Research Article

The Relationship Between Family Support and Anxiety Levels in School-Age Children during COVID-19 Pandemic

Farah Dilla Yahya[1], Nur Lailaltul Masruroh[2], Nur Melizza[2]*, Anggraini Dwi Kurnia[2]

[1]Nursing student, Faculty of Health Sciences, University of Muhammadiyah Malang, Indonesia
[2]Community of Health Nursing department, Faculty of Health Sciences, University of Muhammadiyah Malang, Indonesia

ORCID
Nur Melizza: https://orcid.org/0000-0001-5533-2561

Corresponding Author: Nur Melizza; email: melizza@umm.ac.id

Abstract.
School-age children felt anxious due to changes and new habits that were cultivated during the COVID-19 pandemic. They need family support to suppress and minimize anxiety. This study aimed to determine the relationship between family support and anxiety levels in school-age children during the pandemic. This was a cross-sectional study with a sample of 83 people (each a family member or a school-age child) determined by the Simple Random Sampling technique following inclusion criteria. The data were analyzed using the Spearman Rank correlation technique. The results showed that the majority of family support was high at 75 people (90.4%), the anxiety level of school-age children was mild at 76 people (91.6%), and there was a significant relationship between family support and anxiety levels of school-age children evidenced by the p-value of $0.003 < 0.05$ with the strength of the relationship "quite strong" (correlation coefficient - 0.325) and the direction of the relationship "negative." Family support is one of the factors that can affect the level of anxiety in individuals in the family, including school-age children. School-aged children who get family support, in the form of informational, emotional, instrumental, and assessment support, will feel that they are cared for and loved which results in their self-confidence and self-esteem increasing. Individuals who feel this way will feel confident that they can master and overcome their problems.

Keywords: Support, Family, Anxiety, Pandemic, Covid-19

1. INTRODUCTION

All countries in the world are currently hit by the Covid-19 pandemic, including Indonesia. Especially in Indonesia, the Government of the Republic of Indonesia has issued a disaster emergency status starting from February 29, 2020, to May 29, 2020, regarding this virus pandemic (1). Covid-19 is an infectious disease caused by acute respiratory syndrome and causes respiratory tract infections (2). During the pandemic, the Government of Indonesia has made efforts to overcome the transmission of Covid-19, including local

governments, through various efforts, ranging from maintaining distance, implementing a healthy lifestyle, washing hands with soap, and wearing masks.

Coronaviruses are a large family of viruses that cause mild to severe symptoms. There are at least two coronaviruses known to cause severe symptoms, such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). Coronavirus Disease 2019 (Covid-19) is a new type of disease that has never been previously identified in humans. The virus that causes Covid-19 is called Sars-CoV-2 (3). The current COVID-19 pandemic in Indonesia has had an impact on all activities. Activities that are usually carried out outside the home are temporarily suspended and the entire community is encouraged to remain in their respective homes. As a result, these unusual conditions forced all people to be able to adapt to new habits and made people, especially children, not ready to deal with them both physically and psychologically which could affect their mental health. Psychological conditions that usually occur in children during the current COVID-19 pandemic are anxiety, fear, stress, depression, panic, sadness, frustration, anger, and denial (4)

Data from the Center for the Study and Protection of Children stated that around 48% of children experienced anxiety during the COVID-19 pandemic where this study involved 427 children aged 6-17 years in five provinces namely North Sumatra, East Nusa Tenggara (NTT), West Nusa Tenggara (NTB), West Sumatra and Yogyakarta. Other data from Helmi's (2010) (5) research on elementary school students from grades (1-6) with a sample of 90 students stated the results that the average stress level of elementary school students was large (grades 4-6). is 31.79 compared to the average stress level of small elementary school students (grades 1-3), which is 29.67 with an average difference of 2.11.

