

## Research Article

# Emotion regulation as a predictor of mother's stress in accompanying children's online learning at elementary school

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### Abstract

This research has objectives 1) knowing the description of emotion regulation in mothers at elementary school. 2) find out the description of the stress of mothers in accompanying children to learn online at elementary school. 3) find out whether emotional regulation can be a predictor of stress in mothers in accompanying children to learn online at elementary school. The subjects of this study were the mothers of students at SD Santa Maria I Malang with a total sample of 191 mothers. Emotion regulation was measured using the Emotion Regulation Questionnaire which was adapted and modified from Gross and John (2003), totaling 10 items, all of which were valid with a validity range of 0.492 to 0.743, and reliable with a Cronbach's Alpha of 0.828. Mother's stress in accompanying children to learn online was measured using the Parental Stress Scale adapted and modified from Berry and Jones (1995) totaling 18 items, all of which were valid with a validity range of 0.592 to 0.818 and reliable with a Cronbach's Alpha of 0.945. Data analysis used simple linear regression. The results showed that the mothers of students at the Santa Maria I Elementary School Malang had a high level of emotional regulation and stress in assisting children with moderate online learning. The results show that H1 in this study is accepted, namely emotional regulation is a predictor of maternal stress in accompanying children to learn online at  $p$  value  $0.000 < 0.005$  and an  $R$  value of 0.700. While  $R$  square is 0.490, meaning that the determination of emotional regulation on stress in mothers is 49% while 51% is influenced by other variables not tested in the study. It is important to do and is expected to be a mother's attention to improve emotional regulation so that it can avoid stress in accompanying children to learn online. Future researchers are expected to be able to develop research variables, considering that there are still 51% of other variables that are predictors of maternal stress in accompanying children to learn online.

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## Introduction

Currently, countries around the world are being shocked by the infectious disease Covid 19. Its easy transmission has caused governments to take various efforts to reduce the spread of the virus. The Corona virus began to hit Indonesia in early March 2020. The implementation of PSBB (Large-Scale Social Restrictions) is a method used to stop the spread of the Corona virus. The world of education also feels the impact. Thus, teaching and learning activities must be carried out online. In addition to requiring adjustments, students do not understand the material obtained and the teacher gives assignments as a substitute for material so that students feel burdened with many tasks (Siahaan, 2020). The absence of

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a culture of doing online learning has its own impact on students, including elementary school (SD) students. The results of the research Purwanto et al. (2020) shows that students are accustomed to meeting face-to-face in carrying out learning, so the adjustments made will have an impact on absorption in learning. The use of technology in distance learning causes students to still need parental assistance both in learning and supervision. It is also stated by Purwanto et al (2020) that elementary school students still need parents as online learning companions.

Online learning requires parents as supervisors at home like the teacher's role in learning at school. This involvement is needed to ensure that children can understand and complete school work completely, especially for parents of elementary school students (Lee et al, 2020). The role of parents of elementary school children is not only to accompany but also to provide motivation to learn, provide facilities, manage study time, cooperate with teachers, and become role models for children at home to replace teachers at school. One of the challenges for parents is to concretize the material received online so that it can make it easier for elementary school students to understand it (Efendi, 2020). The weight of online learning is also felt by mothers as children's companions in learning (Raihana, 2020; Tchimtchoua Tamo, 2020; Patrick et al, 2020).

Acting as a companion for children's online learning at home, mothers also experience obstacles and need adjustments to overcome them, such as lack of understanding of children's learning materials, less able to build children's learning motivation, lack of patience, and lack of time (Herliandry et al, 2020; Wardani and Ayriza, 2020; Palupi, 2021). The results of interviews with the mothers of the Santa Maria I Elementary School students in Malang showed that the stress experienced by mothers in accompanying children to learn online was caused by several things, including the mother's misunderstanding of the child's learning materials, difficulties in managing time to accompany children to study or do other things, impatience in accompanying children who cause children and mothers to argue because of lessons, children who are more obedient when taught by other people than parents cause quarrels between parents and children. The student's mother also mentioned that accompanying children to learn online was stressful to the point of causing headaches. Mother's stress and anger when accompanying children to learn online also affect the relationship between the two. Mothers and children often argue because of school problems, whether it's caused by the understanding of the child or the mother who is less painstaking and patient. The great responsibility felt by parents, especially mothers in assisting children's online learning, causes mothers to experience stress (Listyanti and Wahyuningsih, 2021).

