

Parental Interpersonal Communication in Overcoming Children's Anxiety When Participating in Online Learning

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Abstract :

The government's policy on the learning system through network media during the COVID-19 pandemic has pros and cons in the community. For those who are pro against the policy, it is based on the consideration that health is more important than gaining knowledge face-to-face in order to anticipate the spread of the corona virus. Meanwhile, those who are against think that learning activities through the network will have an impact on the development of students/children in developing knowledge and the interaction process that is not going well during the pandemic. This study aims to determine the influence of parental interpersonal communication on children's anxiety during online learning during the Covid-19 pandemic. The approach used in this study is a quantitative approach with data collection carried out through questionnaires to 400 respondents. The data obtained were analyzed using SPSS 25.0 software for windows. The results of the study found that interpersonal communication between parents and children carried out during the COVID-19 pandemic related to children's education greatly influenced the development of children's education. The learning system that takes place in a network, makes parents and students experience very significant obstacles. In addition, the learning process through the network also affects the psychology of children's growth and development.

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Introduction

Corona Virus Disease-19 (Covid-19) which has developed since the end of 2019 and has spread throughout the world, creates a new situation and has a considerable impact on all lines of life, this also occurs in the field of education. Where the teaching and learning process that took place during the covid-19 pandemic required students to be able to take part in learning through online methods, also known as online learning. This policy is a step to minimize the spread of the virus (Yunus & Rezki, 2020). The implementation of learning activities through network media, of course, has many obstacles, such as infrastructure, networks (Sri Herwanto Dwi Hatmo, 2021), the ability to use IT and geographical location. This will certainly have an impact on effectiveness and efficiency during the online learning process (Sarifuiddin Arief, 2020)

The policy of learning from home, positively provides plenty of time between children

and parents to interact with each other and get to know family members better. Where indirectly, the policy of studying and working from home has returned the function of the family as the center of all activities and the main place for education for children. However, on the other hand, in assisting children to learn online, some parents have difficulty in directing their children to learn ([Sabiq, 2020](#)). This of course raises the level of anxiety for both parents and children themselves. There is a need for a mentoring program during learning through network media in order to increase children's motivation and learning outcomes ([Sudarti et al., 2021](#)).

In online learning, the role of parents is very important in efforts to educate and take care of children during the COVID-19 pandemic ([Afkarina & El-Faradis, 2021](#)). In the midst of the responsibility to provide for a father's family and look after and take care of the household for a mother, this online learning has given a huge additional responsibility in an effort to increase children's knowledge so that they can continue to develop during this pandemic ([Nugroho et al., 2021](#)). The role of parents is very important in a situation like this. In the midst of the limitations that parents have in terms of teaching experience to the decline in children's enthusiasm and motivation in participating in learning ([Suciati & Syafiq, 2021](#)). Parents are required to be able to protect their families from the spread of the Covid-19 virus and also carry out the education process and supervision of children's activities during online learning.

This condition is not an easy thing for parents facing the online learning process. The condition of parents who are trying to provide material for their families before the pandemic occurs, currently requires parents to provide additional time and energy in guiding their children to continue to learn. so that parents tend to experience stress, especially a housewife who suddenly has to accompany her children to study with all their difficulties. In addition, a child can also experience academic stress, due to the many pressures related to various demands for school assignments ([Muslim, 2020](#)).

The online learning process that has been going on for the past 1 year has created a situation between uncertainty about the feelings and actions of children and parents. Anxiety that occurs because of this covid-19, has created unfavorable conditions in the child's development pattern ([Barratt & Duran, 2021](#)). Where the age of children who relatively need socialization with friends, which before the COVID-19 pandemic occurred during school hours, currently requires children to stay at home more.

Therefore, the influence of interpersonal communication carried out by parents on children who are participating in the online learning process is highly expected as an effort to overcome the anxiety of children that occurred during the covid-19 pandemic. If stressful situations both from parents and from children continue to occur, then it is very vulnerable to parenting stress, which ultimately causes a decline in the quality and effectiveness of parenting behavior, such as decreasing the warmth of parenting behavior and increasing harsh discipline ([Lestari, 2013](#)). Of course this will affect the increase in emotional and behavioral problems in children ([Sarwar, 2016](#)).

Seeing the very important influence of parental interpersonal communication in overcoming children's anxiety during online learning, the researcher considers that it is necessary to conduct a study on parental interpersonal communication with children in overcoming anxiety during online learning.

