

Factors Related to Stress Levels in School-Age Children in South Tangerang City Elementary School in 2024

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Abstract

According to WHO (World Health Organization), stress is the fourth health problem in the world and will be number two in 2020, the prevalence of stress is quite high, namely 350 million people in the world experience stress. The prevalence of student stress in the world is 38.91%, in Asia 61.3% and Indonesia 71.6%. The purpose of this research was to determine the factors related to stress levels in school-age children at SDN Kota Tangerang Selatan in 2024. Analytical survey research with a cross-sectional approach. The sample in this study were students at SDN Kota Tangerang Selatan as many as 90 students in grade 6 and were taken using the total sampling technique. Data were obtained by distributing questionnaires. Data analysis was carried out univariately and bivariate with the Spearman test. The study results showed that out of 90 respondents, 25 people (27.8%) had severe stress. There was a relationship between parenting patterns and stress levels in school-age children ($P = 0.018$) with a low correlation strength ($Z_{\text{count}} = 0.249$), there was a relationship between class conditions and stress levels ($P = 0.001$) with a low correlation strength ($Z_{\text{count}} = 0.354$), there was a relationship between tasks and stress levels ($P = 0.004$) with a low correlation strength ($Z_{\text{count}} = 0.304$), there was a relationship between school exams and stress levels ($P = 0.039$) with a low correlation strength ($Z_{\text{count}} = 0.218$), there was a relationship between personality and stress levels ($P = 0.012$) with a low correlation strength ($Z_{\text{count}} = 0.262$), and there was a relationship between gender and stress levels in school-age children ($P = 0.000$) with a moderate correlation strength ($Z_{\text{count}} = 0.591$). These findings indicate that student stress was influenced by various environmental and individual factors. Schools and parents should pay attention to these factors and create an environment that supports children's mental development. Special assistance during exams, workload management, and good parenting can reduce students' stress levels.

Keywords: Parenting Style, Classroom Condition, Stress, Elementary School Students.

Introduction

Childhood, especially in elementary school children, is a critical stage in a child's growth. At this time, they experience very rapid growth and development, both physically, mentally, and socially.

The prevalence of student stress in the world is 38.91%, in Asia 61.3% and in Indonesia 71.6%, this shows that stress problems in children need serious attention ⁴.

Based on data from the Indonesian Health Survey (2023), the prevalence of child stress in Banten Province reached 13.96%. This shows that more than one in ten children in the area experience significant symptoms of stress and have the potential to negatively affect their development and well-being. Meanwhile, in South Tangerang City, this condition is more worrying with a prevalence of child stress of 14.74%. This high figure emphasizes the importance of intervention and special attention to the mental health of children in the area.

KPAI noted that 82.9% of the causes of child stress come from a lack of communication between children and parents. Moreover, the attitude of parents who tend to force children's energy in a busy routine, so that the right to play and be creative is lost.

Stress in school-age children is a human response to demands and pressures in life. In school-age children, stress can be defined as an imbalance between demands and their ability to cope with them. However, the human response is non-specific to every demand for needs and is within them. Stress is the body's reaction to situations that cause pressure, change, and emotional tension, then the main sources of stress in children include academic demands, achievement pressure, busy schedules, social pressure, bullying or difficulty in forming friendships, environment, and family problems, as well as family financial problems can provide emotional pressure for children and trigger stress ²³.

According to research by Fitriani et al. (2020) titled description of stress levels in school-age children identifying stress levels in school-age children shows 55.0% of respondents experience normal stress and are a natural part of life such as feeling a

harder heartbeat after activities, fatigue after doing assignments or fear of failing exams. In addition, 37.5% of respondents experienced mild stress which could last for minutes or hours, and 7.5% experienced moderate stress which could last for hours to days with symptoms such as feeling tired easily, getting angry easily, having difficulty resting, being easily offended, and being restless ²³.

