

The Relationship of Self Efficacy and Self-Concept with Anxiety during Clinical Practice after the Covid-19 Pandemic in Students of the STIKes Santa Elisabeth Nursing Study Program Medan in 2022

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Abstract

The purpose of this study was to determine the relationship between self-efficacy and self-concept with anxiety during clinical practice after the Covid-19 pandemic among students of the Nursing Study Program STIKes Santa Elisabeth Medan in 2022. The research subjects were 78 students, where the sample technique used was total sampling. The research method used in this study is a quantitative method with a correlational approach. In this study, researchers used 3 (three) types of scales, namely the anxiety scale, self-efficacy scale and self-concept scale. The data analysis technique used in this research is multiple regression analysis technique. Based on the results of data analysis obtained data that: (1). There is a significant negative relationship between self-efficacy and anxiety where the coefficient value $R = -0.405$ and the determinant coefficient $R^2 = 0.164$ with a p value <0.05 , meaning that the lower the self-efficacy, the higher the anxiety, and vice versa. (2). There is a significant negative relationship between self-concept and anxiety where the coefficient value $R = -0.455$ and the determinant coefficient $R^2 = 0.207$ with a p value <0.05 , meaning that the lower the self-concept, the higher the anxiety, and vice versa. (3). There is a significant negative relationship between self-efficacy and self-concept with anxiety where the coefficient value $R = -0.527$ and the determinant coefficient $R^2 = 0.278$ with a p value <0.05 , meaning that the lower the self-efficacy self-concept, the higher the anxiety, and vice versa. This means that anxiety is formed by self-efficacy and self-concept with a contribution of 27.8%. While the remaining 72,2% Anxiety is influenced by other factors such as age, education level, access to information, adaptation process, socioeconomic level (Kaplan and Sadock, 2010).

Keywords

anxiety, self efficacy, self concept



I. Introduction

Nursing professional education aims to prepare students to be able to carry out the functions and roles as nurses. Clinical learning practices can be in the form of case discussions, responses, tutorials, seminars, bed side teaching in the clinic or field and other appropriate forms. Nursing students have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities when caring for people in various areas of nursing care.

In general, the assessment of self-concept is divided into two parts, namely positive self-concept and negative self-concept. One of the characteristics of individuals who have a positive self-concept is being able to accept and love themselves as they are, while one of the characteristics of individuals who have a negative self-concept is not being able to accept and love themselves as they are (Rachmat, 2005).

Another characteristic of a positive self-concept is the ability to value oneself. Respecting yourself is basically liking yourself for who you are. Self-esteem is the ability to appreciate the positive aspects and possibilities that we have and still like who we are. With a positive self-concept, students are able to accept themselves and their abilities. So that he is confident that he can carry out every nursing action that will be given to the patient. Because of this positive self-concept, students do not need to be anxious, worried or afraid to fail in serving patients. But in reality, students still experience anxiety in direct clinical practice to patients because they are not able to accept themselves and their abilities.

II. Review of Literatures

2.1 Anxiety

a. The Meaning of Anxiety

According to Stuart and Sundeen (2016) anxiety is an emotional state without a specific object. Anxiety is triggered by the unknown and accompanies all new experiences, such as going to school, starting a new job or giving birth to a child. It is this characteristic of anxiety that distinguishes it from fear.

According to Kaplan, Saddock, and Grebb (2010) anxiety is a response to certain threatening situations and is a normal thing that occurs accompanied by development, change, new experiences, as well as in finding one's identity and life. Anxiety is a subjective feeling of restless mental tension as a general reaction of the inability to cope with a problem or lack of security. These uncertain feelings are generally unpleasant which will later cause physiological and psychological changes. Anxiety in the view of health is also a condition that shakes because of a threat to health.

Based on several understandings of anxiety in the opinion of experts, it can be concluded that anxiety is a form of emotion characterized by feelings of excessive worry, tension, and excessive vigilance in dealing with situations that are felt to be threatening without a clear object.

b. Aspects of Anxiety

According to Calhoun and Acocella (1990) there are three aspects of anxiety, namely:

1. Emotional Aspect

Anxiety is a component of anxiety that is directly related to the individual's perception of the psychological effects of anxiety, such as feelings of concern, tension, sadness, self-deprecation or others.

