
Stress and Covid-19: Physical Education Students' Stress Levels in Completing Final Projects

Oki Candra^{1*)}, Zulrafi²⁾, Ahmad Rahmadani³⁾, Daharis⁴⁾
^{1,2,3,4)} Universitas Islam Riau

*Corresponding Author
Email : okicandra@edu.uir.ac.id

Abstract

This study was intended to determine the extent of student stress in completing the final project of the physical education and recreation study program, Islamic University of Riau. This study adopted a quantitative descriptive approach. The population and sample of the study were students of physical education, health, and recreation, the Islamic University of Riau in the final semester consisting of 63 people. Sampling was done by using random sampling. The procedure in the study consisted of preparing a questionnaire, validating the questionnaire, testing the questionnaire to be later validated and used as a research tool for the intended sample. Based on the results of data processing and data analysis that has been carried out, it was concluded that the symptoms of stress for final-year students of physical education, health, and recreation, Islamic University of Riau during the Covid-19 pandemic had an average of 40% and included in the mild category. Academically, based on the results of research that aims to see how far the stress level of students in completing studies during the Covid-19 pandemic, it is necessary to carry out an evaluation to overcome existing problems, both from supervisors and students themselves.

Keywords: *Stress, Students, Physical Education, Final Project, Pandemic Covid 19*

INTRODUCTION

The COVID-19 pandemic is defined as the scale of the spread of the disease that occurs globally throughout the world (Putra et al., 2021). However, this has nothing to do with changes in the characteristics of the disease. The presence of this virus has disrupted the activities of people in various countries and forced them to stay at home more to break the chain of the coronavirus so that it does not spread further. The Covid-19 outbreak has made the situation very difficult (Gupta et al., 2020). The Covid-19 pandemic has affected all fields and has created fear and concern for the community, especially students who are facing their final project due to pursuing targets and demands to immediately complete their studies or graduate on time (Wahyuni & Setyowati, 2020). Along with policies that require online learning, this does not only affect students' interest in learning but also affects the demands of the competence of educators (Rusdiana et al., 2020). One of the parties who experience it is the final semester students, especially in the process of working on the thesis. Moreover, since the implementation of social distancing which was later changed its name to physical distancing (Yanuarita, Heylen Amildha & Haryati, 2021). The implementation of Physical Distancing makes things difficult for students to complete their final project.

Students in their activities are also inseparable from various kinds of normative chronic stressors (Leonard et al., 2015). The term "stressor" denotes a situation or event that is judged to be unpleasant because it creates a stress response that overloads a person's physiological or psychological resources and can trigger physical or mental tension (Anisman & Merali, 1999).

Stressors or causes of stress in students may come from their academic life, especially from external demands and their expectations (Chemers et al., 2001). External demands can be sourced from coursework, study load, parental demands to succeed in college, and social adjustment in the campus environment. This demand also includes the competence of lectures and the increasing complexity of increasingly difficult lecture materials. The demands of student expectations may come from the student's ability to learn the lesson. (Taufik et al., 2013) explained that the source of student stress mostly comes from academic problems. Sources of academic stress include monotonous situations, noise, overwork, exaggerated expectations, ambiguity, lack of control, dangerous and critical situations, disrespect, being ignored, missed opportunities, confusing rules, conflicting demands, and coursework deadlines. (Hasanah et al., 2020).

Various kinds of academic affairs require students to have targets to have personal schedules. This is so that all obligations as students and the demands of parents can run smoothly as expected. Therefore, not a few students are compelled to join the flow of unhealthy friendships that cause them to be trapped in the wrong scope and make some of them unable to finish their studies, drop out of college, or disappear without news. However, this is not their only struggle. Before entering the undergraduate thesis stage, students will go through an initial phase, namely a research proposal. At this stage, students generally will experience various kinds of problems (Armis & Syofni, 2020), such as determining the title, approval of the supervisor, and field observations.

In previous semesters, students may have successfully passed and completed various assignments from many courses. However, this time, they had to give their best effort for only one final project, namely the thesis. It is undeniable that even though it is only a thesis, it contains a large burden that will affect student graduation. At this stage, students will do a lot of revisions and receive various criticisms from lecturers regarding their efforts to complete their thesis. At these times, students begin to be challenged to improve themselves and not repeat the same mistakes and try to learn more about the process.

