

Development of Emotion Management Model for Parents Worker on Facing "Study from Home" (As the Efforts to Improve Family Immunity in The Time of Covid-19)

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ABSTRACT

The Parent problems since the social distancing period which they were applied the policy of working from home and studying at home. The work at home policy applies to ASN and several companies, while the home study policy applies to all levels of education in East Java. With this policy parents are required to be able to assist their children in learning at home. Working parents have additional activities besides their regular work activities, which are to become teachers in helping their children to learn, especially at the kindergarten and elementary school levels, because at this level many learning tasks / activities require full parental assistance so that they often experience emotional upheaval that is different from usually. The purpose of this study is to develop a media that is able to help parents work in managing their emotions when accompanying their children in their home study activities. The media are guidelines for the emotional management model and video models for emotional management. This media was developed until the small group test and ready to be tested in large groups. The results of the media expert's test of the resulting product were 97% for the emotion management model guide, 95% for the animation video for the emotion management model, and 100% for the emotion management model video. The results of the material expert test on the resulting product were 78, 16% for the emotion management model guide, 91, 67% for the animation video for the emotion management model, and 81, 67% for the emotion management model video. The user percentage products developed were 90.63% for the emotion management model guide, 77.9% for the animation video for the emotion management model, and 81.16% for the emotion management model video.

Keywords : *Emotional Management Model, Working Parents, Study From Home, Family Immunity, Covid-19*

1. INTRODUCTION

Severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2), better known as the Corona virus, is a new type of coronavirus that is transmitted to humans. This virus can attack anyone including infants, children, the elderly, pregnant women, and breastfeeding mothers. This viral infection is called COVID-19 and was first discovered in the city of Wuhan, China, at the end of December 2019.

This presidential appeal was followed by the issuance of the Work at Home (WFH) policy or what we know as

working from home and Study at Home (SFH) / Learning at Home / from home. Parents who usually work in offices / companies end up doing all the work from home through online media. Activities carried out at home have a target completion that is not different when they work in the office. Problems began to emerge because it was followed by a home study policy that required all students to do learning activities that are usually carried out at school to be done at home.

At the higher education (University) and secondary (junior and high school) levels it may not really need the cooperation of parents in carrying out their duties, while at the kindergarten and elementary school levels where online task completion must be completed immediately

and the children will ask for help from parents while parents still have to finish their office work problems occur, not to mention if there are difficulties, parents must help answer, and often some tasks are designed to be in collaboration with parents, not to mention if there is household chores that are involved also need to be done immediately (cooking, cleaning the house, washing clothes, etc.).

This condition is corroborated by a study conducted by a number of researchers by conducting an online survey of 228 parents with at least 1 child under 12 years of age, the results of this study stated that their stress levels had increased. Although the majority of parents claim to be closer to their children when they have to stay at home, not a few also report high levels of psychological and physical punishment for their children during this time [1]. In addition, some interview data conducted by researchers at several WAGs of parents with kindergarten and elementary school age children found many complaints from parents regarding learning at home, parents were worried about student competence, high stress levels, and so on.

This research was conducted in order to help parents work to manage emotions in dealing with the conditions of the Covid-19 outbreak so that psychological problems do not occur for them and their children. Strengthening the psychological condition of parents who are also followed by a healthy lifestyle is expected to increase family immunity. It is importance of the assistance that must be given to parents working in this situations, the researcher wants to develop a medium that can be used to manage their emotions.

Emotions are intense feelings directed at someone or something. Emotions are reactions to a person or event. Emotions can be shown when feeling happy about something, angry with someone, or afraid of something. [2]. Emotion as an intense feeling of reaction to something affects a person in interacting with others such as in making choices, actions, and perceptions.

In general, feelings can be grouped into two, namely positive feelings and negative feelings. Meanwhile, [3] breaks it down into 40 types of feelings.

