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Bali Medical Journal



ISSN: 2089-1180, 2302-2914



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BALI MEDICAL JOURNAL (BaliMedJ)

VOLUME 12, NUMBER 2, 2023

JEMBER



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ABSTRACT

Coronavirus (Covid-19) is deadly and has threatened world civilization. The government has made many efforts to prevent the transmission of this virus to other people, one of which is by implementing a *lockdown*. The *lockdown* caused many impacts, including the many parents who complained about their children's dependence on devices ranging from televisions, cellphones to tablets. This is very dangerous for children because it can harm their physical and mental health. Therefore, it is necessary to have information related to the psychological impact on children's stress levels during this pandemic. This research is a quantitative descriptive research with a *cross sectional*. The population in this study were 7,478 SD/MI students in the coastal area of Puger District, Jember Regency (BPS Jember, 2021). The sample in this study amounted to 380 respondents. Determination of the sample in the study using a multistage random sampling technique. The study's dependent variable was the child's stress level during the transition from WFH to WFO. The independent variables of this study are emotional aspects, eating patterns, learning patterns, comfort aspects, and safety aspects. The results showed that most of the respondents had a good emotional aspect (50%), a negative eating pattern (45.5%), a positive learning pattern (37.6%), a good comfort aspect (59.7%), a safe safety aspect. (61.6%), and low-stress level (42.1%). The bivariate results found that the variables that affect stress levels are emotional aspects (Sig. 0.033) and safety aspects (Sig. 0.000), while the variables that do not affect stress levels are eating patterns (Sig. 0.837), learning patterns (Sig. 0.697), and convenience aspects (Sig. 0.654). Based on the results of the identification and analysis of the factors that influence children's stress levels during the adaptation period from WFH to gender-based WFO, it can be concluded that psychological impact, emotional aspects and safety aspects have a significant effect on children's stress levels.

Keywords: psychological factors, stress level, children, adaptation, work from home, work from office.

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INTRODUCTION

The COVID-19 pandemic has impacted many aspects of human life. More than 120 countries have restricted social interaction through school closures, affecting 1.6 million students worldwide.¹ Indonesia has closed all schools since early March, driving 60 million students out of school. Schools are encouraged to use multiple governments and private digital platforms to facilitate learning at home, offering free content and online and distance learning opportunities across the region. Around 47 million households (66%) have internet access, but challenges remain in online distance learning. Online learning is new to many students and teachers. In addition, a recent UNICEF survey found that many adolescents, especially girls, feel they lack digital skills.²

Children cannot socialize at school

and play outside during the Covid-19 pandemic. These are two important things to support learning and development. The impact of the lockdown can also be seen from the many parents who complain about their children's dependence on devices ranging from televisions, cellphones to tablets. This is very dangerous for children but can harm their physical and mental health. Understanding the pattern and distribution of vulnerability to the impact of the COVID-19 pandemic on children requires a gender-sensitive approach. This will ensure that the pandemic response can effectively address the different needs of girls and boys. This is worrying because social gender norms can lead to crises that actually exacerbate gender inequalities that existed before the crisis. As a result, gender issues, such as the comfort and safety of children, are not a priority in

dealing with a pandemic. For this reason, this research was conducted to examine the social and gender dimensions of the pandemic in children, especially when they have to study at home.³

Based on the background above, this research focuses on the psychological impact determinants consisting of emotional, eating patterns, learning patterns, comfort and safety on the stress level of children aged 9-13 years in Puger District.

METHODS

The design of this study used a *cross-sectional* quantitative descriptive. This research was conducted at public elementary schools in the Puger District, which consisted of SDN Mojomulyo 1, SDN Mojomulyo 2, SDN Puger Wetan 1, SDN Pugerwetan 3, and SDN Puger

Kulon 1. The time of the study was from September to December 2022. The dependent variable research is children's stress level during the transition from WFH to WFO. The child's stress variable is assessed using the *Strength and Difficulties Questionnaire* (SDQ) with five aspects: *emotional symptoms, conduct problems, hyperactivity-inattention, peer relationship problems, and indifference*. The results will be categorized into low, medium, and high-stress levels. The independent variables of this study are divided into five: emotional aspects, eating patterns, learning patterns, comfort aspects, and safety aspects.

The population in this study was 7,478 SD/MI students in the coastal area of Puger District, Jember Regency (BPS Jember, 2021). The sample in this study was 380 respondents with exclusion criteria: Children aged 9-12 years, attending SD/MI schools in the coastal area of Puger District, living in the coastal area of Puger District, and doing online learning during the Covid-19 pandemic. In determining the sample, a multistage random sampling technique was used with the sampling stage from elementary schools in Puger District. Data collection in the field was carried out simultaneously by compiling a list of questions or statements, recruiting and training enumerators, then collecting data on the respondents. The data that has been collected will be analyzed by univariate, bivariate, and multivariate tests using the SPSS program. The bivariate test was performed by Chi-square test and the multivariate test by multinomial regression test.

