

Analysis of Parent Stress Levels Toward Children in the Online Learning Process During New Normal

Saifuddin¹, Hasanah², Iqbal³, Silvi Puspa Widya Lubis⁴, Khairatul Ulya⁵

¹ Universitas Abulyatama, Aceh, Indonesia; saifuddin@abulyatama.ac.id

² Universitas Abulyatama, Aceh, Indonesia; hasanah_ppkn@abulyatama.ac.id

³ Universitas Abulyatama, Aceh, Indonesia; iqbal.mesin@abulyatama.ac.id

⁴ Universitas Abulyatama, Aceh, Indonesia; silvilubis_biologi@abulyatama.ac.id

⁵ Universitas Abulyatama, Aceh, Indonesia; khairatululya78@gmail.com

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ABSTRACT

The purpose of this study was to analyze the level of stress faced by parents in the online learning process during the new normal era. The research method used was descriptive qualitative, with a case study approach. The research subjects were parents who have early childhood and elementary school, with a total of 10 mothers. The data collection techniques used were observation and interview data analysis, reduction strategies, data display, data interpretation, and data verification. The study findings indicate that parents face various challenges when it comes to online learning at home during the current era of the new normal. These challenges contribute to heightened levels of stress in relation to their children's education. One such challenge is the lack of comprehension among parents regarding the lessons and learning materials provided by the school. Parents often exhibit impatience when assisting their children, and time constraints further exacerbate the situation. Furthermore, parents struggle to motivate their children to engage enthusiastically in learning. Lastly, parents also lack proficiency in utilizing electronic devices such as cell phones and laptops.

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Corresponding Author:

Saifuddin

Universitas Abulyatama, Aceh, Indonesia; saifuddin@abulyatama.ac.id

1. INTRODUCTION

Parents are first, primary and also natural educators. While students are people (children) who are studying or studying. So it can be defined that parents of students are parents of children who are in school or studying (Suwarno, 2011). At the main level in the growth of a child, of course, it is very dependent on both parents in guiding their children. Because in essence the guidance is a learning process in children. Thus, parents are considered to have the main and first role (Daryanto, 2008). Education is a process of changing the character and behavior of individuals or groups of people towards efforts to guide humans to become adults with the role of learning and teaching, as well as ways of educating and guiding towards a better direction.

Teaching or direction carried out by educators on the physical and psychological growth of children in order to form a personal character (Marimba, 2008). In his book Muhammad Abdurrahman explains that education is a medium that can develop civilization humanely so that students will be the preparation for him in living this life (Abdurrahman, 2003). Education can also be interpreted in various ways, such as education.

Every family has a role and task in educating their children about religion, culture and others. Education in the family can be in the form of forming social morals, customs, principles, skills, attitudes and all its aspects. Children are descendants of the family tree, the next generation of the nation and state, so that they can develop them as successors who are faithful, pious, and have noble character. thus children must get education that is directly related to the current era by providing spiritual aspects from a young age (Pasha, 2003).

The family is the first environment that interacts directly with children. So every family has a big mandate in teaching various aspects of attitudes and behavior in social relations (Rita Kusumah, 2020). Parents have a role and responsibility in educating their children. the role of parents can provide teaching, proper education to seek knowledge that will make provision for his life both in this world and in the hereafter. Thus, parents play a role in providing a good education and can be a joint responsibility of parents, teachers, and the surrounding community (Aly, 2000). According to experts in the field of psychology and education, it is explained that the early stages of a child's life are the most important thing in shaping a child's personality and character as well as instilling good behavior and traits.

In the education of parents, it is very important for their children to be first and foremost, and this is not only the responsibility of the teacher (Jeannette Vos, 2001). Families, especially parents, have a very important role in educating their children and Islamic education and developing children's intelligence in all its aspects, this is because children will be in the family environment for many years in the development and growth of their first early childhood (AstutiK, & Yudha, 2022). In a child's life, parents are personal coaches in their lives, starting from every behavior and way of life of their parents which are important parts of direct education, and will naturally be attached to personal development and character that is growing at that time (Daradjat, 2004). Extrinsic motivation is the dominance from outside the child or individual that can foster determination and desire to do a job or learn.

The online learning process is a teaching system without direct meetings between teachers and students but is carried out through an online teaching system (in a network) using a network from the internet. When students study at home with their parents, the teacher still needs to make sure the learning process runs smoothly, even though students are with their parents at home. So in this case the teacher is required to be as creative as possible in order to make good learning media so that innovation can be useful for online media (Brown, et al, 2020). Irdalisa (2023) teacher must develop interesting learning models and media to explore the surrounding environment as a learning resources. Based on a circular from the Ministry of Education and Culture of the Republic of Indonesia as stated in number 4 of 2020 regarding education and teaching policy activities during the covid-19 virus pandemic (Dewi,2020).