Restrictions on physical gatherings at schools, campuses, and other places are felt to have become an obstacle in the data collection process and the guidance process. The current Covid-19 pandemic has created a new problem for the world of lectures, especially for final semester students. All online-based affairs in the final semester are not in line with the student period who need direct consultation from the supervisor regarding the research proposal made. Difficulties in preparing for the final year assignment are often felt like a very heavy burden because of the difficulty of interacting with the supervisor to get directions for writing the final project (Awaru et al., 2019). Student's consultation related to completing the final project with an online system makes students confused, considering that sometimes they also experience network problems. This makes their consultation process with lecturers to be delayed and even stopped. The perceived difficulties are in the form of consultations that can only be done online for revision, difficulties in getting references, and the length of feedback from supervisors during online consultations (Sakri, 2020). There are still many problems that occur in the world of education during the current pandemic. Many students become stressed to the point of despair. At this time, students are required to remain enthusiastic and serious because these two beliefs will enable them to complete their thesis. Students at this time tend to feel confused, dizzy and stressed.

Stress that is not able to be controlled and overcome by individuals will have a negative impact (Alfian, 2014). On students, the negative effects of cognitive include difficulty concentrating, difficulty remembering lessons, and difficulty understanding lessons. Negative

emotional impacts include difficulty motivating oneself, the emergence of feelings of anxiety, sadness, anger, frustration, and other negative effects. Physiologically negative impacts include health problems, decreased body resistance to disease, frequent dizziness, feeling sluggish, weak, and insomnia (Nguyen et al., 2020). The behavioral impacts that arise include delaying the completion of college assignments, being lazy to study, drug and alcohol abuse, engaging in excessive pleasure-seeking activities, and being at high risk. (Augusti et al., 2015)

The results of research by (Bono et al., 2020) explain that much greater resilience to this pandemic is needed with a slightly lower psychological impact on academic functioning at the end of college. However, the overall results suggest that steadfastness and gratitude can be promoted to protect colleges regarding the subjective well-being of students and to better cope with the difficulties of the pandemic. In this study, it will be explained that everyone's psychological or stress can be disrupted due to the pandemic, considering that this is a difficult time and requires all students to struggle to complete their academics.

Various thoughts mixed into one. Graduating from college is not just a matter of completing a thesis and receiving a diploma. However, students also have to think about their next steps. These thoughts began to race in the minds of students. These are the common problems experienced by final year students. All these demands are of course unavoidable, so the only thing that can be done is to live them sincerely, confidently, and keep trying.

RESEARCH METHODS

This research is quantitative descriptive. This is a study conducted to describe certain symptoms, phenomena, or events (Kamolson, 2007). The population in this study were final year students of the Physical Education, Health and Recreation study program, Islamic University of Riau. The research sample consisted of 63 students. Sampling was done by using the random sampling technique. Random sampling is a method of taking samples from a population or universe in a certain way so that each member of the population or universe has an equal chance of being selected or taken (Eunike et al., 2018).

The research instrument is a tool to obtain data following the research objectives. The Depression Anxiety Stress Scale 42 (DASS 42) was used to collect the data for this study (Patrick et al., 2010). The DASS is a subjective scale designed to measure the negative emotional states of depression, anxiety, and stress. This measuring instrument is a measuring instrument that has been accepted internationally. DASS 42 aims to identify an individual's emotional status which is usually described as stressed.

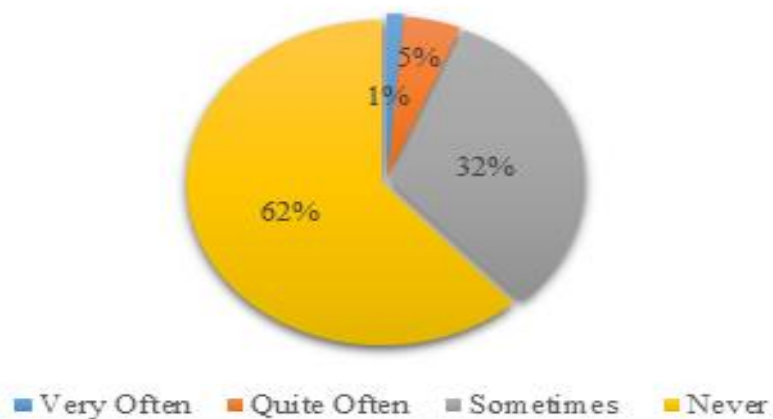
The first procedure of this research is that researchers need to compile a statement through a google form as a questionnaire which is then distributed to students online, more precisely through the WhatsApp application. The target of this research is students who are preparing their final project. After the data results are received online in the form of a questionnaire that has been filled out by students, the next process is to recap the data with a numerical score for further processing using the SPSS 24 application..