The Association of Indonesian Mental Medicine Specialists (PDSKJI) surveyed mental health through an online self-examination. The examination was conducted on 1,552 respondents regarding three psychological problems: anxiety, depression, and trauma. The results of the survey showed that as many as 63% of respondents experienced anxiety and 66% of respondents experienced depression due to the Covid-19 pandemic (6). The impact of the Covid-19 pandemic will be visible on school-age children and adolescents. Children aged 6-12 years are school-age children, during this time children will develop their abilities and continue for the next period. At this age children will expand their social contacts with people outside their families and increase their sense of responsibility toward schoolwork and at home (7).

During the COVID-19 pandemic, children will feel anxiety caused by several factors such as the policy of limiting the spread of the virus through the distance learning

system, limited space for movement, and lack of interaction with peers during the pandemic. Anxiety is a worry about unexpected danger and a negative emotional state characterized by bad feelings and tension, such as a racing heart, sweating, difficulty breathing, fear, insecuritydifficulties, and pressures of daily life (8). Anxiety is one of the symptoms of other mental health disorders such as depression, bipolar disorder, post-traumatic stress disorder (PTSD), obsessive-compulsive disorder (OCD), and psychological disorders. Mental health problems that have increased during the COVID-19 pandemic are stress, anxiety, and even depression. For students at school, the COVID-19 pandemic has resulted in stress and anxiety related to changes in the learning process and daily life.

Research results by Xie, et. al. (2020) (9) published in the JAMA Pediatrics Journal conducted in Hubei China which involved 2.330 school children, proved that school-age children who were quarantined in the learning process due to COVID-19 showed some signs of emotional distress. Even further research from these observations showed that 22.6 percent of the children observed experienced symptoms of depression and 18.9 percent experienced anxiety. The results of a similar survey conducted by the Japanese government also showed similar results, namely 72 percent of Japanese children felt stressed due to COVID-19. The United States also experienced the same thing. Investigations carried out by the Center for Disease Control (CDC) showed that 7.1 percent of children in the age group 3 to 17 years had been diagnosed with anxiety and about 3.2 percent in the same age group suffered from depression (10). Specifically in Indonesia, the results of a rapid assessment survey conducted by the COVID-19 task force (BNPB, 2020) showed that as many as 35 percent of children felt anxious or worried about missing lessons, 15 percent of children felt insecure, 20 percent of children missed their friends and 10 percent the child feels anxious or worried about the economic condition of the family.

Anxiety that occurs in children during the current pandemic will lead to the weakening of social relations, and the emergence of anger at any time. So children need more support from their families. The family is the smallest unit consisting of a father, mother, children, and sometimes other family members join. Family members are the most important part of the household because the family has an important function in terms of improving social welfare and health (11).

Children need support that plays a role in suppressing and minimizing the psychological impact experienced by children. This support comes from outside the individual child who essentially has a bond or social relationship with the child. This bond refers to family relationships in which there is also the role of children as family members (12).

Support from the family is very necessary for children who experience anxiety because the family has an important role in terms of children's health. If the family support is good, the growth and development of the child are relatively stable, but if the family support is not good, the child will have obstacles in himself that interfere with the child's psychology (13).

2. Methods

The research design used was descriptive with a cross-sectional approach. The population in this study were all families and students of class IV-V Genggelang, KLU, and NTB, each of which amounted to 120 people. This population was selected based on the following criteria: (1) families and school-age children in grades IV-V Genggelang, KLU, NTB; (2) willing to become research respondents; (3) In good health; (4) Cooperative and able to communicate well; and (5) can read and write. While the samples studied were recruited based on simple random sampling techniques as many as 83 people. The process of determining 83 samples using a simple random sampling technique, the researchers carried out in the following ways: (1) Recording the names of families and school-age children in grades IV-V Genggelang, KLU, NTB in pairs (one family and one child of one piece of paper); (2) All populations that have been recorded in pieces of paper are then rolled up and put into jars; (3) Conducting a random drawing of the names of the family and school-age children, and A total of 83 pieces of paper were selected by the researchers as samples. This study has received approval from the ethics committee of the University of Muhammadiyah Malang, Indonesia (No.E.5a/034/KEPK-UMM/II/2021).

