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THE RELATIONS CHARACTERISTICS OF CHILDHOOD WITH ANXIETY OF  
ELEMENTARY SCHOOL STUDENTS IN ONLINE LEARNING DURING THE COVID-19  
PANDEMIC

Rahma Elliya<sup>1</sup>, Teguh Pribadi<sup>2</sup>, Febri Dwi Widyawati<sup>3</sup>

<sup>1</sup>Lecturer of the Nursing Science Study Program, Malahayati University, <sup>2</sup>Lecturers of the Nursing Science Study Program, Malahayati University, <sup>3</sup>Student Lecturers of the Nursing Science Study Program, Malahayati University

[rahmaelllyia@malahayati.ac.id](mailto:rahmaelllyia@malahayati.ac.id), [teguh@malahayati.ac.id](mailto:teguh@malahayati.ac.id), [widyadwiwr@gmail.com](mailto:widyadwiwr@gmail.com)

**Abstract**

At the end of 2019 there was a national virus outbreak that was found in China, and the name of the disease was *Corona virus disease 2019* (COVID-19). at school and in college is done with an daring system or online. This study was to determine the relationship between the characteristics of children and the anxiety of elementary school students in online learning during the COVID-19 pandemic in the village of Penumangan Baru in 2021. This research is quantitative research, using snowball sampling technique. The subjects in this study were children in grades 4,5 & 6 of elementary school in the village of Penumangan Baru. The independent variable is the child's characteristics, the dependent variable is anxiety. The place of research is carried out in the students' homes. The research is planned to be carried out in January-March 2021.

From the study, it was found that the average age of the children was 10 years, 54.3% female, 60.6% grade 4 & 5 elementary school students attending SD 02 & 03 Penumangan Baru, with a moderate-severe anxiety level of 56.4%. When the research was conducted, students conducted online learning at home so as to assess children's anxiety, the researchers distributed questionnaires via a google form link through class groups that were assisted by parents to fill in as children's observers at home. This research is useful for SD 1,2 & 3, Penumangan Baru Village, Tulang Bawang Tengah Subdistrict, Tulang Bawang Barat Regency.

**Keywords:** *anxiety, characteristics of children, online learning*

**1. Introduction**

At the end of 2019 there was a national virus outbreak found in China, the World Health Organization named the new virus Severe acute respiratory syndrome coronavirus-2 (SARS-CoV-2) and the name of the disease as Coronavirus disease 2019 (COVID-19) ( WHO, 2020). COVID-19 is a virus that attacks through the respiratory system. The spread of this virus is very fast, so to avoid accelerating the increasingly widespread spread, one way to do it is the teaching system in schools and universities is carried out with an online system. Online learning is a learning system that is carried out not face to face, but uses a platform that can help the teaching and learning process that is carried out even though it is distanced. Learning is usually done through video conferencing, e-learning or distance learning. Online learning is a new thing, both for students and lecturers, so it takes a long time to adapt (Hakiman, 2020).

The 2019 corona virus disease outbreak, namely Covid-19, which is currently engulfing various countries, has reached 215 countries in the world, so this presents a different challenge and is a challenge for existing educational institutions. To fight Covid-19, the government has prohibited people from gathering together, doing social distancing and always maintaining physical distance (physical 5 distancing), not forgetting to wear masks and always taking the time to wash hands before and after doing activities



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(Collins, 2020) Through the Ministry of Education and Culture, the Government has prohibited universities from conducting face-to-face (conventional) lectures and ordered them to hold lectures or online learning. Elementary school education is guided to be able to conduct online learning. (Ministry of Education and Culture Circular Letter No. 1 of 2020).

The impact of this learning system is student anxiety and this can lead to a decrease in achievement. Online learning students feel anxious because they have to adapt this online school to applications that have previously used it. They feel anxious because with this online school there are more tasks than teaching subjects, and also with this online learning whether they can get good grades or experience anxiety and psychological pressure (Berawi 2020)

Based on pre-survey data on January 20, 2021 for parents who have children from the Penumangan Baru Div Elementary School, it is known that before going online the children did not experience anxiety, they went through and enjoyed the learning process as usual, but after the online learning program was carried out, children experienced worries and anxiety because the learning process which they think is too difficult, this is supported by the results of interviews with 10 parents, it is known that 8 children (80%) said they were anxious about facing exams, because so far learning at school was using the online method, while 2 children (20%) said they are afraid of facing exams because they think online learning is less desirable.

