
THE RELATIONSHIP OF SELF EFFICACY WITH BURNOUT DURING THE COVID-19 PANDEMIC

Emulyani^{1*}, Anisa Afriandani²

¹Staf Pengajar STIKes Payung Negeri Pekanbaru, ²Mahasiswa STIKes Payung Negeri Pekanbaru

Email : Emulyani@gmail.com

Abstract

Self-efficacy is needed by a nurse and in professional students. The many problems experienced by students during clinical practice become stressors for students. Stressors that occur continuously and are unable to be adapted by individuals will cause several symptoms called Burnout. The purpose of this study is to determine the relationship between self-efficacy and burnout during the clinical practice of students of the Profession Ners stikes umbrella in Pekanbaru during the covid -19 pandemic. This research is a quantitative study using a Descriptive Correlation design with a cross sectional approach. The sample in this study was 81 Professional Students of Ners STIKes Payung Negeri Pekanbaru. The sampling technique in this study used the total sampling technique. Data collection in this study used a self-efficacy level questionnaire and a burnout symptom level questionnaire in the form of a google form. The analysis used is a statistical chi square test. The results of the study found that there was a significant relationship between Self efficacy and Burnout During Clinical Practice of Ners Professional Students with a p value of $0.000 > 0.005$. Recommendations for subsequent researchers to be able to identify factors that can affect self-efficacy and how to increase the value of self-efficacy, especially in students of professional education ners.

Keywords : *Self Efficacy, Burnout, Clinical Practice*

INTRODUCTION

The Nurse Professional education program is an advanced stage of education from the academic stage in the undergraduate nursing program. At the professional education stage, nursing students will be given the opportunity to act as professional nurses. After attending professional nursing education, students are expected to be able to carry out the functions and roles as nurses by holding a Bachelor of Nursing (S.KeP, Ners) degree. A nurse is expected to be able to provide professional nursing care, provide health education, carry out advocacy functions, make legal and ethical decisions, and use the latest research results to improve nursing care (Situmorang, 2021).

Based on the educational curriculum established by the Association of Indonesian Nurse Education Institutes (AIPNI), the learning structure for the Nursing Profession is clinical practice. Clinical practice areas such as hospitals, health centers, nursing homes and communities. Nursing professional students have a lot of responsibilities and work demands in carrying out clinical practice, this can potentially be a stressor for students. At the professional

education stage, students are required to be able to act as professional nurses who provide nursing care, implement it to clients, interact with clinical supervisors, meet with patients, fear of making mistakes in practice, and having to complete reports in a short time become stressors in carrying out clinical practice. . This is considered tiring and triggers stress for students (Rasyidah et al., 2020).

The many problems experienced by students during clinical practice become stressors for students. Stressors that occur continuously and are not able to be adapted by the individual will cause several symptoms called Burnout syndrome. Burnout syndrome is a collection of physical, psychological and mental symptoms that are destructive as a result of work fatigue that is monotonous and stressful. Burnout can result in emotional exhaustion, personality changes and low personal accomplishment. (Larengkeng et al., 2019).

Based on research conducted by (Lopes & Nihei, 2020) on nursing students in Brazil, it was found that 60% showed high burnout, 36.3% showed emotional exhaustion, 37.7% showed depersonalization and 28.2% showed a decrease in personal accomplishment. Alimah's research in 2016 (Situmorang, 2021). In (Maramis & Tawaang, 2021) stated that nursing students could be at risk of experiencing burnout due to the large number of tasks and life routines carried out while studying at a moderate level of burnout (56.4%). In 2019, research also conducted by Maramis and Kandowako found that in general 109 students (85.8%) experienced moderate levels of burnout. research conducted by (Maramis & Tawaang, 2021) on nursing profession students at Klabat University were in the moderate burnout category. Of the 79 respondents, 34 respondents (43%) had low burnout, 41 respondents (51.9%) had moderate burnout and 4 respondents (5.1%) had high burnout.

