *self-efficacy*, and were *self-efficacy* high. The data showed that 99 respondents (23.2%) had a level of *self-efficacy* low, of whom 42 (42.4%) showed very high levels of anxiety status (SA) and anxiety (TA). Of these 42 people, 39 women and 3 men showed a high level of anxiety status. Additional data from this study shows that the anxiety experienced by students has increased with one case of a student suffering from Covid-19, and 19 relatives (family) of the respondents who have contracted Covid-19 and five of them have died from Covid-19. Respondents who lost relatives due to covid-19 received *self-efficacy* lower academic scores. The results of inferential analysis based on the gender variable showed a significant difference. Women showed a lower level of *self-efficacy* than men (mean for men = 14.73 while the mean for women = 12.91; $t = 3.295$; $p < 0.005$; $dCOHEN = 0.717$; r size effect = 0.337).

Self-efficacy can make a difference to the way people act, as a follow-up to feelings and thoughts. *self-efficacy* Lowis associated with low job performance results, low self-esteem, and negative thoughts about one's personal development and achievements. *High self-efficacy* leads to a strong sense of competence, this helps cognitive processing and performance in various areas including academic achievement. Other research results, from Sunawan et.al. (21) on 487 students of the Department of Counseling, FIP, State University of Semarang, showed that *self-efficacy* affects academic emotions (in the form of fun, anger, boredom directly, and anxiety indirectly). *Self-efficacy* has an impact on students' academic emotions during the learning process. Students who have a level of *self-efficacy* heightened to be able to enjoy learning so that their academic emotional state is a pleasure. In this situation, students will assess themselves as being able to learn the subject matter provided by educators well. On the other hand, students who have *self-efficacy* moderate/low-end not to enjoy learning, in other words, feel bored or angry.

Cassie Dobson's (14) study describes the relationship between student anxiety, student achievement, self-concept, and *self-efficacy*. Anxiety can harm all students. Students who experience anxiety tend to have lower levels of academic achievement, *self-efficacy*, and self-concept. Reducing the level of anxiety requires the efforts of both students, teachers, and parents. Attention, metacognition, coping (self-defense mechanisms), teacher involvement can be used as strategies for reducing anxiety levels. Problem-based learning is a teaching method that has been proven to increase students' positive metacognition (14).

CONCLUSION

Conclusion of this study is that most respondents have a level of *self-efficacy* high(75.5%) with an average score of 58.02 respondents' anxiety, including the category of

mild anxiety level. There is a difference in the average score of anxiety among respondents with a level of *self-efficacy* low and *self-efficacy* high (p -value 0.0005). Researchers recommend a student's ability to optimize and develop the values (character) that support to increase *self-efficacy* student

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