2.1. Measurement of Anxiety Level and Family Support

The research instrument used is in the form of a questionnaire. The questionnaire for the dependent variable (anxiety level) in this study used the Zung Self Rating Anxiety Scale (SAS/ZRAS) questionnaire designed by William W. K. Zung and developed based on anxiety symptoms in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV). This measuring instrument is designed to examine the level of anxiety quantitatively (14). This questionnaire contains 20 statements in which each statement is scored 1-4 (1=never, 2=sometimes, 3=often, 4=always). There are 15 statements towards increasing anxiety and 5 statements towards decreasing anxiety (14) This instrument has been tested for validity and reliability with a Cronbach Alpha result of 0.984. That is, the

number is greater than the constant 0.6. So the instrument can be said to be reliable. While the questionnaire was used to measure the family support variable, this study used a questionnaire previously designed by Herlina (2019) (15) research with some modifications in which this questionnaire consisted of 20 questions with 4 indicators, namely informational support, emotional support, instrumental support, and assessment support. The results of the reliability test of the family support questionnaire were declared reliable because the resulting Cronbach Alpha value was greater than the constant 0.6. The resulting Cronbach's Alpha value is 0.973. This result indicates that the number 0.973 is greater than 0.6.

2.2. Data analysis

This study uses a spearman rank analysis test using SPSS 21 software to determine the relationship between family support variables and the anxiety level of school-age children during the pandemic.

3. Result

3.1. Student Family Demographic Data

The families studied or the respondents in this study were parents (father or mother). The demographic data table of 83 respondents (student families) above explains five things, namely: First, when viewed in terms of gender, the majority of students' families are female with a total of 48 people (57.8%). Second, when viewed in terms of age, the majority of students' families are aged between 20-60 years (adults) as determined by WHO with a total of 72 people (86.7%). Third, when viewed in terms of domicile (address), the majority of students' families are located in Genggelang Village with a total of 76 people (91.6%). Fourth, when viewed in terms of the last education taken by the student's families, the majority of them succeeded in completing education at the Higher Education level (D-D4, S1-S3) as many as 55 people (54.2%). Fifth, when viewed in terms of the work occupied by the student's families, the majority of them work as farmers with a total of 41 people (49.4%). Sixth, when viewed from the religious aspect, the majority of families are Muslim, with as many as 82 people (98.8%).

TABLE 1: Family Demographic Data Of Genggelang State Elementary School 3 Students In 2021.

No	Family Demographic		F	%
1	Gender	Man	35	42,2
		Woman	48	57,8
2	Age	20-60 years (adult)	72	86,7
		> 60 years (elderly)	11	13,3
3	Address	Genggelang	76	91,6
		Rempek	6	7,2
		Sambik Bangko	1	1,2
4	Education	Elementary School	2	2,4
		Junior High School	8	9,6
		Senior High School	28	33,7
		Diploma/Bachelor/Master	45	54,2
5	Work	Retired/Not working	5	6,0
		The government employed/Indonesian National Army/Police	5	6,0
		Farmer	41	49,4
		Enterpreneur/Trader	14	16,9
		Privat sector Employee	18	21,7
6	Religion	Islam	82	98,8
		Hindu	1	1,2
	Total		83	100,0

TABLE 2: Student Demographic Data of Genggelang State Elementary School 3 In 2021.

No	Student Demographic		F	%
1	Gender	Laki-laki	48	57,8
		Perempuan	35	42,2
2	Age	10 years	36	43,4
		11 years	47	56,6
3	Grade	4th	41	49,4
		5th	42	50,6
4	Religion	Islam	82	98,8
		Hindu	**1**	**1,2**
	Total		**83**	**100,0**

3.2. Student demographic data

The table of demographic data for 83 students, public elementary school 3 Genggelang above informs three things, namely: First, when viewed in terms of gender, the majority of students are male as many as 48 people (57.8%). Second, when viewed in terms of age, the majority of students, or 47 people (56.6%) are 11 years old. Third, when viewed

from the class of students at school, the majority of students or as many as 42 people (50.6%) are in class V. Fourth, when viewed from the religious aspect, the majority of school-age children are Muslim, as many as 82 people (98,8%).

