

Study from Home in the Middle of the COVID-19 Pandemic: Analysis of Religiosity, Teacher, and Parents Support Against Academic Stress

Hadi Pajarianto¹, Abdul Kadir², Nursaqinah Galugu³, Puspa Sari⁴, Sofia Februanti⁵

¹Department of Early Childhood Teacher Education, University of Muhammadiyah Palopo, Indonesia. Email: hadipajarianto@umpalopo.ac.id

²Department of Guidance and Counseling, University of Muhammadiyah Palopo, Indonesia. Email: abdulkdir@umpalopo.ac.id

³Department of Guidance and Counseling, University of Muhammadiyah Palopo, Indonesia. Email: saqina.galugu@gmail.com

⁴English Department, University of Muhammadiyah Palopo, Indonesia. Email: puspasari@umpalopo.ac.id

⁵Nursing Program Study, Poltekkes Kemenkes Tasikmalaya, Tasikmalaya, Indonesia. Email: sofiafebruanti@gmail.com

Abstract

Facing the Covid-19 pandemic, the government of the Republic of Indonesia through the Ministry of Education and Culture and followed by all local governments moved student learning from schools to their homes through the Study From Home model. Schools and teachers utilize several facilities such as zoom, google classrooms, and other online facilities. The objectives of this study were: (1) exploring the relationship of religiosity to academic stress levels; (2) explore the relationship of teacher support to academic stress levels; (3) explore the relationship of parental support to the level of academic stress; and (4) explore the involvement of school, teacher and parent support together to academic stress levels. Samples were taken as many as 210 people, with consideration of the minimum example for the Structural Equation Model (SEM) that is 100 samples at an error rate of 5%. Hypothesis testing by utilizing the Structural Equation Modeling (SEM) technique through the use of LISREL (Linear Structural RELationship) 8.80 for Windows. Overall the research findings reveal a positive and significant relationship between religiosity, school support, teachers, and parents to academic stress. The ethical implications of this study, there are improvements to the Study From Home system implemented in Indonesia

Keywords: Study from Home; Covid-19; Religiosity; Teachers Support; Parents Support; Academic stress

1. Introduction

The pandemic that has plagued almost the entire world since December 2019 until now has been popular with a new coronavirus named COVID-19 [1]. This virus is very feared because it is very deadly. Its spread is also speedy, starting from the Chinese city of Wuhan, now spreading throughout the world [2]. COVID-19 infections that lead to transmission from case to case have a shorter serial interval than SARS so that the spread is swift [3]. The spread of the virus is accelerating, so that the death rate in Indonesia increases. COVID-19 is a positive-strand RNA virus with symptoms of fever, fatigue, and cough similar to cases of infection in SARS-Cov and MERS-CoV [4].

The government established Presidential Decree No. 7 of 2020, Responding to this epidemic. Concerning the Task Force for the Acceleration of Corona Virus Disease 2019, as well as carrying out various emergency measures including government agencies conducting Work From Home (WFH) for employees who were followed by private agencies implementing policies the same for all employees. The Minister of Education and Culture even issued 2 (two) circular letters, Number 2 in 2020 concerning Prevention and Handling of COVID-19 within the Ministry of Education and Culture, and Number 3 in 2020 concerning prevention of Corona Virus Disease COVID-19 in the Education Unit. Responding to the situation, the Governor of South Sulawesi issued a circular number 440/1972 / B.um.UM.2020. A circular of appeals related to the prevention of transmission of coronavirus disease 2019, in point 2 (two), it was stated that the transfer of each learning activity from school to home for

students from PAUD to the University level. The Department of Education and the Principal are asked to ensure the effective implementation of learning from home and not to travel/move out of the house. The study period at home is enforced until June 1, 2020.

The policy of transferring learning activities from school to home has implications for changing the learning model, from face to face to online. The teacher utilizes non-paid applications such as Google Classroom, Zoom, and other facilities. Nowadays, many new interactive technologies emerge, making it easier to create an environment where students can learn by doing, receive feedback, and continue to improve their understanding, as well as gain new knowledge from extensive learning resources [5]. The more critical technology for education will be more research to understand its application [6]. In some studies, online learning has several advantages, including flexibility, which allows students to adjust to the obstacles encountered during online learning both in terms of time and place [7]. Besides, students can also choose learning experiences that are appropriate to their characteristics [8].

The policy of transferring learning activities from school to home has implications for changing the learning model, from face to face to online. The teacher utilizes non-paid applications such as Google Classroom, Zoom, and other facilities. Nowadays, many new interactive technologies emerge, making it easier to create an environment where students can learn by doing, receive feedback, and continue to improve their understanding and gain new knowledge [5]. The more critical technology for education will be more research to understand its application [6]. In some studies, online learning has several advantages, including flexibility [7], which allows students to adjust to the obstacles encountered during online learning both in terms of time and place. Also, students can choose learning experiences that are appropriate to their characteristics [8].

Schools, Teachers, and Parents should provide social support at home so that children are comfortable in learning. The component should encourage modeling changes in the home environment, and this is a significant part of the initial intervention program on improving childcare by assessing the possible impact of policy-driven changes in the learning environment at home [9]. One challenge of home learning by utilizing online learning is how the model is passed on to families with minimal economic income [10].

Empirically these ideals are not following the facts on the ground. During the Covid-19 pandemic, online learning experienced dis-orientation. The Indonesian Child Protection Commission (KPAI) receives several complaints from students' parents that their children are stressed because of various assignments from the teachers during the home study program. Most likely, the teacher understands that home learning is by giving assignments online, and the collection is online. All subject teachers give assignments that require more than one hour to complete. As a result, assignments accumulate, and children become exhausted. The real purpose of learning from home is to provide regular learning activities for students to stay accustomed to learning and maintaining regularity, and working on virtual classroom is not much different from the real real classroom [11]

This condition causes the potential for academic stress on students to be higher. Stress at home has a significant effect on the relationship with students' academic performance. It is implied that when students are burdened with homework assignments, both from family and school, make them experience stress, and this can affect their academic performance [12]. Stress accumulation causes frustration, depression, and anxiety, and can cause attention to hyperactive disorders, substance abuse, antisocial behavior, and even violence. Stress has become an essential topic in academic circles and our society [13].

