

The Psychological Condition of Student in the Covid-19 Pandemic Era

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ABSTRACT

The Covid-19 pandemic is sweeping the world. Change cannot be avoided, including in the world of education. Changes from various systems make researchers intend to determine the psychological resilience of students during a pandemic. There is a change that occurs suddenly whether it will affect the psychological condition of students. This research uses descriptive survey method. This study uses the (Depression-Anxiety-Stress Scale) DASS-42 instrument to measure levels of depression, anxiety, and stress. Based on the results of the DASS-42 analysis, students had very severe impairment of 6.67 percent, severe 11.33 percent, moderate 25.67 percent, mild 15 percent, and normal 41 percent. Stress data experienced by students are as follows; very severe as much as 0.33 percent, severe 3 percent, moderate 7 percent, mild 15 percent, and normal 74.67 percent. On the other hand, the students' depression level was not that different from the stress level, namely: normal level depression was 76 percent, mild 10 percent, moderate 8.33 percent, severe 4 percent, and very severe 1.33 percent. So it can be concluded that students experience higher anxiety than stress and depression. The level of depression in students was higher than the level of stress experienced by students. These data indicate the need for an appropriate approach to dealing with students' psychological conditions.

Keywords: *The Psychological Condition, DASS-42*

1. INTRODUCTION

Covid-19 is an outbreak that can cause infectious diseases. Covid-19 which infects the human respiratory tract caused by a virus. The Covid-19 outbreak has hit the world. Indonesia has been one of the countries affected by the Covid-19 outbreak since March 2, 2020. The Covid-19 pandemic has had a visible impact in various fields including economy, social, tourism and education.

In the economic field, there have been so many changes, starting from the number of unemployment figures in the community. Decreased purchasing power of society which weakens the economy. The impact of the covid pandemic on the economy is as follows: mass layoffs and closures had already occurred, the risk of closure was negatively associated with the expected length of the crisis, many small businesses are financially fragile, the majority of businesses planned to seek funding through the Coronavirus Aid, Relief, and

Economic Security (CARES) Act In the social field, humans have divided their space for socializing [1].

Some communities minimize activities with other individuals directly. There are even those who behave negatively by hoarding their needs for themselves. Self-isolation carried out as a preventive measure against COVID-19 infection is also a psychological motivating factor for some of us to end up hoarding [2].

In addition to the economic and social sectors, this pandemic has also greatly influenced the tourism sector. With international travel bans affecting over 90% of the world population and wide-spread restrictions on public gatherings and community mobility, tourism largely ceased in March 2020 [3]. During the Covid-19 pandemic, it destroyed various economic sectors, especially the tourism sector. Hotels in tourist areas such as Bali, Jakarta and Yogyakarta Surabaya were closed [4]. The number of tourist spots that are closed will

certainly limit human activities for fun or just relieving stress.

Drastic changes have also occurred in the field of education. With the various limitations that exist, the education system has to do it online. Mass social restrictions, resulting in students not being allowed to enter school. Students are prohibited from doing activities at school. More than 20 developing countries implement distance learning systems [5]. Various existing limitations are exploited for distance learning. Various applications are used to support the online learning process.

Some areas that have difficulty with internet access usually use asynchronous learning. But it is not uncommon to also use a synchronous system. Quite a drastic change, of course, affects the life patterns of teachers and students. Online learning in the pandemic era has both advantages and disadvantages. The advantage that students feel with online learning is that they can listen at home, they are not limited by that place, they can listen anytime anywhere, and they are not limited by time or space, the use of free time [6]. While the shortcomings of online learning are network instability, teacher voices and teaching materials are not synchronous, they cannot take classes when wifi or network is not connected, and concentration is reduced [6].

The various changes that occur during a pandemic are an attraction for research. How is the influence of Covid in the field, especially in the field of education. China's internationalized higher education during Covid-19: collective student autoethnography [7]. The research describes in general how students feel, the effects, benefits, and challenges, and risk management strategies of online learning. Other research focuses on how distance learning is going to be in the middle of a pandemic. [8], [9]. This research was conducted by focusing more on the psychological condition of students during the pandemic. The instrument used was DASS-42. This is to measure the level of depression, anxiety and stress experienced by high school students.

Senior high school students are included in adolescence. Initially the emergence of Covid-19 and the large-scale restrictions that some teenagers may think is their chance to take a vacation. As time goes by, the impact of the pandemic has an impact on the mental state of adolescents. Reporting from NYU Langone Health, most teenagers look gloomy, sad, or disappointed when undergoing home quarantine during the COVID-19 pandemic [10].

These teens may miss moments they are waiting for, such as watching a school art performance or simply meeting up with friends. In fact, not a few of them feel anxious and wonder when this pandemic will end and everything will return to normal. Although some teens fill

their gaps and worries by playing on their cell phones or on social media, this is not enough [10].