RESULTS AND DISCUSSION

a. Symptoms of Stress in the Final-year Students of the Physical Education, Health, and Recreation Study Program, the Islamic University of Riau During the Covid-19 Pandemic based on Physical Symptoms Indicators

Physical symptoms are indicators of stress symptoms during the Covid-19 pandemic which were studied on the final-year students. Researchers entered 9 statement items to find out the symptoms of stress in students at the end of the semester during the Covid-19 pandemic based on aspects of physical symptoms. From 63 respondents, 1% of respondents answered “Often”, 5% of respondents answered “Quite Often”, 32% of respondents answered “Sometimes”, and 62% of respondents answered “Never”. The following is a detailed explanation of respondents' answers about the symptoms of stress in final-year students in the Physical, Health, and Recreation education program, Islamic University of Riau, during the Covid-19 pandemic. Details will be explained based on indicators of physical symptoms as outlined in the chart below:

Physical Symptoms



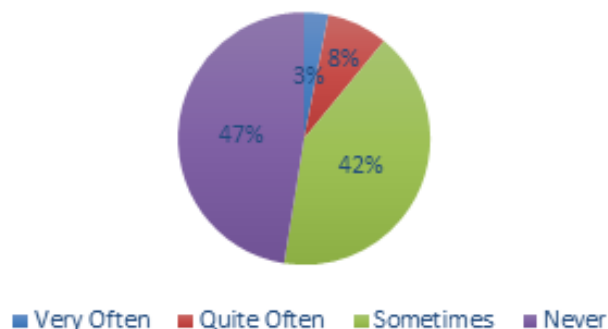
Graph 1. Histogram of Physical Symptoms Indicator Data About Stress Symptoms

Based on the results of calculations that have been carried out, it is found that the average respondent's answer about stress symptoms is 36%. This percentage lies in the interval $< 62.5\%$ which is included in the mild category.

b. Symptoms of Stress in the Final-year Students of the Physical Education, Health, and Recreation Study Program, the Islamic University of Riau During the Covid-19 Pandemic based on Psychological Symptom Indicators

Psychological symptoms are one of the indicators of stress symptoms studied on the final-year students during the Covid-19 pandemic. Researchers included 19 statement items to determine the symptoms of student stress on these indicators. Of the 63 respondents, 3% answered “Often”, 8% answered “Quite Often”, 42% answered “Sometimes”, 47% answered “Never”. The following is a detailed explanation of respondents' answers about the symptoms of stress for final-year students of Physical, Health and Recreation, Riau Islamic University during the Covid-19 pandemic. Details will be explained based on indicators of psychological symptoms as outlined in the chart below:

Psychological Symptoms

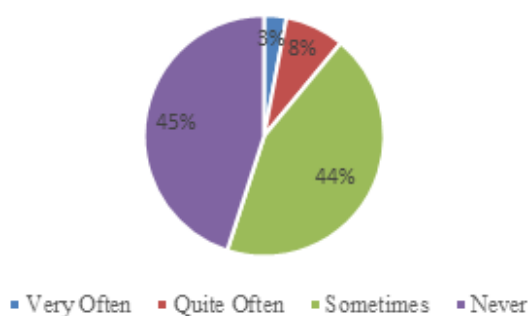


Graph 2. Histogram of Psychological Symptom Indicator Data About Stress Symptoms
Based on the results of calculations that have been carried out, it is known that the average respondent's answers about stress symptoms in final-year students of Physical Education, Health, and Recreation study program at the Islamic University of Riau during the Covid-19 Pandemic based on the indicators of psychological symptoms are 42%, the percentage lies in the interval $< 62.5\%$ and included in the mild category.

c. Symptoms of Stress in the Final-year Students of the Physical Education, Health, and Recreation Study Program, the Islamic University of Riau During the Covid-19 Pandemic based on Behavior Symptom Indicators

Behavioral symptoms are an indicator of stress symptoms for final-year students during the Covid-19 pandemic which is studied in this research. The researcher included 14 statement items to determine the symptoms of stress based on aspects of behavioral symptoms. Of the 63 respondents, 3% answered "Often", 8% of respondents answered "Quite often", 44% of respondents answered "Sometimes", and 45% of respondents answered "Never". The following is a detailed description of respondents' answers about stress symptoms as stated in the physical symptom indicators. Details are depicted in the graphic below:

Behavioral Symptoms



Graph 3. Histogram of Behavioral Symptom Indicator Data About Stress Symptoms
Based on the results of the calculations that have been carried out, it is known that the average respondent's answers about stress symptoms in terms of behavioral symptom indicators is 42% where this percentage lies in the interval $< 62.5\%$ and is included in the mild category.

d. Symptoms of Stress in the Final-year Students of the Physical Education, Health, and Recreation Study Program, the Islamic University of Riau During the Covid-19 Pandemic based on all Indicators.