The Covid-19 pandemic in Indonesia is still ongoing, and according to modeling based on the Richards curve, it is expected to continue and decline until the end of April 2020, or even until June [14]. Social support from schools, teachers, and parents can minimize the level of academic stress on students. One coping strategy to overcome the problem is to seek social support, such as finding sources of information support, social support, and emotional support [15]. School, teacher, and parent collaboration will provide enormous support for students to be able to learn comfortably. This research

is fundamental as input to schools, teachers, and parents in order to be able to model online learning and provide maximum support to students.

Covid-19 pandemic in Indonesia has given birth to a policy to transfer learning from school to home, which is experiencing a lot of distortion, including students burdened with the number of tasks done online. The purpose of this study was to determine the relationship between religiosity, teacher support, and parental support for academic stress. The formulation of questions that will guide this research is as follows: (a) how is the readiness of students in undergoing Study From Home?; (b) how is religiosity related to academic stress?; (c) how does teacher support relate to academic stress?; (d) what about parental support for academic stress?; (e) how much religiosity, teacher support, and parental support can explain variants of academic stress?

2. Literature Review

Religiosity

Religiosity in this study comes from religious teachings embraced by students because a good understanding of religion will improve one's religiosity. Religiosity is synonymous with terms such as religion, orthodoxy, faith, piety, devotion, and holiness [16]. These terms are only synonyms and have not been able to define religiosity [17]. It is because Religiosity is a very complex concept and is difficult to define. However, religiosity is referred to as a condition of one's belief in God, which is characterized by his piety and religious zeal. The higher the piety and the spirit of his religion, the stronger his belief in God, the higher his religiosity [18].

Religiosity has 5 (five) dimensions, namely; (1) ritual dimension; that is the aspect that measures the extent to which a person performs his ritual obligations in the religion that is followed; (2) ideological dimensions; which measures the degree to which a person accepts things dogmatic in his religion; (3) intellectual dimensions; namely about how far a person knows, understands, and understands about the teachings of his religion, and the extent to which a person wants to carry out activities to further enhance his understanding in religious matters relating to his religion; (4) dimensions of experience; related to how far they feel and experience religious feelings and experiences; and (5) the consequence dimension; relating to the extent to which a person is willing to commit to the teachings of his religion in everyday life [19].

In this study, only 3 (three) dimensions will be used, namely ritual, intellectual, and consequences. This study was conducted when the Covid-19 pandemic reached its peak in Indonesia, so that researchers have limitations in obtaining more comprehensive data.

Teacher Support

Schools, teachers, and parents describe a cooperative and collaborative relationship cycle because teachers in schools are parents' partners [20]. Family-school partnerships are collaborative relationships and activities that involve school staff, parents, and other family members of students in the school. At the same time, schools need to recognize the central role of family schools in education. It is why families and schools must work together in partnership [21].

The involvement of parents, family, and community in education is correlated with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to get higher grades, attend school more regularly, stay in school longer, and enroll in higher-level programs [22].

However, school-home relationships are often ignored or underdeveloped. Especially in urban areas; there is a disconnect between school and home, which is caused by the lack of ability to understand the culture of students and families [23]. The position of the school teacher, apart from being an educator, also is a representative of the parents. Their role is double, as a teacher assigned by a particular state or institution, as well as parents who give affection to students. The role of parents performed by teachers in schools implies that teachers must perform humanistic behavior because they must pay attention to their students as holistic learners. Holistic learners are learners who have cognitive

and affective dimensions. It is very similar to the role of parents because parents will try to understand their children in-depth about their psychological state [24].

It is very urgent to remodeling teacher partnerships with parents or families so that teachers can update their models and ways of thinking and visualize, (1) their approach to parent-teacher partnerships, and (2) their reflection on the interactions that have occurred [25]. Among teachers and parents mostly have the same goals and participation in education, namely nurturing, educating, guiding, fostering, and leading their children to become adults and can obtain life happiness in this world and the hereafter. Education is a shared responsibility for both parents, teachers, the community, and the government. Thus the parties concerned must be able to always undergo cooperative relations and interactions in order to create healthy learning conditions for students.

Parental Support

In general, social support describes the role or influence that can be caused by significant others, such as family members, friends, relatives, and coworkers. The results of research conducted in four cities in Germany with a total of 2,637 subjects showed that parental education is very influential on the ability and understanding of the condition of children experienced, ranging from lifestyle. The involvement of children's learning assistance, nutritional intake, and influence on parental economic status [26].

Besides, the results of the study showed that the mental health condition of the mother was very influential in the childcare process. The mental condition of parents in post-childbirth to the process of parenting, can affect later on child development and development assistance, especially children's learning assistance [27]. This research also focuses on the combination of roles and parenting styles of mother and father in providing love, behavioral control, and psychological control of children. The results show that the psychological control approach to children has increased. In contrast, the affection and behavior of children still do not increase because mothers and fathers do not provide overall care [28].

The role of parents in assisting children conducted in Malaysia shows that the presence of parents in assisting children uses internet facilities so that parents can supervise the learning and which is accessed by children. The focus of research relates to parenting style in the socio-emotional approach and skills in pre-school children and socio-emotional development at the pre-academic level, which is located in 7 regions in northeastern China with a total of 145 parents and children. The results of other studies show that parents expect their children to master social-emotional skills. Whereas in terms of children, there has been an increase, especially in social relations and academic achievement in schools [29].

Apart from that, the role of parents in the form of support can reduce stress because children can directly solve problems related to the material. Instrumental support is needed, especially in overcoming problems, more efficiently. Parental care includes broad forms of involvement both in children's activities at home (such as helping with homework, discussing school activities or courses), and school-based activities [30]. Thus, family and society are essential components in providing emotional and instrumental support for children.

Academic stress

The causes of student stress are numerous and varied. High potential students can be exposed to stress due to so many stressors, such as academic reasons, financial problems, health problems, or the loss of close family members or friends [31]. In the study of psychology, academic stress can be interpreted as an emotional or mental state that is commonly felt by someone in their study period [32]. This is in line with Carveth's study [33], which defines academic stress as stress experienced by students in their learning. Academic stress usually arises due to students' perceptions of the amount of knowledge that must be mastered in a certain period, also related to their learning activities. Tension on the student can affect physical, emotional, and behavioral. Academic stress can also be caused by academic stressors in the teaching and learning process or matters related to learning activities. For example, the pressure to move up to class, length of study, anxiety in facing exams, the number of tasks to be completed,

getting poor test scores, bureaucracy complicated, decisions determine majors and careers, and time management [34].

