

Increasing parents' knowledge about the effect of parents' attachment to adolescent stress during the COVID-19 pandemic

Yuliasti Eka Purnamaningrum^{a,1*}, Yuni Kusmiyati^{a,2}

^a Department of Midwifery, Poltekkes Kemenkes Yogyakarta, Mangkuyudan MJIII/304 Street, Yogyakarta, Indonesia 55143

¹yuliasti.eka.purnamaningrum@gmail.com*, ²yuni.kusmiyati@yahoo.co.id*

*korespondensi penulis

Informasi artikel	ABSTRACT
Article History: Accepted : Feb 2 nd , 2022 Revised : March 29 th , 2022 Published : March 30 th , 2022	The Novel Coronavirus Disease 19 (COVID-19) pandemic had a significant impact on human survival. This phenomenon causes changes in various aspects of life such as the teaching and learning process, it moved at home by e-learning and adolescent must experience anxiety, stress or boredom. The purpose of this study is to increase parents' knowledge about the influence of parents' attachment to adolescent stress. The method is an online meeting through a zoom meeting. The study was carried out in Sukoharjo, Ngaglik District, Sleman Regency involving 50 teenagers' parents. There is an influence of parents' attachment to adolescent stress during the COVID-19 pandemic and the stress level of adolescents depends on their attachment to parents. After 3 months of implementing the mentoring activities, 88 % of the respondents have a good category about the influence of parents' attachment to adolescent stress during the COVID-19 pandemic.
Keyword: Parents attachment; stress; adolescent; knowledge enhancement	

This is an open access article under the CC-BY-SA license.



Introduction

The Novel Coronavirus Disease 19 (COVID-19) pandemic has had a significant impact on human survival. COVID-19 is a new disease that has become a pandemic. This disease must be watched out for because of its relatively fast transmission, has a mortality rate that cannot be ignored, and there is no definitive therapy.⁽¹⁾ As an effort to prevent the spread of COVID-19, WHO recommends temporarily stopping activities that have the potential to cause crowds. The government enforces regulations such as physical distancing to large-scale social restrictions. So it is recommended to do all activities at home, such as work, worship and study. This causes all family members to carry out routine activities at home.⁽²⁾

The COVID-19 outbreak has caused public panic and put pressure on mental health. The increasing number of patients and suspected cases, and the increasing number of provinces and countries affected by the outbreak have raised public concern.⁽³⁾ The problems that arise, become a source of stress that must be resolved immediately in order to create self-defence for a better life.⁽⁴⁾ The impact caused by the corona virus involves various aspects, such as social aspect, cultural, and the economic aspect. The corona virus also has an impact on teaching and learning activities, which so far the teaching and learning process is held in schools or classrooms but with the COVID-19 pandemic, teaching and learning process is moved at home by e-learning using various technological tools, such as smartphones, computers and notebook. Based on the study of Zaharah, et al in 2020 concluded that there are steps taken by the government, namely by issuing a policy to the community not to do any activities outside the home, all work is carried out from home, including learning and teaching activities.⁽⁵⁾ During the Covid-19 Pandemic, the South Korean Government has

closed all schools, institutions and childcare centres in an effort to use social distancing measures to prevent the spread of covid-19.⁽⁶⁾

The family is the first social group in human life, the first place in learning and expressing themselves as a social human being in interactions with the group. The role that has been carried out in the education unit has changed its function in the family unit. Experiences in social interaction in the family also determine the ways in which students learn behaviour. There are common factors in family situations that can give beneficial influence or influence that inhibits student learning behaviour, how to respond to the implementation of education policies during the time of students, in this case children study from home. On the other hand, children must have an awareness that what they do, especially related to the learning process at home, is an obligation that must also be done, including tasks. During the learning process at home, children must experience anxiety, stress, sadness, boredom, and other feelings. For children like this, this is where the role of parents is needed so that children have self-regulating and they are able to teach themselves in an effort to provide internal reinforcement. If the child has started to build reinforcement within himself in accordance with the learning tasks he is undergoing, it will have a significant impact on the child.⁽⁷⁾ Attachment is a strong emotional bond between one individual and another individual who is considered a figure of attachment that is formed due to an interaction.⁽⁸⁾ Attachment plays an important role in helping adolescents develop their psychological aspects. Adolescents who are attached to their parents tend to have a healthy psychological.⁽⁹⁾

