

THE CORRELATION BETWEEN SELF-EFFICACY AND THESIS WORKING DURATION ON 2017 BIOLOGY EDUCATION STUDY PROGRAM STUDENTS DURING THE COVID-19 PANDEMIC AT UNIVERSITAS NEGERI MEDAN

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ABSTRACT

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The purpose of this study is to determine the level of self-efficacy of students during a pandemic, the level of thesis working duration during a pandemic, and the relationship between self-efficacy and thesis working duration for students of the Biology Education Study Program Grade of 2017 at Universitas Negeri Medan during the Covid-19 pandemic. The descriptive method with a quantitative approach was used in this study. This study's population consisted of all students enrolled in the 2017 Biology Education study program at Universitas Negeri Medan. This study's sample size was 132 students, chosen using a *simple random sampling* technique. This study's instrument will be a questionnaire, with each questionnaire totaling 29 and 18 statements that have been declared valid and reliable. The results showed that students of the 2017 Biology Education study program at Medan State University had a self-efficacy level with a percentage value of 56.8% which was in the moderate category tending to be high, the level of thesis working duration with a percentage value of 70.5% owned by Biology Education 2017 students was in the moderate category tending to be low, and the results showed that there was a relationship between Self-efficacy and Thesis Working Duration in Biology Education 2017 students during the Covid-19 pandemic.

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INTRODUCTION

The world is currently wary of the spread of a virus known as the coronavirus. This virus has caused illnesses ranging from the flu to more severe diseases such as Middle East Respiratory Syndrome (MERS-CoV) and Severe Acute Respiratory Syndrome (SARS-CoV). This disease caused by the coronavirus is a new type of disease that was discovered in 2019 and has never been identified to attack humans before. This virus became known as Covid-19. Mona (2020) said that it was because of the very fast transmission of the coronavirus that the World Health Organization (WHO) designated the coronavirus as a pandemic on March 11, 2020. The designation of a global pandemic or epidemic indicates that the spread of COVID-19 is occurring at such a rapid pace that almost no country in the world can ensure that they are immune to the coronavirus. This virus has an impact not only on the health sector but also has an impact on the education sector.

In the field of education, the existence of the covid virus has a major impact on all aspects, especially students. Students certainly have difficulties in learning, with the large-scale social restrictions imposed by the government making it difficult for students to obtain literature and field studies in carrying out their assignments. In the world of college, students will study theories and take credits semester by semester related to the majors they choose. After arriving at the final level and having reached the number of credits that are used as prerequisites to take to the next stage, students will enter the final stage in the world of lectures, namely the final project or also known as the thesis. Especially in the preparation of the thesis, conditions like this are also an obstacle that greatly affects the completion of the thesis. Direct research, such as that conducted in schools or on campus, is not permitted. Thesis guidance conducted online makes students less enthusiastic to start or finish it. The thesis itself is a mandatory requirement for students to obtain a bachelor's degree. Students in the class of 2017 enter the final stage of their academic careers, namely the final project, also known as the thesis. Students in the 2017 class are among those who have felt the effect of the Covid-19 pandemic while working on their thesis.

Research by Fadila & Khoirunnisa (2021), showed that University X students who were working on their thesis during the covid-19 pandemic stated that they experienced an increase in academic procrastination behavior due to difficulties in finding research ideas, stress, laziness, lack of enthusiasm, lack of motivation and self-confidence, lack of confidence in their abilities and there are many other reasons so that the student performs academic procrastination in working on the thesis, both to start and to finish.

Various factors in writing a thesis can be classified into two major factors, namely internal and external factors. According to Hamidi in Hariyadi (2017) said that internal factors such as motivation, scientific writing ability, and academic responsibility, are the most deterministic in completing the thesis. While the academic system and the busyness of the supervisor are some external factors whose contribution is not so strong. However, some students complain because they are unable to complete the corrections by their supervisor, lazy to guide and even students feel distrustful of their abilities. This condition raises questions about the extent to which students' self-efficacy abilities in completing their final assignments. Efficacy beliefs also help determine the extent of effort a person will put forth in an activity, how long they will persevere when faced with obstacles, and how resilient they will be in dealing with situations that are not suitable (Damri, 2017).