Table 1. Type of Feelings

The kinds of feelings			
Positive		Negative	
Love	Affection	Depressed	Sad
Concerned	Interest	Left out	Insulted
Exciting	Altruistic	Horrible	Painful
Brotherhood	Great fun	On the contrary to	Heartbroken
Friendly	Thorough	Insulted	Not satisfactory
Captivate	Generous	Isolate oneself	Miss
Attention	Cooperate	Do not like	Impatient
Compassionate	Friendly	Skeptical	Suffer
Kind-hearted		Do not forgive	Lied to
		Fell silent	Not satisfied
		Injured	Tense
		Sad	Doubtful
		Intimidated	

Behavioral change occurs through a series of intermediate processes involving the interaction of inner speech, cognitive structure, and behavior and the resulting outcomes are then described in three stages of the change process in which the three aspects are interwoven. According to Meichenbaum in [4] reveals that the change process includes 3 (three) stages, namely self-observation, starting a new internal dialogue, and learning new skills. The three stages are further described in the emotional management model, divided into 3 stages, namely: (1) recognizing emotions, (2) understanding emotions, and (3) expressing emotions.

The materials in the emotional management model are materials that aim to develop cognitive, affective, and connective skills. The ultimate goal of this emotional management model is for parents to have a transfer of learning, so that it is hoped that they can transfer emotional management into everyday life situations.

The learning model used in this research is experiential learning (Experiential Learning) or ETL developed by David Kolb. This learning emphasizes a holistic learning model in the learning process. Experience also has a major role in experiential learning. Experiential learning theory defines learning as the process by which knowledge is created through the transformation of experiences [5]. This learning model consists of four stages, namely: concrete experience, reflection, conceptualization /abstract thinking and active experience /application.

The description of the stages of learning can be seen in the following:

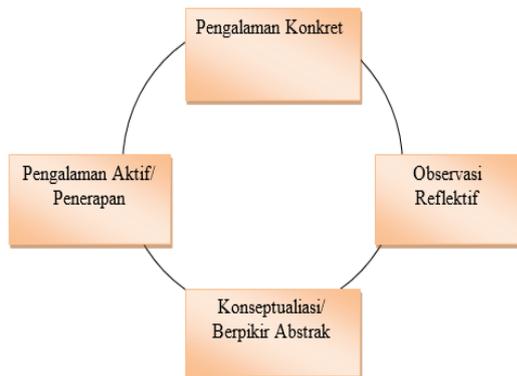


Figure 1 David Kolb's Experiential Learning Circle

The object of this research is parents who have children in elementary school. In developmental psychology, parents are in the phase of adult development so that the pattern of product development is in accordance with adult education. Adult education is a process that fosters the desire to ask questions and learn continuously throughout life. For adults, learning is related to how to direct them to ask questions and find answers [6]. The object in this research is there. In other words, andragogy is all things related to adult learning and adult education. Adults as learners are very unique and different from early childhood and adolescents. The adult learning process will take place if he is directly involved, his ideas are appreciated and the teaching material is needed or related to his profession as well as something new for him. Behavioral problems that often arise in adult education programs are getting new things, appearing mismatches (boredom), grandiose theories (difficult to put into practice), new recipes / instructions (independent), not specific, and difficult to accept change [7]. The principles of adult learning [8], namely:

- (1) Adults need to be involved in designing and establishing learning objectives. They must understand the extent to which the results are achieved.
- (2) Experience is the principle of learning activities. It is the responsibility of students to accept experience as meaningful.
- (3) Adults are more interested in studying matters directly related to their work and life.
- (4) Learning is more problem-centered and requires encouragement and motivation.

Therefore it seems clear that products developed based on experiential learning are very suitable for adult learning. It is hoped that this product can be an effort to help parents manage their emotions.

Emotion is the result of human learning. Therefore emotional management can be done by learning too. As explained by [9] that people learn from others, through observation, imitation, and modeling. This theory is often called the bridge between behaviorism and cognitive learning theory because it includes attention, memory, and motivation. Social learning theory explains human behavior in terms of continuous reciprocal interactions between cognitive, behavioral, and environmental influences. People learn through observing other people's behavior, attitudes, and the results of these behaviors. "Most human behavior is studied observational through modeling, that is, from observing other people. Then the results serve as a guide for action."

2. METHOD

This research focuses on developing a product that can help manage emotions for working parents who are faced with two conditions, namely "work from home" and "study from home". In this condition, parents also often experience feelings of loss and stress, and suppressed immunity is associated with feelings of loss, depression, and low social support, this also happened during the COVID-19 pandemic, where the government issued a policy of working at home, studying at home. Parents become teachers of children at home and limit social life outside the home. This has an impact on the condition of children who are vulnerable to stress and depression. Stress causes physiological changes in the body that weakens the immune system, and ultimately affects health so that it is susceptible to disease, as well as immune system disorders with the appearance of psoriasis and eczema. When there is stress, the glucocorticoid hormones and cortisol trigger anti-inflammatory reactions in the immune system.