RESULTS

The results of univariate data analysis in which there were variables of demographic factors. Based on the respondents' religion, all respondents were Muslim (100%). Based on the ethnicity of the respondents, the majority were Javanese, with a total of 322 respondents (84.7%) and the rest were Madurese, with a total of 58 respondents (15.3%). Based on the order of birth of children in the respondent's family, the highest number was in the respondent who was the first child with a total of 156 respondents (41.1%) and the lowest number was in the respondent who was the sixth and seventh child with the

same number of 2 respondents (0.5%). Based on the number of children in the family, the highest number was found in the number of children 2, with a total of 186 respondents (48.8%) and the lowest was in the number of children 6, with a total of 4 respondents (1.1%). Based on the social support of the respondents, it was found that most respondents had received good social support from the surrounding environment, with a total of 318 respondents (83.7%) and as many as 3 respondents still had not received good social support (8%).

Analysis Bivariate data analysis was carried out using the chi-square test to determine the relationship between emotional aspects, eating patterns, learning patterns, comfort aspects, and safety aspects on children's stress levels based on gender. The variable is related if the sig. test results are obtained. <0.05 . Analysis of the Chi-Square test on psychological impact with children's stress level in the Adaptation Period from WFH to WFO based on gender. Based on the Asym value. Sig. The table shows that the emotional aspects of the female and male gender variables significantly influence stress levels ($\text{Sig} < \alpha$). Based on the Asym value. Sig. In the table, it is found that the variables of changes in eating patterns in female and male gender do not affect stress levels ($\text{Sig} > \alpha$). Based on the Asym value. Sig. In the table, it is found that the variables of changes in learning patterns in female and male gender do not affect stress levels ($\text{Sig} > \alpha$). Based on the Asym value. Sig. The table shows that the comfort aspect variable in female and male gender does not affect stress levels ($\text{Sig} > \alpha$). Based on the Asym value. Sig. The table shows that the variable aspects of security in the gender of women and men significantly affect stress levels ($\text{Sig} < \alpha$).

Analysis Multivariate analysis showed the results of the logistic regression test in the study to determine the influence between the emotional aspects and safety aspects on stress levels in the male and female gender. Multivariate analysis was tested on variables found to have a relationship based on the previous bivariate test, namely emotional and security variables. In the male gender group, students with sufficient emotions

(sig. = 0.014) compared with students with good emotions have a higher risk of experiencing high-stress levels than low-stress levels. Students with poor security (sig.=0.000) compared to those with poor security have a higher risk of experiencing high stress than low-stress levels. In the female gender group, students with poor security (sig.=0.000) compared to students with poor security have a higher risk of experiencing moderate stress levels than low-stress levels. Students with enough emotions (sig. = 0.034) compared with those with good emotions have a higher risk of experiencing high stress than low-stress levels. Students with poor security (sig.=0.001) compared to those with poor security have a higher risk of experiencing high stress than low-stress levels.

DISCUSSION

Variable emotional aspects of women's and men's gender significantly affect stress levels ($\text{Sig} < \alpha$). Stress is a condition experienced by a person when there is a discrepancy between the demands received and the ability to overcome them.⁴ The emotional tension children feel in coping with academic demands during a pandemic by studying at home impacts their physical and mental health. It is known from this that the emotional aspect influences the occurrence of stress. Prolonged stress can impact aspects and systems of a person's body. Stress has an emotional, cognitive, physiological and behavioral impact.⁵ When the individual is in the child phase, the emotional aspect is still in the developmental stage. The help of parents and the environment is needed for children to understand their emotional self. Online learning due to the Covid-19 pandemic can lead to negative attitudes in children. This is shown by children being less cooperative because they rarely play together, lack of tolerance, individualistic attitudes arising because contact with friends is limited, children's emotions tend to feel sad, and children can experience verbal violence during the online learning process. The change in the period from *Work from Home* (WFH) to *Work from Office* (WFO) will, of course, also affect children's emotions. Children need to adapt again to contact with peers; there is inequality due to differences in the

learning process and peer acceptance of children in playing.⁶

Based on the Asym value. Sig. In the table, it is found that the variables of changes in eating patterns in female and male gender do not affect stress levels (Sig > α). Ponggeng explains that diet is an action when a person chooses, processes, and consumes food every day.⁷ Children's diet during the adaptation period shows the highest results experiencing negative changes. This happens because, during the WFH period, children will get a good diet to avoid illness and limitations for children to buy snacks. When children enter the WFO period again, children will begin to be freed to consume snacks, and parents will become busier at work again. This research is in line with Imroni et al.'s research, which stated that there was no relationship between diet and stress events during the Covid-19 pandemic.⁸ Nurdin's research explains that there is a significant average difference between children's eating behavior before and during online learning. During the pandemic, daily routines were disrupted due to quarantine, causing boredom to be associated with greater energy intake. Amaliyah's research looks at teenagers' diet during the Covid-19 pandemic; it shows that there is awareness in the behavior of consuming food according to three-time divisions (morning, afternoon and evening).⁹

