

## THE DESCRIPTION OF STRESS LEVELS OF PARENTS ACCOMPANYING CHILDREN STUDY FROM HOME (SFH) DURING THE COVID-19 PANDEMIC

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### Abstract

*The current case of the spread of Covid-19 in Indonesia is still very massive, the Ministry of Education and Culture issued a policy for learning activities to be carried out from home. During the implementation of learning from home, it turns out that there are many obstacles that are felt by educators and parents so that it triggers stress on parents. The purpose of this study was to determine the results of parents' stress levels which could be a consideration for educators to choose the right method when carrying out learning from home according to the abilities of their parents. This type of research is descriptive with a quantitative approach. Descriptive analysis is data analysis by describing or describing the data that has been collected. The sampling technique used was consecutive sampling with a sample of 717 respondents and data collection by questionnaires containing identity, informed consent, and Perceived Stress Scale (PSS) questionnaires. The results of The Description of Stress Levels of Parents Accompanying Children Study From Home (SFH) during the Covid-19 Pandemic showed that 8% of respondents experienced severe stress, 75% experienced moderate stress, and 16% experienced mild stress.*

**Keywords:** *The Covid-19 Pandemic; Study from Home; Stress Levels of Parents; Children*

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### 1. Introduction

The Covid-19 pandemic in Indonesia is part of the ongoing Covid-19 pandemic around the world. The disease is caused by the Corona virus severe acute respiratory syndrome 2 (SARS-CoV-2). This Covid-19 virus spreads among humans to humans especially when infected people come into close or direct contact with others through exposure to droplets of larger respiratory fluids to smaller aerosols (World Health Organization, 2020). The Covid-19 pandemic has an impact on various sectors ranging from the economic sector to education which of course makes the government take various preventive measures, one of which is the education sector, namely the issuance of a circular where Limited Face-to-Face Learning (PTM) can be carried out with the number of students 50% of the classroom capacity. The government issued a policy to learn from home with 2 methods, namely the offline method (outside the network) and the online method (online). All education units are allowed to choose one of these methods or combine the two methods

depending on the ability of each educator and student (Ministry of Cultural Education, Research and Technology of the Republic of Indonesia, 2022). This policy is also implemented by the Chinese Government by implementing "School's Out, But Class's On" involving 270 million students in China aimed at reducing the spread and impact of the epidemic on education actively learning using "cloud" technology, learning through video tv, and teaching through online on-demand (Zhou, Wu, Zhou, & Li, 2020)

Learning from home certainly has various obstacles faced by students, educators, and parents who accompany children, especially for students and parents from the education level of elementary school age children. Children of primary school age are concrete ages where at this time children can think logically, without any real objects children will have difficulty solving problems properly (Bujuri, 2018). During the learning process from home, the facilities used are limited. Therefore, the role of parents as a companion for children in participating in learning from home is

certainly reaping various obstacles for parents. One of the obstacles is that it is difficult to divide time between doing homework and accompanying children who are doing the learning process from home (having a dual role, namely as a teacher) (Emiyati & Harming, 2020). These obstacles are the cause of the effects of stress on parents.

Stress is a condition of environmental changes both from a person and from outside a person which is considered as something threatening (Fadlan, 2019). The results of the study conducted by (Pratiwi, 2021) explained that the stress level of parents of elementary school-age children who participated in learning from home was the most moderately stressed, 93 people (73.8%), 17 people (13.5%) of whom experienced mild stress and 16 people (12.7%) of whom experienced severe stress. Based on a survey conducted by the American Psychological Association, in 2020 as many as 43% of parents who had children aged less than 18 years reported the stress of managing online learning for their children (with a total report of 73%) (Harris, 2020). The purpose of this study is to determine the results of parents' stress levels which can be a consideration for educators to choose the right method when carrying out learning from home according to the abilities of their parents.

## 2. Method

This research is a descriptive research with a quantitative approach. Descriptive analysis is data analysis by describing or describing the data that has been collected as it is. This approach looks at the overall background of the research subjects holistically or thoroughly, through this approach it is hoped that descriptive data will be obtained, namely an Overview of The Stress Level of Parents Accompanying Children Study from Home (SFH) during the Covid-19 Pandemic. The samples in this study were determined using consecutive sampling techniques. The data was obtained through research instruments in the form of research questionnaires. Data collection with questionnaires containing identity, informed consent, and Perceived Stress Scale (PSS) questionnaires. The sampling technique used is consecutive sampling.

