



FACTORS AFFECTING STRESS LEVEL OF SCHOOL AGE CHILDREN DURING THE COVID-19 PANDEMIC

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ABSTRACT

This study aims to determine the factors that influence academic stress during the COVID-19 pandemic. The method used is a quantitative method. With a cross-sectional approach. The analysis used is univariate analysis to describe the characteristics of the respondents, univariate analysis using multiple linear regression analysis. Respondents were school-aged children in grades 5 & 6 at Islamic Integrated Elementary School Azzahra Demak with a total of 69 students using the proportional sampling method. With the inclusion criteria for school age children level 5 and 6 (final year students). The results of the study found that there was a simultaneous relationship between 4 factors that influenced learning, including the density of learning, time constraints, social demands, and achievement demands, indicated by a sig value of $0.00 < 0.05$.

Keywords: factors; academic stress; the covid -19 pandemic

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INTRODUCTION

The COVID-19 pandemic has an impact on people's lives today, both from vulnerable children to adults and the elderly. Prevention of transmission that requires stay at home is also experienced by school-age children learning online, playing activities outside the home becomes a stressor for school-age children. (Tabi'in, 2020) explained the problems that occur when children stay at home during the pandemic are the limited play activities and changes in learning models that were previously offline to online.

Stress is psychological pressure caused by a stressor. The COVID-19 pandemic has a psychological impact on students, one of which is stress. Some things are due to fear of transmission, changes in the learning process or activities and academic demands. (Chunjiang Yang, 2021) explains in his research that the stress problems faced by students are caused by several things including academic burden, separation from school and fear of disease transmission, these three things are estimated to have a negative effect on health.

Anggraini (2018) explains several factors that can affect school students' academic stress including: 1)The density of learning: The density of learning related to students' academic activities is included in the process of teaching and learning activities aimed at achieving curriculum competencies. Tasks and the density of learning fall into this category. 2)Limited time & number of activities completed: Relating to the student's ability to manage time between the needs of learning and playing as a child. These two things must be in balance, if

one of them is high, it will affect the child's stress level. 3) Achievement demands: Achievement demands are related to the demands that must be achieved by children. At school age children have stages to compete. So that these demands will also have an impact on children's stress. 4) Encouragement or social demands: Social urges or demands are related to social status symbols. Smart children tend to be liked and viewed more highly than children who are not smart. Social demands are usually given by people around such as teachers, parents and friends. This study aims to determine the factors that affect the level of academic stress during the COVID-19 pandemic

METHOD

The method used is a quantitative method. With a cross-sectional approach. Respondents were school-aged children in grades 5 & 6 at the Islamic Integrated Elementary School Azzahra Demak Primary School using the proportional sampling method. Amount of the respondent is 69 students. With the inclusion criteria for school age children level 5 and 6 (final year students). The analysis used is univariate analysis to determine the description of the characteristics of the respondents, univariate analysis using multiple linear regression analysis.

RESULTS

The research was conducted on 69 elementary school students in grades 5 & 6. The results obtained are as follows:

Table 1.
 Characteristics of respondents by grade level, Age, Gender (n=69)

category	f	%	Cumulative Percent
Age	5	56.5	56.5
	6	43.5	100.0
	10	55.1	55.1
	11	44.9	100.0
Gender	Woman	75.4	75.4
	Man	24.6	100.0

Table 1 describes the description of the respondent's class where the most are in class 5 as many as 39 students and 30 children in class 6. Table 1.1 describes the description of the age of the respondents where the most are 10 years old as many as 38 students and 11 years old as 31 students. Table 1.1 describes the description of the gender of the respondents where the majority of them are female as many as 52 students and male as many as 17 students.

Table 2.
 Characteristics of Respondents Based on Stress Levels (n=69)

	f	%	Cumulative Percent
Normal	39	56.5	56.5
Light	16	23.2	79.7
Currently	11	15.9	95.7
Heavy	2	2.9	98.6
Very heavy	1	1.4	100.0

Table 2 describes the description of children's stress levels where 1 child shows symptoms of severe stress and at most 39 does not experience stress.

Table 3.
 Characteristics of Respondents Based on the Level of Learning Density (n=69)

	f	%	Cumulative Percent
very high	4	5.8	5.8
tall	8	11.6	17.4
a bit high	11	15.9	33.3
a bit low	7	10.1	43.5
low	27	39.1	82.6
very low	12	17.4	100.0

Table 3 describes the description of the level of learning density where 39% of children stated that the level of learning density was low and there were 5.8% of children answered that the level of learning density was high.

Table 4.
 Characteristics of Respondents Based on Level Limited Time & Number of Activities Completed (n=69)

	f	%	Cumulative Percent
very high	2	2.9	2.9
a bit high	6	8.7	11.6
a bit low	21	30.4	42.0
low	27	39.1	81.2
very low	13	18.8	100.0

Table 4 describes the description of the level of time constraints & the number of activities completed where 39.1% of children stated it was low and there were 2.9% of children answered high.

Table 5.
 Characteristics of Respondents Based on the Level of Achievement Demands (n=69)

	f	%	Cumulative Percent
tall	2	2.9	2.9
a bit high	7	10.1	13.0
a bit low	15	21.7	34.8
low	34	49.3	84.1
very low	11	15.9	100.0

Table 1.5 describes the level of demand for achievement, which is 49.3% low and 2.9% high

Table 6.
 Characteristics of respondents based on the level of encouragement or social demands

	f	%	Cumulative Percent
Tall	2	2.9	2.9
a bit high	5	7.2	10.1
currently	6	8.7	18.8
a bit low	15	21.7	40.6
Low	17	24.6	65.2
very low	24	34.8	100.0

Table 6 describes the level of social demands of 34% very low and 2.9% high.

