



(RESEARCH ARTICLE)



Emotional blackmail parents: Teacher pressure or motivation implementing online learning during the Pandemic?

Nina Permata Sari ^{1, *}, Muhammad Andri Setiawan ¹ and Novitawati ²

¹ Department of Guidance and Counseling, Lambung Mangkurat University, Indonesia.

² Department of Early Childhood Education, Lambung Mangkurat University, Indonesia.

International Journal of Science and Research Archive, 2023, 08(01), 925–934

Publication history: Received on 04 January 2023; revised on 12 February 2023; accepted on 15 February 2023

Article DOI: <https://doi.org/10.30574/ijrsra.2023.8.1.0180>

Abstract

The COVID-19 pandemic has entered its second year in Indonesia so that the learning process during the pandemic still uses online-based learning completely, even though there are plans to simultaneously use online and face-to-face learning to be implemented. This study is intended to describe parental emotional blackmail to teachers who carry out online learning during the pandemic. Then, with emotional blackmail, does it press or motivate teachers to carry out online learning. The research approach is quantitative with descriptive survey-type research, through taking random sampling, namely the respondents who are in the teacher's social media forum, from January to March in 2021. The results of data collection were 897 respondents spread across 4 provinces: Kalimantan Selatan, Jawa Tengah, Kalimantan Timur, Sulawesi Tenggara, and Kalimantan Tengah. The data collection instrument used a questionnaire, descriptive statistical analysis techniques. The results showed that 87.7% of respondents stated that they experienced emotional blackmail, parents of students, and teachers who experienced emotional blackmail so that they were pressured to apply online learning during the pandemic period.

Keywords: Emotional blackmail; Students; Teachers; Parents

1. Introduction

When this research article was compiled, the COVID-19 pandemic had entered its second year in Indonesia. Various changes in the dimensions of people's lives are happening, especially the adaptation to interaction patterns that have revolutionized the communication style of society which is increasingly dependent on digital communication media [18]. Meanwhile, the threat of mutations and variants of COVID-19 is haunting Indonesia, which may come from several countries [1]. The real threat that can be seen is the COVID-19 tsunami that hit several neighboring countries in Indonesia that still need to be watched out for, such as Thailand, Cambodia [3]. One of the factors causing this new threat is due to Indian citizens and Indonesian citizens who visit or return to Indonesia. although it was noted that health protocols were enforced at airport points, both national airports and international airports, through the implementation of swabs as a condition for departures outside the region or abroad [23]. In Indonesia itself on a domestic scale, the spike in COVID-19 cases is suspected to occur after and during the Eid al-Fitr celebration, given the occurrence of activities to return to visit relatives in the city or village of birth to celebrate Eid, even though the Indonesian government has implemented some strict restrictions on activities come home to visit family. This concern is evidenced by the existence of figures reported by the government from 6.742 random tests, with positive confirmation of 4,123 people or 61.2%.

An alternative to limiting activities that allow mass crowds to be carried out by using digital media in various fields that require social interaction. One of the essential areas related to this is the field of education. In the field of online-based

* Corresponding author: Nina Permata Sari

learning education, it has been carried out for more than a year, but during this digital media learning, there are many variants of the level of results of the implementation of online learning. Concluded in the results of their research that learning using digital media was effective in message design courses because students and lecturers could more easily access material according to the needs needed in lectures [22]. But is that true?

Fauzi [11] said that some problems occurred, namely various problems, such as weak teacher supervision of students, lack of signal strength in remote areas, to the burden of internet quota that must be borne by teachers and parents of students. This condition is certainly a challenge in itself in implementing an online learning system. The two findings above certainly have mixed results according to the characteristics of learning and the level of education, because the needs of the learning process in tertiary institutions are certainly different from education at the school level. The official report of the Indonesian Ministry of Education, Culture, Research, and Technology shows a distinct gap, especially about access to remote areas and the burden of internet quota, namely by only using television media broadcasts of 52%, the majority of which are constrained by broadcast techniques such as broadcast signals and expansion of access [14]. It is inversely proportional to higher education institutions which shows that from the survey results, it was found that 70% stated that online learning was considered good and even very good, another 30% admitted that there were still weaknesses. The obstacles are such as the affordability and stability of the network, sometimes voices are lost in the middle of lectures or disconnections [15]. It was found that 70% stated that online learning was considered good and even very good, another 30% admitted that there were still weaknesses. The obstacles are such as the affordability and stability of the network, sometimes voices are lost in the middle of lectures or disconnections [14]. It was found that 70% stated that online learning was considered good and even very good, another 30% admitted that there were still weaknesses. The obstacles are such as the affordability and stability of the network, sometimes voices are lost in the middle of lectures or disconnections [16, 29].

