The Importance of Parental Assistance in Supervising the Use of Technology for Children During the Home Learning Program

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Abstract

Writing this article aims to provide an overview of the role of parents when assisting children in using various technologies during the learning process from home. This is because without any limitations in technology it can have a good or bad impact on children if it is not used according to the required context. Therefore, the subject of the study to be discussed is more focused on the learning of children aged 7-15 years, who in the learning process still really need assistance from their parents. Writing this article is done through a process of literature review of various literature starting from the process of determining the topic of the problem, determining the type of data collection method, collecting various data that support the topic, conducting the data analysis process, and drawing conclusions based on the data that has been obtained. Based on the data that has been obtained, the role of parents in assisting children to use technology while learning from home is very important, especially in maintaining and increasing children's motivation to continue learning.

Keywords: *The Role of Parents, Technological Development, Learning from Home*

1. Introduction

Education is one of the most important factors in supporting the development of a country. This is because, through a good educational process, generations will emerge who will play a role in global challenges in the future. However, because of the current conditions (Pandemic COVID-19), of course, there is a need for adaptation in an education system. To minimize the spread of the virus, the government has issued Circular Number 4 of 2020 concerning the Implementation of Education Policies in an Emergency for the Spread of COVID-19. The circular contains directions on the learning process from home which is strengthened by the issuance of Secretary-General Circular Number 15 of 2020 concerning Guidelines for Implementing Learning from Home during the COVID-19 emergency. The learning from home policy is implemented by continuing to involve teachers and students through Distance Learning or Learning from Home [1].

In supporting the learning process during the COVID-19 pandemic, technology is the most important thing that can be used to facilitate this. This is in line with a circular which requires all learning process activities not to be carried out in person at school but online. This situation certainly encourages children to be able to use various kinds of gadgets such as laptops and cellphones to be able to join in the learning process. However, the use of technology to support the online learning process can be a solution as well as a new problem that must be faced by various parties such as teachers, students, and parents.

The use of the internet through gadgets as a learning medium can raise a big problem. The use of gadgets among children harms their growth and development. Early childhood growth will be better when sensing three-dimensional objects than staring at a flat screen filled with moving images. In terms of appearance and features, activity on gadgets is very interesting. Children who often use gadgets forget about their surroundings. They prefer to play with their devices rather than play together with friends in the neighborhood where they live. So that the social interaction between children and the community, the surrounding environment decreases, and even fades away [2]. As a result, the children will grow up to be individualistic and lose empathy for others.

Based on the above problems, the role of parents in assisting children in using gadgets as a learning medium is very important. This is so that teachers, parents, and all parties involved can ensure the achievement of the objectives of carrying out an online distance learning process or a home learning program.

2. Literature Review

Learning from home requires students to carry out learning activities not in the school environment. Learning that should be done face-to-face has been replaced with online or online learning (in the network). This learning requires students to be required to master various existing technologies such as using the WhatApps application, Youtube, Zoom Cloud Meeting, Google Class Room, and other applications that become a bridge between teachers and students[5]. This not only has a positive impact on children who are increasingly ad-

vanced, but there are weaknesses that can lead to the negative side of using the technology [6]. The use of technology that is not controlled properly will result in children not experiencing success in learning.

The success of children in learning, especially during the current pandemic, makes the role of parents very important [7]. One of the important roles of parents in accompanying their children during the pandemic is by focusing on parenting to be more positive and constructive while children are active at home. Parents have a broad role to assist children not only in guiding attitudes, basic skills, religious education, and for good habits [8], but also play a very important role in academic education. Education is not only the responsibility of educational institutions, but parents and the community are also an important part of the child's learning process.

The double role of parents when learning from home requires parents to replace teachers to be very dominant in assisting and also guiding while distance learning is still ongoing. These roles can be concluded as, 1) parents have a role as teachers at home, 2) parents as facilitators, namely providing facilities and infrastructure for their children in carrying out distance learning, 3) parents as motivators, namely providing encouragement and support to students. their children so that they have a passion for learning, and 4) parents as influences or directors [9]. Stay at home during the pandemic and accompany, supervise, and help while at home. Learning from home can be more effective if there is an effective parental role as well. Learning from home also has a positive impact on parents and children such as strengthening relationships and communication between parents and their children.