Table 7.
 Analysis of the relationship between the factors of learning density, time constraints, social demands, and achievement demands on school children's stress levels

Model	R	Adjusted R Square		Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
		R Square	R Square			F	df1	df2	
1	.909a	.827	.816	.405	.827	76,309	4	64	.000

Table 7 shows a description of the variables of learning density factors, time constraints, social demands, and achievement demands. Together, they are associated with the stress level of school children as much as 82.7%, indicated by the Sig value of 0.000 less than 0.05.

DISCUSSION

Characteristics of respondents show a description of the age of the vulnerable school age, namely the age of 10-11 years. The average school-age child has an age range of 6-12 years (Fatma Khaulani, 2020) explaining that elementary school is the end of the child's age, which is 6-112 years old. Fatma further explained that at this age vulnerable children begin to develop. At this time children usually experience an increase in their social relationships, especially interactions with peers so that at this time children's social abilities begin to develop. The pandemic period causes obstacles because social restrictions are also included in the learning process. (B.Harlock.E., 2000) In this period school-age children enter a period of crisis in the drive for achievement where at this time is a period where children form habits to achieve success, not successful or very successful. At this age children begin to learn to excel and develop abilities and compete. The average gender shows that the highest number is female. Gender is one of the factors related to stress levels (Emilia Puspitasari Sugiyanto, 2020) explaining that gender is a factor that can affect student stress levels during the covid - 19 pandemic.

The results of the study also get an overview of the factors that influence the stress level of school-age children (Nanwani, 2009) explaining the factors that influence academic stress including: dense lessons, many activities but limited time, demands for high achievement, encouragement to climb stairs social and parental demands. (Anggraini, 2018) explains several factors that can affect school students' academic stress including:

1. The density of learning.

The density of learning related to students' academic activities is included in the process of teaching and learning activities aimed at achieving curriculum competencies. Tasks and the density of learning fall into this category.

2. Limited time & number of activities completed
Relating to students' ability to manage time between learning needs, completing assignments and playing needs as a child. These two things must be in balance, if one of them is high, it will affect the child's stress level
3. Achievement demands.
Achievement demands are related to the demands that must be achieved by children. At school age children have stages to compete. So that these demands will also have an impact on children's stress
4. Encouragement or social demands.
Social urges or demands are related to social status symbols. Smart children tend to be liked and viewed more highly than children who are not smart. Social demands are usually given by people around such as teachers, parents and friends.

The density of learning is defined as a student's response to the activities carried out in the learning process or student learning activities both at school and outside school. The pandemic period demands a change in the learning process from face to face to online. Online learning is carried out through the internet network and not directly face to face with the teacher. Online learning is done using electronic media such as cellphones or laptops. The results showed that there were 23 students who conveyed that the learning density was rather high, high to high. The questionnaire measures the responses obtained due to the density of learning including the emergence of physical complaints such as tiredness, aches, boredom, not understanding, and a lot of material that must be understood. This result is supported by several studies including (Ningsih, 2020) explaining that during the covid 19 pandemic, students complained about having difficulty concentrating because they felt bored having to stare at the monitor screen for a long time. (Ruci Pawicara, 2020), (Herdiana, et al 2021) said that online learning due to the covid pandemic is described as a learning method that tends to be monotonous by looking at the media (mobile phone or laptop screen for a long period of time), besides that students' health tends to experience problems between Others complain of eye pain and dizziness due to prolonged staring at the cellphone, laptop or computer screen.

Time constraints & the number of activities completed (Ruci Pawicara, 2020) explained that students while online were also found to have problems with sleep disturbances caused by body fatigue caused by busy activities and too many thoughts. According to the interview results, respondents stated that activities during online learning became more dense, this was because there were other activities such as homework to help parents while participating in online learning and while doing other school assignments. (Livana, 2020) explained that during online learning, statements were found regarding the number of tasks given by the teacher as a method of learning while online. (Riazul Jannah,

The description of achievement demands was also found during the online learning period during the covid-19 pandemic. (Yadi Jatira, 2021) the demands for achievement are shown in the statement that some schools only give task instructions to students, then children are asked to follow these instructions and have to work on time, on the one hand sometimes children do not understand the material given. (Livana PH, 2020) explained that the large number of tasks to be completed in a timely manner became one of the alternative learning methods that were carried out online. (Oktaria, 2019) explained that student stress is caused by the demands of mastering broad knowledge and skills with limited time.

Encouragement or social demands are shown from the environment around children such as peers, and parents. (Mufadhal Barseli, 2020) explains the description of academic stress faced during the COVID-19 pandemic, among others, caused by a process of demands during the learning process such as pressure to go to class, and get good test scores, the pressure can come from internally. themselves and externally such as peers and parents. (Palupi, 2021) explained that during the online learning period due to the COVID-19 pandemic, it was found that some parents were found to be violent towards their children while studying online, such as speaking harshly or hitting their parents, tending to demand that children be able to complete all subject assignments correctly or perfectly.

The results of the multivariate analysis showed that there was a relationship between the factors of learning density, time constraints, social demands, and achievement demands. Together they were associated with the stress level of school children as much as 82.7%, indicated by the Sig value of 0.000 less than 0.05. (Riazul Jannah, 2021) During online learning, it was found that many schools applied learning methods by giving online assignments to students, and what happened was that assignments piled up and caused anxiety and stress among students. (Oktaria, 2019) explains that student stress is caused by the demands of mastering broad knowledge and skills with limited time. (Palupi,2021)

CONCLUSIONS

This study shows that 4 factors that influence learning include the density factor of learning, time constraints, social demands, and achievement demands. Further research is needed on the application of the right method by considering these factors in an effort to overcome academic stress during online learning of the covid-19 pandemic.

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