In the next development, the Indonesian government plans to hold face-to-face learning in schools where students can choose whether they choose to use face-to-face learning at school or stay at home distance learning, of course with the approval of parents' consent which is set to be carried out in the new academic year in July 2021 [3]. However, with the finding of the COVID-19 variant and the fear of a COVID-19 tsunami, the government was asked to postpone the implementation of face-to-face learning at the beginning of the new school year 2021 [28, 30].

In situations like this, the most important problem is motivation in the implementation of online learning to develop and manage the implementation of the learning process itself [6, 18]. Apart from being able to play a role in motivating students to follow online learning patterns, they are also required to motivate themselves to develop an interesting learning process to support success in the learning process [27]. On a different side, the role of parents of students has a major role in supporting student companions to learn [4, 12]. However, the presence of student silencing by parents during learning is felt to increase the burden of parental pressure in childcare [26].

Based on the facts revealed by the researchers above, this study aims to find answers whether during the application of online learning during the pandemic the teacher is depressed or motivated by the presence or absence of parental emotional blackmail. Emotional blackmail itself is defined as a form of direct or indirect manipulation where other people threaten to punish the victim if the victim doesn't do what they want [9].

The big role of parents as companions in online learning when at home, of course, will create problems which, according to the assumption, will have a major effect on intervening in the learning process itself. Is it true that psychological burden in the form of emotional blackmail occurs and affects the appearance of the teacher in carrying out the learning process so that it becomes pressure or motivation?

2. Material and methods

2.1. Research Design

Researchers used a descriptive survey research design to collect answers from choice statements that had been shared with teachers from kindergarten to high school/vocational levels.

2.2. Population and Research Sample

The population in this study were teachers from kindergarten to high school / vocational levels that we randomly shared through social media in the groups we were members of. For sampling using a random sampling technique with the assumption that members of the social media group who fill out the instrument become respondents. Within the

random sampling range, we got 897 respondents who filled out the instruments we distributed, with details in the table as follows.

Table 1 Origin of Province Domicile

Province Domicile	Respondents	Percentage
Kalimantan Selatan	406	45.3%
Jawa Tengah	94	10.5%
Kalimantan Timur	113	12.6%
Sulawesi Tenggara	108	12.0%
Kalimantan Tengah	176	19.6%
Total Respondents	897	100%

The total amount of the division of provinces in Indonesia is 34 provinces. Most of the respondents who filled out the instruments we distributed online were mostly teachers who came from provinces on the island of Kalimantan; Kalimantan Selatan, Kalimantan Timur, and Kalimantan Tengah. However, significant numbers come from provinces originating from the island of Java (Jawa Tengah) and the island of Sulawesi (Sulawesi Tenggara).

Table 2 Current Teacher School Level

School Level	Respondents	Percentage
Kindergarten	57	6.4%
Primary school	101	11.3%
Junior high school	305	34.0%
Senior high school	152	16.9%
Vocational high school	282	31.4%
Total Respondents	897	100%

The total number of respondents obtained was 897 respondents, with the largest number of respondents being teachers who work at the junior high school level (34.0) and the smallest number of teachers at the kindergarten level with only 6.4% of respondents.

Table 3 Working Period for Becoming a Teacher

Years of service	Respondents	Percentage
Less than 10 years	396	44.1%
10 years running	142	15.8%
More than 10 years	359	40.0%
Total Respondents	897	100%

The majority of respondents' tenure as teachers was less than 10 years or 44.1%, while respondents who had been a teacher for 10 years had a percentage of 15.8%, so it can be assumed that the respondents in our study were young teachers.

2.3. Data Collection Instruments

This study uses instruments inspired by instruments compiled by Liu (2010) in an office work environment by reviewing Forward & Frazier [9] view of the emotional blackmail form. The questionnaire in the form of a closed

statement consists of 17 items with three choices of answer categories, namely: 'Experiencing,' 'Often Experiencing,' and finally 'Not Experiencing'.