A person's belief can influence their actions to choose, how much effort they put into achieving what they want, and how long they will last in the face of obstacles or failure in determining and living their future choices. Someone confident in their abilities can be optimistic about new challenges and set high goals for themselves (Bandura in Tangkeallo, 2014). Bandura in Tangkeallo (2014), refers to this as self-efficacy, which is the emergence of a person's belief in his ability to organize and carry out an action required to achieve certain goals.

In addition, efficacy beliefs also affect the way and choice of a person's actions, how much effort they make, how long they will persevere in the face of obstacles and failures, how strong they are in the face of adversity, how clear their minds

are in seeking solutions to their obstacles, how much stress and anxiety in their experience in copying environmental guidelines, and how high the level of fulfillment they manifest (Damri, 2017).

According to Permana (2016) individuals who have high and low Self-Efficacy has the following characteristics:

- a. High Self-efficacy, 1) Tend to choose to be involved in doing a task. 2) Tend to do certain tasks, as well as tasks that are considered difficult. 3) Perceive failure as a result of lack of effort, knowledge, and skills. 4) Persistent in trying. 5) Believe in your own abilities. 6) Shows little hesitation. 7) Likes to find new situations.
- b. Low Self-efficacy, 1) Tend to avoid tasks. 2) Doubts about his abilities. 3) Difficult tasks are seen as threats. 4) Slow to fix yourself when you get a failure. 5) Aspiration and commitment to the task are weak. 6) Not thinking about how to deal with problems. 7) Do not like to seek new situations.

Based on the description above, researchers are interested in research to find out the relationship between self-efficacy abilities and thesis working duration on 2017 Biology Education Study Program students during the covid-19 pandemic.

METHODS

This study using a descriptive method with a quantitative approach by using questionnaire to get the data about self-efficacy and data on thesis work duration. Sample of this study is part of the population, From the seven classes of the Biology Education study program, samples were taken randomly. Based on the Slovin formula with a significance level of α 0.05, the sample used was 132 students or 67% of the 197 students as the population. Data collection technique in this study were in the form of questionnaires. In this research questionnaire, there are several indicator consisting 32 questions that measure students' self-efficacy and 20 questions that measure students thesis working duration. This research questionnaire uses a likert scale technique. The questionnaire is structured in the form of positive or negative questions. Each question item is

equipped with 5 alternative answers, namely as follows.

Table 1. Likert Scale

Alternatif Answer	Score	
	Positive	Negative
SS (Strongly Agree)	5	1
S (Agree)	4	2
RG (Moderate)	3	3
TS (Disagree)	2	4
STS (Strongly Disagree)	1	5

Research questionnaire distributed with *Google forms*. Instruments that have been tested for validity using the Pearson product-moment formula obtained using the IBM SPSS (*Statistical Package or Social Science*) program version 26.0 for *Windows*.

The results of the students self-efficacy instrument validity test were the value of $r_{count} > r_{table}$, 29 of the 33 questionnaire statements distributed to 132 students were declared valid. While 3 statements were ruled to be invalid or the items failed, so the invalid data was deleted. This is because the questionnaire statement has $r_{count} < r_{table}$.

The results of the students thesis working duration instruments validity test were the value of $r_{count} > r_{table}$, 18 of the 20 questionnaire statements distributed to 132 students were declared valid. While 2 statements were ruled to be invalid or the items failed, , so the invalid data was deleted. This is because the questionnaire statement has $r_{count} < r_{table}$.

The reliability analysis of the instrument used the *alpha cronbach* formula. To determine the level of reliability of the research instrument, guidelines are used based on the value of the correlation reliability coefficient as follows.

Table 2. Value Interpretation of r

Coefficient Interval	Relationship Level
0,800 – 1,000	Very Strong
0,600 – 0,799	Strong
0,400 – 0,599	Moderate
0,200 – 0,399	Low
0,000 – 0,199	Very Low

The results of the instrument reliability test were obtained using the IBM SPSS (*Statistical Package or Social Science*) program version 26.0 for *Windows*. Based on the result of the reliability

test, the reliability coefficient shows a value of 0.908 and 0.873 which is in the very strong category.

