

The Effect of Drawing Art Therapy on the Anxiety Level of Students at Nurul Falah Vocational High School in Online Learning Assignments during the Covid-19 Pandemic in Geger Village, Mangaran District, Situbondo

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ARTICLE INFO

Article history:

Received: 5th October 2022

Revised: 20th November 2022

Accepted: 3rd December 2022

Keywords:

Drawing art therapy
Pandemic covid-19
Student anxiety

ABSTRACT

With the Covid-19 pandemic, as an effort to prevent the spread, so there will be changes to learning methods in 2020 to 2021, due to a change in online or online learning, so there will be anxiety among students at Nurul Falah Mangaran Middle School. The purpose of this study was to determine the effect of drawing art therapy on reducing student anxiety at Nurul Falah Vocational School in online learning assignments during the co-19 pandemic in Geger village, Mangaran subdistrict. This research is a pre-experimental study using a quasi-experimental research design model of one group design with pre-test and post-test. The study population consisted of 42 respondents and the number of samples was 39 respondents using random sampling technique. The instrument uses the HARS questionnaire. statistical test using the Paired t test with SPSS software version 24 windows. Based on the results of the study, the anxiety of 39 respondents before drawing therapy had an anxiety value of 40.97 and after drawing therapy had an anxiety value of 10.41. based on statistical test results using Windows SPSS 24 Paired - Samples T Test obtained $p = 0.000$ with a significant level of $\alpha = 0.05$ ($p = 0.000 < \alpha = 0.05$). This means that there is an effect of drawing therapy on reducing anxiety in class XI students of Nurul Falah Vocational School with an anxiety score of 10.41. From this study, art therapy was very effective in overcoming psychological problems such as anxiety experienced by students during a pandemic.

I. Introduction

Online learning is learning without face-to-face meetings between teachers and students, but is carried out online. Learning is done through video conferencing, e-learning or distance learning. Online learning is something new, both for students and teachers, so it takes quite a long time to adapt (Dewi, 2020). There are many problems from changing online learning methods at every level of education throughout the world, including Indonesia (Harris, 2020).

Based on the results of a survey on students who experience anxiety, it shows that there are several factors that cause anxiety during the COVID-19 pandemic, namely changes in learning methods, difficulty adapting to the new system, lack of understanding of the material and several technical constraints, for example accessing the internet and factors that are reviewed internally. In general, anxiety can arise due to a lack of information about this condition, reports that are too excited in the mass media or social media, lack of reading literacy related to the spread and anticipation of transmission of the corona virus (Hasana & Livana, 2020).

The factors that cause anxiety in students can of course have a negative effect,



especially on student psychology and have a bad impact on students if not treated immediately. Anxiety affects student learning outcomes, because anxiety tends to produce confusion and distorted perceptions. These distortions can interfere with learning by reducing the ability to pay attention, reduce memory, interfere with the ability to relate one thing to another. and can cause psychomotor manifestations in the form of a state of arousal, enthusiasm, activity and work productivity which tends to decrease, concentration and thinking power slows down. These psychomotor manifestations can have an influence on learning achievement if the sufferer is a student who is active in the teaching and learning process.

Research at Long Island University (LIU) New York, United States of America in 2017 shows that art therapy can be used in the rehabilitation stage in sufferers of traumatic brain injury, depression and anxiety (Forkosh Jennifer, 2017) and in Indonesia art therapy also has an effect on depressive conditions in prisoners (Mukhlis, 2011) and art therapy can also be used as psychological interventions for cancer patients in Germany (Soetedja et al, 2014).

II. Methods

The research design used was a quasi-experimental one group design model with pre-test and post-test. The population in this study were all students who experienced anxiety in class xi students in online learning assignments during the Covid 19 pandemic in May 2022 at Nurul Falah Vocational School as many as 42 students. The sampling technique in this study used random sampling.

Research instruments are tools/facilities that are used by researchers in collecting data so that research is easier and the results are better, in the sense that it is more accurate, complete, and systematic so that it is easier to process (Notoatmodjo, 2010). The instrument used in the study consisted of 1 questionnaire, namely the HARS (Hamilton Rating Scale For Anxiety) questionnaire. The questionnaire consisted of 14 question items. In this questionnaire there is a choice None (none at all), one symptom of the options available, half of the options available, more than half of the symptoms are present, and all symptoms are present. If the respondent answered none (none at all) then a score of 0 was obtained, one symptom from the choices that could be obtained was a score of 1, half of the existing symptoms were obtained a score of 2, more than half of the existing symptoms obtained a score of 3, and all the symptoms obtained a score of 4. In this study the validity and reliability tests were not carried out because for measuring questionnaires to be given to respondents, researchers adopted questionnaires from previous studies that had been carried out by other people. other. Research time: May 2022 Research Locations: Nurul Falah Vocational School.