3.3. Statistical analysis

Table 3 Results of Cross Tabulation (Crosstabs) and Analysis of the Relationship between Family Support and Anxiety Levels of School-Age Children at 3 Genggelang State Elementary Schools 2021

TABLE 3

		Student anxiety level				Total	Correlation Coefficient	Sig. (2-tailed)
		Mild	Moderate	Severe	Panic			
Family support	Low	0	0	0	0	0	-,325**	0,003
	Medium	2	6	0	0	8		
	High	74	1	0	0	75		
Total		76	7	0	0	83		

The table above informs the results of the cross-tabulation (family support and student anxiety levels) and the results of the Spearman Rank correlation test. First, when viewed from the results of cross-tabulations (crosstabs), out of 8 respondents who received "moderate" family support, 2 people experienced "mild" anxiety levels, and as many as 6 people experienced "moderate" anxiety levels. Furthermore, of the 75 respondents who received "high" family support, as many as 74 experienced "mild" anxiety levels, and the remaining 1 person experienced "moderate" anxiety levels. Second, when viewed from the results of the Spearman Rank correlation test, the table above can be read or interpreted through three aspects, namely: the significance of the relationship, the strength of the relationship, and the direction of the relationship between the two variables. The following is an explanation of each of these aspects: the significance of the relationship between the two variables: (1) The relationship (correlation) of the two variables (family support and anxiety levels of school-age children) shows 0.003. The significance value (p-value) of 0.003 is < from the alpha value of 0.05. That is, there is a significant relationship between the two variables; (2) The strength of the relationship between the two variables shows a value of - 0.325** or 32.5, the number is between 0.25 - 0.50 which means "strong enough". The meaning of the two stars states that the results of the correlation are significant at a significance level of 0.01; (3) The direction of the relationship between the two variables states that the relationship produced by

the two variables is not unidirectional (negative). It can be seen in the correlation figure - 0.325**. The negative number presupposes that if the independent variable (family support) increases, then the dependent variable (student anxiety level) will decrease. Conversely, if the dependent variable decreases, the independent variable will increase. In other words, the more family support is increased, the anxiety levels of school-age children at State Elementary School 3 Genggelang will decrease. On the other hand, the lower the family support, the higher the student's anxiety level.

4. DISCUSSION

4.1. Family Support for School Age Children at 3 Genggelang State Elementary School

The results of the identification of family support variables that are in the "high" category in this study cannot be separated from the level of education completed by the students' families where according to the results of this study, the majority of families completed education at the college level with a total of 45 people (54.2%). This means that more than half of the student's families have succeeded in obtaining an education at the college level. This level of education is an influential factor in the amount of support given by families to school-age children (Grade 4-5 State Elementary School 3 Genggelang). In addition, the level of education below college institutions, namely Senior High School or its equivalent, also shows a significant quantity reaching 28 people (33.7%). This is theoretically stated by Nasriati (2017) (16), that the good or bad of family support is determined by the level of education and the level of family knowledge. The rationale for education and family knowledge are factors that influence family support, because families, especially parents with a higher education background, will have a high awareness of providing the support needed by their children while studying at school. Parents with such awareness will maximize their children's learning process (17).

In addition, the economic level factor also affects the level of support given by the family to other family members. The higher the economic level of the family, the better the support given to other family members (16). The economic level is closely related to family work. The data of this study states that the family economy of State Elementary School 3 Genggelang students is determined by family work, the majority being farmers as many as 41 people (49.4%), entrepreneurs as many as 14 people (16.9%), and private employees as many as 18 people (21.7%).). Other jobs occupied by students' families are

The government employed or the Indonesian National Army or the Indonesian National Police as many as 5 people (6%). Only 5 people (6%) are retired/not working. A good job or family economy requires the availability of facilities needed for school-age children during the COVID-19 pandemic.