Data analysis techniques in this study using classic assumption test and correlation analysis test. Classic assumption test is used to describe the data by determining the normality test using the Kolmogorov Smirnov test where the result must be in normal distribution, linearity test to determine whether the independent and dependent variables in this study have a linear relationship, and hypothesis testing by using descriptive analysis test which includes the hypothetical mean and standard deviation (SD). Next step is to create a category as a guideline to provide the level of each variable. The following are the grouping of the variabel level:

Table 3. Categorization

Num.	Category	Score
1.	Low	$X < \text{Mean} - 1 \text{ SD}$
2.	Medium	$\text{Mean} - 1 \text{ SD} < X < \text{Mean} + 1 \text{ SD}$
3.	High	$\text{Mean} + 1 \text{ SD} \leq X$

Next step is the correlation analysis test used to determine the close relationship between independent and dependent variables, where the independent variable in this study is self-efficacy and the dependent variable is the thesis working duration. In this study, correlation testing using the SPSS application. If the value of $r_{\text{count}} > r_{\text{table}}$, it means that there is a correlation between the variables that are connected. If the value of $r_{\text{count}} < r_{\text{table}}$, then there is no correlation between the variables that are connected. If the significance value is < 0.05 , then there is a correlation between the variables that are connected. If the significance value is > 0.05 , then there is no correlation between the variables connected.

RESULTS AND DISCUSSION

Normality Test

The Kolmogorov-Smirnov normality test is a type of assumption test that determines whether the value of variable Y (dependent variable) is the linearity test in this study are shown in the table below:

normally distributed to the value of variable X (independent variable). The X variable in this study is self-efficacy, and the Y variable is thesis working duration. In this study, the SPSS (Statistical Package for Social Science) program version 26.0 for Windows was used to perform the normality test. The following table shows the normality test results from this study:

Table 4. Result of Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		132
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	6.97797238
Most Extreme Differences	Absolute	.075
	Positive	.063
	Negative	-.075
Test Statistic		.075
Asymp. Sig. (2-tailed)		.064 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

If the significance value is greater than 0.05, the residual values are normally distributed, according to the normality test. The residual value is not normally distributed if the significance value is less than 0.05.

Table 4. shows that the normality test results using the Kolmogorov-Smirnov test technique have a significance value of 0.064, which is greater than 0.05. As a result, the data is said to be normally distributed.

Linearity Test

The linearity test is used in this study to determine whether the independent and dependent variables have a linear relationship. In this study, the variable X (independent variable) is self-efficacy, and the variable Y (dependent variable) is thesis working duration. In this study, the linearity test was performed using the SPSS program SPSS (Statistical Package or Social Science) version 26.0 for Windows. The results of

Table 5. Result of Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Thesis Working Duration * Self-efficacy	Between Groups	(Combined)	7877.458	46	171.249	5.537	0.000
		Linearity	4783.397	1	4783.397	154.659	0.000
		Deviation from Linearity	3094.061	45	68.757	2.223	0.001
	Within Groups		2628.929	85	30.929		
	Total		10506.386	131			

The linearity test is used to draw conclusions: if the significance is less than the specified significance level of 0.05 or equal to 5%, the relationship is linear; if the significance value is greater than >0.05 or equal to 5%, the relationship is non-linear.

The results of the linearity test in table 5. show a significance value of 0.000, which means the value is less than 0.05. As a result, the data show that there is a linear relationship between the two variables.

Hypothesis Testing

The descriptive analysis of this study's results was performed using the SPSS program SPSS (Statistical Package or Social Science) version 26.0 for Windows. This study is presented in table form based on the X variable, namely self-efficacy, which consists of 29 valid statement items with a Likert scale ranging from 1-5, and the Y variable, namely the thesis working duration, which consists of 18 valid statement items with a Likert scale ranging from 1-5:

Table 6. Result of Descriptive Analysis

Descriptive Statistics					
	N	Mini mum	Maxi mum	Mean	Std. Deviation
Self-efficacy	132	72	144	108.91	12.224
Thesis Working Duration	132	42	90	66.57	8.956
Valid N (listwise)	132				

Based on table 6. above, it is known that the highest scale score on Self-efficacy is 144 and the lowest is 72 with a mean of 108.91. While the highest scale score on the Length of Time Working on Thesis is 90 and the lowest is 42 with a mean of 65.57.

The next step is to classify the above results into three levels in order to measure the levels of both variables. The levels under consideration are high, medium, and low. The following is the outcome of each variable's level categorization.

