



Overview Of Parents' Anxiety Level On Online Learning During The Covid-19 Pandemic

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ABSTRACT

Background: Corona Virus Disease has become a global pandemic. Coronavirus is a new name given by the World Health Organization to patients infected with the virus. Impact of the very fast spread of the covid-19 virus, so the government made an online learning policy that was implemented by the government in order to prevent the spread of covid-19 transmission to school residents in particular and the community. Objective: This study aims to determine the description of the level of parental anxiety in online learning during the Covid-19 pandemic. The rapid spread causes infected patients to self-isolate to break the chain of the spread of the Covid-19 virus. Method: The design used in this study is a quantitative descriptive method, the researcher intends to find out factually about the description of the level of anxiety of parents towards online learning during the covid-19 pandemic, researchers use a questionnaire/ questionnaire. the population taken from the results of proportional sampling is 52 people with the results of sampling the parents of students at the Madrasah Tsanawiyah (MTS) level. The results of the study: The results of the description of the level of parental anxiety in online learning during the Covid-19 pandemic showed that 20 respondents had severe anxiety levels as many as 20 people (37.7%) with their parents. Conclusion: The results of the study showed that the majority of parents experienced severe anxiety.

Keywords: Anxiety, COVID-19, Parents

Introduction

Covid-19 or Corona Virus was discovered in China in December 2019. The virus began to spread to several countries in early 2020 and entered Indonesia in March 2020. On March 11, 2020. WHO declared this outbreak a global pandemic. Until now, globally, the death toll has reached 316,860 people and in Indonesia it has reached 1,192 people (data as of May 18, 2020). Corona virus is a family of viruses that cause disease ranging from mild to severe

symptoms, this type of corona virus is known to cause diseases that can cause severe symptoms such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). (Setiati, S & M. Azwar, 2020).

The government has issued several policies to reduce the rate of the spread of the COVID-19 virus, one of which is to divert learning that is done at home (Laili Solekha, 2011). As a result of the system of spreading this disease, to avoid its spread, the Indonesian government has implemented a policy to impose a social distancing system to all levels of society. The policy was implemented as an effort to break the chain of the spread of COVID-19 (Haerudin et al., 2020). This has an impact on various activities including teaching and learning activities. The government has set a policy of teaching and learning at this time to be conducted online (without face to face). So that in this online learning process, all elements of education are asked to be able to provide learning facilities so that they remain active even though it is done without face to face but by using technologies that support learning (Wardani & Ayriza, 2020). Research conducted by Erika Untari Dewi, 2019 entitled "The Effect of Anxiety During Online Learning During the Covid-19 Pandemic On Student Achievement of Stikes William Surabaya" which aims to determine the effect of anxiety during online learning during the covid pandemic. The results showed that online learning was sufficient as many as 14 people (73.6%) and moderate anxiety as many as 9 people (47.3%) and an achievement index of 3.00 - 3.49 as many as 52%. Data analysis using Spearman Rho Correlation statistical test obtained a significance level of 0.04 ($p < 0.05$). Thus H_0 is rejected, which means that there is a relationship between anxiety during online learning and student achievement at Stikes William Booth.

This situation is certainly not easy for all elements of education, especially parents. Before a situation like this, there was not much time for parents to guide their children to study, even some parents only served as material fulfillment. But this time parents are required to have more time in guiding their children and emotionally closer than before. Parents are also required to be able to guide children to learn from home and be able to replace teachers at school, so the role of parents in achieving online learning goals and guiding children while studying at home is very important.

Based on the description above, the researcher wants to know how the anxiety of parents of students at the Darul Istiqomah Foundation in guiding their children during online learning during the Covid-19 Pandemic, therefore the researchers took thesis Title: Overview of Parents' Anxiety Levels in Online Learning in the Covid-19 Pandemic Period at the Darul Istiqomah Foundation.

Objective

This study aims to determine the description of the level of parental anxiety in online learning during the Covid-19 pandemic.

Method

The population in this study were several parents of students at the Darul Istiqomah Foundation, especially parents of Madrasah Tsanawiyah (MTS) students with a total of 113 parents. Sampling using the Slovin formula and the results obtained were 52 respondents.

This research begins with conducting a preliminary survey to obtain the data needed in the study. The basic data were taken from interviews and observations to parents of students at the Darul Istiqomah Foundation, as well as from various literature reviews so that they can be used as references used in the preparation of this thesis. After being concluded, the researcher raised the problem into a problem that would be studied.

