

COUNSELING FOR VOCATIONAL STUDENTS' ANXIETY DURING THE COVID-19 PANDEMIC: A SYSTEMATIC LITERATURE REVIEW

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Abstrak

Students with anxiety during the COVID-19 pandemic must receive counseling quickly so that their anxiety can be minimized, and they can engage in optimal learning. This research aims to determine the influence of the COVID-19 pandemic on student anxiety, as well as how to counsel students who experience anxiety during the COVID-19 pandemic. This study has used the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) criteria, this study applies a systematic literature review methodology. The results showed that the pandemic of COVID-19 influences student anxiety. Due to the physical and social limits imposed by the adoption of online learning, anxiety occurs. Due to a lack of support from peers and teachers and a lack of orientation to the school environment, online learning causes anxiety in students. During the COVID-19 pandemic, anxiety can be managed by online counseling utilizing various internet mediums. The implementation of counseling must utilize an andragogical approach and be conducted in groups where students can offer positive reinforcement. Counselors must consider the sort of anxiety a client is experiencing to select the most appropriate intervention.

Keywords: counseling, anxiety, COVID-19, vocational student counseling, school counseling

INTRODUCTION

The COVID-19 pandemic has caused students to experience academic, social, emotional, and behavioral difficulties. Obviously, this issue will influence the students' capacity to engage in learning. Anxiety is the greatest psychological effect of the COVID-19 epidemic (Karaman et al., 2021). In comparison to the pre-pandemic period, the prevalence of anxiety symptoms among students during this pandemic period was much higher (Zhou et al., 2021). Coronavirus anxiety refers to the anxiety caused by the coronavirus. This concern is exacerbated by fears of catching the virus, transferring it to others, and COVID-19-related deaths (Altıntaş & Korkut, 2022). Students with this anxiety must receive counseling promptly so that their anxiety can be lessened and they can learn best.

As shown in Figure 1, the bibliometric analysis conducted by Vosviewer using databases from Scopus, Web of Science, and Google Scholar with the keywords "counseling" and "COVID- 19" and "student" or "students" or "school" reveals that anxiety is the most commonly used keyword in relation to student counseling during COVID-19. Thus, anxiety is the leading cause of student psychology and an essential term for a thorough examination of counseling for students during the COVID-19 pandemic. Determining the influence of the COVID- 19 pandemic on student anxiety and determining ways to counsel students who suffer anxiety during the COVID-19 pandemic are the objectives of this study.

METHOD

This study employs a systematic literature review technique based on the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines (Page et al., 2021). The international journal articles were retrieved from Scopus, Web of Science, and Google Scholar databases. The examined articles are from the period of the COVID-19 pandemic, 2020 to 2023. The keywords "counseling" and "COVID- 19" as well as "student" or "students" or "school" are used. In the first phase, 64 records were extracted from the aforementioned database, and after removing the 13 duplicate articles, 51 unique articles were evaluated. In the second stage, 40 records were eliminated based on the title, keywords, and abstract, leaving 11 articles that satisfied the criteria for further analysis. In the third step, four records were eliminated based on full-text analysis, leaving 7 articles that met the criteria for a more in-depth analysis and served as sources for this review. The study's flowchart is depicted in Figure 2.

RESULTS AND DISCUSSION

Scopus (n = 33), Web of Science (n = 4), and Google Scholar (n = 27) were the electronic databases from which 64 articles were extracted for this study. The discovered publications were then evaluated based on their titles, keywords, abstracts, and general content associated with counseling, anxiety, COVID-19, and students. 7 publications were included in the analysis following a rigorous review. In this study, the focus

