

HUBUNGAN POLA ASUH ORANG TUA TERHADAP KECEMASAN BELAJAR PADA ANAK USIA SEKOLAH DI MASA PANDEMI COVID-19

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INTISARI

Latar Belakang: Pola asuh yang diberikan oleh orang tua kepada anak usia sekolah di masa pandemi covid-19 merupakan salah satu penentu kemudahan anak usia sekolah dalam pembelajaran daring. Beberapa bentuk pola asuh dipengaruhi oleh orang tua itu sendiri. Anak usia sekolah yang dibimbing dan diberikan pola pengasuhan secara tepat akan mengurangi kecemasan dalam belajar.

Tujuan Penelitian: Mengidentifikasi hubungan antara pola asuh orang tua dengan kecemasan belajar pada anak usia sekolah di masa pandemi covid-19.

Metode Penelitian: Jenis penelitian ini adalah penelitian non eksperimental dengan rancangan *crosssectional*. Populasi dalam penelitian ini adalah orang tua beserta anak usia sekolah kelas VI SD Tlogo, Tamantirto Yogyakarta sebanyak 32 orang. Teknik pengambilan sampel menggunakan *total sampling* didapatkan 32 orang. Alat ukur menggunakan 2 kuisioner. Pengambilan data dilakukan pada bulan Juni 2021. Analisa data menggunakan analisa deskriptif.

Hasil: Pola asuh orang tua secara demokratis sebanyak (40%), pola asuh permisif sebanyak (26,7%), pola asuh *uninvolved* sebanyak (20%), dan pola asuh otoriter sebanyak (13,3%). Kecemasan belajar pada anak usia sekolah yaitu sebanyak (63,3%) anak usia sekolah tidak mengalami kecemasan, (33,3%) kecemasan ringan, dan (3,3%) kecemasan ringan.

Kesimpulan: Bentuk pola asuh orang tua yang diberikan kepada anak selama masa pandemi dan pembelajaran daring yaitu demokratis sebanyak 40%, kecemasan belajar didapatkan hasil sebanyak 63% anak tidak mengalami gejala kecemasan.

Kata Kunci: Pola Asuh, Anak Usia Sekolah, Kecemasan Belajar

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**RELATIONSHIP OF PARENTING PATTERNS TO LEARNING
ANXIETY IN SCHOOL-AGE CHILDREN
DURING THE COVID-19 PANDEMIC**

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ABSTRACT

Background: The parenting pattern provided by parents to school-age children during the COVID-19 pandemic is one of the determinants of school-age children's ease of online learning. Some forms of parenting patterns are influenced by the parents themselves. School-age children who are guided and given good appropriate parenting patterns will reduce anxiety in learning.

Research Objectives: Identifying the relationship between parenting patterns and learning anxiety in school-age children during the covid-19 pandemic.

Research Method: This type of research is non-experimental research with cross-sectional design. The population in this study was parents and school-age children of grade VI SD Tlogo, Tamantirto Yogyakarta as many as 32 people. Sampling techniques using total sampling obtained 32 people. Measuring instrument using 2 questionnaires. Data retrieval was conducted in June 2021. Data analysis using descriptive analysis.

Results: Democratic parenting patterns (40%), permissive parenting patterns (26.7%), uninvolved parenting patterns (20%), and authoritarian parenting patterns (13.3%). Learning anxiety in school-age children is as much as (63.3%) school-age children did not experience anxiety, (33.3%) mild anxiety, and (3,3%) mild anxiety.

Conclusion: The form of parenting patterns given to children during the pandemic and online learning is democratic as much as 40%, learning anxiety obtained results as many as 63% of children do not experience symptoms of anxiety.

Keywords: Parenting Patterns, School Age Children, Learning Anxiety

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