

Anxiety Levels of Parents on Child Study from Home During the Covid-19 Pandemic in Palu City, The Central Sulawesi, Indonesia

Andi Agusniatih¹, Nurhayati Nurhayati²

¹Department of Early Childhood Education Teacher Study Program Universitas Tadulako Palu, Indonesia

²Department of Early Childhood Education Teacher Study Program Universitas Tadulako Palu, Indonesia

Email: andiagusniatih@gmail.com

ABSTRACT

This study aims to find out the difference in anxiety levels of parents accompanying children to learn from home based on educational status and level of individual development. The type of research used in this study is quantitative descriptive research by testing statistical data of different tests (t-tests). The data collection method is carried out to fill out anxiety questionnaires (DAAS-42) a number of 14 statement items whose purpose is to find out the level of anxiety experienced by parents when accompanying children to learn from home. The sample in this study is parents who have children at PAUD age and live in Palu City. The results of this study showed that based on the mother's age and the mother's educational status there were differences in anxiety levels in accompanying children to study at home during the Covid-19 pandemic.

Keywords: *Level of Anxiety; Learn from Home; Pandemic Covid-19.*

1. INTRODUCTION

In early 2020, the world was shocked by the outbreak of a new virus, namely a new type of corona varius (SARS-CoV-2) and the disease called Corona Virus Disease 2019 (COVID-19). Until now it has been confirmed that there are 65 countries infected with this virus (WHO data, March 1, 2020) (PDPI, 2020) including Indonesia. The Indonesian government's policy in addressing this problem by imposing social distancing to all levels of society. Not only PSBB (Large-Scale Social Restrictions) in the city of Jakarta but also enforced almost all in the major cities throughout Indonesia including the city of Palu Central Sulawesi. This government policy has been contained in PP Number 21 of 2020 which has an impact on various activities including teaching and learning activities. The government has set a policy of Learning From Home or commonly abbreviated as BDR by the issuance of the Circular Letter of the Minister of Education Number 36962/MPK. A/HK/2020 which contains that learning must be done online and the policy is enforced to break the chain of spread of Covid 19.

Online learning is the process of learning that is done between teachers and students using electronic media such as computers or smartphones connected through internet networks. Learning is done using video conference, e-learning or distance learning. Online

learning is a new thing for parents, children, teachers and lecturers, so it takes time to adapt. In the learning online process, parents are required to be able to guide children to learn from home and be able to replace teachers at school. The role of parents in achieving online learning goals and guiding children during their home study becomes very important.

Situation in the field at time of observation on some parents in Palu city shows that online learning or learning from home with the guidance of parents for early childhood has some obstacles for parents, so many parents that we see both directly and through news through social media are anxious and stressed when accompanying their children learn, online and non-online. Many parents ask school management to do face-to-face learning. For that reason, many parents find it difficult to accompany children to learn from home.

Certain anxiety can be a useful stimulus. If those who don't understand, will feel anxious at failure, and they won't hesitate to try more tenaciously. Feeling too anxious can be self-destructive, and will reduce the effectiveness of effort. Research on the level of difficulty of parents in accompanying children to learning from home shows the problem of parents in dealing with children who feel bored due to online learning at home taking too long a time and the burden of parents who must

understand well the child's material from school in order to make successful home learning [1]. The Success of learning from home by parents is strongly influenced by many factors, including the age and level of the parent's education. Based on the level of these difficulties, it is very important to understand the level of anxiety parents accompany their children to learn from home in terms of age and education level. In this case, the study was conducted in Palu City of Central Sulawesi as one of the cities affected by COVID-19.

2. ANXIETY PARENTS IN ACCOMPANYING CHILDREN TO LEARN FROM HOME

Anxiety is defined as the impact of someone's emotional processes that occur when an individual experiences a feeling of pressure and conflict within himself [2]. Anxiety is only a normal response to threats but the level of anxiety can also increase if it is not in proportion to the threat.

