

Original Article

Online Learning Methods With Stress Of Parents With Children Ages 7-9 Years In The COVID-19 Pandemic Season

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ARTICLE INFO	ABSTRACT
<p>Article History: Submit : May 30 2022 Revised : May 31, 2022 Accepted : June 14, 2022 Online : June 30, 2022</p> <p>Keywords: Online Learning, Stress, Children, Covid-19,</p>	<p><i>Background:</i> The 2019 ongoing coronavirus disease around the world. One of the impacts is in the field of education. As a result, the learning process is carried out at home through online/distance learning. This study aimed to determine the relationship between online learning methods and the stress level of parents of children aged 7-9 years in the COVID-19 pandemic season at MI Da'watul Khoiriyah, Nambakan Hamlet, Ringinrejo District.</p> <p><i>Methods:</i> This research design is cross-sectional. The sample size is 37 respondents using purposive sampling. Data were analyzed using a nonparametric test in Spearman's nonparametric Statistic Test. Based on the study's results, it was found that most of the respondents (70.8%), as many as 26 online learning had good categories</p> <p><i>Results:</i> Meanwhile, almost half of the respondents (48.6%), as many as 18 stress levels of parents of children have a mild stress category. The results of the Spearman's Rho Nonparametric statistical test obtained a p-value: 0.005 ($\alpha < 0.05$) with $r = 0.457$ (sufficient intensity) with a positive direction, meaning that there is a relationship between online learning and the stress level of parents of children during the Covid-19 pandemic season in MI Da' Watul Khoiriyah Dusun Nambakan Ringinrejo.</p> <p><i>Conclusion:</i> It is recommended that parents be able to reduce stress on themselves, make the right decisions, and build exemplary communication with their children to improve children's learning at home</p>
<p>👤 <i>Corresponding Autor</i> : Andika Siswoaribowo 🏠 <i>Affiliation</i> : STIKES Karya Husada Kediri, East Java, Indonesia ✉ <i>Email</i> : siswoari@gmail.com 📄 <i>Cite this as</i> : Fuadah, D. Z., & Siswoaribowo, A. (2022). Online Learning Methods With Stress Of Parents With Children Ages 7-9 Years In The COVID-19 Pandemic Season. Journal of Applied Nursing and Health, 4(1), 100-107. https://doi.org/10.55018/janh.v4i1.62</p>	

Introduction

The Covid-19 pandemic in Indonesia is part of the 2019 coronavirus disease pandemic that is currently occurring worldwide. One

of the impacts is in the field of education. As a result, the learning process is carried out at home through online/distance learning. Learning using this online method certainly impacts parents because learning and explaining the material



is unlike face-to-face learning (WHO, 2021). This causes parents to feel anxious, worried and even stressed. After all, the many children's workloads will burden parents because children do not understand the learning material. Prolonged stress on parents and allowed to continue will affect the feelings of parents. Parents become irritable, quickly lose patience, and also find it difficult to concentrate on guiding their children. The principle of education policy during the Covid-19 pandemic is to prioritize the health and safety of students, educators, education staff, families, and society in general, as well as consider the growth and development of students and psychosocial conditions to fulfill educational services during the Covid-19 pandemic (Kemenkes, 2020).

Learning carried out in elementary schools currently uses distance learning through parental guidance. According to Isman, online learning is currently being carried out through the use of the internet network in the learning process (Caladine, 2008; Hayter & Jackson, 2020). Students can interact with teachers using applications such as *classroom*, *video conference*, telephone or *live chat*, zoom, or *WhatsApp group*. This learning is an educational innovation to answer the challenge of the availability of varied learning resources (AACN, 2020; Suwardianto & Vitaria, 2020).

The Association of Clinical Psychologists (GPA) surveyed Indonesia in (2020) resulted in the most common psychological problems found in all age groups, namely general stress complaints at

23.9%, *mood swings* at 9.1%, and anxiety disorders at 8, 8%. Based on the period of service, the group of children and adolescents experienced an increase in service receipts from previous years (Lazarus et al., 2021; Razzaghi et al., 2021). From the results of a survey conducted, it shows that 56% of parents admit that they are stressed and have problems, such as symptoms of anxiety, difficulty sleeping, and also irritability. In addition, according to *the State of the Motherhood*, in 2020, 74% of parents have felt worse mentally since the Covid-19 pandemic began (Pasaribu & Ricky, 2021; Wulandari & Hidayat, 2020).