In this study, the development procedure that the researcher took was the [10] development procedure simplified by the Puslijaknov [11], as follows:

2.1. Analyze the Product to be Developed

Need assessment, which aims to review information and data on student needs regarding material about emotional management of parents working in assisting their children to study at home and how parents learn.

Then, review and previous research on emotional management models. Also, product targets, from the results of the need assessment of the product targets that best suit your needs are working parents who have sons / daughters who are in elementary school.

2.2. Develop The Initial Product

At this stage, the product design that will be developed, namely a guide and a video model for managing emotions, is expected to be a solution to the problems that are currently emerging. After that compiled the formulation of product use purposes, who will use the product, a description of the product and its use. The next step is to develop the material obtained from theory and concept so that it becomes a product prototype to be developed.

2.3. Input from Media Experts

This stage the researcher submits the product that has been arranged to get suggestions, criticism and improvements from media experts. Suggestions, criticisms and improvements are intended to improve the product that has been composed. In the research, media experts who are lecturers of the Education Curriculum and Technology Department.

2.4. Expert Validation

Product testing / validation is carried out by experts who are experienced in the field of guidance and counseling through a questionnaire assessment sheet which contains an introduction, instructions for filling in, and columns for assessment aspects. The expert who validates this product is a Guidance and Counseling lecturer who is the leader of the group guidance course in the Guidance and Counseling department.

2.5. User Validation

In this user test / validation the researcher uses the same questionnaire as the expert test questionnaire. This questionnaire is given to users of emotional management model guides and videos. The users in question are the parents of the Unesa Laboratory Elementary School students.

2.6. Ready-to-use Products

Ready-to-use products are the result of research that has gone through expert testing / validation and user validation

3. RESULTS AND DISCUSSION

3.1. Result

After The research on developing the emotion management model and guide development video was completed in accordance with existing development procedures. The development model used by researchers is a model from Puslitjaknov [11].

In the first stage, the researcher analyzes the product to be developed. This stage begins with field studies and literature studies. Field studies were carried out at Unesa Laboratory Elementary School. From the field study, it was concluded that parents and guardians of students needed assistance related to emotional management when accompanying their sons / daughters in studying during the "Study from home" during the Covid-19 pandemic.

The emotion management model guide and video developed by the researcher focuses on developing the emotional management skills of parents working in assisting their children to learn.

In stage two, the researcher moves on to the process of developing the initial product with determining product development that includes on material aspects, media aspects, target aspects, and objective aspects. The researcher decided to develop a guide and video model of emotional management for parents to work in assisting their child to learn through several stages, including: preparing the material, drafting the concept and purpose of the textbook, designing the design, and the stage of product preparation.

Stage three is expert validation and revision. Experts include media experts as reviewers, as well as guidance and counseling experts and continued with the testing phase of potential users (working parents). For the review stage by media experts, it is intended to get suggestions and comments that include the systematics of the guide product and for the formation of guides and video models of quality emotional management in the media. After being modified and corrected, based on the advice of media experts, the guide and video of the emotional management model are ready for expert validation of guidance and counseling both material and users.

Stage three is expert validation and revision. Experts include media experts as reviewers as well as guidance and counseling experts and continued with the testing phase of potential users (counselors). The review stage by media and material experts aims to get suggestions and comments that include the systematic writing and definition of a quality product. After being modified and corrected based on the advice of media and material

experts, the new media can be carried out in the next stage, namely testing the prospective users.

The results of the media expert's test of the resulting product were 97% for the emotion management model guide, 95% for the animation video for the emotion management model, and 100% for the emotion management model video. The results of the material expert test on the resulting product were 78, 16% for the emotion management model guide, 91, 67% for the animation video for the emotion management model, and 81, 67% for the emotion management model video. From the results of the test analysis by the media expert, it shows that the product produced is very good so that it can be continued to the next stage. As for the material test, there is something that needs to be revised again, namely the guideline for emotional management models, although in the criteria of 78, 16% are included in criteria that do not need to be improved, but researchers try to improve in terms of the language used in the guide such as suggestions from material reviewers. By revising the use of language, it is hoped that it will make it easier for users to read the guide to emotion management models.