According to psychologist Persada, M.Psiii., there's a reason why parents tend to be less like and more anxious about online learning. He said, "Parents who do not like this online learning process can be due to several things. But The main thing is because parents are not familiar with virtual learning activities without being accompanied by a teacher directly. "When studying online, teachers learn from a far. But of course, parents have a much bigger role to accompany and teach their children. Meanwhile, parents feel they have their own busy lives. The burden is double." Obviously Ikhsan. "Parents also think, using electronic media is less effective because children can be lazy to learn or less earnest," said the psychologist. Parents' anxiety arises because they feel burdened with online school activities. On the other hand, they have to make a living. Then, they must clean the house from morning to evening, and their task increases by teaching their children as well. Whereas before the pandemic, morning to evening was used by parents to take care of their own duties, such as work, shopping, and cleaning the house. Many Parents think that online learning is ineffective, parents are also anxious about their child's future. They worry that their child doesn't have enough skills to find work and socialize in the future.

Parents' anxiety will have an impact on themselves and on their children. Anxiety that occurs with the appropriate intensity but if faced with a high level, then this can interfere with the overall condition of both physical and personal psychological [3]. Signs of parental anxiety, among others, they become more sensitive and irritable (because they feel burdened) and often underestimate what is taught through online learning. When children need support and motivation from parents, they don't get it. Laziness can also increase and actually make children's achievements go down.

Anxiety is a subjective feeling of disquieting mental tension as a general reaction to the inability to cope with a problem or the absence of a sense of security. It can be said that parental anxiety is a form of feeling a good person in the form of feelings of fear, tension or anxiety in the face of problems or in carrying out online learning with various forms of symptoms caused.

Anxiety can be expressed directly through physiological and behavioral changes [4]. (a) Symptoms of physiological anxiety, including cardiovascular (heart palpitations and fainting), breathing (shortness of breath, pressure on the chest, and suffocating sensation), neuromuscular (insomnia, pacing, and tense face), gastrointestinal (lost appetite, nausea, and diarrhea), urinary tract (unable to hold urine), and skin (sweating, flushed face, and cold heat on the skin). (b) Behavioral anxiety symptoms that include cognitive and affective. Cognitive behaviors include disturbed attention, poor concentration, forgetfulness, misjudgment, thinking barriers, Loss of objectivity, confusion, fear, and nightmares. Affective behaviors include being easily distracted, impatient, restless, tense, nervous, horrified, worried, guilty, and embarrassed.

Anxiety has four levels: mild anxiety, moderate anxiety, severe anxiety, and panic.

1. Light anxiety related to stress in everyday life. The worry condition will make the individual aware of being alert outside of themselves and their understanding of the condition. Positively, anxiety can increase individual motivation in learning and make individuals continue to develop their creativity. At the level of symptoms that arise can be in the form of fatigue, a high level of awareness, an increase in learning abilities, having high motivation and showing adjustment to the situation that occurs.
2. Moderate anxiety puts a person to stay focused on one thing while ignoring others. Anxiety causes individuals to tend to be selective in paying attention to things and being focused. Symptoms of moderate anxiety include fatigue, increased heart rate and a feeling of shortness of breath when their breathing, muscle tension, increased voice volume, can follow the learning process but have difficulty concentrating, high sensitivity and easy to cry and forget things.
3. High anxiety results in reduced individual perceptions. When in this condition, a person tends to be very detailed and detailed when thinking about the conflicts that occur in them and it is difficult to think about other things. Symptoms shown in this condition are dizziness, headaches, have difficulty to sleep, nausea, frequent urination, diarrhea, palpitations, narrowed perception fields, unwilling to focus study effectively, focusing on oneself and the desire to relieve high anxiety, feelings of helplessness, confused, disoriented.
4. Panic is related to fatigue, fear and terror of experiencing a loss of control. A person who is panicking is not able to work at all. Symptoms shown when panic occurs in individuals are an increase in individual

movement activity, difficulty in communicating with others, and their thinking becomes illogical. If this continues to happen to a person, then they will have the potential to experience fatigue [4].