The results of a preliminary study on online learning methods with parental stress levels during the Covid-19 pandemic on March 12, 2021, to 8 parents of students *door to door*. The preliminary study results showed that 75% (6 parents) complained about the difficulty of helping their children study at home and complained about the severity of the assignment of children at school, which parents did not understand. Parents also experienced stress due to too many children's assignments and deadlines for collecting assignments. Which is too fast, not to mention the unstable network problem that interferes with work at home. While another 25% (2 parents) said that there was no effect on them due to their children's online learning, parents did not feel stressed because their children could study with a tutor (Kemendikbud, 2021; Palupi, 2021).

The concept of learning at home or learning online methods for parents is a state of controversy

experienced by parents today. Before the outbreak, parents almost did not care about the burden of teachers when delivering lessons at school. How do teachers educate children who are sometimes stubborn. Parents always charge teachers with things that are too protective of their children. However, the situation is reversed with online learning. The burden of parents no longer has to be father and mother. However, they also must be able to act as a teacher. Even as a friend for the outpouring of the child's heart. They can act like friends, relatives, or even friends of the same age as their children (Muhammad Rajab, 2020).

Some parents use verbal violence, speak harshly, and even physical violence such as hitting while studying online. Parents' patience is the principal capital so that children are eager to learn and enjoy learning. What parents need to pay attention to, the main thing is the regularity of learning. It does not have to be required to be able for all subjects and assignments to be completed correctly or perfectly. A large amount of spending to buy internet quota is a financial problem that weighs on expenses. It can also easily make parents feel their children are a burden. This creates tension, anger, and frustration. In this phase, parents are vulnerable to stress.

With all the limitations that exist during this pandemic, parents have to work together with various parties to continue teaching and learning activities for children. What is certain, parents must instill the *mindset* not to immediately judge themselves as failed parents if their children are challenging to learn (Gubernur, 2020;

Wulandari & Hidayat, 2020). The success of learning online methods during the COVID-19 crisis depends on the discipline of all parties. Therefore, the school needs to make a scheme by compiling good management to regulate the online learning system. The solution that can be done is to make a systematic, structured, and simple schedule to make it easier for parents to control their children's learning. To reduce the impact of the COVID-19 pandemic, of course, the cooperation of all parties is very influential. The role of parents is significant in the online learning process. As a result of online learning, parents should make a flexible schedule for children. Building open communication with children is also very important so that children can express all their feelings that children feel to their parents. Accompanying children when studying and providing motivation to children will increase children's enthusiasm for learning. learning (Muhammad Rajab, 2020).

Method

The design used in this research is correlation analysis research with a *cross-sectional approach*. The sampling technique used purposive sampling with a sample of 37 parents as respondents. Collecting data using a questionnaire (online learning methods and stress levels). Data analysis using Spearman Rank statistical test with $\alpha < 0,05$. This research has been carried out with an ethical license.

Results

Table 1. Characteristics of Respondents

Characteristics of Respondents		F	%
Gender	Male	5	13.5
	Female	32	86.5
Total		37	100.0
Age	20-25 Years	9	24.3
	26-35 Years	22	59.5
	36-40 Years	6	16.2
Total		37	100.0
Education	Elementary School	1	2.7
	School	4	10.8
	High School	20	54.1
	Higher Education	12	32.4
	Total	37	100.0
Occupation	Farmer	2	5.4
	Private	9	24.3
	Civil Servant	6	16.2
	House Wife	20	54.1
Total	37	100.0	
Children's class	Class 1	17	45.9
	Class 2	20	54.1
Total	37	100.0	
Internet access speed	Smooth	20	54.1
	Less fluent	16	43.2
	Not fluent	1	2.7
Total	37	100.0	
Internet access using	Wifi	17	45.9
	Internet quota	20	54.1
Total	37	100.0	
conditions while studying	About	27	73.0
	Noisy	10	27.0
Total	37	100.0	
Parental assistance while studying	Always	24	64.9
	Alternately	13	35.1
Total	37	100.0	