Each student can feel and respond to academic stress differently. It causes students to feel tension, pressure, or negative emotions, including anxiety and anger [35]. The lack of environmental carrying capacity of schools, teachers, and parents often makes students lose their ability to overcome their learning problems.

From the literature review conducted, the Covid-19 pandemic has implications for students' readiness to do Home Learning online. It is not only related to the readiness of facilities and infrastructure. However, it is also related to the functions of schools, teachers, and parents, which are sometimes not optimal in modeling and adapting students' interests.

Academic stress felt by students can be influenced by external and internal factors of the student. Internal factors include lack of ability to manage time, mental readiness for changes in the environment, and lack of ability to regulate themselves and academics. While external factors related to the education system, values, expectations of education, the failure of parents and teachers in arousing student confidence, and teacher-student relationships [36]. The following model is proposed as a guide in this study:

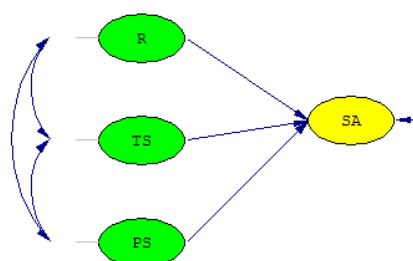


Figure 1. Research model

This research will explore a number of these fundamental questions. Based on the explanation above, the hypothesis proposed is as follows:

- H1: There is an influence of religiosity on the level of academic stress on home learning amid the Covid-19 pandemic
- H1: There is an influence of teacher support on the level of academic stress on home learning amid the Covid-19 pandemic
- H1: There is an influence of parental support on academic stress on home learning amid the Covid-19 pandemic
- H1: There is the influence of religiosity, teacher support, and parents together on the level of academic stress on home learning during the Covid-19 pandemic

2. Results

2.1. Demographics and characteristics of respondents

In the study, it is crucial to display the demographics and characteristics of the respondents, so that the context and settings of the respondent are visible. The distribution of research questionnaires to 250 students, but those that were successfully returned and filled in entirely and adequately used were 210 questionnaires (84%).

2.2. Demographics are based on education

The following are the demographics of respondents based on their level of education. It was differentiated according to their level.

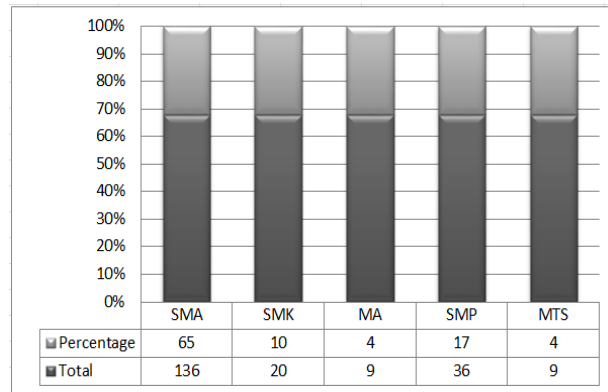


Figure 2. Levels and types of respondent education

On the Figure 2, it can be described, respondents from high school level as many as 136 people (65%), Vocational High School (SMK) 20 people (10%), Islamic Senior High School (Madrasah Aliyah) 9 people (4%), Junior High School (SMP) 36 people (17%), and Islamic Junior High School (Madrasah Tsanawiyah) 9 people (4%). In Indonesia, education is managed by two ministries, namely the Ministry of Education and Culture, which houses elementary, junior high, high school and vocational schools. In contrast, the Ministry of Religion houses Islamic Elementary School/Madrasah Ibtidaiyah (MI), Islamic Junior High School/Madrasah Tsanawiyah (MTs), and Islamic Senior High School/Madrasah Aliyah (MA).

2.3. Demographics based on gender

The distribution of respondents by gender can be seen in the following figure 3.

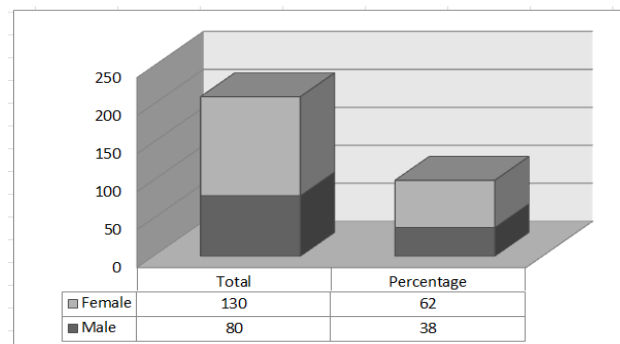


Figure 3. Demographics based on gender

In Figure 3, it can be described, respondents with female sex are 130 people (62%), and male sex were 80 people (38%).

2.4. Demographics of HP / Computer ownership

It turns out that not all students have Handphone Android or computer facilities in their homes. It is a possibility that will make Home Learning during the Covid-19 pandemic run into obstacles.

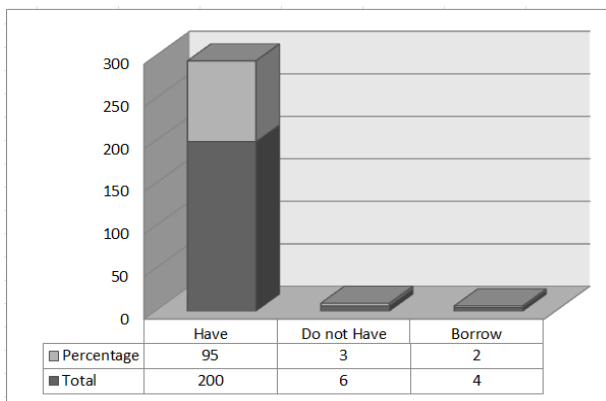


Figure 4. Handphone/Computer ownership

In Figure 4, it can be described, students who have Handphones or computer facilities at home are 200 people (95%), do not have as many as six people (3%), and borrow as many as four people (2%). This data shows that the majority of middle to high school students and equivalent have smartphones and computer facilities in their homes.

2.5. Internet network ownership

For internet network data used by students in undergoing Home Learning with online learning, the as shown in figure 5.

