



# Parents' Level of Anxiety and Transcendence in the Post Covid-19 Pandemic Digital Era

Elfan Fanhas Fatwa Khomaeny<sup>1\*</sup>, Maesaroh Lubis<sup>2</sup>, Maulidya Ulfah<sup>3</sup>,  
Nur Hamzah<sup>4</sup> 

<sup>1,2</sup> PG-PAUD, Muhammadiyah Tasikmalaya University, Tasikmalaya City, Indonesia

<sup>3</sup> PIAUD, IAIN Syekh Nurjati, Cirebon, Indonesia

<sup>4</sup> PIAUD, IAIN Pontianak, Pontianak, Indonesia

## ARTICLE INFO

### Article history:

Received March 08, 2023

Revised March 10, 2023

Accepted July 23, 2023

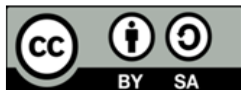
Available online August 25, 2023

### Kata Kunci:

Kecemasan, Transendensi, Era Digital, Pandemi COVID-19

### Keywords:

Anxiety, Transcendence, The Digital Era, The COVID-19 Pandemic



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2023 by Author. Published by Universitas Pendidikan Ganesha.

## ABSTRAK

Pandemi Covid-19 yang mengharuskan seluruh siswa belajar secara online berdampak pada banyak orang tua yang mengalami kesulitan dalam beradaptasi dengan perubahan tersebut, sehingga banyak orang tua yang terjerumus dalam kondisi kecemasan mulai dari tingkat rendah (kecemasan ringan) hingga tingkat yang parah (parah). Kecemasan, yang bila tidak dikelola dengan baik dapat mengakibatkan tingkat berikutnya seperti stres, paranoia, depresi, dan dampak psikologis lainnya. Tujuan dilakukannya penelitian ini adalah untuk mengetahui tingkat kecemasan dan transendensi orang tua. Penelitian ini tergolong jenis penelitian kuantitatif, dengan jumlah sampel penelitian sebanyak 6635 orang tua. Pengumpulan data dilakukan dengan menggunakan kuesioner dengan instrumen penelitian terdiri dari 42 pertanyaan. Data yang diperoleh dalam penelitian kemudian dianalisis dengan menggunakan analisis kuantitatif. Hasil analisis data menunjukkan tingkat kecemasan berada pada tingkat tinggi yaitu 80,77%, sedangkan tingkat transendensi digital sebesar 57,42%, dan tingkat transendensi spiritual sebesar 91,77%. Tinggi rendahnya tingkat kecemasan berbanding lurus dengan transendensi orang tua, dimana terdapat keseimbangan antara transendensi digital dan spiritual.

## ABSTRACT

The Covid-19 pandemic, which requires all students to study online, has had an impact on many parents who experience difficulties in adapting to these changes, so many parents fall into anxiety conditions ranging from low levels (mild anxiety) to severe levels (severe anxiety), which if not managed properly can result in the next level such as stress, paranoia, depression, and other psychological impacts. The aim of carrying out this research is to check the level of anxiety and transcendence of parents. This research is classified as a quantitative type of research, with a total research sample of 6635 parents. Data was collected using a questionnaire with a research instrument consisting of 42 questions. The data obtained in the research was then analyzed using quantitative analysis. The results of the data analysis show that the anxiety level is at a high level, namely 80.77%, while the digital transcendence level is 57.42%, and the spiritual transcendence level is 91.77%. The high and low anxiety levels are directly proportional to parental transcendence, where there is a balance between digital and spiritual transcendence.

## 1. INTRODUCTION

The massive development of information technology based on big data, the internet and artificial intelligence has brought fundamental changes to human lifestyle patterns and lifestyles, so that today's life is characterized by very rapid changes (speed), sudden changes, and many surprises. (surprise), and unfriendly with slow (Maskanah & Sae, 2021; Salsabila et al., 2020). DevelopmentThe era of industrial revolution 4.0 has encouraged the world community to digitize all aspects of life, so that digital products have mushroomed and become primary goods for people's lives today, especially after the Covid-19 pandemic which has spread to almost all countries in the world has forced society to limit physical and social interactions (physical and social distancing), as well as making digital products as a solution to

\*Corresponding author.

E-mail addresses: [elfan.fanhas@umtas.ac.id](mailto:elfan.fanhas@umtas.ac.id) (Elfan Fanhas Fatwa Khomaeny)

overcome these restrictions, so that people can still connect and interact with each other virtually (Haryadi & Selviani, 2021; Herdiana, 2020; Supriadi et al., 2021). Today's parents are required to have knowledge and abilities related to how to consume or use information and data, produce information and create data, as well as how to distribute, disseminate and communicate information and data properly, correctly and safely, so that they can participate meaningfully in digital community. This ability is known as digital literacy (Astini, 2020; Edvan et al., 2020).