## **2. Methodology**

This research uses quantitative research methods. The design or design of this research uses analytic, which means research that explores how and why health phenomena occur, using a cross sectional approach, namely collecting risk/cause factors and using the Snowball Sampling technique, which is one method of taking samples from a population. Where snowball sampling is included in the non-probability sampling technique (samples with unequal probabilities). The population in this study were students in grades 4.5 and 6 who attended the Penumangan Baru Village Elementary School in Online Learning During the 2021 Covid-19 Pandemic, totaling 94 children. Data analysis of this study used binary regression test to determine the relationship between variables.

The measuring instrument/instrument is in the form of a questionnaire, namely: demographic data containing name, age, gender, class, and place of school. For the anxiety questionnaire, an anxiety measuring instrument is used, namely the Child Behavior Checklist For Ages 6-18 (CBCL). (CBCL) which contains 15 points with criteria if the score 15 points is declared not to be mildly anxious and if the score is > 15 points, it is stated to be moderately anxious.

This research has passed the ethical test with letter number N0. 1936 EC/KEP-UNMAL/VI/2021 Malahayati University.

This research was carried out in early June 2021 by distributing questionnaire links to respondents. Before that, the first step was for the researcher to give a research permit from the principal of the new Penumangan elementary school. After being given permission, the researchers conducted a common perception and informed consent to the respondents who entered the inclusion criteria. After doing the same perception and informed consent, the researcher sent a questionnaire link in the form of a google form to the whatsapp group of each respondent's class to be filled in by the parents as observers of the child while at home.



**3. Research Results And Discussion**

**Univariate Analysis**

**Table 1. Frequency Distribution of Child Characteristics N=94**

<b>Variabel</b>	
<b>Age (Mean ±SD) (Range)(Years)</b>	10.06±1.20 (8-12)
<b>Gender (n/%)</b>	
Female	51/54.3
male	43/45.7
<b>Class (n/%)</b>	
Class 4 & 5D	57/60.6
Class 6 SD	37/39.4
<b>School Place (n/%)</b>	
SD N 01	38/40,4
SD N 02 & 03	56/59.6
<b>Anxiety score (Mean ±SD) (Range)</b>	17.71±7.47(6-26)
<b>Anxiety (n/%)</b>	
not anxiety - mild anxiety	41/43,6
Anxiety moderately – Anxiety severe	53/56,4

Based on table 1, it is known that most of the respondents are female, namely 51 (54.3%), aged 10 years with an average (mean) of 10.06 years and a standard deviation of 1.20, respondents attending SD N 01, namely 38 (40,4%) were in grades 4&5 SD 57(60.6%) respondents, and 53(56,4%) experienced anxiety, with a mean anxiety score of 17.71 and a standard deviation of 7.47.

**Table 2 Prediction of the incidence of anxiety in students during online learning**

<b>variabel</b>	<b>B</b>	<b>S.E</b>	<b>Wald</b>	<b>df</b>	<b>Sig / p- value</b>	<b>Exp (B)</b>	<b>95%. C.I. For EXP(B)</b>	
							<b>lower</b>	<b>uper</b>
<b>Age</b>	-.140	.301	.216	1	.642	.870	.482	1.568
<b>Gander</b>	1.154	.453	6.485	1	<b>.011</b>	3.171	1.305	7.707
<b>class</b>	-.536	.777	.475	1	.491	.585	.128	2.685
<b>School Place</b>	-.105	.541	.038	1	.846	.900	.312	2.600

Based on table 2. It is known that the significance value of the gender variable is 0.011 and the regression coefficient is 1.154 which means that the gender variable has a relationship with anxiety in children in online learning during the COVID-19 pandemic. In table 2 the odds ratio also shows that each increase in



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the number of genders increases the odds by 3,171 times, with the lowest limit value of 1.305 and the highest being 7,707.

#### **4. Discussion**

##### **Frequency Distribution Characteristics of children**

###### **1. Age of Respondent**

Based on the results of research in Penumangan Baru Village, it was found that as many as 94 respondents had an average age of 10 years ( $SD \pm 1.20$ ) with a range of 8-10 years.