In this study, as for the definition of anxiety above, it was concluded that anxiety accompanying children to learn is a state or emotional condition in parents characterized by feelings of tension and worry, even sometimes out of control and very disturbing thoughts experienced by parents when accompanying children to learn at home to do tasks that have been given by teachers to children.

3. RESEARCH METHODS

3.1 Type of Research

This research is about quantitative descriptive research. This study aims to gain a broader and deeper understanding of the natural problems that exist in the field, however there are still many parents who have difficulty in assisting early childhood learning at home in Palu City.

3.2. Research Subjects

The target in this study is the parents of children in Palu City with an age range from 16 years to 50 years and have children who are attending kindergarten.

3.3. Research Location

This research was conducted in three kindergartens located in Palu city area, namely kindergarten, Madani Palu, Kindergarten. Samporoa Palu and kindergarten Jasmine Palu. The selection of research locations is based on research criteria that have been made, namely conducting online learning since the COVID-19 pandemic. So that these three kindergartens are considered able to represent the expected research sample.

3.4. Type and Data Source

The type of data used in this research is quantitative. Quantitative data is presented in the form of numbers through statistical processing and then the results are analyzed by presenting data in the form of an explanation of the things that are the focus of research.

3.5. Data Collection Techniques

The data collection techniques in this study used questionnaires, tests, interviews, and field records.

3.5.1. Questionnaire (instrument)

Questionnaire is a tool used to interpret and assess the presence or absence of certain behaviors, interests, attitudes and so on, usually in the form of a list of questions that must be answered. [5], the purpose of the

statement is angket. Questionnaire is a tool used to measure and assess the changes in behavior that a person has. This tool is usually in the form of a list of questions that must be answered by the person to be measured.

In questionnaire techniques the position of the subject is represented by question items or statements reflecting their behavior [6]. The device used to determine the extent of parental tension is a questionnaire. The sort of questionnaire used on this have a look at is a closed questionnaire, in which the concern chooses one opportunity solution from every declaration that has been provided. The questionnaire used can be measured primarily based totally at the Likert scale. In this, have a look at the questionnaire consisting of 4 solution choices, specifically SS (very appropriate), S (appropriate), TS (now no longer appropriate), and STS (very inappropriate). The tension questionnaire used on this has a look at turned into DASS 42. The tension questionnaire consisted of 14 statements. The scoring of the parental tension questionnaire is shown in Table I.

The technique used in classification of anxiety levels is to score each parent of a child who has filled out a questionnaire, then the score is ranked from lowest to highest.

3.5.2. Observation

Observation is a data collection technique that means researchers make observations directly to the object of the study to see up close the activities carried out. In this study, researchers needed to make observations of the subject, the behavior of the subject during the filling of the questionnaire, the behavior of the subject when interviewed, the interaction of the subject with the researcher, and things that were considered relevant. So that you can add to the results of the interview. Observations in the current study by making direct observations to identify and analyze anxiety in parents with high anxiety.

TABLE I. SUSPENSION OF ANXIETY LEVELS

Answer Choices	Positife	Negative
SS	1	4
S	2	3
TS	3	2
STS	4	1

3.5.3. Interview

Interviews are a manner of amassing facts via conversations among researchers and study subjects. In this study, the researcher additionally performed interviews with the studies subjects, specifically the child's parents.

3.5.4. Field Notes

Field records as complementary data to record things that cannot be observed during the activities of giving questionnaires, giving problems and when conducting interviews to research subjects.

3.6. Research Instrument

3.6.1. Main Instrument

The main instrument in the study was the anxiety scale questionnaire.

3.6.2. Supporting Instrument

Supporting instruments are interviews and data recorders (with handycame/mobile camera devices).

3.7. Credibility Data

Credible data is obtained by triangulation. The triangulation done in this study is time triangulation that provides similar problems and is solved at different times. If the results of parental answers have a consistency of meaning, then the data is said to be credible. The implementation of triangulation of data that has been carried out obtained consistent parental answers.