It's just that the reality that occurs in the field shows that there has been a gap between parents and children in terms of digital literacy, where parents only get to know digital products after entering the adult phase or better known as the digital immigrant generation, while children get to know digital products. Digital products have been introduced from an early age and have even been introduced to children since they were in the womb, so they are known as the millennial generation or digital native generation (Lindriany et al., 2022; Ningsih et al., 2021). The gap in the knowledge and skills of parents and their children in using digital media has given rise to new problems for parents in the process of caring for and educating their children, especially after the Covid-19 pandemic which resulted in the closure of educational institutions, has given rise to new demands for parents to directly involved in the educational process of their children, because the educational service process provided by formal, informal and non-formal institutions cannot be carried out face to face, so that relationships and interactions within the family have high complexity and complexity (Ahmad, 2022; Arryadna & Pratiwi, 2022; Giusti, 2020). The inability of parents to adapt to changes and demands of the times is the main factor that drives parents to have anxious emotions (anxiety)..

Anxiety is a normal and natural human emotion as long as it can be controlled, but when anxiety cannot be controlled and haunts one's life, it will turn into a disorder or what is known as anxiety disorder which has an impact on human psychology and can even have an impact on their physical being. (Hanggraeni & Anggraeni, 2022; Tirajoh et al., 2021). Parental anxiety can arise from various kinds of problems and aspects of the life they live, including parental anxiety which arises from worry about their children's future. (Dewi, 2020; Oktawirawan, 2020). The results of research conducted by Elfan Fanhas Fatwa Khomaeny on 669 parents living in West Java, showed that the level of parental anxiety was at moderate and severe levels of anxiety or anxiety levels are at moderate to high levels, namely 63.08%, even if added to the mild anxiety level, the level of parental anxiety becomes 91.93%, while the level of interest of parents in new forms of parenting is at very high level of 98.51% (Khomaeny & Kusumaputeri, 2022). The transfer of the learning process from face-to-face to online has required all children and parents to use digital media, apart from having a positive impact on children, it has also given rise to many negative impacts which make it difficult for parents to anticipate them, due to limited knowledge and lack of skills. parents in using digital media, especially upper middle class parents who have relatively little time (timeless) to interact directly with their children, for work/career reasons or because of lifestyle (socialite lifestyle, smartphone addiction for surfing in cyberspace and others), thus having an impact on the level of anxiety of parents in caring for their children in this digital era, and parental anxiety can have an impact on their children's anxiety levels (Lawrence & Tar, 2018; Ni'mah et al., 2022; Tangkuman et al., 2021).

Children of anxious parents tend to have higher levels of anxiety than other children. So that appropriate anxiety management and depression treatment in parents has a strong relationship with children's quality of life and has a high impact on the prevalence rate of children's anxiety. (Arsy et al., 2021; Chapman et al., 2022). Anxiety in parents and children is generally caused by a gap between the process of human adaptation to change and the demands of the times (Prasanti, 2022; Wijaya & Riayadi, 2022). Anxiety refers to a human condition that experiences a multidimensional phenomenon, where anxiety is different from the emotion of fear (Azzahra & Suprayogi, 2023; Putri et al., 2021). Anxiety tends to be more complex than fear, and if anxiety is not immediately anticipated, anxiety can lead to panic attacks, and can cause stress and depression which will have a huge impact on human physical and mental health. (Dyah & Mulyoto, 2022; Hayati & Lubis, 2021). In the online learning process, parents tend to experience anxiety about excessive media use. Parents' feelings of worry and anxiety about their children's future as a reaction to social, economic and technological changes have encouraged parents to devote all their intellectual and emotional energy to finding an appropriate parenting concept and/or an appropriate educational institution. can provide the best care and education for their children (Fitriyani & Nugroho, 2022; Nur'aeni et al., 2022).

The level of anxiety experienced by parents during the online learning process can be overcome by increasing knowledge about the digital world or better known as digital literacy and improving skills to apply it applicatively to the form of parenting they use. Digital literacy must be possessed by parents and their children so that digital media can bring benefits and minimize harm (Edvan et al., 2020; Mardiana et al., 2022). Digital literacy will not be optimal in preventing the negative impacts of digital media if it is not accompanied by a process of emotional maturation of children, so that children have the knowledge and

skills to make their life choices responsibly. (Ain et al., 2021; Suryani & Hazizah, 2023). Apart from that, parents can also develop transcendence which is built on the basis of the Transcendent parenting theory which focuses on 3 things, namely instilling values to ensure that children receive positive maturation, supervision and protection from things that can be dangerous or from bad influences and providing support for academic achievement.

Several studies that have been conducted previously revealed that the level of parental anxiety regarding online learning is in the mild category, where the level of anxiety affects the knowledge of children with special needs during the Covid-19 pandemic. (Hanggraeni & Anggraeni, 2022). The results of further research revealed that parents of elementary, middle and high school students felt more anxiety, where around 10.8% of children's parents experienced increased anxiety after online learning was implemented. (Tirajoh et al., 2021). Based on several research results, it can be said that in the online learning process parents' anxiety levels tend to increase. It's just that in previous research, there have been no studies that specifically discuss the level of anxiety and transcendence of parents in the digital era after the Covid-19 pandemic. So this research focuses on this study with the aim of checking the level of anxiety and level of transcendence of parents after the Covid-19 pandemic. The results obtained in this research can then be used as a basis for developing parenting and educational patterns in early childhood education environments.