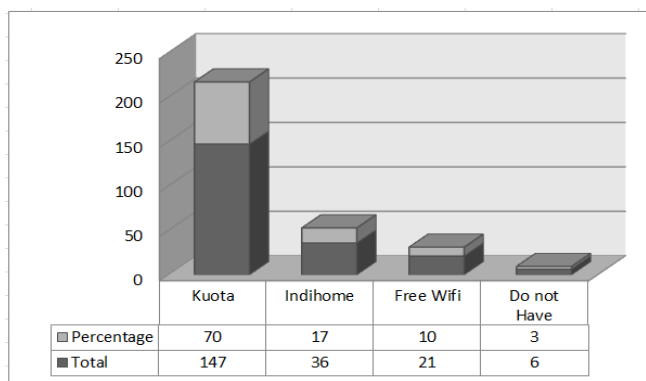


Figure 5. Ownership of internet networks

In the figure 5, students who use data quota from mobile phones each are 147 people (70%), with indihome as many as 36 people (17%), with free wifi 21 people (10%), and do not have internet network access as many as six people (3%).

2.6. The ability to use e-learning

Not all students can use various online learning applications. Moreover, the implementation of Study From Home was unplanned, as the implication of the widespread Covid-19 pandemic in Indonesia. Teachers and students without preparation must be able to adapt quickly. The following describes the ability of students to use e-learning facilities (figure 6).

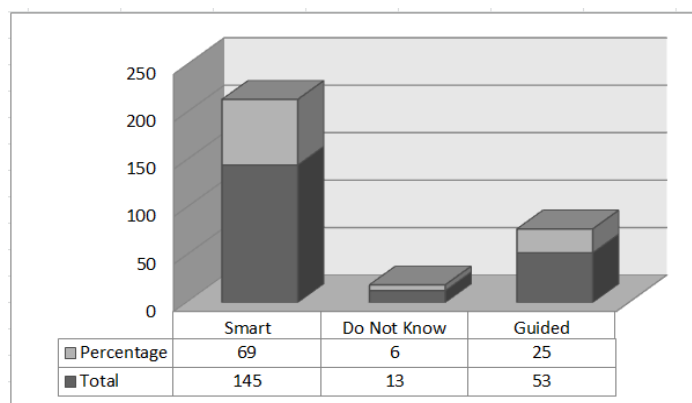


Figure 6. Ability to use e-learning

In figure 6, Not all students are proficient in utilizing e-learning facilities used by teachers. As many as 145 people (69%) are proficient, 13 people (6%), and with guidance as many as 53 people (25%). Data shows that among students who are proficient and need guidance is almost balanced. It requires guidance from both teachers, parents, and peers at school. If not, they have the potential to experience high academic stress.

2.7. Hypotetical analysis

2.7.1. Validity testing

Validity testing of all constructs was carried out using factor analysis. The indicator is said to valid if it has a t-value ≥ 1.96 . Tables 1 to 4 show the results of the validity tests on each variable.

Table 2. Construct Measures Validity for Religiosity

Construct	Items	Mean	SD	Loading	t-value
Religiosity	R1	3.49	0.59	0.69	10.89
	R2	3.52	0.63	0.69	11.00
	R3	3.53	0.63	0.68	10.77
	R4	3.03	0.76	0.53	7.85
	R5	3.18	0.72	0.59	8.92
	R6	3.32	0.62	0.65	10.02
	R7	3.40	0.62	0.62	9.48
	R8	3.16	0.73	0.68	10.77
	R9	3.10	0.73	0.63	9.65
	R10	3.19	0.76	0.67	10.54
	R11	3.52	0.64	0.70	11.03
	R12	3.64	0.60	0.71	11.33
	R13	3.38	0.64	0.49	7.12
	R14	3.45	0.63	0.63	9.76
	R15	3.15	0.66	0.56	8.41

Based on the results of LISREL 8.80 output in Table 2 it can be seen that the measurement equation for the Religiosity coefficient of each indicator has a t-value ≥ 1.96 which means that Religiosity indicators are all valid and statistically significant with a significance level of 5% and there is no need for indicator elimination. Table 1 also show that the most dominant standardized loading factor (λ) in the Religiosity (R) variable is R12, this is because the indicator has the highest factor weight, which is 0.71, so it can be concluded that the most influential indicator is R12.

Table 3. Construct Measures Validity for Teachers Support

Construct	Items	Mean	SD	Loading	t-value
Teachers Support	TS1	3.31	0.65	0.71	11.37
	TS2	3.48	0.60	0.71	11.25
	TS3	3.35	0.67	0.76	12.45
	TS4	3.48	0.62	0.76	12.44
	TS5	3.44	0.64	0.72	11.61
	TS6	3.40	0.58	0.57	8.67
	TS7	2.88	0.79	0.49	7.12
	TS8	3.21	0.65	0.52	7.77
	TS9	3.09	0.70	0.64	9.89
	TS10	3.12	0.73	0.48	7.03
	TS11	3.44	0.66	0.48	7.10
	TS12	3.42	0.63	0.64	9.82
	TS13	3.50	0.63	0.58	8.70
	TS14	3.13	0.78	0.57	8.63
	TS15	3.11	0.74	0.63	9.80

Based on the results of LISREL 8.80 output in Table 3 it can be seen that the measurement equation for the Teachers Support coefficient of each indicator has a t-value ≥ 1.96 which means that Teachers Support indicators are all valid and statistically significant with a significance level of 5% and do not need for indicator elimination. Table 1 also show that the most dominant standardized loading factor (λ) in the Teachers Support (TS) variable is TS3 and TS4, this is because the indicator has the greatest factor weight, which is 0.76, so it can be concluded that the indicator the most influential are TS3 and TS4

Table 4. Construct measures validity for parents support

Construct	Items	Mean	SD	Loading	t-value
Parents Support	PS1	3.51	0.60	0.62	9.32
	PS2	3.72	0.50	0.55	8.11
	PS3	3.29	0.76	0.63	9.60
	PS4	3.04	0.84	0.56	8.33
	PS5	3.20	0.76	0.59	8.81
	PS6	3.43	0.59	0.56	8.37
	PS7	3.53	0.69	0.49	7.16
	PS8	3.65	0.59	0.61	9.18
	PS9	3.27	0.69	0.55	8.13
	PS10	2.91	0.86	0.63	9.66
	PS11	3.30	0.71	0.51	7.44
	PS12	3.33	0.69	0.64	9.67
	PS13	3.45	0.63	0.62	9.39
	PS14	3.02	0.89	0.61	9.23
	PS15	3.17	0.79	0.57	8.50

Based on the results of LISREL 8.80 output in Table 4 it can be seen that the measurement equation for the Parents Support coefficient of each indicator has a t-value ≥ 1.96 which means that the Parents Support indicators are all valid and statistically significant with a significance level of 5% and do not need for indicator elimination. Table 1 also show that the most dominant standardized loading factor (λ) in the Parents Support (PS) variable is PS12, this is because the indicator has the highest weighting factor, which is 0.64, so it can be concluded that the most indicator influential is PS12.

