

Parents' perspectives on children's mental health during online learning during the Covid-19 pandemic

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Abstract: Online learning indirectly has an impact on children's mental health, whereas, in situations like this, learning activities are carried out face-to-face, which requires children to continue to deal with screens/monitors. This study aims to explore information on parents' views on children's mental health during online learning. The research method used is qualitative research with a case study design. The research participants were 10 parents of students who were in the Cirebon, Indramayu, and Majalengka areas with an age range of 25-42 years. The data collection technique used a survey in the form of an open-ended question. The results of data collection and analysis are presented in several themes. The results showed that parents saw that their children's mental health during the pandemic decreased slightly due to several factors such as unstable internet access, many school assignments, and staring at screens with laptops all day without doing other activities.

Keywords: Parents, Children's Mental, Mental Health, Online Learning

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INTRODUCTION

The COVID-19 pandemic has brought about changes in various fields. One of them is in the field of education. Learning activities that were originally carried out face-to-face but in times like this must be done face-to-face. These significant changes make students have to adapt quickly. This of course has an impact on their mental health. Mental well-being is a term used to describe psychological well-being, and insufficiency is sometimes labeled a “mental illness” (Bitsko et al., 2018). Mental illness is not only experienced by people who have a disorder but can occur in all circles, including children (Bitsko et al., 2018). Mental disorders experienced by individuals will have an impact on their psychology which makes individuals experience emotional disorders, and can affect physical conditions such as easily feeling tired, bored, dizzy, nauseated and indigestion (Rozali et al., 2021). The change from face-to-face learning to online learning classes which is considered sudden has an impact on children's mental, physical and social health (Gavin et al., 2020). A haphazard and hasty change to online learning, combined with inadequate training and preparation, will result in poor child growth, resulting in various physical and mental health problems and challenges, others believe that this new way of learning will help. emerged, with significant benefits (Bhat et al., 2020; Kumari et al., 2021). As a result of these changes, children must change their habits by adapting new habits so of course all patterns of behavior or habits they must change in line with these circumstances (Mar'ah et al., 2020). Online learning indirectly has an impact on children's mental health, where in situations like this learning activities are carried out face-to-face virtual which of course children are required to continue to deal with screens/monitors. This is one of the causes of children experiencing mental health disorders. Staring at the screen/monitor all day without any activity causes stress because they have no interaction with other people. Therefore, the role of parents here is very influential in building children's mental health during online learning (Mar'ah et al., 2020).

The World Health Organization (2020) released a number of guidelines that parents must obey when accompanying their children during a pandemic, including parenting ideas on how to be more

positive and constructive when following their children during household activities. Parents initially played a role in influencing basic attitudes and skills, such as religious education and good habits (Syafri et al., 2022) but their role has expanded to include academic teaching. According to Prabhawani (2016), is the role of parents and the surrounding community, not only educational institutions that provide education. This is because during online learning, children are not allowed to carry out the process without the help of their parents because they still lack knowledge about the management and use of the device, therefore parental influence is very much needed. Parents are expected to provide direction to children in completing tasks. Even though parents are burdened with their respective jobs and duties, children still need their attention during this pandemic (Novianti & Garzia, 2020).

Based on the results of research by Daniels et al. (2021) that stress shows a positive relationship with mental health symptoms, which is supported by state hedonia and hedonic learning. While higher stress was associated with lower state hedonia, participants reported more hedonic learning with a greater stress burden. The latter effect was greater for individuals with high PAS. In line with this, Deden et al. (2022) stated that online learning during the Covid-19 pandemic has resulted in psychological trauma to children which in turn leads to mental health vulnerability and violence against children. The change from face-to-face learning to online learning has created stress among parents and children due to lack of readiness so that it has an impact on children's mentality. In addition, online learning has an impact on children's emotional abuse through anger or yelling, seizures, threats and shouts from parents. In another study, Saha et al. (2021) found that the level of stress in students was at the level of mild (40%) to moderate (30.56%) psychological disorders, this was supported by various aspects such as poor connectivity and incompatible devices as well as the load. more tasks than face-to-face learning.