In Gina and Fitriani's study (2022), emotion regulation was proven to be a predictor of parenting stress in working mothers. Hu et al. (2019) also revealed that in China, parents of children with autism also revealed that parents who had difficulty regulating emotions reported experiencing more parenting stress. The study revealed that emotional factors contribute to stress. Ikasari and Kristiana (2018) revealed that emotional management affects stress in mothers with children with *cerebral palsy*. Some of the studies above prove that emotion regulation can be a predictor of parenting stress, but these studies do not reveal the effect of emotional regulation on maternal stress in assisting children in online learning. This will be a novelty in this research.

Parenting stress is defined by Deader-Deckard (1998) as an unpleasant psychological reaction to the demands of being a parent. Parental stress experienced in the form of negative feelings towards themselves and their children. In this case, the stress experienced by the mother is an unpleasant psychological reaction due to the mother's role in assisting children in online learning. Stress is caused by unpleasant emotional experiences (Wang and Saudino, 2011).

Berry and Jones (1995) revealed four aspects of parenting stress, namely 1) *Parental reward* which discusses how much parents consider their children valuable and intimacy between parents and children 2) *Parental stressors* (cause of parental stress), to the extent that where parents perceive their children as the cause of stress 3) *Lack of control* which discusses how individuals feel heavy being a parent and perceive children as a source of lack of control in life, and 4) *Parental satisfaction* (parental satisfaction). represents the satisfaction felt by parents for their child's behavior including parent-child interactions.

Emotions have an important role in the stress experienced by a person (Malesza, 2019). When it comes to accompanying children in online learning, mothers also face conditions that provoke negative emotions such as arguing

with children. In dealing with these negative emotions, mothers need emotional management which will have an impact on the process of assisting children's online learning (Raihana, 2020). Emotion management is also known as emotion regulation. Thompson (1994) describes emotion regulation as an extrinsic and intrinsic process that plays a role in monitoring, assessing, and modifying emotional responses in achieving goals. According to Gross (1998) emotion regulation is a process that influences the emotions that individuals have, how emotions are experienced and expressed when they have emotions.

Emotion regulation affects a person's experience and behavior in dealing with a condition. Hafshah and Pratiwi (2021) revealed that through good emotional management, a person will be able to control himself, overcome anxiety, and overcome problems. There are two aspects of emotion regulation, namely *cognitive reappraisal* and *expressive suppression* (Gross and John, 2003). The *cognitive reappraisal* discusses the form of cognitive change in which individuals change their mindset related to situations that can evoke emotions that will affect their emotions. While the *expressive suppression* discusses the form of response modulation in which a person will minimize expressive emotional behavior when they are in an emotional state. This aspect is effective in reducing the expression of negative emotions, but also has the side effect of tightly controlling the expression of positive emotions.

Based on the explanation above, the researcher is interested in conducting further research on "Emotion Regulation as a Predictor of Mother's Stress in Accompanying Children's Online Learning at SD Santa Maria I Malang". The purpose of this study was to describe the emotional regulation and stress of mothers in assisting children in online learning and to find out whether emotional regulation can be a predictor of maternal stress in assisting children in online learning at the Santa Maria I Elementary School Malang.

### Method

The approach in this research is quantitative using simple linear regression analysis method. The variables studied in this study were emotional regulation (X) and maternal stress in accompanying children to learn online (Y). The population in this study were the mothers of students at the Santa Maria I Elementary School Malang, amounting to 412 mothers. In determining the sampling, a *purposive sampling* with the criteria of 1) a mother (both working and not working), 2) having children who are currently studying at the Santa Maria I Catholic Elementary School, Malang, 3) accompanying children in online learning, such as repeating learning materials that have been taught. children do not understand, help and guide children in doing school assignments. The size of the sample used is determined based on Isaac and Michael's table with an error rate of 5% (Sugiyono, 2015). So that the number of samples obtained is 191.

The instruments used are the emotional regulation scale and the parenting stress scale. *Emotion Regulation Questionnaire* (ERQ) (Gross and John, 2003) was used to measure emotion regulation in mothers. This scale has been adapted by Febrian (2020) and modified, there are 10 items covering 2 aspects, namely *cognitive reappraisal* and *expressive suppression*. The modification on this scale lies in the answer choices, which originally had 7 choices, modified to 5 answer choices. This is done to make it easier for respondents to distinguish each answer point. Respondents were asked to state their conformity with the statements on the scale. The item answers consist of Strongly Not Appropriate (1), Not Appropriate (2), Uncertain (3), Appropriate (4), and Very Appropriate (5).