According to Bayuningsih et al. (2022) in their study entitled factors related to stress in children with online media learning methods during the SDN Jaya Mulya 1 Karawang Regency pandemic. During the 2021 pandemic, most respondents showed that the largest gender was female, as many as 30 respondents (52.6%). Most showed that the achievement pressure factor as much as 50.9% was a factor causing stress in children. Most of the schedule and busy factors as much as 52.6% were factors causing stress in children. Most of the academic achievement factors as much as 71.9% were factors causing stress in children. Most of the physical demands factors as much as 49.1% could be a cause of stress in children. Most respondents indicated that a role demands factor of as much as 59.6% can cause stress in children. Some respondents indicated task demands as much as 45.6% are the cause of stress in children. Most respondents indicated that interpersonal demands as much as 50.5% are the cause of stress in children. From the results of a preliminary study conducted by interviewing 10 students, it was found that 7 students received pressure to excel from their parents such as students having to be in the top 10 in class, and students were given too much schoolwork. Therefore, the author is interested in examining the Factors and Related to Stress Levels in School-Age Children at SDN Kota Tangerang Selatan in 2024.

Method

This type of research is quantitative research using analytical research methods, the approach used in this study is cross-sectional (cross-sectional study). In this study, the population was all 6th-grade students at SDN South Tangerang City, totaling 90 students. The samples taken in this study used the total sampling technique. The sample in this study was a population that met the criteria, namely 90 students. The subjects who were suitable to participate in this study were screened using the inclusion and exclusion criteria that had been set.

The research location was conducted at SDN Kota Tangerang Selatan, Banten 15412,

and the research implementation time was carried out for 2 months from June to July 2024. The tool used in this study was a closed questionnaire where respondents only had to choose alternative answers that had been provided according to the instructions to make it easier to direct respondents' answers and easier to process.

This research procedure was carried out by researchers by determining the population that took samples from the population according to the research needs. This study only took data from the results of the questionnaire and has been distributed to students of SDN Kota Tangerang Selatan. The researcher collected data for 2 days, with the help of 2 enumerators to collect the questionnaires that had been filled out by the research sample. After conducting the research, the researcher will request a statement letter from the school with a statement that the research has been carried out at the school. After that, the researcher collected the data, and has been obtained for processing. Besides that, the researcher processed and analyzed the data obtained from grade 6 students of SDN Kota Tangerang Selatan using Microsoft Excel and SPSS (Statistical Package for the Social Sciences) applications.

Results

Univariate Analysis

Table 1
Frequency Distribution of Stress Levels in School-Age Children of South Tangerang City Elementary Schools

Respondent Characteristics	Frequency	Percentage
Stress levels:		
a. Moderate Stress	65	72.2
b. Mild Stress	25	27.8

Based on Table 1, of the 90 students, 65 children (72.2%) experienced moderate stress and 25 children (27.8%) experienced severe stress.

Table 2
Frequency Distribution of Parenting Patterns, in School-Age Children of South Tangerang City Elementary Schools

Respondent Characteristics	Frequency	Percentage
Parenting Pattern		
a. Authoritarian	51	56.7
b. Non-Authoritarian	39	43.3

Based on Table 2, out of 90 students, 57 children (63.3%) were raised using an authoritarian pattern, while 33 children (36.7%) were raised using a non-authoritarian pattern.

Table 3
Frequency Distribution of Home Atmosphere, in Elementary School-Age Children South Tangerang City

Respondent Characteristics	Frequency	Percentage
Home Atmosphere		
a. Conducive	51	56.7
b. Not Conducive	39	43.3

Based on Table 3, out of 90 students, 51 children (56.7%) felt that their home atmosphere was conducive, while 39 children (43.3%) felt that their home atmosphere was not conducive.

Table 4
Distribution of School Location Frequency, In Elementary School Age Children South Tangerang City

Respondent Characteristics	Frequency	Percentage
School Location		
a. Strategic	56	62.2
b. Not Strategic	34	37.8

Based on Table 4, out of 90 students, 56 children (62.2%) considered the location of their school to be strategic, while 34 children (37.8%) considered the location of the school to be not strategic.

Table 5
Frequency Distribution of Class Conditions, In School-Age Children of SDN South Tangerang City

Respondent Characteristics	Frequency	Percentage
Class Condition		
a. Conducive	36	40.0
b. Not Conducive	54	60.0

Based on Table 5, out of 90 students, 36 children (40.0%) felt that the class conditions were conducive, while 54 children (60.0%) felt that their class conditions were not conducive.

