

Original Research**Parental Stress in Supporting Online Learning of Elementary School Children During the COVID-19 Pandemic: A Cross-Sectional Study****Putri Rejeki Mawarni^{1*}, Siti Khadijah², Dwi Ariani Sulistyowati³**¹D-IV Nursing Student, Poltekkes Kemenkes Surakarta, Indonesia^{2,3}Department of Nursing, Poltekkes Kemenkes Surakarta, Indonesia**ABSTRACT**

Background: The implementation of online primary school level learning during the covid 19 pandemic has caused stress levels for parents. This is related to the process of assisting online learning there are obstacles or burdens experienced by parents. The study analysed the relationship between online learning assistance and stress levels of parents of elementary school children in grades 1-4 during the Covid 19 pandemic.

Methods: Quantitative research design with a cross-sectional approach. The study was conducted on 52 students using random sampling techniques. Data analysis using Kendall's tau-b test.

Results: Statistical tests showed there was a significant relationship between online learning assistance and stress level (p value <0.001). The strength of the relationship is in the strong category ($r = 0.653$) with predominantly moderate online learning assistance (67.3%) and moderate stress level (63.5%).

Conclusion: There is a significant relationship between online learning assistance and stress level. The study underscores the importance of structured support programs to help parents manage stress during elementary online learning, emphasizing digital literacy, time management, and emotional support to enhance parental involvement.

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Mentoring, Online Learning, Stress Levels;

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INTRODUCTION

Covid 19 is a type of virus that can be transmitted by respiratory *droplets*. This virus appeared at the end of 2019. Until now the corona virus has become a phenomenon that occurs throughout the world (Chen et al., 2022). The government has taken policies, especially in the field of education, so that there are no obstacles in learning during the covid 19 pandemic. The Minister of Education and Culture implemented an education policy during the covid 19 pandemic by prioritising health, safety, and considering student growth and development. Learning is carried out by reducing crowds and reducing the risk of spreading the covid 19 virus. The curriculum policy established during the Covid 19 pandemic is that learning is carried out online (May et al., 2023).

Online learning is face-to-face learning that uses the internet network in order to bring students together with educators or teachers. This online learning can use a variety of media such as the *zoom* application, *google meet*, *google classroom*, or *whatsapp* application (Garbe et al., 2020). The continuous online learning process will result in the number of parents experiencing stress. WHO data states that there are around 20% or more than 350 million people experiencing stress in the world. The prevalence of Indonesians experiencing stress is 8% or as many as 6.6 million people (Kementrian Kesehatan RI, 2022). This is evidenced by the increasing number of parents who experience stress, which has an impact on mental disorders and decreased health (Seguin et al., 2021).

Stress is a disturbance in the body and mind caused by a change or demand. During this pandemic, parents are required to act as teachers at home. Research by Pajarianto et al. (2020) says that stress is a psychological response from the body to several types of stress. Moscardino et al. (2021) added that the problem of distance learning is that children tend to be bored, as well as parents' lack of understanding of how to teach and guide during distance learning. Stress on parents during the pandemic goes hand in hand with increasing roles and replacing teachers as educators for their children during the covid 19 pandemic.

Parents play a role in supervising and guiding fundamental attitudes and skills. The role of parents is not only to motivate but parents can also be friends to learn (Laguna et al., 2021). Ribeiro et al. (2021) added that parents have a role in developing children's self-confidence in a pandemic situation. Research by Syamsiah et al. (2021) showed that the role of parents was 21.3% in the category of less, 60.2% sufficient, and 18.5% good. This is also supported by Hidayat's (2021) that parents in accompanying online learning felt unable as many as 57.94% and as many as 42.06% were able to accompany. This is because parents who assist online learning after work are 49.53%; parents who purely provide assistance are 14.02%; and parents who assist learning while working are 19.53%.

It is not an easy role for parents now to be both parents and teachers. Parents also have to think about how to divide their time to work and monitor their children doing distance learning and facilitate all facilities for distance learning such as laptops and internet networks (Vargas Rubilar et al., 2022). This phenomenon is the basis for researchers to be interested in examining the relationship between online learning assistance and the level of stress of parents of children in grades 1-4 during the Covid 19 pandemic.

MATERIALS AND METHOD

The study used a cross-sectional design to analyse the relationship between online learning assistance and parents' stress level. The subjects were 52 parents of students in grades 1-4 of one of the elementary schools in Central Java. The sampling technique used simple random sampling. Simple random sampling is a technique that is done randomly (Dahlan, 2021). This simple random sampling technique can be divided into two, namely, by drawing members of the population and with a random number table (Polit & Beck, 2018).

The researcher used the online learning assistance questionnaire. Online learning assistance consists of 17 questions that are positive in nature. The questionnaire is filled out by parents who have children of elementary school age. This question is made using a Likert scale equipped with 4 answers, namely never given a score of 1, sometimes given

a score of 2, often given a score of 3, very often given a score of 4. The scores are categorised as less (score 17-33), moderate (score 34-50), and good (score 51-68). Perceived Stress Scale (PSS) is a psychological instrument that is widely used to measure stress levels. The PSS questionnaire consists of 10 positive questions using a Likert scale. The determination of the of each answer is never score 0, very rarely score 1, rarely score 2, often score 3, very often 4. The assessment is categorised into 3 namely severe (score 0-13), moderate (score 14-26), and mild (score 27-40). The validity and reliability test results of the online learning assistance questionnaire had a correlation of 0.615 and Cronbach's Alpha of 0.803. The PSS questionnaire had a correlation of 0.429 and Cronbach's Alpha of 0.950. Data analysis used Kendall's tau-b test (Dahlan, 2021).