## 2. METHOD

This research uses quantitative methods. Participants in this study were 6635 parents who lived throughout Indonesia, with details of 5843 female participants and 792 male participants. By using Quota sampling, data is collected by sharing e-surveys on Googleform with the link "https://bit.ly/kecamatanrasendensiorangtua" through the network of Aisyiyah Regional Leaders throughout Indonesia which is then distributed to ABA Kindergarten school principals in their respective regions. Data collection in this research was carried out using a questionnaire method with an instrument in the form of a questionnaire sheet consisting of 42 questions with 5 questions regarding the respondent's identity, 1 question regarding the level of satisfaction with the parenting pattern they have used, 7 questions to measure the level of anxiety, 7 questions to measure digital transcendence and 22 questions to measure the level of spiritual transcendence. To determine the level of parental anxiety associated with parenting patterns, an instrument is used that refers to Robert L. Spitzer's theory, namely Generalized Anxiety Disorder (The GAD-7).

The research instruments used in the questionnaire have been checked and received ethical approval from the Ethics Committee of the Muhammadiyah University of Tasikmalaya. Before filling out the questionnaire, parents received an explanation and asked for their consent. The research instrument used was tested for validity using a formula Pearson Product Moments and reliability with formulas Cronbach's alpha, then the validity of the incoming questionnaire data from respondents is verified, then coded before data analysis is carried out. Each answer on the questionnaire instrument is assessed and converted using a Likert scale, with the number 0 for the answer never or strongly disagree, number 1 for the answer sometimes or disagree, number 2 for the answer often or agree, and number 3 for the answer always or strongly agree. The total score of each respondent is categorized according to the assessment criteria as in Table 1, Table 2, and Table 3.

**Table 1.** Criteria for Assessing the Level of Parental Anxiety

No.	Mark	Anxiety Level
1	0-4	Minimal Anxiety
2	5-9	Mild Anxiety
3	10-14	Moderate Anxiety
4	15-21	Severe Anxiety

**Table 2.** Criteria for assessing the level of Parental Digital Transcendence

No.	Mark	Levels of Digital Transcendence
1	0-4	Lacks digital transcendence
2	5-9	Has digital transcendence at a low level
3	10-14	Has digital transcendence at a moderate level
4	15-21	Have digital transcendence at a high level

**Table 3.** Criteria for Assessing the Level of Spiritual Transcendence of Parents

No.	Mark	Spiritual Transcendence Level
1	0-15	Has no Transcendence
2	16-32	Has spiritual transcendence at a low level
3	33-49	Has spiritual transcendence at a moderate level
4	50-66	Has spiritual transcendence at a high level

### 3. RESULT AND DISCUSSION

#### Result

First analysis carried out to determine the results of the validity and reliability test of the instrument. The research instrument has been tested for its level of validity. The results of the Pearson Product Moment validity test on the instruments, all instruments have an r-count above the r-table, both r-tables with a significance of 5% or 1%, so that the instruments can be categorized as valid instruments. Further results of the instrument validity test can be seen in [Table 4](#).

**Table 4.** Results of Validity test of Research Instruments

No.	Instrument	R-Count	R-Table	Conclusion
1	X01	0.374	0.081	valid
2	X02	0.393	0.081	valid
3	X03	0.378	0.081	valid
4	X04	0.420	0.081	valid
5	X05	0.415	0.081	valid
6	X06	0.436	0.081	valid
7	X07	0.382	0.081	valid
8	X08	0.296	0.081	valid
9	X09	0.320	0.081	valid
10	X10	0.293	0.081	valid
11	X11	0.309	0.081	valid
12	X12	0.331	0.081	valid
13	X13	0.327	0.081	valid
14	X14	0.199	0.081	valid
15	X15	0.424	0.081	valid
16	X16	0.436	0.081	valid
17	X17	0.401	0.081	valid
18	X18	0.502	0.081	valid
19	X19	0.534	0.081	valid
20	X20	0.555	0.081	valid
21	X21	0.539	0.081	valid
22	X22	0.513	0.081	valid
23	X23	0.514	0.081	valid
24	X24	0.517	0.081	valid
25	X25	0.561	0.081	valid
26	X26	0.459	0.081	valid
27	X27	0.458	0.081	valid
28	X28	0.494	0.081	valid
29	X29	0.470	0.081	valid
30	X30	0.440	0.081	valid
31	X31	0.469	0.081	valid
32	X32	0.489	0.081	valid
33	X33	0.514	0.081	valid
34	X34	0.510	0.081	valid
35	X35	0.381	0.081	valid
36	X36	0.460	0.081	valid

Apart from testing its validity iThe research instrument was also tested for its level of reliability. The Cronbach's alpha reliability test result on the instrument is 0.867, because it is at a value of  $0.9 > \alpha \geq 0.8$ , the reliability/internal consistency of the instrument can be categorized as a good instrument.

