



MANAGEMENT STRESS OF STUDENT IN SOUTH SULAWESI DURING THE PANDEMIC COVID-19

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ABSTRACT

Background: The stipulation of COVID-19 as a global pandemic has made the Indonesian government make several strategic policies to avoid the transmission of this virus, one of which is online lectures. However, it cannot be denied that there are constraints faced by students such as non-existent networks, running out of internet packages, homework that must be done as well, and piling up lecture assignments cause them to experience stress.

Objective: The purpose of this study was to determine the stress level of students during online lectures during the COVID-19 pandemic.

Method: This study uses a quantitative research with an observational analytic approach with a cross sectional study design. The population in this study were students from State Universities South Sulawesi. The sample in this study were 133 respondents using accidental sampling method

Result: The results of statistical tests, that most of the respondents had a normal stress level (42.9%), age variable value p value = $0.301 > 0.05$, gender p value = $0.172 > 0.05$, institution origin p value = $0.367 > 0.05$, semester level p value = $0.474 > 0.05$, study program p value = $0.199 > 0.05$, and performance index p value = 0.075

Conclusion: It was concluded that all the independent variables are not related to student stress levels.

INTRODUCTION

The COVID-19 pandemic that first appeared at the end of 2019 in Wuhan, China made the world community worried. The spread of COVID-19 to other countries is very fast and increasingly widespread, resulting in many being exposed and infected with COVID-19. This makes governments from various countries make efforts to minimize the spread of the corona virus. So that in the end every country enforces *stay at home* (stay at home) for the whole community.

The incidence of COVID-19 according to WHO data as of October 11, 2020 2:45 pm CEST reached 37,109,851 people with a death toll of 1,070,355. Meanwhile in Indonesia, the number of COVID-19 sufferers reached 328,952 people with a death rate of 11,765 people (WHO, 2020). The high number of incidents and potential deaths has made many parties try to break the chain of transmission of Covid-19 in various ways, such as the implementation of PSBB, changing the school and lecture system to an online system, and appeals to the whole community for *physical distancing* and wearing masks.

The stipulation of COVID-19 as a global pandemic has prompted the Indonesian government to make several strategic policies to avoid the transmission of this virus. During the current spread of the corona virus (COVID-19), it has had its own

impact on the education sector in Indonesia. The government through its circular also ordered all learning activities to be carried out at home (school/college from home/online) and work from home (*Work From Home*). Educational institutions ranging from preschool to college are temporarily closed. Learning activities are carried out remotely. College students are also feeling the impact and consequences of COVID-19. Lecture activities are carried out remotely through applications that support lecture activities. Various *platforms* can be used by students to assist them in doing assignments, undergoing the lecture process, reporting lecture activities online.

However, it is undeniable that there are obstacles that occur during the online lecture process. Constraints faced by students such as non-existent networks, exhausted internet packages, homework that must be done too, and lecture assignments that have piled up. Various academic demands that must be completed by students cause them to experience stress. The inability of students to adapt to these circumstances makes them experience stress (Harahap, et al, 2020).

Stress is defined as the body's non-specific response to demands made on it or to disturbing events in the environment. It is not just a stimulus or response but rather it is a process by which individuals understand and cope with environmental threats and challenges (Omar and Alhabeeb, 2018). Stress is pressure that occurs due to a mismatch between the

desired situation and expectations (Barseli, et al, 2017).

Academic stress is influenced by internal and external pressures experienced by students during learning activities (Qian and Fuqiang, 2018). This is almost in line with the opinion of Edward P. Sarafino (2011) which explains stress as a condition caused by the interaction between individuals and the environment, causing a perceived difference between the demands that come from situations originating in biological, psychological, and social systems. from someone. Wilks in (Omar and Alhabeeb, 2018) academic stress is defined as the body's response to academic-related demands that exceed students' adaptive abilities. It is estimated that 10–30% of students experience some level of academic stress during their academic career. In small amounts, stress is normal and can help individuals become more active and productive. However, very high levels of stress experienced for a long time can cause significant mental and physical problems (Omar and Alhabeeb, 2018). The purpose of this study is to determine the stress level of students at various universities during the COVID-19 pandemic.