Previous research (Situmorang, 2021), (Yuri, 2021) shows that burnout can be influenced by several factors, such as lack of social support, demographic factors, self-efficacy, lack of control, disruption of the community system at work, lack of motivation, and emotional intelligence. Of the several factors that can cause burnout, researchers are interested in the self-efficacy factor. Self-efficacy is an important factor because in general every individual has self-efficacy. It's just that each individual has a different level of self-efficacy. The level of self-efficacy possessed can influence the way individuals face the goals, tasks and challenges they face. Likewise, students are faced with various goals, tasks and challenges during their education, therefore it is important for students to be aware of the level of self-efficacy they have to help them during their education.

Self-efficacy is defined as a belief about the ability to complete work successfully. Self-efficacy refers to an individual's beliefs regarding his or her ability to mobilize the motivation, cognitive resources and actions necessary to successfully carry out a task in a particular context. Self-efficacy can be used to predict nursing student performance and has an important impact during nursing education. Self-Efficacy influences students' ability to complete tasks, organize themselves in the learning process and apply more cognitive strategies during the learning process (Yuri, 2021).

Research in Iran by (Farokhzadian et al., 2020), shows that the self-efficacy of practicing students is in the medium category (2.55 ± 0.62). This research strengthens self-efficacy and cognitive strategies as important things in improving overall academic achievement in students. In Indonesia, a study stated that 45% of students have low self-efficacy (Utari et al, 2018).

Previous research by (Permatasari et al., 2021) on distance learning (PJJ) for nursing students, 57% of students experienced feeling very tired while following the PJJ process. Students become passive and avoid difficult tasks as much as 30.5% of respondents and very often 14.3% of respondents postpone work and learning while attending PJJ. This condition occurs in students who take part in PJJ, which results in students having low self-efficacy. A high level of self-efficacy can prevent students from experiencing prolonged stress, which can ultimately prevent students from experiencing academic burnout.

High self-efficacy will develop a strong personality in a person, reduce stress and not be easily affected by threatening situations. People who have high self-efficacy will try to carry out tasks or actions to achieve predetermined goals and try to adapt to various obstacles in their work, including the burnout they experience. Likewise, a nurse who has high self-efficacy will be able to overcome the burnout they experience due to the demands of their work. Someone who has high self-efficacy will have a low level of Burnout (Larengkeng et al., 2019). Based on the results of observations made by researchers on Pekanbaru State Payung Nursing Professional Students, it was found that 60% (6 out of 10 people) of the students, including 6 students at a low level of self-efficacy, 2 students at a medium level and 2 others at a high level. Students feel less confident when practicing clinically. They said the low level of confidence in one's own abilities was due to a lack of practical field experience during the undergraduate nursing education stage.

During nursing education, you are supposed to practice in hospitals, but due to the Covid-19 pandemic, it is necessary to carry out distance learning, which means you cannot carry out laboratory and hospital practices directly. This has an impact on students' low level of self-confidence when entering professional nursing education because they do not have clinical practice experience. The level of self-confidence greatly influences students' abilities and has an important impact during clinical practice. Meanwhile, 80% (8 out of 10 people) of professional nursing students who were undergoing clinical practice were found to experience physical fatigue in the form of headaches, back pain, difficulty sleeping, often feeling tired, looking lethargic and less enthusiastic. Emotional exhaustion is also experienced, namely feeling tired every day, feeling bored, finding it difficult to rest because of routine, often feeling like a failure, feeling less competent and often feeling depressed. This is caused by monotonous and stressful activities during clinical practice. It can be concluded that some nursing profession students experience several symptoms of burnout in the form of physical fatigue, mental fatigue and low personal achievement. Based on this phenomenon, researchers are interested in conducting research on the relationship between self-efficacy and burnout during clinical practice for professional students at Pekanbaru State Payung Nurses during the Covid-19 pandemic.

RESEARCH METHODS

This type of research is quantitative research using a descriptive correlation design with a cross sectional study approach. The sample in this study consisted of 81 professional students from STIKes Payung Negeri Pekanbaru. Sampling in this study used a total sampling technique. Data collection in this research used a questionnaire in the form of a Google form.