In school-age children, the physical balance of the body is relatively well developed. The proportional changes of his body facilitate the activities of the child, they double his physical abilities, and achieve smooth and steady coordination. Mastery of balance and body movements is better, where these motor skills are in accordance with the expansion of relationships with the environment that demands the independence of children. During this school-age child, parents must pay attention to the child's overall condition, in addition to organ growth in children, attention is also needed on psychosocial, cognitive and spiritual development (Wong et al, 2009: Widyaningrum, DA, Priyoto, P., & Anjarini, AD). 2020 ).

Freud S (2010), describes the psychosocial development of children as a latent period in which children build relationships with same-sex peers and initiate attraction to the opposite sex. This relationship mediates the child's social development. But with the circumstances that occurred during the Covid-19 period, resulting in children unable to develop their social development, children are required to interact with peers through online communication as well as with learning methods that should be done at school but with the outbreak of the covid-19 virus, children are learning through online at home.

###### **2. Gender of Respondent**

Based on the results of research in Penumangan Baru Village, to 94 respondents it was found that some of the children had a female gender totaling 51 respondents (54.3%).

Many factors affect learning achievement, including the goals to be achieved, the situation that affects them, students' readiness to learn, students' interest and concentration in learning, time and readiness to learn, because there are many factors that influence the educational process. Psychological factors also affect one's learning motivation and learning achievement. Some of the main factors are student intelligence, interests, attitudes, talents and self-confidence, while supporting factors such as age and gender. The impact of this learning system is student anxiety and this can lead to a decrease in achievement. Online learning students feel anxious because they have to adapt this online school to applications that have previously used it. They feel anxious because with this online school there are more tasks than teaching subjects, and also with this online learning whether they can get good grades or experience anxiety and psychological pressure (Berawi 2020).

In addition, (Macooby and Jacklin 2019) said that the level of anxiety between female and male students was different, female students were more influenced by environmental pressures, and women were more sensitive, while boys were more relaxed in dealing with everyday life and boys more active and more exploratory. So it can be said that the anxiety level of female students is higher than the anxiety level of male students.

The results of the research and theory above are in line with Desi's research, (2020). which states that some of the characteristics that affect anxiety in children are gender, where most of the age of children are female which reaches 36.2%, this proves that girls are more likely to experience anxiety than boys.



### **3. Respondent Class**

Based on the results of research in Penumangan Baru Village, out of 94 respondents, some of the children were still in 4th & 5th grade school, totaling 57 (60.6%) respondents.

The learning environment according to Saroni, (2018) that everything related to where the learning process is carried out, even for facilities seems to have been the commitment of the founders from the start. This can be seen, for example, from the availability of very adequate learning facilities for e-learning. Elementary school children are usually given an online learning system in grades 4.5 and 6. This is because if grades 1, 2 and 3 have not mastered the available applications, then grades 4,5 and 6 actually cause anxiety when learning.

### **4. School Place**

Based on the results of research in Penumangan Baru Village, from 94 respondents it was found that some children attended SD N 02 and 03 Penumangan Baru totaling 56 respondents (59.6%). Based on general data where respondents live, there is no relationship with anxiety, but it appears that students who live outside the Penumangan Baru Village area experience the most anxiety. The similarity between students' anxiety is because with online learning students must need an android phone, internet network and sufficient data pulses. Meanwhile, the majority of students attending SDN 2&3 live outside the new Penumangan village, which has a little difficulty with the internet network, causing anxiety for students when learning online during the COVID-19 pandemic.

Anxiety becomes abnormal when its level is out of proportion, a threat or when it seems to occur without a cause, that is, when it is not a response to environmental changes. Excessive anxiety can cause students to experience psychosomatic problems. Psychosomatic symptoms that can be experienced are feelings of anxiety, tension, fear, fear, sleep disturbances, intelligence disorders, feelings of depression (mood), somatic/physical symptoms (muscles), somatic/physical symptoms (sensory), cardiovascular symptoms, respiratory symptoms, and respiratory symptoms. gastrointestinal (digestive), urogenital symptoms, autonomic symptoms, and behavioral (attitude) symptoms (Hamilton in Mcdowell, 2006; anissa & mirwanti 2018). When experiencing anxiety, the body system will increase the sympathetic nervous system, causing changes in the body's response (Patimah, Suryani, & Nuraeni, 2015)

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### **5. Anxiety**



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Based on the results of research in the new Penumangan village, of 94 respondents there were 53 (56.4) respondents who experienced moderate to severe anxiety, with an average anxiety score of 17.71 (SD±7.47) with a range of 6 to 26.