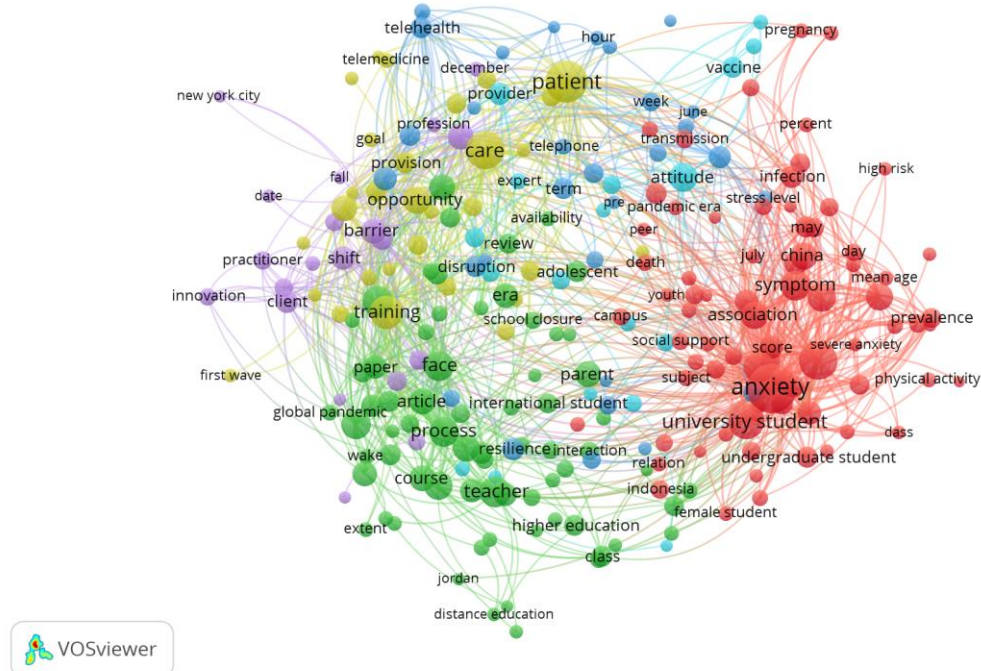


Figure 1. Bibliometric Analysis Using VOSviewer

of the analysis was on two types of research objectives, namely the influence of the COVID-19 pandemic on student anxiety and how to advise students who suffer anxiety during the COVID-19 pandemic.

The COVID-19 pandemic's effect on student anxiety

According to the 7 publications evaluated for this study, students' concern during the COVID-19 pandemic was created by government initiatives to combat the spread of COVID-19, which had an effect on limiting learning activities (e.g., lockdown, distance/ online learning). Lockdown and the deployment of online learning have diminished the amount of social interaction that students typically engage in. The COVID-19 pandemic hindered both teacher-student and student-student communication (Fadkhurosi & Kusmaryani, 2022). According to Karaman et al., physical or social limits, as well as other types of restrictions, can lead to negative mental states such as worry and dread, which can be detrimental to a student's health (Karaman et al., 2021).

The implementation of numerous COVID-19-related measures, such as lockdowns and online learning, had a significant impact on the social relationships of students. During the COVID-19 pandemic, kids were unable to openly interact with their classmates and teachers, when this was pre-

viously permitted. Because of these constraints, it is more difficult for new students to orient themselves and make connections with their environment. Karaman found that female students exhibited greater anxiety than male classmates. Female students may demand greater social support outside the house than male pupils. Therefore, female students with anxiety require group therapy (Karaman et al., 2021).

Counseling students experiencing anxiety amid the pandemic of COVID-19

Online therapy is used to assist students experiencing anxiety during the COVID-19 pandemic (Apriliyani & Abdi, 2022; Celia, Cavicchiolo, et al., 2022; Celia, Tessitore, et al., 2022; Fadkhurosi & Kusmaryani, 2022; Karaman et al., 2021; Savarese et al., 2020). Restrictions on social and physical activities have impeded offline student engagement; online therapy is an alternative. It has been demonstrated that online therapy reduces student anxiety (Celia, Cavicchiolo, et al., 2022).