After describing in detail each indicator about the stress symptoms of final-year students of the Physical, Health, and Recreation education program, Islamic University of Riau during the Covid-19 pandemic, the next step is to recapitulate respondents' answers for each indicator. On the indicator of physical symptoms consisting of 9 statement items, found 8 are "often" or 1%, 27 are "quite often" or 5%, 182 answers are "sometimes" or 32% and 350 are "never" or 62%.

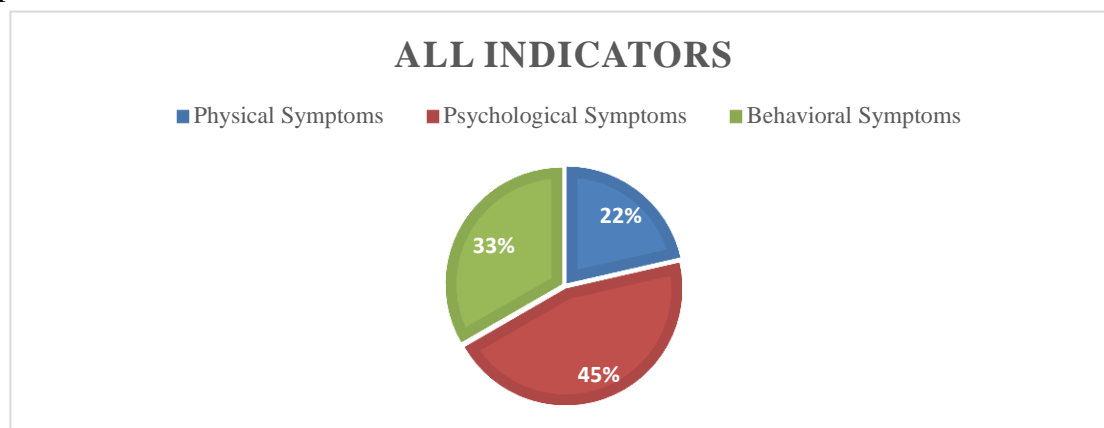
The psychological symptom indicator consists of 19 statement items, 37 answers are "very often" or 3%, 94 are "quite often" or 8%, 498 answers are "sometimes" or 42% and 568 answers are "never" or 47%.

In the behavioral symptom indicator consisting of 14 statement items, 29 answers are "very often" or 3%, 71 answers are "quite often" or 8%, 388 answers are "sometimes" or 44% and 394 answers are "never" or 45%. The following is a detailed description of respondents' answers about symptoms of stress during the Covid 19 pandemic based on the overall indicators presented in the table.

Table 1. Recapitulation of Respondents' Answers About Symptoms of Stress on the Final-year Students of Physical Education, Health, and Recreation at the Islamic University of Riau during the Covid-19 Pandemic in terms of all indicators.

NO.	INDICATOR	SS		S		KS		TS		TOTAL SCORE	
		F	%	F	%	F	%	F	%	F	%
1	Physical Symptoms	8	1%	27	5%	182	32%	350	62%	567	100%
2	Psychological Symptoms	37	3%	94	8%	498	42%	568	47%	1197	100%
3	Behavioral Symptoms	29	3%	71	8%	388	44%	394	45%	882	100%

Referring to the data presented in the table above, the results can be described in the graph below :



Graph 4. Histogram of Overall Data Indicators About Stress Symptoms

After the research data has been described per indicator, the next step is finding the overall average score, so that the level of stress symptoms on the final-year students of Physical Education, Health, and Recreation, Riau Islamic University during the covid-19 pandemic, can be determined. The score is then compared with the percentage criteria that have been

described. More clearly, the average score for each indicator of the stress symptom variable on the final-year students of Physical Education, Health, and Recreation, the Islamic University of Riau during the covid-19 pandemic.

Table 2. Recapitulation of Average Respondents' Answer Scores About Symptoms of Stress on Final-Year Students of Physical Education, Health, and Recreation, the Islamic University of Riau During the Covid-19 Pandemic Viewed From Overall Indicators

No	Indicators	Average
1	Physical Symptoms	36%
2	Psychological Symptoms	42%
3	Behavioral Symptoms	42%
Average		40%

After the calculation is done, the average score of final-year student stress symptoms as a whole is 40%. Based on the assessment criteria, a score of 40% is in the range of values < 62.5% so it is included in the mild category. Therefore, based on the assessment criteria, the student's stress level is classified as mild. In other words, the level of stress in final-year students of physical education, health, and recreation, Islamic University of Riau is not so stressed to complete the final task regardless of the current covid-19 pandemic.

The results obtained indicate that the symptoms of stress in final year students of physical education, health, and recreation at the Islamic University of Riau fall into the category of mild stress. This situation is reviewed from all existing indicators, ranging from indicators of physical symptoms, psychological symptoms, and behavioral symptoms. These results indicated how much stress levels are for final year students in completing their final paper during the Covid-19 pandemic and the factors that influence it.