**Table 1.** Blueprint after testing the emotion regulation scale

Aspect	Item	Number of Item
<i>Cognitive reappraisal</i>	1, 3, 5, 7, 8, 10	6
<i>Expressive suppression</i>	2, 4, 6, 9	4
Total	10	

Based on a scale trial conducted on 30 people, 10 items on the emotion regulation scale were declared valid. An item is declared valid if  $r$  count  $> 0.361$ . The range of validity values is 0.389 to 0.749 and reliable with *Cronbach's Alpha* of 0.783.

To measure the stress of mothers in accompanying children to learn online, the *Parental Stress Scale* (Berry & Jones, 1995) was used which has been adapted and modified. The adaptation process begins with *forward translation*, where the scale is translated into Indonesian. Furthermore, the scale will be translated back into English or called *back translation*. After doing *forward* and *back translation*, then the suitability will be seen. The aim is to see the similarity of meaning and agreement of translation. Meanwhile, the modifications made were by narrowing down the items regarding parenting stress to maternal stress in assisting children in online learning. In addition, the modification also lies in the role of parents which is only devoted to the role of the mother. On this scale there are 18 items which are composed of four aspects including *parental reward*, *parental stressor*, *lack of control*, and *parental satisfaction*. The higher the score obtained, the higher the stress of the mother in accompanying the child to learn online, and vice versa. This instrument has 5 answer choices. The favorite items consist of Strongly Not Appropriate (1), Not Appropriate (2), Indecisive (3), Appropriate (4), and Very Appropriate (5). Meanwhile, the unfavorable items consist of Strongly Not Appropriate (5), Not Appropriate (4), Indecisive (3), Appropriate (2), and Very Appropriate (1).

**Table 2.** Blueprint after testing the mother's stress scale

Aspect	Number of Items		Total Number of Items	Number of Items Failed	Number of Items Valid
	Favourable	Unfavourable			
<b>Parental Reward</b>		1, 5, 6, 7, 8	5	5, 7, 8	2
<b>Parental Stressor</b>	3, 4, 9, 10, 11, 12		6	3, 4, 10, 11	2
<b>Lack of Control</b>	14, 15, 16		3		3
<b>Parental Satisfaction</b>	13	2, 17, 18	4	2, 18	2
<b>Total</b>			18	9	9

Based on Table 2, it is known that after the trial conducted on 30 respondents, there were 9 items that were not valid, because  $r \text{ count} < 0.361$ . Validity values ranged from 0.396 to 0.854. This scale is reliable with *Cronbach's Alpha* of 0.766. After *wording* the 9 invalid items, all valid items were found that could be used in collecting research data. The *wording* is carried out by changing the grammar of the items into a language that is easier for respondents to understand. The items resulting from the *wording* were declared valid by *expert judgment* through content validity tests.

To test the research hypothesis, the analytical method used is simple linear regression. As a condition to perform a regression test, the data must be normally distributed and linear. Normality of the data was measured using the *Kalmogorov Smirnov test*. The data that is considered normal has a  $Sig > 0.05$ , on the other hand if the  $Sig < 0.05$  indicates the data is not normally distributed. Then a linearity test is performed where if  $Sig \text{ deviation from linearity} > 0.05$  then both variables are linear. Meanwhile, if  $Sig \text{ deviation from linearity} < 0.05$  then it is not linear.

The hypothesis test used is simple linear regression because it involves one dependent variable and one independent variable. If  $p < 0.05$  indicates that the X variable has an effect on the Y variable, on the other hand when the p value shows more than 0.05 it means that the X variable has no effect on the Y variable. In this study, if the results of the simple linear regression test have a p value  $< 0.05$  shows that emotion regulation can be a predictor of maternal stress in accompanying children to learn online.  $H_0$  in this study is rejected if the X variable cannot be a predictor of the Y variable, while  $H_1$  in the study will be accepted if the X variable is able to be a predictor of the Y variable. The magnitude of the influence of the independent variable on the dependent variable can be seen through the coefficient of determination or R square. The closer to the number 1 indicates that the independent variable gives a more perfect effect.