Responding to previous studies that only focused on children's mental health during online learning, this research is not only about children/students but also to see the parents' views on the mental health of the child. This study aims to explore information on how parents view their children's mental health during online learning during the pandemic. Therefore, this study seeks to investigate this problem by focusing on the views of parents on children's mental health during online learning during the pandemic.

METHODS

Research Design

This research is a qualitative research with a case study research design. Case study research is qualitative research that seeks to find meaning, investigate processes, and gain deep understanding and understanding of individuals or groups or situations (Emzir, 2012). According to Smith that case studies can be distinguished from other forms of qualitative research by the fact that these studies focus on a "single unit" or "a limited system". In this case, case study research is used to reveal the perceptions or views of parents regarding with their child's mental health.

Participants

Participants in this study amounted to 10 people, consisting of parents of students. The selection of the 10 participants' parents was done based on random sampling. Random sampling was chosen because every individual in a population has an equal chance of being selected as a member of the sample. The ten participants came from various regions, with the dominance of Cirebon, Indramayu and Majalengka. The age of the parents also varied from the age range of 25-42 years. With details 10% are in the age range of 25-30 years, 60% are in the age range 31-36 years and 30% are in the age range 37-42 years. The parents of these students have different backgrounds. It is recorded that 90% of high school graduates/equivalent, 10% of undergraduate graduates/equivalent. Of the various graduates, parents of students have various jobs, including two people working as entrepreneurs, one person working as a private employee, three people working as traders, one person working as a fisherman, one person working as a domestic worker, one person working as a laborer and one person works as an Animator. The ten participants' data collection from different regions and job characteristics was intended to be able to find out the various views of parents from different perspectives.

Instruments

The instrument used in this study was a questionnaire or questionnaire. The questionnaire was chosen because it can express a person's opinion or response in a relatively short time.

Data Collection

Data was collected through a questionnaire. The questionnaire was given in the form of open-ended questions distributed via Google Form. The questions asked are open-ended questions and questions using a Likert scale. The number of questions asked consisted of five themes, each theme consisting of one open-ended question and five to eight questions using a Likert scale. The instrument development process is carried out by describing the variables into indicators. These indicators are used as a theme. After the indicators have been determined, then make a grid of instruments and arrange the questions that will be submitted. Before the questionnaires were distributed, the questionnaires were first tested for feasibility by experts in their fields, this was to minimize errors in data collection. In this study, the use of a questionnaire was intended to explore whether parents felt that there had been a change in their child's mental health during online learning.

Data Analysis

Data analysis is the process of reading data repeatedly by selecting and coding (data reduction) by displaying data in a case matrix and across cases Miles et al. (2014) and the data is coded as suggested by Saldaña (2021). The last coding pattern is the result of coding based on the conceptual framework and research questions, as well as inductive coding. In this study, these steps were carried out by analyzing the overall results of each indicator of the questions asked and looking for similarities in the answers of each participant. It is the similarity of each answer that will be raised into a theme. The theme is raised based on the overall or conclusion of the results of each question indicator. The name of the theme is taken based on the outline of the problem being discussed. The naming of the theme is made interesting with the intention of attracting the interest of the reader, even though it is still based on the content of the theme.

RESULTS AND DISCUSSION

Result

This research is focused on digging up information and analyzing parents' views on their children's mental health during online learning during the pandemic. The results of the study formed four themes as follows: staring at the screen during communication, turmoil in children's mental health, learning patterns without pauses, online learning gaps, and the severity of school assignments.

Theme 1: Stare At Screen During Communication

Communication is a very important thing, because with good communication goals will be achieved. In this case, communication with children during the pandemic is a must. Because during a pandemic like this, especially children, they can't play with their peers. Therefore, more roles are needed for parents so that communication with children continues.

The initial picture obtained is that parents have felt that since this pandemic, when children are invited to communicate, they pay more attention and focus on their cellphones than making eye contact with their parents, even though in this case the children still listen to what is being discussed.

The parents were asked, "How is communication with the children, are there any problems? Especially when the child is carrying out online learning?" They answered as follows.

P1: "None"

P2: "The biggest problem is that when I talk to my child, he often doesn't listen to me. He's always busy with his own cellphone."