1. Self-efficacy

The following is the formula for calculating self-efficacy:

Is known:

Min = 72

Max = 144

Range = Max - Min = 144 - 72 = 72

Mean = 108

SD = 12

Table 7. Calculation Result of Self-efficacy Categorization

Num.	Category	Score
1.	Low	$X < \text{Mean} - 1 \text{ SD}$ $X < 108 - 1(12)$ $X < 96$
2.	Medium	$\text{Mean} - 1 \text{ SD} \leq X < \text{Mean} + 1 \text{ SD}$ $108 - 1(12) \leq X < 108 + 1(12)$ $96 \leq X < 120$
3.	High	$\text{Mean} + 1 \text{ SD} \leq X$ $108 + 1(12) \leq X$ $120 \leq X$

The SPSS (Statistical Package for Social Science) version 26.0 for Windows is used to categorize this self-efficacy variable's levels.

Table 8. Categorization of Self-efficacy

		Category			
		Freq.	Percent	Valid Percent	Cumulative Percent
Valid	Low	26	19.7	19.7	19.7
	Medium	75	56.8	56.8	76.5
	High	31	23.5	23.5	100.0
	Total	132	100.0	100.0	

The self-efficacy variable categorization results can be represented in graphic form.

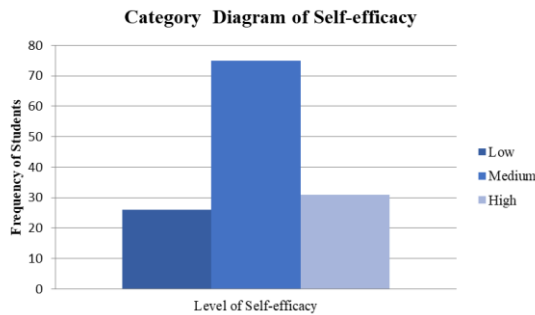


Figure 1. Graph of Self-Efficacy Categorization

According to the data analysis above, there are 26 respondents with self-efficacy who fall into the low category with a percentage value of 19.7%, 75 respondents with self-efficacy who fall into the medium category with a percentage value of 56.8%, and 31 respondents with self-efficacy who fall into the high category with a percentage value of 23.55%.

2. Thesis Working Duration

The following is the formula for calculating self-efficacy:

Is known:

Min = 42

Max = 90

Range = Max - Min = 144 - 72 = 48

Mean = 66

SD = 8

Table 9. Calculation Results of Thesis Working Duration Categorization

Num.	Category	Score
1.	Low	$X < \text{Mean} - 1 \text{ SD}$ $X < 66 - 1(8)$ $X < 57$
2.	Medium	$\text{Mean} - 1 \text{ SD} \leq X < \text{Mean} + 1 \text{ SD}$ $66 - 1(8) \leq X < 66 + 1(8)$ $57 \leq X < 75$
3.	High	$\text{Mean} + 1 \text{ SD} \leq X$ $66 + 1(8) \leq X$ $75 \leq X$

The SPSS (Statistical Package for Social Science) version 26.0 for Windows is used to categorize the thesis working duration variable level.

Table 10. Categorization of Thesis Working Duration

		Category			
		Freq.	Percent	Valid Percent	Cumulative Percent
Valid	Low	21	15.9	15.9	15.9
	Medium	93	70.5	70.5	86.4
	High	18	13.6	13.6	100.0
	Total	132	100.0	100.0	

The thesis working duration variable categorization results can be represented in graph form.

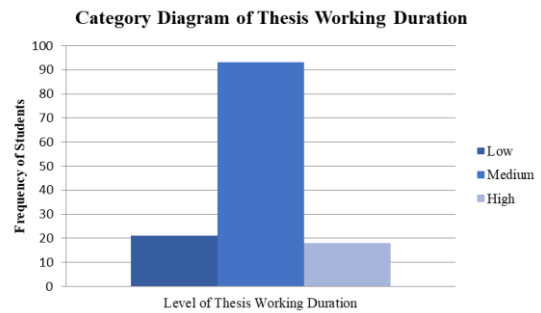


Figure 2. Graph of Thesis Working Duration Categorization

According to the data analysis above, there are 21 respondents with thesis working duration who fall into the low category with a percentage value of 15.9%, 93 respondents with thesis working duration who fall into the medium category with a percentage value of 70.5%, and 18 respondents with thesis working duration who fall into the high category with a percentage value of 13.6%.

Table 11. Range of Duration Students Work on Their Thesis

Level of Thesis Working Duration	Duration Students Work on Their Thesis
High	< 1 Year
Medium	1 Year - 1 Years 11 Months
Low	2 Years, and so forth

Based on the results of the study, it can be concluded that if students belonging to the high level are in the range of duration of working on thesis less than one year, students who are classified as at the medium level are in the range of duration of working on thesis starting from 1 year to 1 year 11 months, and if students are classified as at the low level they are in the range of duration of working on thesis from 2 years onwards.