Research conducted from February to March 2020 in China stated that worries about COVID-19 is positively correlated with the onset of somatic symptoms in children. The study stated that the government and other relevant institutions should implement different measures to prevent and control mental disorders in primary schools and school students.⁽¹⁰⁾

Based on the results of research conducted by the service team in 2020, it was found that there was an influence of parents' attachment to adolescent stress during the COVID-19 pandemic. Adolescent stress levels depend on their attachment to parents. The higher the attachment to parents, the stress on adolescents will decrease. There is a negative relationship between parents' attachment and adolescent stress with the category of weak relationship. For every 1 unit increase in the parents' attachment variable, stress on adolescents will decrease by 0.173 units.

The purpose of this community service activity is to increase parents' knowledge about the influence of parents' attachment to adolescent stress during the COVID-19 pandemic. In addition, support from community leaders was obtained to improved family health through family assistance and carrying out family assistance activities to increase knowledge about the influence of parents' attachment to adolescent stress during the COVID-19 pandemic.

Method

Community service activities are carried out online during the Covid-19 pandemic from March to October 2021. The activity facilities needed are in the form of online meeting media, namely zoom meetings and for offline coordination using a meeting place in Sukoharjo Village, Ngaglik District, Sleman Regency.

This activity involves the main related elements, the Sukoharjo Village Government, Ngaglik District, Sleman Regency. The government acts as a facilitator who supports and permits this activity. This activity can also support government programs in terms of empowerment and mobilize community participation. The activity begins with preparing a team of community service activities, permits, and activity proposal. Then, prepare the community and coordinate to get support from *Posyandu* cadres and community leader. The next activity is carrying out community service, then monitoring and evaluating the implementation of activities.

Increasing Parents' Knowledge about the Effect of Parents' Attachment on Adolescent Stress during the Covid-19 Pandemic is declared successful if there is an increase in family knowledge about the Effect of Parents' Attachment to Adolescent Stress during the Covid-19 Pandemic. Evaluation is done by measuring knowledge before and after family assistance using a questionnaire. Data analysis using SPSS for Windows software.

Results and Discussion

This community service activity involves the parents of 50 teenagers.

Table 1. Characteristics of Parents and Adolescents

Characteristics	Frequency	%
Age		
10-15 years	17	34
16-21 years old	33	66
Total	50	100
Sex		
Male	6	12
Female	44	88
Total	50	100
Educational Background		
University Level	2	4
Senior High School/ Islamic High School	26	52
Junior High School/ Islamic Junior High School	18	36
Elementary School/ Islamic Elementary School	4	8
Total	50	100
Father's Education		
University Level (D3/S1/S2)	34	68
Senior High School/ Islamic High School	16	32
Junior High School/ Islamic Junior High School	0	0
Elementary School/ Islamic Elementary School	0	0
Total	50	100
Mother's Education		
University Level (D3/S1/S2)	23	46
Senior High School/ Islamic High School	27	54
Junior High School/ Islamic Junior High School	0	0
Elementary School/ Islamic Elementary School	0	0
Total	50	100
Father's occupation		
Civil Servant	9	18
Employees at Private Institutions	21	42
Businessman	14	28
Others	6	12
Total	50	100
Mother's occupation		
Civil Servant	2	4
Employees at Private Institutions	8	16
Businessman	19	38
Others	21	42
Total	50	100
Living with		
Father Only	0	0
Mother Only	0	0
Father and Mother	3	6
Father, Mother and Others	42	84
Father or Mother and Others	5	10
Others (Other Family, Close Relatives, Siblings, Friends)	0	0
Total	50	100
The Number of Children in the Family		
1	3	6
2	35	70
3	11	22
4	1	2
More than 4	0	0
Total	50	100

