



Depression, anxiety, and stress among first-year students and undergraduate students during the Covid-19 pandemic

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Abstract

Stress and anxiety are becoming more common and prone to occur among first-year students who are undergoing the transition period from high school to university because new learning methods, when compared to undergraduate students will be more susceptible to depression due to the demands of completing a thesis. This research aims to difference in the level of stress, anxiety, depression of the first year and undergraduate students and differences in terms of gender at the Department of Psychology, Universitas Negeri Padang during the Covid-19 pandemic. This research is quantitative with a comparative study and obtained 592 respondents using stratified random sampling. Data collection of an Depression, Anxiety, Stress Scale (DASS-42). The data analysis techniques are carried out data analysis requirements with homogeneity and normality tests followed by hypothesis testing with t-tests. The result as for the depression variable there were significant differences with percentages in the level of first-year students and undergraduate students of 22.7% (mild) and 20.2% (extremely severe) respectively. The high prevalence in the first-year and undergraduate students of college life is alarming. It illustrates the need for primary and secondary prevention measures, with development of adequate and appropriate support services for this group.

Keywords: Stress, Anxiety, Depression, Covid-19 Pandemic

How to Cite: Nurmina, N., Fahrianti, F., Haryani, M. & Wahyuni, H. (2021). Depression, anxiety, and stress among first-year students and undergraduate students during the Covid-19 pandemic. *International Journal of Research in Counseling and Education*, 5 (2): pp. 206-214, DOI: <https://doi.org/10.24036/00453za0002>



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Introduction

Depression, anxiety, and stress in society are considered important indicators of mental health. Stress can be interpreted as something that is interconnected between the individual and the environment (Biggs, Brough, & Drummond, 2017). Yusoff et al., (2011) stress are associated with anxiety and depression. Gorman, Kent, Sullivan dan Coplan (2000) mention that excessive worry about mild things and out of reason are symptoms of anxiety disorders.

The World Health Organization said thirty-five million people suffered from depression in 2016. Then WHO said in 2020 depression will become a common and worldwide disease after heart disease. Davison, Neale and Kring (2012) stated that depression is a fickle feeling, and characterized by feeling sad, feeling useless, withdrawing from the environment, loss of sexual desire, and interest in something. Mental health is very important to note so that individuals do not experience stress, anxiety and can even become depressed. If these three disorders are already in a fairly severe phase, there will be negative thoughts such as suicidal thoughts (Shafitri., 2017).

In the pandemic era, the Ministry of Education and Culture issued the Implementation of Education Policy in the Emergency Period of the Spread of Covid-19 in circular number 4 of 2020. Policies in the form of instruction on the learning process are carried out at home for all levels of education, including policies for all educators and education to conduct the learning process online, not least for students. Online learning is certainly a challenge for every student in the current pandemic period, such as first-year students who have

just completed their studies from high school and still do not know how systematic, this can be a stressful and fun life event for some first-year students.

The purpose of the Introduction is to stimulate the reader's interest and to provide pertinent background information necessary to understand the rest of the paper. You must summarize the problem to be addressed, give background on the subject, discuss previous research on the topic, and explain exactly what the paper will address, why, and how. A good thing to avoid is making your introduction into a minireview. There is a huge amount of literature out there, but as a scientist you should be able to pick out the things that are most relevant to your work and explain why. This shows an editor/reviewer/reader that you understand your area of research and that you can get straight to the most important issues.

Wong, Cheung, Chan, Ma dan Tang (2006) in their research found that 7915 first-year students in Hong Kong are more prone to stress and anxiety, and in this case, gender is also a influencing factor with women will be more susceptible to experiencing it compared to men. Undergraduate students have the task to complete their studies and obtain a bachelor's degree. Students are required to be able to adapt and complete the final task and be able to overcome anxiety so that they can focus on finding a way out of constantly thinking about difficulties (Ettman et al., 2020). Increasingly, obtaining a college degree is seen as the key to success (Thurber & Walton, 2015).

