

## **The Relationship Between Online Learning Methods and The Stress Level of Parents of Primary School Students in Cimaung Village, Cimaung District, Bandung Regency**

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### **Abstract**

*The Covid-19 pandemic that occurred in the world, especially in Indonesia, had an impact on all community activities, including in the field of education. To reduce the spread of the COVID-19 virus, the government issued a policy to implement distance learning methods or online learning methods that apply to all levels of education including elementary schools. Online learning methods, especially for elementary schools, require the active role of parents. This of course adds to the burden of parental work which can trigger an increase in stress. Therefore, this study was aimed to determine the relationship between online learning methods and the stress level of parents of elementary school students. The design of this study was quantitative with a cross sectional approach. The sample is 59 parents of school students who take online learning. Questionnaires were used to measure online learning methods and PSS (Perceived Stress Scale) to measure stress on parents. The statistical test used Rank Spearman Correlation with an error rate of 5%. The results showed that most parents stated that the online learning method was effective, and most experienced moderate stress, and there was a positive and significant relationship between online learning methods and the stress level of parents of elementary school students (correlation coefficient 0.658, p value 0.001). Thus, in the implementation of online learning, parents are expected to be better prepared to play a positive and dynamic role in their learning so that the stress that occurs can be prevented.*

**Keywords: Online Learning Methods; Stress; Parents; Elementary School Study;**

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## **Introduction**

The world of global education is in the midst of the threat of the COVID-19 pandemic. UNESCO revealed that the Covid-19 pandemic is threatening hundreds of millions of students in the world, with a total of 39 countries implementing school closures. Schools were forced to close to prevent the spread of the Coronavirus. Even though at the beginning of the pandemic, some countries are still trying to open schools as usual. However, in the end, due to the increasingly violent pandemic, steps to close schools must inevitably be taken to save the education sector. (Firman and Rahayu 2020)

The entry of the Covid-19 virus in Indonesia has had an impact on the entire community. The impact of the Covid-19 virus occurs in various fields such as social, economic, tourism and education. Circular issued by the government on March 18, 2020, all indoor and outdoor activities in all sectors are temporarily postponed in order to reduce the spread of corona, especially in the education sector. On March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia issued circular letter number 4 of 2020 regarding the implementation of education policies during the emergency period of the spread of COVID-19. to provide meaningful learning experiences for students (Mansyur 2020).

There have been school closures and 290.5 million students worldwide have been affected. A total of nine countries have implemented school closures locally and this will result in student achievement due to a lack of time to study at school (Woda 2020). Globally, many students are not ready to study from home, this is also experienced by parents and educators (Hayati and Yoedtadi 2020).

Learning carried out during the COVID-19 pandemic in elementary schools also uses online or distance learning methods that cannot be separated from parental guidance. With online learning, students have the flexibility of learning time and can study anytime and anywhere. Students can interact with teachers using several applications such as classroom, video conference, telephone or live chat, zoom, or WhatsApp group.

The success of a learning model depends on the characteristics of the students and other supporting factors, but not all students will be successful in online learning, this is because of learning environment factors such as parental support, the availability of supporting facilities, and also the characteristics of students greatly affect the success of the online method (Pangondian, Santosa, and Nugroho 2019).

Families and parents have an important role in children's interests and achievements in learning, especially for elementary school students, if parents are stimulating, encouraging, and guiding their children's learning activities this allows children to have an interest in learning and improve children's achievement because of the support directly from parents, especially mothers, on the other hand, if parents are indifferent to children's learning activities, children usually lack or even do not have the enthusiasm to learn. Here the role and intervention of parents are needed and are expected to be a figure who is able

to maintain a balance in the mood and interest in children's learning so that online learning methods can achieve success (Atika n.d.).

Stress is a condition caused by the interaction between individuals and the environment, causing a perception of distance between the demands that come from situations that originate from a person's biological, psychological and social systems, stress is also the body's reaction to situations that seem dangerous or dangerous. difficult, stress makes the body produce adrenaline hormones that function to defend themselves, stress is a part of human life. Mild stress is useful and can spur someone to think and try faster and harder so that they can answer the challenges of everyday life, mild stress can stimulate and give a sense of more excitement in a life that is usually boring and routine. But too much and continuous stress, if not addressed, will be harmful to health (Muslim 2020).

