# CHAPTER I

# INTRODUCTION

## 1.1 Background of The Problem

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. (World Health Organization, 2019).

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.

The thesis is one of several variables that can cause stress on students, one of which is the difficulty in dealing with/meeting lecturers, the existing lecture load, relationships, and financial barriers. In addition, the difficulty of the thesis guidance process for lecturers is one of the factors that hinder the thesis completion process. Many lecturers are critical of students' thesis, they have to revise it over and over again because the thesis is not perfect. Some lecturers are very careful so that they are listed on the student thesis sheets accompanied by emotional sentences. Some lecturers are busy with statistics that confuse students. In addition, some lecturers are difficult to find on campus because many businesses are outside or full-time teaching at various other universities (Wibowo, 2010). Academic demands faced by students become stressors for students. *stressors* come from within students or from the outside world which can trigger stress in students. Therefore, the role of supervising lecturers is needed to direct and motivate students who are working on a thesis with the guidance process.

Basically in compiling a thesis, students will carry out the thesis guidance process to the supervisor. Based on the results of interviews, the problem that often arises and becomes an obstacle for students in writing a thesis is anxiety. Increasing anxiety can hinder communication between supervisors and students in

thesis guidance. The role of the supervising lecturer is expected to be able to reduce the problems that will be experienced by students in the thesis process, but there are real conditions where the thesis supervisor is one of the problems for students in the thesis process. Students feel worried if they will meet with a supervisor and experience communication anxiety during thesis guidance. Another factor in the guidance process is mentors who are difficult to find. With this pandemic situation, it is difficult to conduct direct guidance, so guidance must be done online. In this case, it is not uncommon for the supervisor to not immediately reply to student messages quickly, this can be caused by too many incoming messages so that the lecturer forgets to reply. This online method can also lead to limited time for discussion. The results of Wakhyudin's research (2020), show that in the guidance process things can also happen, such as the guidance process, the supervisor is difficult to find, the guidance process is uncertain, the guidance is long and only gives a little time for guidance, in providing guidance it is not clear, does not there is good coordination between supervisor I and supervisor II, and when conducting guidance, the supervisor often acts more as an initial examiner than as a discussion partner, the supervisor only looks for mistakes without providing a definite solution. Situations like this can eventually cause student anxiety when they want to do thesis guidance and make students traumatized by guidance again.

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 (Schunk in 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.

Based on the description above, researchers are interested in research to find out 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.

## 1.2 Identification of The Problem

The following is the identification of the problem based on the above background:

1. Students feel unsure of their ability to complete their thesis due to the covid-19 pandemic
2. Student difficulties in working on thesis due to the Covid-19 pandemic
3. Students have low motivation to work on their thesis during the Covid-19 pandemic.

## 1.3 Scope of The Research

Based on the above background, the scope This research is limited by 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.

## 1.4 Scope of The Problem

Based on the identification of the problem above, the limitations of the problem in this study are as follows:

1. The students in this study were students of class 2017 from the biology education program at the Universitas Negeri Medan.
2. Self-efficacy is measured based on the aspects of Magnitude, Generality, and Strength.
3. Thesis working duration is a behavior that affects the length of time for writing a thesis.

## 1.5 Formulation of The Problem

Based on the identification of the problem and the limitations of the problem stated above, the formulation of the problem in this study as:

1. How is the self-efficacy level of students grade of 2017 in the biology education study program who are working on their thesis during the Covid-19 pandemic at Universitas Negeri Medan?
2. How was the thesis working duration of students grade of 2017 biology education study program during the Covid-19 pandemic at Universitas Negeri Medan?
3. How is 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?

## 1.6 Research Purpose

Based on the formulation of the problem above, the objectives of this study are as follow:

1. To determine the level of self-efficacy of students grade of 2017 biology education study program who are working on a thesis during the Covid-19 pandemic at Universitas Negeri Medan.
2. To determine the thesis working duration of students of biology education study program grade of 2017 during the Covid-19 pandemic at Universitas Negeri Medan.

3. To determine 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.

**1.7 Benefits of Research**

1. Theoretically

   This study is expected to be able to provide a reference to the correlation between self-efficacy and thesis working duration of biology education study program students on thesis work during the Covid-19 pandemic.

2. Practically

   This study has the benefit of knowing the level of student self-efficacy, so that the Biology Education Study Program at Universitas Negeri Medan can help increase student self-efficacy so that it can prevent delays in completing thesis. As well as, with final year students of the Biology Education Study Program at Universitas Negeri Medan, throught the result of this study students can find out how good their self-efficacy level is and take research into consideration to accelerate student thesis completion.

**1.8 Operational Definition**

1. Self-efficacy in this study is an individual's belief in his ability to produce something that is expected.

2. The thesis in this study is a scientific work that is prepared based on research in order to complete the study of the undergraduate degree program. This thesis is one of the subjects that must be taken by all students of the 2017 Biology education study program in the 8th semester of the 2020/2021 academic year at Universitas Negeri Medan in order to complate their education at the undergraduate level.

3. Thesis working duration in this study is a behavior that affects motivation in working on the thesis.

4. The final year students of the Biology Education study program in this study were 8th-semester students of the 2020/2021 academic year who

took the 2017 Biology education study program at Universitas Negeri Medan.