3.8. Technique dan Analysis Data

Data evaluation of parents with excessive tension in Palu City, Central Sulawesi, changed into an analysis of the use of numerous steps in step with information evaluation ideas with 3 degrees as follows [7].

3.8.1. Condensation Data

Data contingency refers to the process of selecting, simplifying, abstracting and transforming data that approaches the entire section of field records in writing, interview trans kip, documents, and other empirical materials. Written data from interview results, and observations after solving problems from each subject, Next is the trans kip. Data that did not support the purpose of the study were then condensed. Data condensation is done by creating a core summary and simplifying the data obtained.

Data coding is done to make it easier to understand the reading of observation results, written answers and interview trans kip. The meaning of some abbreviations that appear in the form of the initials of the research subject, which will be determined when the search is done for example the initials DW for Dwi Wahyuni. For problem characters, problem 1 is (1) and problem 2 is (2) to be solved by the parent, for the next character is the order the interview is 001, 002, 003 and so on. The following characters are P for Researchers and S for Research Subjects.

3.8.2. Data Display

The data presented in the form of a picture of the analysis of parents is very worried in accompanying children to learn online.

3.8.3. Conclusion/ Verification

Data verification and conclusion withdrawal are carried out during the activity so that the final conclusion of the entire data obtained is credible.

4. RESULTS

Based on the results of quantitative descriptive data processing, the following results are obtained:

4.1. Anxiety Levels By Age

From Table II, it can be known that in the age group under 35 the lowest score is 6, the highest score is 21, the average score is 12.50 and the standard deviation 5,238. In the age group over 35 the lowest score is 6, the highest score is 28, the average score is 14.5 and the standard deviation is 7,012.

TABLE II. ANXIETY LEVELS BASED ON AGE

Descriptive Statistics						
Age	N	M in	M a x	Su m	Mean	Std. Deviation
< 35 yrs	18	6	21	225	12.50	5.238
> 35 yrs	25	6	28	364	14.56	7.012

4.2. Test Normality of Anxiety Data by Age

Based on Table III, the significance value of the Age Group is 0.70 greater than that of alpha (0.05). Thus it can be stated that the distribution of data from each variable is normal distribution.

TABLE III. ANXIETY DATA NORMALITY TEST BY AGE

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Age	.135	39	.070	.886	39	<.001

4.3. Comparison of Anxiety By Age

From Table IV. it can be known that in the age group under 35 years the lowest category is mild and very severe anxiety while the highest category is moderate anxiety. In Table V. The lowest score is 1 which is at moderate

anxiety and the highest score is in the normal and very severe category.

Education	.135	39	.070	.886	39	<.001
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TABLE IV. CATEGORY OF ANXIETY LEVELS UNDER AGE OF 35

Category under age 35 yrs.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Normal	4	22.2	22.2	22.2
	light	2	11.1	11.1	33.3
	medium	6	33.3	33.3	66.7
	bad	4	22.2	22.2	88.9
	worst	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

4.6. Comparison of Anxiety Levels Based on Education

From Table VIII. It can be known that at SD, SMP, SMA school group the lowest category is moderate and severe anxiety while the highest category is very severe anxiety. In Table IX. In the group D2, D3, S1 and S2 the lowest score was in mild anxiety and the highest score was in the normal and severe category.