RESEARCH RESULT

Based on the research that has been carried out, the following results were obtained:

Age and Gender

Table 1. Frequency Distribution of Respondents Based on Age for Nursing Professional Students at STIKes Payung Negeri Pekanbaru

Mean	Standar Deviation	min	max
23	0,615	22	24

(Source: Primary Data Analysis 2022)

Based on table 4.1, it shows that the average respondent is 23 years old, namely 49 people (60.5%)

Tabel 2. Distribusi Frekuensi Reponden Berdasarkan Jenis Kelamin Pada Mahasiswa Profesi Ners STIKes Payung Negeri Pekanbaru

Gender	Frekuensi (N)	Percentase (%)
Man	16	19,8
Woman	65	80,2
Total	81	100

(Source: Primary Data Analysis 2022)

Based on table 2, it shows that the majority of respondents were female, namely 65 people (80.2%) while male were 16 people (19.8%).

Table 3. Distribution of Respondents Based on Level of Self-Efficacy in Nursing Professional Students of STIKes Payung Negeri Pekanbaru

Self efficacy	Freksuensi (N)	Percentase (%)
Tall	66	81,5
Low	15	18,5
Total	81	100

(Source: Primary Data Analysis 2022)

Based on table 3, it shows that the majority of respondents in Pekanbaru country umbrella stickers have a high level of self-efficacy, namely 66 people (81.5%).

Table 4. Distribution of Respondents Based on the Level of Burnout Symptoms in Nursing Professional Students of STIKes Payung Negeri Pekanbaru

Bunout	Frekuensi (N)	Percentase %
No Burnout	23	28,4

There are things you have to watch out for	24	29.6
High Risk of Burnout	24	29.6
Burnout Is Here	6	7.4
Burnout Manifests In Physical Problems	4	4.9
Total	81	100

(source: Primary Data Analysis 2022)

Based on table 4, it shows that the majority of respondents in Pekanbaru country umbrella stickers have a level of burnout symptoms with things to be aware of and a high risk of burnout as many as 24 people (29.6%).

Bivariate Analysis

Table 5. The relationship between self-efficacy and burnout during clinical practice for professional students at STIKes Payung Negeri Pekanbaru during the Covid-19 pandemic.

Self efficacy	Burnout					N	P Value
	No Burnout	There are things to watch out for	High Risk of Burnout	Burnout Is Here	Burnout in Physical Problems		
Tall	23	23	20	0	0	66	0.000
	34.8%	34.8%	30.3%	0.0%	0.0%	100%	
Low	0	1	4	6	4	15	
	0.0%	6.7%	26.7%	40.0%	26.7%	100%	
Total	23	24	24	6	4	81	
	28.4%	29.6%	29.6%	7.4%	4.9%	100.0%	

(Source: Primary Data Analysis 2022)

Based on table 4.5, the results of the analysis of the relationship between self-efficacy and burnout during clinical practice for professional students at STIKes Payung Negeri Pekanbaru during the Covid-19 pandemic, it was found that data from 66 respondents who had a high level of self-efficacy found that the majority of respondents did not experience burnout, 23 (34.8%).) respondents, there are things that 23 (34.8%) should be aware of and 20 (30.3%) respondents experience a high risk of burnout. Meanwhile, of the 15 respondents who had a low level of self-efficacy, it was found that the majority of respondents, 6 (40.0%) had experienced burnout, 4 (26.7%) respondents had experienced burnout which had manifested in physical problems and 4 (26.7%) had a high risk of experiencing burnout. The results of the chi square test obtained a value of p value = 0.000 where $\alpha = 0.05$, which means $p < \alpha$, so the alternative hypothesis failed to be rejected, which means there is a significant relationship between self-efficacy and burnout during clinical practice for professional students at STIKes Payung Negeri Pekanbaru during the Covid pandemic. -19.

DISCUSSION

Age

Based on the research results, it was found that more than half of the respondents were 23 years old, 49 people (60.5%). In this study, the respondents were in the age range of 22 to 24 years and this age shows that the respondents were in their late teens, namely 17 -25 years old. Adolescence is a transition period, namely the transition from childhood to adulthood. There are many changes experienced by adolescents, including changes in physiological, psychological and socialization aspects (Hurlock, 2012). Adolescence can be divided into several stages, namely; early adolescence/pre-adolescence (12-13 years), middle adolescence (14-16 years), late adolescence (17-25 years) (Hurlock, 2012).