Table 5. Construct measures validity for stress academic

Construct	Items	Mean	SD	Loading	t-value
Stress Academic	SA1	3.06	0.79	0.71	11.61
	SA2	3.01	0.84	0.73	12.03
	SA3	3.10	0.77	0.74	12.23
	SA4	3.04	0.77	0.68	10.94
	SA5	3.01	0.80	0.74	12.33
	SA6	3.08	0.68	0.60	9.38
	SA7	3.22	0.75	0.65	10.39
	SA8	3.28	0.72	0.73	11.98
	SA9	3.10	0.82	0.77	13.10
	SA10	2.99	0.87	0.78	13.38
	SA11	3.06	0.86	0.84	14.88
	SA12	3.13	0.83	0.78	13.23
	SA13	3.13	0.84	0.83	14.59
	SA14	3.54	0.66	0.50	7.57
	SA15	3.73	0.53	0.48	7.22
	SA16	3.35	0.75	0.64	10.25
	SA17	3.60	0.60	0.59	9.25
	SA18	3.16	0.70	0.50	7.55
	SA19	3.66	0.53	0.52	7.93
	SA20	3.12	0.90	0.73	12.04
	SA21	3.18	0.82	0.68	11.00

Based on the results of LISREL 8.80 output in Table 5 it can be seen that the measurement equation for the Academic Stress coefficient of each indicator has a t-value ≥ 1.96 which means that all Academic Stress indicators are valid and statistically significant with a significance level of 5% and do not need for indicator elimination. Table 1 also show that the most dominant standardized loading factor (λ) in the Stress Academic (SA) variable is SA11, this is because the indicator has the greatest weighting factor, which is 0.84, so it can be concluded that the most indicator influential is SA11.

2.7.2. Reliability testing

Reliability tests are the extent to which the measurements of a test remain consistent after repeated repetition of the subject and under the same conditions. Research is considered reliable when it provides consistent results for the same measurements.

Table 6. Latent Variables Reliability (CA=Cronbach's Alpha; CR=Composite Reliability)

Latent Variables	CA	CR
Religiosity	0.913	0.911
Teachers Support	0.907	0.904
Parents Support	0.888	0.885
Stress Academic	0.950	0.948

Variables are said to be reliable if they have a cronbach's alpha (CA) value ≥ 0.7 and composite reliability (CR) ≥ 0.7 . Table 6 shows that all variables have a Cronbach's alpha value greater than 0.8, and a composite reliability value greater than 0.8. This shows that the measurement model has a good reliability value.

2.7.3. Structural model analysis

After testing the validity and reliability, the structural model analysis can then be carried out. The research hypothesis (figure 1) was tested using Structural Equation Modeling (SEM) through the use of LISREL (Linear Structural RELationship) 8.80 for Windows. The structural model analysis includes several things, as follows:

Table 7. Goodness of Fit for Structural Equation Model

GoF Index	Value	Result
Goodness of Fit Index (GFI)	0.59	Marginal Fit
Standardized Root Mean Square Residual (SRMR)	0.07	Not Fit
Root Mean Square Error of Approximation (RMSEA)	0.79	Good Fit
Non-Normed Fit Index (NNFI)	0.96	Good Fit
Normed Fit Index (NFI)	0.93	Good Fit
Relative Fit Index (RFI)	0.93	Good Fit
Incremental Fit Index (IFI)	0.97	Good Fit
Comparative Fit Index (CFI)	0.97	Good Fit

Table 7 show that based on the analysis results obtained a GFI value of 0.59, this value is between 0.08 and 0.9 ($0.08 < GFI < 0.9$) so it is categorized as marginal fit. Furthermore, the SRMR value obtained is 0.07, this value is more than 0.05, so it is categorized as not fit. The RMSEA value is included in the good fit category because the value is less than 0.08. While NNFI, NFI, RFI, IFI, and CFI are all > 0.90 , this means that they all categorized into the good fit category. It can be seen that overall it can be concluded that the measured model shows a good fit so that the overall fit of the model is good.

After analyzing the results of the goodness of fit research model, the next analysis to do is to analyze the causal relationship on the model. Statistical testing for the causal relationship between structural models is carried out with a significance level of 5% so that the critical value of the t-value is ± 1.96 . The estimated results of all the causal relationships in the study can be seen in the following LISREL 8.80 output.

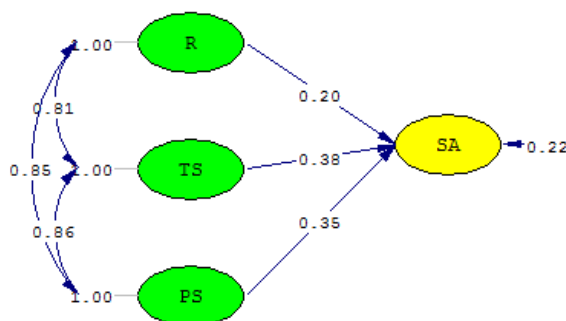


Figure 7. Structural Model

Table 8. Result of hypothesis testing

Hypothesis testing analysis was performed with a significance level of 5%, resulting in a critical t-value of ± 1.96 . The hypothesis is accepted if the t-value obtained ≥ 1.96 , while the hypothesis is rejected if the t-value obtained < 1.96 . The following is a table of hypothesis testing to answer the entire research question.

Based on the table 8 above which contains the conclusions of the hypotheses of the research model, the following conclusions can be drawn.

H1: Religiosity positively influences Academic Stress

Based on the results of data processing from the structural model, the output results a t-value of 2.09. The t-value result shown by hypothesis 1 is greater than 1.96, so it can be concluded that Religiosity positively influences Academic Stress. Thus, hypothesis 1 can be accepted and it can be concluded that religiosity was related to Academic Stress.