Very significant changes in all aspects of life During the pandemic to the new normal, both the economy and education. These changes make many individuals experience anxiety, including teenagers. Data for October 2020 there were 400,483 COVID-19 positives in Indonesia, 2.4% of which occurred in adolescents. 78% of teenagers experience stress from COVID-19. The adolescents themselves range from 13-18 years old (Pattanang Limbong, Witarsa Tambunan, Mesta Limbong, 2021). The results of previous relevant studies, including research by Astutik, & Yudha, (2022) showed that 53 people (63.9%) experienced normal stress levels and three people (3.6%) experienced severe stress. It can be concluded that most of the stress levels for parents in accompanying their children to study online during the COVID-19 pandemic experience normal stress levels. In addition, the results of the research by Zahroh, Habibi, Rachmayani, & Suarta, (2022) show that the level of stress symptoms

experienced by children is adjusted to the ability of parents to handle the stress symptoms of children that appear, namely 15% of children are at a low level of stress symptoms, 81% are at moderate stress symptom level, and 4% at high stress symptom level. With the stress symptoms experienced by children, researchers found that parents used various efforts to deal with children's learning stress symptoms, such as 67% of parents giving gifts, 22% of parents inviting their children to play and recreation, and 11% understanding and adapting children's learning styles. Parents must always be sensitive to their child's condition so they don't experience symptoms of stress when learning online.

During the pandemic, all learning systems were shifted at home using the internet network via a computer, laptop or cellphone, so teachers could carry out the learning process together at the same time, such as applying in social media groups such as WhatsApp, telegram, and also the zoom or zoom application. google classroom as a learning tool. With this, the teacher can monitor his students in following the learning process at the same time even though they are not face to face. The success or failure of the online learning process during the pandemic depends on all parties involved in regulating their discipline in children, so it is very important for teachers at schools to create a management framework by compiling all systems of online learning tools which will later be distributed to a student (Griffith, 2020). Then later, the cooperation of all parties involved, both parents, teachers and students and schools will be the main factor in determining online learning to run effectively and efficiently.

Based on the above background, the question of this research is what is the level of stress faced by parents in the online learning process in the new normal era. In general, The purpose of this study was to analyze the level of stress faced by parents in the online learning process during the new normal era. The role of parents in children's education is clear and unequivocal they are the primary and first educators.

2. METHOD

This study used a descriptive qualitative method using a case study approach. This study describes how the level of stress experienced by parents towards children during the online learning process in the new normal era. The subjects of the study were parents who had 10 kindergarten and elementary-age children. In obtaining the data required techniques with observation and interviews. Observations were made to check the correctness of the data, interviews were conducted to find out more in-depth things about situations and phenomena, document studies were carried out to interpret all documents according to the focus of the problem. The data analysis technique used is descriptive qualitative analysis, while the data processing steps are data reduction, data display, conclusions, and data verification.

3. FINDINGS AND DISCUSSION

From the results of the study, it was found that the first level of stress, namely understanding or mastery of the material owned by parents, was very lacking when mentoring the learning process for children at home during COVID-19, this was shown from the data found by interviewing parents of children who said that in providing material to children when the learning process is not an easy one and this requires special training for parents, especially for mothers. In previous research proposed by Zahroh, Habibi, Rachmayani, & Suarta (2022) that during online learning of children at home (online), most parents or mothers do not understand the material that the teacher or the school has conveyed, parents think that the tasks given by The teacher is so difficult that it is difficult and overwhelmed to convey to the child. This is part of the stress experienced by parents, especially mothers. When parents understand the material provided, it will certainly make it easier for children to study with their parents and provide benefits for both parents when children study with them. The role played by parents when accompanying children to learn online, such as helping to complete assignments from school (Gloria,

2021). The child's learning process at home may not run well when the mother/father does not understand the restrictions that have been distributed by the school, so that the child's parents are avoided from stress, the main way that parents must do is to master the child's learning material first, so that can be conveyed to the maximum, as conveyed by parents in interviews;

the teacher at school asked us to teach children consistently in training children when reading prayers either at the beginning or at the end of online learning at home, but sometimes I forget, and this becomes difficult and this makes me feel unworthy to teach children learn,,,(interview with FT's mother),,, I can read the material given by the teacher, but when conveying it to my child I find it very difficult, I feel this requires a certain technique (interview with LY's mother)

From the respondent's information above, it shows that parents are often overwhelmed and emotionally unstable because they are constrained by not understanding the lessons given by their mothers, the lack of knowledge possessed by mothers is like looking for sources from the internet first which sometimes not all mothers understand how to use them. Thus, mothers will have difficulty explaining the material when accompanying children's learning, these difficulties or obstacles are called pedagogical obstacles, this form of obstacles is due to never having attended training, lack of experience and being unable to accompany children.

When children study online at home during the new normal, parents certainly have the main responsibility, especially in motivating to learn so that children like learning with parents or mothers at home. Desire is an ability in the act of encouragement, action and also attention to someone, activity or circumstances towards interest can cause feelings of pleasure or happiness (Haspari, 2016). However, what happens online at home, parents find it difficult to encourage children to be enthusiastic when working on subjects they like or with subjects they don't like, things like the following interview results:

There are times when I feel I can't give encouragement or motivation to a child when he doesn't like certain material, but when the material he likes, he will be very happy with the lesson,, (interview with BD's mother). ,, when studying children always complain to me that I miss their friends, children want to study together like at school and children are fussy when studying, sometimes I am unable to calm children so that in the end they don't study together at home with me,,(results interview with hospital mother).