2.4. Data Retrieval Procedure

The distribution of the questionnaire is shared online through serial shares from social media groups, which are entrusted from one sample to another. The distribution of the questionnaires online uses the google form application. Considering that it is not possible to distribute directly in pandemic conditions, the distribution of instruments is limited to 3 (three) months from January to March in 2021, from the intended population, samples were netted, namely respondents who filled in the instruments distributed by researchers.

2.5. Data analysis method

The data analysis technique used percentage statistical analysis, with descriptive analysis facilitated using the Microsoft Excel 2016 program and the Statistical Package for the Social Sciences (SPSS) version 23.0.

3. Results

3.1. Presentation of Results

Based on the tabulation of the instrument statement items answered by the respondent, the data is obtained as shown in table 4 below.

Table 4 Respondents' Answers Questionnaire Data Tabulation

Statement	Experience	Often Experience	Not Experienced	N	Score	Mean	TCR	Category
Parents of students in online learning assistance use loud and disrespectful words to the teacher.	329	63	505	897	2236	2.49	83.09%	Often suffer
Parents of students use threatening words to ask the teacher for help during online learning.	419	43	435	897	1402	1.56	52.10%	Experience
Parents of students blame teachers during online learning.	377	251	269	897	1776	1.98	66.00%	Experience
Parents of students present evidence of teacher errors in online learning.	507	31	359	897	1466	1.63	54.48%	Experience
Parents of students blame the teacher if their child does not succeed in doing assignments.	292	42	563	897	2315	2.58	86.03%	Often suffer
Parents of students give special treatment to please teachers in implementing online learning.	422	65	409	896	1448	1.62	53.81%	Experience
Parents of students cite success during online learning because of themselves.	341	106	450	897	1450	1.62	53.88%	Experience

Statement	Experience	Often Experience	Not Experienced	N	Score	Mean	TCR	Category
As a teacher, I feel guilty if I don't meet the needs of students in the online learning process.	348	440	109	897	2125	2.37	78.97%	Often suffer
Parents of students complain that teachers give too many assignments	556	169	172	897	1791	2.00	66.56%	Experience
Parents of students complained that teachers did not provide adequate explanations.	287	459	151	897	2102	2.34	78.11%	Often suffer
The student's parents conveyed that the teacher was not optimal in providing online learning.	614	80	203	897	1671	1.86	62.10%	Experience
Parents of students will arrange online learning that has been assigned by the teacher.	341	30	526	897	2290	2.55	85.10%	Often suffer
Parents of students provide defenses with various reasons why their children cannot do their assignments on time.	564	207	126	897	1875	2.09	69.68%	Often suffer
Parents of students complained about online learning that was uncomfortable for the teacher.	365	145	387	897	1552	1.73	57.67%	Experience
Parents of students do not cooperate with teachers.	510	172	215	897	1751	1.95	65.07%	Experience
Parents of students threaten to disagree with the teacher's way of learning online.	420	62	415	897	1441	1.61	53.55%	Experience
Parents of students protested on social media groups when teachers didn't follow their advice.	361	42	494	897	2246	2.50	83.46%	Often suffer

Through the analysis of instrument data on 897 respondents with 17 item statement items using SPSS Version 23.0 analysis using descriptive statistics, data is obtained in table 5 as follows:

Table 5 Descriptive Statistics Emotional Blackmail

Variable	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
						Statistics	Std. Error	Statistics	Std. Error
Emotional Blackmail	897	24	43	33.90	3,865	-163	082	362	163
Valid N (listwise)	897								

Based on the table above, it is known that the Skewness calculation is -2.0 and the Kurtosis calculation is 2.2, then the data distribution is said to be normal.

Table 6 Distribution of Parents' Emotional Blackmail Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24	29	3.2	3.2	3.2
	25	2	2	2	3.5
	27	14	1.6	1.6	5.0
	28	24	2.7	2.7	7.7
	29	27	3.0	3.0	10.7
	30	64	7.1	7.1	17.8
	31	54	6.0	6.0	23.9
	32	74	8.2	8.2	32.1
	33	122	13.6	13.6	45.7
	34	113	12.6	12.6	58.3
	35	64	7.1	7.1	65.4
	36	89	9.9	9.9	75.4
	37	75	8.4	8.4	83.7
	38	67	7.5	7.5	91.2
	39	21	2.3	2.3	93.5
	40	17	1.9	1.9	95.4
	41	6	.7	.7	96.1
	42	15	1.7	1.7	97.8
	43	20	2.2	2.2	100.0
	Total	897	100.0	100.0	

From the results of the distribution of the table analysis above, the norm categorization of data collection instruments was carried out, as shown in table 7.

