

Stress Coping in Mothers Who Accompany Elementary School Children to Learn From Home During the Covid-19 Pandemic

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Abstract. COVID-19, or severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2), is a virus that attacks the respiratory system. COVID-19 significantly impacts society's survival, one of which is the world of education, so education must be replaced with online learning methods. Many parents feel overwhelmed because they must do many jobs, so stress arises for parents. Ways to solve problems require coping strategies. This study aimed to determine the description of stress coping of mothers who accompany elementary school children to study from home during the COVID-19 pandemic at SD Kristen Citra Bangsa Mandiri. This type of research is quantitative descriptive research. The population in this study were 571 parents of grades 2-6. The sampling technique was purposive, with a total sample size of 232 mothers. The results showed that while accompanying children learning online from home, the stress coping used by mothers was emotion-focused coping, and the dominant aspect used by mothers was the positive reappraisal aspect. It is hoped that mothers who have children who study with online learning can divide their time well between home or office work and accompanying children to study online. The school can also make webinars or workshops for parents related to parenting and can also talk about child mentoring.

Keywords: Covid-19, Online Learning, Stress, Coping, Parents

Abstract. Covid-19 atau *severe acute respiratory syndrome* coronavirus 2 (SARS-CoV-2) adalah virus yang menyerang sistem pernapasan. Covid-19 memberikan dampak yang signifikan pada keberlangsungan hidup masyarakat, salah satunya terhadap dunia pendidikan, sehingga pendidikan harus digantikan dengan metode pembelajaran *daring*. Banyak orang tua yang merasa kewalahan karena banyak pekerjaan yang harus dikerjakan oleh orang tua sehingga timbul stress bagi para orang tua. Cara untuk menyelesaikan masalah diperlukan strategi koping. Tujuan penelitian ini untuk mengetahui gambaran koping stress ibu yang mendampingi anak sekolah dasar belajar dari rumah selama pandemi Covid-19 di SD Kristen Citra Bangsa Mandiri. Jenis penelitian ini adalah penelitian deskriptif kuantitatif. Populasi dalam penelitian ini adalah orang tua kelas 2-6 SD sebanyak 571. Teknik pengambilan sampel yaitu dengan menggunakan *purposive sampling*, dengan jumlah sampel sebanyak 232 ibu. Hasil penelitian menunjukkan bahwa selama mendampingi anak belajar daring dari rumah koping stress yang digunakan oleh ibu adalah koping berfokus pada emosi, dan aspek yang dominan digunakan oleh ibu adalah aspek *positive reappraisal*. Diharapkan kepada ibu yang memiliki anak yang belajar dengan

pembelajaran daring agar bisa membagi waktu dengan baik antara pekerjaan rumah ataupun kantor dengan mendampingi anak belajar daring. Pihak sekolah juga bisa membuat webinar atau workshop untuk orang tua terkait dengan parenting dan juga bisa talkshow mengenai pendampingan anak.

Keywords: Covid-19, Online Learning, Stress, Coping, Parents

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Introduction

COVID-19, or Severe Acute Respiratory Syndrome Covid-19 (SARS_CoV-2), is a virus that shocked the world in 2019. This Covid-19 virus was first discovered in Wuhan, China, at the end of December 2019. Covid-19 is caused by Corona, a group of viruses that attack the respiratory system. The coronavirus sometimes causes mild to moderate respiratory tract infections, such as flu. However, this virus causes severe respiratory infections. This virus spread very quickly to almost all countries, including Indonesia. This virus attacks everyone, from babies to children, adults, and even older people.

The virus's rapid spread has forced several countries to implement lockdown policies to prevent the spread of the Covid-19 virus. To break the chain of spread of the COVID-19 virus, the Indonesian Government implemented Large-Scale Social Restrictions (PSBB). The Covid-19 pandemic has significantly impacted society's sustainability, including the world of education. Education that should be carried out face-to-face is replaced with online learning methods. Following the policy of the Minister of Education and Culture (Mendikbud), Nadiem Anwar Makarim issued Circular Letter Number 4 of 2020 concerning the Implementation of Education during the Emergency Period of the Covid-19 Virus Disease (Covid-19) (Kemendikbud, 2020).