The sadness and disappointment experienced by teenagers during this pandemic is normal and normal [11]. Social media and games on their cell phones cannot replace social interactions at school from chatting in class, laughing at something funny during class, to hearing all the conversations that are going on around them. Meanwhile, the impact of the pandemic on the mental health of adolescents, including underprivileged families and belonging to an ethnic minority, is quite large. They may lack the resources to continue their studies from home, such as internet access. In addition, youth in this group may have to think about the fate of their families as this pandemic has deprived them of their source of income. Therefore, parents and the surrounding community need to pay special attention to this issue.

Inequality of access to supporting facilities for online and offline learning experienced by children who have entered school age. As many as 68 percent of children have access to supporting facilities during the learning period, but there are also 32 percent of children who do not even get learning programs of any kind. The impact is that children must have their own learning system and the impact is that 37 percent of children cannot manage their learning time, then 30 percent of children have difficulty understanding lessons, even 21 percent of children do not understand teacher instructions [12].

A pandemic situation certainly cannot be underestimated by its effect on adolescents. This study aims to identify the psychological condition of adolescents through DASS-42. The data obtained from this research will be used to determine the appropriate counseling and guidance service program. The hope is that there will be appropriate assistance by school counselors. Students are able to deal with their problems in the face of an uncertain pandemic when it will end.

The primary value of DASS in the clinical setting is to clarify the locus of emotional distress, as part of a broader clinical assessment task [13]. An important function of the DASS is to assess the severity of core symptoms of depression, anxiety, and stress. Because DASS scales have been shown to have high internal consistency and produce meaningful discrimination in a variety of settings, they should meet the needs of researchers and clinicians who wish to measure current or changing circumstances over time DASS 42 juvenile psychological conditions.

2. METHOD

This research is a quantitative research. The technique used is descriptive survey. Survey research is research whose main data source and information are obtained from respondents as research samples using a questionnaire or questionnaire as a data collection

instrument. [14]. Descriptive survey research seeks to explain and describe the current conditions [15].

The instrument used to collect data was DASS-42. The DASS-42 is a 42-item self-report scale designed to measure negative emotional states of depression, anxiety and stress. Data were analyzed using descriptive statistical calculations [13]. Data were analyzed using descriptive statistics.

This study uses population and samples. The samples taken in this study were the entire population. The data is distributed to all students at SMKN 1 Driyorejo. The population in this study was 862 students.

3. RESULTS AND DISCUSSION

Adolescence should ideally be given normative freedom in order to express himself. This of course will be very useful for the development of adolescents, especially the search for self-identity. Freedom in the pandemic era is also changing. This change is not automatically accepted by the community. The need for careful preparation is of course very much needed [16].

This study took a sample of SMKN 1 Driyorejo starting from class X, XI, and XII. Class X totaling 140 students, class XI as many as 407 students, and class XII 322 students. Each student will be measured the level of depression, anxiety, and stress. In the following section, the results of data analysis from class X will be presented

Table 1. Level of depression in class X students

Depression					
Normal	Mild	Moderate	Severe	Extremely evere	Total
106	15	12	5	2	140
76%	11%	9%	4%	1%	100%

The number of students in class XI is 140 students. 106 students had levels of depression at normal level or 76%, 15 students or 11% low depression, 9% moderate depression or 12 students, 5 or 4% severe depression and 2 students or 1% very severe depression. The following table will show data about anxiety in class X as follows:

Table 2. Level of anxiety in class x students

Anxiety					
Normal	Mild	Moderate	Severe	Extremely evere	Total
59	18	39	15	9	140
42%	13%	28%	11%	6%	100%

The table above describes the level of student anxiety ranging from normal, mild, moderate, severe and very severe, respectively 59 students or 42%, 18 students or 13%, 39 students or 28%, 15 students or 11% and 9 students or 6 %. The next table will show class X data about student stress levels, namely:

Table 3. Level of stress in class X students

Stress					
Normal	Mild	Moderate	Severe	Extremely evere	Total
105	26	7	2	0	140
75%	19%	5%	1%	0%	100%

Of the 140 students, there are 105 students who have normal stress levels or do not experience stress. 26 students or as many as 19% of students experienced low levels of stress. At the moderate and severe levels there were 7 and 2 students or 5% and 1%.

If we average from class X as much as 34% of students experience depression at various levels. Data on students who experienced anxiety in class X were 58% with various levels. Meanwhile, students who experienced stress were 25%.