Stress can come from various sources, both from physical, psychological, and social conditions, and also appears in work situations, at home, in social life, and in other external environments. (Yusuf, 2018)

Obstacles faced by parents while accompanying their children to study online, namely the quota of parents must always be there which creates additional costs for parents' expenses, not everyone understands technology so they feel confused about how to convey material to their children, there are also parents who do not have facilities in children's learning such as cellphones that are not supported (Wardani and Ayriza 2020).

Parents of elementary school students who stated that they experienced various obstacles during the application of online learning methods stated that they were easily angry because of trivial things, had difficulty solving daily demands optimally, and the emergence of pressure and difficulties in assisting children to learn r, this can trigger an increase in stress on the parents of elementary school students.

The results of a preliminary study conducted on October 17, 2020, on 20 parents of elementary school students with children learning online in their neighborhood, namely RW 07 Cimaung village, 18 parents stated that they experienced increased stress, while 2 parents stated that there was no change in stress. Parents of students with changes in stress stated that before applying the online learning method, they were angry with children only because of their child's misbehavior, not because it was difficult to accompany their children to study every day, the increase in spending on purchasing quotas increased, causing the burden on parents to increase, complaints about not understanding accessing the internet and The difficulty of dividing time between work and also assisting children in learning causes pressure and difficulties in optimally completing demands. Meanwhile, 2 parents of students who did not experience stress said that the application of online learning made their children more supervised in learning.

The purpose of this study was to determine the relationship between parental stress levels of elementary school students with online learning methods, especially for elementary school-age children in Cimaung Village, Cimaung District, Bandung Regency.

**Method**

The research design is very important in conducting research, it is the research design that allows maximum control of several factors that can affect the accuracy of a research result (Sugiono, 2019: 6). The type of research used is quantitative research using a correlational study design which identifies the variables that exist in one object, then identifies other variables that exist in the same object and sees whether there is a relationship between the application of online learning methods and the stress level of parents. elementary school students.

perceptual approach cross-sectional , namely research that is carried out for both the risk or cause variable (independent variable) and the effect variable (dependent variable) together or all at once.

**Research Results and Discussion****Research Result****1. General Data (Univariate)****a. Characteristics of Respondents**

Characteristics of respondents observed in this study include age and occupation:

**1) Characteristics based on age**

In the characteristics based on age, the researcher categorizes ages <25 years, 25-30 years, >30 years as in Table 4.1.

**Table 4.1**  
**Frequency Distribution by Age**

Age	F	Percentage (%)
<25 Year	14	23,9
25 – 30 Year	24	40,6
>30 Year	21	35,5
<b>Total</b>	<b>59</b>	<b>100,0</b>

*Source: Primary Data*

Based on table 4.1 it is known that almost half of the respondents are aged 25-35 years (40.6%) and some are aged < 25 years and > 30 years.

**2) Characteristics based on job status**

In the characteristics based on job status, the researcher categorizes job status into two categories, namely working and not working. The characteristics of the 59 parents based on employment status are as follows:

**Table 4.2**  
**Frequency Distribution by Employment Status**

<b>Job Status</b>	<b>F</b>	<b>Persentase (%)</b>
Employment	25	42,3
Unemployment	34	57,6
<b>Total</b>	<b>59</b>	<b>100,0</b>

*Source: Primary Data*

Based on table 4.2 it is known that most of the respondents do not work (57.6%).

**b. Frequency Distribution of Online Learning Method**

Compliance in this study there are two categories, namely effective and ineffective. The following are the results of the frequency distribution of online learning method items from 59 respondents with 25 questions as follows:

**Table 4.3**  
**Online Learning Method Frequency Distribution Based on Respondents' Answers**

Answers to online learning methods													
No item	SL			SR			KK			TP			Total Score
	N	Score	%	N	Score	%	N	Score	%	N	Score	%	
1	7	28	11,8	20	60	33,8	23	46	38,9	9	9	15,2	142
2	9	36	15,2	18	54	30,5	23	46	77,9	12	12	20,3	148
3	25	100	42,3	21	63	35,5	7	14	23,7	6	6	10,1	214
4	10	40	16,9	3	9	15,2	21	42	35,5	25	25	42,3	116
5	25	100	42,3	8	24	13,5	18	36	30,5	8	8	13,5	168
6	15	60	25,4	24	72	40,6	12	24	20,3	8	8	13,5	164
7	14	56	23,7	19	57	32,2	21	42	35,5	5	5	8,4	160
8	17	68	28,8	14	42	23,0	17	34	28,8	14	14	23,0	158