2. Cognitive Aspect

Cognitive aspect are fears and worries that can affect the ability to think clearly so that it can interfere with solving problems and interfere with the demands of the surrounding environment.

3. Physiological Aspects

Is a reaction that arises in the body in response to a source of fear and worry. Physiological reactions are related to the nervous system that controls various muscles and glands of the body so that it can cause reactions in the form of a harder heart beat, faster breathing and increased blood pressure.

2.2 Self Efficacy

Self-efficacy is the belief in a person in his abilities that he is able to do something or overcome a situation that he will succeed in doing it. As Bandura (in Howard 2008) suggests that self-efficacy is people's beliefs about their ability to produce a level of performance and master situations that affect their lives, then self-efficacy will also determine how people feel, think, motivate themselves and behave.

Then Bandura (in Howard 2008) also adds that self-efficacy has an important impact, even being the main motivator for one's success.

From the various opinions above, it can be concluded that self-efficacy is a belief in a person's ability to take an action to achieve a predetermined goal, and can influence the situation well, and can overcome an obstacle.

2.3 Self Concept

a. Understanding Self Concept

The term "self-concept" usually refers to the formation of a personal concept of a person. In general, self-concept is an individual's views and attitudes towards oneself. A self-view that not only looks at a person's strengths or strengths, but also sees his weaknesses and even failures.

According to Burns (1993), self-concept is "the relationship between attitudes and beliefs about ourselves." Brooks (in Danianto, 2005) says that "self-concept is an individual's overall view of physical, social, and psychological states obtained from his experience of interacting with other people.

From the various opinions above, it can be concluded that self-concept is a person's self-awareness of who he is as a whole both physical, social, and psychological acquired through individual experiences and interactions with other people in the past and present.

b. Aspects of Self-Concept

According to Berzonsky (in Danianto 2005), self-concept has 4 (four) aspects, namely:

1. The physical aspect (physical self) is an individual's assessment of everything that is owned by an individual such as his body, clothes, belongings, and so on
2. The social aspect (social self) includes how social roles are played by individuals and the extent to which individuals evaluate their performance
3. The moral aspect (moral self) includes the values and principles that give meaning and direction to an individual's life
4. Psychological aspects (psychological self) include thoughts, feelings, and attitudes of individuals towards themselves

III. Research Methods

In this study, the research design used was quantitative research using a correlational approach. The correlational approach is a research that involves collecting data to determine whether there is a relationship and the degree of relationship between two or

more variables. There are two types of correlation research, namely parallel correlation and causal correlation. What is meant by parallel correlation is the state of the first variable with the second that there is no causal relationship, but the reason why it is argued that there is a relationship. While the causal correlation explains that the first variable is related to the second variable. So this study uses causal correlation research using the Simple Linear Regression formula.

This study aims to find a relationship or correlation between one factor (variable) with other factors, namely the correlation of the independent variable with the dependent variable. That is looking for the relationship between self-efficacy (X1) and self-concept (X2), with anxiety (Y) during clinical practice after the Covid 19 pandemic for professional students from STIKes Santa Elisabeth Medan in 2022. Sihombing (2020) state that Covid-19 pandemic caused everyone to behave beyond normal limits as usual. The outbreak of this virus has an impact especially on the economy of a nation and Globally (Ningrum, 2020). The problems posed by the Covid-19 pandemic which have become a global problem have the potential to trigger a new social order or reconstruction (Bara, 2021).