## 3. Results and Discussion

### Research Location Overview

This research was conducted in elementary schools in the North Klaten District, Klaten Regency, Central Java. The number of elementary schools targeted in this study are SD N 1 Barenglor, SD N 1 Jebugan, SD N 1 Joggrangan, SD N 1 Karangnom, SD N 1 Gergunung, SD N 2 Barenglor, SD N 2 Gergunung, SD N 2 Ketandan, SD N 2 Belangwetan, SD N 2 Joggrangan, SD N 3 Barenglor, SD N 3 Ketandan, SD N 3

Karangnom, SD N 4 Barenglor, SD DVASTU Klaten, SDIT Hidayah, SDIT Nurul Akbar, SD Muhammadiyah Klaten Utara, and SD PL Sugiyopranoto.

### Characteristics of Respondents

**Table 1.** Characteristics of respondents by gender, age, education, employment, income, age of the child and class of the child (N=717)

Characteristic	Frequency	Percentage
<b>Gender</b>		
- Man	158	22%
- Woman	559	78%
<b>Age</b>		
- < 20	0	0%
- 20-29	46	6%
- 30-39	372	52%
- 40-49	261	36%
- 50-59	36	5%
<b>Education</b>		
- Primary school	36	5%
- Junior High School	76	11%
- High School	299	42%
- Academy/diploma	95	13%
- Undergraduate/post-graduate	211	29%
<b>Work</b>		
- Housewives	296	41%
- Farmer/Laborer	74	10%
- Teachers / Lecturers	38	5%
- Indonesian National Army/Police of the Republic of Indonesia	8	1%
- Private Employees	115	16%
- Entrepreneur	87	12%
- Other	62	9%
<b>Income</b>		
- Have no income	121	17%
- Rp. 500.000,- s/d Rp. 1.000.000,-	160	22%
- Rp. 1.000.000,- s/d Rp. 2.000.000,-	144	20%
- Rp. 2.000.000,- s/d Rp. 3.000.000,-	106	15%
- Rp. 3.000.000,- s/d Rp. 5.000.000,-	110	15%
- More than Rp. 5.000.000,-	76	11%
<b>Child Age</b>		
- 6 years	44	6%
- 7 years	103	14%
- 8 years	127	18%
- 9 years	114	16%
- 10 years	110	15%
- 11 years	150	21%
- 12 years	66	9%
- 13 years	3	0%
-		

Level of class			
-	1	84	12%
-	2	121	17%
-	3	129	18%
-	4	97	14%
-	5	129	18%
-	6	157	22%

### Stress Levels of Parents Accompanying Children to Study From Home (SFH) during the Covid 19 Pandemic

**Table 2.** Stress Levels Respondents accompanied Study From Home (SFH) children during the Covid 19 pandemic.

Stress Levels	Frequency	Percentage
Severe Stress	59	8%
Moderate Stress	541	75%
Mild Stress	117	16%

Study From Home is one of the learning methods used during the Covid 19 pandemic. With this SFH, it has caused new adaptations for parents who accompany their children during the pandemic. This situation can be a new stressor for some parents. This research has passed ethical clearance at the Health Research Ethics Committee of 'Aisyiyah University Yogyakarta with number 2317/KEP-UNISA/IX/2022.

Based on table 1, it can be seen that the majority of respondents are female, amounting to 559 (78%). The gender of a person can affect the level of stress. There is a difference between men and women in facing a problem, where in facing a problem, women have negative vigilance, thus giving rise to anxiety, fear, and stress. Meanwhile, men generally enjoy problems and competition, even considering problems as a positive impulse (Nasrani & Purnawati, 2020).

Based on table 1, it can be seen that the majority of respondents aged 30-39 years amounted to 372 respondents (52%). A person's age can affect stress. This is in line with the results of research (Hidayati, 2021) showing that a number of 105 mothers aged 20-40 years showed normal stress as much as 39% in accompanying Study From Home children in Magelang City.

Based on Table 2, it can be seen that the majority of respondents, a total of 541 (75%) experienced moderate stress in accompanying Study from Home (SFH) children during the Covid 19 pandemic. This is in line with research (Sridarmayanti, Sawitri, & Swedarma, 2022) which shows that parents' stress levels are in the category of moderate stress. Research (Patonah, 2021) showed that a number of 35 respondents (46.1%) experienced mild stress during online learning during the Covid-19 pandemic in Esa

Trembes, Malo District, Bojonegoro Regency. The results of this study are also supported by research (Sawiji, Gunawan, & Agustin, 2022) which states that since the existence of online learning along with the Covid-19 pandemic, it causes parents to be overwhelmed because children only want to interact with electronic media such as playing gadgets and watching television so that children's work is given to parents, this is what causes stress in parents.

The results of this study also showed that 59 (8%) respondents experienced severe stress in accompanying Study from Home (SFH) children during the Covid 19 pandemic. This is in line with research conducted by (Fernianti, 2022), which states that the causes of stress in childcare in online learning during a pandemic are emotional instability, mental stress for parents, difficulty dividing time at work and accompanying children, shortcomings in terms of material, difficulties in internet networks, and the nature of children who are easily bored with online learning methods.