TABLE V. CATEGORY OF ANXIETY LEVELS OVER AGE OF 35

Category over age 35 yrs.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Normal	7	33.3	33.3	33.3
	light	2	9.5	9.5	42.9
	medium	1	4.8	4.8	47.6
	bad	4	19.0	19.0	66.7
	worst	7	33.3	33.3	100.0
	Total	21	100.0	100.0	

TABLE VIII. CATEGORY OF SD, SMP, SMA ANXIETY LEVELS

Category SD, SMP, SMA					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Normal	5	26.3	26.3	26.3
	light	3	15.8	15.8	42.1
	medium	2	10.5	10.5	52.6
	bad	2	10.5	10.5	63.2
	worst	7	36.8	36.8	100.0
	Total	19	100.0	100.0	

4.4. Anxiety Levels Based on Education

From Table VI. it can be known that at SD, SMP, SMA school group the lowest score is 6, the highest score is 24, the average score is 13.53 and the standard deviation is 6.636. In the group D2, D3, S1, S2 the lowest score was 6, the highest score was 21, the average score was 12.60 and the standard deviation was 5.443.

TABLE VI. ANXIETY LEVELS BASED ON EDUCATION

Descriptive Statistics						
	N	Min	Max	Sum	Mean	Std. Deviation
SD,SMP,SMA	19	6	24	257	13.53	6.636
D2,D3,S1,S2	20	6	21	252	12.60	5.443

TABLE IX. CATEGORY D2, D3, S1 DAN S2 ANXIETY LEVELS

Category D2, D3, S1 Dan S2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Normal	6	30.0	30.0	30.0
	light	1	5.0	5.0	35.0
	medium	5	25.0	25.0	60.0
	bad	6	30.0	30.0	90.0
	worst	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

4.5. Test Normality Of Anxiety Data Based On Education

Based on Table VII. the educational group's significance score (0.886) is greater than that of alpha (0.05). Thus it can be stated that the distribution of data from each variable is normal distribution.

TABLE VII. TEST NORMALITY BASED ON EDUCATION

Tests Of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.

5. DISCUSSION

Learning from home, of course, has a number of advantages and disadvantages. One of the advantages is that children will be more relaxed in following learning from home while the disadvantage is that children will have difficulty following learning so that it is needed assistance from parents. The results showed that there were differences in anxiety levels based on age where the age is below from the inability to overcome a problem or the absence of a sense of security.

Basically, both parents and teachers have a sufficient understanding of the urgency of implementing BDR for efforts to break the Covid-19 pandemic virus chain. This led to the emergence of an understanding about the importance of assisting children by parents, parents, and students. Especially mom. Each part of the learning process, trying to find a balance of each in an effort to find the most appropriate learning style to be done in accordance with the situation and conditions of teachers, parents, and students.

The results of research conducted also showed that mothers with elementary to high school education levels

have higher anxiety when compared to education levels D-II to S-2. This shows that the level of education of the mother as a companion of the child learning at home, will greatly affect the mother's ability to provide explanations, and become a direct source of information that can help the child in understanding the material may not be optimally understood through the help of books, or explanations of teachers online. In addition, the level of parental education will also produce the ability of parents to understand the problems that arise in the academic field. This is in line with research on communities domiciled in caile environment which explains that; (i) the level of education of the parents is very decisive in shaping the personality of the child in the family; (ii) the communication patterns of highly educated parents with low-educated parents have an influence on the formation of the child's personality, The higher the level of education of parents, the better in shaping the child's personality and the better the pattern of communication carried out [8].

6. CONCLUSION AND SUGGESTIONS

6.1. Conclusion

1. There are significant differences in accompanying children to learn from home based on age
2. There are significant differences in accompanying children to learn from home when based on education
3. The lowest category of anxiety levels under the age of 35 is mild and very severe anxiety while the highest category is medium anxiety. Then in the age group over 35 years the lowest score is 1 which is in moderate anxiety and the highest score is in the normal category and very severe.
4. The category of anxiety levels at SD, SMP, SMA school groups of the lowest category is moderate and severe anxiety while the highest category is very severe anxiety. Meanwhile, in the group D2, D3, S1 and S2 the lowest score was in mild anxiety and the highest score was in the normal and severe categories.

6.2. Suggestions

1. For parents: to take more training on how to accompany children when learning from home and do not give high expectations for the achievement of children's learning outcomes.
2. For Further Researchers: to further expand research variables to add new knowledge about learning conditions during the COVID-19 pandemic.

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