Based on Table 1, the majority of adolescents from the participants were late adolescents aged 16-21 years (66%), female (88%), and Senior High School students (52%). Most of the

father's education level is university level (D3/S1/S2) as much as 68%. Most of the mother's education level is Senior High School as much as 54%. As for the father's occupation, most of them are private employees (42%) and for the mother's work, most of them are businessmen (38%). The majority of adolescents (84%) live with their father and mother and others and most of the children in the participating families are 2 people (70%).

Table 2. Description of Parents' Attachment Score

Variable	X min	X max	mean	SD
Attachment	30	84	64	12.0

Based on Table 2, the participants' mean score on parents' attachment are 64 with a standard deviation of ± 12.0 .

Table 3. Categorization of Adolescent Attachment to Parents Before Community Service Activities

Variable	Frequency	%
Attachment		
Insecure	27	54
Secure	23	46
Total	50	100

Table 3 shows the categorization of parent' attachment. Community service implementers categorize attachment into two categories, namely secure and insecure. Secure category if the respondent's score is greater than the mean T and insecure if the respondent's score is less than or equal to the mean T. Based on Table 3, prior to the implementation of mentoring activities, the number of adolescents who had insecure parents' attachments was greater than secure (54% and 46 %).

Table 4. Categorization of Adolescent Attachment to Parents After Community Service Activities (3 months After Mentoring)

Variable	Frequency	%
Attachment		
Insecure	12	24
Secure	38	76
Total	50	100

Based on Table 4, three (3) months after the implementation of mentoring activities, the number of adolescents who have secure parents' attachments is greater than those who are insecure (76% and 24%).

Table 5. Categorization of Parents' Knowledge After Community Service Activities (3 months After Mentoring)

Variable	Frequency	%
Knowledge		
Well	44	88
Not enough	6	12
Total	50	100

Based on Table 5, three (3) months after the implementation of mentoring activities, the majority of knowledge about the influence of parents' attachment to adolescent stress during the Covid-19 pandemic is good (88%).

Based on the results of research conducted by community service providers in 2020, there was an influence of parents' attachment to child stress during the Covid-19 pandemic. Adolescent stress levels depend on their attachment to parents. The higher the attachment to parents, the stress on adolescents will decrease.

Experiences in social interaction in the family also determine the ways in which children learn behaviour. There are common factors in family situations that can give beneficial influence or influence that inhibits the child's learning behaviour. The changes that occur require most individuals to carry out an adaptation process to meet the demands of the surrounding environment. The problems that arise, become a source of stress that must be resolved immediately in order to create self-defence for a better life.

The Novel Coronavirus Disease 19 (COVID-19) pandemic had a significant impact on human survival. The changes that occur require most individuals to carry out an adaptation process to meet the demands of the surrounding environment. This is where the role of parents is needed so that children have self-regulating and they are able to teach themselves in an effort to provide internal reinforcement to himself.

Through increasing parents' knowledge about the influence of parents' attachment to adolescent stress during the Covid-19 pandemic that have been implemented, the outcomes achieved are leaflets and questionnaires.