Different data are obtained in class XI. Almost the same with class X that the worrying condition is the anxiety data. The following are the details of the data:

Table 4. Level of depression in class XI students

Depression					
Normal	Mild	Moderate	Severe	Extremely evere	Total
333	27	25	16	6	407
82%	7%	6%	4%	1%	100%

Depression experienced by students of class XI as much as 1% for a very severe level or about 6 students. Depression of severe, moderate and low levels as much; 16, 25, and 27 students or about 4%, 6%, and 7%. Meanwhile, students with normal depression levels were 82% or 333 students. The next data is the anxiety data of class XI students as follows:

Table 5. Level of anxiety in class XI students

Anxiety					
Normal	Mild	Moderate	Severe	Extremely severe	Total
192	59	80	53	23	407
47%	14%	20%	13%	6%	100%

Students experienced anxiety as much as 6% for very severe, 13% severe, 20% moderate anxiety, and 14% of students or about 59 students experienced mild anxiety. However, there are also many students who do not experience anxiety, namely as many as 47% or 192 students. Different data were obtained on the stress levels of students in class XI, namely:

Table 6. Level of stress in class XI students

Stress					
Normal	Mild	Moderate	Severe	Extremely severe	Total
318	53	29	7	0	407
78%	13%	7%	2%	0%	100%

The number of students in class XI at SMKN 1 Driyorejo is 407 students. 78% of students did not experience stress or were under normal conditions. 22% of them experienced stress ranging from mild, moderate, severe and very severe.

The average depression experienced by class XI students was 18%, anxiety was 53%, and students who experienced stress were 22%. This figure is different from the condition of students in class X. In class XI, the psychological toughness of students is slightly better, but the value is not significant.

The next data is in class XII. Secar development class XII has a better level of maturity. Maybe these conditions will also affect the psychological condition of students. Let's look at the data on the psychological condition of the XII grade students:

Table 7. Level of Depression in class XII students

Depression					
Normal	Mild	Moderate	Severe	Extremely severe	Total
233	40	32	12	5	322
72%	12%	10%	4%	2%	100%

The data taken from class XII at SMKN 2 Driyorejo were 322 students. Data are presented sequentially from normal, mild, moderate, severe and very severe depression. A total of 72% or 233 students, 12% or 40 students, 10% or 32 students, 4% or 12 students, and 2% or 5 students. Next is the level of anxiety of class XII students:

Table 8. Level of anxiety in class XII students

Anxiety					
Normal	Mild	Moderate	Severe	Extremely severe	Total
112	58	94	32	26	322
35%	18%	29%	10%	8%	100%

Students in the normal category for anxiety were 35% or 112 students. Students who experience anxiety in class XII are 65% or around 200 students. The levels of anxiety also vary. Students who experience very severe anxiety are around 26 students or 8%. Next will be presented the stress data of class XII students as follows:

Table 9. Level of stress in class XII students

Stress					
Normal	Mild	Moderate	Severe	Extremely severe	Total
229	43	29	18	3	322
71%	13%	9%	6%	1%	100%

Students of class XII at SMKN 1 Driyorejo have a normal stress level of 71%. Low 43 people or 13%, moderate stress 29 people or 9%, severe 6% or 18 students, and students who experienced very severe stress were about 3 students or 1%.

The trend that occurs from the data above in class X and XII students tends to have worse psychological conditions compared to class XI. This is probably due to the conditions they experience at each grade level. Students in class X need adaptation to the new school they have. This adjustment could be one of the factors in the psychological condition of students during a pandemic. As for class XII, they are at the upper level at the high school level. They are faced with many choices between school, or work. Plans to continue school at college. This choice also affects the psychological condition of the XII grade students at SMKN 1 Driyorejo. A different condition experienced by XI grade students, a psychological condition that tends to be better, can occur because they are in a comfortable class. Class XI students have not yet faced life choices and have had

better schools. Students who are at a higher level will feel more comfortable [17].

Based on the developmental age with the crisis period, the age of adolescents who are during the Storm and Warm period. Times of turmoil. The corona epidemic has a psychological impact, namely students have to delay the learning process, it is very possible to experience psychological trauma that makes them demotivated in learning [18]. The conditions shown in the data above indicate that students have different tendencies in the levels of depression, anxiety and stress.

Schools and parents have a role to condition so that adolescents are still able to overcome problems and do not experience demotivation. Excessive anxiety or stress can reduce the body's immune system, excessive nervous system reactions, and affect the digestive system [19]. The role of the school counselor is important so that Driyorejo Vocational High School 1 students have a good psychological condition. Parents at home who have more time with their children, become the most comfortable place to share and make them comfortable [20][21].

4. CONCLUSION

Changes experienced during a pandemic have resulted in adjustments made by humans, especially teenagers. Adolescence which is prone to turmoil and problems has quite a real impact on his psychological condition. From the data, the worst psychological condition of adolescents is anxiety. It was recorded that more than 50 percent of students experienced anxiety. As many as 36 percent of students experienced stress and 34 percent experienced depression. Of course at different levels ranging from mild, moderate, severe and very severe. This needs special attention from the school, especially school counselors and parents. One thing that can be done by counselors is to provide appropriate services so that the psychological conditions of students at SMKN 1 Driyorejo can be handled.

ACKNOWLEDGMENTS

The author would like to thank the Surabaya State University for facilitating the author.

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