

# The Effect of Art Therapy Drawing on Students' Anxiety Levels During the COVID-19 Pandemic in Online Course Assignments

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## ABSTRACT

From 2020 until the start of 2021, learning techniques changed in an attempt to stop the development of the COVID-19 epidemic. Students experienced anxiety as a result of the shift to online learning. This study aims to ascertain how sketching art therapy can help students in Geger village, Kecamatan Mangaran, feel less anxious when completing online learning assignments during the COVID-19 epidemic. A quasi-experimental research design model with a one-group design that includes a pre-test and a post-test is used in this pre-experimental study. Using random selection techniques, 39 respondents were selected from the 42 respondents that made up the research population. The HARS questionnaire is used in the instrument. statistical test with SPSS software that uses the Paired ttest test.

**Keywords:** Covid-19 Pandemic, Drawing Art Therapy, Student Anxiety

## BACKGROUND

Online learning is learning that takes place online rather than in person between students and teachers. Distance learning, e-learning, or video conferences are used for instruction. It takes a while to get used to online learning because it is new to both teachers and students (Dewi, 2020). At every educational level worldwide, especially in Indonesia, the shift to online learning approaches has resulted in a number of issues (Harris, 2020).

The findings of a survey of anxious students indicate that a number of factors contribute to anxiety during the COVID-19 pandemic, including modifications in teaching strategies, trouble adjusting to new systems, a lack of comprehension of the subject matter, and being limited by various technicalities like internet access and other factors that are typically.

If students' anxiety-causing circumstances are not addressed right away, they may undoubtedly have a detrimental impact, particularly on their psyche. Because anxiety tends to cause confusion and perception distortion, it has an impact on students' learning outcomes. Because they impair concentration, memory, and the ability to make connections between ideas, these distortions can hinder learning attempts. It can result in psychomotor expressions such as a decline in activity and work productivity, a slowdown in focus and thinking power, and a state of passion and enthusiasm. If the sufferer is a student who actively participates in the teaching and learning process, these psychomotor manifestations may have an impact on learning achievement.

## METHODS

The study design used was a quasi-experimental one-group design with a pre-test and a post-test. All 42 grade XI students who felt anxious while doing online coursework during the COVID-19 pandemic in May made up the study's population. The sample method employed in this study is random sampling. Research instruments, according to Notoatmodjo (2010),

are equipment or facilities that researchers use to gather data in order to make their work easier and generate better results that is, data that is more comprehensive, methodical, and simple to evaluate. The sole instrument used in the study was the 14-item HARS (Hamilton Rating Scale For Anxiety) questionnaire. in this survey.

After the data is collected, computerization will be used to analyze it in order to evaluate the hypothesis. Ratios were used to collect data for this study. to look at the possibility that drawing therapy could help grade XI students feel less anxious when doing online assignments during the COVID-19 pandemic. Pairs of samples The T test was used with computer media for the Windows SPSS 16 program. The paired samples T test is used if the distribution of the data is normal. Based on the study's results, the researcher concluded that "if the p-value is less than 0.05, there is a correlation; if the p-value is greater than 0.05, there is no correlation."

## RESULTS

### Characteristics of respondents by age

From the results of the research, data on the age of respondents were obtained as follows:

**Table 1.** Distribution of Respondents by Age 2022

| It         | Age      | Frequency (F) | Presented (%) |
|------------|----------|---------------|---------------|
| 1          | 16 years | 16            | 41.0          |
| 2          | 17 years | 23            | 59.0          |
| <b>Sum</b> |          | <b>39</b>     | <b>100</b>    |

Source : Primary Data of the 2022 Research Questionnaire

Based on table 1 above, it was found that the most age was 17 years old, as many as 23 (59.0%) students Respondent characteristics by gender.

From the results of the research, data was obtained about the gender of respondents:

**Table 2.** Distribution of Respondents Based on Gender

| It         | Age          | Frequency (F) | Presented (%) |
|------------|--------------|---------------|---------------|
| 1          | <b>Woman</b> | <b>22</b>     | <b>56.4</b>   |
| 2          | Man          | 17            | 43.6          |
| <b>Sum</b> |              | <b>39</b>     | <b>100</b>    |

Source : 2022 Research Questionnaire Data

Based on table 2 above, it was found that the most gender was female as many as 22 (56.4%) students.