P3: "Nothing, everything is going well"

P4: "No, because my son likes to talk. So he always tells what he experienced that day. From small things he always tells"

P5: "During this lesson, what I felt was that when I chatted, my child paid more attention to his cellphone. And when responding, it happens while playing with the cellphone"

P6: "So far online learning has no problems when communicating with children"

P7: "None"

P8: "No, but for everyday life, usually when my child is spoken to, he likes to focus on his cellphone"

P9: "My son is a person who likes to vent so he always talks about the days that have been passed. For example, "Mom, earlier you learned about the solar system but you couldn't answer the names of the planets." "Mom, there was something fun."

P10: "No problem"

The answers from P2, P5, and P8 show that when they are invited to communicate with their parents, children pay more attention to their cellphones than pay attention to their parents who they are communicating with. P1, P3, P4, P6, P7, P8, P9 and P10 when they asked to communicate with children did not experience any problems. Even so, P4 and P9 showed similar but slightly different conditions. In this case, P4 and P9 indicate the condition of their children who like to tell stories when invited to communicate with their parents. Meanwhile, P1, P3, P6, P7 and P10 showed no problems at all when they asked to communicate with their children.

In connection with the obstacles felt by parents in communicating with their children, the investigation continued by asking them this question. "Do parents make eye contact in communicating with their children?" All parents answered with the same answer, which is as follows:

P1-P10: "Yes".

Overall answers from P1-P10 indicate that when they communicate with children, they keep eye contact. The investigation was continued by asking them "Yes or No" questions with the following questions. "Do parents ask some questions in communicating that the child feels they understand?". Of the 10 parents, 3 of them did not ask their children several questions, namely as follows:

P2, P3, P5, and P7-P10: "Yes".

P1, P4, and P6: "No".

From all the answers, P1-P10 showed that P2, P3, P5, and P7-P10 asked children several questions when communicating, while P1, P4, and P6 did not ask children several questions when communicating.

The investigation was continued by asking the question "Yes or No" with the following questions: "Does the child consult/talk about the problems he is currently experiencing?" Two out of 10 answered No with the following answers.

P1: "No"

P2: "Yes"

P3: "Yes"

P4: "Yes"

P5: "Yes"

P6: "No"

P7: "Yes"

P8: "Yes"

P9: "Yes"

P10: "Yes"

Of the total answers, 80% or 8 of them indicated that children consulted with their parents regarding the problems they were experiencing, whether it was problems related to school assignments or other problems. The investigation was continued by asking "Yes or No" questions with the following questions. "Do you pay attention in communication to children?"

All parents starting from P1-P10 gave the same answer "Yes". In this case, parents when communicating with their children always pay attention. The investigation continued with the question "Yes or No" with the question "Do you use soft words in communicating?"

Theme 2: Chaos in Children's Mental Health

Mental health is a serious problem, especially during the Covid-19 pandemic, many people experience mental health problems. The government's policy to implement Large-Scale Social Restrictions, especially in the education sector, has resulted in many schools conducting online learning. Online learning of course causes mental disorders in children.

The initial picture is that parents do not feel that their children's mental health during this online learning period is getting worse but as usual. This is different from the views of other parents who feel

that since online learning their children's mental health has been disturbed. Children complain of pain, especially in the eyes and back because when learning is done online, they need to keep eye contact with the laptop/mobile phone screen. One parent emphasized that "During this pandemic, my child often complains of pain, especially back pain and eye pain. During this online study, what I saw was that his mental health was actually declining."

The parents were asked "How is the mental health of children while participating in online learning? Is it getting better mentally or is it the other way around?"

P1: "During this pandemic, my son often complained of pain, especially back pain and eye pain. During this online learning, what I saw was that his mental health actually depended."

P2: "For his own mental health so far there is no problem too serious. There has been stress when taking lessons, but with the guidance of parents, it can be solved well."

P3: "If you look at my child's mental state, it's fine. Even though the learning is done online, he still enjoys it."

P4: "As far as it can be seen, my child's mentality is quite good. Not much different from before."

P5: "My child's mentality is fine because I often provide support when there is a problem that is being faced".

P6: "My child's mental health is a little worse. Because apart from going to school, my son is also working to help out until late at night."