Based on the results of the initial survey conducted by researchers, 48 student participants (26 first-year students and 22 undergraduate students). The survey used brief questions related to common symptoms of depression, anxiety, and stress according to Lovibond & Lovibond (1995) on the Likert scale. The results of the survey showed that students experienced symptoms of stress by 55%. Symptoms that are often experienced are students feel headaches, difficulty relaxing, and excessive heartbeat. 57% of college students experience anxiety with symptoms that often appear to be difficult to concentrate and often feel restless. Symptoms of depression by 58%, symptoms that are often experienced are not eager to do anything, pessimistic about the future, experiencing disturbed sleep patterns.

Various conditions were experienced by each student during the lecture period, both from first-year students and final students. First-year students undergo a transition from high school to college, this is also a trigger for students to experience stress. Although stress is an inevitable part of life, stress and anxiety are becoming more common and prone to occur among first-year students. While undergraduate students will be more prone to depression. Undergraduate students will be more worried about the uncertainty of their future as they approach graduation as well as the need to find work (Shamsuddin et al., 2013). Stressors received by students are different, such as in first-year students, namely achievement in the form of commutative values, relationships with peers, sex differences, sleep quality, financial problems, economics, and culture. While in undergraduate students such as pressure to succeed, plans after graduation, financial problems, relationships with family, health, body image, gender, economics, and culture, as well as self-esteem and obtaining a bachelor's degree are seen as the key to success (Beiter et al., 2015; Orzech, Salafsky, & Hamilton, 2011).

Several studies raise topics about stress, anxiety, and depression in college students. Research conducted by Teh, Ngo, Zulkifli, Vellasamy dan Suresh (2015) final-year students in Malaysia on the watershed-42 scale showed the percentage of depression, anxiety, and stress was 55.5%, 30.7%, and 16.6% respectively. The findings showed that end-year college students were more prone to depression due to changes in study style (composing final assignments/thesis), fearful thoughts of failing thesis exams, social pressures such as relationships with peers, dorm friends, financial problems, lack of social support from those closest to them, and culture being a predictor of students experiencing depression.

In line with the results of the Hasanah, Fitri, and Supardi (2020) study, which aims to know the level of depression of students at the end of the pandemic era. The study sample numbered 147 undergraduate students in Indonesia. The research instrument uses the BDI II questionnaire. The results showed levels of depression: 21.1% mild, 17% moderate and 3.4% severe. This indicates that the percentage of final students is higher to experience depression. Fullana et al. (2020) the covid-19 pandemic can increase anxiety, and depressive symptoms, coping mechanisms such as exercising, relaxing can lower negative feelings. Negative feelings can lead to an increased risk of mental health problems, especially depressive symptoms (Ma et al., 2020).

Abdallah & Gabr (2014) conducted a study to find out the difference in the influence of stress, anxiety, and depression of first-year students at Menoufiya University Medical and to identify related factors. Use the stress depression anxiety scale (DASS-21). The percentages of depression, anxiety, and stress in students were 57.8%, 78.4%, and 63.6% respectively. This suggests that first-year students experience higher levels of anxiety and stress. Its findings suggest that female students are more anxious and depressed than male students, where to live in rural areas makes students more prone to depression and stress, living apart from parents makes students feel lonely which makes students depressed, inability to engage in social activities with

family, low ability to manage time to do activities, demands (amount and complexity) of material to be studied.

