

Esearch On Anxiety Levels In School-Aged Children In Online Learning During The Pandemic In Elementary Schools

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Abstract: This research explores the level of anxiety in school-aged children during online learning during the pandemic in elementary schools. Through surveys and data analysis, anxiety levels are identified and factors influencing them are explored. The findings of this study provide insight into the impact of online learning on the mental well-being of school-aged children, as well as the implications for developing educational strategies that are responsive to their psychological needs.

Keywords: Research, Anxiety Levels, School-Aged Children

INTRODUCTION

The large number of assignments given by teachers makes many students feel stressed when undergoing online learning. Not only are there many, the assignments given by teachers are also considered burdensome and have a very short processing time, making students confused in completing their assignments. With the large number of assignments given, students can spend time from morning to evening just to complete their various online assignments. This condition did not previously occur when teaching and learning activities were still carried out at school⁴.

In a research journal, *Counseling As Syamsil*, entitled "Adolescent Mental Health during the Pandemic", it was stated that in the Hubei region of China, of 2,330 school children who underwent a quarantine process while studying, 22.6% experienced symptoms of depression and 18.9% experienced anxiety. Meanwhile, 72% of Japanese children feel stress due to Covid-19. A similar thing also happened in the United States. Investigation conducted by *the Center for Disease Control (CDC)* shows 7.1% of children in the 3 to 17 age group have been diagnosed with anxiety, and about 3.2% in the same age group suffer from depression. The isolation caused by Covid-19 on children causes the mental health condition of children with special needs, such as ADHD, ASD and other disabilities to get worse⁵.

In Indonesia itself, the implementation of the policy of limiting learning activities in schools certainly has a significant impact on students' mental health, although to varying degrees. Data obtained from a rapid assessment survey conducted by the Covid-19 Task Force⁶ shows that 47% of Indonesian children feel bored at home, 35% feel worried about missing out on lessons, 15% of children feel insecure, 20% of children miss their friends and 10% children feel worried about the family's economic condition.

Anxiety experienced by school-aged children can have a negative impact on the child's

development, resulting in disruption of sleep patterns, problems with concentration and memory, irritability, feeling tense, restless, afraid of many things, as well as somatic complaints such as pain. in muscles and bones, ringing in hearing, pounding, shortness of breath, digestive disorders, urinary disorders, headaches and others so on ⁷ .

The initial study at SDN 2 Kota Barat, obtained data on the number of students registered at SDN 2 Kota Barat as many as 190 children, consisting of 109 boys and 81 girls. In an interview with the Principal of SDN 2 Kota Barat, information was obtained that since the online learning policy was issued, this school has also implemented a fully online learning method for classes V-VI, alternating online and face-to-face for class V and face-to-face for classes I-III. During online learning, there were no significant problems from the school. Teachers are ready and able to facilitate and adapt to this policy. The problem that arises is for students, who often receive reports that they have difficulty learning from home, parents often get angry when accompanying their children through online learning. It is feared that this will have an impact on children's psychology, namely anxiety and depression.

Researchers then interviewed 5 school children who were undergoing the online learning process at home. It was found that 4 children said almost the same thing that they were starting to get bored, missed their friends, were stressed about *deadlines* for submitting school assignments via online and often felt afraid of making mistakes in doing assignments because their parents were often angry when their children make mistakes while studying.

Based on the description above, it attracted researchers' interest in conducting research with the title "The Relationship between Online Learning Adaptation and Anxiety Levels in School-Age Children During the Pandemic Period at SDN 2 Kota Barat".

METHOD

The research is *descriptive correlation type, cross sectional study* approach . The population of all students in grades V and VI of SDN 2 Kota Barat is 66 people. Researchers chose the *Total Sampling technique*, the total sample was 66 people. The data obtained was then analyzed univariate and bivariate using the chi square test with a value $\alpha= 0.05$.

RESULTS

Univariate Analysis

Univariate analysis was carried out to identify online learning adaptations and anxiety levels in school-age children during the pandemic at SDN 2 Kota Barat. The analysis results are as follows:

Table 4.2 Adaptation to Online Learning and Anxiety Levels in School-Age Children During the Pandemic at SDN 2 Kota Barat

No.	Variable	Frequency (n)	Percentage (%)
Adaptation of Online Learning			
1.	Low	20	30.3
2.	Currently	22	33.3
3.	Tall	24	36.4
Anxiety Level			
1.	Not Anxious	21	31.8
2.	Mild Anxiety	25	37.9
3.	Moderately Anxious	20	30.3
Amount		66	100

Based on this table, it can be seen that the adaptation of online learning among respondents in this research was mostly high, namely 24 people (36.4%). Meanwhile, there were 22 respondents with adaptation to online learning in the medium category (33.3%) and 20 people (30.3%) in the low category.