Correlation Analysis

Correlation analysis aims to determine the relationship between independent variables and dependent variables, with the variables in this study being self-efficacy (independent variable) and thesis working duration (dependent variable). The correlation test can also determine whether the relationship between variables X and Y is positive or negative.

The basis for drawing conclusions on the correlation test is if the significance is less than the specified significance level <0.05 then it is correlated, and if the significance value is greater than 0.05, it is not correlated.

Pearson Correlation values, which can be compared with r_{table} , can also be used to draw conclusions. If the Pearson correlation value is greater than r_{table} , the relationship is strong; if the Pearson correlation value is less than r_{table} , the relationship is weak.

The Pearson Product Moment Correlation technique is used in this test, which is run on Windows using SPSS (*Statistical Package or Social Science*) version 26.0. The following are the findings of the relationship analysis between the self-efficacy variable and the thesis working duration variable.

Table 12. Correlation of Self-Efficacy and Thesis Working Duration

Correlations			
		Self-efficacy	Thesis Working Duration
Self-efficacy	Pearson Correlation	1	.686**
	Sig. (2-tailed)		.000
	N	132	132

Thesis Working Duration	Pearson Correlation	.686**	1
	Sig. (2-tailed)	.000	
	N	132	132

** . Correlation is significant at the 0.01 level (2-tailed).

Based on Table 12. above, the significance value obtained is 0.000 which is the sig. $0.000 < 0.05$. These results indicate that there is a correlation between self-efficacy and thesis working duration.

Taking into account the Pearson correlation value with r_{table} , it is $0.686 > 0.169$, which means that the value of the Pearson correlation of the two variables is greater than the r_{table} value.

To see the degree of relationship between variables, we can also see the value of the Pearson correlation which can be confirmed through the table of the degree of relationship as shown in table 13.

Table 13. Correlation Degree Table

Pearson Correlation Value	Correlation Level
0,800 – 1,000	Perfect Correlation
0,600 – 0,799	Strong Correlation
0,400 – 0,599	Moderate Correlation
0,200 – 0,399	Weak Correlation
0,000 – 0,199	No Correlation

The correlation between self-efficacy and thesis working duration is classified as a strong correlation based on the Pearson correlation value of 0.686, as confirmed by the Correlation degree table.

Based on the research results described above, the purpose of this study was to examine the level of student self-efficacy during the pandemic, the level of thesis working duration, and the relationship between self-efficacy and the thesis working duration in the Biology Education study program in 2017. The discussion of the study's findings aims to provide answers to the research questions that have been posted.

1. Self-efficacy

The results of a research data analysis on the self-efficacy level of 2017 Biology Education

Students during this pandemic revealed that there were 26 students with self-efficacy in the low category with a percentage value of 19.7%, 75 students with self-efficacy in the medium category with a percentage value of 56.8%, and 31 students with self-efficacy in the high category with a percentage value of 23.55%. Based on these findings, most students were able to persuade themselves to work on their thesis during the Covid-19 pandemic.

31 Students with high self-efficacy are confident in their ability to complete their thesis and will give their all to achieve their goals. When faced with a problem in the pursuit of this goal, a person will not give up easily and will persevere until he succeeds. Failure to occur is viewed as a lack of effort, not incompetence.

According to Ahmad's (2013) research, subjects with high self-efficacy have the confidence to complete the work assigned to them. They are confident in their abilities to complete tasks. People with high self-efficacy can plan effectively and complete a task successfully. Such people have faith in their abilities and confidently apply them in such a way that they achieve goals and even tasks that can be completed. People who avoid complex tasks and are unable to plan to achieve goals have low self-efficacy.

Individuals with high self-efficacy, according to Permana (2016), have characteristics such as, 1) tend to choose to be involved in doing a task. 2) Prefer to complete specific tasks as well as difficult tasks. 3) Assume failure due to a lack of effort, knowledge, or skills. 4) Be persistent in your efforts. 5) Have faith in your own abilities. 6) Just a hint of hesitation. 7) Enjoys trying new things.

With a moderate level of self-efficacy, it shows that 75 Biology Education 2017 students have tried harder and put more effort in working on their thesis where their self-efficacy is higher than those who have low self-efficacy. Students who have moderate self-efficacy are also able to get up and survive when facing problems or failures, while people with low self-efficacy tend to give up when facing obstacles. Students who have moderate self-efficacy also experience stress and laziness, but with confidence in their abilities they

quickly get up and try to withstand stress reactions.