The above research describes the levels of stress, anxiety, and depression of students in different countries of different genders and regions or ethnicities. This study shows that first-year students will be more susceptible to experiencing stress and anxiety because they are still in the stage of adaptation to the systematics of lectures, while undergraduate students with a fairly heavy task load will be more susceptible to depression with various conditions behind it. From the above research, it is also illustrated that several factors that participate in influencing the level of depression, anxiety, and stress in early-level students are (1) gender, (2) residential environment, (3) students who live separately with parents, (4) inability to engage in social activities, (5) low ability to manage time to do activities, (6) lecture demands. Furthermore, factors that also participate in influencing the level of depression, anxiety, and stress in undergraduate students are (1) changes in learning style (composing final assignments/thesis), (2) the thought of fear of failing the thesis exam, (3) social pressures such as relationships with peers, dorm friends, (4) financial problems, (5) lack of social support from the closest people, (6) culture or residential environment.

The results of the study that guided researchers in finding novelty based on the results of Teh et al., (2015) study on depression, anxiety, and stress of final students showed higher levels of depression, this study only examined the influence of the three aspects only while the novelty in the study to be conducted is to distinguish the levels of depression, anxiety, and stress and its effect on two categories of first-year students and end students, Researchers' expectations are assumed by knowing these differences, students can anticipate or prevent factors that can cause depression, anxiety and stress not only in first-year students but also undergraduate students to be able to complete their studies on time.

While research from Hasanah et al. (2020) only examined depression in late-level students during the covid-19 pandemic and used the BDI-II measuring instrument. So the novelty that will be done by researchers as a complement to the results of the Abdallah & Gabr (2014) and Hasanah et al. (2020) research is to see the difference between depression, anxiety, and stress not only first-year students but also undergraduate students, the urgency of this study in addition to supporting the results of previous research as well as preventive measures due to the impact of depression, anxiety and stress that occurs in first-year students and final students, especially in pandemic times covid-19.

Another opinion also states that in the pandemic period 40% of people who experience anxiety and depressive symptoms are in the early adult age range such as first-year students and undergraduate students (Huang & Zhao, 2020). Stress, anxiety, and depression are among the mental health disorders that can change a person's way of acting, dealing with stress, connecting with others, making choices, and triggering a desire to self-harm or even suicidal thoughts. Mazza et al. (2020) said anxiety and depression are very vulnerable to occur in female students both first-year students and undergraduate students, especially at the level of severe depression which includes suicide planning.

Agreeing with the reason for the importance of this study is the results of research that states the levels of stress, anxiety, and depression of undergraduate students and first-year students are still in the high category (Hyland et al., 2020). From this, it can be seen that only a small percentage of students know and are aware of the causes, symptoms, how to cope with stressors. This is the foundation and strong reason this study is done to prevent and as a source of knowledge about the early symptoms of depression, anxiety, and stress so that students can know and even avoid the emergence of more severe risks if experiencing symptoms of stress, anxiety, and depression, especially in times like today.

Through this research is expected to be the first step or screening so that there is no risk of harm for students due to the impact and symptoms caused by depression, anxiety, and stress. Based on these thoughts, there is a desire of researchers to examine more deeply the depression, anxiety, and stress of first-year students and undergraduate students during the Covid-19 pandemic.

Method

This research study is quantitative with comparative study, Creswell (2009) mentions that the data collected in research in the form of numbers and then processed with statistical analysis is called quantitative research. The purpose of the research is to explain and describe the differences between depression, anxiety, and stress in first-year students and undergraduate students. The population in the study, namely first-year students in 2020 numbering 301 people and undergraduate students in 2017 amounted to 291 people, in the Department of Psychology, Universitas Negeri Padang. The number of samples in the study was determined by the formula Slovin and from the population of 592 college students with Alpha 0.05, the number of samples in the study was 238 students. Sample withdrawal is done by stratified random sampling.