Counseling approaches may include andragogy-based counseling (Fadkhurosi & Kusmaryani, 2022), Brain Wave Modulation Technique (BWM-T) (Celia, Cavicchiolo, et al., 2022), online psychoeducational groups (Savarese et al., 2020), and online peer counseling (Apriliyani & Abdi, 2022). Andragogy counseling is an effective

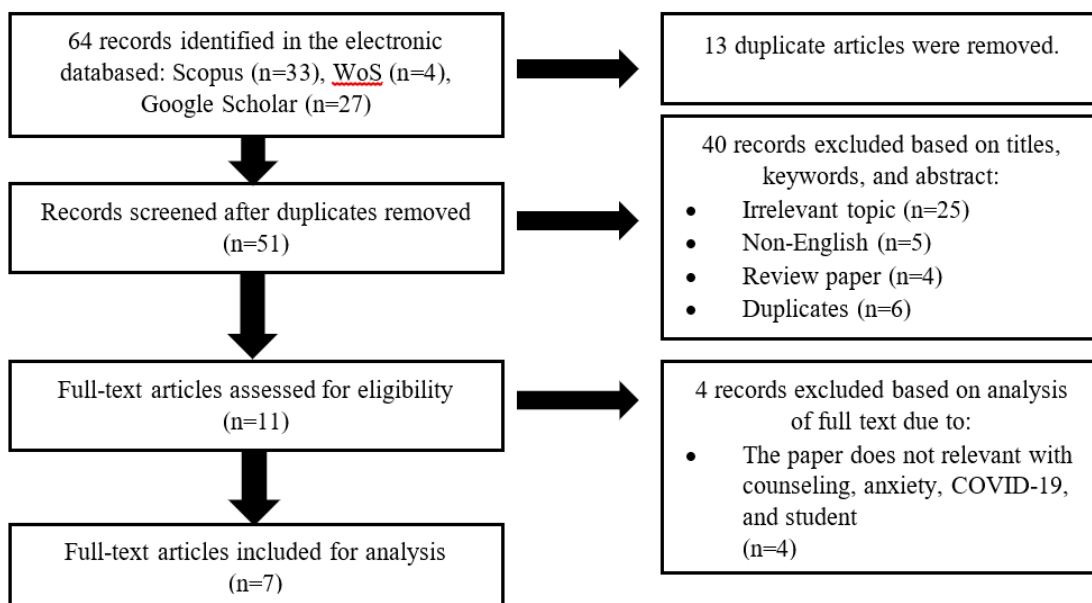


Figure 2. PRISMA Procedure

method for assisting people in coping with the COVID-19 pandemic since it increases intelligence. Each student's anxiety must inform the counseling process, and the counselor must determine each student's anxiety issues.

As previously stated, female students are more likely to require group counseling. In addition, according to Savarese's (2020) research, group counseling serves the purposes of discipline, comparison, elaboration, and emotional support for students. This is consistent with the findings of Apriliyani and Abdi (2022), who discovered that online peer counseling effectively reduced student anxiety. In this sort of counseling, students are taught how to conduct counseling to assist their peers. Counselors are prioritized for psychology students who have taken courses in counseling psychology, so that they can adjust to peer counseling more rapidly. The online counseling media may utilize WhatsApp or the telephone (Fadhurosi & Kusmaryani, 2022; Karaman et al., 2021) but are not confined to these two platforms. The goal of counseling is to support and strengthen the client so that he can overcome his anxiety. Due to this, counseling media can utilize online media, which is more likely to be utilized given the context of the counselor and counselee as well as their media literacy.

CONCLUSION

On the basis of the preceding explanation, it may be stated that the COVID-19 epidemic affects

student anxiety. Due to the COVID-19 pandemic, anxiety is the most significant complication. Due to the physical and social limits imposed by the adoption of online learning, anxiety occurs. In practice, online education induces anxiety in students due to a lack of support from peers and teachers and a lack of orientation to the school environment. During the COVID-19 epidemic, online therapy utilizing various internet media such as WhatsApp, telegrams, Line, and the telephone can be used to treat anxiety. Counseling must be implemented using an adult-centered method (andragogy) that broadens students' awareness of the pandemic and is conducted in groups where students can provide positive reinforcement. Counselors must also consider the type of anxiety experienced by the client in order to select the most appropriate intervention.

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