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9	18	72	30, 5	19	57	32, 2	15	30	25, 4	10	10	26, 9	166
10	20	80	33, 8	23	68	38, 9	8	16	13, 5	8	8	13, 5	172
11	9	36	15, 2	10	30	16, 9	25	50	42, 3	15	15	25, 4	131
12	13	52	20, 3	25	75	42, 3	11	22	18, 6	10	10	26, 9	159
13	16	64	27, 1	26	78	44, 0	15	30	25, 4	7	7	11, 8	108
14	11	44	18, 6	14	42	23, 0	23	46	38, 9	11	11	18, 6	143
15	11	44	18, 6	14	42	23, 0	26	52	44, 0	8	8	13, 5	146
16	13	52	20, 3	10	30	16, 9	27	54	45, 7	9	9	15, 2	145
17	8	32	13, 5	11	33	18, 6	19	38	32, 2	21	21	35, 5	124
18	18	72	30, 5	11	44	18, 6	21	42	35, 5	11	11	18, 6	169
19	12	48	20, 3	13	39	22, 0	14	28	23, 0	23	23	38, 9	138
20	14	54	23, 0	11	33	18, 6	20	40	33, 8	18	18	30, 5	139
21	11	44	18, 6	15	45	25, 4	24	48	40, 6	9	9	15, 2	146
22	12	48	20, 3	12	36	20, 2	28	56	47, 4	7	7	11, 8	147
23	10	40	16, 9	21	63	35, 5	18	36	30, 5	9	9	15, 2	149
24	12	48	20, 3	22	66	37, 2	11	22	18, 6	14	14	23, 0	150
25	11	44	18, 6	14	42	23, 0	21	42	35, 5	13	13	22, 0	141
<b>Total Score</b>	<b>1362</b>			<b>1133</b>			<b>968</b>			<b>290</b>			<b>3743</b>

Highest Score = 5900

Lowest Score = 1475

Calculation Result =  $3743/5900 \times 100 = 63,4\%$ 

Category = Effective

*Source: Primary Data*

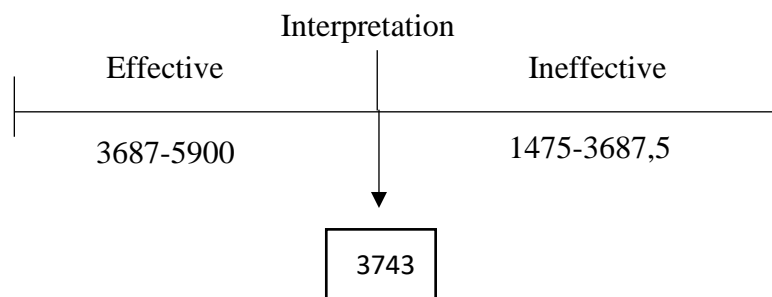
Based on table 4.3 the processing results presented, it can be seen that the total score of the online learning method is 3743. The total score is entered into the continuum line by means:

$$\text{Maximum Index Value} = 4 \times 25 \times 59 = 5900$$

$$\text{Minimum Index Value} = 1 \times 25 \times 59 = 1475$$

$$\begin{aligned} \text{Distance Interval} &= [\text{maximum value} - \text{minimum value}] : 2 \\ &= (5900 - 1475) : 2 \\ &= 2212,5 \end{aligned}$$

$$\begin{aligned} \text{Percentage Score} &= [(\text{total score}) : \text{maximum score}] \times 100\% \\ &= (3743 : 5900) \times 100\% = 63\% \end{aligned}$$



**Chart 4.1**  
**Continuum Line of Online Learning Method**

Ideally, the expected score for respondents' answers to 25 statements is 5900. From the calculations in the table, the value obtained is 3743 or 63% of the ideal score, which is 5900. Based on Table 4.3, it can be seen that the overall level of effectiveness of online learning methods if the score is 3743, which means online learning method variables can be interpreted into the effective category, this is the result of responses from respondents who gave positive responses to each statement.

**Table 4.4**  
**Frequency Distribution of Online Learning Methods**

Online Learning Method	Skor	Frequency (F)	Percentage (%)
Effective	3687-5900	37	63,4
Ineffective	3687-5900	22	36,9
Total		59	100,0

*Source: Primary Data*

Based on table 4.4 it is known that most of the respondents stated that online learning methods are effective (63.4%).

### c. Stress Level Frequency Distribution

The stress level in this study used the SPSS10 measuring instrument with 3 categories, including mild stress: score 1-14, moderate stress: score 15-26, and severe

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stress: >26. The following are the results of the item frequency distribution of stress levels from 59 respondents.