This research is not in line with Bintang's research, which shows no significant difference between the diet before and after the home study policy.¹⁰ Savitri *et al.* state that emotional eating relates to stressful events. *Emotional eating* is an emotion that can increase a person to consume food excessively as a response to negative emotions.¹¹ The Covid-19 pandemic caused the government to issue a WFO policy which is known to influence lifestyles to become less active and changes in eating patterns, which affect the emergence of stress and anxiety.¹² Based on the Asym value. Sig. In the table, it is found that the variables of changes in learning patterns in female and male gender do not affect stress levels (Sig > α). Children's learning patterns in the post-Covid-19 pandemic have shown positive changes. This happens because the child will be more organized in learning

according to the class being taught. Children tend to have difficulty learning during the WFH period due to limited facilities and information. This research is in line with Fauziyyah *et al.* there is an increase in stress and anxiety experienced by students when changing learning patterns during the Covid-19 pandemic.¹³ Learning patterns have several learning styles that must be adapted to the needs of children, including visual learning styles, auditory learning styles, and kinesthetic learning styles.

Academic factors such as changes in learning styles from high school to higher education, lecture assignments, target grades, and academic achievement affect stress events.¹⁴ Implementing the Learning From Home (BDR) program has been regulated in the Ministry of Education and Culture Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period of the Spread of Covid-19, which states that the learning process is carried out from home or remotely. In a study conducted by Risnawati *et al.* states that there is a relationship between Distance Learning and stress levels in students during the Covid-19 pandemic. Based on the Asym value. Sig. The table shows that the comfort aspect variable in female and male gender does not affect stress levels (Sig > α).¹⁵ The children in Puger District indicated that most felt comfortable at school or home. The child's comfort in the surrounding environment will be able to influence the child's attitude and behavior as well as the child's stress level. Davis *et al.* (1989) stated that comfort is the extent to which a person receives an impact after using technology to have fun in himself.¹⁶ Branton in Osborne (1995) defines comfort as a condition from the loss of uncomfortable feelings to unbearable suffering, not a feeling from the happiest to the saddest, nor a momentary feeling.¹⁷

This research is not in line with research conducted by, which states that there is a relationship between occupancy congestion and stress events.¹⁸ A study shows that people with many social relationships (marriage, close friends and relatives, religious membership and other group associations) tend to live longer and experience less stress than people who

have little social support.¹⁹ According to Sugiarto, comfort is a feeling that arises when a person feels accepted as he is and happy with the existing situation and conditions.²⁰ It can be said that the tightness of housing and social relations is a factor in creating stress-related comfort.

Based on the Asym value. Sig. The table shows that the variable aspects of security in the gender of women and men significantly affect stress levels (Sig < α). The duration and freedom of children to use *gadgets* and access the *internet* can affect children's safety. Based on the results of this analysis, the level of security of children lacking in playing *smartphones* and the *internet* can influence and increase the risk of children experiencing high stress levels. Initially, cell phones were only used for communication and now have become gadgets that can do almost anything to help human activities, causing excessive use and creating the habit of checking smartphones which cause users to become compulsive, even causing smartphone addiction.²¹ Someone only thinks that *smartphones* do not have a negative impact, so they don't care about their personal and social activities; this makes them more active and busy in using *smartphones*, this causes compulsion and reduces focus in academics and then stress conditions arise due to academic decline.²² In line with research conducted by Pardosi (2020), the longer the time children spend playing on smartphones, the higher the level of stress experienced by children. This study's results align with Ismail's opinion, which states that a person can experience stress if he does not feel safe because of the risks and dangers at work.²³ Sari's research (2021: 8) states that the longer duration of smartphone use at night is associated with stressful events. Other studies state that job security has nothing to do with stressful events.²⁴

CONCLUSION

Based on the identification and analysis of the factors that influence children's stress levels during the adaptation period from WFH to gender-based WFO, it can be concluded that psychological impact, emotional aspects and safety aspects significantly affect children's stress levels.

No conflict of interest.

FUNDING

No third-party funding was involved in this study.

ETHICS

Ethical clearance has been obtained from the ethics committee of Polytechnic Health Ministry of Health Kupang.

AUTHOR CONTRIBUTIONS

All authors contributed equally in the writing of this article.

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