

# ANALYSIS OF MOTHER'S STRESS COPE FACTORS HELPING CHILDREN STUDY AT HOME DURING THE COVID-19 PANDEMIC

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## ANALYSIS OF MOTHER'S STRESS COPE FACTORS HELPING CHILDREN STUDY AT HOME DURING THE COVID-19 PANDEMIC

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### Abstracts

*The COVID-19 pandemic has had an impact on the education sector. In order to reduce the spread of Covid-19, the government implemented a social distancing strategy, one of which was by closing schools. The purpose of this study was to analyze maternal stress coping factors in accompanying children to study at home during the pandemic. Based on the research objectives, the research design used in this study is quantitative analytic. The approach used is cross sectional. Respondents are mothers who have school children in grades 1-6 SD. Respondents who filled out the questionnaire were 137 people. Sampling using total sampling. The research site is in the Pamekasan Dam Village. Based on the results of statistical test data analysis using Kendall Tau, it shows a significant level value of  $0.000 < 0.05$  (p-value then  $H_0$  is rejected, meaning that there is a significant relationship with the causes of coping with stress when accompanying children to study at home during the covid-19 pandemic). The effect of umbilical cord care on the length of umbilical cord release p-value = 0.028, the effect of umbilical cord humidity on the length of umbilical cord release p-value = 0.043, the effect of environmental sanitation conditions on the length of umbilical cord release p-value = 0.036. Measuring instruments used in this study were questionnaires and checklists. anything to the baby's umbilical cord. It is recommended to obstetric service practitioners in order to provide umbilical cord care services as recommended in Normal Childbirth Care.*

**Keywords:** Coping, Stress, Pandemic

### INTRODUCTION

In early March 2020 the Indonesian people were shocked by the discovery of the first case of Covid 19 which was confirmed directly by President Joko Widodo (Detikcom, 2020). This has caused the government to issue a policy to keep distance and stay at home because the full involvement of all members of the community can stop the spread of Covid 19 (World event organization, 2020). So that the policy also requires students to study at home and are still required to do assignments in accordance with the demands of the established curriculum. This is definitely different for children, especially

elementary school children (SD) where before the policy to study at home children studied in schools with an interesting classroom atmosphere and were guided by teachers, as the results of previous research explained that teachers considered themselves as controllers of student behavior (Lopes, Silva, Sass, & Martin, 2017) and classroom management according to student needs can reduce emotional dysregulation, increase prosocial behavior, increase students' social competence and increase student learning concentration (Reinke, Herma, & Dong, 2018).

The psychological impact on individuals and community groups is a major concern as a result of the outbreak of the Corona virus disease that is engulfing all countries in the world. Since we were first informed about the spread of the Covid-19 virus in Indonesia on March 2, now cases affected by the Covid-19 virus continue to grow. According to national data as of December 13, 2020, as many as 617,820 people were positive, 505,836 were declared cured and patients who were declared dead were 18,819 people. The increase in the number of Covid-19 sufferers has caused concern and anxiety in the community. In addition, people also feel pressured and stressed by the conditions that occur due to the pandemic

In class the teacher also explains in advance about the subject matter. However, during a pandemic, children learn without being given an explanation by the teacher so that children will have difficulty. This is also explained by Bandura's social cognitive theory, that behavior is learned and maintained through observation and imitation of the behavior seen in the surrounding environment (Wade & Travis, 2007). The policy to study at home is a new thing that must be followed so that there are many obstacles both from human resources and the facilities used (Arifa, 2020) and from research results that online learning is less effective due to limited facilities and infrastructure as well as the uncertainty of technology education such as the use of networks. and the internet (Budi & Anshori, 2020; Fauzi & Khusuma, 2020). In addition to parents who have previously been accustomed to handing over educational tasks to educational institutions, during the pandemic, which requires them to study at home, parents must play a full role in guiding children to study at home.

With the situation that parents have to keep working to meet the needs of the family and have to fully guide their children to study at home causes parents to experience stress. High levels of stress on parents are caused by the inability of parents to guide learning, family health problems and family economic problems (Susilowati & Azzasyofia, 2020). The stress experienced by parents due to this role conflict can have an impact on the surrounding environment, especially for their children who must be guided in learning. Where this can lead to the emergence of various responses from parents ranging from yelling at children or even abusing their children.

In psychology, stress is a feeling of mental pressure and tension, low levels of stress in a person are considered useful and healthy. Stress also has a positive form where in this case stress can have a good impact on biopsychosocial health and improve performance (Shahsavarani et al., 2015). Then, positive stress becomes a driving factor for one's motivation, ease of adaptation and one's ability to react to their environment. But even so, high levels of stress are harmful to humans, this is related to psychological, biological, and social problems (Shahsavarani et al., 2013).

However, every parent has a certain way of dealing with problems that arise from the role conflict they experience, which is often called coping stress. Coping stress is a process that individuals go through to overcome stressful conditions and be able to produce appropriate behavior and make effective adaptations to the conditions being faced, so that

they can still carry out activities as usual (Lazarus & Folkman, 1984) so that researchers are interested in researching stress coping. to mothers who work in guiding children to study at home during the covid 19 pandemic.

