

## INCREASING STUDENT ANXIETY DURING OFFLINE LEARNING POST COVID 19

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### ABSTRACT

Post-Covid-19 has changed student life, where the learning system that is usually carried out online has changed to offline. This method is almost applied all over the world after Covid 19, including Indonesia. The offline learning process causes students to experience anxiety. The purpose of this study is to determine the level of student anxiety in post-covid 19 offline learning. Quantitative research has been carried out using a descriptive approach. The sample of this research is nursing students with a total sample of 78 people. Data was collected using a questionnaire that was loaded in the Google form. Data were analyzed univariately using a frequency distribution. The results showed that the cause of anxiety was due to learning assignments.

Kata Kunci: anxiety; post covid-19; offline learning; student of nursing

### INTRODUCTION

The COVID-19 pandemic has had an impact on the physical and mental health of the community, not only for medical personnel who are at the forefront of treating patients, but also for the world community. This also applies after the Covid-19 pandemic where various problems began to emerge, especially in educational process activities which began to be reactivated (Gozali & Widiarta, 2021).

One study conducted by Cao, Wenjun, Fang, Hou, Han, Xu, Dong and Zheng (2020) at the Changzhi Health School, of 7,143 students found that 0.9%, 2.7% and 21.3% respectively experiencing severe, moderate and mild anxiety. In Indonesia itself, in research conducted by Dewi, (2020), out of 19 final year student respondents, 9 people (47.3%) showed moderate levels of anxiety. Research conducted by Fitria and Ifdil (2020) showed the results of the anxiety level of adolescents during the Covid 19 pandemic, out of 139 samples, the result was that 54% were at a high level of anxiety.

Anxiety is a feeling of discomfort, uncertainty, feeling very afraid because of a threat or threatening feeling, while the real source of these feelings is not known with certainty. This anxiety condition will affect student learning achievement because the condition will produce distortion and confusion. The ability to focus one's mind, memory, and correlation analysis of a phenomenon will decrease as a result of this distortion Jannah and Santoso (2021). The worst consequence is the failure of students to achieve their educational targets, the risk of dropping out of education to depressive responses and suicidal behavior. Based on the existing background, researchers want to conduct research that aims to determine the level of student anxiety and efforts that can be made during the offline learning process after the Covid-19 pandemic.

## METHOD

This research uses a quantitative approach with descriptive methods. Quantitative research has been conducted with a descriptive approach. The sample of this research is student of nursing with a sample size of 78 people. Data were collected using a questionnaire that has been published in google form. Data were analyzed univariately using a frequency distribution. The research data were categorized into 5 levels of anxiety, namely, normal, mild, moderate, severe, panic.

## RESULT AND DISCUSSION

Table 1.  
Characteristics of Respondents (n = 78)

Characteristics	f	Percent
Age		
21	10	12,8
22	58	74,4
23	8	10,2
24	2	2,6
Gender		
Male	10	12,8
Female	68	87,2

Table 1 shows that the majority of respondents are 22 years old, and female.

Table 2.  
The level of anxiety in high school students in online learning (n = 78)

Anxiety level	f	%
Normal anxiety	2	2,6
Mild anxiety	68	87,2
Moderate Anxiety	8	10,2

Table 2 shows that the majority of respondents are at a mild level of anxiety.

Table 3.  
Causes of Respondents' Anxiety (n = 78)

Causes of Anxiety	f	%
Learning task	48	61,5
Meet the lecturer directly	30	38,5

Table 3 shows that the cause of the majority of respondents' anxiety is School assignment.

Table 4.  
Efforts made to overcome anxiety (n = 78)

Efforts made to overcome anxiety	f	%
Playing social media	43	65,4
Doing joint tasks	27	34,6

Table 3 shows that the majority of respondents do assignments together as an effort to overcome anxiety.

### **Age**

The results of the study related to the age of the respondent who experienced the highest anxiety was 22 years as much as 48.6%. This research is in line with research conducted by Gozali and Widiarta (2021) which said that the majority of students aged 21 years were 31 respondents (79.5%), 20 years were 5 respondents (12.8%) and 22 years old were 3 respondents (7.7%). Other research is in line with research conducted by Fitria, Rahmawati, Siddiq and Ramadiyani (2023) which states that the average student is 22 years old.

### **Gender**

The results showed that the majority of respondents were female (87.2%). This research is in line with research conducted by Gozali and Widiarta (2021) which said that the majority of students are female, consisting of 31 respondents. Other research that is in line was conducted by Fitria, Rahmawati, Siddiq and Ramadiyani (2023) who said that the majority of student respondents were female as many as 315 respondents. This is in accordance with the theory put forward by (Sunaryo, 2014) that in general female women are physically weaker than men. This trait makes women respond more to something they consider uncomfortable or dangerous.

### **Anxiety Level**

This study said that students in offline learning were in a moderate level of anxiety as many as 68 respondents. This research is in line with research conducted by Hastuti and Arumsari (2022) which found that the level of anxiety experienced by students in the moderate anxiety level category was 18 respondents (100%). Another study conducted by Hafnidar and Wardiyah (2021) found that the majority of students during the teaching and learning process were at a moderate level of anxiety. At a moderate level of anxiety, some problems can arise, such as thinking and concentrating. This can happen because of changes that occur, at a moderate level of anxiety, individuals will not care about their surroundings (Townsend, 2014). Moderate anxiety can make a person able to focus his attention on important things and will override others so that a person will experience more selective attention but can do something more directed (Sutejo, 2017).

### **Causes of Student Anxiety**

This study says that the majority of causes of anxiety are from learning assignments. The results of this study are in line with the research of Gozali and Widiarta (Gozali & Widiarta, 2021) that the majority of psychological problems experienced by students in the online learning process are anxiety. The results showed that the cause of anxiety for the majority of respondents was due to school assignments. The results of this study are in line with the research of Livana, Mubin, and Basthomi (2020) that the main cause of stress for Indonesian students during the Covid-19 pandemic was learning assignments. Research conducted by Christianto, Kristiana, Fraztius, Santoso and Winsen (2020) says that coursework is the main factor for students experiencing anxiety during the teaching and learning process on campus..

This study says that the majority of students' efforts to reduce their level of anxiety by playing social media. This study The results of this study are in line with research (Keliat, 2015) there are several ways to reduce anxiety, one of which is distraction in general anxiety therapy. This is in line with research by Livana, Keliat and Putri (2016) that general anxiety therapy can reduce anxiety levels. Generalist anxiety therapy is a non-pharmacological therapy including relaxation techniques, distraction, five finger hypnosis and spiritual activities. The technique used in this study

is a distraction technique using social media. Distraction technique is a complex activation system that inhibits painful stimuli if a person receives excessive sensory input, there is a sensory stimulus, a person can ignore or not be aware of pain (Potter & Perry, 2010). The results of this study are in line with research (Savitsky, Bella, et al, 2020) on "Anxiety and coping strategies among nursing students during the covid-19 pandemic". That students overcome anxiety during the Covid-19 pandemic by staying in touch or establishing communication between other students, using social media. Social media makes it easier for students to interact with their friends and speed up the information they receive, such as health, family and school. (Senay Kılınçel, et al, 2020)

## CONCLUSION

The results showed that 87.2% of students carrying out offline learning experienced moderate anxiety, 22 years old, female. Causes of anxiety due to learning tasks. Efforts are being made to overcome anxiety by doing joint tasks.

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