This study obtained data in the form of a ratio, so after the data is collected, then computerized data analysis will be carried out to test the hypothesis that will be carried out. To test the hypothesis which states the effect of drawing therapy on reducing anxiety of class XI students in online learning tasks during the Covid-19 pandemic (study at SMK Nurul Falah Mangaran, Mangaran District, Situbondo Regency). The paired samples T test statistical test was used using the Windows SPSS 16 computer media program. The paired samples T test was used if the data distribution was normal. Then the researchers concluded the results of the study as follows: "If the p-value is below 0.05 then there is a correlation, and if the p-value is more than 0.05 then there is no correlation.

III. Results and Discussion

Characteristics of respondents based on age

From the results of the study, data were obtained about the age of the respondents at Nurul Falah Vocational School Mangaran Situbondo as follows:

Table 4.3 Distribution of Respondents by age in Nurul Falah Senior High School Mangaran Situbondos 2022.

No	Age	Frequency (F)	Percentage (%)
1	16 years	16	41.0
2	17 years	23	59.0
	Amount	39	100

Source: 2022 Research Questionnaire Primary Data

Based on table 4.3 above, it was found that the most age was 17 years old with 23 (59.0%) students. The characteristics of the respondents were based on gender.

From the results of the study, data were obtained about the gender of the respondents at Nurul Falah Vocational School Mangaran Situbondo:

Table 4.3 Distribution of Respondents Based on Gender in Smk Nurul Falah Mangaran Situbondo.

No	Gender	Frequency (F)	Percentage (%)
1	Woman	22	56.4
2	Man	17	43.6
	Amount	39	100

Source: 2022 Research Questionnaire Data

Based on table 4.3 above, it was found that the most gender was female with 22 (56.4%) students.

Variable Characteristics

Identify the level of anxiety before doing drawing therapy at Nurul Falah Vocational School Mangaran Situbondo:

Table 4.4 Frequency distribution of anxiety levels before drawing therapy at Nurul Falah Vocational School Mangaran Situbondo.

No	Worry	N	Means	Std. Deviation	Minimum	Maximum
1	Before					
2	Given	39	40.87	3,383	35	49
3	Therapy					
4	Draw					

Source: 2022 Research Questionnaire Primary Data

Based on table 4.4 above, get the results of the anxiety level before doing itdrawing therapy is 40.97 and the lowest result before being given drawing therapy is 35 and the highest anxiety level is 49.

Identify the level of anxiety after drawing therapy at Nurul Falah Vocational School Mangaran Situbondo

Table 4.4 Frequency Distribution of anxiety levels after drawing therapy at Nurul Falah Vocational School Mangaran Situbondo 2022.

No	Worry	N	Means	Std. Deviation	Minimum	Maximum
1	Before					
2	Given	39	10.41	2,779	5	17

- 3 Therapy
- 4 Draw

Source: 2022 Research Questionnaire Primary Data

Based on table 4.4 above, the results of the anxiety level after being carried out are obtained drawing therapy. 10.41 and the lowest result of anxiety level after being given drawing therapy is 5 and the highest result of anxiety is 17.

Statistical Test Results

Table 4.5 Analysis Test Paired T Test Effect Of Me Therapya Picture Of Reducing The Anxiety Of Class XI Students In Online Learning Assignments During The Covid 19 Pandemic At Nurul Falah Senior High School, Mangaran Situbondo.

Worry	Means	Std. Deviation	p Value
Before Being Given	40.97	3,383	0.000
Drawing Therapy			

Worry	Means	Std. Deviation	p Value
After being given			
drawing therapy	10.41	2,779	

Source: Primary data of the 2022 Research Questionnaire

Based on table 4.5 above, it was found that of the 39 respondents who had anxiety levels before and after drawing therapy was carried out. The statistical test results using the Windows SPSS 21 Paired - Samples T Test obtained a value of $p = 0.000$ with a significant level of $\alpha = 0.05$ ($p = 0.000 < \alpha = 0.05$), from the results of this analysis it can be concluded that there is an effect of drawing therapy on reducing the anxiety of class XI students in online learning assignments during the Covid 19 pandemic at Nurul Falah High School, Mangaran Situbondo.