The instrument used is the researchers make their measuring instrument in the form of an Indonesian version of the measuring instrument guided by the Depression, Anxiety, Stress Scale (DASS-42) scale instrument from Lovibond & Lovibond (1995). The questionnaire consisted of 42 items of statements related to depression, anxiety, and stress, with an answer choice using the Likert scale range 0-3. Of the 42 statements, participants were asked to choose answers according to perceived over the past week. Here is a predetermined table of norms from this measuring tool to categorize levels of stress, anxiety, and depression:

Table 1. Norm of DASS-42 (Lovibond & Lovibond 1995)

	Depression	Anxiety	Stress
Normal	0-9	0-7	0-14
Mild	10-13	8-9	15-18
Moderate	14-20	10-14	19-25
Severe	21-27	15-19	26-33
Extremely Severe	28+	20+	34+

Data collection technique by providing a written questionnaire containing a statement to participants online through a google form. Before the instrument is distributed to research participants, it will first be tested with validation tests and reliable tests. Logical validation test with consideration or judgment (judgment) from experts and declared valid, then empirical validity tests are carried out to students. In this trial, 58% (33 people) of undergraduate students and 42% (26) of first-year students were found. The conclusion of the analysis obtained Corrected Item Total Correlation $r_{hitung} > r_{tabel}$ of 0.254 for $df = 59 - 2 = 57$ participants at Alpha 0.05 then 42 statements were declared valid. Test reliability by looking at Cronbach's Alpha value of 0.755 $>$ 0.60, so that according to the criteria or basis of decision making above 42 question items is reliable or consistent. Before the hypothesis test is first done test the requirements of analysis with the normality test and homogeneity test and then do a hypothesis test with a t-test.

Results and Discussion

The characteristics of college students majoring in Psychology who became participant in this study based on gender, age, and ethnicity are as follows.

Table 2. Overview of the Research Subject

Demographic Data	2020		2017		
	Fr	%	Fr	%	
Gender	F	98	82,4	67	56,3
	M	21	17,6	52	43,7
Age (year)	17-19	104	87,4		
	20-21	15	12,6		
	17-20			5	4,2
	21-24			114	95,8
Ethnic	Minang	75	63,0	77	64,7
	Batak	12	10,1	10	8,4
	Jawa	11	9,2	14	11,8
	Melayu	21	17,6	18	15,1

Based on the table, it can be seen that in first-year students and undergraduate students the highest percentage of genders is female with 82.4% and 56.3%. The average age range of first-year students aged 17-19 years and 21-24 years in undergraduate students and the majority of Minangkabau students with percentages of 63% and 64.7% respectively. Ages 17-21 belong to the range of late adolescence and 21-25 years of early adulthood (Santrock, 2011; Papalia & Feldman, 2014) The age range in late adolescence will experience an increasing stage leading to early adulthood, while in the early adult stage is very vulnerable to internal and external stressors in college education.

Stuart & Laraia (2005) said the age and experience possessed by each individual can have an affect stress levels, if this is not overcome will cause the individual to experience other disorders. This is in agreement with Khawaja & Duncanson (2008) who mentioned that the younger age group (late adolescence, early adulthood) and higher (late adulthood) will be susceptible to depressive symptoms compared to middle adulthood. Contrary to the opinion of Zakiyah (2016) who said in the face of stressors someone will do coping, where age does not determine a person's coping ability. Other factors such as the environment,

mindset, and ability are also determinants of how strategies to overcome a person's problems in order to overcome if the onset of symptoms from stress and even depression (Krisdianto & Mulyanti, 2015).

Furthermore, demographic factors that are also included as stressors are the background of the region (ethnicity/culture). Based on the results of research on the background of regional/tribal origin 36.9% of first-year students and 34.9% of undergraduate students come from outside west Sumatra (Minangkabau ethnic). This is the reason why ethnics/ethnicities need to be considered, by doing acculturation that aims to be part of the dominant culture where students live while still having their home culture as their identity. Researchers argue and supported by observations, although currently lectures are conducted online, there are some students outside Sumatera Barat who choose to continue to do lectures in Kota Padang. This can be a stressor for students during their education and is driven by differences in group acculturation degrees, cultural norms, traditions, and social support (Young et al., 2010).