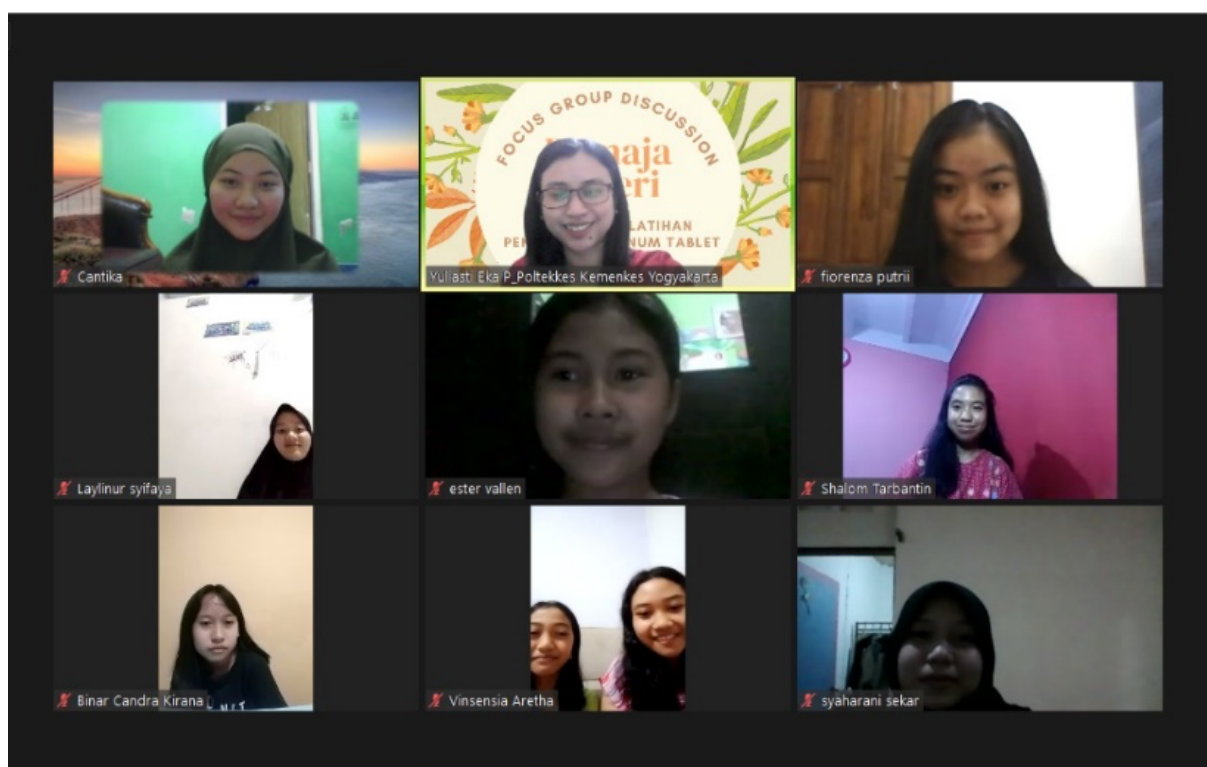


Figure 1. Community empowerment in adolescents

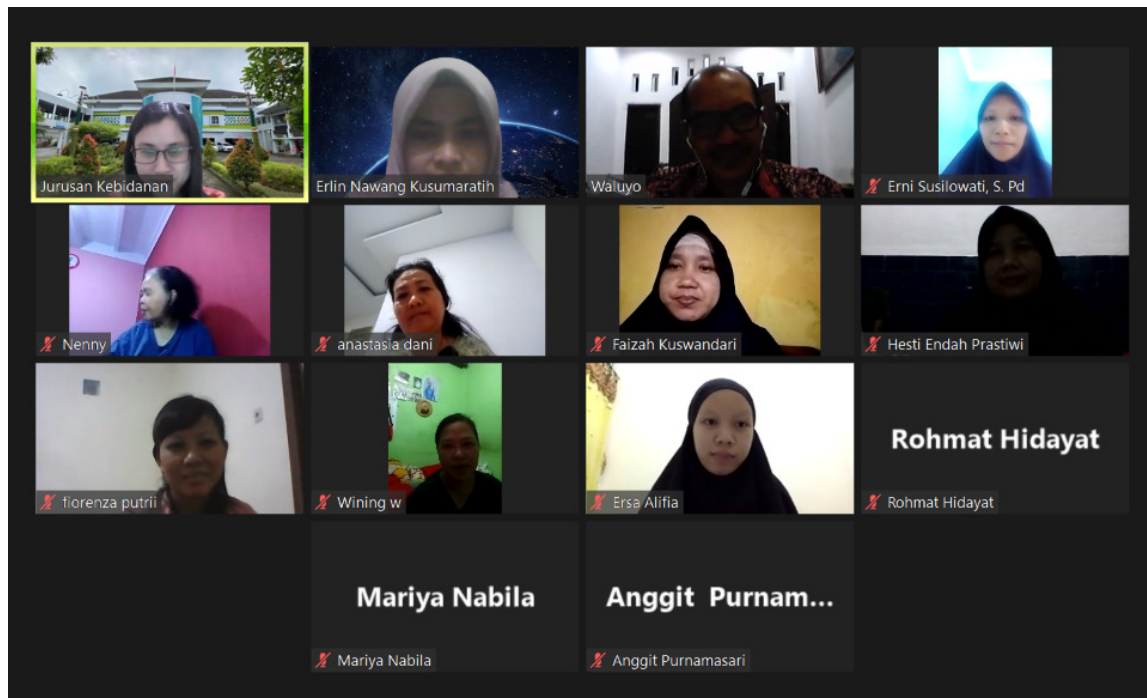


Figure 2. Community empowerment in adolescents with parents

Conclusion

Obtained full support from community leaders and health cadres to improve family health through family assistance in increasing parents' knowledge about the influence of parents' attachment to adolescent stress during the Covid-19 pandemic.

There is an increase in knowledge about the effect of parents' attachment on adolescent stress during the Covid-19 pandemic. After three (3) months of implementing mentoring activities, the majority had knowledge about the effect of parents' attachment on adolescent stress during the Covid-19 pandemic in the good category (88%) and the number of adolescents who had secure parents' attachment was greater than insecure (76% and 24%).

Reference

1. Susilo A, Rumende CM, Pitoyo CW, Santoso WD, Yulianti M, Herikurniawan H, et al. Coronavirus Disease 2019: Tinjauan Literatur Terkini. *J Penyakit Dalam Indones*. 2020;7(1):45.
2. F F, SR R. Pembelajaran Online di Tengah Pandemi Covid-19. *Indones J Educ Sci*. 2020;2(2):81–9.