Anxiety in Students Nurul Falah Vocational School Before Doing Drawing Therapy

Based on the results of anxiety research, 39 respondents had an anxiety value of 40.97. Anxiety felt by students Nurul Falah Vocational School associated with and can be identified from indicators according to HARS including many students feel they have a bad feeling as much as 31 (77%), tension 22 (52%), fear 28 (73%), sleep disorders 10 (26%), intelligence disorders 8 (23%), depressed mood 18 (49%), somatic symptoms 7 (22%), sensory symptoms 16 (46%), cardiovascular symptoms 5 (13%), respiratory symptoms 7 (18%), gastroenteric symptoms 3 (9%), urogenital symptoms 3 (9%), vegetative symptoms 6 (18%) and behavioral autonomic symptoms 25 (70%), anxiety felt by students Nurul Falah Vocational School because the conditions described above exist when dealing with online learning, which will be carried out.

According to Oktawirawan 2020 Online learning that was carried out during the Covid-19 pandemic caused anxiety or pressure for some students. This anxiety arises because students do not understand the material, have difficulty doing assignments properly according to the deadline, have limitations in accessing the internet, face various technical obstacles, and feel worried about facing the material at the next level.

Online learning is a problem related to the incidence of students experiencing anxiety, anxiety that arises due to several factors that cause anxiety during the COVID19 pandemic, namely changes in learning methods, difficulty adapting to the new system, lack of understanding of the material and several technical constraints, for example accessing the internet and other factors. In general, anxiety can arise due to a lack of information about this condition, too much news in the mass media or social media, lack of reading literacy related to the spread and anticipation of transmission of the corona virus (Hasana & Livana, 2020).

Therefore, various other factors can also trigger students' anxiety Nurul Falah Vocational School, both internal factors, namely from within the student himself such as

feeling lazy to study and not wanting to try to learn the lessons he has learned from his school, as well as external factors or external factors such as lack of support from teachers and parents, causing students to feel anxious.

Based on the theory above, anxiety is a feeling (affective) disorder characterized by deep and continuous feelings of fear or worry, not experiencing disturbances in assessing reality (RTA), personality is still intact (not experiencing personality splitting or splitting of personality), behavior can be disrupted but still within normal limits.

Student anxietyNurul Falah Vocational Schoolstill in adaptive response. Student anxiety responseNurul Falah Vocational Schoolunequal depending on many factors such as biological factors, psychoanalytic psychological factors, precipitation factors which are divided into two, namely: Threats to a person's integrity include impending physiological incapacity or decreased capacity to carry out daily activities. Threats to a person's self-system that can threaten a person's self-esteem and integrated social functioning.

According to Yusuf, Fitryasih & Nihayati (2018) Biological factors The brain contains special receptors for benzodiapenins, these receptors help regulate anxiety. GABA inhibitors also play a major role in biological mechanisms related to anxiety as do endorphins. Psychological factors The psychoanalytic view. Anxiety is an emotional conflict between id and superego. The id represents primitive instincts and impulses while the superego reflects the reflection of conscience. The ego functions as an intermediary for guidance from two conflicting elements and the function of anxiety is to alert the ego when there is danger. Interpersonal view. Anxiety arises because there is a feeling of fear of the absence of acceptance and rejection. interpersonal anxiety related to trauma such as separation or loss that causes physical weakness. The view that anxiety behavior is a product of frustration is anything that interferes with a person's ability to achieve something. Social and culture Anxiety is a common thing in the family. There is overlap in anxiety disorders, namely between disorders and depression, economic factors and educational background affect anxiety.

The second is that precipitation factors according to Yusuf, Fitryasih & Nihayati (2018) are divided into the following: Threats to a person's integrity include impending physiological incapacity or reduced capacity to carry out daily activities. Threats to a person's self-system that can threaten a person's self-esteem and integrated social functioning.

Anxiety in StudentsNurul Falah Vocational School After Doing Drawing Therapy

Based on the results, the researchers gave the HARS (Hamilton Anxiety Rating Scale) questionnaire to 39 respondents who had received drawing therapy. The post test results had an anxiety score of 10.41. The effectiveness of an art therapy can reduce anxiety felt by Nurul Falah Vocational High School students. It can be identified from indicators according to HARS, including many students feeling they have a bad feeling as much as 18 (49%), tension 10 (26%), fear 8 (24%)), sleep disorders 9 (25%), intelligence disorders 10 (26%), depressed mood 9 (25%), somatic symptoms 6 (21%), sensory symptoms 10 (26%), cardiovascular symptoms 3 (9%), respiratory symptoms 5 (12%), gastroenterterstinal symptoms 2 (6%), urogenital symptoms 1 (3%), vegetative symptoms 3 (9%) and behavioral autonomic symptoms 17 (47%).