Table 6
Frequency Distribution of Teacher Attitudes, in School-Age Children of South Tangerang City Elementary Schools

Respondent Characteristics	Frequency	Percentage
Teacher Attitude		
a. Positive	57	63.3
b. Not Positive	33	36.7

Based on Table 6, out of 90 students, 57 children (63.3%) rated their teacher's attitude as positive, while 33 children (36.7%) rated their teacher's attitude as not positive.

Table 7

Distribution of Schoolwork Frequency, In Elementary School-Age Children South Tangerang City

Respondent Characteristics	Frequency	Percentage
School Assignments		
a. Difficult	54	60.0
b. Not Difficult	36	40.0

Based on Table 7, out of 90 students, 54 children (60.0%) considered school assignments to be difficult, while 36 children (40.0%) felt that school assignments were not difficult.

Table 8
Distribution of School Exam Frequency, In Elementary School-Age Children South Tangerang City

Respondent Characteristics	Frequency	Percentage
School Exam		
a. Difficult	55	61.1
b. Not Difficult	35	38.9

Based on Table 8, out of 90 students, 55 children (61.1%) considered school exams difficult, and 35 children (38.9%) considered school exams not difficult.

Table 9
Frequency Distribution of Personality, in Elementary School Children in South Tangerang City

Respondent Characteristics	Frequency	Percentage
Personality		
a. Introvert	61	67.8
b. Extrovert	29	32.2

Based on Table 9, out of 90 students, 61 children (67.8%) have an introvert personality, while 29 children (32.2%) have an extrovert personality.

Table 10
Frequency Distribution of Gender, In Elementary School-Age Children South Tangerang City

Respondent Characteristics	Frequency	Percentage
Gender		
a. Male	56	62.2
b. Female	34	37.8

Based on Table 10, of the 90 students, 56 children (62.2%) were male, while 34 children (37.8%) were female.

Bivariate Analysis

Table 11
The Relationship between Parenting Patterns and Stress Levels in School-Age Children at Elementary Schools in South Tangerang City

Variable	Z _{hitung}	P _{value}	N
Parenting Patterns	0,249	0,018	90

Based on Table 11, the results of the analysis of the relationship between stress levels in

school children and parenting patterns show that the P value = 0.018 is smaller than $\alpha = 0.05$. Thus, the alternative hypothesis (H_a) is accepted, which means that there is a significant relationship between stress levels in school children and parenting patterns. In addition, the results of the analysis show a correlation coefficient value of 0.249, which indicates a low correlation strength relationship between the two variables.

Table 12
The Relationship between Home Atmosphere and Stress Levels in School-Age Children

Variable	Z _{hitung}	P _{value}	N
Home Atmosphere	-0,008	0,938	90

Based on Table 12, the results of the analysis of the relationship between stress levels in school children and home atmosphere, show that the value of P = 0.938 is greater than $\alpha = 0.05$. Thus, the null hypothesis (H_0) is accepted and means that there is no significant relationship between stress levels in school children and the home atmosphere. In addition, the results of the analysis show a correlation coefficient value of -0.008 which indicates a very low correlation strength relationship between the two variables.

Table 13
Relationship between School Location and Stress Levels in School-Age Children at SDN in South Tangerang City

Variable	Z _{hitung}	P _{value}	N
School Location	0,125	0,240	90

Based on Table 13, the results of the analysis of the relationship between stress levels in school children and school location, show that the value of P = 0.240 is greater than $\alpha = 0.05$. Thus, the null hypothesis (H_0) is accepted and means that there is no significant relationship between stress levels in school children and school location. In addition, the results of the analysis show a correlation coefficient value of 0.125 which indicates a very low correlation strength relationship between the two variables.

Table 14
The Relationship between Class Conditions and Stress Levels in School-Age Children at Elementary Schools in South Tangerang City

Variable	Z _{hitung}	P _{value}	N
Class Conditions	0,354	0,001	90

Based on Table 14, the results of the analysis of the relationship between stress levels in school children and classroom conditions, show that the value of P = 0.001 is smaller than $\alpha = 0.05$. Thus, the alternative hypothesis (H_a) is accepted, which means that there is a significant relationship between stress levels in school children and classroom conditions. In addition, the results of the analysis show a correlation coefficient value of

0.354 and indicate a low correlation strength relationship between the two variables.