4.2. Anxiety Levels of School-Age Children at 3 Genggelang State Elementary School

The anxiety level of school-age children in the "mild" category in this study is closely related to the COVID-19 pandemic that has hit the world since the end of 2020 and the impact is felt by the world of education. The theory of Ambari et al. (2020) (18) states that anxiety can happen to anyone during the COVID-19 pandemic, from children to adults. Anxiety in children, including school-age children, can occur due to new situations and environments. The COVID-19 pandemic has changed many things in everyday life. Initially, children who are used to being in a school environment, with the covid-19 pandemic have felt the impact where they have to learn from home, and automatically they are separated from their fellow students in certain schools.

In addition to the new situation and environment, another factor is new habits due to the COVID-19 pandemic that school-age children feel. The new habit, said Rayani & Purqoti (2020) (19), is exacerbated by the lack of adequate preparation in dealing with the new habit. The new habit in question is the policy of learning from home via the internet (online). The impact, said Ambari et al. (2020) (18)is that children feel boredom, anxiety, and the like. The continued impact of the anxiety the school-age child feels they will give birth to sadness, difficulty concentrating, and a lack of activities usually carried out daily.

4.3. Relationship between Family Support and Anxiety Levels in School-Age Children at 3 Genggelang State Elementary School during a Pandemic

The results of data analysis of the two research variables (family support and student anxiety level) showed a significance value (p-value) of $0.003 <$ alpha value (significance level) of 0.05. That is, the findings of this study indicate a significant relationship between the two variables where the strength of the relationship is in the "strong enough" category (correlation coefficient - 0.325**) with a "negative" direction of the relationship. This implies that the more family support is increased, the anxiety of school-age children will decrease (mild).

There is a significant relationship between family support and the anxiety level of school-age children, especially the anxiety of school-age children due to distance and online learning habits during the current COVID-19 pandemic because good family support can support individual mental health, including in supporting the anxiety of school students ((20). Distance learning has formulated new situations, environments,s and habits for students. This of course requires support from the closest people, in this case,e the family, it can be parents (father/mother) or other families. The high family support stated in this study seems to be correlated with the mild anxiety experienced by school-age children (students of 3 Genggelang State Elementary School). This means that the high support provided by the family (parents) (informational, emotional, instrumental,l and assessment) in dealing with the uncertainty of students' lives during the COVID-19 pandemic will have a significant or positive impact on eliminating sadness, not concentrate in learning and achieve achievements. and lack of daily activities caused by anxiety in school-age children. Sudiana (2017) (21) explained that theoretically family support is one of the factors besides other factors (motivation and social support) that can affect the level of anxiety in individuals in the family, including school-age children in the family environment. School-age children (students) who receive significant family support, in the form of informational, emotional, instrumental, and assessment support will feel that they are cared for and loved so that their self-confidence and self-esteem will increase.

Individuals who feel this way will feel confident that they can master and overcome their problems(22). School-age children as subjects in this study will feel confident that they can reduce and overcome the anxiety problems they are facing and experiencing in the online learning process during the COVID-19 pandemic as it is today. This is the reason why family support is stated to be influential or closely or significantly related to the anxiety level of school-age children (students of 3 Genggelang State Elementary School) as the findings of this study. The findings of this study are also in line with the findings of two previous similar studies. Mariatun's research (2020) (23) for example, states that family support and student anxiety in dealing with mathematics subjects have a significant relationship as indicated by a significance value (p-value) < 0.01. This study examines the relationship between two independent variables (self-efficacy and family support) with the dependent variable (student anxiety) in mathematics at the State Senior High School 2 Sinabang. In particular, the research found that family support contributed 66% to students' anxiety in dealing with math lessons at school.

5. CONCLUSION

Based on the results of the research and discussion, it can be concluded that the family support for school-age children (students in grades 4th and 5th) at 3 Genggelang State Elementary School during the Covid-19 pandemic was mostly in the "high" category, which was 75 people (90.4%). The anxiety level of school-age children was mostly in the "mild" category, which was 76 people (91.6%). There is a significant relationship between family support and the anxiety level of school-age children during the Covid-19 pandemic as evidenced by a significance value of 0.003 < alpha value (significance level) of 0.05 with the strength of the relationship "strong enough" (correlation coefficient - 0.325**) and the direction of the relationship is "negative".

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