According to (Lauren, 2011), the age between 19-25 years is the age of late adolescence who will enter early adult development where at that age someone is usually in college or can be categorized as a student. As a student, there are many learning demands that you have to face. Students are expected not only to be able to absorb the courses they receive but also to be able to develop what the lecturer provides creatively. The success or failure of a student in higher education is greatly influenced by high enthusiasm for life, self-efficacy, a great sense of optimism and high motivation. Students who have a high sense of self-confidence will be able to complete assignments well and can effectively deal with certain events and situations, including academic burnout which is often experienced by students. (Simanjuntak et al., 2019).

According to researchers' assumptions, young people tend to often experience emotional exhaustion because they are psychologically immature and do not have much knowledge and experience, especially as professional students who are often faced with assignments and divide their time between service hours. This causes a person to feel physical fatigue and emotional exhaustion simultaneously.

Gender

Based on the research results, it was found that the majority of respondents were female, namely 65 people or a percentage (80.2%) and male, namely 16 people or a percentage (19.8%). This is because the majority of students studying at STIKes Payung Negeri Pekanbaru are female. This research is also in line with research conducted (Syahputra, 2010) said that the proportion of health students is dominated by women, this is because the gender concept of women is considered diligent, patient and gentle, and women's caring attitude is better than men. In line with research conducted by (Sidauruk & Boyoh, 2021) showed that the majority of nursing students were female (82.35%).

According to Bandura's theory in (Nauvalia, 2021) Gender differences influence self-efficacy. This can be seen from Bandura's theory which states that women have higher self-efficacy. According to (Zusya & Akmal, 2016) said that men have a lower level of self-efficacy compared to women, because when men face a task they tend to postpone the task given. Individuals who lack initiative do not have the drive to complete tasks on time.

According to researchers' assumptions, the majority of women have higher self-efficacy. Women have a greater sense of responsibility in carrying out tasks, pay more attention when learning, are more active during the learning process and have better learning strategies than men, so men tend to have low self-efficacy.

Univariate Analysis

Self efficacy

Based on the research results, it was found that the majority of respondents had a high level of self-efficacy, namely 66 people (81.5%). From the description of the level of self-efficacy, it can be seen from the highest answer to the questionnaire, namely that professional students often feel confident that they can carry out difficult nursing actions during clinical practice as much as (51.9%), professional students often feel confident that they can complete professional nursing education as much as (45, 7%), professional students often feel confident that they can solve cases in field practice as much as (59.3), during case seminar presentations on unexpected things students often feel able to overcome them as much as (56.8%), professional students often feel confident they can answered questions from clinical and academic supervisors (51.9%).

According to (Edwin & Widjaja, 2020) Self-efficacy is an individual's belief in his or her ability to mobilize the motivation, cognitive abilities, and actions needed to meet the demands of a situation. Self-efficacy is influenced by individual success experiences (mastery experience), other people's success experiences (vicarious experience), verbal persuasion and physiological and emotional conditions. This research is in line with research conducted by (Halawa, 2020) Regarding the level of self-efficacy, it shows that 68 subjects are in the high category (66%) and 35 subjects are in the category (34%), which means that students have a high level of self-efficacy. In the research results, it was found that 15 (18.5%) respondents had a low level of self-efficacy. From the description of the level of self-efficacy, it can be seen from the respondents' questionnaire answers, namely that 12 (14.8%) respondents answered that sometimes they can do tasks well, when answering questions from lecturers or clinical supervisors, 21 (25%) respondents answered that sometimes they can answered well, when facing difficult situations in professional education as many as 8 (9.9%) answered that they could never overcome them, when combining nursing actions with their abilities as many as 18 (22.2%) respondents answered that they could only sometimes complete them. well.

According to researchers' assumptions, self-efficacy is a self-assessment of whether you can take good or bad actions, right or wrong, whether you can or cannot do things according to the goals you want to achieve. Self-Efficacy relates to a person's belief in their ability to influence events related to their life.