## **METHODS**

Based on the research objectives, the research design used in this study is quantitative analysis, namely research that aims to determine the relationship of two or more variables with the data collection process which is only carried out once for each research variable (Notoatmodjo, 2010). The approach used is cross sectional, namely research in which independent variables and dependent variables are measured simultaneously and carried out for a moment or once (Sastroasmoro & Ismail, 2010). The independent variable in this study is Coping Stress. As for the dependent variable, namely Accompanying children to study at home during the Covid-19 Pandemic Period. Respondents are mothers who have babies aged 1-6 elementary school as many as 137 people. Sampling using total sampling. The research site is in Pakong Village, Pakong District, Pamekasan Regency. Test the validity of the data using Kendall Tau. The measuring tools used in this research are questionnaires and checklists.

The method used in this study is a qualitative method with an indigenous approach where respondents answer closed and open questions via smartphones with the help of google forms. Closed questions are given in the form of answer choices that are estimated by the researcher while open questions are given to find answers that are answered by respondents freely without any answer choices provided by the researcher so that this can avoid bias that may arise in research (Schuman & Presser, 1979). . From the closed and open questions used, the researcher can develop his research according to the responses of the respondents. The subjects of the study were 107 mothers who had children who were in elementary school (SD) equivalent to the criteria that the mother worked to meet the daily needs of the family.

In collecting data, a questionnaire containing open and closed questions was used. The questionnaire or often said to be a questionnaire is a method of collecting data that contains questions, even in the form of directed questions given to respondents (Azwar, 2012). Questionnaires were distributed with the help of google forms which were distributed via social media within two weeks. In analyzing the data in this study, it was carried out in several steps. The first step is to determine the aspects / compose the main categories based on all respondents' answers. By reading all the responses of the respondents, the researcher can determine the category to be used. The second step is to identify the respondent's utterances/answers based on the questions given. Then determine the appropriate category according to the respondent's answer. The third step is selecting and grouping the responses of all respondents into the subcategories used. The fourth step is making a table of the results of the analysis of respondents' responses into the sub categories used and researchers are required to determine the relevant aspects/categories. The results from the table are tested and re-examined by other group members so that researchers can reduce grouping errors or other parts in analyzing data. It should be described in detail, including research design, research subjects, population, determination of sample size, data sources, data collection techniques/instruments, interventions, measurements, laboratory analysis, statistical analysis, ethical clearance and the place and period of the study. Units of Measurement: Measurements of length, height, weight, and volume must be reported in metric units (meters, kilograms, or liters) or decimal multiples.

The temperature must be in degrees Celsius. Blood pressure must be in millimeters of mercury, unless other units are specifically required by the journal. Statistical Methods: In manuscripts reporting randomized clinical trials, the author may provide a flow chart in CONSORT format and all the information required by the CONSORT checklist. COINSORT statements, checklists, and flowcharts are available on the Consort website. For tables comparing treatment groups in randomized trials (usually the first table in the trial report), significant differences between or between groups (ie  $p < 0.005$ ) should be identified. In general, p values should be reported to three decimal places (ie  $p < 0.001$ ). Ethics: Authors are required to describe in their manuscript the ethical approval of the appropriate committee and how consent was obtained from participants when the study involved human and animal participants. For articles on experimental studies in humans, a statement must be included indicating the subject's consent was obtained after a detailed description of the procedures they might undergo.

## RESULTS

Table 1. Mothers are able to accompany children to study at home

category	Sub Categories.	Frequency	Percentage
Item 1 / mother is able to accompany children to study at home	Able	60	43,8 %
	Unable	77	56,2 %
<b>TOTAL</b>		137	100 %

In table 1, from the results of the ability category in accompanying children to study at home, we get data that respondents who feel unable to guide their children to study at home are more numerous even though the distance comparison is not too far, with the percentage of respondents who are unable to accompany their children to study at home is 56.2% and the percentage of respondents who are able to accompany children to study at home is 43.8%. From the results of the data obtained, the researcher can conclude that more mothers are unable to accompany their children to study at home during the COVID-19 pandemic.

Table 2. Reasons mothers can and cannot afford

Category	Sub. Categories	Frequency	Percentage
Item 2/reasons mother is able and unable	Number of jobs	70	51,1 %
	Difficulty understanding subject matter	17	12,4 %
	Too many children's assignments	10	7,3 %
	A responsibility	40	29,2 %
<b>TOTAL</b>		137	100 %

In table 2, the data obtained shows that the majority of respondents feel unable to accompany their children to study at home because of the large number of jobs, which is shown by a percentage of 51.1% while the majority of respondents who are able to

accompany their children to study at home are only because it is a responsibility that must be carried out with percentage of 29.2%. From the data obtained, the researcher concludes that the majority of mothers are unable to accompany their children to study because of the many jobs and for mothers who are able to accompany their children to study at home are not fully able but because it is a responsibility.