Academic stress is related to academic failure. At the beginning of the Covid-19 pandemic entering Indonesia, the government's recommendation was to require all learning to be carried out online to prevent the spread of the Covid-19 virus (Yuniti et al., 2020). Things like this create fear for students about their academic progress, plus a sense of failure in achieving the expected targets that may occur. In addition, things that make students feel worried and stressed with their academic life are the pressure that requires them to be able to study independently, concentrate highly on paying attention to the lecturer's explanation during guidance which is often constrained by signals so that the lecturer's voice is not heard, evaluation during the learning process, pressure from parents, and rising internet subscription costs. In the end, there will be an excessive concern for students regarding the value of academic results so that academic stress occurs.

(Atziza, 2015) explained that according to the level, stress is divided into mild, moderate, and severe stress. Mild stress is characterized by a condition that is easily tired and cannot relax where this will disappear if the stress is immediately addressed. Stress, in this case, will be indicated by the body's response in the form of feeling like passing out, the body feels like falling and decreased concentration and memory. Temporary severe stress can lead to digestive disorders, heart rate getting louder, shortness of breath, and body shaking. From the description, it is clear that stress will cause serious problems if not handled immediately.

After knowing several levels of stress and being identified based on the signs experienced, a person will certainly pay more attention to the causes and effects of the stress he experiences. In the world of education, in particular, activities while on campus and the many

activities that are provided are always the cause of students experiencing stress (Gunawati et al., 2010). There are several reasons behind student stress, one of which is the demand to immediately complete the final project which is one of the requirements for obtaining a bachelor's degree. Several problems sometimes arise and hinder the completion of the final project or even stop the process of completing the thesis. Some of the images obtained show indications of stress and even stress experienced by students who are doing their final project. The impact can be a decrease in mental and optimism in the middle of working on the final project and even a lack of desire to keep trying (Fadillah, 2013). This problem should be of special concern to the world of education for students who are completing their final paper amid the Covid-19 pandemic. The reason is that there are various cases where students are reluctant to complete their final project. However, the challenge is that the handling may not be the same in normal times where all matters are made easier, unlike during a pandemic like this. For that, of course, it is hoped that there will be an ease for students to be able to complete their final project.

(Muslim, 2020) explained that the stress experienced by final year students in doing thesis during the pandemic was academic stress. Students are said to experience academic stress if they get academic stressors and there is a reaction/response to stress. Academic stressors for students working on the thesis during a pandemic include feelings of frustration because research sometimes has to be delayed, congestion in working on thesis due to social restrictions, pressure from the environment to graduate quickly, desire not to continue their studies, and worries if they don't graduate on time. This is explained by (Wakhyudin & Putri, 2020) who revealed that various things become obstacles in working on the thesis, including the long process of searching for data and collecting data, difficulties in putting thoughts into written form, and difficulties in analyzing the problems studied. If these obstacles are not immediately addressed, then what happens next is only the emergence of stress, low self-esteem, frustration, loss of motivation, delaying the preparation of the thesis and some even decide not to complete the undergraduate thesis.

Academic stress experienced by students can lead to stress reactions, both from stress in terms of physiological, emotional, behavioral, and cognitive assessments (Aloia & Solomon, 2015). In physiological reactions, students become easily tired, dizzy, easily drowsy, experience digestive disorders, and decrease body immunity. The emotional reactions felt by students due to stress are usually characterized by being irritable, more sensitive or irritable, crying, getting angry at trivial things, and shutting themselves in the room. This emotional instability makes students avoid interaction with the environment and withdraw from society. If they have to socialize, students will try to control their emotions by being more silent. Furthermore, in cognitive assessment, when experiencing stress, students will be easy to think negatively, have difficulty concentrating and think rationally (Koval, 2016). If they have experienced this, students will usually try to divert their attention to activities to stay away from sources of stress. Coping stress that the subject does when experiencing stress is problem-focused coping and emotional-focused coping. Problem-focused coping aims to deal with stress as it focuses on the problem or source of stress. In the emotional-focused problem, the subject will set targets related to the completion of his studies and carry out other alternative activities while his thesis is delayed due to the Covid-19 pandemic.

The next stress that students may experience during a pandemic is psychological disorders. Amid a pandemic like this, students have the potential to not be able to fulfill their psychological needs, namely the need for connectedness (Kartika, 2020). Guidance without face-to-face and direct interaction make students stressed since they cannot meet their loved

ones, including college friends. They feel isolated, tired of looking at the screen with no communication with friends which is sometimes accompanied by difficulty in accessing the internet so that the coursework is not finished and in the end, it causes excessive stress on students.