Burnout

Based on the research results, it was found that the majority of students had symptoms of burnout with a level of things to be aware of and a high risk of burnout as many as 24 people (29.6%). From the description of the level of burnout symptoms experienced by nursing profession students, it can be seen that from the respondents' questionnaire answers the highest was (38.3%) of respondents answered that they often experienced sadness and even cried, as many as (33.3%) of respondents answered that they often became tired easily, as many as (34.6) respondents answered that they had become increasingly critical, cynical and easily disappointed, as many as (23.5) respondents answered that they often experienced physical complaints such as: stomach ache, gastric pain, headaches, back pain, and even indigestion.

On research (Alimah & Swasti, 2018) the majority of nursing students in the dimensions of emotional exhaustion and decreased academic achievement experienced moderate burnout, respectively 67% and 56%. Meanwhile, in the cynicism dimension, the majority experienced mild burnout at 62%. Burnout in students refers to feeling emotionally

tired caused by the demands of studying, having cynical behavior, and feeling like an incompetent student. (Mashuri et al., 2022). This research is in line with research conducted by (Hidayati et al., 2022) Regarding the level of burnout symptoms experienced by nursing professional students during the Covid-19 pandemic, it shows that the majority of respondents experienced moderate levels of symptoms or had a high risk of burnout, 34 people (43.56%).

In this study, it was found that 6 (7.4%) respondents had experienced burnout and 4 (4.9%) respondents had experienced burnout which was manifested in physical problems. From the description of professional students who experience burnout, it can be seen from the results of the questionnaire answers of respondents, as many as 22% of respondents answered that they get tired easily and often feel tired rather than enthusiastic, as many as 13.6% often feel disoriented with severe symptoms, as many as 9.9% of respondents answered too busy doing routine things with very severe symptoms and as many as 17.3% of respondents answered that they often felt physical complaints such as headaches, stomach aches and indigestion with very severe symptoms.

According to researchers' assumptions, burnout that occurs in students is caused by prolonged stress resulting in burnout that originates from academic conditions in the student's environment. Students who experience burnout will feel excessive fatigue and have a feeling of being unable to complete their tasks and obligations as a student.

Bivariate Analysis

Based on the research results, it shows that the chi square test obtained a p value = 0.000, where $\alpha = 0.05$, which means $p < \alpha$, so the alternative hypothesis failed to be rejected, which means there is a significant relationship between self-efficacy and burnout during clinical practice for professional students at STIKes Payung Negeri Pekanbaru. During the Covid-19 Pandemic.

According to (Nabil & Dewi, 2021) Bivariate Analysis Based on the research results, it shows that the chi square test obtained a p value = 0.000, where $\alpha = 0.05$, which means $p < \alpha$, so the alternative hypothesis failed to be rejected, which means there is a significant relationship between self-efficacy and burnout during clinical practice for professional students at STIKes Payung Negeri Pekanbaru. During the Covid-19 Pandemic.

According to (Larengkeng et al., 2019) People who have high self-efficacy will try to carry out tasks or actions to achieve predetermined goals and try to adapt to various obstacles in their work, including the burnout they experience. Individuals who have high self-efficacy will be able to overcome the burnout they experience due to the demands of their work. A person who has high self-efficacy will have a low level of burnout and vice versa, an individual with low self-efficacy will have a high risk of burnout.

This is in accordance with research (Rohmani & Andriani, 2021) Academic self-efficacy reduces fatigue caused by learning demands. As a dimension of burnout, exhaustion refers to excessive emotions and feelings of depletion of emotional resources. Students with low academic self-efficacy tend to experience more fatigue, which is reflected in not being enthusiastic about activities, feeling tired when waking up in the morning, feeling tense during lessons, and not focusing on completing each assignment.

In this research, the results showed that the majority of nursing professional students during clinical practice had a high level of self-efficacy, as many as 66 respondents (81.5%),

students had a high level of self-confidence in their ability to carry out clinical practice and complete assignments during professional education. This is a supporting factor for professional students who have symptoms at risk of experiencing burnout for 24 (29.6%) respondents. A total of 15 (18.5%) respondents had a low level of self-efficacy when undergoing clinical practice during professional education so that students were vulnerable to experiencing burnout, as many as 6 (7.4%) respondents had experienced burnout and 4 (4.9%) respondents had experienced burnout. burnout that has manifested itself in physical problems. As the results of research conducted by (Moghadam & Ganji, 2019) which shows an inverse relationship between self-efficacy and burnout. Therefore, self-efficacy reduces burnout by increasing positive achievements in individuals and increasing self-confidence.