### Characteristics of Variables Identification of anxiety levels before drawing therapy

**Table 3.** Frequency Distribution of anxiety levels before drawing therapy

| Anxiety Before Given Therapy Drawing | N Mean       | Std.deviation | Minimum   | Maximum |
|--------------------------------------|--------------|---------------|-----------|---------|
|                                      | <b>3.383</b> | <b>35</b>     | <b>49</b> |         |

Source : Primary Data of the 2022 Research Questionnaire

Based on table 3 above, the results of the anxiety level before drawing therapy were 40.97 and the lowest result before the drawing therapy was 35 and the highest anxiety level was 49.

Identification of anxiety levels after drawing therapy

**Table 4.** Frequency Distribution of anxiety levels after drawing therapy

| Anxiety                     | N  | Mean  | Std.deviation | Minimum | Maximum |
|-----------------------------|----|-------|---------------|---------|---------|
| Before                      | 39 | 10.41 | 2.779         | 5       | 17      |
| Given<br>Therapy<br>Drawing |    |       |               |         |         |

Source : Primary Data of the 2022 Research Questionnaire

Based on table 4 above, the results of the anxiety level after the drawing therapy were 10.41 and the lowest result of the anxiety level after the drawing therapy was 5 and the highest anxiety result was 17.

### Statistical Test Results

**Table 5.** Analysis of the paired t test of the effect of drawing therapy on the reduction of anxiety of grade xi students in online learning assignments during the covid 19 pandemic

|  | Mean  | Std.Deviation | P value |
|--|-------|---------------|---------|
| Anxiety<br>Before it is given<br>Drawing Therapy | 40.97 | 3.383         | 0.000   |
| Anxiety<br>After being given<br>Drawing Therapy  | 10.41 | 2.779         |         |

Source : Primary Data of the 2022 Research Questionnaire

Based on table 5 above, the results were obtained that from 39 respondents who had anxiety levels before and after drawing therapy the results of the statistical test using 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 the analysis it can be concluded that there is an effect of drawing therapy on the reduction of anxiety of grade xi students in the assignment Online learning during the Covid 19 pandemic.

## DISCUSSION

### Anxiety Vocational School Students Before Drawing Therapy

According to the study's findings, 39 respondents' anxiety scores were 40.97. Many students feel that they have a bad premonition as many as 31 (77%), stubbornness 22 (52%), fear 28 (73%), sleep disorders 10 (26%), intelligence disorders 8 (23%), feelings of depression 18 (49%), somatic gebr 7 (22%), sensory symptoms 16 (46%), cardiovascular symptoms 5 (13%), respiratory symptoms 7 (18%), gastrointestinal symptoms 3 (9%), urogenital symptoms 3 (9%), vegetative symptoms 6 (18%), and behavioral autonomic symptoms 25 (70%). These indicators are linked to this anxiety. Oktawirawan 2020 asserts that online education carried.

Anxiety among students is a problem associated with online learning. During the COVID-19 pandemic, anxiety was caused by a number of factors, including changes in learning methods, difficulty adjusting to new systems, a lack of comprehension of the material, and some technical limitations like internet access. Lack of knowledge about this illness, overly enthusiastic news in the media or on social media, and illiteracy in reading about the spread and expectation of corona virus transmission can all cause anxiety (Hasana & Livana, 2020). Thus, a number of additional reasons can also cause worry, including internal ones, such as pupils' own indolence to study and unwillingness to attempt learning.

According to the aforementioned theory, anxiety is an affective disorder of the nature of feelings that is characterized by deep and ongoing feelings of fear or worry, the absence of disturbances in reality assessment (RTA), the intact personality (no personality cracks or splitting), and behavior that is disturbed but still within normal bounds.