Table 7 Categories of Instrument Norms

Instrument Norms Category	
Often suffer	41 - 51
Experience	29 - 40
Not Experienced	<= 28

In the table above, the results obtained from the group 24-28 with the category 'Not Experienced' with the highest score at 24 at 3.2% with a frequency of 29 respondents and the lowest score at 25 by 0.2% with a frequency of 2 respondents, while the group 29-40 with categorized as 'Experiencing' with the highest score at 33 at 13.6% with a frequency of 122 respondents and the lowest score at 40 at 1.9% with a frequency of 17 respondents, and finally in the 41–51 group categorized as 'Often Experiencing' with the highest score at 43 amounted to 2.2% with a frequency of 20 respondents and the lowest score was at 41 at 0.7% with a frequency of 6 respondents.

Based on the statements submitted by us to respondents, it is divided into three categories, namely 'Experiencing,' 'Experiencing Often,' and finally 'Not Experiencing'. The respondents who stated that they often experienced emotional blackmail were as follows:

- Parents of students in online learning assistance use loud and disrespectful words to the teacher.
- Parents of students blame the teacher if their child does not succeed in doing assignments.
- Teachers feel guilty if they don't meet students' needs in the online learning process.
- Parents of students complained that teachers did not provide adequate explanations.
- Parents of students will arrange online learning that has been assigned by the teacher.
- Parents of students provide defenses with various reasons why their children cannot do their assignments on time.
- Parents of students protested on social media groups when teachers didn't follow their advice.

The statements on the instruments experienced by respondents include:

- Parents of students use threatening words to ask the teacher for help during online learning.
- Parents of students blame teachers during online learning.
- Parents of students present evidence of teacher errors in online learning.
- Parents of students give special treatment to please teachers in implementing online learning.
- Parents of students cite success during online learning because of themselves.
- Parents of students complain that teachers give too many assignments.
- The student's parents conveyed that the teacher was not optimal in providing online learning.
- Parents of students complained about online learning that was uncomfortable for the teacher.
- Parents of students do not cooperate with teachers.
- Parents of students threaten to disagree with the teacher's way of learning online.

Meanwhile, statements that were categorized as not experienced by respondents related to emotional blackmail were not stated by respondents.

In table 8 below, we present the distribution of the emotional blackmail category analysis.

Table 8 Distribution of Blackmail Emotional Category Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Experiencing	69	7.7	7.7	7.7
	Experience	787	87.7	87.7	95.4
	Often suffer	41	4.6	4.6	100.0
	Total	897	100.0	100.0	

From the picture above, it can be seen that the frequency of the 'Not Experiencing' group was 69 respondents with a percentage of 7.7%. In the 'Experiencing' group the frequency was 787 respondents with a percentage of 87.7% and in the 'Often Experiencing' group the frequency was 41 respondents with a percentage of 4.6%. It can be concluded that teachers experience emotional blackmail so that they are pressured to apply online learning during the pandemic.

4. Discussion

Implementation of online learning for teachers during a pandemic is a challenge in itself that almost takes up mental and psychological burdens as we described in the previous description. Communication between teachers and students is a separate problem besides technical problems [21]. The findings in our analysis found that most of the respondents entered a working period of fewer than 10 years (44.1%), while the parents' ages varied greatly so that when communicating with students' parents there were varying levels of communication. This also proves that the majority of teachers who become respondents are still young in the working-age range who are prone to frustration with online learning management [24].

Therefore, our findings found that 87.7% of respondents were in the stressed category and felt the presence of emotional blackmail by parents. Of course, this is a separate problem that needs to be addressed, competency skills are important for a teacher to carry out learning, especially pedagogical competence, professional competence, and information technology skills [7].

From the general standard of compiling the form of emotional blackmail action compiled by forwarding & Frazier [9], there are several forms of emotional blackmail carried out by parents of students, including always wanting more, no matter how many teachers satisfy their parents' wishes in fulfilling their child's satisfaction with academic achievement, making teachers feel guilty for being bad, unfeeling or indifferent to their child's learning development, and ultimately suppressing teachers with several requests for student development during the online learning process.

However, when we look at some items stated by respondents we will see a different perspective, with the fact that there is no statement that no one states that they do not experience. There are many factors if examined more deeply than the statements that are exposed in the analysis that we present.

5. Conclusion

Based on the description that has been stated above, some conclusions can be conveyed, namely as follows.