P7: "I don't pay much attention to my child's mental health. If you look at it, maybe his mentality is good as usual."

P8: "He's a little mentally disturbed because he has to deal with the screen continuously".

P9: "During this online learning, what I saw was that my children were enjoying learning. Because you can relax a bit."

P10: "Okay".

The answers from P1, P6, P8 indicate that during online learning like this, children often complain of pain in the eyes and pain in the back because they have to constantly face the screen. Apart from eye pain and back pain, P6 felt that his son's mental health was deteriorating because he helped his parents work late into the night. P2, P3, P4, P5, P7, P9 and P10 show different answers than before. P2, P3, P4, P5, P7, P9 and P10 indicate that during online learning like this, their children are mentally fine and do not experience serious problems. P2 and P5 put more emphasis on the mental health of their children, they do not experience problems because when children experience stress while participating in online learning, parents provide support. Slightly different from P3 and P9 which emphasized that even though learning was done online, their children still enjoyed it so that their mental health did not experience problems.

In connection with the mental condition of children who have changed since online learning, the investigation was continued by asking them this question with the question "Do children experience stress during online learning?" using a scale of 1-4 with the input instructions 1=Never, 2=Sometimes, 3=Often, 4=Always.

Of all these 10 parents, 1 parent feels that during online learning their child is always stressed, 2 parents feel during this online learning their child often experiences stress, 5 parents choose sometimes and the rest choose never. This indicates that during this online learning, parents see their child sometimes experiencing stress.

The investigation was continued by continuing the following question "Do children often experience fatigue during online learning?" Of all the 10 parents, 6 of them answered sometimes, 3 answered often and 1 always answered. This means that it indicates that during online learning, parents see that their children sometimes experience fatigue during online learning.

The investigation was continued by asking the following question "Do children during online learning often experience pain or muscle tension?" Of all parents, 8 voted sometimes and the remaining 2 voted often. This shows that during online learning, their children sometimes experience dizziness, headaches and tingling.

Theme 3: Learning Patterns Without Pause

The learning pattern is a series of student learning that is carried out continuously. The existence of this learning pattern makes student learning structured and scheduled. A structured and well-scheduled learning pattern will lead to good final results and vice versa.

The initial picture is obtained that during online learning parents see a slight change in the learning patterns of their children. This is due to various reasons. One parent noticed a significant

change in their child's learning patterns. The parents felt that during this online learning, their child was learning continuously without a break.

The parents were asked "Did the children's learning patterns change during online learning? How did the frequency change?"

P1: "Always".

P2: "Not changed".

P3: "Always"

P4: "Often"

P5: "Sometimes".

P6: "Always"

P7: "Sometimes".

P8: "Sometimes".

P9: "Sometimes".

P10: "Sometimes".

From P1-P10, P5, P7-P10 it shows that during online learning sometimes children's learning patterns change. This is different from P1 and P6 which show that there is always a change in learning patterns in children. And this is in stark contrast to what P2 felt, who did not experience a change in their child's learning patterns.

To investigate further about changes in learning patterns. The investigation was continued with the following question "How are children's learning patterns during online learning?". They answered the following.

P1: "During this online learning, my child is learning continuously without stopping. At least he stopped for a moment to sleep for a while after studying again. Actually I feel sorry for my child because his learning pattern has changed"

P2: "Yes, pay attention to the learning pattern. Both before and after the pandemic, the learning patterns are still the same."

P3: "My child's learning pattern is not much different. Because every day he always schedules what to study for tomorrow's lesson."

P4: "My child during this online learning rarely studies, even if there is a test only".

P5: "Sometimes, because I sell from morning to night, so when I'm not tired I monitor my child's learning pattern"

P6: "A little different"

P7: "Slightly changed"

P8: "A bit different than usual"

P9: "Not a little different than usual"

P10: "So far there has been no significant change in my child's learning pattern"

The answers from P1, P4, P5 indicate that during online learning, parents see a change in their child's learning patterns. Changes in learning patterns in P1 children are caused by continuous learning. Slightly different from what happened to P5, which was caused by helping parents sell. In P4 there is a change in learning patterns because their children rarely study during online learning..