IV. Discussion

4.1 Results

a. Validity and Reliability Test Results

1. Anxiety Scale Validity and Reliability Test Results

Table 1. Anxiety Scale Validity Test Results

No	Indicator	Item Number				
		Favorite	Fall	Unfavorable	Fall	Amount
1	Emotional	-	-	17,2,3,4,5,18,6,1,15	-	9
2	Cognitive	-	-	14,16,24,7,25	-	5
3	Physiological	-	-	11,20,8,9,12,1,3,19,26,10,23,21,22	-	12
	Total	-	-	26	-	26

Based on the test data, the validity of the anxiety scale has 26 items and the 26 items are valid with a score of Corrected Item-Total Correlation (difference power index) > 0.3 ; all have r-count (*Corrected Item-Total Correlation*) is above the value of r-table ($r = 0.3$) ; so that it can be concluded that the twenty-six statements are valid. After all statements are valid, all analyzes are continued with reliability testing by comparing the Cronbach's Alpha value with the standard value of 0.6. Provided that if Cronbach's Alpha > 0.6 then the question is reliable.

Reliability Statistics

Cronbach's Alpha	N of Items
.957	26

From the results of the reliability test, the value of Cronbach's Alpha (0.957) is greater than 0.6, so the twenty-six statements above are said to be reliable.

2. Self Efficacy Scale Validity and Reliability Test Results

Table 2. Self Efficacy Scale Validity Test Results

No	Indicator	Item Number				
		Favorite	Fall	Unfavorable	Fall	Amount
1	Difficulty level (magnitude)	1,2,5,8	4.6	-	-	6
2	Area of work (Generality)	9,10,12,13,14,16,25,26,28,29	15	-	-	11
3	Level of stability, confidence, strength (strength)	18,19,20,22,24,30	21	11,3,17,23,7,27	-	13
	Total	20	4	6	-	30

Based on the test data for the validity of the self-efficacy scale of 30 items, there are four items whose value is lower than the r table ($r = 0.3$), namely (item number 4: -0.071 ; 6: 0.143 ; 15: 0.227 ; 21: -0.204). So that item numbers 4, 6, 15 and 21 are declared invalid, while the other twenty-six items are declared valid.

Reliability Statistics

Cronbach's Alpha	N of Items
.900	30

The analysis continued with reliability testing by comparing the Cronbach's Alpha value with the standard value of 0.6. With the condition that if Cronbach's Alpha 0.6 then the item is reliable. From the test results, Cronbach's Alpha value (0.900) is greater than 0.6, so the twenty-six items are said to be reliable.

3. Self-Concept Scale Validity and Reliability Test Results

Table 3. Self-Concept Scale Validity Test Results

No	Indicator	Item Number				
		Favorite	Fall	Unfavorable	Fall	Amount
1	Physical (Physical self)	1,3,7,9,10,12,13	4.6	40	21	11
2	Social (Social Self)	15,16,20,22,26,	18.24	17,19,23,25,28,31,34,43,46	-	16
3	Moral (Moral self)	37,29,27,30,32,33,44,45,47,49,50	-	2.48	-	13
4	Psychic (Psychological self)	35,36,38,39,41,42	-	8,11,14	5	9
	Total	29	4	15	2	50

Based on the test data for the validity and reliability of the self-concept scale of 50 items, there are six statements whose values are lower than the r table ($r = 0.3$) namely (item number 4: 0.218; 5: 0.174; 6: 0.126; 18: 0.123; 21: 0.137; 24: 0.100). So that item numbers: 4, 5, 6, 18, 21 and 24 are declared invalid, while the other forty-four items are declared valid.

All items are valid, followed by a reliability test by comparing the Cronbach's Alpha value with the standard value of 0.6. Provided that if Cronbach's Alpha 0.6 then the question is reliable.

Reliability Statistics	
Cronbach's Alpha	N of Items
.920	26

From the test results, it was found that the value of Cronbach's Alpha (0.920) was greater than 0.6, so the forty-four statements above were declared reliable.

b. Research Data Analysis Results

1. Normality Test Results

To find out whether the data distribution has a normal distribution or not analytically, the Kolmogorov-Smirnov or Shapiro-Wilk test can be used. The Kolmogorov-Smirnov test is used for large samples (more than 50) while the Shapiro-Wilk test is used for small samples (less than 50). As a criterion, if $p > 0.05$ the distribution is declared normal, on the other hand if $p < 0.005$ the distribution is declared abnormal. (Dahlan, MS, 2012)

Meanwhile, according to Hastono, (2016) to find out a data is normally distributed there are three ways to find out, namely:

- Judging from the histogram graph and normal curve, if the shape resembles a bell shape, it means that it is normally distributed
- Using the skewness value and the standard error, if the skewness value is divided by the standard error, it results in a number 2, then the distribution is normal
- Kolmogorov Smirnov test, if the test results are not significant (p value > 0.05), then the distribution is normal. However, the Kolmogorov-Smirnov test is very sensitive to the number of samples, meaning that a large number of samples (more than 50 samples) tends to produce a significant test (which means that the distribution is not normal).