Table 15
Relationship of Teacher Attitudes with Stress Levels in School-Age Children at SDN Kota Tangerang Selatan

Variable	Z _{hitung}	P _{value}	N
Teacher's attitude	0,064	0,546	90

Based on Table 15, the results of the analysis of the relationship between stress levels in school children and classroom conditions, show that the value of $P = 0.546$ is greater than $\alpha = 0.05$. Thus, the null hypothesis (H_0) is accepted, which means that there is no significant relationship between stress levels in school children and teacher attitudes. In addition, the results of the analysis show a correlation coefficient value of 0.64, which indicates a very low correlation strength relationship between the two variables.

Table 16
The Relationship between Schoolwork and Stress Levels in School-Age Children at Elementary Schools in South Tangerang City

Variable	Z _{hitung}	P _{value}	N
Schoolwork	0,304	0,004	90

Based on Table 16, the results of the analysis of the relationship between stress levels in school children and class conditions, show that the value of $P = 0.004$ is smaller than $\alpha = 0.05$. Thus, the alternative hypothesis (H_a) is accepted and means that there is a significant relationship between stress levels in school children and school assignments. In addition, the results of the analysis show a correlation coefficient value of 0.304 which indicates a low correlation strength relationship between the two variables.

Table 17
The Relationship between School Exams and Stress Levels in School-Age Children at Elementary Schools in South Tangerang City

Variable	Z _{hitung}	P _{value}	N
School Exams	0,218	0,039	90

Based on Table 17, the results of the analysis of the relationship between stress levels in school children and school exams, show that the value of $P = 0.039$ is smaller than $\alpha = 0.05$. Thus, the alternative hypothesis (H_a) is accepted, which means that there is a significant relationship between stress levels in school children and school exams from schools. In addition, the results of the analysis show a correlation coefficient value of 0.218, which indicates a low correlation strength relationship between the two variables.

Table 18

Relationship between Personality and Stress Levels in School-Age Children at SDN South Tangerang City

Variable	Z _{hitung}	P _{value}	N
Personality	0,262	0,012	90

Based on Table 18, the results of the analysis of the relationship between stress levels in school children and personality, show that the value of $P = 0.012$ is smaller than $\alpha = 0.05$. Thus, the alternative hypothesis (H_a) is accepted and means that there is a significant relationship between stress levels in school children and personality. In addition, the results of the analysis show a correlation coefficient value of 0.262 which indicates a low correlation strength relationship between the two variables.

Table 19

Relationship between Gender and Stress Levels in School-Age Children at SDN South Tangerang City

Variable	Z _{hitung}	P _{value}	N
Gender	0,591	0,000	90

Based on Table 19, the results of the analysis of the relationship between stress levels in school children and gender, show that the value of $P = 0.000$ is smaller than $\alpha = 0.05$. Thus, the alternative hypothesis (H_a) is accepted and means that there is a significant relationship between stress levels in school children and gender. In addition, the results of the analysis show a correlation coefficient value of 0.591 which indicates a moderate correlation strength relationship between the two variables.

Discussion

Relationship between Parenting Patterns and Stress Levels in School-Age Children.

The results of the Spearman test showed a significant relationship between stress levels in school children and parenting patterns. Safitri and Hidayati (2020) also found that authoritarian and permissive parenting patterns can increase the risk of depression in children⁷⁵. Based on these findings, researchers assume that parenting patterns have an important role in determining stress levels and the risk of mental problems in children, so interventions are needed to improve the quality of parenting patterns and family support.

Relationship between Home Atmosphere and Stress Levels in School-age Children

The results of the Spearman test showed that there was no significant relationship between stress levels in elementary school children and the home atmosphere. Although Alvin (2007) stated that home atmosphere is an external factor that affects stress in children, this study shows inconsistency with these findings²². Another study by Marwan (2020) showed that a conducive home atmosphere has a positive effect on student learning outcomes, which may indicate its effect on stress levels⁵⁵. However, based on the results of this study, researchers assume that the home atmosphere does not have a significant relationship with stress levels in elementary school children.