This moderate and low level of self-efficacy can be caused by the impact of the Covid-19 pandemic. According to Permatasri (2020), various obstacles such as social distancing due to Covid-19, difficulty meeting supervisors, difficulty finding book reference literature, and an unfavorable environment contribute to stress on the subject.

However, there is still a small proportion of students with low self-efficacy, with 26 students classified as low self-efficacy, implying that there are still students who are not confident in their ability to complete their thesis during the Covid-19 pandemic. Students with low self-efficacy avoid all assignments and give up easily when difficulties arise. Failure is perceived as a lack of existing ability. Furthermore, they believe that something is more difficult than it is, suppressing development, depression, and narrow perspectives in problem solving.

Individuals with low self-efficacy, according to Permana (2016), have characteristics such as 1) a tendency to avoid tasks. 2) He has doubts about his ability. 3) A difficult task is regarded as a danger. 4) Be patient in repairing yourself after a failure. 5) There is a lack of ambition and commitment to the task. 6) Do not consider how to handle problems. 7) Do not enjoy trying new things.

Warsito (2009) stated in his research that it is important to remember that self-efficacy is task and situation specific. Someone can be extremely confident in one situation or task while lacking confidence in others. Self-efficacy is also context-dependent, which means that it changes depending on the situation. Students must be confident in their abilities or have self-efficacy in order to achieve academic adjustment and good academic achievement. Self-efficacy enables students to meet academic demands and requirements with confidence in their abilities to make academic adjustments and achieve high academic achievement.

2. Thesis Working Duration

The results of data analysis of the research on the level of thesis working duration of Biology Education Students 2017 during this pandemic show that there are 21 students with a thesis

working duration included in the low category with a percentage value of 15.9%, 93 students with a thesis working duration included in the medium category with a percentage value of 70.5%, and 18 students with a thesis working duration included in the high category with a percentage value of 13.6%. Students who have a high level of thesis working duration will give all their abilities to be able to complete their thesis on time. With the time given, starting from the distribution of thesis supervisors until they successfully carry out the thesis defense exam, they will make the best use of it without procrastinating. From the results of the study, it was also found that students who are classified as high level are in the range of duration of working on the thesis less than one year, which is given to complete the thesis within two semesters or approximately one year from the time the thesis is registered in KRS (study plan card) which at the beginning of semester 7 each student has to start submitting a thesis title.

93 Students who are classified at the medium level are in the range of the duration of working on the thesis ranging from 1 year to 1 year and 11 months. From these results, most students are quite good at managing their thesis working duration during the Covid-19 pandemic. Time management plays a role in completing student academic tasks well. Because of their inability to manage time, they tend to procrastinate on their academic assignments. Academic procrastination refers to the delay in completing academic tasks. This type of behavior can undoubtedly have a negative impact on students. Students who procrastinate will finish their studies later than students who do not procrastinate.

According to Siswanto (2015), the average student experiences a one-semester (6-month) delay in submitting a thesis title, and each student must begin submitting a thesis title at the beginning of semester 7. In reality, students do not have a thesis title until the beginning of semester 8 or later. Late title submission will also lengthen the overall process, which should take students less than a year from the time the title is received until the thesis defense. Students who already have a title and a proposal will participate in a proposal seminar, which is generally passed with revisions

in order to conduct research. If the revision takes a long time, it can also affect the next process.

However, 21 students have been identified as having difficulty managing their thesis work duration during the pandemic. Students who are classified as low level are expected to work on their thesis for at least two years. These students procrastinate or engage in procrastination to disrupt motivation.

Someone who procrastinates has difficulty completing tasks within a set time frame. Some procrastinators do not complete their tasks right away. However, he spends the time he has on other activities that he perceives to be more enjoyable and entertaining, until feelings of discomfort, anxiety, and guilt arise in him. This is supported by Ahmad's research (2021), which states that someone who procrastinates demonstrates an inability to manage time wisely. This implies that the perpetrator's priorities, goals, and objectives are uncertain. Because procrastinators are unsure which goal to pursue first, they frequently engage in activities other than their primary goal. This makes them unfocused in completing the task, which in turn can make the work messy and cannot be completed on time.