Most respondents experienced mild anxiety, namely 25 people (37.9%). Meanwhile, there were 20 respondents who experienced severe anxiety (30.3%) while those who did not experience anxiety were 21 people (31.8%).

Bivariate Analysis

Bivariate analysis was carried out using the chi square test which aims to determine the relationship between online learning adaptation and anxiety levels in school-age children during the pandemic at SDN 2 Kota Barat. The analysis results are as follows:

Table 4.3 The Relationship between Adaptation of Online Learning and Anxiety Levels in School-Age Children during the Pandemic Period at SDN 2 Kota Barat

Adaptation of Online Learning	Anxiety Level						Amount	
	No		Light		Currently		N	%
	n	%	n	%	n	%		
Low	2	3.0	7	10.6	1	16.7	20	30.3

Curre	4	6.1	1	8.3	7	10.	2	33.
ntly			1			6	2	3
Tall	1	22.	7	10.	2	3.0	2	36.
	5	7		6			4	4
Amou	2	31.	2	37.	2	30.	6	10
nt	1	8	5	9	0	3	6	0
X_2		20,622						
count								
ρ		0,000						
value								

Based on this table, it can be seen that of the 21 people (31.8%) of school age children who did not experience anxiety, there were 2 people (3.0%) who had low adaptation to online learning, 4 people (6.1%) had moderate adaptation. and 15 people (22.7%) had high adaptation. Of the 25 (37.9%) children who experienced mild anxiety, there were 7 (10.6%) with low adaptation, 11 (8.3%) with moderate adaptation and 7 (10.6%) with high adaptation. Meanwhile, of the 20 people (30.3%) who experienced moderate anxiety, there were 11 people (16.7%) with low adaptation, 7 people (10.6%) with moderate adaptation and 2 people (3.0%) with high adaptability.

The results of the analysis using the chi square test showed that the calculated X_2 value = 20.622 and the ρ value = 0.000. By fulfilling the hypothesis, the value of X_2 calculated (20.622) > SDN 2 Kota Barat.

DISCUSSION

Adaptation of Online Learning for School Age Children During the Pandemic at SDN 2 Kota Barat

The results of the research show that most of the school-aged children at SDN 2 Kota Barat have relatively high adaptability to online learning, namely 24 people (36.4%). Meanwhile, there were 22 respondents with adaptation to online learning in the medium category (33.3%) and 20 people (30.3%) in the low category. These results show that most of the school-age children at SDN 2 Kota Barat are able to adapt to changes in teaching and learning patterns during the pandemic using an online learning system. Students are ready and can manage their time well during the learning process.

The Covid-19 pandemic which occurred suddenly resulted in a change from offline activities to online. This affects educational activities which must be carried out remotely or online in order to minimize or break the chain of spread of the Covid-19 virus. The change in the learning system means that students have to adapt to online learning conditions. Online

learning is carried out using internet network access which can support the process of teaching and learning activities and interaction between teachers and students³.

This is in line with the explanation from Sadikin & Hamidah (2020) that online learning certainly has advantages that can foster learning independence in students. Online learning can foster a sense of responsibility and autonomy in learning. Students are required to be able to prepare, organize and evaluate, and simultaneously maintain motivation in learning activities⁸.

Nuryanti stated that previously elementary school students did not have a culture of distance learning, because up to now the teaching and learning system was carried out directly (face to face), students were used to being at school to interact directly with their friends, joke around and play, and meet face to face with Teacher. Therefore, with the distance learning method, students need time to adapt to sudden changes³.

The adaptation process will run in harmony when everything supports the learning process adjustment process, because in fact learning methods also influence the successful achievement of the teaching and learning process. The role of parents is very necessary for the children's learning process during this study from home, the role of parents is also very necessary to provide education to their children who still cannot understand about the pandemic that is currently endemic, to stay at home so as not to catch and spread the epidemic. this pandemic⁹.

Researchers are of the opinion that in the online learning process students are faced with a new learning model, namely learning from home by utilizing the internet network during the teaching and learning process. This is of course very different from the usual habits of students who study in the classroom, face to face and interact with their school age friends. During the pandemic, students study from home, do not meet directly with teachers and are alone at home and cannot interact directly with their friends. This requires adjustments from students so that they get used to it and do not disturb their concentration and seriousness in studying. This is what researchers assume is the process of adapting to online learning. Children who can adapt well then online learning will not become an obstacle in the teaching and learning process. But for children who are unable to adapt, this becomes a problem both for their academic grades and their psychology, such as experiencing anxiety.