Second analysis carried out to measure the level of parental anxiety. The level of parental anxiety is based on the results of an e-survey distributed in all provinces in Indonesia, if the criteria are moderate (moderate) to severe (severe), then the anxiety level is at 38.91%, whereas if the criteria are low (mild) to severe (severe), then the anxiety level is at a high level, namely 80.77%. In more detail the results of the analysis regarding parental anxiety levels can be seen in [Table 5](#).

**Table 5. Parental Anxiety Level**

No.	Anxiety Level	Amount	Percentage
1	Minimal	1276	19.23
2	Mild	2777	41.85
3	Moderate	1772	26.71
4	Severe	810	12.21
<b>Total Number</b>		<b>6635</b>	<b>100.00</b>

The level of parental anxiety based on gender, education, employment and age can be described as follows [Table 6](#).

**Table 6. Parental Anxiety Levels based on Gender, Education, Occupation, and Age**

No.	Identity	Anxiety Level								Total Number	
		Minimal		Mild		Moderate		Severe		Σ	%
		Σ	%	Σ	%	Σ	%	Σ	%	Σ	%
<b>A Gender</b>											
1	Man	167	21.09	348	43.94	187	23.61	90	11.36	792	100
2	Woman	1109	18.98	2429	41.57	1585	27.13	720	12.32	5843	100
<b>B Educational Level</b>											
1	Junior High School	166	16.92	339	34.56	294	29.97	182	18.55	981	100
2	High School	41	1.75	1078	45.97	825	35.18	401	17.10	2345	100
3	Diploma	160	22.44	331	46.42	156	21.88	66	9.26	713	100
4	Bachelor	447	22.07	957	47.26	467	23.06	154	7.60	2025	100
5	Masters/Doctoral	52	32.30	72	44.72	30	18.63	7	4.35	161	100
<b>C Work</b>											
1	Government Employees	144	25.26	275	48.25	114	20.00	37	6.49	570	100
2	Private Employees	280	20.54	602	44.17	351	25.75	130	9.54	1363	100
3	Self-Employed	152	22.55	288	42.73	155	23.00	79	11.72	674	100
4	Housewife	687	17.45	1573	39.95	1124	28.55	553	14.05	3937	100
5	Other	13	14.29	39	42.86	28	30.77	11	12.09	91	100
<b>D Age Level</b>											
1	Ages 19-30	320	16.00	763	38.15	603	30.15	314	15.70	2000	100
2	Age 31-40	716	20.08	1548	43.42	914	25.64	387	10.86	3565	100
3	Age 41-50	225	23.71	418	44.05	214	22.55	92	9.69	949	100
4	Age > 50	15	12.40	48	39.67	41	33.88	17	14.05	121	100

The level of anxiety of students' parents based on gender background. Women have a higher level of anxiety than men, where women's anxiety level is at 81.02%, while men's anxiety level is at 78.91%, while parents' anxiety level is based on educational background, data obtained that parents with a junior high school education background have an anxiety level of 83.08%, high school education backgrounds have an anxiety level of 98.25%, diploma education backgrounds have an anxiety level of 77.56%, educational backgrounds Undergraduates have an anxiety level of 77.93%, and parents with a Masters/Doctoral educational background have an anxiety level of 67.70%.

Third analysis relates to measuring parents' level of digital transcendence. The level of digital transcendence of parents based on the results of an e-survey distributed in all provinces in Indonesia, using medium to high level criteria, is at 57.42%. In more detail the results of the analysis regarding the level of digital transcendence of parents can be seen in [Table 7](#).

The level of digital transcendence of parents based on gender, education, employment and age background can be seen in [Table 8](#).

**Table 7.** Parents' Level of Digital Transcendence

No.	Transcendent Digital Level	Amount	Percentage
1	Do not Have	706	10.64
2	Low	2119	31.94
3	Currently	2624	39.55
4	Tall	1186	17.87
<b>Total Number</b>		<b>6635</b>	<b>100.00</b>

**Table 8.** Parents' Level of Digital Transcendence by Gender, Education, Occupation, and Age

No.	Identity	Transcendent Digital Level								Total Number	
		Do not Have		Low		Currently		Tall		Σ	%
		Σ	%	Σ	%	Σ	%	Σ	%		
<b>A Gender</b>											
1	Man	106	13.38	255	32.2	282	35.61	149	18.81	792	100
2	Woman	600	10.27	1864	31.9	2342	40.08	1037	17.75	5843	100
<b>B Educational Level</b>											
1	Sltp	148	15.09	352	35.88	290	29.56	191	19.47	981	100
2	Slta	364	13.21	871	31.62	1039	37.71	481	17.46	2755	100
3	Diploma	63	8.84	236	33.1	304	42.64	110	15.43	713	100
4	Bachelor	123	6.07	612	30.22	912	45.04	378	18.67	2025	100
5	Masters/Doctoral	8	4.97	48	29.81	79	49.07	26	16.15	161	100
<b>C Work</b>											
1	Government Employees	38	6.67	206	36.14	229	40.18	97	17.02	570	100
2	Private employees	94	6.90	413	30.30	599	43.95	257	18.86	1363	100
3	Self-Employed	86	12.76	220	32.64	233	34.57	135	20.03	674	100
4	Housewife	475	12.07	1252	31.80	1537	39.04	673	17.09	3937	100
5	Other	13	14.29	28	30.77	26	28.57	24	26.37	91	100
<b>D Age Level</b>											
1	Ages 19-30	200	10.00	599	29.95	804	40.20	397	19.85	2000	100
2	Age 31-40	356	9.986	1171	32.85	1407	39.47	631	17.70	3565	100
3	Age 41-50	133	14.01	308	32.46	368	38.78	140	14.75	949	100
4	Age > 50	17	14.05	41	33.88	45	37.19	18	14.88	121	100