3. Bao Y, Sun Y, Meng S, Shi J, Lu L. 2019-nCoV epidemic: address mental health care to empower society. *Lancet*. 2020;395(10224):e37–8.
4. De Sousa A, Mohandas E, Javed A. Psychological Interventions during COVID-19: Challenges for low and middle income countries. *Asian J Psychiatry*. 2020;51:102–28.
5. Z Z, GI K. Impact of Corona Virus Outbreak Towards Teaching and Learning Activities in Indonesia. *SALAM J Sos dan Budaya Syari*. 2020;7(3).
6. Bahn GH. Coronavirus Disease 2019, School Closures, and Children's Mental Health. *J Korean Acad Child Adolesc Psychiatry*. 2020;31(2):74–9.
7. Subarto. Momentum Keluarga Mengembangkan Kemampuan Belajar Peserta Didik Di Tengah Wabah Pandemi Covid-19. *Adalah Bul Huk dan Keadilan*. 2020;4:13–8.
8. Santrock J. *Remaja:Edisi 11, Jilid 2*. Jakarta: Erlangga; 2007.
9. Dewi, A. A. A., & Valentina TD. Hubungan Kelekatan Orangtua-Remaja dengan Kemandirian pada Remaja di SMK N 1 Denpasar. *J Psikol Udayana*. 2013;1:181–9.
10. Cao W, Fang Z, Hou G, Han M, Xu X, Dong J, et al. The psychological impact of the COVID-19 epidemic on college students in China. *Psychiatry Res*. 2020;287(March):112934.