Anxiety Levels in School Age Children during the Pandemic Period at SDN 2 Kota Barat

The research results showed that the majority of school-aged children during the pandemic period at SDN 2 Kota Barat experienced mild anxiety, namely 25 people (37.9%). Meanwhile, there were 20 respondents who experienced severe anxiety (30.3%) while those who did not experience anxiety were 21 people (31.8%).

Anxiety is a normal condition that is experienced regularly as part of normal human development which begins to appear since childhood. Anxiety in children due to Covid-19 can lead to an uncooperative attitude, so this can create obstacles in the child's growth and development process and can result in a decrease in children's effectiveness in participating in learning activities. School age children with normal physical development will be able to carry out physical activities in playing with peers and in participating in various activities at school and in their environment. This means that a child's physical development will affect his self-confidence and ability to socialize with his friends. Children's anxiety due to Covid-19 results in changes in children ¹⁰.

The lockdown policy in anticipation of the spread of the Covid-19 corona virus has resulted in students and schools around the world having to adapt and switch to using learning methods at home. Negative impacts on school children when they return to school are feelings of fear, anxiety and awkwardness in adapting socially with their friends. The anxiety experienced by school children since the COVID-19 pandemic, there have been many major changes that have occurred in various aspects. One of the most pronounced is the need to implement *physical distancing* and reduce traveling outside the home if there is no urgent need to break the chain of transmission. Corona Virus. When children are confronted with new rules that can be said to be unpleasant, this can cause confusion and anxiety. As a result, children can interpret the outside world and strangers as something scary. After that, without us suspecting it, children become more anxious when faced with new people or new places ¹¹.

Researchers assume that the level of anxiety that most experience is mild is due to poor understanding of the material and short assignment time making students feel anxious and have difficulty completing the assignments given. This can cause anxiety for students because it can result in decreased achievement or test scores. An unstable internet connection is also a problem in the online learning process. Students feel anxious when taking part in online learning because the internet connection is unstable. This had previously never happened when teaching and learning activities were carried out face-to-face at school. It is

feared that this could have a negative impact on children. Apart from having an impact on the emotional and psychological condition of each student, anxiety can also have an impact on student achievement at school.

The Relationship between Adaptation of Online Learning and Anxiety Levels in School-Age Children during the Pandemic Period at SDN 2 Kota Barat

The results of the research show that the analysis using the chi square test obtained a calculated X^2 value = 20.622 and a value of $p = 0.000$. By fulfilling the hypothesis, the value of X^2 calculated (20.622) > SDN 2 Kota Barat.

In this study, it was found that 2 children (3.0%) whose adaptation to online learning was low did not experience anxiety. Researchers believe this is because students are able to minimize or prevent anxiety in themselves. This was revealed when researchers conducted specific interviews with the 2 children, it was revealed that they always tried to learn independently, did assignments as best they could, and always tried to communicate with teachers, peers and parents so that they were able to understand the material as best as possible. Children also always try to be patient, encourage themselves, and pray to gain strength in undergoing online learning. Other activities to reduce anxiety are sleeping, listening to music, watching television or films and playing games to relieve fatigue during learning.

This was also reinforced by the results of interviews with the parents of the two children who found that they saw directly that their children had limitations in adapting to online learning due to inadequate learning facilities because they only used the parents' cellphones/smartphones, the internet network sometimes experienced problems. disturbance. However, this is not used as an excuse not to take part in online learning, as it is shown that the child looks very diligent in studying, looking for materials by asking his parents, older siblings or siblings. In their free time, children take the time to relax for a moment by watching TV or playing games and then go back to studying. Researchers also interviewed teachers at SDN 2 Kota Barat and obtained information that the two children were classified as smart children in their class. The teacher also understands that the child is from a lower middle class family who has limited online learning facilities. However, the child showed very good enthusiasm, was active in carrying out assignments, asked questions about material he did not understand.

It was also found that 2 children (3.0%) had high adaptation to online learning but experienced moderate levels of anxiety. According to researchers, this is because even though

children are able to adapt to the online learning methods implemented through efforts to provide facilities that support online learning such as smartphones and good networks, it turns out that children feel bored due to not being able to socialize and play freely with their friends. like during face-to-face learning at school. This is made worse by the condition where the child is less able to master the material provided by the teacher and the time for completing assignments is quite short, making the child feel stressed because of worry and anxiety about his grades possibly decreasing. It was revealed in in-depth interviews with the 2 children that they were afraid that if they had difficulty understanding their daily tasks, there could be difficulties in facing exams later. Researchers assess that even though they are able to adapt in terms of facilities and infrastructure, their academic abilities are still lacking and the children are aware of this, which ultimately causes anxiety in them.