The Covid-19 pandemic means that parents must play a role in accompanying their children to study from home. Parents should give their children full time,

energy, thoughts and attention during learning. This overwhelms parents because sharing homework or office work with accompanying school children from home is challenging. Parents who need help understanding technology do not understand children's learning materials, making parents impatient and bored in dealing with children. Working parents also need clarification about where to entrust their children because they have to work in the office, and children do not want to obey their parents because the learning atmosphere at home and school is different. Eli Manafe and Tari (2021) found that the main obstacle for parents in accompanying their children is that dividing time and mastering applications are the main problems in implementing online learning.

During the pandemic, stress was classified into three categories: academic, work, and family. Mothers have the potential to experience stress in the family because the WFH (Work From Home) policy requires them to accompany their children to study from home. The pandemic means that parents have to play a full role in accompanying their children to study at home, resulting in stress for parents.

Sarafino (2006) explains that stress is a condition in which an individual's transactions with the environment create an imbalance between the physical or psychological demands of a situation and the resources the individual has (biological, psychological or social systems) (Nur & Binti, 2021). Mothers will experience negative stress during this pandemic because mothers become impatient, irritable and irritable. Mothers experience stress in accompanying their children because their duties increase, and their children's behaviour is playing around or not focused on studying. They also have to think about their health conditions and Covid-19 at that time. Mothers who experience stress need to overcome it because this condition will have an impact on the people around them, and only a few mothers can adapt and manage their condition well to avoid stress and are even able to change stress into eustress (positive stress) because of stress creative and productive (Moh Muslim, 2020). Mothers who experience stress have ways to deal with this stress. Resolving these problems requires coping strategies that can help individuals deal with the

stress they are experiencing. According to Lazarus, stress coping is the most straightforward and realistic problem-solving behaviour management strategy (Sipayung, 2016).

This research describes the stress coping of mothers accompanying elementary school children studying from home during the COVID-19 pandemic at SDK Citra Bangsa Mandiri Kupang.

Method

This research is a quantitative descriptive research with a retrospective approach. Data collection is carried out from August to September 2022. The population in this study was all mothers who had children in the 2nd grade of elementary school to the 6th grade of elementary school. The number of samples used in this study was determined based on the sample table of Krejcie Morgan (1970), who found a sample of 232 mothers. Samples were determined using purposive sampling techniques with predetermined criteria.

The data in this study were collected using two scales, namely the PSS stress scale (Perceived Stress Scale) developed by Cohen and Williamson (1988) and the Stress Coping scale developed by Lazarus and Folkman (2010). The scale is distributed using questionnaires/ questionnaires. The scale validity test uses the Aiken V test with a test result of ≥ 0.7 . The reliability results of the stress scale using Cronbach alpha show $r = 0.712$, and the stress coping scale with reliability results using Cronbach alpha show $r = 0.624$, so the scale is reliable.

The data obtained were then analysed using descriptive statistics with the help of the SPSS 16.0 application.

Result

Table 1.

Characteristics of Respondents

Characteristics of Respondents	Category	Frequency (n=239)	Propose (%)
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	20-30	5	2,1%
	31-40	127	53,1%
Respondent's Age	41-50	96	40,2%
	51-60	7	2,9%
	61-70	4	1,7%
	Primary School	1	0,4%
	Middle School	1	0,4%
	High School/ Vocational School	41	17,2%
Final Education	D1	2	0,8%
	D3	31	13%
	D4/S1	126	52,7%
	S2	35	14,6%
	S3	2	0,8%
Work	Work	170	71,1%
	Not Working	69	28,9%

Table 2.