Parents' level of digital transcendence based on gender background. Women have a higher level of digital transcendence than men, where the level of digital transcendence for women is at 57.83%, while the level for digital transcendence for men is at 54.42%. The level of digital transcendence of parents based on educational background, data was obtained that parents with a secondary education background had a level of digital transcendence of 49.03%. Parents with a high school education background have a digital transcendence level of 55.17%. Parents with a diploma education background have a digital transcendence level of 58.06%. Parents with a Bachelor's educational background have a digital transcendence level of 63,

Fourth analysis carried out to determine the level of spiritual transcendence of parents. The level of spiritual transcendence of parents when using medium to high level criteria is at a high level, namely 91.77%, as in Table 9.

The level of spiritual transcendence of parents based on gender, education, employment and age can be seen in Table 10.

**Table 9.** Parent's Level of Spiritual Transcendence

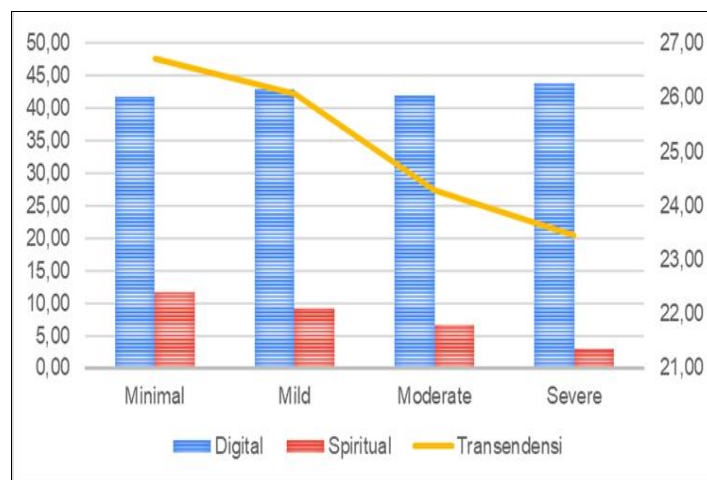
No.	Transcendent Spiritual Level	Amount	Percentage
1	Do not Have	52	0.78
2	Low	494	7.45
3	Currently	3014	45.43
4	Tall	3075	46.35
<b>Total number</b>		<b>6635</b>	<b>100.00</b>

**Table 10.** Level of Spiritual Transcendence of Parents by Gender, Education, Occupation and Age

No.	Identity	Transcendent Spiritual Level								Total Number	
		Do not have		Low		Currently		Tall			
		Σ	%	Σ	%	Σ	%	Σ	%	Σ	%
<b>A Gender</b>											
1	Man	8	1.01	65	8,207	339	42.80	380	47.98	792	100
2	Woman	44	0.75	429	7,342	2675	45.78	2695	46.12	5843	100
<b>B Educational level</b>											
1	Junior High School	21	2.14	117	11.93	393	40.06	450	45.87	981	100
2	High School	21	0.76	207	7,514	1249	45.34	1278	46.39	2755	100
3	Diploma	3	0.42	46	6,452	330	46.28	334	46.84	713	100
4	Bachelor	6	0.30	121	5,975	965	47.65	933	46.07	2025	100
5	Masters/Doctoral	1	0.62	3	1.86	77	47.83	80	49.69	161	100
<b>C Work</b>											
1	Government Employees	2	0.35	23	4.04	255	44.74	290	50.88	570	100
2	Private Employees	7	0.51	87	6.38	652	47.84	617	45.27	1363	100
3	Self-Employed	6	0.89	55	8.16	282	41.84	331	49.11	674	100
4	Housewife	36	0.91	321	8.15	1788	45.42	1792	45.52	3937	100
5	Other	1	1.10	8	8,791	37	40.66	45	49.45	91	100
<b>D Age Level</b>											
1	Ages 19-30	22	1.10	185	9.25	887	44.35	906	45.30	2000	100
2	Age 31-40	23	0.65	243	6.82	1667	46.76	1632	45.78	3565	100
3	Age 41-50	7	0.738	61	6,428	419	44.15	462	48.68	949	100
4	Age > 50	0	0.00	5	4,132	41	33.88	75	61.98	121	100

The level of spiritual transcendence of parents based on gender background. Women have a higher level of spiritual transcendence than men, where women's spiritual transcendence level is 91.90%, while men's spiritual transcendence level is 90.78%. The level of spiritual transcendence of parents based on educational background, data was obtained that parents with a secondary education background had a level of spiritual transcendence of 85.93%. Parents with a high school education background have a spiritual transcendence level of 91.72%. Parents with a diploma education background have a spiritual transcendence level of 93.13%. Parents with a Bachelor's educational background have a spiritual transcendence level of 93,

Based on the results of research on parents' levels of anxiety and transcendence, it was found that a person's anxiety level can be influenced by the level of transcendence which includes digital transcendence and spiritual transcendence. In more detail the relationship between levels of anxiety and transcendence can be seen in Figure 1.