METHODS

The type of research used is quantitative research with an observational analytic approach with a design *cross sectional*, namely a study that studies the

relationship of independent variables, namely gender, age, institution of origin, semester level, study program, and achievement index with the dependent variable being the level of academic stress at students at the same time.

This research was conducted in September 2020. The population in this study were students from three State Universities in South Sulawesi, namely students from UIN Alauddin Makassar, Hasanuddin University, and Makassar State University, with a total sample of 133 students. The sampling method used *accidental sampling technique*.

Data collection was carried out for a week using an online questionnaire via google form. Collecting data on samples of gender, age, institutional origin, achievement index, semester level, and study program, using demographic data while on the level of student academic stress using the DASS 42 scale (*Depression Anxiety and Stress Scale 42*) which has been modified and selected 14 items. questions to measure stress levels (Lovibond, SH and Lovibond, 1995).

RESULTS

This research was conducted on students at State Universities in South Sulawesi, namely students from UIN Alauddin Makassar, Hasanuddin University, and Makassar State University in September 2020.

Table 1. Distribution of Respondents

Characteristics of Respondents	F	%
Age		
18 Years	1	8
19 Years	14	10.5
20 Years	46	34.6
21 Years	61	45.9
22 Years	9	6.8
23 Years	2	1.5
Total	133	100
Gender		
Male	17	12.8
Female	116	87.2
Total	133	100
Origin of Institution		
UIN Alauddin Makassar	78	58.6
Hasanuddin University Makassar State University	23	17.3
	32	24.1
Total	133	100
Semester Level		
Semester 3	16	12
Semester 5	24	18
Semester 7	89	66.9
Semester 9	4	3
Total	133	100
Study Programs		
Health	58	43.6
Non-Health	75	56.4
Achievement Index		
<i>Cumlaude</i>	60	45.1
	48	36.1
	25	18.8

Very Satisfactory	133	100
Satisfactory		
Total		
Stress Levels		
Normal	57	42.9
Mild	27	20.3
Stress	36	27.1
Moderate	11	8.3
Stress	2	1.5
Severe	133	100
Very Stress		
Total		

Source: Primary Data, 2020

Table 1 shows that of 133 respondents, the most students are 21 years old as many as 61 respondents (45.9%), the majority of respondents are female, 116 respondents (87.2%), most of them are from UIN Alauddin Makassar as many as 78 respondents (58.6%), dominated by 7th semester students as many as 89 respondents (66.9%), the majority of non-health study programs were 75 respondents (56.4%), and the most had achievement index *cum laude* as many as 60 respondents (45.1%). The majority of students' stress levels were still at normal levels as many as 57 respondents (42.9%) and at least students experienced very severe stress levels as many as 2 respondents (1.5%).

Table 2. Analysis of the Relationship between Age and Student Stress Levels

Characteristics of	Stress Levels										Total	P		
	Normal		Mild		Stress Moderate		Stress Severe		Stress Very Severe Stress					
	n	%	n	%	n	%	n	%	n	%				
Age	18 Years	0	0.0	0	0.0	0	0.0	1	0.8	0	0.0	1	0.8	0.301
	19 Years	8	6.0	2	1.5	2	1.5	2	1.5	0	0.0	14	10.5	
	20 Years	18	13.5	7	5.3	17	12.8	2	1.5	2	1.5	46	34.6	
	21 Years	24	18.0	16	12.0	16	12.0	5	3.8	0	0.0	61	45.9	
	22 Years	6	4.5	2	1.5	0	0.0	1	0.8	0	0.0	9	6.8	
	23 Years	1	0.8	0	0.0	1	0.8	0	0.0	0	0.0	2	1.5	
Total		57	42.9	27	20.3	36	27.1	11	8.3	2	1.5	133	100	

Source: SPSS Processed Data, 2020.

Table 2. shows the results of the analysis of the relationship between age and stress levels in students. The results of this study indicate that the most respondents experience stress in a normal level as many as 24 respondents

(18.0%) at the age of 21 years. Statistical test results obtained *p value* of $0.301 > 0.05$, it can be concluded that there is no significant difference between age and stress levels of students.