Data Description Types of Stress Coping

Types of Stress Coping	Mean	Std. Deviation
Coping Focus Issues	47,43	4,840
Coping Emotional Focus	70,31	7,692

Table 2 shows the mean, median, and standard deviation values of both types of coping stress. In the coping type, focusing on the problem has a mean value of 47.43 and a standard deviation of 4.840. In the coping type, focusing on emotions has a mean value of 70.31 and a standard deviation of 7.692.

Table 3.

Description of Coping Aspects of Stress

Aspects of Stress Coping	N	Mean	Std. Deviation
Confrontative	232	13,1	2,23
Seeking	232	17,8	2,47
Planful	232	12,3	2,12
Self Control	232	13,5	2,52
Distancing	232	14,5	2,56
Positive	232	16	2,67

Accepting	232	13,31	2,02
Escape	232	12,9	2,67

Table 3 shows that the most dominant aspect in coping with stress in the coping focused on the problem is seeking social support, with a mean value of 17.8, and the most dominant aspect in coping with stress in the coping focused on emotions is the positive reappraisal aspect with an average value of 16.00.

Discussion

The study results showed that respondents were generally in the medium and high categories. Research shows that mothers overcome stress while accompanying children to learn from home by using emotionally-centred coping strategies. The most dominant aspect of the coping type focused on emotions in coping with stress in the moderate and high categories is the positive reappraisal aspect.

The research also showed that as many as 71 participants (100%) followed the online learning method while accompanying elementary school children. The coping used was emotionally focused coping. Parents always tried to think positively and take wisdom from this COVID-19 pandemic event, which caused many changes in parents' lifestyles, including in terms of taking care of the household, family, in this case, also as a companion for children in the process of online teaching and learning, work, and unstable economic conditions. This research is also related to Fitri's research (2021), stating that emotion-centred coping aims to control the emotional side of stressors by changing the view of this pandemic that it does not always have a negative impact. Based on the results of the analysis, positive reappraisal is the most dominant aspect of emotionally focused coping. This is one strategy mothers use when accompanying children to learn online from home, namely to try to make a positive meaning of the situation. Sometimes, it can be religious. The mother makes a prayer schedule for the child before studying, always motivating the child to complete schoolwork. Even though the mother has a job, she does not ignore the child when saturated with work.

The results showed that in solving the problems experienced by participants in accompanying children to study at home during the COVID-19 pandemic, namely with positively meaningful efforts from the problems or situations faced. Emotionally focused coping allows the individual to see the good side of an event, expect sympathy and understanding from others, or forget everything related to what has repressed his emotions. This means learning to try to take wisdom from previous efforts and use it as learning to solve the following problem. According to Lazarus, coping focused on emotions leads to controlling responses and emotions to stress. Such control can be done with behavioural approaches, such as exercising to divert attention to the problem and cognitive approaches, such as changing perceptions of stress. Problem-centered coping strategies (PFC) are good strategies that can change situations, moods, and goals by changing according to the environment or by seeking social support in the family or surrounding environment. Problem-focused coping is a better strategy than emotion-focused coping for stress management. Still, it was later discovered that some factors do not allow the application of such conclusions. Problem-focused coping with stress is not an appropriate strategy to cope with stress if the situation is uncontrollable or chronic since it can lead to a progressive process of behavioural release. Emotional coping will be detrimental if it involves distance, avoidance or denial regarding the situation, but it is an effective strategy if it involves a positive reassessment (Isaksson Ro et al., 2010).

Conclusion

Based on the study results, it can be concluded that accompanying children to learn from home during the COVID-19 pandemic at Citra Bangsa Mandiri Christian Elementary School shows that the coping strategy used by mothers is a coping strategy that focuses on emotions. The most dominant aspect is the positive reappraisal aspect. This means that while accompanying the child to learn from home, the mother tends to cope with stress with positively meaningful efforts from the

problem or situation. The analysis results of the coping type focus on the problem. The most dominant aspect is seeking social support.

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