Table 4. Summary of Variable Normality Test Results

Variable	histogram	Kolmogorov-Smirnov	Shapiro-Wilk	Information
Worry	Bell shape	0.001	0.005	Normal
Self efficacy	Bell shape	0.001	0.004	Normal
Self concept	Bell shape	0.003	0.001	Normal

- Based on test results Kolmogorov-Smirnova variable anxiety produces a significant test $p = 0.001 < 0.05$.
- Based on test results Kolmogorov-Smirnova variable self efficacy results significance $p = 0.001 < 0.05$.
- Based on the results of the Kolmogorov-Smirnova test, the self-concept variable resulted in a significant test $p = 0.003 < 0.05$.

2. Linearity Test Results

The linearity test is intended to determine the degree of linearity of the independent variable on the dependent variable. This means that self-efficacy and self-concept can explain the emergence of anxiety in Nursing Study Program students class of 2021-2022 STIKes Santa Elisabeth Medan?, namely the increase or decrease in the value of the X1 and X2 axes (self-efficacy and self-concept) along with the increase or decrease in the value of the Y axis (worry).

Table 5. Summary of Linearity Test Results

Variable	R	R Square (R2)	Adjusted R Square	P value	Information
X1-Y	-.405	.164	.153	0.001	Linear
X2-Y	-.455	.207	.196	0.001	Linear
X1,X2-Y	-.527	.278	.258	0.001	Linear

Information:

X1 = self-efficacy

X2 = self concept

Y = anxiety

R = direction of relationship (positive or negative)

R2 = linearity coefficient

Based on a simple linear regression test of the value of R Square, we can see how much the value (percent) of the equation obtained is able to explain anxiety. The closer to 100%, the better the equation obtained. In the summary model above, R Square self-efficacy against anxiety (X1-Y) is 16.4%, meaning that the equation obtained is able to explain anxiety by 16.4%. R Square of self-concept towards anxiety (X2-Y) is 20.7%, meaning that the equation obtained is able to explain anxiety by 20.7%.

R Square of self-concept towards anxiety (X2-Y) is 20.7%, meaning that the equation obtained is able to explain anxiety by 20.7%.

Meanwhile, based on the multivariate self-efficacy regression test and self-concept with anxiety, the R Square value of self-concept towards anxiety (X2-Y) was 27.8%, meaning that the equation obtained was able to explain anxiety by 27.8%.

3. Hypothesis Test

Table 6. Summary of Multiple Regression Analysis Calculations

Variable	Coefficient (R)	Determinant Coefficient (R2)	p	BE %	Information
Self efficacy with anxiety	-0.405	0.164	0.001	16.4	Significant
Self-concept with anxiety	-0.455	0.207	0.001	20.7	Significant
Self efficacy and self concept with anxiety	-0.527	0.278	0.001	27.8	Significant

Information:

X1 = self-efficacy

X2 = self concept

Y = anxiety

R = correlation coefficient X1, X2 with Y

R2 = determinant coefficient X1, X2 with Y

P = significance

BE% = weight of effective contribution X1, X2 to Y in percent

Based on the results of the correlation test, the p-value of Self Efficacy: $0.000 < 0.05$, which indicates that the correlation between self-efficacy and anxiety is significant. Pearson correlation value of -0.405 indicates a negative correlation with a moderate correlation strength of 40.5%

Based on the results of the correlation test, the p-value of self-concept: $0.000 < 0.05$, which indicates that the correlation between self-concept and anxiety is significant. Pearson correlation value of -0.455 indicates a negative correlation with a moderate correlation strength of 45.5%