Anxiety is the first reaction that appears or is felt by the patient and his family when the patient must be treated suddenly or unplanned as soon as he enters the hospital. Anxiety will continue to accompany patients and their families in every treatment action for the patient's illness (Nursalam, 2016). Anxiety as an unclear worry spreads in the mind and is associated with feelings of uncertainty and helplessness, no object can be identified as an anxiety stimulus (Wicaksono, 2013).

According to Erika Untari Dewi's research on the effect of online learning during the Covid-19 pandemic on student achievement at STIKES William Surabaya, the results showed that online learning was sufficient for 14 people (73.6%) and moderate anxiety was 9 people (47.3%). %) and an achievement index of 3.00 – 3.49 as much as 52%. Data analysis using Spearman Rho Correlation statistical test to obtain a significance level of 0.04 ( $p < 0.05$ ). Thus,  $H_0$  is rejected, which means that there is a relationship between anxiety during online learning and student achievement at Stikes William Booth.

### **The relationship between anxiety levels and characteristics of children**

#### **1. The Relationship between Age and Anxiety in Elementary School Children**

Based on the binary regression statistical test, the p-value was 0.642 or p-value  $> 0.05$ , which means that there is no significant relationship between the characteristics of the child's age variable and anxiety in children in online learning during the COVID-19 pandemic. It is supported by a regression coefficient value of -0.140 and an OR value of 0.870 with the lowest limit of 0.482 and the highest being 1.568.

Stuart G.W & Laraia M.T in Solikhah U (2011) stated that individual maturity or maturity will affect one's ability to cope with mechanisms so that more mature individuals have difficulty experiencing anxiety because individuals have greater adaptability to anxiety than immature ages. Socially, school-age children have good relationships with peers and other people around them, but need adaptation to be able to socialize well, with online learning conditions like today making children less social with people around them.

In the results of this study, there was no relationship between age and children's anxiety in online learning during the COVID-19 pandemic, this was different from Budiman's researcher. F et.al, (2015) previously showed that there was an influence of age on the level of anxiety in children with the prevalence of anxiety in children in the high category, namely 83% or p-value  $< 0.05$ . The difference in these findings is due to the different samples and when the research was conducted, children had been doing online learning for more than 1 year so that children had begun to adapt to the online-based learning method.

#### **2. Sex Relationship With Anxiety**

Based on binary regression statistical tests, obtained p-value 0.011 or p-value  $< 0.05$ , which means that there is a significant relationship between the characteristics of the child's gender variable and the child's anxiety in online learning during the COVID-19 pandemic. The OR is 3,171 with the lowest limit of 1,305 and the highest of 7,707, which means that female respondents are 3 times more likely to experience anxiety compared to male respondents.



The results of this study are in line with research conducted by Dewie Retno E.S (2007); Desi (2020) stated that the gender factor can significantly affect the level of anxiety in children with a p-value of 0.016, in the study it was also stated that the female sex was 29.36% more at risk of experiencing anxiety compared to the male sex 24.67%.

In addition to physical differences, women and men are seen to have differences in psychological terms. Women are considered more feminine while men are more masculine. In a study of anxiety related to gender differences, Myares, E.G (1983), said that women are more anxious about their disability than men. It is also said that men are more active, exploratory and more relaxed while women are more sensitive. Starting from these things, the dynamics of anxiety levels between male students and female students are different, the anxiety experienced by female students tends to be more complex, besides being more influenced by environmental pressures, women also tend to be anxious about their inability. Meanwhile, men are more relaxed in relating and interacting with their environment, and are not influenced by pressure. (Lips L. 1988)

so according to the researcher, one of the factors that triggers children's anxiety is gender, namely girls are more anxious than boys, this is because the anxiety experienced by female students is more complex, besides because women are more anxious about their inability, they also more sensitive while men are more relaxed in dealing with and when learning using online methods. Men are more active and more exploratory when expressing things they like or don't like. Meanwhile, women tend to be influenced by pressure and are too considerate of events that will happen to them, so they are less courageous in taking risks compared to men.