Research Methodology

This research was conducted through a positivist paradigm with quantitative research, [Azwar](#) (2011) emphasizes that quantitative analysis is on numerical data (numbers) that are processed by statistical methods. [Neuman](#) (2014) believes that theory is formed from a set of universal laws that are applied. The approach used has high correlation. This research was conducted in July 2021. Through the Slovin formula with a precision of 5%, the number of samples in this study was 400 parents whose children were studying in elementary school to college with the simple random sampling method. The data collection technique is carried out through a survey with a questionnaire tool. [Sugiyono](#) (2018) states that the survey research method is a method used to obtain data that occurred in the past or present. The variables used in this study consisted of the X1 variable, namely Parental Interpersonal Communication, the X2 variable, namely Online Learning, and the Y variable, namely Child Anxiety. Data analysis was carried out by descriptive correlation with Pearson's product moment correlation test and multiple regression using SPSS 25.0 software for windows.

Results and Discussion

The results of the study entitled "The Influence of Parents' Interpersonal Communication on Children's Anxiety During Online Learning During the Covid-19 Pandemic" were conducted on 205 male and 195 female. The respondents involved in this study were aged; 31-40 years around 41.50%, 41-50 years around 36.25%, 51-60 years around 16.25% and over 60 years around 6%.

1. Distribution of X₁ Variables Interpersonal Communication of Parents to Children During the Online Learning Period

The current condition of the covid-19 pandemic, requires everyone to be able to work together to overcome the spread of Covid-19. One thing that must always be done is to provide knowledge to students. The limitations of the situation have resulted in the teaching and learning process having to be carried out online, giving parents more responsibility to be able to monitor their children's development, including when carrying out the learning process. Directly monitoring when children learn online, inviting discussions with children after online learning, taking time to teach children, motivating children to bring in additional teaching staff to provide knowledge to children are some of the steps that parents can take in building interpersonal communication with children. during the online learning period. This can be seen in table 1.

Table 1. Interpersonal Communication of Parents to Children During the Online Learning Period (n= 400)

Category	STS	TS	KS	S	SS
Parents Directly Monitor Children's Learning Process During the Pandemic Period	22	80	155	96	47
Parents Always Invite Children to Discuss After Children Join Online Learning	2	1	18	228	151
Parents Take Time to Provide Additional Learning to Children	1	2	12	242	143
Parents Always Motivate Children to Keep	2	27	61	195	115

Category	STS	TS	KS	S	SS
Studying Diligently Despite the Pandemic Situation					
Parents Provide Additional Study Hours for Children by Inviting Other Teachers	6	19	70	201	104

Source: Research Results in 2021

2. Distribution of Variable X₂ Online Learning System in the Covid-19 Pandemic Period

The online learning system that continues to this day still raises pros and cons in the community. Where online learning is still very lacking in providing knowledge to children. So that some parents force their children to be able to continue learning every day. This can be felt because the online learning process provides an additional burden for parents both in terms of time and cost. Not to mention the views of parents who think online learning does not provide good knowledge for children. This is as contained in table 2.

Table 2. Online Learning System in the Covid-19 Pandemic Period (n= 400)

Category	STS	TS	KS	S	SS
Parents Don't Question the Current Learning System	61	58	168	87	26
Parents Force Children to Learn Every Day	4	31	111	149	105
Parents Feel Burdened Regarding Current Learning Process	34	42	127	157	40
Teaching and Learning Process Through Network, Making Students/Children Acquire Knowledge Well	75	107	171	38	9

Source: Research Results in 2021

3. Distribution of Variable Y Parents' views on the Anxiety attitude of students when participating in online learning during the Covid-19 pandemic

Online learning, which is still ongoing, considering the COVID-19 pandemic conditions have not shown any signs of being resolved soon, has created a sense of vigilance for parents to see the conditions that are happening to their children. Depressed conditions, interactions or relationships that cannot be built properly, so that parents' concerns about the psychological growth and development of children are some of the forms of anxiety that parents feel when they see their children's condition during online learning. The influence of learning through this network greatly affects the psychology of children in the continuity of the teaching and learning process ([Alifia et al., 2021](#); [Arsy et al., 2021](#); [Lindasari et al., 2021](#); [Yazid & Neviyarni, 2021](#)). More details can be seen in table 3.