- Teachers who held online learning during the pandemic turned out to be in the category of often experiencing emotional blackmail from parents of students.
- Emotional blackmail disorders from parents of students are in the category of often experiencing and experiencing proving that respondents feel depressed in carrying out online learning.

The recommendations that can be taken from this research include the following:

- It is necessary to provide information and understanding about the role of parents as companions in the online learning process.
- In mentoring the online learning process, the role of guidance and counseling services in schools needs to be involved which not only focus on students or teachers but also further reach out to the parents of students.
- The effectiveness and efficiency of online learning implementation management need to be done by starting with technical improvements, guidelines, and curriculum that involve all elements of the school.

Compliance with ethical standards

Acknowledgments

We would like to gratefully acknowledge the parents of students, and teachers from various levels of school, and organizers at every level of school who have helped a lot in the study of emotional blackmail parents.

Disclosure of conflict of interest

The authors declare that they have no conflict of interesting.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

References

- [1] Aditama. COVID-19 in the writings of Prof. Tjandra. Health Research and Development Agency, Ministry of Health, Republic of Indonesia. 2020. Jakarta.
- [2] Aini Q, Budiarto M, Putra PO, Rahardja U. Exploring e-learning challenges during the global COVID-19 pandemic: A review. *Jurnal Sistem Informasi*. 2020 Oct 31, 16(2):57-65.
- [3] Ancaman Mutasi Virus Corona, ILUNI UI Dukung Larangan WNA Masuk Indonesia. Retrieved May 15, 2021. [Available at: <https://nasional.kompas.com/read/2021/01/27/20203121/ancaman-mutasi-virus-corona-iluni-ui-dukung-larangan-wna-masuk-indonesia>. Last access at: 27/01/2021].
- [4] Cahyati N, Kusumah R. The role of parents in implementing learning at home during the COVID 19 pandemic. *Jurnal golden age*. 2020 Jun 30, 4(01):152-9.
- [5] D. Nambiar. The impact of online learning during COVID-19: students' and teachers' perspective. *The International Journal of Indian Psychology*. 2020 Apr, 8(2):783-93. [1]Daftar Negara Asia yang Terancam Tsunami COVID Seperti India. (2021, May 8). Retrieved May 15, 2021 from news article: <https://www.cnbcindonesia.com/news/20210508153908-4-244338/daftar-negara-asia-yang-terancam-tsunami-covid-seperti-india/1>
- [6] Efriana L. Problems of online learning during COVID-19 pandemic in EFL classroom and the solution. *JELITA*. 2021 Feb 1:38-47.
- [7] El-Seoud SA, El-Khouly MM, Taj-Eddin IA. Motivation in e-learning: How do we keep learners motivated in an e-learning environment. *International Journal of Learning and Teaching*. 2016 Jun, 2(1):63-6.
- [8] Keban YB. Measuring the effectiveness of online learning during the COVID-19 pandemic. *Jurnal Reinha*. 2021 Sep 9, 12(1).
- [9] Forward, S., & Frazier, D. *Emotional blackmail: When the people in your life use fear, obligation, and guilt to manipulate you*. Harper Collins: New York, NY. 1997.
- [10] Gamage KA, Silva EK, Gunawardhana N. Online delivery and assessment during COVID-19: Safeguarding academic integrity. *Education Sciences*. 2020 Oct 25, 10(11):301.
- [11] Al Hakim MF, Azis A. Role of teachers and parents: Challenges and solutions in online learning during the COVID-19 pandemic. *Riwayat: Educational Journal of History and Humanities*. 2021 Mar 2, 4(1).
- [12] Haq Z. The Role of Teachers and Parents in Improving Online Learning in Indonesian Subjects at MI NU 31 Jatipurwo Academic Year 2020/2021. Thesis on Madrasah Ibtidaiyah Teacher Education Study Program, Faculty of Tarbiyah and Teaching Science, Salatiga State Islamic Institute. Salatiga: unpublished.
- [13] Hasfira H, Marelda M. The Role of the Teacher in Motivating Students During the Pandemic. *Journal of Education and Counseling*. 2021 Feb 8, 3(1):80-4.
- [14] Ministry of Education, Culture, Research and Technology. (2020, June 25). Evaluation of Higher Education Online Learning. Retrieved May 15, 2021 from news articles: <https://itjen.kemdikbud.go.id/public/post/detail/kemendikbud-evaluasi-pembelajaran-daring-dikti>.
- [15] Ministry of Education, Culture, Research and Technology. Release of Home Study Evaluation Survey Results. 2020: [Available at: <https://www.kemdikbud.go.id/main/blog/2020/05/kemendikbud-rilis-hasil-survei-evaluasi-belajar-dari-rumah>. Last Acces at: 05/01/2021]
- [16] Ministry of Education, Culture, Research and Technology: July Face-to-Face School, Parents Have the Right to Choose. 2021, [Available at: <https://www.kompas.com/edu/read/2021/05/06/150000171/kemendikbudristek--sekolah-tatap-muka-juli-orangtua-berhak-memilih>. Last access: 15/05/2021]
- [17] Khalimah, Siti Nur. The role of parents in online learning at MI Darul Ulum Pedurungan Semarang City for the 2020/2021 academic year. Thesis on Madrasah Ibtidaiyah Teacher Education Study Program, Faculty of Tarbiyah and Teaching Science, Salatiga State Islamic Institute. Salatiga: unpublished. 2020, 75-4.