**Table 4.5**  
**Stress Level Frequency Distribution**

Stress Level	Skor	Frequency (F)	Percentage (%)
Stres ringan	1-14	13	22.0
Stres sedang	15-26	35	59,3
Stres Berat	>26	11	18,6
<b>Jumlah</b>		57	100

*Source: Primary data processed in SPSS*

Based on Table 4.5 it can be seen that most parents of elementary school students whose children follow online learning methods experience moderate stress (59.3%)

## 2. Special Data (Bivariate Analysis)

Research hypothesis:

$H_0: p = 0$  (There is no relationship between online learning methods and the stress level of parents of elementary school students)

$H_a: p \neq 0$  (There is a relationship between online learning methods and the stress level of parents of elementary school students)

**Table 4.6**  
**The Relationship Between Online Learning Methods with The Stress Level Of Parents Of Elementary School Students**

		Metode pembelajaran daring	Tingkat stress orang tua siswa SD
Spearman's rho	Metode pembelajaran daring	Correlation Coefficient	1.000
		Sig. (2-tailed)	.
		N	59
		Correlation Coefficient	.658
		Sig. (2-tailed)	<,001

Tingkat stress orang tua siswa SD	N	59	59
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*Source: Data ProcessedMS IBM SPSS Statistics Version 25*

Based on table 4.6, it was found that the significant test results obtained an -value of 0.001 or smaller than the alpha (0.05) so H<sub>0</sub> was rejected and H<sub>a</sub> was accepted. This means that there is a significant relationship between online learning methods and the stress level of parents of elementary school students. Meanwhile, the correlation coefficient value is 0.658 which is between 0.60 - 0.80 where this shows that the relationship between online learning methods and the stress level of parents of elementary school students has a strong relationship and also has a unidirectional (positive) relationship which means that the online learning method applied to Elementary school students can increase parental stress. Thus, it can be concluded that there is a positive and significant relationship between online learning methods and the stress level of parents of elementary school students.

## **Discussion**

### **1. Online Learning Method**

According to Isman, online learning that is currently being carried out is the use of the internet network in the learning process. Students can interact with teachers using several applications such as classroom, video conference, telephone or live chat, zoom, or WhatsApp group. Basically, this learning is an educational innovation to answer the challenge of the availability of varied learning resources (Palupi 2021).

From the results of the research for the online learning method variables conducted on 59 parents of elementary school students. Most of the 37 respondents (63.4%) stated that the online learning method was effective and a small part stated that the online learning method was not effective, namely as many as 22 respondents (36.9%). Online learning methods are the pros and cons in the community of Rukun Warga 07 Cimaung Village, many complaints from parents about this method are difficult to get rid of, but behind it, all parents are aware that online learning methods are an alternative method used to continue to support the continuity of their children's education during the ongoing covid-19 virus outbreak, this method was chosen to limit direct interaction between teachers and students, avoid crowds and efforts to suppress the increase in the number of covid-19 cases in Indonesia, with the learning method from students still can learn effectively, because with online learning methods using videos children are much more understanding of the material presented and the material can be understood by parents as substitute teachers at home, online learning with videos can stimulate children to want to learn and be interested in the lessons delivered. Based on the results of data from parents of elementary school students in the 07 Cimaung Village community unit, most of them stated that online learning methods were effective during the COVID-19 pandemic.

## **2. Stress Levels of Parents of Elementary School Students**

Based on the results of the study showed that the percentage increase in parental stress of elementary school students with a mild increase was 13 respondents (22.0%), moderate stress increased by 35 respondents (59.3%) and severe stress increased by 11 respondents (18.6%). So that it can be interpreted that there is a moderate increase in stress on parents of elementary school students.

Stress is a natural and important part of life, but if it is severe and persists for a long time, it can be detrimental to our health. Teenagers react to stress in different ways. Although stress can help to be more alert and anticipatory when needed, it can also cause emotional and physical disturbances (P2PTM Kemenkes RI; 2020)

During the past month, parents of elementary school students have experienced several complaints because it is difficult to divide their time between assisting children in studying and doing other tasks, the facilities and infrastructure used are sometimes unsupportive, such as irritability due to unexpected things, feeling pressured, often finding it difficult to complete tasks, and having difficulty solving problems. Based on the results of data from parents of elementary school students in the 07 Cimaung Village community unit area, most of them stated that they experienced moderate levels of stress.