The tool used to collect data in this study was in the form of a questionnaire/questionnaire. The questionnaire used by the author to measure the level of anxiety was using HARS (Hamilton Rating Scale For Anxiety). The level of anxiety on the HARS (Hamilton Rating Scale For Anxiety) instrument is classified into five levels, namely none, mild, moderate, severe, and very severe. It is said not to exist if the score is 0 (less than 14 = no anxiety), mild if the score is 1 (14-20 = mild anxiety), moderate if the score is 2 (21-27 = moderate anxiety), severe if 3 (28-41 = severe anxiety), very severe if the score is 4 (42-58 = very severe anxiety). The questionnaire used in this study uses HARS (Hamilton Rating Scale For Anxiety) and has been tested for validation so that the questionnaire used is standard.

Researchers processed data and analyzed data using computerized assistance with the SPSS application and questionnaires given to parents as respondents using the HARS (Hamilton Rating Scale for Anxiety) criteria. Calculate the frequency distribution of anxiety by using the percentage formula. (Silalahi, 2012) The formula for the frequency distribution.

Results

Tabel 1. parental anxiety level

anxiety level	N	%
no anxiety	19	35.8 %
Mild Anxiety	4	7.5 %
Moderate Anxiety	2	3.8 %
Severe Anxiety	20	37.7 %
More Severe Anxiety	7	13.2 %
Total	52	100 %

Based on table 1 shows the results of the frequency of parental anxiety levels in online learning the highest is the level of severe anxiety as many as 20 people (37.7%), no anxiety as many as 19 people (35.8%), very severe as many as 7 people (13.2 %), mild as many as 4 people (7.5%), and the smallest is moderate as many as 2 people (3.8%).

Discussion

Based on table 1 shows the results of the frequency of parental anxiety levels in online learning the highest is the level of severe anxiety as many as 20 people (37.7%).

Online or online learning certainly triggers its own anxiety for parents, one of which is the lack of a place for children or students to carry out their duties as students and the lack of parental attention in their supervision while carrying out their duties as students. Parents

consider that home learning is still considered to be able to improve the quality of children's learning, but there are some parents who think that home learning is not beneficial for children, because at school children can interact directly with teachers and socialize with their friends. Although many parents agree that home learning can increase knowledge, not a few also feel that they are still having difficulties with the technology used during the home learning process for elderly/senior teachers. These problems are in accordance with Slameto's (2020) opinion that during home learning, the ability to use computers or cellphones and the internet is needed, which many children, including senior teachers, have not mastered. Moreover, in some places 34% of teachers still complain about the quality of their internet network.

Learning at home is also considered to have a greater impact on spending, namely for credit and internet connections, as well as requiring parents to be technology literate to support the learning process at home. This is in accordance with the opinion of Purwanto et al. (2020) that the obstacles faced by parents are the increase in the cost of buying internet quotas, online technology requires a network connection to the internet and quotas, therefore the level of use of internet quotas will increase and will increase the burden of spending on parents, to doing online learning for several months will of course require more quota and will automatically increase the cost of buying internet quota.

In line with Puspitasari's opinion (2020) that by using this online learning system, sometimes various problems faced by children and teachers arise, such as subject matter that has not been completed by the teacher then the teacher replaces it with another task, then the task is not understood by parents. , this is a complaint for parents. Many parents consider that through learning at home they can strengthen their relationship with their children, as well as their children are considered to be able to do learning at home very well, so many parents who think creatively try various ways so that children do not feel bored when studying at home, but many also express that it is better for children to study at school, because many children are fussy, prefer to play rather than study, many children assume that at home is the place to play, so there are some cases where assignments are not completed properly

Conclusion

Based on research that has been carried out at the Darul Istiqomah Foundation, Cibogo Village, Padaherang District, Pangandaran Regency with 52 parents as respondents, it can be concluded that the results of the description of the level of parental anxiety in online learning during the Covid-19 pandemic at the Darul Istiqomah Foundation show the results of severe anxiety levels. as many as 20 people (37.7%). The results of this study are expected to be a reference for parents on how to control the level of anxiety by realizing and believing that the current condition is only temporary, understand that teaching children is the task of parents, and multiply references about the advantages of online learning.

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