Relationship between School Location and Stress Levels in School-Age Children

The results of the Spearman test show that there is a significant relationship between stress levels in school children and school location. Although Alvin (2007) identified school location as an external factor of stress, this study differs from these findings²². This study also contradicts the results of Turner's (2021) study, which showed that children in schools with high crime rates experience more anxiety and stress.

Relationship between Classroom Conditions and Stress Levels in School-Age Children

The results of the Spearman test show a significant relationship between stress levels in school children and classroom conditions. According to Alvin (2007), classroom conditions are an external factor that affects stress in children²². Wiyani's theory (2019) emphasizes that physical aspects of the classroom, such as air ventilation, lighting, wall decorations, and the condition of the floor and walls, have a significant impact on the classroom atmosphere¹⁰⁰. Based on these findings, researchers assume that maintaining cleanliness and involving students in maintaining the school environment can reduce stress and create a more conducive learning atmosphere.

Relationship between Teacher Attitudes and Stress Levels in School-Age Children

The results of the Spearman test showed that there was no significant relationship between teacher attitudes and stress levels in elementary school children. Several previous studies, such as Smith et al. (2022), Lewis et al. (2020), Wilson (2021), and

Martinez (2022), showed that negative teacher attitudes, such as lack of emotional support, indifference, impatience, and excessive demands, were significantly related to increased stress levels in students^{85, 50, 58}. The researchers assume that although teacher attitudes are generally recognized as factors that can influence stress in children, the results of this study did not show a significant relationship, possibly due to other factors that may modify the relationship.

Relationship between Schoolwork and Stress Levels in School-Age Children

The results of the Spearman test showed a significant relationship between stress levels in school children and schoolwork. This study supports Alvin's theory (2007) which states that schoolwork is one of the external factors that can cause stress in children, especially if the workload is excessive²². Researchers assume that better management of schoolwork, including giving assignments that are appropriate to the child's capacity and adequate support from teachers and parents, can help reduce stress levels in students and create a healthier learning environment.

Relationship between School Exams and Stress Levels in Elementary School Children

The results of the Spearman test show a significant relationship between stress levels in school children and school exams. This finding is supported by research by Martinez et al. (2020) which shows that pressure to get high grades on exams significantly increases student stress⁵⁷. Based on these findings, researchers assume that better management of exams, including reducing the frequency and providing sufficient breaks between exams, can help reduce stress levels in students, creating a more supportive learning environment.

Relationship between Personality and Stress Levels in School Children

The results of the Spearman test show a significant relationship between stress levels in school children and personality. This study is in line with the findings of Hanida (2023) who found that severe stress is more often experienced by children with an introvert personality type (52.4%) compared to extroverts (19.0%). Based on these findings, researchers assume that an approach that takes into account the child's personality,

especially in supporting children with introverted personalities, can help in managing and reducing their stress levels.

Relationship between Gender and Stress Levels in School-Age Children

Based on the results of the Spearman test which showed a significant relationship between stress levels in school children and gender, researchers assume that gender plays an important role in influencing stress levels. According to Alvin (2007) and Ventyaningsih (2023), women tend to experience higher levels of stress than men, which is caused by hormonal changes such as decreased estrogen that affect emotions^{22, 93}. Researchers assume that these gender differences significantly affect how individuals respond to and cope with stress, with a clear impact on the levels of stress experienced.

Conclusion

Based on the results of the study conducted by the specific objectives to determine the frequency distribution related to each variable studied, the author draws the following conclusions: Observations on 90 respondents, the results obtained were moderate stress 65 people (72.2%), authoritarian parenting 57 people (63.3%), conducive home atmosphere 51 people (56.7%), strategic school location 56 people (62.2%), non-conducive classroom conditions 54 people (60.0%), positive teacher attitudes 57 people (63.3%), heavy school assignments 54 people (60.0%), difficult school exams 55 people (61.1%), introverted personality 61 people (67.8%), male gender 56 people (62.2%). Furthermore, there is a significant relationship between Parenting Patterns, Class Conditions, School Assignments, School Exams, Personality, and Gender at SDN Kota Tangerang Selatan on the stress levels of school-age children. Besides that, there is no significant relationship between home atmosphere, school location, and teacher attitudes at SDN Kota Tangerang Selatan toward the stress levels of school-age children.

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