The results of research conducted by (Waghachavare et al., 2013) found that academic stress is one of the causes of stress. Academic stress is stress related to the process of undergoing educational activities that occur during the educational period which is motivated by demands during a person's education and occurs when experiencing emotional tension and failure to meet these demands.

The covid-19 pandemic is related to the impact of mild stress and has managed to capture several positive and negative impacts directly, including mental health (Zhang Y & Ma Z, 2020). The level of stress symptoms during the covid-19 pandemic greatly affects the process of completing final year students' assignments. This is because students are required to try as optimally as possible in completing the final project regardless of the COVID-19 pandemic situation. It is hoped that some of these stress symptoms will not prevent all final students from reaching the target of completing their studies on time. Problems that often arise in completing the final paper during the COVID-19 pandemic, however, must be minimized by students. Students must be more motivated to do their final paper, especially amid this pandemic.

The findings in this study are supported by several relevant studies, including Research(Wahyuni & Setyowati, 2020) which found that students experience stress which is characterized by mild physical symptoms with a percentage of 90.67%, psychological symptoms with mild levels represented by a percentage of 92.8%, and behavioral symptoms with mild levels of 89.3%. Furthermore, research (Indrawati, 2018) titled "Overview of Final Year Student Stress in Writing Thesis at the Faculty of Medicine and Health Sciences UIN Alauddin Makassar" found that students experiencing stress were indicated by mild physical symptoms as much as 88.9% and psychological symptoms with mild level as much as 85.2%. Students were also found to have mild behavioral symptoms as much as 92.6%. In total, the stress level of students in the preparation of theses at the Faculty of Medicine and Health Sciences UIN Alauddin Makassar is at a light level.

Research by (Rahmayanti, 2021) with the title "Description of the Stress of Transferred Students in Working on Thesis in the Covid-19 Pandemic Period of the Faculty of Nursing Unand" found that students as research subjects experienced stress with mild stress levels (3.9%), moderate levels (57, 1%), and weight level (39%). It was also found that the level of anxiety was normal (67.5%), mild anxiety (24.7%), and moderate anxiety (7.8%). Regarding the level of depression, the findings were that the level of depression was normal (97.4%) and mild depression (2.6%). The study concluded that students experienced severe stress, moderate anxiety, and mild depression.

Based on the research that has been done, students are advised to better prepare themselves to do the final project, for example through efforts to study harder, look for materials and references needed to compile the final project, be careful in managing time so that they can complete the final project on time, as well as paying attention to the factors that are most vulnerable to making him experience stress and being able to deal with it when stress comes. Supervising lecturers as well as academic regulations regarding the deadline and the process of preparing the final project, on the other hand, are expected to be relaxed again considering the current conditions related to the COVID-19 pandemic so that students are expected to be able to avoid stress during the process of preparing their final assignment.

CONCLUSION

Based on the results of data processing and data analysis that has been carried out, it is concluded that the symptoms of stress in final-year students in physical education, health, and recreation programs, the Islamic University of Riau during the Covid-19 Pandemic have an average of 40% and are included in the mild category. Suggestions that can be given from this research are that students can manage their time and do the final project consistently along with final project planning, avoid procrastinate, contact their supervisor frequently and do the revisions as soon as possible so that all activities can run well. For educators, they are expected to be able to manage time by making a special schedule for undergraduate thesis guidance as optimally as possible to have adhered. Stress on the other hand has an effect that should not be underestimated. Accumulated stress may cause frustration, depression, and anxiety, and can lead to hyperactivity disorder, substance abuse, antisocial behavior, and even violence. To avoid this negative effect, students are advised to manage stress.