Based on the results of the correlation test, the p-value of self-efficacy and self-concept: $0.000 < 0.05$, which indicates that the correlation between self-efficacy and self-concept with anxiety is significant. The Pearson correlation value of -0.527 indicates a negative correlation with a moderate correlation strength of 52.7%

Based on the results of the analysis using the Pearson Correlation method, it is known that there is a significant negative relationship between self-efficacy and anxiety seen from the value of the relationship between self-efficacy and anxiety (r) of -0.405 , meaning that there is a negative relationship (negative sign at -0.405) indicating that the higher High self-efficacy will make anxiety lower, and vice versa if lower self-efficacy will make anxiety higher. The number on the determinant coefficient (R^2) is 0.164, indicating that self-concept has a contribution of 16.4% in explaining anxiety in the Nursing Study Program students' class 2021-2022 STIKes Santa Elisabeth Medan. The significance level of the one-sided correlation coefficient of the output (measured probability p) yields the number 0.001. Hence the probability $p < 0.005$; this means the correlation is very significant.

Likewise, there is a significant negative relationship between self-concept and anxiety seen from the value of the relationship between self-efficacy and anxiety (r) of -0.455 , meaning that there is a negative relationship (negative sign at -0.455), indicating that the higher the self-concept, the lower the anxiety. , and vice versa if the lower the self-concept, the higher the anxiety. The number on the determinant coefficient (R^2) is 0.207, indicating that self-efficacy has a contribution of 20.7% in explaining anxiety in the Nursing Study Program students' class of 2021-2022 STIKes Santa Elisabeth Medan. The significance level of the one-sided correlation coefficient of the output (measured probability p) yields the number 0.001. Hence the probability $p < 0.005$; this means the correlation is very significant.

From the results of the analysis using the multiple regression analysis method, it is known that simultaneously there is a significant negative relationship between self-efficacy and self-concept with anxiety (r) of -0.527 meaning that there is a negative relationship (negative sign at -0.527) indicating that the higher self-efficacy and self-concept will make anxiety lower, and vice versa if the lower self-efficacy and self-concept it will make anxiety higher. The number on the determinant coefficient (R^2) = 0.278 with $p = 0.000 < 0.050$, meaning that simultaneously self-efficacy and self-concept contribute to anxiety by 27.8%.

c. Calculation Results of Hypothetical Mean and Empirical Mean

1. Hypothetical Mean

For the anxiety variable, the number of valid statements is 26 statements formatted with a Likert scale in 4 answer choices, then the hypothetical mean is $(26 \times 1) + (26 \times 4) : 2 = 65$. The self efficacy variable number of valid statements is as many as 26 statements formatted with a Likert scale in 4 answer choices, then the hypothetical mean is $(26 \times 1) + (26 \times 4) : 2 = 65$. The self-concept variable number of valid statements is 44 statements formatted with a Likert scale in 4 answer choices, then the hypothetical mean is $(44 \times 1) + (44 \times 4) : 2 = 110$.

2. Empirical Mean

Based on the data analysis, as can be seen from the descriptive analysis of the simple regression test, it is known that the empirical mean of anxiety variables is 46.87, self-efficacy is 85.27, and self-concept is 147.56.

3. Criteria

In an effort to determine the categorical conditions of anxiety, self-efficacy and self-concept, it is necessary to compare the empirical mean/average value with the hypothetical mean/average value by showing the size of the Standard Deviation (SD) number of each variable. The SD anxiety variable is 13,176 for the self-efficacy variable, the SD value is 8,756 and the self-concept variable is 14,000.

A complete description of the comparison of the hypothetical mean/average value with the empirical mean/average value and standard deviation can be seen in the table below.