Researchers also conducted interviews with parents and teachers regarding 2 children whose adaptation to online learning was high but experienced moderate levels of anxiety. The parents of the two children realized that their children were experiencing problems, not with online learning facilities and infrastructure but rather with their intellectual abilities which they felt were quite lacking. Children appear more confused when learning even though they are accompanied by their parents or siblings. The child also complained that they were worried and anxious that their grades would drop further than before because of online learning. This was also confirmed by the results of interviews with the class teachers of the two students, it was found that their academic abilities were below average for other children. During this online learning period, the child seemed confused in understanding the material and doing his daily tasks.

With the government's policy to study online, children study at home with their mothers or other family members, so that children cannot meet their classmates who meet almost every day to socialize with each other. One of the regulations from the government is to carry out self-quarantine or not travel if it is not important. But if all activities are only carried out at home, it will also have a psychosomatic impact, namely physical disorders caused by psychological factors and a pile of emotions that can cause shocks in a person in society, such as anxiety, stress, the social environment which influences many negative thoughts, such as because of hoax news and so on. Development reflects the influence of a number of family and family environmental systems, including the microsystem, namely the living environment. This context includes family, peers, school and the surrounding environment, within this microsystem where the most direct interactions with social people occur, for example with parents, teachers and peers ¹².

The impact felt by students on the teaching and learning process at home is that students feel forced to study long distance without adequate facilities and infrastructure at home. This facility is very important for the smooth running of the teaching and learning process. For online learning at home, facilities such as laptops, computers or mobile phones should be provided first which will make it easier for students to follow the online teaching and learning process. The next obstacle is that students do not yet have a culture of distance learning because so far the learning system has been implemented face to face, students are used to being at school to interact with their friends, play and joke with their friends and meet face to face with their teachers, with the existence of The distance learning method means that students need time to adapt and they face new changes which will indirectly affect their learning absorption capacity. The next impact experienced by students is that schools have been closed for too long, making children bored, children are starting to get bored at home and want to immediately go to school to play with their friends, students are used to being at school to interact with their friends, play and joke around. with his friends and face to face with his teachers. Then students will lose their social life, if at school they can play and interact with their friends, but this time they are not biased and are alone at home with their parents, interactions with fellow friends, teachers and people at school will be reduced ¹³.

The physical distancing policy to prevent the spread of COVID-19 was implemented in Indonesia, and academic activities were shifted from face-to-face methods to online methods. The Minister of Education and Culture issued Minister of Education and Culture Circular Letter Number 36962/MPK.A/HK/2020 which states that online learning is from home. Anxiety during the COVID-19 pandemic is determined by several factors that influence the speed and way a person adapts, such as personality, age, experience, learning process, physical condition and environment. A person's adaptability also plays a role in preventing the emergence of stress and anxiety and determines how a person determines how to handle negative feelings that arise when faced with challenges or pressure ¹⁴.

Research from Oktawirawan (2020) on 74 informants who were high school (n=26), vocational school (n=31), and MA (n=17) students from various regions in Indonesia found that the triggers for student anxiety during online learning include the inability to adapt. with the online learning method applied where students have difficulty understanding the material, difficulty completing assignments, availability and condition of the internet network, technical obstacles, and concerns about the next assignment.

The results of this research are in line with previous research by Hasriani, who found that online learning and physical distancing had an impact on the anxiety of STIKES Muhammadiyah Sidra midwifery students. This is shown by the results of the analysis which obtained a value of ρ 0.001 for online learning and ρ 0.003 for *physical distancing*.

Researchers concluded that there is a relationship between adaptation to online learning and the child's ability to adapt to the teaching and learning process in online learning. Children who have been able to adapt well have indirectly succeeded in reducing the anxiety they face in the teaching and learning process, on the other hand, for children who are not able to adapt, anxiety can increase. Limited adaptation to the online learning process during the pandemic has had a negative impact on students, one of which is anxiety among students. The impact of this online learning system is that students feel anxious, which can cause a decrease in academic achievement.

CONCLUSIONS AND RECOMMENDATIONS

There is a relationship between adapting online learning and the level of anxiety in school-age children during the pandemic at SDN 2 Kota Barat ($X_2 = 20.622$ and $\rho = 0.000$). It is recommended that nursing students not only focus on studies related to health and nursing, but also study the world of education which is of course related to health problems.

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