Parents accompany the learning process which is carried out online in the morning or at noon by using a rush from the school and also the teacher's explanation from social media such as WhatsApp, but sometimes children are fussy and fussy or angry, don't want to learn or are reprimanded.

...in the morning my child who accompanies to study, if learning is not finished then continue during the day, using a book or also using an online assignment from the teacher, and when I say "it's true that you wrote it", then the child will laugh at what will makes me emotional when he is angry or cranky...(interview with CH's mother).

Thus, from the results of the interview above, when children do not want to study and feel angry with their parents, children will go to play without saying goodbye, this happens because they both feel stressed with fatigue and emotions, so that child learning assistance at other times will be carried out. When children study online at home with their parents, of course this spurs what the teacher has ordered, such as children having to use gadgets (Susilowati, & Azzasyofia, 2020). Teachers can see the results of their children's work, but sometimes parents don't understand how to use them, as a result parents or the mother feels unable to accompany her child to study, so that creates a sense of pessimism or unclear emotions towards children, which ultimately ends learning with children by postponing until tomorrow.

...the teacher ordered parents to send the results of assignments in the whatsapp group, but I couldn't do this because I didn't understand, and when I asked the teacher in question, the teacher cared when I asked in the whatsapp group,, , (results of interview with DM's mother).,,, this is a new cellphone that I bought to be used when learning online by children, and I don't understand how to use it, so my child can't follow directions from his teacher through gadgets which sometimes lags behind the material given, and this makes me confused,, ,(interview with mother OK)

When parents find it difficult to use gadgets when accompanying their children to study at home during covid-19, of course it creates a confused attitude from fathers and mothers, due to lack of understanding in mastering social media, and this is an obstacle for mothers. And also the absence of a teacher's response will certainly make the mother confused and emotional, besides that the mother's limited knowledge is also one of the obstacles in the child's learning process while online at home. As in research that has been done Rinawati, & Sucipto, (2019) that one of the main factors that support children's learning assistance activities with parents or mothers is patience, stable emotions, children's participation, and good cooperation between the two. However, when parents do not understand how to use gadgets, of course this has a bad impact on children's learning, which makes parents confused and also causes emotions towards themselves.

When the child's learning process is done at home during the pandemic, of course it takes quite a lot of time, but this makes parents not have time when learning has to be given to them while they have other jobs. Based on the results of research in the field, it was found that the obstacles that mothers have when accompanying children's learning are not having enough time for parents because they are busy working outside, this is also a form of stress or emotion experienced by parents with an attitude of being overwhelmed and emotionally unresponsive. erratic or less stable when required to share time between children's online learning when parents have other jobs.

...my children usually study online in the morning 8-9, but it depends on the child too, sometimes if it's early in the morning the child is still grumpy to study, and when accompanying my child also likes emotions, because he is neglected with household chores and will also late for work, while children sometimes have to be forced, so forced their children to fuss, this makes me overwhelmed,,, (interview with mother DM).,,, my husband and I have to work and I don't have enough time while accompanying our children to study, everyday I leave him at the daycare and I just pick him up when I come back from work, and his father comes home late at night,,, (the results of the question answer with mother NW).

From the results of the study, we find the obstacles that fathers and mothers have when accompanying children to study online, namely not having enough time because they work outside the home and also there is no patient attitude from mothers or fathers when accompanying their children. This is the cause of parents stress and anger, when the child does not obey, and there are also some children crying, he wants to do the assignments from the teacher. As explained Listyanti, & Wahyuningsih, (2020), that impatience is not true and a mistake when accompanying children's learning, but sometimes parents are impatient in providing education to their children, this is not true because every parent has responsibility for their children's education, character building, directing them to be better, guiding children at all times, and also instilling patience and grace in children, which must be done from an early age.

In order for parents and children to learn to accept each other, parents should know that the psychological well-being of a child all depends on the behavior of the mother who is not easily anxious or stressed and can even control emotions in any situation (Haspari, 2016). Thus, parents must be professional in dealing with mothers' emotional handling of children (Lilawati, 2020). Children like to study at home with their parents without feeling bored or bored online during the COVID-19 pandemic, and also without causing the anxiety or restlessness experienced by parents.

4. CONCLUSION

From the results of the description that has been explained, we can conclude that in online learning at home during the new normal era, parents have obstacles that result in increased stress levels with children's learning that must be accompanied by the child's family, such as the father or mother, including parents who do not understand regarding the lessons and learning materials that the school has delivered, their fathers and mothers are also impatient when accompanying children and parents do not have enough time, parents cannot motivate their children to be enthusiastic about learning, and parents also lack understanding in using electronic devices such as cellphones and laptops. This research is recommended to conduct studies on learning evaluation and assessment in the new normal era.

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