Table 7. Calculation Result of Hypothetical Average Value and Empirical Average Value

Variable	SD	Average value		Information
		Hypothetical	Empirical	
Worry	13.176	65	46.87	tall
Self concept	14,000	110	147.56	tall
Self efficacy	8.756	65	85.27	tall

In this study, it is known that the hypothetical mean $>$ empirical mean of anxiety $(18.13) > SD (13.176)$, thus it can be said that the anxiety of the students of the Nursing Study Program class of 2021-2022 is high. In the self-efficacy variable, the hypothetical mean $<$ empirical mean of anxiety $(-37.56) > SD (8.756)$. Thus, it can be said that the self-efficacy of the students of the Nursing Study Program class of 2021-2022 is high. Then on the self-concept variable the hypothetical mean $<$ empirical mean anxiety $(-20.27) > SD (14,000)$ thus it can be said that the self-concept of the students of the Nursing Study Program class of 2021-2022 is high.

4.2 Discussion

The results of the analysis using the Pearson correlation method, it is known that there is a significant negative relationship between self-efficacy and anxiety and self-concept with anxiety in the students of the Nursing Study Program of STIKes Santa Elisabeth Medan Class of 2021-2022. This can be seen from the results of data analysis using the SPSS version 25 program for windows. The discussion will start from the relationship between the first independent variable and the dependent variable and will continue with the relationship between the second dependent variable and the dependent

variable, then the discussion will end on the relationship between two independent variables simultaneously with the dependent variable.

a. The Relationship between Self-Efficacy and Anxiety

Based on the results of the research analysis, it is known that there is a negative relationship between self-efficacy and anxiety, this is seen from the coefficient (r) of -0.405 which indicates a high relationship between the two. The direction of the negative relationship (negative sign in the number -0.405) indicates the higher self-efficacy causes lower anxiety, and vice versa if the lower self-efficacy, the higher the anxiety. The number $R^2: 0.164$ is referred to as the coefficient of determination, in this case it has a contribution of 16.4% in explaining anxiety in the STIKes Santa Elisabeth Nursing Study Program students for the 2021-2022 academic year. The significance level of the one-sided correlation coefficient of the output (measured from the probability p) yields the number 0.001. Therefore, the probability $p < 0.05$; this means the correlation is significant.

This is supported by the results of previous studies as follows:

1. Relationship of Self Efficacy with anxiety in facing national exams. A person's belief in his ability to achieve goals (Self efficacy) is needed by students to be able to face the National Examination (UN) well. The results showed a correlation coefficient (r) of 0.615 and (p) = 0.000, this indicates a very significant negative relationship between the self-efficacy variable and the anxiety variable. This means that if self-efficacy is high, the anxiety in facing the national exam is low, and conversely if the self-efficacy value is low, the anxiety in facing the national exam is high.
2. The Relationship Between Self-Efficacy and Communication Anxiety in Presenting Assignments in Front of the Class, by Ni Made Ferra Sarah Deviyanthi and Putu Nugrahaeni Widadiasavitri.
3. The results of statistical analysis show that there is a relationship between self-efficacy and communication anxiety in presenting assignments in front of the class. So, it can be concluded that there is a linear relationship between the self-efficacy variable and communication anxiety in presenting assignments in front of the class.

b. The Relationship between Self-Concept and Anxiety

Based on the results of the research analysis, it is known that there is a negative relationship between self-efficacy and anxiety, this is seen from the coefficient (r) of -0.455 indicating a high relationship between the two. The direction of the negative relationship (negative sign at -0.455) indicates the higher self-efficacy causes lower anxiety, and vice versa if the lower self-efficacy, the higher anxiety. The number $R^2: 0.207$ is referred to as the coefficient of determination, in this case it has a contribution of 20.7% in explaining anxiety in the STIKes Santa Elisabeth Nursing Study Program students for the 2021-2022 academic year. The significance level of the one-sided correlation coefficient of the output (measured from the probability p) yields the number 0.001. Therefore, the probability $p < 0.05$; this means the correlation is significant.