Continue to experience anxiety as an adaptive reaction. Varying anxiety responses based on a variety of elements, including biological, psychological, and precipitation factors, which are separated into two categories: Imminent bodily incapacity or diminished ability to do daily tasks are threats to an individual's integrity. A danger to an individual's self-system.

Yusuf, Fitryasih, and Nihayati (2018) state biological elements Special benzodiazepine receptors are found in the brain; these receptors aid in controlling anxiety. GABA inhibitors also have a significant impact on endorphins and other biological processes linked to anxiety. Aspects of psychology psychoanalytic perspective. The emotional struggle between the id and the superego is anxiety. While the superego reflects the reflection of consciousness, the id stands for primal and primordial urges. Anxiety serves as a reminder to the ego that there is risk, and the ego itself mediates the guidance of the two opposing aspects. Interpersonal perspective. The dread of rejection and non-acceptance is the root cause of anxiety. Trauma, such as loss or separation that results in physical weakness, is linked to interpersonal anxiety.

### **Anxiety After Drawing Therapy**

Based on the results, the researcher gave a questionnaire HARS (Hamilton Anxiety Rating Scale) to 39 respondents who had received drawing therapy, the Post test results had an anxiety value of 10.41. The effectiveness of an art therapy can reduce the anxiety felt can be identified from indicators according to HARS, including many students feel that they have a bad feeling as many as 18 (49%), nervousness 10 (26%), fear 8 (24%), sleep disorders 9 (25%), intelligence disorders 10 (26%), feelings of depression 9 (25%), somatic gejala 6 (21%), sensory symptoms 10 (26%), cardiovascular symptoms 3 (9%), respiratory symptoms 5 (12%), gastrointestinal symptoms 2 (6%), urogenital symptoms 1 (3%), vegetative symptoms 3 (9%) and behavioral autonomic symptoms 17 (47%).

Anxiety is a feeling of unease that is vaguely due to discomfort or fear accompanied by a response (unspecified or unknown cause). Feelings of fear and uncertainty as signals that alert them to imminent danger and strengthen individuals to take action against threats (Yusuf, Fitryasih & Nihayati, 2018).

With the provision of art therapy as a medium to solve anxiety problems for students can devote all the main problems that 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 the problem closer to the surface.

In working on a work of art, a person 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 need a medium to solve, this way can be taken by doing activities in the art world, by cultivating art, a person who has problems or is depressed will be treated. Thus, people learn art for therapy only as a medium to give aesthetic attention through the art activities they enjoy.

### **The effect of drawing art therapy on reducing students' anxiety in Online Learning**

After a statistical test using a paired t test sample with a significant level of 0.000 was obtained ( $P=0.000 < \alpha=0.05$ ) so that H1 was accepted, which means that drawing therapy is effective in reducing the level of gold in students in facing the Online exam.

The provision of 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 therapy, there are material session sessions that can channel/export problems that cannot be channeled/settled, exploration of feelings, improving emotional and mental conditions and improving the welfare of feelings and students can be creative in making

them.

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

The first session, namely Scribble Painting and Color Spectrum, discusses the introduction and description of painting and coloring, where students are 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, which means that students are given the opportunity to tell their personality, habits and introspection/correction of their strengths and weaknesses through the media of drawing and are given the opportunity to tell the results of their drawings.

The third discusses the theme of me with the people around me, at this stage students are given the opportunity to describe how their life with the people around them is intended to be their relationship with their family and community as well as their friends.

In the fourth session, students describe or tell about me with the surrounding environment, which is intended to describe how the living conditions of the surrounding environment are, for example, students are in an educated area, rural, urban and pesantren, for example, in this fourth session, students are asked how to describe the characteristics of their environment.

In the fifth session, students were given the opportunity to tell how their daily life at school was intended to be about what lessons they liked and disliked and why, their relationships with teachers and peers and the factors that hindered their learning process at school.

The sixth discussed me with my future hopes and ideals in this last stage session, students were given the opportunity to tell what goals were expected and what were the inhibiting factors or those that emphasized to achieve their goals. Each session lasts for 90 minutes.