**Figure 1.** The relationship Between Anxiety Levels and Levels of Digital and Spiritual Transcendence

## Discussion

Based on the results of data analysis, it was found that parents' anxiety levels during the online learning process tended to increase. It's just that the level of anxiety experienced by parents is also influenced by the level of transcendence, where the higher a person's level of digital and spiritual transcendence, the lower a person's anxiety level will be, so that efforts can be made to minimize a person's level of anxiety by increasing digital transcendence and spiritual simultaneously, because these two dimensions of transcendence complement and support each other. These results then show that transcendence can improve mental health which then has an impact on efforts to minimize a person's anxiety level (Liu et al., 2021). It is further explained that transcendence has a positive relationship with self-confidence and sportsmanship, and has a negative relationship with somatic anxiety (Hady, 2020; Heriyanto, 2019). Transcendence may also reduce the effect of death anxiety on perceived stress and has clinical implications for health professionals, so it may be useful in the exploration of anxiety adaptation. Reducing anxiety levels in parents is very important after the Covid-19 pandemic. This is because anxiety that is allowed to continue will have an impact on the physical and mental health of parents and children (Azzahra & Suprayogi, 2023; Putri et al., 2021). Increasing digital and spiritual transcendence in parenting in the digital era can be done in two ways, namely directly through a process of transformation of knowledge, skills and experience carried out formally, informally and non-formally for children and their parents. (Logos, 2022). As well as self-modeling, where parents make themselves ideal models for their children, so that children see and imitate what their parents do.

Increasing digital transcendence in child rearing can include building a positive mindset in parents about the benefits and impact of digital media in the child rearing process, so that parents do not make digital media a threat and danger to themselves and their children, but instead become a challenge and opportunity to be able to carry out optimal parenting, after building a positive mindset about digital media then parents increase their knowledge and skills in utilizing digital media which is based on high digital literacy, then parents utilize digital media in parenting which focuses on instilling values to ensure children receive positive maturation, supervision and protection from things that could be dangerous and/or from bad influences as well as supporting academic achievement for their children (Lesomar, 2020; Logo, 2022). It is further explained that increasing spiritual transcendence can be done through training and positive habits, where parents and children are guided and directed to have a tendency to change extrinsic motivation to intrinsic, have knowledge and practice of religious, moral and cultural values in living their lives so that his life is guided by high morality, trains and gets used to making changes from the individual ego to a greater fulfillment outside himself and a life that is moved by a deep sense of awe and happiness, trains and gets used to getting pleasure in worship/prayer, has a view of universality and have good connections with others and with those who are transcendent (Hady, 2020; Liu et al., 2021).

The results obtained in this study are slightly different from the results of previous research, where the results of previous research only focused on parents' anxiety levels. The results of previous research revealed that the level of parental anxiety regarding online learning was in the mild category, where the level of anxiety affected the knowledge of children with special needs during the Covid-19 pandemic. (Hanggraeni & Anggraeni, 2022). The results of further research revealed that parents of elementary, middle and high school students felt more anxiety, where around 10.8% of children's parents experienced increased anxiety after online learning was implemented. (Tirajoh et al., 2021). So based on the results of this research, it can be said that in the online learning process parents' anxiety levels tend to increase, it's just that the level of anxiety experienced by parents is also influenced by transcendence.

## 4. CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that parental anxiety in the digital era after the COVID-19 pandemic can be minimized with an approach to increasing digital and spiritual transcendence that is carried out simultaneously, progressively and sustainably.

## 5. REFERENCES

- Ahmad, IF (2022). The Urgency of Digital Literacy in Indonesia during the COVID-19 Pandemic: A Systematic Review. *Nusantara: Indonesian Education Journal*, 2(1), 1–18. <https://doi.org/10.14421/njpi.2022.v2i1-1>.
- Ain, N., Novianti, R., Solfiah, Y., & Puspitasari, E. (2021). Analysis of the Digital Literacy Capabilities of Parents of Early Childhood in Tampan District, Pekanbaru City, Riau. *Lectura : Journal of Education*, 12(1), 70–85. <https://doi.org/10.31849/lectura.v12i1.6073>.
- Arryadna, DAP, & Pratiwi, V. (2022). The Influence of Digital Literacy, Parental Income Level, and E-learning