## **3. The relationship between online learning methods and the stress level of parents of elementary school students**

The results of the significant test were obtained -the value of 0.001. Then it can be seen that the -value (0.001)  $< \alpha$  (0.05) so that  $H_0$  is rejected. Thus, it can be concluded that there is a significant relationship between online learning methods and the stress level of parents of elementary school students. Based on the interpretation table of the correlation coefficient, the results obtained 0.658\*\* are between (0.60 - 0.80) this shows the relationship between online learning methods and the stress level of parents of elementary school students has a strong relationship and has a unidirectional (positive) relationship, meaning that in the process online learning methods applied to elementary school students are able to increase the stress of parents of students.

The concept of learning at home for parents is a state of controversy experienced by parents today. Before the outbreak, parents almost didn't care how the teacher taught their sometimes-stubborn children. Parents always demand teachers with things that are too protective of their children, but the situation is reversed with online learning, the burden of parents no longer has to be father and mother, but also must be able to act as a teacher, even as a friend for the outpouring of the child's heart. act like friends, relatives, and even peers with their children. (Arbaswedan, 2021)

The role of being a parent is an emotional experience that will continue to occur, although on the other hand there is a pleasure to be had when cuddling, playing, laughing, seeing children being able to explore, seeing their daily growth, and development and other developments that children get. there are challenges of their own. Adaptation in

learning at home does not only occur in children, parents, especially mothers as substitute teachers at home also experience adaptation. This phenomenon was revealed in the results of the author's simple interview with several mothers who complained about the difficulty of teaching and supervising children studying at home, starting from filling out school assignments, supervising children when online learning was taking place, plus if children did not obey their parents because of the learning atmosphere when they were learning. at home is different from studying at school to household chores that must also be completed (Raihana 2020).

Not all parents are ready to do homework as well as become substitute teachers during learning from home, that's when stress, anger, frustration, and resentment at the child's behavior also arise. These experiences will naturally trigger a strong feeling in yourself that they are too much to handle (Yulianingsih et al. 2020).

Stress is the result of an event or a series of individual experiences that are interpreted negatively and make the individual unable to deal with it (Ibung 2008). The difference between expectations and the reality they face creates a pressing situation for the individual. Stress is caused by a mismatch of perceptions between environmental demands and abilities (Sarafino and Smith 2014).

Stress coping abilities are different for each person. Sarafino (2012) states that in middle age, individuals experience more stress related to work, finances, family, and friends. Coping that leads to direct action is made possible by more effective coping strategies against various stressors faced by individuals.

With online learning methods that are considered effective, it is assumed that there will be no relationship with the stress level of parents of elementary school students, but the results of the field survey show that there is a positive and significant relationship between effective online learning methods and the stress level of parents of students, this is because there are several factors that occur in the field, namely where the application of online learning methods using video media is considered effective because with videos children can understand more about the things conveyed by the teacher. However, there are major problems faced by parents in accompanying their children while studying from home during the Covid-19 pandemic. These problems, namely facilities and infrastructure, understanding of parents/mothers in conveying learning materials and the difficulty of dividing time between homework and teaching children make parents have an additional role that makes most parents of students, this shows that the readiness of mothers as companions for children studying at home, will greatly affect the mother in giving explanations, and become a direct source of information that can help students understand the material that may not be understood optimally through the help of books, or online teacher explanations. Through interviews with researchers, information was obtained that as a mother who has to accompany her children to study, her inability to understand the lessons of her children who are currently studying at the elementary school level makes her very desperate. He feels that the lessons for elementary school students are currently very difficult, moreover, he feels that he never uses these formulas or lessons

in everyday life again. This, of course, affects the emotional level of parents in accompanying their children.

Thus, it can be concluded that there is a positive and significant relationship between online learning methods and the stress level of parents of elementary school students. Therefore, the research 'the relationship of online learning methods with the stress level of parents of elementary school students in the neighborhood of Rukun Warga 07 Des. Cimaung Kec.Cimaung Kab. Bandung conducted by this researcher can be held accountable.

### **Conclusion**

1. Most parents of elementary school students in Cimaung Village, Cimaung District, Bandung Regency stated that online learning methods were effective (63.4%)
2. Most parents of elementary school students in Cimaung Village, Cimaung District, Bandung Regency experienced moderate stress levels (59.3%) in the application of online learning methods
3. There is a positive and significant relationship between online learning methods and the stress level of parents of elementary school students in Cimaung Village, Cimaung District, Bandung Regency.

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