Drawing as therapy, deals with contemplative or sublimation aspects. Contemplative or sublimation is a way or process that channels or releases everything that is psychological, such as feelings, memories, during art activities. This aspect is one of the functions of art that is optimally utilized in each therapy session. Contemplative in the sense that various mental deposits that are piled up, be it in the form of memory, feelings, and various visual and auditory perception disorders, are sought to be removed or conveyed.

The goal of Art Therapy is not about the beautiful end product but also about the 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 the subconscious mind, and can bring problems closer to the surface, one of which is art therapy with the medium of drawing.

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 at the root of the problem because the reading of the symbols of the form in the work, sometimes formed, either consciously or unconsciously has meanings that are directly related to the root of the problem that is being faced by the patient.

According to Rowe's 2018 theory, Art Therapy is an expressive psychotherapy that uses the process of making art to improve social, mental, and emotional conditions and improve feelings of well-being. Art-making allows for healing through nonverbal communication,

exploration of feelings, selfdiscovery, and catharsis.

Art Therapy is 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 conflicts and stresses, and advance social and ecological change (American art therapy association, 2017).

Artwork resembles the creator's dreams, fantasies, and feelings 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 need a medium to solve, this way can be taken by doing activities in the world of art, By processing art, a person who has problems or is depressed will be treated. Thus people learn art for therapy only as a medium to give aesthetic watering through art activities that they like (Kuswarsantyo & Rachmi, 2019).

Thus the patient is not trapped in a situation where only oneself is trapped in an imaginary reality created by oneself. This contemplative aspect or sublimation is what is later known as catharsis in the world of psychoanalysis. This can also be a medium to find triggers or root causes through various visualizations or symbols that appear during therapy. Based on the visualization that is poured out during the therapy, there are often images that are symbols of the patient's subconscious expression. Then for therapists, these various visualizations are a tool to determine the diagnosis to the extent of whether the patient's psychiatric condition is damaged, and what type of treatment is appropriate for the patient (Anoviyanti, 2021).

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

Physiologically, drawing/batik is controlled by the cortical system. There are at least two cerebral cortex systems that play at least a role in drawing activities, namely the frontal lobe and parietal lobe The frontal lobe is generally involved in impulse control, consideration, problem-solving, behavioral control and implementation, and complex organization. In drawing activities, this system is fully involved in controlling hand movements in drawing and canting movement. The parietal lobe in drawing activities plays a role in integrating sensors from the five senses and abstraction (manipulation) of objects in the visual processing of the image to be made so as to stimulate the nerves to relax and create a sense of calmer or reduce anxiety experienced (Soetedja et al, 2014).

Student anxiety can also be reduced by providing students with a sense of security, a relaxed but orderly atmosphere, and also with a well-organized curriculum and schedule. A classroom situation full of competition should also not be applied. Basically, teachers are expected to be able to apply a learning method that can reduce students' anxiety levels so that they can ultimately improve students' behavior and learning achievement (Muhklis, 2014).

There are various ways that a person can do in overcoming pressure and anxiety in facing the exam atmosphere. One of the ways used is to vent anxiety by drawing or painting/batik. And one of the alternatives that can be applied to reduce anxiety in students is art therapy, art therapy is an alternative related to intervention for psychological disorders. In the Hand Book of Art Therapy it is said that art therapy is a type of therapy that uses several art media as an intervention, 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, exerting reality, increasing self-esteem and various other psychological disorders and a suitable art medium is batik (Muhklis, 2011).

The art used in this study is drawing is an activity that is often found in various countries and is easy to do from various age groups at the research location, namely Indonesia, so the possibility of accepting the subject will be better than intervention with other modalities. This is in line with Riley's opinion (in Wallin & Durr, 2002) that in order for an intervention or therapy to be effective, it must use methods that are appropriate and acceptable to the subject. Online learning is a problem related to the occurrence of students experiencing anxiety, anxiety caused by several factors that cause anxiety during the COVID19 pandemic are changes in learning methods, difficulty adapting to new systems, lack of understanding of material and some technical constraints such as internet access and factors that are generally reviewed anxiety can arise due to lack of information about this condition, news that is too excited in the mass media or social media, lack of literacy reading related to the spread and anticipation of corona virus transmission (Hasana & Livana, 2020).