Anxiety is a vague uneasy feeling due to discomfort or fear that is accompanied by a response (unspecified or unknown cause). Feelings of fear and uncertainty are signals that are aware that warnings about danger will come and strengthen individuals to take action against threats. (Yusuf, Fitryasih & Nihayati, 2018).

By providing art therapy as a medium for solving anxiety problems in studentsNurul Falah Vocational School, students can devote all the main problems they will face through the form of a work where in the process students can work on works of art that involve creativity, all emotions and thoughts that settle will be channeled and can bring problems closer to the surface.

In working on a work of art one can feel inner peace in the process of making it which involves creativity and imagination so that it is suitable for someone who is suffering psychologically. Psychiatric problems that are often faced by humans require media for resolution, this method can be pursued by being active in the world of art. By practicing art someone who has problems or is depressed in his soul will be cured. Thus, people study art for therapy only as a medium to provide aesthetic splash through art activities that they enjoy.

The effect of drawing art therapy on reducing student anxiety in Mangaran Situbondo Online Learning

After statistical tests were carried out using paired t test samples with a significant level of 0.000 it was obtained ($P=0.000 < \alpha=0.05$) so that H1 was accepted which means drawing therapy is effective in reducing gold levels. students facing online exams at SMK Nurul Falah Mangaran Situbondo.

Providing art therapy is very effective for psychological problems in students who experience anxiety when they want to face online learning. Because in the process of implementing the therapy there are material sessions that can channel/export problems that cannot be channeled/sediment, explore feelings, improve emotional, mental conditions and improve feelings of well-being and students can be creative in making them.

According to Hidayah (2019) The experiment in the form of treatment of art therapy using images as a medium was carried out through three stages in 6 sessions, following the stages according to the 2019 fatwasari as follows: 1. Warm-Up is learning painting tools and materials, starting himself to bond with the creative process, and reduce anxiety in drawing therapy. Session 2 is Drawing, providing a theme for each session according to the needs of the subject. Subjects at this stage will have effort and attention in making works. 3. Reflection, which can be done non-verbally and verbally, interviews, or transactions with the subject's work. It will be carried out in 6 sessions within a span of 6 meetings for 1 week.

The first session, namely Scribble Painting and Color Spectrum, discussed the introduction and description of painting and coloring, where students were given an introduction and understanding of drawing tools and their functions, elements of painting principles and drawing techniques and systematic procedures for coloring.

The second session discusses the self-understanding of each student, what is meant is that students are given the opportunity to tell their personality, habits and introspection/correct their strengths and weaknesses through drawing media and are given the opportunity to tell the results of the drawing.

The third discusses the theme I am with the people around me. At this stage students are given the opportunity to describe how their lives are with the people around them, what is meant is their relationship with family and society and friends.

In the fourth session students describe or tell about me with the surrounding environment what is meant is describing how the living conditions of the surrounding environment for example students are in an educated area, rural, urban and Islamic boarding schools for example, in this fourth session students asked how the description of the characteristics of the environment.

In the fifth session, students are given the opportunity to tell how their daily life at school is about what subjects they like and don't like and the reasons, their relationship with teachers and peers and the factors that hinder the learning process at school.

The sixth discusses me with my future hopes and aspirations. At this last stage of the session, students are given the opportunity to tell what ideals are expected and what are the inhibiting factors or what focuses on achieving their goals. each session lasts 90 minutes.

Drawing as therapy, related to contemplative or sublimation aspects. Contemplative or sublimation is a way or process that is channeling or removing everything that is psychological, such as feelings, memories, when artistic creation activities take place. This aspect is one of

the functions of art which is used optimally in every therapy session. Contemplative in the sense, various mental deposits that are piled up, whether in the form of memories, feelings, and various visual and auditory perceptual disturbances, are attempted to be removed or conveyed.

The aim of Art Therapy is not about a beautiful end product but also about a process and experience of creation that provides an aesthetic of peace of mind in the process of making it. Spontaneous art of various types can be used as a tool to reveal the expressiveness of subconscious thoughts, and can bring problems closer to the surface, one of which is art therapy with drawing media.

In working on works that involve creativity, all emotions and thoughts that settle will be externalized or channeled, so that all these emotions and thoughts will eventually become clear as to the root of the problem because the symbols of the forms in the work are read, sometimes formed, either consciously or unconsciously. or unconsciously has a meaning that is directly related to the root of the problem being faced by the patient.

According to Rowe's theory in 2018 Art Therapy is an expressive psychotherapy using the process of making art to improve social, mental, and emotional functioning and increase feelings of well-being. Art-making enables healing through nonverbal communication, exploration of feelings, self-discovery, and catharsis.