Theme 4: The Online Learning Abyss

Online learning is a must that must be carried out since the Covid-19 pandemic. The entire series of learning is also required to be done online. Various efforts have been minimized to reduce the various problems that arise as a result of online learning. However, these problems still arise.

The initial picture obtained is that the problems that are most commonly felt are unstable networks, inadequate cellphone memory and fast quota usage. In addition to this, the material presented during online learning is not well absorbed by students. Although not all of the respondents experienced this.

The parents were asked, "Do children experience obstacles during online learning?". They answered as follows.

P1, P2, P6 and P7: "Yes"

P3, P4, P5, P8, P9 and P10: "No"

The investigation was continued by asking the following question "What kind of problems are experienced during online learning?". They answered as follows.

P1: "There are no problems".

P2: "None".

P3: "During this online learning, the problem that was most felt was the network. Because our house is a bit into the countryside, so when zooming the network is unstable and often goes in and out of the zoom itself."

P4: "During online learning, the problem is an unstable internet connection.

P5: "Quickly depleted signal and quota".

P6: "Material is not well absorbed".

P7: "The problem is that the cellphone used has little memory so it fills up quickly. Especially when there is a task to make a video. Have to uninstall some apps first"

P8: "Most signal problem".

P9: "None".

P10: "No problem".

The answers from P3-P8 indicate that there are obstacles that parents feel when their children participate in online learning. P3, P4, P5 and P8 have the same problem, which is related to an unstable network. While the answers P6 and P7 show different conditions. P6 emphasizes that during online learning, the learning material is not well absorbed. While P7 shows the problematic conditions on the device used, namely the cellphone used has little memory so that when there is a video-making task, it requires you to uninstall several applications first.

Theme 5: The Weight of Schoolwork

School work is often a burden for some students. Especially during the Covid-19 pandemic, the tasks given by teachers are more than when learning is carried out in schools as usual. The initial picture obtained is that parents feel that sometimes the tasks given by the teacher are burdensome for the child, this is because children often complain about the many assignments given.

The parents were asked, "Is the number of tasks given burdensome to the child?". They answered as follows.

P1: "Always burdensome".

P2: "Sometimes".

P3: "Sometimes".

P4: "Sometimes".

P5: "Sometimes".

P6: "Often burdensome".

P7: "Not burdensome".

P8: "Sometimes".

P9: "Sometimes".

P10: "Not burdensome".

Answers P2-P5, P8 and P9 indicate that during online learning, parents feel that the number of tasks given by the teacher is sometimes burdensome for children. In contrast to P7 and P10, they felt that the given task was not burdensome to the child. A different answer is indicated by P1 who feels that the tasks given by the teacher are always burdensome to the child.

The investigation was continued by asking questions related to the assignments given by the teacher. "Are the assignments given by the teacher in online learning burdensome?". They answered as follows.

P1: "In this online learning, the teacher is getting more and more clueless when giving assignments. The tasks given are very many and sometimes difficult for the children."

P2: "Sometimes it is burdensome, this is related to the large number of questions and the deadline for collection is too fast. So it's quite burdensome considering they don't have only one task/homework."

P3: "Sometimes the teacher gives more assignments than usual".

P4: "Yes, in this kind of learning the teacher gives more and more assignments".

P5: "Yes, my son often asks his mother to do the questions. Even though I was tired because I looked after the shop from morning to night."

P6: "The tasks given by the teacher are more than usual".

P7: "Not really, because I know the teacher gives assignments to add enrichment or knowledge of the students".

P8: "Yes".

P9: "In my opinion, it's a bit burdensome, but it's back to the children. Even though my son has a lot of work to do, he just takes it easy."

P10: "The task given by the teacher is not burdensome, but it depends on the child if the task is done immediately, it's not burdensome".

The answers from P1-P6, P7 and P9 have similar answers. The parents felt that during online learning the teacher gave more assignments than usual. P2 emphasizes his reasons why it is burdensome. This is due to the large number of questions given and the deadline for collection is too fast. In contrast to P7's answer, the teacher gives assignments to increase the enrichment or knowledge of the students.