## Results

### Overview of emotional regulation in mothers at Santa Maria I Catholic Elementary School Malang

**Table 1.** Empirical and hypothetical data on emotion regulation

Variable	Empirical Data				Hypothetical Data			
	Mean	S.D.	Min	Max	Mean	S.D.	Min	Max

<b>Emotion Regulation</b>	29,75	6,835	12	45	30	6,667	10	50
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Table 3 shows a descriptive analysis based on empirical data and hypothetical data on maternal emotional regulation scores measured using the Emotion Regulation Questionnaire (ERQ) research instrument.

**Table 2.** Emotion regulation score categorization

Criteria	Categorization	Amount	Percentage
<b>Low</b>	$X < 23.33$	38	19,9%
<b>Moderate</b>	$23.33 \leq X < 36.67$	120	62,8%
<b>High</b>	$36.67 \leq X$	33	17,3%

Based on Table 4., hypothetical data were categorised, so that the results in Table 4. showed that 38 (19,9%) mothers had low emotional regulation, 120 (62.8%) mothers had moderate emotion regulation, and 33 (17,8%). 3%) mothers have high emotional regulation.

### Maternal stress and Online Learning

**Table 3.** Empirical and hypothetical data on mother's stress in accompanying children online learning

Variable	Empirical Data				Hypothetical Data			
	Mean	S.D.	Min	Max	Mean	S.D.	Min	Max
<b>Mother's Stress in Accompanying Children Online Learning</b>	54,52	14,024	24	78	54	12	18	90

Table 5. shows descriptive analysis based on empirical data and hypothetical data on maternal stress scores in accompanying children online learning which was measured using the Parental Stress Scale research instrument.

**Table 4.** Categorization of maternal stress scores in accompanying children online learning

Criteria	Categorization	Amount	Percentage
<b>Low</b>	$X < 42$	49	25,7%
<b>Moderate</b>	$42 \leq X < 66$	88	46,1%
<b>High</b>	$66 \leq X$	54	28,3%

After categorizing hypothetical data, the results are shown in Table 6. that as many as 49 (25.7%) respondents experienced low stress, 88 (46.1%) respondents experienced stress moderate, and 54 (28.3%) respondents experienced high stress.

### Emotional regulation, maternal stress and online learning

**Table 5.** Result of normality and linearity test

	<i>Sig</i>	Description	Conclusion
<b>Normality Test</b>	0,081	$Sig > 0,05$	Normal
<b>Linearity Test</b>	0,481	$Sig > 0,05$	Linear

Based on Table 7, it was found that the  $Sig\ 0.081 > 0.05$ . So it can be concluded that the data is normally distributed. Meanwhile, the results of the linearity test show that the *Sig deviation of linearity* value is  $0.481 > 0.05$ , which indicates that the two variables, namely emotional regulation and maternal stress in accompanying children to learn online, have a linear pattern.

**Table 6.** Hypothesis Test Result

COEFFICIENTS <sup>A</sup>					
MODEL		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	Sig.
<b>1</b>	(Constant)	97.275	3.253		29.906
	Regulasi Emosi	-1.437	.107	-.700	-13.484

Based on Table 8., it is known that the p value of emotion regulation is 0.000, which is smaller than  $\alpha = 0.05$ . This shows that emotional regulation is a predictor of maternal stress in accompanying children to learn online, so H1 in this study is accepted and H0 is rejected.

Based on the results of a simple linear regression test, the following regression equation was obtained:

$$SI = 97.275 - 1.437 RE$$

The regression equation above shows that if the value of emotional regulation is 0, then the stress value of mothers in accompanying children to learn online is 97.275. The coefficient value of the negative emotion regulation is -1.437, so it can be interpreted that with every 1-time increase in emotional regulation, the stress on the mother in accompanying children to learn online will decrease by 1.437.

**Table 7.** Result of Coefficient Determination

<b>Model Summary</b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
<b>1</b>	.700 <sup>a</sup>	.490	.488	10.039
a. predictors: (constant), emotional regulation				

Based on the table above, it is known that R square is 0.490 or in percentage of 49%. This shows that the determination of emotional regulation on maternal stress in accompanying children to learn online is 49%. While 51% is influenced by other variables.

The results of the hypothesis test show that H0 is rejected and H1 is accepted. So it is known that emotional regulation can be a predictor of maternal stress in accompanying children to learn online.

### Conclusion and Discussion

The research shows that the level of emotional regulation and stress of mothers in accompanying children to learn online is moderate. This study also shows that emotion regulation can be a predictor of maternal stress in accompanying children to learn online. Emotion regulation has an effect of 49%, while 51% is caused by other predictors not tested in this study.