Therefore, various other factors can also trigger anxiety felt, both internal factors, namely from within the students themselves such as laziness to study and not wanting to try to learn the lessons that have been obtained from their school, as well as external factors or external factors such as lack of support from teachers and parents so that students feel anxious.

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

The anxiety felt by Nurul Falah Vocational School students is still in an adaptive response. The anxiety response of Nurul Falah Vocational School students is not the same depending on many factors such as biological factors, psychoanalytic factors, precipitation factors which are divided into two, namely: Threats to a person's integrity include impending physiological inability or decreased capacity to carry out daily activities. A threat to a person's self-system that can threaten one's self-esteem and integrated social functioning.

According to Yusuf, Fitriyah & Nihayati (2018) Biological factors The brain contains special receptors for benzodiazepine, this receptor helps regulate anxiety. GABA inhibitors also play a major role in the biological mechanisms associated with anxiety such as endorphins. Psychological factors Psychoanalytic view. Anxiety is an emotional conflict between the id and the superego. The id represents instinctual impulses and primitive impulses while the superego reflects the reflection of conscience. The ego functions as a mediator of the guidance of the two opposing elements and the function of anxiety is to remind the ego if there is danger. Interpersonal view. Anxiety arises because there is a feeling of fear of non-acceptance and rejection. Interpersonal anxiety is related to trauma, for example, separation or loss that causes physical weakness. The view of anxiety behavior is a product of frustration, which is everything that interferes with a person's ability to achieve something. Social and cultural Anxiety is a common thing in families. There is an overlap in anxiety disorders, namely between disorders and depression, economic factors and educational background affect anxiety.

The second Precipitation factor according to Yusuf, Fitriyah & Nihayati (2018) is differentiated into two: Threats to a person's integrity include upcoming physiological inability or decreased capacity to carry out daily activities. A threat to a person's self-system that can threaten one's self-esteem and integrated social functioning.

## **CONCLUSION**

Based on the results of research regarding drawing art therapy in reducing students' anxiety regarding online learning, it was found that there was a significant difference between anxiety levels before and after therapy. Before being given drawing therapy, the students' anxiety level was on average 40.97, with a range between 35 to 49. After therapy, the anxiety level

decreased drastically to an average of 10.41, with a range between 5 to 17. Statistical test results using Paired-Samples T Test shows a value of  $p = 0.000$ , which is smaller than the significance level of 0.05, so it can be concluded that drawing therapy has a significant influence in reducing students' anxiety in facing online learning.

### **Suggestion**

#### **For Educational Institutions**

The researcher's suggestion is expected to pay more attention to students' psychological problems that can hinder the student's learning process so that it can affect their indigo achievement index, the researcher suggests that they further develop the application of descriptive therapy in overcoming students' psychological disorders.

#### **For the Nursing Profession**

Research can be applied in nursing interventions in helping to overcome psychological problems.

#### **Research Land Division**

The suggestion from the researcher is expected that drawing art therapy can be used as an extra activity. Because the results of the study show that art therapy is very effective in overcoming psychological disorders of students in KBM at school.

#### **For Respondents**

Researchers suggest using their creativity in drawing media to reduce anxiety, so that students can feel calm in the learning process and not interfere in academic grades.

#### **For Researchers**

1. Increasing understanding of the influence of drawing therapy on students' anxiety in facing online learning.
2. It is a learning activity to pour knowledge and practice the knowledge that has been obtained in college.
3. Gain practical experience and knowledge that supports theoretical knowledge gained through research and practice skills in writing scientific papers.

#### **For the next researcher**

Further research is needed with drawing therapy that not only focuses on anxiety problems, especially psychological disorders that increase mood to motivate learning. It is also hoped that further research can use art therapy to overcome other psychological problems such as self-concept, increased mode, depression and stress.

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