Before looking for the difference between the three variables, first perform a normality test. The normality test, conducted using Kolmogorov Smirnov's one sample test, stated normal scattered data if $p > 0.05$ and instead. Based on the normality test, the value $p = 0.847$ in the distribution of first-year students data and $p = 0.478$ in undergraduate student which means the value $p > 0.05$ indicate normal distribution data. Then test homogeneity by looking at the $F_{empirik} < F_{teoritik}$ then the data is declared homogeneous. In this study $F_{empirik}$ values of 1.90 and F_{teori} 3.92 indicate that $F_{empirik} < F_{teoritik}$ so that it can be concluded that the variant of the measurement data is homogen.

Furthermore, hypothesis testing will be conducted in this study using the analysis of independent test (independent sample t-test) SPSS 16.0. The testing criteria if the value of $T_{hitung} > T_{tabel}$ at the level of significance of 5% then the hypothesis is accepted (H_a accepted) means that there is a significant difference, conversely if the value of $T_{hitung} > T_{tabel}$ at the error level of 5% then the hypothesis is rejected (H_a rejected) in the sense that there is no difference of significance, can be seen in the table below.

Table 3. Comparison of grades T_{hitung} and T_{tabel} variable Stress, Anxiety, Depression of First Years Students and Undergraduate Students.

Variable	Sample Group	$T_{hitung} : T_{tabel}$	Sig.	Conclusion
Stress	First Year	1,733 < 1,980	5% pada df 236	There is no difference
	Undergraduate			
Anxiety	First Year	-0,202 < 1,980	5% pada df 236	There is no difference
	Undergraduate			
Depression	First Year	4,088 > 1,980		There is a difference
	Undergraduate			

Stress

Based on the analysis of the T value for hypothesis one there is a difference in stress, anxiety, and depression in first-year students and undergraduate students for stress variables seen t_{hitung} value of 1,733 compared to the value in table t with $df = 236$ located in the value of $t_{tabel} = 1,980$ then the amount of t_{hitung} value < t_{tabel} (1,733 < 1,980) so it can be concluded H_a rejected and H_o accepted. Then when viewed from the difference in the average score of stress that occurred more dominantly experienced by first-year students, which is 18.83 while the average stress score in final students 16.92, this is seen the highest average stress score occurred in first-year students, then also seen from the description of the stress score of first-year students and undergraduate students were in the moderate category of 28.6%.

Based on the results of research on the level of stress of first-year students and undergraduate students there is no difference, this is supported by the results of research Adryana et al., (2020) regarding the level of stress to the level of education shows that the average new, middle and undergraduate students experience moderate levels of stress. In the process of working on the thesis, most students in the thesis process experience stress, fear, even frustration and some are reckless suicide included in the causative factors of final-level student stress (Muldianto et al., 2015).

This case includes some manifestations experienced, such as feeling that he became angry because of trivial things, tending to overreact to a situation, feeling difficult to relax, easily upset, feeling he has spent a lot of energy, impatient when experiencing delays, irritability, feeling difficult to rest, feeling very irritable, difficult to calm down if something is upset, It is difficult to be patient in the face of interference with what is

being done, feel restless, unable to forgive anything that gets in the way in completing what is being done, feels easily agitated.

Fatningsaliska et al., (2015) stated to first-year students academic pressures such as a lot of material, many exams both block final exams or practicum exams, and deadlines for collecting assignments, in addition to extra campus activities such as student organizations are also triggered for the stressor. At the time of the current pandemic, lectures were conducted independently and did not do face-to-face in the village. So this can also be a predictor of students experiencing stress. Agreed by the results of Suwinyattichaiorn & Johnson (2020) research to first-year students in California as many as 907 people, during the pandemic it is very rare to communicate with the closest people who usually meet, social support is very instrumental in the current pandemic so that it can suppress stressors to experience stress and depression.