Bivariate analysis was used to determine the relationship between online learning assistance and the level of stress of parents of elementary school children at SDN Sengen 02 during the Covid 19 pandemic. The data analysis used was the Kendall'tau-b test. This research has passed the ethical feasibility of dr. Moewardi Hospital with number 898/VI/HREC/2022 dated 29 June 2022.

RESULTS

Table 1. Characteristics of Parents by Gender and Age (n = 52 parents)

Characteristics of Parents	Distribution	
	n	%
Gender		
Women	43	82.7
Male	9	17.3
Total	52	100
Age		
20-30 years	6	11.5
31-40 years	26	50.0
41-50 years	20	38.5
Total	52	100

Note: n = number; % = percentage

Table 1. describes the characteristics of parents based on gender and age. Characteristics of parents based on gender were more in women at 82.7%. Characteristics of adolescents based on age were almost the same percentage between 31-40 years old at 50%.

Table 2. Relationship between Online Learning Assistance and Parents' Stress Levels Primary School Age Children in Grades 1-4 during the Covid 19 Pandemic

Online Learning Assistance	Stress Level						Total		<i>p</i> value*	<i>r</i> **
	High		Medium		Low					
	n	%	n	%	n	%	n	%		
Less	12	100	2	5.7	0	0	14	26.9	<0.001	0.65
Simply Good	0	0	28	80	5	0	33	63.5		
	0	0	5	14.3	0	100	5	9.6		
Total	12	100	35	100	5	100	52	100		

Note: n = number; % = percentage ; * Kendall's Tau-b test; **Correlation coefficient

Table 2. obtained the *p* value of <0.001 . This result shows that there is a significant relationship between online learning assistance and parents' stress level. The correlation coefficient is 0.65 with a positive direction. This shows that the strength of the relationship is in the strong correlation category.

DISCUSSION

The results showed that there is a significant relationship between online learning assistance and parents' stress level. There is a relationship between online learning assistance and parental stress levels (Chen et al., 2022). Research by Moscardino et al. (2021) states that women dominate in accompanying children while studying or during online learning compared to men because women are more painstaking in terms of educating children. This research is in line with Garbe et al. (2020) state that fathers or men do not play a role in accompanying children to study because on average those who accompany children to study are their partners, namely wives.

This research is supported by research conducted by Ribeiro et al. (2021) that the results showed the majority of respondents who worked. This is in line with Efendi (2020) and Handayani et al. (2020) research which states that parents must divide their time as well as possible to complete work and assist children in carrying out online learning so that it is carried out properly and effectively.

The results of this study are in line with the research of Handayani et al. (2020) which shows the role of parents in assisting online learning during the Covid 19 pandemic. Many parents feel unable to assist their children during online learning from home. Only a portion of parents feel capable of providing optimal support. This inability is attributed to various factors, one of which is work-related burdens. Some parents can only assist their children after finishing work. There are also those who help their children study while continuing to perform their jobs. Meanwhile, a small fraction of parents specifically allocate time to assist their children in studying without work distractions (Ilmanto et al., 2021).

The results of this study differ from findings that indicate that online learning support falls into the good category. Online learning at the elementary school level greatly requires the involvement of adults, especially parents. This is because parents are the parties who most often interact with children at home. However, parents' busy work schedules often become an obstacle to providing full support. The support for children's learning can be seen in how parents assist in completing assignments, explain materials that have not been understood, and provide positive responses throughout the entire online learning process. Therefore, the active role of parents is essential to support the success of children's learning at home (Ribeiro et al., 2021).

This research aligns with the findings of Garbe et al. (2020), which indicate that the majority of parents experience moderate levels of stress while accompanying their children in online learning. This stress is triggered by various pressures, such as work burdens, household responsibilities, and demands related to supporting children's education. Chen et al. (2022) also stated that the stress experienced by parents often triggers negative emotions, such as sudden anger. In resolving issues concerning their children, parents often find it challenging to identify appropriate solutions. Although some parents have partners, not all partners are able to function as effective support systems. An uncomfortable home environment further exacerbates parents' emotional conditions. As a result, parents' ability to assist their children in learning becomes suboptimal.

In contrast to the findings of May et al. (2023), which revealed that some parents actually experience stress at higher levels. This severe stress is caused by parents' inability to accompany their children in learning due to busyness outside the home. Additionally, the lack of supportive facilities at home makes the online learning process even more challenging. The burden of homework that must be completed promptly also adds to the pressure felt by parents. Low educational levels further contribute to the problem, as parents feel incapable of understanding their children's lesson materials. In such conditions, some parents choose not to engage in their children's learning process. This, of course, affects the lack of support that children receive in conducting home-based learning (Efendi, 2020; Handayani et al., 2020).

Based on the cross-sectional design and the significant correlation identified between parental assistance and stress levels, it is recommended that short-term, targeted intervention programs be developed to support parents in managing the demands of online learning. These programs should focus on enhancing digital literacy, time management, and emotional resilience (Chen et al., 2022). Additionally, schools should integrate psychosocial support mechanisms and strengthen collaboration between teachers and parents to ensure more effective guidance during online education. Further longitudinal studies are suggested to explore the long-term effects of parental involvement on both stress levels and student learning outcomes.

CONCLUSION

The findings of this study demonstrate a significant relationship between online learning assistance and the stress levels experienced by parents of elementary school children during the Covid-19 pandemic. This underscores the critical role of parents in supporting their children's learning at home. It is essential that structured support systems be established to equip parents with the necessary skills and resources, particularly in digital literacy, time management, and emotional coping strategies.

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