However, the results of this study also showed that 117 respondents (16%) experienced mild stress in accompanying Study from Home (SFH) children during the Covid 19 pandemic. This is in line with research conducted by (Patonah, 2021) the mild stress experienced by parents is likely to be influenced because of a support system that both from the family environment and the surrounding environment can be psychological support for parents. It could also be that most parents or respondents have a high enough level of education that affects their mindset in dealing with life problems.

According to (Yusuf, 2020) argues that parental involvement is needed in the online learning process, at least in the form of monitoring by means of involvement, focus, consistency and strengthening as well as providing solutions to children. Furthermore, parents must also be all-knowing and skilled in mastering the subject matter and material faced by the child. All parents play an important and influential role in the education of their children. Many parents argue that participating in online learning can strengthen their relationship with their children, and directly participate in providing the best education for their children.

Parental stress in accompanying children to learn from home during the Covid-19 pandemic is a form of physical, mental and emotional disturbance caused by an imbalance between environmental needs and actual resources owned by children, so that parents experience increasing stress and demands. This is deeply felt by the majority of parents with obstacles that are not only as housewives but also have to work outside the home, so that the dual role as parents and teachers

while studying from home greatly affects the stress felt by parents. The pressure or stress felt by parents and children when studying from home during the Covid-19 pandemic is a reaction, because parents and children need to do too many tasks and homework (Muslim, 2020).

Study from home during the Covid-19 pandemic there are several obstacles and obstacles faced by parents and children both in time management, understanding learning materials, and online teaching models. The process of using online media for learning is more troublesome and tedious for children because they cannot directly interact with teachers or other friends as usual during face-to-face learning at school.

During the Covid-19 pandemic, social distancing as well as parents as workers partially had to work from home (WFH) implemented. For working parents, job demands are also widely obtained by the WFH policy. For parents who are full-time as housewives or as workers, they parents are very hard to live because they have to divide their time again between work and their responsibilities as housewives. As well as in accompanying children to learn from home during the Covid-19 pandemic, the role of parents and mothers is very important to achieve an understanding of the material from what is conveyed by the teacher. The existence of online or online learning during the Covid-19 pandemic has forced parents to understand and understand about the tasks and learning delivered by teachers.

During the Covid-19 pandemic, all learning processes were carried out from home, using whatsapp media, zoom applications, googlemeet, google class rooms and other learning connecting applications. It also greatly affects the decline in students' interest in learning and the increasing interest in playing. This factor has resulted in parents, especially mothers who have to have more time to be able to accompany their children to study from home during the Covid-19 pandemic.

The emotions experienced by parents during the Covid-19 pandemic as well as the period of accompanying children to learn from home are when parents are tired of working but the child has not done their tasks, or maybe the child has not collected the tasks given by the teacher to do at home. Not to mention for parents with a lot of homework that has not been done, so it triggers parents' emotions so often get angry and children think that their mother is evil, chatty, fierce, etc.

Schools are one of the places to develop themselves and are the best media as an effort to improve children's knowledge and skills. With learning activities in the school environment can also improve the social skills and awareness of the social class of students. The school as a whole is a

medium of interaction between students and teachers to improve intelligence, skills and compassion between students and teachers. But when the Covid-19 Pandemic hit Indonesia, face-to-face learning activities in schools stopped abruptly due to the Covid-19 disruption. Everything that can usually be given through schools, youth is not easy to implement with online learning. The government has pursued various ways so that online learning can still provide the expected results in accordance with the goals of the school.

However, it is undeniable that the use of technology is not without problems, there are many various problem factors that have a direct impact or hinder the implementation of the effectiveness of learning with online methods during the Covid-19 Pandemic, including:

a) Limitations of technological knowledge

Limited abilities of teachers and students who cannot understand well in the use of technology, especially for learning, especially in teachers who are already seniors, they sometimes find it very difficult to adapt to technological advances, as well as elementary school children who even from them have not been able to read fluently so they are confused about following learning through technology.

b) Inadequate facilities and infrastructure

Technological tools for learning are expensive, this has an impact on the economy and teacher welfare, because many of Indonesia's teachers whose economic conditions are still very worrying and also many children do not get equitable distribution of learning facilities properly, especially for children who come from rural environments and middle and lower economic levels.

c) Limited internet access

The difference in the location of children's areas that vary from various villages, this causes problems in the form of different internet access, so that children have difficulty in accessing learning and this can make learning lag in children.

d) Lack of preparedness for budget provision

The need for high costs is also something that hinders. When teachers and students use internet quotas to meet the needs of online media, there are obviously obstacles or obstacles felt for families to meet budget needs in providing internet quotas, especially for those in families with a lower middle economic level.