These answers indicate that some of them feel burdened by the many tasks that the teacher gives to their children.

Discussion

In this study, each theme was analyzed and found the relationship between the five themes to obtain information about children's mental health during the pandemic. When connecting between themes two, four and five, there is an illustration that with the many tasks given by the teacher, plus when carrying out online learning, there is a signal problem that causes zooming in and out on their own, disrupting children's mental health. There are trigger factors that are seen by parents in seeing children's mental health disorders during online learning. The results of the investigation prove that mental health disorders occur due to several factors, such as having to deal with laptop/cell phone screens continuously, coupled with the many assignments given by the teacher. The piled up school assignments given by the teacher to students and the short collection time have an impact on reducing student sleep hours so that students experience stress (Suprapmanto & Utomo, 2021). In addition, there is an unstable network factor. Bahar (2020) stated that the existence of network disturbances resulted in the difficulty of interaction between students. Suprapmanto and Utomo (2021), in other words, the internet factor, staring at screens all day and school workloads are the main obstacles to children's mental health disorders.

In this era of online learning, the internet is one of the keys to smooth online learning. However, this online learning cannot be separated from obstacles. Inadequate internet access by teachers or students can affect the implementation of learning (George, 2020). Unstable internet access often makes you angry which in the end affects your mentality which is easy to get down.

The search results related to this problem were revealed from parents who answered the question "Do children have problems when learning online?" P3 answered "During this online learning, the most perceived problem was the network. Because our house is a bit to the countryside, so when zooming the network is unstable and often goes in and out of the zoom alone." P4 answered "When learning online, the thing that becomes an obstacle is an unstable internet connection. P5 answered "Signal and quota running out quickly". P6 answered "The material is not absorbed well". Q8 answered "Most signal problems".

The answers from P3-P8 indicate that there are obstacles that parents feel when their children participate in online learning. P3, P4, P5 and P8 have the same problem, which is related to unstable network. While the answers P6 and P7 show different conditions. P6 emphasized that during online learning, learning materials were not absorbed properly.

Based on the results found, in online learning like this, adequate facilities and infrastructure are needed such as laptops, smartphones and internet networks (Handarini & Wulandari, 2020). The internet network is one of the links in online learning. Without a network or internet access, learning cannot run. Uneven internet access causes some people if they want to take online learning to go to a place that has good internet network coverage. Yolandasari (2020) states that signal/connection is an important factor in online learning, because without an internet signal/connection, students are hampered in receiving the learning given by the teacher.

When themes two, four and five are juxtaposed, a relationship emerges between children's mental health, online learning problems and high school workload. The results of observations regarding children's mental health show that during online learning like this, children experience symptoms of depression, complain of pain in the eyes and pain in the back because they have to constantly face the screen. Symptoms of depression include lack of interest in activities, feeling tired or lacking energy, poor appetite or overeating (Isella et al., 2021). This shows that during this online learning, parents see their children sometimes experience stress. Stress can be caused by various factors such as giving a lot of assignments while the collection time is too fast, too long staring at the smartphone or laptop screen

also causes stress. Responding to this, then as a parent must be able to understand the condition of the child. If the child has started to feel tired or feels pain in the body, he can tell the child to rest for a while / do a little stretching so that the body is not stiff.

CONCLUSION

In conclusion, from the questions raised there are five themes, but from the five themes there are three themes that are related based on the investigation process and data analysis. The results of the investigation show that based on the views of parents, children's mental health during online learning has slightly changed. Some parents actually improve their children's mental health online learning slightly, in contrast to some other parents who see that while participating in online learning, children's mental health is a little disturbed because it is influenced by several factors such as unstable internet network causing its own frustration while participating in online learning, staring at screens all day and lots of school work.

Limitation

This research is limited to looking at how children's mental health is seen from the parents' point of view. Regardless of how the child's mental health is from the child's own point of view.

Suggestion

For researchers who will conduct a similar study, the research can be continued by looking at how the mental health of children feels during online learning. In addition, by looking at it from the teacher's point of view. Is it during this online learning that what has been given, either assignments or teaching methods, disrupts the mental health of children. And by looking at the surrounding environment whether it also causes the child's mental health to be slightly disturbed.

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