H2: Teachers Support positively influences Academic Stress

Based on the results of data processing from the structural model, the output results a t-value of 3.68. The t-value result shown by hypothesis 2 is greater than 1.96, so it can be concluded that Teachers Support positively influences Academic Stress. Thus, hypothesis 2 can be accepted and it can be concluded that Teachers Support was related to Academic Stress.

H3: Parents Support positively influences Academic Stress

Based on the results of data processing from the structural model, the output results a t-value of 3.00. The t-value results shown by hypothesis 3 are greater than 1.96, so it can be concluded that Parents Support positively influences Academic Stress. Thus, hypothesis 3 can be accepted and it can be concluded that Parents Support was related to Academic Stress.

The coefficient of determination in linear regression is often interpreted as how much the ability of all independent variables in explaining the variance of the dependent variable. A simple determination coefficient is calculated by squaring the Correlation Coefficient (R). the following results are presented.

Structural Equations

$$SA = 0.20 \cdot R + 0.38 \cdot TS + 0.35 \cdot PS, \text{ Errorvar.} = 0.22, R^2 = 0.78$$

(0.095)	(0.10)	(0.12)	(0.041)
2.09	3.68	3.00	5.33

From the structural equation form above we can see the value of R^2 for the model obtained. The value of R^2 serves to show how much each independent variable is able to explain the variance of the dependent variable. It appears that R^2 of 0.78 is obtained, this figure shows that Religiosity, Teachers Support, and Parents Support can explain 78% of the variants of Academic Stress, while the remaining 22% is explained by other factors not included in the model.

3. Discussion

The hypotheses proposed in this study (table 7) can be seen that all three hypotheses are accepted. The following is a description of the three hypotheses proposed in this study, namely:

3.1. Religiosity to Academic Stress

	Hypothesis/Structural path			Beta	t-value	t-table	Result
H1	Religiosity	-->	Stress	0.20	2.09		Accepted
H2	Teachers Support	-->	Stress	0.38	3.68	1.96	Accepted
H3	Parents Support	-->	Stress	0.35	3.00		Accepted

The results of the analysis show that religiosity is positively and significantly related to academic stress, meaning that students who have high religiosity can relatively control stress in their learning. Study From Home during the Covid-19 pandemic was used by teachers to give so many assignments to students. These changes and transitions can cause a person to become stressed [37]. It is also in line with the results of research that religious coping based on religious behavior and practice has a positive effect on mental and physical stressful periods [38]. even religiosity based on religion has a positive impact on mental health [39]. Many other studies have found a relationship of religious coping on the level of psychological well-being [40]. The higher a person's religiosity, it can reduce the incidence of stress. Thus hypothesis 1, which states the relationship between religiosity to academic stress, is accepted.

3.2. *Teachers support for academic stress*

In testing the hypothesis shows a positive and significant relationship between teacher support with academic stress. From the structural model, the output produces the t-value of 2.09, higher than 1.96, so it can be concluded that teacher support has a positive effect on Academic Stress. Thus, hypothesis 1 can be accepted, and it can be concluded that religiosity has a relationship with Academic Stress. It is in line with Wentzel's (1998) research, which suggests that teacher support is a positive predictor of both types of interests and socially pursuing responsibility goals [41]. Teacher support measured in this study is related to information, policy/assistance, control/care. The results of other research found that mentoring activities had the most considerable influence on students' abilities, followed by decision-making skills and transition learning skills [42]. Thus hypothesis 1, which states there is a relationship between teacher support and academic stress, is accepted. The higher the teacher's support, the academic stress of students who are undergoing Study From Home as a result of the Covid-19 pandemic can be minimized.

3.3. *Parents support for academic stress*

From the structural model, the output produces the t-value of 3.00, higher than 1.96, so it can be concluded that Parental Support is positively related to Academic Stress. It contradicts the results of Chellamuthu's research (2019), which showed no significant relationship between parents' expectations and support with academic students at school [43]. It might be because the characteristics of the respondents and the situation faced by students are different. Because in other studies that find parental practices such as discussing the future show significant predictive power in the educational stress of adolescents [44]. Another study found consistent and positive parental contributions not only to academic achievement but also to the child's self-concept [45]. Interventions for students can show the direction in regaining their sense of purpose and direction and also inspire others to deal with fears and fears in their own lives [46].

From the relationship described above, a structural equation is made by looking at the value of R2 for the model obtained. The value of R2 serves to show how much each independent variable can explain the variance of the dependent variable. The R2 value is 0.78; this number shows that Religion, Teacher Support, and Parental Support can explain 78% of the Academic Stress variants, while the remaining 22% is explained by other factors not included in the model.

4. Materials and Methods

The design of this study used an exploratory approach to see and describe the relationships between variables before hypothesis testing was conducted. Methodological orientation aims to describe, understand, and interpret the meaning of human life experiences. It stems from research questions as to what it is like to experience and be in certain situations [18]. This research uses a survey method because it is more flexible and can collect data about opinions rather than having to observe their behavior [47].

The researchers asked for approval and willingness of the respondents to be made as research subjects by utilizing social media, and maintain confidentiality by only writing down the initials of the respondents. The researcher gave 65 item questions to respondents using a 4-point Likert scale. Because the research was conducted when the Covid-19 pandemic reached its peak, the researchers used Google Form to reach respondents. All questionnaire items have been tested for validity and reliability and are

eligible for use in research [48]. Researchers use non-probability methods with purposive sampling techniques, sampling with specific considerations [49]. The sample size was 210 people. With a minimum sample consideration for the Structural.

Equation Model (SEM) ie, 100 samples at an error rate of 5% [50]. The data used are primary data sourced from distributing questionnaires to respondents. The sample size was taken as many as 150 samples, with consideration of the minimum sample for the Structural Equation Model (SEM) that is 100 samples at an error rate of 5%. The data used are primary data sourced from distributing questionnaires to respondents.

Table 9. Indicators of measurement constructions

Variable	Definition	Indicator	Source
Religiosity	The state of one's belief in God, which is characterized by piety and religious zeal	Ritual Intellectual Consequences / Social	[19]
Teacher support	assistance in the form of empathy, appreciation, attention, caring, direction, guidance and teaching from the teacher	Information Policy /Help Control/Concern	[51]
Parents Support	Support provided by parents to their children in the form of verbal and non verbal	Emotional Apreciation Instrumental	[37]
Academic Stress	Stress experienced in learning, namely frustration, conflict, pressure, change, self-coercion, physical reactions, emotional reactions, behavioral reactions, and cognitive assessment	Frustated Konflikt Pressures Changes Self Imposed	[52]

Hypothesis testing by utilizing the Structural Equation Modeling (SEM) technique through the use of LISREL (Linear Structural RELationship) 8.80 for Windows. LISREL is the most widely used SEM program. It is because, besides LISREL's ability to estimate various SEM problems (which is often impossible for other programs), LISREL's appearance is also the most informative in presenting statistical results (Ghozali, 2014).