Art Therapy used as a means to improve cognitive and sensory motor function, foster self-esteem and self-awareness, foster emotional resilience, promote insight, improve social skills, reduce and resolve conflict and stress, and promote social and ecological change (American art therapy association, 2017).

Artwork resembles the dreams, fantasies and feelings of the creator as a means of communication for unexpressed emotions. Feelings of burden, depression and denial become easier to reduce with such artistic (Fitriani, 2017).

Art gives inner peace to someone who is suffering psychologically. Psychiatric problems that are often faced by humans require media for resolution, this method can be pursued by being active in the world of art. By practicing art, someone who has problems or is depressed in his soul will be treated. Thus, people learn art for therapy only as a medium to provide aesthetic splash through artistic activities. what he likes (Kuswarsantyo & Rachmi, 2019).

Thus, patients are not trapped in a situation where they are only trapped in an imaginary reality created by themselves. This contemplative or sublimation aspect is then known as catharsis in the world of psychoanalysis. This, at the same time, can be a medium for finding triggers or root causes through various visualizations or symbols that appear during therapy. Based on the visualization that was poured out during the therapy, several images were often seen which were symbols of the unconscious expressions of the patient. Then for the therapist, these various visualizations are the tools for determining the diagnosis to what extent the patient's mental condition is damaged, and what type of treatment is suitable for the patient (Anoviyanti, 2021).

According to Lynn's research results, 2018, the human brain can change structurally and functionally as a result of learning and experience. The new neural connections that enable us to learn and remember and solve problems can continue to form throughout our lives, especially when humans are in a positive, nurturing, stimulating, and encouraging environment to act and interact.

Physiologically, drawing/making batik is controlled by the cortical system. There are at least two cerebral cortex systems that play a role in at least drawing activities, namely the frontal lobe and the parietal lobe. The frontal lobe is generally involved in impulse control, judgment, problem solving, controlling and implementing complex behavior and organizing. In drawing activities, this system is fully involved in controlling the movement of the hand in drawing and the movement of the canting. The parietal lobe in drawing activity plays a role in

integrating sensors from the five senses and abstraction (manipulation) of objects in the visual processing of images that will be made so as to stimulate the nerves to relax and create a feeling of calmer or reduce the anxiety experienced (Soetedja et al, 2014).

Student anxiety can also be reduced by providing students with a sense of security, a relaxed but organized atmosphere, and also with a well-organized curriculum and schedule. Class situations full of competition should also not be applied. Basically, teachers are expected to be able to apply a learning method that can reduce student anxiety levels so that in the end it can improve student behavior and learning achievement (Muhklis, 2014).

There are various ways that can be done by someone in overcoming pressure and anxiety in the face of an exam atmosphere. One of the methods used is to express anxiety by drawing or painting/batik. and one alternative that can be applied to reduce anxiety in students is art therapy, art therapy (art therapy) is an alternative related to psychological disorder intervention. in the Hand Book of Art Therapy says that art therapy is a type of therapy using several art media as interventions, so that patients or clients can feel working through their problems and concerns. Art therapy is widely used as a means of resolving emotional conflicts, increasing self-awareness, developing social skills, controlling behavior, solving problems, reducing anxiety.

The art used in this study is that drawing is an activity that is often found in various countries and is easy to do for people of all ages at the research location, namely Indonesia, so the possibility of subject acceptance will be better than intervention with other modalities. This is in line with Riley's opinion (in Wallin & Durr, 2002) that for an intervention or therapy to be effective, it must use appropriate methods and be acceptable to the subject.

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IV. Conclusion

Based on research objectives and results drawing art therapy on reducing student anxiety in online learning at SMK Nurul Falah Mangaran Situbondo, get:

1. Worry before the drawing therapy was carried out, the results of the anxiety level before the drawing therapy were carried out, namely 40.97 and the lowest result before being given drawing therapy was 35 and the highest anxiety level was 49.
2. Worry after doing drawing therapy, the result of anxiety level after drawing therapy was 10.41 and the lowest result of anxiety level after being given drawing therapy was 5 and the highest result of anxiety was 17.
3. The statistical test results using the Windows SPSS 24 Paired - Samples T Test obtained a value of $p = 0.000$ with a significant level of $\alpha = 0.05$ ($p = 0.000 < \alpha = 0.05$), from the results of the analysis it can be concluded that there is The effect of drawing therapy on reducing student anxiety in dealing with online learning at Nurul Falah Mangaran Vocational School, Situbondo.

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