Table 3. Analysis of the Relationship between Gender and Student Stress Levels

Characteristics of	Stress Levels										Total	P		
	Normal		Mild		Stress Moderate		Stress Severe		Stress Very Severe Stress					
	n	%	n	%	N	%	n	%	n	%			N	%
Gender	Male	9	6.8	6	4.5	1	0.8	1	0.8	0	0.0	17	12.8	0.172
	Female	48	36.1	21	15.8	35	26.3	10	7.5	2	1.5	116	87.2	
Total		57	42.9	27	20.3	36	27.1	11	8.3	2	1.5	133	100	

Source: SPSS Processed Data, 2020.

Table 3. shows the results of the analysis of the relationship between gender and stress levels in students. The results showed that the most respondents experienced stress in a normal level as many as 48 respondents

(36.1%) and were female. The results of statistical tests obtained *p value* of $0.172 > 0.05$, it can be concluded that there is no relationship between gender and student stress levels.

Table 4. Analysis of the relationship between the Home Institution Students Stress Level

Characteristics		Stress Level										Total	P
		Normal		StressLight		MediumStress		Stress Heavy		Stress Massive			
		n	%	n	%	n	%	n	%	n	%	N	%
Home	UINAM	33	24.8	20	15.0	18	13.5	6	4.5	1	0.8	78	58.6
Institution	UNHAS	13	24.8	2	1.5	5	3.8	2	1.5	1	0.8	23	17.3
n	UNM	9.8	8.3	3.8	3.8	13	9.8	3	2.3	0	0.0	32	24.1
Total		57	42.9	27	20.3	36	27.1	11	8.3	2	1.5	133	100

Source: SPSS Processed Data, 2020.

Table 4. shows the results of the analysis of the relationship between the origin of the institution and the level of stress in students. The results showed that the most respondents experienced stress in a normal level as many as 33 respondents (24.8%) and came from

UIN Alauddin Makassar. The results of statistical tests obtained *p value* of $0.367 > 0.05$, it can be concluded that there is no significant difference between the origin of the institution and the stress level of students.

Table 5. Analysis of Relationship between Level Semester with Mahasisw Stress Levels

Characteristics		Stress Levels										Total	P
		Normal		StressLight		MediumStress		Stress Heavy		Stress Very Serious			
		n	%	n	%	n	%	n	%	n	%	n	n
Level	Semester 3	8	6.0	2	1.5	3	2.3	3	2.3	0	0.0	16	8
Semester	Semester 5	9	6.8	5	3.8	8	6.0	2	1.5	0	0.0	24	9
	Semester 7	37	27.8	19	14.3	25	18.8	6	4.5	2	1.5	89	37
	Semester 9	2.3	2.3	1	0.8	0	0.0	0	0.0	0	0.0	4	3
Total		57	42.9	27	20.3	36	27.1	11	8.3	2	1.5	133	100

Source: SPSS Processed Data, 2020.

Table 5. shows the results of the analysis of the relationship between semester level and stress levels in students. The results showed that the most respondents experienced stress in normal levels as many as 37 respondents

(27.8%) and were at the 7th semester level. The statistical test results obtained *p value* of $0.474 > 0.05$, so it can be concluded that there is no significant difference between semester levels. with student stress levels.

Table 6. Analysis of the Relationship between Study Programs and Student Stress Levels

Characteristics of		Stress Levels										Total	P	
		Normal		Mild		Stress Moderate		Stress Severe		Stress Very Severe Stress				
		n	%	n	%	n	%	n	%	n	%			
Study	Health	31	23.3	11	8.3	12	9.0	3	2.3	1	0.8	58	100	0.199
Program	Non-Health	26	19.5	16	12.0	24	18.0	8	6.0	1	0.8	75	100	
Total		57	42.9	27	20.3	36	27.1	11	8.3	2	1.5	133	100	

Source: SPSS Processed Data, 2020

Table 6. shows the results of the analysis of the relationship between study programs with the level of stress in students. The results showed that the most respondents experienced stress in a normal level as many as 31 respondents (23.3%) and came from

health study programs. The results of statistical tests obtained *p value* of $0.199 > 0.05$, it can be concluded that there is no relationship between the study program and the stress level of students.