REFERENCES

- Alfian, B. (2014). Regulasi Emosi Pada Mahasiswa Suku Jawa, Suku Banjar, Dan Suku Bima. *Jurnal Ilmiah Psikologi Terapan*, 02(02), 263–275. <https://doi.org/https://doi.org/10.22219/jipt.v2i2.2001>
- Aloia, L. S., & Solomon, D. H. (2015). Conflict Intensity, Family History, and Physiological Stress Reactions to Conflict Within Romantic Relationships. *Human Communication Research*, 41(3), 367–389. <https://doi.org/10.1111/hcre.12049>
- Anisman, H., & Merali, Z. (1999). Understanding Stress: Characteristics and Caveats. *Alcohol Research and Health*, 23(4), 241–249.
- Armis, A., & Syofni, S. (2020). Pengembangan Lembar Aktivitas Mahasiswa Berbasis Discovery Learning Topik Persamaan Diferensial Ordo Satu. ... (*Journal for Research in Mathematics* ...), 3(2), 201–210. <http://ejournal.uin-suska.ac.id/index.php/juring/article/view/9417>
- Atziza, R. (2015). Faktor-Faktor yang Mempengaruhi Kejadian Stres dalam Pendidikan Kedokteran. *J Agromed Unila*, 2(3), 317–320. <https://juke.kedokteran.unila.ac.id/index.php/agro/article/view/1367>
- Augesti, G., Lisiswanti, R., Saputra, O., & Nisa, K. (2015). Differences in Stress Level Between First Year and Last Year Medical Students in Medical Faculty of Lampung. *J Majority*, 4, 50–56. <https://doi.org/10.16953/deusbed.74839>
- Awaru, A. O., Syukur, M., & Monika. (2019). Dialectics of Student Conflict in Makassar State University. *Advances in Social Science, Education and Humanities Research, Atlantis Press*, 383(Icass), 1068–1073. <https://doi.org/10.2991/icss-19.2019.240>
- Bono, G., Reil, K., & Hescocx, J. (2020). Stress and Wellbeing in Urban College Students in The

- u.S. During the Covid-19 Pandemic: Can Grit and Gratitude Help? *International Journal of Wellbeing*, 10(3), 39–57. <https://doi.org/10.5502/ijw.v10i3.1331>
- Chemers, M. M., Hu, L. T., & Garcia, B. F. (2001). Academic Self-Efficacy and First-Year College Student Performance and Adjustment. *Journal of Educational Psychology*, 93(1), 55–64. <https://doi.org/10.1037/0022-0663.93.1.55>
- Eunike, P., Kezia, M., Pangemanan, S. S., Rumokoy, F. S., & Program, M. (2018). Analysing the Influence of Creativity and Innovation Employee on Development of Maqna Hotel Gorontalo. *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis Dan Akuntansi*, 6(4), 3593–3602. <https://doi.org/10.35794/emba.v6i4.21665>
- Fadillah, R. E. A. (2013). Stres Dan Motivasi Belajar Pada Mahasiswa Psikologi. *Psikoborneo*, 1(3), 148–156.
- Gunawati, R., Hartati, S. &, & Listiara, A. (2010). Hubungan Antara Efektivitas Komunikasi Mahasiswa-Dosen Pembimbing Utama Skripsi Dengan Stres Dalam Menyusun Skripsi Pada Mahasiswa Program Studi Psikologi Fakultas Kedokteran Universitas Diponegoro. *Jurnal Psikologi*, 3(2), 93–115. <https://doi.org/10.14710/jpu.3.2.93>
- Gupta, R., Pal, S. K., & Pandey, G. (2020). A comprehensive Analysis of COVID-19 Outbreak Situation in India. *MedRxiv*, 1–18. <https://doi.org/10.1101/2020.04.08.20058347>
- Hasanah, U., Lusdiana, I., & PH, L. (2020). Gambaran psikologis mahasiswa dalam proses pembelajaran selama pandemi Covid-19. *Jurnal Keperawatan Jiwa*, 8(3), 299–300. <http://mpoc.org.my/malaysian-palm-oil-industry/>
- Indrawati. (2018). *Gambaran Stres Mahasiswa Tingkat Akhir dalam Penyusunan Skripsi di Fakultas Kedokteran dan Ilmu Kesehatan UIN Alauddin Makassar*. (Thesis, Universitas Islam Negeri Alauddin Makassar).
- Kamolson, S. (2007). Fundamentals Of Quantitative Research. *Language Institute Chulalongkorn University*, 1, 2-3. http://www.culi.chula.ac.th/e-Journal/bod/SuphatSukamolson.pdf%5Cnhttp://isites.harvard.edu/fs/docs/icb.topic1463827.files/2007_Sukamolson_Fundamentals of Quantitative Research.pdf
- Kartika, R. (2020). Analisis Faktor Munculnya Gejala Stres Pada Mahasiswa Akibat Pembelajaran Jarak Jauh Di Masa Pandemi Covid-19. *Edukasi Dan Teknologi*, 1(2), 107–115. <https://doi.org/10.31234/osf.io/nqesb>
- Koval, L. (2016). Stress management among health care professionals : Psychological methods and coping technique. *Laurea University of Applied Sciences Unit*, 1–52. https://www.theseus.fi/bitstream/handle/10024/119668/Koval_Liliaa_thesis_SNG12SN.pdf?sequence=1%0Ahttps://www.theseus.fi/handle/10024/119668
- Leonard, N. R., Gwadz, M. V., Ritchie, A., Linick, J. L., Cleland, C. M., Elliott, L., & Grethel, M. (2015). A Multi-Method Exploratory Study of Stress, Coping, and Substance Use