Hidayat, et., al., (2013) said that undergraduate students who compile thesis tend to experience various obstacles, this will develop towards a negative attitude that can trigger students to experience anxiety in pandemic times like now. This is in line with the results of Nurcita & Susantiningih (2020) research on online learning with anxiety levels in 100 undergraduate students, it was found that all students experienced anxiety with 88% of students experiencing severe anxiety and 12% of students experiencing moderate levels of anxiety. Furthermore, the study also explained that undergraduate students compile thesis due to internal and external factors. Mentioned factors that contribute the most are from within (internal), such as how to think, solve problems, confidence, manage time or schedule, and motivation. While from the outside (external) as well as how the relationship with lecturers, looking for appropriate references, criticism from others who are negative, and various demands from the family.

Anxiety

The analysis of the T value for the anxiety variable of first-year students and undergraduate students is seen the value $t_{hitung} -0.202$ compared to the table t at $df = 236$ is located at the value $t_{tabel} = 1,980$, then $t_{hitung} < t_{tabel} (-0.202 < 1,980)$ so that it is concluded H_a rejected and H_o accepted. Judging from the average score of freshman anxiety and undergraduate students did not have a difference meaning equally influential, namely on first-year students of 15.67 and undergraduate students of 15.99. Anxiety lies in the very severe anxiety category of 31.1% for first-year students and 39.5% for undergraduate students. So it can be concluded there is no different in the influence of anxiety on first-year students and undergraduate students.

The results of this study are supported by the opinions of Hastuti et al., (2016) during college students tend to feel worried caused by various factors. These concerns are sometimes too excessive to make students think too hard about certain things so that they have difficulty in controlling emotions that can have an impact on daily activities.

The anxiety response found manifests through several things such as lips often dry, shortness of breath, legs feel willing to dislodge, feel themselves in situations that can trigger the onset of anxiety and will feel calmer if the situation stops, excessive sweating, fear for no apparent reason, increased heart rate, feeling worried about the situation and embarrassing yourself, shaking. Anxiety that is in the category of very heavy can also be due to the occurrence of culture shock. Anxiety in this category can be characterized by difficulty concentrating in various ways so that you cannot find the source of the cause of the perceived anxiety. In addition, the intensity of a dense lecture load can also be a predictor of the emergence of anxiety (Agusmar et al., 2019). In online learning today students only interact with social media which causes students to feel left behind in interacting with friends.

The results of the study are supported by Keliat's opinion, et. Al., (2012) which states that the response of individuals who experience anxiety includes physical, cognitive, behavioral, and emotional responses. Various feelings of fear are felt such as fear of the environment rejecting the existence of self, fear of the trauma of parting with someone, contrary to self-concept, feelings of disappointment that cause frustration if not achieved the goal to be achieved, and changes in the role in the environment. Anxiety experienced by students during the thesis work arises because there is a fear of the thesis is not in accordance with the expected purpose and fear every time faced with a supervisor and afraid to undergo a thesis exam.

Meanwhile, when viewed from first-year students who are the first time to know the lecture from various sides and are required to adapt. Based on the results of the study showed first-year students also experience anxiety, with anxiety factors such as a busy lecture schedule so that it is needed to manage time, the material studied is very broad and more applicable (Yunita & Subardjo, 2018). Factors trigger anxiety in first-year students as well as internal and external, internal such as responsibilities, how eating habits, sleep habits that change, and changes in the way of learning. While outside factors such as the academic demands of targeted

grades, to change how the cognitive response of students that cause students to experience worry is very heavy, especially in pandemic times like now (Hallion et al., 2018).

Depression

The analysis of the T value for the depression variable of first-year students and undergraduate students is seen the value t hitung 4,088 compared to the table t at df = 236 is located at the value t tabel = 1,980, then t hitung > t tabel (4,088 < 1,980) so that it is concluded H_a accepted and H_o rejected. . If you look at the difference in the average score of depression that occurs more dominantly experienced by undergraduate students, which is 16.26 while in first-year students 11.23, then the highest average depression score is undergraduate students, then also seen from the description of the undergraduate student's depression score is in the extremely severe category of 20.2 % and first-year students by 22.7% in the mild category.