Table 7. Analysis of the Relationship between Achievement Index and Student Stress Level

Characteristics of		Stress Level										Total	P	
		Normal		Mild		Stress Moderate		Stress Severe		Stress Very Heavy Stress				
		n	%	n	%	n	%	n	%	n	%			
Achieve	Cumlaude	22	16.5	14	10.5	18	13.5	5	3.8	1	0.8	60	45.1	0.075
ment	Very Satisfactory	28	21.1	6	4.5	10	7.5	3	2.3	1	0.8	48	36.1	
Index	Satisfactory	7	5.3	7	5.3	8	6.0	3	2.3	0	0.0	25	18.8	
Total		57	42.9	27	20.3	36	27.1	11	8.3	2	1.5	133	100	

Source: SPSS Processed Data, 2020.

Table 7. shows the results of the analysis of the relationship between achievement index and stress levels in students. The results showed that the most respondents experienced stress in a normal level as many as 28 respondents (21.1%) with a very satisfactory achievement index. The results of statistical tests obtained *p value* of $0.075 > 0.05$, it can be concluded that

there is no significant difference between the achievement index and the stress level of students.

DISCUSSION

Characteristics of Respondents

This research data was obtained from 133 respondents consisting of South Sulawesi State Universities students from UIN Alauddin

Makassar as many as 78 respondents, Hasanuddin University as many as 23 respondents, and Makassar State University as many as 32 respondents with the most students aged 21 years. as many as 61 respondents (45.9%), the majority of respondents were female as many as 116 respondents (87.2%), the most came from UIN Alauddin Makassar as many as 78 respondents (58.6%), dominated by 7th semester students as many as 89 respondents (66.9%), the majority of non-health study programs are 75 respondents (56.4%), and the most have a achievement index *cum laude* as many as 60 respondents (45.1%). The majority of students' stress levels were still at normal levels as many as 57 respondents (42.9%) and at least students experienced very severe stress levels as many as 2 respondents (1.5%). Over time, students adapt to various mechanisms so that levels of stress-related hormones return to normal. This is what allows 42.9% of students' stress levels to be in the normal category. However, for students who are not able to adapt to online learning, the level of stress-related hormones will increase along with the implementation of online learning (Maulana *et al.*, 2020). This can happen related to a person's experience in dealing with stressors, when someone has often been exposed to the same stressor with the same pattern, someone will get used to it and consider the stressor as a normal thing. With the same stressors, students are able to make adaptations that are accepted so that

students can control the level of academic stress (Hamzah and Hamzah, 2020).

Age with Student Stress Level

The results showed that the most respondents experienced stress in a normal level as many as 24 respondents (18.0%) at the age of 21 years. Statistical test results obtained *p value* of $0.301 > 0.05$, it can be concluded that there is no significant difference between age and stress levels of students.

The results of this study are not in line with Hamzah's research (2020) which examined 204 students from STIKes Graha Medika who obtained a value of $p 0.001 < 0.05$ which indicates there is a relationship between age and academic stress levels in STIKes Graha Medika students. Age is very closely related to a person's experience in dealing with stressors, so that the older a person gets, the better a person's ability to manage stress will be, so that the level of academic stress at an increasing age gets lower with the same stressor characteristics.

In another study, this is in line with research conducted by Maulana *et al* (2020) which examined 144 students who were taking Business Statistics courses during online learning who obtained a value $p = 0.921 > 0.05$, so it can be concluded that there is no effect of age on the level of student stress in the age range of 17-20 years.

Gender with Student Stress Level

The results showed that the most respondents experienced stress in a normal

level as many as 48 respondents (36.1%) and female. The results of statistical tests obtained p value of $0.172 > 0.05$, it can be concluded that there is no relationship between gender and student stress levels.

This study is in line with research conducted by Sunarni et al (2017) who examined 140 students at the Faculty of Health Sciences, Musi Charitas University with a value $p = 0.668 > 0.05$, so it can be concluded that there is no relationship between gender and student stress levels.

With regard to stress levels, men are more active, exploratory, while women are more considerate and tend to experience various fears, are more anxious about their inability and are more sensitive so they experience stress more (Tantra and Irawaty, 2019). The criteria for stress levels are the same for all genders. However, women are more prone to eating disorders, anxiety, sleep disturbances, feeling guilty and an increase or even a decrease in appetite (Kountul, et al, 2018). The influence of the hormone estrogen can make women more prone to stress. Men are not easily stressed even though they have many sources of stress (stressors) because men have always been forced by circumstances to be ready to face problems, it is important to increase their safety so that men have a *fight or flight response*, this is useful for saving themselves men in fighting stress (Sutjiato, et al, 2018). In this case it can be understood that there is no difference in stress levels between

women and men in this study due to the way stress is handled. Women and men have the same adaptability in dealing *stressors* with existing (Sunarni, et al, 2017).