### 3. Class Relationship With Anxiety

Based on the binary regression statistical test, we got a p-value of 0.491 or a p-value  $> 0.05$ , which means that there is no significant relationship between the characteristics of class variables and children's anxiety in online learning during the COVID-19 pandemic. It is also supported by a regression coefficient value of -0.536 and an OR value of 0.585 with the lowest limit of 0.128 and the highest limit of 2.685.

According to Permana H., & Harahap F. (2016), Anxiety can be experienced by anyone, including students who have pressure to face academic problems. Anxiety in students arises because of a feeling of being threatened on something that is not yet clear. Students who experience anxiety are caused by intentional differences between what is expected by students and the reality that happens to students related to academic problems. Anxiety is a state of understanding or a state of worry that complains that something bad will happen soon. Many things can cause anxiety, for example, health, social relations, exams, and environmental conditions.

Turmodhi M in Novitasari E (2020) said, "Student physiology is diverse, this is called the existence of different psychic dynamics in students whose psychic dynamics either do not experience anxiety or fear in dealing with online learning, on the other hand, students whose psychic dynamics are not good. will experience anxiety or fear in the face of online learning. When students experience anxiety in online learning, it can interfere with the student's learning process and can affect the results of their learning.

The results of this study did not find a relationship between class and children's anxiety in online learning during the COVID-19 pandemic. this is in line with research conducted by Permana H., & Harahap F (2016). which shows that there is a significant negative relationship between class and children's anxiety where the correlation coefficient value is -0.575. and the frequency of anxiety is 33.0% and there are other variables that affect anxiety by 67.0%.



#### **4. School Place Relationship With Anxiety**

Based on the binary regression statistical test, we got a p-value of 0.846 or a p-value  $> 0.05$ , which means that there is no significant relationship between the characteristics of the variable child's place of schooling with children's anxiety in online learning during the COVID-19 pandemic. It is also supported by a regression coefficient value of -0.105 and an OR of 0.900 with the lowest limit of 0.312 and the highest limit of 2.600.

According to Sholeha H theory (2016), the condition where children go to school is one of the conditions that can cause anxiety in children, this is because some conditions where children's schools have facilities that support and do not support, such as if the conditions where children's schools are far from access to mass media, children it will not be easy to develop and appreciate themselves to develop children's abilities, and vice versa.

The results of the research above are in line with Yasmin's (2015) research, which states that there is no relationship between the location of education and the anxiety of children in facing school exams, this is evidenced by the existence of different learning sites. The SDN 1 teacher provides learning materials by sharing videos where the teacher explains the material into the class whatsapp group. Not much different from SDN 2&3 the teacher provides learning materials by sending pictures of the material and how to complete the tasks given through the whatsapp group, each elementary school also conducts learning via zoom at least 1x a week and always provides an explanation as easy as possible so that students understand the explanation material provided. give.

#### **Conclusion**

From this research, it can be concluded that some respondents are 10 years old with a standard deviation of 1.20, 51 (54.3%), women are in grades 4 & 5 of elementary school as many as 57 (60.6%) and 56 (59.6 %) attend SDN 2&3. %) Respondents. Of the 94 respondents, 53 (56.4%) experienced moderate to severe anxiety, with a mean anxiety score of 17.71 and a standard deviation of 7.47. and of the four characteristics of children, only gender was associated with anxiety in children in online learning during the COVID-19 pandemic. Evidenced by a significant value of 0.011 or a p-value  $< 0.05$  and a regression coefficient of 1.154, the OR value also shows that each increase in the number of sexes increases the opportunity by 3,171 times, with the lowest limit value of 1.305 and the highest of 7,707.

#### **5. Limitation And Study Forward**

when research is conducted, the assessment is carried out through the google form link so that not all elementary school students can collect the results of the assessment this is due to several reasons such as parents do not have time, do not have internet quota, etc. So that only 94 respondents out of 250 students got. From the results of this study, it is hoped that elementary schools can pay more attention to the level of anxiety of female students in online learning.

#### **Acknowledgement**

The researcher would like to thank the supervisors who have helped so far. To the principal of SD 1,2&3 Desa Penumangan Baru and his staff who have given permission for the researcher to conduct this





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research. To the research team who have tried to complete this research. To the family who always support and pray for the continuity of this research.

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