Tabel 3. Parents' Views on the Attitude of Students' Anxiety when Participating in Online Learning During the Covid-19 Pandemic (n= 400)

Category	STS	TS	KS	S	SS
The Learning and Teaching Process Through the Network, Makes Students/Children Feel Stressed	4	13	31	232	120
Teaching and Learning Process Through Networks, Making Student/ Children's/ Children's Interaction or Interaction Better	91	106	150	36	17

Category	STS	TS	KS	S	SS
The Learning and Teaching Process Through the Network, Does Not Affect the Psychological Growth of Children	62	74	165	79	20

Source: Research Results in 2021

4. Parental Interpersonal Communication Relationships in Overcoming Children's Anxiety During Online Learning

The relationship between parents' interpersonal communication in overcoming children's anxiety during online learning is to see how the role played by parents in providing direction for children in the midst of the online teaching and learning process so far. Based on the results of hypothesis testing through t test and F test. The t-test can be seen in table 4 below.

Table 4. Parental Interpersonal Communication Relationships in Overcoming Children's Anxiety During Online Learning (n= 400) Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2,574	0,443		5,812	0,000
Interpersonal Communication of Parents to Children During the Online Learning Period (X ₁)	-0,058	0,026	-0,102	-2,265	0,024
Online Learning System during the Covid-19 Pandemic (X ₂)	0,479	0,050	0,432	9,592	0,000

a. Dependent Variable: Parents' views on the attitude of students' anxiety when participating in online learning during the Covid-19 pandemic

Table 4 shows the significance of the X₁ relationship, namely parental interpersonal communication to Y, namely children's anxiety when learning online is 0,024 > 0,05 and the value of t count -2,265 < 1,966, which means that there is no influence between parental interpersonal communication on children's anxiety levels when learning online. Therefore, H₁ was rejected, and H₀ was accepted.

For the significance of the relationship X₂ namely the online learning system against Y, namely children's anxiety when learning online is 0,000 < 9,592 and the value of t count 9,592 > 1,966, which means that there is an influence between the online learning system on children's anxiety when learning online. Therefore H₁ was accepted, and H₀ was rejected.

Meanwhile, for simultaneous testing between parents' interpersonal communication

(X_1) and online learning system (X_2) on the level of anxiety of children when learning online (Y), can be seen in table 5.

Table 5. Simultaneous Relationship Between Parents' Interpersonal Communication and Online Learning System on children's anxiety levels (n= 400)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	90,396	2	45,198	47,849	.000 ^b
	Residual	375,002	397	0,945		
	Total	465,398	399			

- Dependent Variable: Parents' views on the attitude of students' anxiety when participating in online learning during the Covid-19 pandemic.
- Predictors: (Constant), Online Learning System in the Covid-19 Pandemic Period, Interpersonal Communication of Parents to Children During the Online Learning Period

If you look at table 5, it can be seen that the significance value for the relationship X_1 (parental interpersonal communication) and X_2 (online learning) carried out simultaneously on Y (child's anxiety level) is as big as $0,000 < 0,05$ and the calculated F value is $47,849 > F$ tabel 3,018, so it can be concluded that there is a relationship between parental interpersonal communication and online learning systems that are carried out simultaneously on children's anxiety levels. To see the percentage of the relationship that occurs, it can be done by measuring the coefficient of termination as in table 6.

Table 6. Simultaneous Relationship between Parents' Interpersonal Communication and Online Learning System on children's Anxiety Levels (n= 400)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.441 ^a	0,194	0,190	0,97190

- Predictors: (Constant), Online Learning System during the Covid-19 Pandemic, Interpersonal Communication of Parents to Children During the Online Learning Period

Table 6 shows that the results obtained through the analysis of determination, known value R Square as big as 0,190, this implies that the relationship Variable X_1 (parental interpersonal communication) and X_2 (online learning) carried out simultaneously on Y (child's anxiety level) is as big as 19,0%.

Conclusion

Based on the results of research related to the Effect of Parental Interpersonal Communication on Children's Anxiety During Online Learning During the Covid-19 Pandemic, then it can be concluded: 1) There is no relationship between parental interpersonal communication on children's anxiety levels during online learning, this can be seen from the t value $-2,265 < 1,966$. 2) There is a relationship between the online learning system and the child's level of anxiety while studying, as can be seen in the t-value $9,592 > 1,966$. 3) There is a relationship between parental interpersonal communication and online learning systems that are carried out simultaneously on children's anxiety levels with a percentage of approx. 19,0%

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