- on Student Learning Outcomes during the Pandemic. *Educative: Journal of Educational Sciences*, 4(4), 5783–5793. <https://doi.org/10.31004/edukatif.v4i4.3337>.
- Arsy, GR, Listyarini, AD, & Nyumirah, S. (2021). Parental Psychological Assistance for School-Age Children During Online Learning. *Primary Scholar's Journal of Nursing and Public Health*, 10(2), 161. <https://doi.org/10.31596/jcu.v10i2.762>.
- Astini, NKS (2020). Challenges and Opportunities for Using Information Technology in Online Learning During Covid-19. *Cetta: Journal of Educational Sciences*, 3(2), 241–255. <https://doi.org/10.37329/cetta.v3i2.452>.
- Azzahra, A., & Suprayogi, MN (2023). Description of the Stress Level of Parents of Kindergarten Students During Online Learning During the Covid-19 Pandemic. *Business Economics, Communication, and Social Sciences Journal (BECOSS)*, 5(2), 159–166. <https://doi.org/10.21512/becossjournal.v5i2.10060>.
- Chapman, L., Hutson, R., Dunn, A., Brown, M., Savill, E., & Cartwright-Hatton, S. (2022). The impact of treating parental anxiety on children's mental health: An empty systematic review. *Journal of Anxiety Disorders*, 88(1), 102557. <https://doi.org/10.1016/j.janxdis.2022.102557>.
- Dewi, EU (2020). The Influence of Anxiety During Online Learning During the Covid-19 Pandemic on the Learning Achievement of Stikes William Surabaya Students. *Journal of Nursing*, 9(1), 18–23. <https://doi.org/10.47560/kep.v9i1.210>.
- Dyah, SM, & Mulyoto. (2022). The Effect of Distance Learning in the Midst of the COVID-19 Pandemic and Parental Anxiety on Students' Religious Behavior. *Fahima*, 1(1), 48–61. <https://doi.org/10.54622/fahima.v1i1.14>.
- Edvan, RL, Mota, RRM, Dias-Silva, TP, do Nascimento, RR, de Sousa, SV, da Silva, AL, Araújo, MJ de, & Araújo, JS (2020). Resilience of cactus pear genotypes in a tropical semi-arid region subject to climatic cultivation restrictions. *Scientific Reports*, 10(1), 10040. <https://doi.org/10.1038/s41598-020-66972-0>.
- Fitriyani, F., & Nugroho, AT (2022). Digital Literacy in the 21st Century Learning Era. *El-Mujtama: Journal of Community Service*, 2(2), 201–208. <https://doi.org/10.47467/elmujtama.v2i2.1088>.
- Giusti, A. De. (2020). Policy Brief: Education during COVID-19 and beyond. *Revista Iberoamericana de Tecnología En Educación y Educación En Tecnología*, 26, e12. <https://doi.org/10.24215/18509959.26.e12>.
- Hady, S. (2020). Transcendence and Immanence: Teacher Professionalism in Islamic Religious Perspectives. *Nadwa: Journal of Islamic Education*, 13(2), 205–218. <https://doi.org/10.21580/nw.2019.13.2.4918>.
- Hanggraeni, TB, & Anggraeni, AD (2022). Parents' Anxiety Level about Online Learning for Children with Special Needs during the Covid-19 Pandemic. *Faletehan Health Journal*, 9(01), 123–128. <https://doi.org/10.33746/fhj.v9i01.372>.
- Haryadi, R., & Selviani, F. (2021). Problems of Online Learning During the Covid-19 Pandemic. *Academy of Education Journal*, 12(2), 254–261. <https://doi.org/10.47200/aoej.v12i2.447>.
- Hayati, R., & Lubis, WU (2021). Anxiety Levels of Parents of Children with Special Needs in the New Normal Era. *Consilium: Periodical Study of Counseling and Religious Studies*, 8(2), 103. <https://doi.org/10.37064/consilium.v8i2.10467>.
- Herdiana, D. (2020). Social Distancing: Indonesian Policy Response To The Corona Virus Disease 2019 (Covid-19). *Journal of Administrative Science: Media for the Development of Administrative Science and Practice*, 17(1), 93–110. <https://doi.org/10.31113/jia.v17i1.555>.
- Heriyanto, H. (2019). Spirituality, Transcendence of Facticity, and Social Integration. *Khazanah: Journal of Islamic Studies and Humanities*, 16(2), 145. <https://doi.org/10.18592/khazanah.v16i2.2384>.
- Khomaeny, EFF, & Kusumaputeri, ES (2022). Parental anxiety and forms of parenting during the Covid-19 pandemic. *International Journal of Child Care and Education Policy*, 16(1), 10. <https://doi.org/10.1186/s40723-022-00103-2>.
- Lawrence, J. E., & Tar, U. A. (2018). Factors that Influence Teachers' adoption and Integration of ICT in Teaching/Learning Process. *Educational Media International*, 55(1), 79–105. <https://doi.org/10.1080/09523987.2018.1439712>.
- Lesomar, A. A. (2020). The Transcendence of the Human Person According to Karol Wojtyła. *Journal of Contextual Theology*, 5(2). <https://doi.org/10.47025/fer.v5i2.40>.
- Lindriany, J., Hidayati, D., & Muhammad Nasaruddin, D. (2022). The Urgency of Digital Literacy for Early Childhood Children and Parents. *Journal of Education and Teaching (JET)*, 4(1), 35–49. <https://doi.org/10.51454/jet.v4i1.201>.
- Liu, P., Wang, X., Li, D., Zhang, R., Li, H., & Han, J. (2021). The Benefits of Self-Transcendence: Examining the Role of Values on Mental Health Among Adolescents Across Regions in China. *Frontiers in*