The next stage is validation of potential users. The intended user candidate is the guardian of Unesa Laboratory Elementary School students. The average yields of the products developed were 90.63% for the emotion management model guide, 77.9% for the animation video for the emotion management model, and 81.16% for the emotion management model video. So it can be stated that this product meets the eligibility criteria with a very good predicate, it does not need to be revised.

3.2. Discussion

Researchers find something interesting from the results of the user analysis is the ease with which parents aged 33-40 who are the subjects of this study find it easier to understand print media than other media. Even though the subject is a working person, social media and electronic media have become an inseparable part of their life.

Researchers try to analyze the phenomena that occur so that possible answers emerge based on existing theories. The first is characteristic of X and Y generations, the analysis of potential users, the results show that individuals in the age range of 33-40 find it easier to understand the emotional management model that is packaged in the form of a printed book, rather than listening to explanations of management through video. This is not an anomaly if we look at the character of the character of the generation at that age. Prospective users are generation X or they are the age group that tends to be

formal in nature, although occasionally they also enjoy informal situations [12].

Written language has a higher level of regularity than spoken language. Writing language requires rules for writing complete sentences, good and correct Indonesian, and paying attention to detailed relationships between sentences and between paragraphs. Meanwhile, in spoken language these various rules do not apply rigidly. Oral language tends to be short and practical, does not require complete sentences, and is very likely to contain elements of a less formal dialect.

The second is the saturation of visual sensations during the pandemic. The period of the Covid-19 pandemic forced people to carry out physical distancing or maintain physical distance from other people as much as possible. As a result, children have to do face-to-face schools and online classes. In fact, the use of online meetings with various platforms has some advantages because of its nature that reduces geographic barriers in interactions. The existence of virtual communication in the digital era makes it very easy for everyone to reach out to relatives, family and colleagues.

On the other hand, various online activities make people bored looking at the screen. However, there are individuals working in the same conditions that burn out while others do not. Although the current literature indicates the possibility that stressful aspects of the work environment are more important predictors of burnout than is personality [13]. Meanwhile, video is a tool that uses visual technology and can be enjoyed on a cellphone or laptop screen.

These two premises eventually become a rational explanation for why guides with packaging models are preferred over videos today. Although, video is still in the effective category, the degree of effectiveness is lower than video guides.

The third is people attention and interpretation. Attention and Interpretation are two of the three stages of Perception. A simple attention mechanism can account for a wide variety of phenomena in social perception [14]. Attention theory was developed, in part, to account for the *inverse base-rate effect* in human learning. In the original demonstration of the effect [15], participants were asked to diagnose different diseases from patterns of symptoms. This product is based on individual experiences in managing their emotions. The examples used in this product are experienced by users. If we were able to attend to everything going on around us, we would be constantly distracted and unable to carry out any action at all. In this sense, it is a useful adaptation that we are aware of only a small portion of our surroundings at a

given moment, and that only a limited range of objects can be attended to and acted upon at any one time [16]. Therefore it is true that this product is interesting to read and may even have been tried by users.

Attention refers to the individual's choice of attention to the various sensations that exist. Attention becomes the opening gate for individual perceptions of something [17]. That is why attention is also the key before an understanding is formed in a person.

Videos that are audio-visual provide stimulation or sensation to the senses of sight and hearing directly. This is different from model and narrative guides which only provide sensation to vision. The hope is that the more senses that are stimulated will attract greater attention. But what happened was that those who read the manuals had a better understanding than those who saw the videos. This condition occurs because of more focused attention when someone is facing a book or printed media rather than facing a cellphone or laptop screen.

Interpretation is also more developed in those who read than in those who read and see [18]. When someone reads, he will develop meaning in accordance with his experiences and references to it. However, for someone who sees the video, the meaning produced is largely determined by the existing visual or stimuli.

This also explains why someone who watches films whose story is based on a novel, will usually experience disappointment after watching it. The visuals that are present often do not match the imagination he developed when reading the story from the novel.

4. CONCLUSION

This study developed a product consisting of a guide to emotion management models, animated videos for emotion management models, and video role play models for managing emotions. From the results of the media expert test, the material expert test on the product produced, and the media user test it was stated that this product met the eligibility criteria with a very good predicate, no need to be revised.

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