- Among High School Youth In Private Schools. *Frontiers in Psychology*, 6(July), 1–16.
<https://doi.org/10.3389/fpsyg.2015.01028>
- Muslim, M. (2020). Manajemen Stress pada Masa Pandemi Covid-19. *Jurnal Manajemen Bisnis*, 23(2), 192–201.
<https://www.bing.com/search?q=jurnal+tentang+kebersihan+diri+sendiri+pada+masa+pan+demi+remaja&qs=n&form=QBRE&sp=-1&pq=jurnal+tentang+kebersihan+diri+sendiri+pada+masa+pandemi&sc=0-56&sk=&cvid=F9158713DF0B4E9FAC0BC0C89C267AC0>
- Nguyen, K. D., Enos, T., Vandergriff, T., Vasquez, R., Cruz, P. D., Jacobe, H. T., & Mauskar, M. M. (2020). Opportunities for education during the COVID-19 pandemic. *JAAD International*, 1(1), 21–22. <https://doi.org/10.1016/j.jdin.2020.04.003>
- Patrick, J., Dyck, M., & Bramston, P. (2010). Depression Anxiety Stress Scale: Is it valid for children and adolescents? *Journal of Clinical Psychology*, 66(9), 996–1007.
<https://doi.org/10.1002/jclp.20696>
- Putra, Y. M., Purwanto, S., & Burhaein, E. (2021). Effect of limb muscle power training with leaps on athlete's speed during the COVID-19 pandemic. *International Journal of Human Movement and Sports Sciences*, 9(3), 461–465. <https://doi.org/10.13189/saj.2021.090310>
- Rahmayanti, D. (2021). *Gambaran Stress Mahasiswa Alih Jenjang dalam Mengerjakan Skripsi di Masa Pandemi Covid 19 Fakultas Keperawatan Unand*. (Thesis, Universitas Andalas).
- Rusdiana, A., Sulhan, M., Arifin, I. Z., & Kamludin, U. A. (2020). Penerapan Model POE2WE Berbasis Blended Learning Google Classroom Pada Pembelajaran Masa WFH Pandemic Covid-19. *Scientific Writing of the Bandung State Islamic University 2020*, 1–10.
- Sakri, S. (2020). Keresahan Mahasiswa Tingkat Akhir Dalam Menyelesaikan Studi Di Era Covid-19. *Academia.Edu*, 1(1), 1–13.
http://www.academia.edu/download/64017589/sultan_sakri.pdf
- Taufik, Ifdil, & Ardi, Z. (2013). Kondisi Stres Akademik Siswa SMA Negeri di Kota Padang. *Jurnal Konseling Dan Pendidikan*, 1(2), 143–150.
<https://doi.org/https://doi.org/10.29210/12200>
- Waghachavare, V. B., Chavan, V. M., Dhumale, G. B., & Gore, a D. (2013). A Cross-Sectional Study of Stress Among Junior College Students in a Rural Area of Sangli District of Maharashtra . *Innovative Journal of Medical and Health Science*, 3(6), 294–297.
- Wahyuni, S., & Setyowati, R. (2020). Gambaran Stress Mahasiswa Tingkat Akhir Dalam Penyusunan Kti Ditengah Wabah Covid 19. *Ejournal.Akperypib*.
- Wakhyudin, H., & Putri, A. D. S. (2020). Analisis Kecemasan Mahasiswa Dalam Menyelesaikan Skripsi. *WASIS: Jurnal Ilmiah Pendidikan*, 1(1), 14–18.
<https://doi.org/10.24176/wasis.v1i1.4707>

Yanuarita, Heylen Amildha, & Haryati, S. (2021). Pengaruh Covid-19 Terhadap Kondisi Sosial Budaya di Kota Malang dan Konsep Strategis dalam Penanganannya. *Jurnal Ilmiah Widya Sosiopolitika*, 2(2), 58–71.

Yuniti, I. G. A. D., Sasmita, N., Komara, L. L., Purba, J. H., & Pandawani, N. P. (2020). The impact of covid-19 on community life in the province of Bali, Indonesia. *International Journal of Psychosocial Rehabilitation*, 24(10).
<https://doi.org/10.37200/IJPR/V24I10/PR300214>

Zhang Y, & Ma Z. (2020). Impact Of The COVID-19 pandemic On Mental Health and Quality of Life Among Local Residents in Liaoning Province, China: A Cross-Sectional Study. *International Journal of Environmental Research and Public Health*. *Interational Journal Of Environmental Research And Public Health*, 17(7), 1–12.
<https://pubmed.ncbi.nlm.nih.gov/32233719/>