5. Conclusions

Based on the results of the research and discussion above, it can be concluded that in general, the research model on each variable plays a proper role. Religiosity variables are positively and significantly related to academic stress, teacher support variables are positively and significantly related to academic stress, and parental support is positively and significantly related to academic stress. Thus, the academic stress caused by Study From Home during the Covid-19 pandemic can be overcome by maximizing student religiosity, teacher support, and parent support at home. The Coefficient of Determination value of 0.78 indicates a significant relationship between variables of religiosity, teacher support, and parent support.

Based on the conclusions, it can be recommended that (1) teachers can provide support to students by showing sufficient care, assistance, and information on the implementation of Study From Home. Assignments given to students are tailored to the time and situation of the Covid-19 pandemic; (2) parents can show support in the form of emotional, spiritual, and instrumental so that students feel comfortable while carrying out Study From Home; and (3) the government must prepare facilities and infrastructure before the Study From Home policy is established. Not all students and even teachers have computer facilities, Android phones, internet networks, and the ability to operate online learning software.

Author Contributions: All researchers collaborate in the research planning, implementation, and reporting process. All researchers were involved in reviewing the final manuscript and making revisions together.

Funding: This research did not receive funding from any party, but was conducted alone

Acknowledgments: This study found that PAUD teacher tolerance is influenced by family education, live in, and kinship. Kinship variable is the variable that has the highest contribution to the tolerance attitude of PAUD Teachers. Therefore, community members, community leaders, religious leaders, and local governments need to maintain a kinship system in order to create an attitude of tolerance between people in harmony and harmony.

Conflicts of Interest: the researchers did not have a conflict of interest with the parties who were the subjects of this study, so that the independence of this study could be justified

References

- [1] S. Rahman and T. Bahar, "COVID-19: The New Threat," *Int. J. Infect.*, vol. 7, no. 1, pp. 1–6, 2020.
- [2] S. Nadeem, "CORONAVIRUS COVID-19 : AVAILABLE FREE LITERATURE PROVIDED BY VARIOUS COMPANIES , JOURNALS AND ORGANIZATIONS AROUND THE LITERATURE PROVIDED BY VARIOUS COMPANIES , JOURNALS AND ORGANIZATIONS AROUND THE WORLD," no. March, 2020.
- [3] H. Nishiura, N. M. Linton, and A. R. Akhmetzhanov, "Serial interval of novel coronavirus (COVID-19) infections.," *Int. J. Infect. Dis.*, vol. 93, pp. 284–286, 2020.
- [4] F. He, Y. Deng, and W. Li, "Coronavirus disease 2019: What we know?," *J. Med. Virol.*, no. March, pp. 1–7, 2020.
- [5] J. D. Bransford, A. L. Brown, and R. R. Cocking, *How people learn*, vol. 11. Washington, DC: National academy press, 2000.
- [6] K. L. Smart and J. J. Cappel, "Students' Perceptions of Online Learning: A Comparative Study," *J. Inf. Technol. Educ. Res.*, vol. 5, no. December, pp. 201–219, 2006.
- [7] L. Petrides, "Web-based technologies for distributed (or distance) learning: Creating learning-centered educational experiences in the higher education classroom," *Int. J. Instr. Media*, vol. 29, pp. 69–77, Jan. 2002.
- [8] J. F. Chizmar and M. S. Walbert, "Web-Based Learning Environments Guided by Principles of Good Teaching Practice," *J. Econ. Educ.*, vol. 30, no. 3, pp. 248–259, 1999.
- [9] S. H. Son and F. J. Morrison, "The nature and impact of changes in home learning environment on development of language and academic skills in preschool children," *Dev. Psychol.*, vol. 46, no. 5, pp. 1103–1118, 2010.
- [10] V. J. Rideout, "Learning at home : media use in America. A report of the Families and Media Project.," no. January, p. 52, 2014.
- [11] T. Darmayanti, M. Y. Setiani, and B. Oetojo, "E-Learning pada pendidikan jarak jauh: konsep yang mengubah metode pembelajaran di perguruan tinggi di Indonesia," *J. Pendidik. Terbuka dan Jarak Jauh*, vol. 8, pp. 99–113, 2007.
- [12] B. Cornelius-Ukpepi and R. Ndifon, "Home Stress and Academic Performance of Junior Secondary School Students in Integrated Science," *J. Sci. Res. Reports*, vol. 4, no. 6, pp. 533–542, 2015.
- [13] Q. Bukhsh, A. Shahzad, and M. Nisa, "A study of learning stress and stress management