- [18] Kusumaningrum B, Kuncoro KS, Arigiyati TA. Parental Assistance in Online Learning in Elementary Schools: Evaluation of Online Learning During the COVID-19 Pandemic. *INVENTA: Journal of Elementary School Teacher Education*. 2020 Sep 30, 4(2):142-50.
- [19] León-del-Barco B, Mendo-Lázaro S, Polo-del-Río MI, López-Ramos VM. Parental psychological control and emotional and behavioral disorders among Spanish adolescents. *International journal of environmental research and public health*. 2019 Feb, 16(3):507.
- [20] Liu CC. The relationship between employees' perception of emotional blackmail and their well-being. *Procedia-Social and Behavioral Sciences*. 2010 Jan 1, 5:299-303.
- [21] Mahyoob M. Challenges of e-Learning during the COVID-19 Pandemic Experienced by EFL Learners. *Arab World English Journal (AWEJ)*. 2020 Dec, 11(4).
- [22] N Z N. N., & Ferdiansyah, H.(2021). Efektifitas Media Pembelajaran Daring di masa Pandemi COVID-19. *Edumaspul. Jurnal Pendidikan.*, 5(1).
- [23] Nguyen MH, Gruber J, Fuchs J, Marler W, Hunsaker A, Hargittai E. <? COVID19?> Changes in Digital Communication During the COVID-19 Global Pandemic: Implications for Digital Inequality and Future Research. *Social media+ society*. 2020 Sep, 6(3):2056305120948255.
- [24] Öçal T, Halmatov M, Ata S. Distance education in COVID-19 pandemic: An evaluation of parent's, child's and teacher's competences. *Education and Information Technologies*. 2021 Nov, 26(6):6901-21.
- [25] Pedrosa AL, Bitencourt L, Fróes AC, Cazumbá ML, Campos RG, de Brito SB, Simões e Silva AC. Emotional, behavioral, and psychological impact of the COVID-19 pandemic. *Frontiers in psychology*. 2020 Oct 2, 11:566212.
- [26] Pratiwi H, Yarliani I, Ismail M, Haida RN, Asmayanti N. Assessing the Toxic Levels in Parenting Behavior and Coping Strategies Implemented During the COVID-19 Pandemic. *Jurnal Pendidikan Usia Dini*. 2020 Nov 30, 14(2):231-46.
- [27] Rahayu RP, Wirza Y. Teachers' perception of online learning during pandemic COVID-19. *Jurnal penelitian pendidikan*. 2020 Dec, 20(3):392-406.
- [28] New Variant of Corona Virus Risks Transmission to Children, Government Asked to Postpone Face-to-Face Schools. 2021, [Available at: <https://nasional.kompas.com/read/2021/05/11/21364661/varian-baru-virus-corona-berisiko-menular-ke-anak-anak-pemerintah-diminta>. Last access: 11/05/2021].
- [29] Wango G, Wairire G, Kimamo C. Anxiety and emotions of COVID-19: The emotional underpinnings of dealing with the corona virus disease. *Journal of Psychology and Behavioral Science*. 2020 Dec, 8(2):1-8.
- [30] Waspadai 'Tsunami' COVID-19 Usai Lebaran. 2021, [Available at: <https://www.merdeka.com/peristiwa/waspadai-tsunami-COVID-19-usai-lebaran.html>. Last Access: 13/05/2021].