According to researchers' assumptions, a high level of self-efficacy has an effect on reducing the level of burnout symptoms, by increasing self-confidence in one's abilities it can influence a person's activities, increase motivation, influence decision making and academic achievement. Individuals with a high level of self-efficacy will try to face problems and consider them to be challenges and not avoid them.

CONCLUSIONS AND SUGGESTIONS

The results of the research show that the majority of respondents at STIKes Payung Negeri Pekanbaru have a high level of self-efficacy, namely 66 people (81.5%), with a level of burnout symptoms, there are things to be aware of and a high risk of burnout, 24 people (29.6%). The results of the chi square test obtained a p value = 0.000 where $\alpha = 0.05$, which means $p < \alpha$, so the alternative hypothesis failed to be rejected, which means there is a significant relationship between self-efficacy and burnout during clinical practice for professional students.

THANK-YOU NOTE

The author would like to thank all parties who facilitated this research, thank the Chancellor of the Payung Negeri Institute and the respondents who were willing to be participants in this research.

BIBLIOGRAPHY

Alimah, S., & Swasti, K. G. (2018). Gambaran *Burnout* pada Mahasiswa Keperawatan di Purwokerto. *Jurnal Keperawatan Soedirman*, 11(2), 130. <https://doi.org/10.20884/1.jks.2016.11.2.709>

Amini, D. A. (2020). *Gambaran Efikasi Diri Mahasiswa Program Pendidikan Profesi Ners Fakultas Keperawatan Universitas Jember*. Universitas Jember.

Chen, G., Gully, S. M., & Eden, D. (2001). *Validation of a New General Self-Efficacy Scale*. *Organizational Research Methods*, 4(1), 62–83. <https://doi.org/10.1177/109442810141004>

Christiana, E. (2020). *Burnout Akademik Selama Pandemi Covid 19*. *Prosiding Seminar Nasional Bimbingan Dan Konseling Mengukuhkan Eksistensi Peran BK Pasca Pandemi Covid-19 Di Berbagai Setting Pendidikan*, 8–15.

Farokhzadian, J., Karami, A., & Azizzadeh Forouzi, M. (2020). *Health-promoting behaviors in nursing students: Is it related to self-efficacy for health practices and academic*

achievement *International Journal of Adolescent Medicine and Health*, 32(3), 1–10. <https://doi.org/10.1515/ijamh-2017-0148>

Halawa, A. (2020). *Self – Efficacy Mahasiswa Dalam Belajar Pada Masa Pandemi Covid-19 Di Stikes William Booth. Jurnal Keperawatan*, 9(2), 26–32. <https://doi.org/10.47560/kep.v9i2.262>

Hidayati, S., Amalia, R., & Aiyub. (2022). *Burnout Mahasiswa Keperawatan dalam Mengikuti Program Profesi Ners di Masa Pandemi Covid-19. JIM FKep*, 5(4), 9–15.

Hurlock, E. B. (2012). *Psikologi Perkembangan Suatu Pendekatan Sepanjang Rentang Kehidupan*. Erlangga.

Larengkeng, T., Gannika, L., & Kundre, R. (2019). *Burnout Dengan Self efficacy Pada Perawat. Jurnal Keperawatan*, 7(2), 1–7. <https://doi.org/10.35790/jkp.v7i2.24474>

Lopes, A. R., & Nihei, O. K. (2020). *Burnout among nursing students: predictors and association with empathy and self-efficacy. Revista Brasileira de Enfermagem*, 73(1), e20180280. <https://doi.org/10.1590/0034-7167-2018-0280>

Maramis, J. R., & Tawaang, E. (2021). Hubungan Pembelajaran Daring Dengan Burnout Pada Mahasiswa Profesi Ners Universitas Klabat Di Era Pandemi Covid 19. *Klabat Journal of Nursing*, 3(1), 67. <https://doi.org/10.37771/kjn.v3i1.546>