- strategies of the students of postgraduate level: A case study of Islamia university of Bahawalpur, Pakistan,” *Procedia - Soc. Behav. Sci.*, vol. 30, no. May 2014, pp. 182–186, 2011.
- [14] N. Nuraini, K. Khairudin, and M. Apri, “Data dan Simulasi COVID-19 dipandang dari Pendekatan Model Matematika,” *Preprint*, 2020.
- [15] R. S. Lazarus and S. Folkman, *Stress, appraisal, and coping*. Springer publishing company, 1984.
- [16] N. Lewis and C. O. Mawson, *new Roget’s Thesaurus of the English language in dictionary form*. Putnam, 1978.
- [17] B. B. Holdcroft, “Catholic Education: A Journal of Inquiry and Practice What is Religiosity,” *Digitalcommons.Lmu.Edu*, vol. 10, no. 1, 2006.
- [18] M. S. Salleh, “Religiosity in Development: A Theoretical Construct of an Islamic-Based Development,” *Int. J. Humanit. Soc. Sci.*, vol. 2, no. 14, pp. 266–274, 2012.
- [19] C. Y. Glock and R. Stark, *Religion and society in tension*. Chicago: Rand McNally, 1965.
- [20] S. L. Christenson, T. Rounds, and M. J. Franklin, “Home-school collaboration: Effects, issues, and opportunities: Enhancing children’s academic and social competenc,” in *Home-school collaboration: Enhancing children’s academic and social competenc*, National Association of School Psychologists, 1992, pp. 19–51.
- [21] Australian Council of State School Organisations, “Family - School Partnerships Framework,” *Review*, p. 43, 2008.
- [22] S. Carolina, “Parent, Family, Community Involvement in Education,” 2005.
- [23] A. Howland, J. A. Anderson, A. D. Smiley, and D. J. Abbott, “School Liaisons: Bridging the Gap between Home and School,” *Sch. Community J.*, vol. 16, no. 2, pp. 47–68, 2006.
- [24] A. Suryani, “HOME-SCHOOL INTERACTION: REMODELLING A FRAMEWORK OF PARENTS-TEACHERS RELATIONSHIP FOR SUPPORTING STUDENTS’ LEARNING,” *J. Sos. Hum.*, vol. 6, no. 1, pp. 1–19, 2013.
- [25] C. R. Keyes, “Parent-Teacher Partnerships: A Theoretical Approach for Teachers,” 2000.
- [26] M.-B. M. R. Inhulsen, S. Y. M. Mérelle, and C. M. Renders, “Parental feeding styles, young children’s fruit, vegetable, water and sugar-sweetened beverage consumption, and the moderating role of maternal education and ethnic background,” *Public Health Nutr.*, vol. 20, no. 12, pp. 2124–2133, 2017.
- [27] R. Giallo, A. Cooklin, C. Wade, F. D’Esposito, and J. M. Nicholson, “Maternal postnatal mental health and later emotional-behavioural development of children: The mediating role of parenting behaviour,” *Child. Care. Health Dev.*, vol. 40, no. 3, pp. 327–336, 2014.
- [28] K. Aunola and J. E. Nurmi, “The role of parenting styles in children’s problem behavior,” *Child Dev.*, vol. 76, no. 6, pp. 1144–1159, 2005.
- [29] L. Ren and C. P. Edwards, “Chinese Parents’ Expectations and Child Preacademic Skills: The Indirect Role of Parenting and Social Competence,” *Early Educ. Dev.*, vol. 28, no. 8, pp. 1052–1071, 2017.
- [30] K. V Hoover-Dempsey and H. M. Sandler, “Parental involvement in children’s education: Why does it make a difference?,” *Teach. Coll. Rec.*, 1995.
- [31] H. H. Siraj, S. A, R. R, H. NA, J. TH, and O. MN, “Stress and Its Association with the Academic Performance of,” no. June 2014, 2016.
- [32] N. H. H. Ramli, M. Alavi, S. A. Mehrinezhad, and A. Ahmadi, “Academic stress and self-regulation among university students in Malaysia: Mediator role of mindfulness,” *Behav. Sci. (Basel)*, vol. 8, no. 1, 2018.
- [33] R. Misra and L. G. Castillo, “Academic stress among college students: Comparison of American and international students,” *Int. J. Stress Manag.*, vol. 11, no. 2, pp. 132–148, 2004.
- [34] Heiman and Kariv, “Task-Oriented versus Emotion-Oriented Coping Strategies: The Case of College Students,” *Coll. Stud. J.*, vol. 39, no. 1, pp. 72–89, 2005.
- [35] P. Suresh Prabu, “A Study on Academic Stress among Higher Secondary Students,” *Int. J. Humanit. Soc. Sci. Invent. ISSN (Online)*, vol. 4, no. 10, pp. 2319–7722, 2015.
- [36] K. J. Reddy, K. R. Menon, and A. Thattil, “Academic stress and its sources among university students,” *Biomed. Pharmacol. J.*, vol. 11, no. 1, pp. 531–537, 2018.
- [37] E. P. Sarafino and T. W. Smith, *Health psychology: Biopsychosocial interactions*. John Wiley

- & Sons, 2014.
- [38] A. Hendrix Sloane, Misuraca, & Moore, “基因的改变NIH Public Access,” *Bone*, vol. 23, no. 1, pp. 1–7, 2013.
- [39] K. I. Pergament, “The psychology of religion and coping,” *Theory, Res. Pract. New York Guilford Press*, 1997.
- [40] A. Aflakseir and P. G. Coleman, “Initial development of the Iranian religious coping scale,” *J. Muslim Ment. Health*, vol. 6, no. 1, pp. 44–61, 2011.
- [41] K. R. Wentzel, “Social Relationships and Motivation in Middle School,” *J. Educ. Psychol.*, vol. 90, no. 2, pp. 202–209, 1998.
- [42] O. S. Pitan, “Tools, Models and Ideas for Building a Bright Green Future: Inveneo,” vol. 37, no. 4, pp. 1–13, 1999.
- [43] S. Chellamuthu, “Parental Expectations and Its Relation to Academic Stress among School Students,” vol. 6, no. December, pp. 95–99, 2019.
- [44] H. G. Virupaksha and D. Muralidhar, “Resilience among TransgenderPersons: Indian Perspective,” *Indian J. Soc. Psychiatry*, vol. 34, no. 2, pp. 111–115, 2019.
- [45] R. M. Khan, M. Bushra, and I. Chohan, “Impact of Parental Support on the Academic Performance and Self Concept of the Student,” *J. Res. Reflections*, vol. 4, no. 1, pp. 14–26, 2010.
- [46] J. G. Kobus Maree, “Mid-career construction counselling to instill spiritual awareness and allay fear,” *South African J. Educ.*, vol. 37, no. 4, pp. 1–10, 2017.
- [47] A. Rubin and E. Babbie, “Research methods for social work (7. baskı.),” *USA Brooks/Cole, Cengage Learn.*, 2011.
- [48] J. Guilford, “Fundamental Statistics in Psychology and Education, 3e éd,” 1956.
- [49] P. Sugiyono, “Metode penelitian kombinasi (mixed methods),” *Bandung Alf.*, 2015.
- [50] J. F. Hair, W. C. Black, B. J. Babin, R. E. Anderson, and R. L. Tatham, *Multivariate data analysis*, vol. 5, no. 3. Prentice hall Upper Saddle River, NJ, 1998.
- [51] L. A. . Chapin and R. K. . Yang, “Perceptions of Social Support in Urban At-Risk Boys and Girls,” *J. At-Risk Issues*, vol. 15, no. 1, pp. 1–7, 2009.
- [52] B. Gadzella, M. Baloğlu, W. Masten, and Q. Wang, “Evaluation of the Student Life-stress Inventory-Revised,” Jan. 2012.