This is supported by the results of previous studies as follows:

- 1 The relationship between physical self-concept and social anxiety tendencies in early adolescence,
- 2 Based on Pramitasari's research (2014) concluded that there is a significant relationship between physical self-concept and social anxiety tendencies in early adolescence. The relationship between the two variables is negative, meaning that the more positive the value of the physical self-concept variable, the lower the value

of the social anxiety variable and vice versa or which can also be called inversely proportional.

c. The Relationship between Self-Efficacy and Self-Concept with Anxiety

Based on the results of multivariate linear regression analysis, it is known that there is a negative relationship between self-efficacy and self-concept with anxiety, this is seen from the coefficient (r) of self-efficacy and self-concept of -0.527, indicating a high relationship between self-efficacy and self-concept with anxiety. The direction of the negative relationship (negative sign at -0.527) on self-efficacy and self-concept shows the higher self-efficacy and self-concept causes lower anxiety, and vice versa if the lower self-efficacy and self-concept, the higher the anxiety. R2 number: 0.278 referred to as the coefficient of determination, in this case it has a contribution of 27.8% in explaining anxiety in the STIKes Santa Elisabeth Nursing Study Program students for the 2021-2022 academic year. The significance level of the one-sided correlation coefficient of the output (measured from the probability p) yields the number 0.001. Therefore the probability $p < 0.05$; this means the correlation is significant.

This is supported by the results of previous studies as follows:

1. The relationship between self-efficacy and self-concept with social anxiety in class VIII students at SMP Negeri 59 Surabaya
2. From the results of Fadhila's research (2020) which shows a significant relationship between self-efficacy and self-concept with social anxiety. Where individuals who have high self-efficacy or self-confidence and self-concept, the individual will have low social anxiety. Vice versa, if the individual has low self-efficacy or self-confidence and self-concept, the individual will have high social anxiety. Therefore, self-efficacy and self-concept with social anxiety have a strong relationship in individuals to carry out social interactions with other individuals around them.

V. Conclusion

Based on the results obtained in this study, it can be concluded as follows:

1. There is a significant relationship between self-efficacy and anxiety during clinical practice in the era of the Covid-19 pandemic among professional students at STIKes Santa Elisabeth, Medan. The relationship between self-efficacy and anxiety (R) of -.405 indicates a high relationship between the two. The direction of the negative relationship (negative sign at -.405) indicates that the higher the self-efficacy, the lower the anxiety, and vice versa if the lower the self-efficacy, the higher the anxiety. The R2 number of 0.164 is referred to as the coefficient of determination, in this case it means that self-efficacy has a contribution of 16.4% in explaining anxiety in professional students of Nurses STIKes Santa Elisabeth Medan FY 2021-2022. The significance level of the Pearson correlation coefficient (measured from the probability p) is 0.000. Therefore, the probability $p < 0.05$; this means the correlation is significant.
2. There is a significant relationship between self-concept and anxiety during clinical practice in the era of the Covid-19 pandemic among professional students at the Nurses STIKes Santa Elisabeth Medan. The relationship between self-concept and anxiety (R) of -.455 indicates a high relationship between the two. The direction of the negative relationship (negative sign at -.455) indicates that the higher the self-concept, the lower the anxiety, and vice versa if the lower the self-concept, the higher the anxiety. The R2 number of 0.207 is referred to as the coefficient of determination, in this case it means that self-efficacy has a contribution of 20.7% in

explaining anxiety in professional students of Ners STIKes Santa Elisabeth Medan FY 2021-2022. The significance level of the Pearson correlation coefficient (measured from the probability p) is 0.000. Therefore, the probability $p < 0.05$; this means the correlation is significant.

3. There is a significant relationship between self-efficacy and self-concept with anxiety during clinical practice in the era of the Covid-19 pandemic among professional students at STIKes Santa Elisabeth Medan. The relationship between self-efficacy and self-concept with anxiety (R) of -0.527 indicates a high relationship between the two. The direction of the negative relationship (negative sign on the number -0.527) indicates that the higher the self-concept, the lower the anxiety, and vice versa if the lower the self-concept, the higher the anxiety. The R^2 number of 0.278 is referred to as the coefficient of determination, in this case it means that self-efficacy has a contribution of 27.8% in explaining anxiety in the nursing profession students of STIKes Santa Elisabeth Medan FY 2021-2022. The significance level of the Pearson correlation coefficient (measured from the probability p) is 0.000. Therefore, the probability $p < 0.05$; this means the correlation is significant.

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