Mashuri, Y. A., Primaningtyas, W., Hastuti, H., Aryoseto, L., Qothrunnada, N., Febrinasari, R. P., Widyaningsih, V., & Probandari, A. N. (2022). *Burnout Dan Kualitas Hidup Civitas Akademika Pada Masa Pandemi Covid-19: Studi Di Universitas Sebelas Maret. Biomedika*, 14(1), 10–19. <https://doi.org/10.23917/biomedika.v14i1.13280>

Moghadam, S. H., & Ganji, J. (2019). Motivation, self-efficacy, stress, and academic performance correlation with academic burnout among nursing students. *Journal of Nursing and Midwifery Sciences*, 6(3), 149–155. <https://doi.org/10.4103/JNMS.JNMS>

Nabil, M. A., & Dewi, R. (2021). Fenomena Burnout Tenaga Kesehatan di Masa Pandemi Covid-19. *Seminar Nasional Psikologi UM*, 1(1), 149–159. <http://conference.um.ac.id/index.php/psi/article/view/1235>

Novrianto, R., Marettih, A. K. E., & Wahyudi, H. (2019). Validitas Konstruk Instrumen General Self efficacy Scale Versi Indonesia. *Jurnal Psikologi*, 15(1), 1. <https://doi.org/10.24014/jp.v15i1.6943>

Permatasari, N., Sutanto, L., & Ismail, N. S. (2021). Hubungan efikasi diri terhadap tingkat kejemuhan akademik: Studi empiris pembelajaran daring semasa covid-19. *Jurnal Sosio Sains*, 7(1), 36–50. <http://journal.illdikti9.id/sosiosains>

Putra, M. D. K., & Retnawati, H. (2020). Rasch Analysis of an Indonesian version of the General Self-Efficacy Scale-12: A Comparison of Rating Scale Model (RSM) and Partial Credit Model (PCM). *Indonesian Journal of Educational Assesment*, 3(1), 52. <https://doi.org/10.26499/ijea.v3i1.55>

Rohmani, N., & Andriani, R. (2021). Correlation between academic self-efficacy and burnout originating from distance learning among nursing students in Indonesia during the COVID-19 pandemic. *Journal of Educational Evaluation for Health Professions*, 18, 1–6. <https://doi.org/10.3352/JEEHP.2021.18.9>

Sagita, D. D., & Meilyawati, V. (2021). Academic Burnout Mahasiswa Pada Masa Pandemi Covid -19. *Jurnal Nusantara Of Research*, 8(2), 16.

Saraswati, N., Dwidiyanti, M., Santoso, A., & Wijayanti, D. Y. (2021). Hubungan Efikasi Diri

dengan Kecemasan Menyusun Skripsi pada Mahasiswa Keperawatan. *Holistic Nursing and Health Science*, 4(1), 1–7. <https://doi.org/10.14710/hnhs.4.1.2021.1-7>

Simanjuntak, C. E., Simangunsong, R. M., & Hasugian, A. P. (2019). Gambaran *Self efficacy* Pada Mahasiswa Psikologi Universitas Hkbp Nommensen Medan. *Jurnal Psikologi Universitas HKBP Nommensen*, 6(1), 36–42. <https://doi.org/10.36655/psikologi.v6i1.99>

Situmorang, R. P. (2021). Pengalaman Mahasiswa Program Studi Profesi Ners Dalam Pembelajaran Daring Di Masa Pandemi Covid-19. *Media Keperawatan: Politeknik Kesehatan Makassar*, 12(1), 80.

Yuri, S. M. D. (2021). Faktor-Faktor Yang Berhubungan Dengan *Burnout* Pada Tenaga Kesehatan Dalam Situasi Pandemi Covid-19. *Jurnal Keperawatan Tropis Papua*, 04(1), 1–9. <http://jurnalpoltekkesjayapura.com/index.php/jktp>

Zusya, A. R., & Akmal, S. Z. (2016). Hubungan *Self efficacy* Akademik dengan Prokrastinasi Akademik pada Mahasiswa yang Sedang Menyelesaikan Skripsi. *Psypathic : Jurnal Ilmiah Psikologi*, 3(2), 191–200. <https://doi.org/10.15575/psy.v3i2.900>