Table 3. Time management guides children's learning

category	Sub Categories.	Frequency	Percentage
Item 3 / time management guides children to learn	After the work is finished	73	53,3 %
	Before starting job	18	13,2 %
	Working while accompanying children	20	14,6 %
	Free time	26	18,9 %
<b>TOTAL</b>		137	100 %

In table 3, the data obtained shows that the majority of respondents accompany their children to study at home after finishing work, namely with a percentage of 53.3% and only a few respondents who guide their children to study before starting work, namely with a percentage of 13.2%. In addition, there are respondents who try to run both simultaneously, namely working while accompanying children to study at home, with a percentage of 14.6%. From the data obtained, the researcher concludes that more mothers guide their children to study at home after work is completed or after work

Table 4. Mother's efforts to overcome child's difficulties in learning

category	Sub Categories.	Frequency	Percentage
Item 4 / Mother's efforts to overcome child's difficulties	in learning Looking for other references on the internet	59	43,1 %
	Asking others for help	30	21,9 %
	Repeat explanation	35	25,5 %
	Discussing with the teacher	10	7,3 %
	Letting children learn on their own	3	2,2 %
<b>TOTAL</b>		137	100 %

In table 4, the data obtained shows that the respondents made efforts to overcome the learning difficulties experienced by their children by continuing to repeat the explanation of the subject matter until the children understood, namely with a percentage of 25.5% and not much different from the percentage of respondents who made efforts to overcome difficulties. learning experienced by their children by looking for other sources on the internet, while the percentage of respondents who only let their children study alone was 2.2%. From the data obtained, researchers can conclude that mothers have many efforts in helping children overcome learning difficulties and efforts

that are often made are by repeating explanations and looking for other sources on the internet such as youtube

Table 5. Things that happen when mothers are stressed out accompanying children to study at home

category	Sub Categories.	Frequency	Percentage
Item 5 / things that happen when stressed mothers accompany children to study at home	Angry	56	40,8 %
	Dizziness	32	23,4 %
	Sleepy	9	6,6 %
	Stay patient	17	12,4 %
	Bored	23	16,8 %
<b>TOTAL</b>		137	100 %

In table 5, the data obtained shows that respondents become angry because they feel stressed when accompanying their children to study at home, which is indicated by a percentage of 40.8% besides that there are respondents who feel dizzy when accompanying children to study at home, namely with a percentage of 23.4% and there are some respondents who are sleepy due to stress when accompanying children to study at home, with a percentage of 6.6%. From the data above, it can be concluded that an angry reaction will occur when a stressed mother accompanies her child studying at home.

Table 6. Maternal stress coping

category	Sub Categories.	Frequency	Percentage
Item 6 / coping with stress mother	Refreshing / doing fun things	73	53,3 %
	Rest	39	28,5 %
	Doing religious activities	10	7,3 %
	Transferring responsibility	15	10,9 %
<b>TOTAL</b>		137	100 %

From table 6, the data obtained shows that the majority of respondents do coping with stress because the level of stress they experience while guiding children to study at home is by refreshing or doing fun things showing a percentage of 53.3% and the percentage of respondents who carry out religious activities is 7,3%. From the data obtained, the researchers concluded that refreshing or doing fun things is a stress coping that many mothers do when they feel stressed in guiding their children to study at home.

In guiding children to study at home, parents also experience obstacles such as parents lack of understanding of children's learning materials, the difficulty of parents in motivating children, parents who have to work both at home and outside the home do not have time to guide children to study at home, lack of expertise. in operating gadgets and problems related to the network (Wardani & Ayriza, 2020). The same thing was also revealed in a study conducted by Sawsan Abuahmad in 2020 that there were several obstacles experienced by parents while their children were studying at home, namely personal barriers, technical barriers, logistical barriers. and financial barriers. One of the obstacles experienced by parents is that they do not have time to guide their children

because they have to work both at home and outside the home. They have to work to meet the needs of the family, on the other hand, parents, especially mothers, must also guide and teach their children to study at home. Many children do not want to learn and do not want to do their assignments because they are not guided by their mothers so that children do not collect assignments that are asked by their teachers (Popularitascom, 2020).

### CONCLUSION

Based on the results of the data obtained using the google form media and has been analyzed, it is found that mothers who work in guiding their children to study at home during the covid 19 pandemic, namely more mothers who are not able to guide their children to study at home because there is a lot of work to be done by the mother. the. So with the demands to guide children in learning at home during the covid pandemic, many working mothers experience stress so they become more irritable, bored and sleepy. There are several ways that mothers who work and must guide their children to learn in dealing with the stress they experience (coping stress), namely the majority by refreshing or doing fun things, resting, doing religious activities, but there are mothers who also choose to transfer their responsibilities to others. others such as tutors, relatives and so on. Suggestions for parents, especially working mothers, will better understand themselves personally how the best stress coping efforts are suitable to do so that children do not become victims of parental stress.

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