Based on the results of the study, the majority of respondents had moderate emotional regulation. This indicates that the mothers of students at the Santa Maria I Elementary School Malang have quite good emotional regulation skills. In line with this study, Marliani et al (2020) found that proper emotional regulation can influence mothers in decision making. The decision-making in question is included in child care.

Raihana (2020) revealed that the emotional management of mothers will have an impact on the process of assisting children in doing online learning. This means that when mothers can regulate emotions well, it will help reduce negative feelings and stimulate positive emotions (Thompson, 1994).

Based on the results of the study, it was found that the majority of respondents had moderate levels of stress in assisting children in online learning. Accompanying children in online learning has its own challenges for mothers. Online learning activities are new in Indonesia. Acting as a child's teacher at home is certainly not an easy thing. In line with the thinking concept of Berry and Jones (1995) which is poured into aspects of parenting stress that individuals feel stressed when they feel heavy with their responsibilities and roles as parents. In this case, the mother feels stressed because she feels heavy with her responsibility to accompany the child to study at home where the mother acts as the child's teacher at home.

The moderate level of stress experienced by mothers at the Santa Maria I SDK shows that mothers experience enough stress in assisting their children to learn online. Listyanti and Wahyuningsih (2011) also revealed that the great responsibility felt by mothers in assisting children in online learning causes mothers to experience stress. Supporting this, Raihana (2020) revealed that the weight of online learning is also felt by parents in accompanying children, especially mothers. In line with this study, Crinc and Low (in Bornstein, 2002) revealed that the parenting stress experienced by mothers was higher because the mother's time on average was spent raising children. Tchimtchoua Tamo (2020) in his

research also found that the pandemic caused mothers to be more stressed than before. One of the mother's tasks is to assist children in online learning to contribute to the stress they experience.

In this study, the effect of emotional regulation on maternal stress in assisting children in online learning was measured by comparing the data obtained from the *Emotion Regulation Questionnaire* and *Parental Stress Scale*. The results of the simple linear regression test showed that emotional regulation was able to be a predictor of maternal stress in accompanying children to learn online at the Santa Maria I Elementary School Malang. Thus, H1 in this study is accepted.

The results of the analysis show that emotion regulation has an effect of 49%. This means that the better the mother's ability to regulate emotions, the less stress the mother will have in accompanying her child to learn online. In line with this study, Hu et al (2019) found that emotional factors contribute to stress in parenting, where when parents are able to regulate emotions well, it will reduce parenting stress experienced.

Online learning activities involve the role of parents in learning activities. As revealed by Raihana (2020) in her research that mothers need adaptation including managing emotions to be able to avoid stress when accompanying children to learn online. This shows that in order to avoid stress in parenting, mothers need good emotional regulation skills. Because basically emotions have an important role in the stress experienced by individuals (Malesza, 2019). Several previous studies have also found that maternal stress in parenting is influenced by emotional regulation (Gina and Fitriani, 2022; Ikasari and Kristiana, 2018; Hu et al., 2019).

Gross (2014) says that the ability to regulate emotions is needed to deal with various stressors in life. Wang and Saudino (2011) also revealed that the stress experienced by individuals is associated with negative emotions and positive emotions. In line with this, Eisenberg et al (1993) stated that proper emotion regulation can reduce stress in individuals. The research of Wu et al (2019) also supports that emotion regulation can be a form of intervention for parents who experience parenting stress for preschool-aged children.

Based on the results of the study and supported by previous studies that have been mentioned, it can be concluded that emotional regulation can be a predictor of parenting stress. This includes the stress of mothers in accompanying children to learn online. The higher the emotional regulation possessed by the mother, the lower the stress in accompanying children to learn online, and vice versa.

### Recommendations

Applying emotion regulation strategies can help reduce stress experienced by mothers, especially when accompanying children to learn online. Therefore, mothers who have low levels of emotional regulation are expected to be able and willing to learn about emotion regulation strategies. Thus, this ability can be used to reduce mother's stress in accompanying children to learn online.

Future researchers are expected to be able to develop other variables in the study so that they can add factors other than emotional regulation as predictors of stress experienced by mothers in accompanying children to learn online. This is based on emotional regulation which has an influence of 49% on maternal stress, so there are still 51% of other variables that influence maternal stress in assisting children in online learning such as hardiness, social support, mindful parenting, and multiple roles.

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