Online learning often makes students bored and bored quickly. Then innovation is needed either from the model or the learning media. Based

on the information obtained, some elementary schools in the North Klaten Subdistrict area use learning videos to help explain learning materials to students. So, students become not quickly bored and enthusiastic in following the learning process.

Each school strives to provide the latest innovations to form a very effective learning process during the Covid-19 Pandemic. However, not all elementary schools understand the latest innovations that must be used to carry out learning during the pandemic. Most of the public elementary schools in the North Klaten Subdistrict area are still unable to adjust because of the constraints on facilities and infrastructure, but for private elementary schools in the North Klaten District area, there are no significant obstacles in providing effective learning innovations during the Covid-19 Pandemic.

The learning methods that are suitable during the Covid-19 Pandemic include the following:

a) Project Based Learning

This project-based learning method was initiated by the results of the implications of the Circular Letter of the Minister of Education and Culture no.4 of 2020. This project-based learning has the main purpose of providing training to students to be more able to collaborate, work together, and empathize with others. According to the Minister of Education and Culture, this project-based learning method is very effectively applied to students by forming small study groups in working on projects, experiments, and innovations. This Learning Method with Project Based Learning is very suitable for students who are in the yellow or green zone. By carrying out this one learning method, of course, you must also pay attention to the applicable health protocols.

b) Daring Method

To minimize risks during the Covid-19 Pandemic, online methods can be used as one of the things that are quite effective to overcome it. Quoted from Kumparan, the Ministry of Education and Culture revealed that online methods can overcome problems that occurred during this pandemic. This method can apparently make students to make good use of the facilities at home. Like creating content by utilizing items around the house or doing all learning activities through an online system. Well, this online method is very suitable to be applied to students who are in the red zone area. By using a full online method like this, the learning system delivered will continue and all students will remain in their respective homes in a safe state.

c) Luring Method

Offline is meant in the learning model that is carried out outside the network. In a sense, this one learning is carried out face-to-face by paying attention to zoning and applicable health protocols. This method is very suitable for students in the yellow or green zone area, especially with strict new normal protocols. In this one method, students will be taught in shifts (shift models) to avoid crowds. Quoted from Kumparan, this Offline learning model was suggested by the Minister of Education and Culture to meet the simplification of the curriculum during this pandemic emergency. This method is designed to get around the delivery of the curriculum so that it is not convoluted when presented to students. In addition, this one learning is also considered quite good for those who lack supporting facilities and infrastructure for offline systems.

d) Home Visit Method

Like other methods, home visits are one of the options in learning methods during this pandemic. This method is similar to teaching and learning activities delivered during home schooling. So, teachers hold home visits at students' homes within a certain time. Reporting from Kumparan, this method was suggested by the Head of The Daarul Qur'an Fullday Partnership Division, Dr. Mahfud Fauzi, M.Pd which is very suitable for students who do not have the opportunity to get a set of technology that accommodates. Thus, the material that will be given to students can be conveyed properly. Because the subject matter and the existence of the tasks given can be carried out properly.

e) Integrated Curriculum

This learning method was delivered by a member of Commission X of the House of Representatives of the Republic of Indonesia Prof. Zainuddin Maliki. Quoted from JPNN.com, the former Rector of the University of Muhammadiyah Surabaya said that learning would be more effective when referring to the project base. Which, each class will be given a project that is relevant to the related subject. This learning method does not only involve one subject, but also relates other learning methods. By applying this method, in addition to students who cooperate in working on projects, other teachers are also given the opportunity to hold team teaching with teachers in other subjects. Integrated curriculum can be applied to all students in all regions, because this method will be applied with an online system. So the implementation of this integrated curriculum is considered very safe for students.

f) Blended Learning

The blended learning method is a method that uses two approaches at once. In a sense, this method uses an online system as well as face-to-face through video conference. So, even though students and teachers do learning remotely, the two can still interact with each other.

#### 4. Conclusions and suggestions

The results showed that the majority of stress levels experienced by respondents while accompanying the study from home were moderate stress, 541 respondents (75%), and there were some respondents experiencing severe stress in 59 respondents (8%), and experiencing mild stress a total of 117 respondents (16%) of the total respondents totaling 717 respondents. The results of this study can be an opportunity for the nursing profession to strive to prevent parental stress during the pandemic in accompanying children to study from home. For subsequent researchers, this study can be a study in looking at the phenomenon of stress-causing during the Covid-19 pandemic.

Based on the results of the research and the conclusions that have been obtained in this study, the researcher submits academic advice to the school to be able to re-evaluate the learning methods used and providing the latest innovations to form a more effective learning process during the Covid-19 Pandemic when children learn from home by considering the level of parental stress and the obstacles and obstacles felt by parents and children when learning from home during the Covid-19 pandemic.

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