- Psychology, 12(1).<https://doi.org/10.3389/fpsyg.2021.630420>.
- Logos, C. (2022). Embracing Virtual/Online Worship: Seeing the Impossibility of Transcendence Experiences in Digital Spaces. *BIA': Journal of Contextual Christian Theology and Education*, 5(1), 33–51.<https://doi.org/10.34307/b.v5i1.309>.
- Mardiana, S., Annisarizki, Marthalena, Liza Diniarizky Putri, & Sigit Surahman. (2022). Digital Literacy in Efforts to Support Online Learning for Elementary School Students in Cilegon City. *Kaibon Abhinaya : Journal of Community Service*, 4(1), 47–54.<https://doi.org/10.30656/ka.v4i1.3809>.
- Maskanah, I., & Sae, H.L. (2021). Effectiveness of Using Technology in Online Learning During the Covid-19 Pandemic. *Educational Window Journal*, 1(04), 279–285.<https://doi.org/10.57008/jjp.v1i04.60>.
- Ni'mah, J., Insani, U., & Supriatun, E. (2022). The Role of Emotional Freedom Technique (Eft) in Overcoming Parental Anxiety in Online-Based Learning. *Journal of Community Service (NADIMAS)*, 1(1), 63–72.<https://doi.org/10.31884/nadimas.v1i1.8>.
- Ningsih, IW, Widodo, A., & Asrin, A. (2021). The urgency of digital literacy competency in learning during the Covid-19 pandemic. *Journal of Educational Technology Innovation*, 8(2).<https://doi.org/10.21831/jitp.v8i1.35912>.
- Nur'aeni, N., Surachman, A., & Anggraini, I. (2022). Digital Literacy of Parents of PAUD Students in Online Learning in Subang Regency. *Biomatics: Scientific Journal of the Faculty of Teacher Training and Education*, 8(1), 102–109.<https://doi.org/10.35569/biormatics.v8i1.1161>.
- Oktawirawan, DH (2020). Factors Triggering Student Anxiety in Conducting Online Learning During the Covid-19 Pandemic. *Batanghari University Jambi Scientific Journal*, 20(2), 541.<https://doi.org/10.33087/jiubj.v20i2.932>.
- Prasanti, VSI (2022). The Relationship between Coping Strategies and the Level of Anxiety in Parents of Elementary School Age Children Facing Online Learning. *Mandala Of Health*, 15(2), 179.<https://doi.org/10.20884/1.mandala.2022.15.2.5385>.
- Putri, SFE, Abidin, Z., Ramadhanintyas, KN, & Ratnawati, R. (2021). The Influence of Family Assistance on Children's Learning Anxiety in Distance Learning During the Covid-19 Pandemic. *Edusia: Asian Scientific Journal of Education*, 1(1), 143–158.<https://doi.org/10.53754/edusia.v1i1.116>.
- Salsabila, UH, Irna Sari, L., Haibati Lathif, K., Puji Lestari, A., & Ayuning, A. (2020). The Role of Technology in Learning During the Covid-19 Pandemic. *Al-Mutharahah: Journal of Social Religious Research and Studies*, 17(2), 188–198.<https://doi.org/10.46781/al-mutharahah.v17i2.138>.
- Supriadi, N., Tazkiyah, D., & Isro, Z. (2021). Application of the Quizizz Application in Online Learning in the Covid-19 Era. *Mandarin Horizon Journal*, 5(1), 42.<https://doi.org/10.36279/apsmi.v5i1.101>.
- Suryani, R., & Hazizah, N. (2023). Parenting Patterns in Developing Children's Digital Literacy Skills in the Technology Era in Nagari Aia Manggih. *Tambusai Education Journal*, 7(1), 4790–4797.<https://doi.org/10.31004/jptam.v7i1.5995>.
- Tangkuman, KM, Dundu, AE, & Kaunang, TMD (2021). Factors Contributing to the Anxiety of Parents of Elementary School Children in Maumbi Village during the Covid-19 Pandemic. *Medical Scope Journal*, 3(1), 105.<https://doi.org/10.35790/msj.v3i1.35045>.
- Tirajoh, C. V, Munayang, H., & Kairupan, BHR (2021). The Impact of Distance Learning on Parents' Anxiety During the Covid-19 Pandemic. *Biomedical Journal:JBM*, 13(1), 49.<https://doi.org/10.35790/jbm.13.1.2021.31715>.
- Wijaya, AS, & Riayadi, A. (2022). Increasing Family Knowledge in Reducing Parental Anxiety in Preparing Children for School in the New Normal Covid-19 Period. *Journal of Community Service Pustingkia*, 1(1).<https://doi.org/10.33088/jpustingkia.v1i1.107>.