Disrupted motivation can affect thesis work. More likely to choose to procrastinate the time to work on it, causing students to be late in completing the final project on time. This was also supported by Permatasari's research (2020), in which he revealed that the subject had a strong desire to complete his thesis, but there were several obstacles that had a psychological impact on the research subject. Coupled with the conditions in Indonesia, which is currently experiencing the Covid-19 pandemic, it is also an obstacle that occurs at this time. Conditions are very unfriendly for final year students, due to being hampered by government policies that establish large-scale social restrictions, causing students to find it difficult to obtain literature and field studies. Research to various agencies, particularly schools, cannot also be carried out due to limited access. Conditions like this are also an impediment to thesis completion, causing students to experience stress and negatively impacting their psychological condition.

With moderate and low levels of thesis working duration, it demonstrates that 2017 Biology Education Students are quite capable of managing their thesis working duration during the Covid-19 pandemic with complex assignments, quite capable of making plans to achieve goals, and not slow in correcting themselves when they fail.

3. Correlation between Self-efficacy and Thesis Working Duration

The results of calculating the correlation between self-efficacy and thesis working duration in 2017 Biology Education students during the covid-19 pandemic show a significance value of 0.000, which is a $0.000 < 0.05$ significance value. The Pearson correlation value obtained with the r_{table} value is greater than the r_{table} value, namely $0.686 > 0.169$. This demonstrates that there is a significant correlation between the two variables.

According to the table of the degree of relationship, the Pearson correlation value between Self-efficacy and Thesis Working Duration in 2017 Biology Education students during the Covid-19 pandemic has a strong correlation.

This is in accordance with Zusya's (2016) research which shows that self-efficacy affects anxiety in thesis work. In facing the final project, students have different stressors. Students with high self-efficacy will fight hard and not give up easily when working on their thesis. As a result, students will be able to graduate on time. Meanwhile, students with low self-efficacy regard the thesis as a burden. They easily give up when faced with a difficult task.

Damri (2017) concluded from his research that self-efficacy determines how much effort, persistence, and tenacity a person who puts forth in a job. Furthermore, self-efficacy affects a person's ability to deal with work obstacles, manage stress, and anxiety, and find solutions to continue pursuing success.

According to Bandura (1997), self-efficacy beliefs influence a person's decision-making and action-taking. Efficacy beliefs also influence how much effort people will put into an activity, how long they will persevere when faced with obstacles, and how resilient they will be in the face of adversity. Individuals' stress and anxiety levels

are also influenced by self-efficacy beliefs, causing them to engage in an activity.

According to Zusya's (2016) research, students who lack motivation and initiative will procrastinate or engage in academic procrastination. If they are unable to complete the task, they will postpone it. This can result in an untimely graduation. Students with good time management will not procrastinate on their work because they will have a priority scale in every task they do and will be able to balance the time between work plans and work schedules that have been created.

According to the results of the thesis working duration questionnaire, some students continue to engage in activities to procrastinate thesis work, causing them to graduate late. From the results of Ahmad's (2021) research, the factors that can cause students to make academic delays in writing a thesis are a lack of confidence, a sense of limited ability, limitations in producing thesis products, a busy schedule, a lack of references, family, Covid-19, laziness, finance, lecturers / examiners, a non-conducive environment, facilities, and administration. The study also discussed the consequences of deferring activities in thesis writing, such as feeling worried, disappointed with yourself, wasting too much time, regret, sadness, mental burden, missing out on many job opportunities, slow graduation, loss of enthusiasm, and many things being late.

CONCLUSION

Based on the results of the research data and discussion that have been described, it can be concluded that the level of self-efficacy possessed by Biology Education 2017 students, it shows that 31 students with a percentage value of 23.55% are included in the high category, 75 students with a percentage value of 56.8% are included in the medium category, 26 students with a percentage value of 19.7% are included in the low category. For the level of thesis working duration owned by Biology Education 2017 students, it shows that 18 students with a percentage value of 13.6% fall into the high category, 93 students with a percentage value of 70.5% fall into the medium category, 21 students with a percentage value of 15.9% fall into the low category. The results showed that there was a relationship between Self-efficacy and Thesis Working Duration in 2017 Biology Education

students during the Covid-19 pandemic with a significance value obtained smaller than the specified significance level, namely $0.000 < 0.05$. The pearson correlation value obtained is greater than the r_{table} , which is $0.686 > 0.169$. This also shows that the two variables have a correlation.

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