A person who is depressed will experience cognitive distortions. Look negatively at himself, the environment, and the future. This negative view can also occur because it often compares yourself with others, and at this time social media provides a considerable opportunity to compare yourself with others who make a negative point of view about yourself so that they are depressed (Aziz, 2020). The results of the study also found that the level depression of first-year students was at a moderate level of depression while in late-level students were at the level of very severe depression, with the manifestations found in students characterized by not feeling positive in themselves, feeling like they were no longer strong doing something, pessimistic, feeling sad and depressed, losing interest in everything, feeling worthless, Not enjoying what you do, feeling hopeless and sad, not interested in everything, difficulty taking initiative.

Videbeck, (2011) mentions the factors that cause depression, such as genetics, neurochemistry, neuroendocrine, psychodynamics, cognitive theory, social/environmental theory. The steps of thesis preparation that must be passed by students in an effort to complete their bachelor's degree require students to use cognitive, affective, and action so that the thesis they make is completed according to the specified time. Maladaptive coping is the main topic of independent determinants of the occurrence of stress, anxiety, and depression in students (Mahmoud et al., 2012).

Stuart (2007) states that each student responds differently to stressors and the factors behind them are different. This shows that in this study in first-year students and undergraduate students the difference is not too significant which all students in this pandemic also feel stress, anxiety, and depression. This is evident from the results of research that uncover the symptoms of stress, anxiety, and depression caused by various factors. Other factors such as residence, family income, college entrance, relationship status, academic achievement, and social status also play an important role as a trigger for a person experiencing stress, anxiety, or even depression. But more important is the factor in students, namely how coping skills, self-concept, and self-esteem possessed by students can help students cope when experiencing symptoms of stress, anxiety, and depression (Videbeck, 2011).

Limitations in this study are done by spreading questionnaires online so that there is a possibility of bias caused by the environment around participants. From the data obtained the condition of first-year students and undergraduate students majoring in Psychology at Universitas Negeri Padang on average experienced stress, anxiety, and depression. Therefore, data from this study can be useful for majors, faculties, and universities as a screening of preliminary data and create programs for first-year students and undergraduate students related to mental health in the Covid-19 pandemic. For further researchers who want to conduct similar studies, researchers are expected to further expand the criteria of the subject and add more complete demographic data so as to explore and deepen the research. Then look at the relationships associated with first-year students with on-campus activities and end students with thesis writing. In addition, it is recommended that research can also pay more attention to aspects and development of theory because the variables of depression, anxiety, and stress are variables that are commonly discussed in the realm of psychology.

Conclusion

Based on hypothesis tests conducted by researchers about the differences in depression, anxiety, and stress of first-year students and end-level students in the era of the Covid-19 pandemic, it can be concluded that there is no significant difference in stress and anxiety. As for the depression variable, there were significant differences in first-year students and undergraduate students. The percentage of stress, anxiety, and depression in consecutive first-year students were 28.6% moderate stress, 31.1% extremely severe anxiety, and 22.7% mild depression. The percentage of stress, anxiety, and depression in undergraduate students of consecutive end-level were 28.6% moderate stress, 39.5% anxiety was extremely severe, and 20.2% depression extremely severe. Other factors such as residence, family income, college entrance, relationship status, academic achievement, and social status also play an important role as a trigger for a person

experiencing stress, anxiety, or even depression. Depression, anxiety and stress have a high detrimental effect to individual and society, which can lead to negative outcomes including dropouts, increased suicidal tendency, relationship, impaired ability to work effectively, burnout and also existing problems of health care provision. With that, there is a need for greater attention to the psychological wellbeing of first years students and undergraduate students to improve their quality of life.

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