In another study, this is not in line with the research of Suwartika et al (2014) which examined 77 Cirebon Nursing D III students who obtained a value of $p 0.039 < 0.05$, so it can be concluded that there is a significant relationship between age and academic stress levels. This study is also not in line with Maulana (2020) who examined 144 students who were taking Business Statistics courses during online learning who obtained a value of $p 0.008 < 0.05$, so it can be concluded that there is a relationship between gender and student stress levels.

Origin of Institutions with Student Stress Levels

The results showed that the most respondents experienced stress in normal levels as many as 33 respondents (24.8%) and came from UIN Alauddin Makassar. The results of statistical tests obtained p value of $0.367 > 0.05$, it can be concluded that there is no significant difference between the origin of the institution and the stress level of students.

Semester Level with Student Stress Level

The results showed that the most respondents experienced stress at a normal level as many as 37 respondents (27.8%) and were at the 7th semester level. The statistical test results obtained a p value of $0.474 > 0.05$, so it can be concluded that there is no

significant difference between semester level and student stress level.

This study is in line with research conducted by Sunarni, et al. (2017) which examined 140 students at the Faculty of Health Sciences, Musi Charitas University which stated that there was no significant difference between semester level and stress level and the correlation test showed value concluded that $p = 0.710 > 0.05$, so it can be concluded that there is no relationship between the semester level with the stress level of students. Each class or semester level has a variety of stress levels, but overall the differences in stress levels are not significant for each class. Thus, individually the level of stress experienced by respondents depends on how the individual deals with existing sources of stress (Sunarni, et al, 2017).

Study Programs with Student Stress Levels

The results showed that the most respondents experienced stress in normal levels as many as 31 respondents (23.3%) and came from health study programs. The results of statistical tests obtained p value of $0.199 > 0.05$, it can be concluded that there is no relationship between the study program and the stress level of students.

In a study conducted by Setiyani (2018), stress conditions can cause a response in the form of anxiety. From this research, the results are in accordance with the hypothesis which states that there is a significant difference in the degree of anxiety between new students from the health faculty and the

non-health faculty. This can be caused by several factors such as the demand to be more active in the teaching and learning process, being more competitive, the busy schedule of health students, and the material being studied is very broad and more applicable.

Achievement Index with Student Stress Level

The results showed that the most respondents experienced stress in a normal level as many as 28 respondents (21.1%) with a very satisfactory achievement index. The results of statistical tests obtained p value of $0.075 > 0.05$, it can be concluded that there is no significant difference between the achievement index and the stress level of students.

This study is in line with Hamzah's research (2020) which examined 204 students from STIKes Graha Medika who obtained a value $p = 0.302 > 0.05$ which indicates that there is no relationship between the achievement index and student stress levels. This result is due to the adaptability of each individual. Individuals who have good adaptation to stress will not have much impact on achievement. Respondents will be able to adjust to the various stressors they face, such as the workload, the severity of the courses, and the campus atmosphere. According to Hamsan, stress levels are related to one's learning achievement, students who have high academic achievements are students who have low stress levels. Someone who does not have high stress can control himself then can do a

better learning process. Someone who has low stress can focus on the things that are being studied (Sunarni, et al, 2017).

In Islam, stress is something we must manage, not avoid. Because in truth, it is very human when humans experience stress. One of the things that can be done to manage stress is to multiply *dhikrullah* (remembrance of Allah). By remembering and returning everything from and for Allah, stress will be overcome. Allah SWT says in QS Ar-Raad verse 28:

لَّذِينَ آمَنُوا قُلُوبُهُمْ لِلَّهِ أَلَّا لِلَّهِ الْقُلُوبُ

Meaning:

"(namely) those who believe and their hearts find peace in the remembrance of Allah. Remember, it is only by remembering Allah that the heart becomes peaceful."

CONCLUSION

In this study, it can be concluded that most of the respondents have normal stress levels. Meanwhile, age, gender, institutional origin, semester level, study program, and achievement index are not related to student stress levels during the COVID-19 pandemic

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