Based on the table above shows the sex distribution. Almost all respondents (86.5%) are female. The majority of respondents (59.5%) age

distribution is 26-36 years. Distribution of education most respondents (54.1%) have a high school education. Distribution on occupation, most of the respondents (54.1%) work as household workers. Distribution in the child class of some respondents (54.1%) in grade 2. Distribution of internet access speed during online learning, some respondents (54.1%) have smooth internet access. Most respondents (54.1%) use internet quota distribution on internet access. The distribution of the availability of online learning media is almost half of the respondents (48.6%) using personal devices. The distribution of environmental conditions when children do online learning is mostly (73.0%) in a quiet environment. The distribution of parental assistance to children when online learning is mostly (64.9%) always assists

Table 2. Online Learning in the Covid-19 Pandemic Season at MI Da'watul Khoiriyah Dusun Nambakan

Category	Frequency	Percentage (%)
Good	26	70.3
Enough	10	27.0
Less	1	2.7
Total	37	100.0

The table above shows that most of the respondents (70.3%) said they were good at online learning during the pandemic season.



Table. Stress Levels of Parents of Children Aged 7-9 Years at MI Da'watul Khoiriyah Dusun Nambakan

Category	Frequency	Percentage (%)
Normal	9	24.3
Mild stress	18	48.6
Moderate stress	4	10.8
Severe stress	6	16.2
Total	37	100.0

The table shows that almost half of the respondents (48.6%) experience mild stress. Based on the results of the analysis using the Spearman's Rho Nonparametric test SPSS program obtained a P Value: 0.005 ($\alpha < 0.05$), then H1 is accepted, meaning that there is a relationship between online learning methods and the stress level of parents of children aged 7-9 years in the pandemic season covid-19 in MI Da'watul Khoiriyah Dusun Nambakan, Ringinrejo District in 2021. The correlation value of $r = 0.457$ means that the strength of the relationship is included in the excellent category, with a positive relationship direction.

Discussion

Online learning has advantages and some obstacles in its application. The advantage is that it makes learning activities easier because they can be done at any time and place anytime and anywhere, allowing students to get more information (Gannika & Sembiring, 2020). Meanwhile, the problem is that in certain areas, the network is inadequate, leading to more spending on internet quota, so this can create new problems, and online learning

models cause boredom and boredom due to weak online interactions and can even cause stress to students (Hastini, 2008). Fahmi & Lukito, (2020). Stress results from an event or series of individual experiences that are interpreted negatively and make the individual unable to deal with it (Ibung, 2008). The difference between expectations and the reality they face creates a critical situation for the individual. Stress is caused by a mismatch of perceptions between environmental demands and abilities (Sarafino and Smith, 2012).

The results showed that most respondents with good learning experienced mild stress. This study's results align with research (Tri Nathalia, 2021) which states that there is no difference in mothers' stress levels in accompanying their children at the elementary school level while studying at home during the pandemic and studying at school. Both parents and teachers already have an adequate understanding of the urgency of implementing learning from home for efforts to break the chain of the COVID-19 pandemic virus. This has led to the emergence of an understanding regarding the importance of efforts to assist children by parents, especially mothers (Ilmiati, 2021; Suwardianto, 2020). Each part of the learning process seeks to find a balance to find the most suitable learning style to be carried out according to the situation and condition of teachers, parents, and students (Deshetler et al., 2021; Wulandari & Hidayat, 2020). That is why in various aspects, the level of stress in dealing with the learning process from home has been gradually reduced. Because, even



before the pandemic, parents still helped their children study at home and accompanied them.

The success of online learning is determined by the collaboration between parents and teachers (Peterson & Zill, 2016; Zakiyatul Fuadah et al., 2021) because these two figures have the most role in online learning activities, especially at the elementary school level. However, in mentoring elementary school children, the teacher's role is mainly held by parents (Asrifan et al., 2020; Lau, 2017). Although parents mostly hold the role of teachers, it does not mean that teachers are free from their responsibilities because parents depend on teachers to ask about material or assignments. Teachers should also continue to monitor the student learning process. In a pandemic condition like this, parents' motivation is very much needed in achieving home learning education. In addition, parents must guide, provide direction, strengthen and provide proper education for the nation's quality in the future.

Conclusion

Online learning methods are related to the stress level of parents of children aged 7-9 years at MI Da'watul Khoiriyah with the category of the relationship between the two positive variables, and the closeness of the relationship is Sufficient there are difficulties when doing online learning. When studying, make sure the data package is filled and look for a stable signal. If parents have difficulty in doing assignments or in

learning, an active response is expected to ask.

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