3. Research Method

This research is a qualitative descriptive study. The data were obtained through a literature review process related to the research topic, namely the habits of parents in supervising children aged 7-15 years when using technology when learning online. The literature review process is obtained from various articles, books, notes, and other reliable scientific literature sources.

The data from the literacy study were then analyzed descriptively to describe the role of parents in supervising children in using technology during the learning process from home. In general, the steps taken in this study consist of several parts, including 1). Finding and identifying problems that are currently happening, 2). Determine the method or how to obtain data, 3). Collect various data that support the topic, 4). Determine the appropriate data analysis procedures, and 5). Draw conclusions based on existing data [3], [4].

4. Results and Discussion

4.1 Learning From Home

The principle of Learning From Home activities is that students can access learning materials and resources without limitation of time and place [5]. Teachers must prepare learning tools that allow students to carry out learning from home because the learning process that is usually carried out in schools face-to-face and directly with teachers and friends cannot be done as usual because of the pandemic. Learning from home activities are expected to support the distance learning process and facilitate the delivery of material to students. Home learning programs using appropriate teaching methods are needed to provide students with access to learning that is not limited by space and time during the emergency period of COVID-19.

The learning process is a psychological or mental activity that takes place in active interactions in the environment, which results in changes in knowledge, understanding, skills, and attitude values [6]. The learning process is also an activity of educational value that colors the interactions that occur between teachers and students [7]. This is because the implementation of the learning that is carried out is directed to achieve certain goals that have been formulated before the implementation of learning begins. In the implementation of learning, the teacher carries out several stages of the implementation of learning, including opening lessons, delivering learning material, and closing learning.

In general, the implementation of learning from home is a quite effective alternative during a pandemic. However, if it is analyzed more deeply, the effectiveness of the implementation of this home learning program runs quite effectively because students are already familiar with assistive devices such as cellphones, computers, and various other technologies, so that their access to learning does not have significant problems. For students who are aged 7-15 years, in controlling these aids, assistance from parents is very much needed. Currently internet users in Indonesia are around 80-100 million. 68 percent of internet users aged 15-40 years. Meanwhile, 10 percent were under 15 years old and the rest were users aged 40 years and over [8].

4.2 The Role of Parental Assistance

Parents have an important control in overseeing the implementation of learning at home. Distance learning hopes that it can reduce the number of the spread of COVID-19, whose graph does not slope. Besides, to create a better relationship between parents and children. Parents can also directly monitor the child's learning process taught by the teacher. This is due to several factors including 1) the lack of independence of students in learning, 2) unpreparedness of parents in accompanying and guiding students to study at home, and 3) inconvenience due to the use of technology to study for a long time [9]. The benefits of parental involvement in children's education include [10], [11].

1. Increase children's attendance,
2. Increase children's self-confidence,
3. Increase the positive behavior of children,
4. Increase the desire of children to learn.
5. Improve communication between parents and children,
6. Support a better school climate,
7. Support the progress of the school as a whole.

Online learning for children without involving parents will have an impact, where teachers will find it difficult to convey all subject matter to their students. This is supported by the results of research conducted by Deslandes & Barma (2016) that parents' involvement will have a very positive effect on the success and level of children's learning development [12]. Following up on the COVID-19 pandemic, the Minister of Education and Culture has launched the Merdeka Learning program since October 2019. The priority in this program is to focus on education in improving the quality of human resources. Distance learning cannot be separated from the use of information technology through the use of computer devices or gadgets connected to the internet network. Through the use of this technology, learning can still be carried out properly. With this information technology, it is hoped that learning can run well considering that the majority of Indonesians currently use the internet, as explained in the We Are Social research, "Digital Reports 2020" which was released at the end

of January 2020 which stated that almost 64% of Indonesia's population had already connected to the internet network [13]. Mastery of technology is important to support 21st Century skills because it is very important to be successful in the world of work [14].

Parents' assistance in the use of technology is necessary to support the success of the home learning program. The key to this problem is good communication between parents and children. In general, there are two types of parents, **First,** are parents who can support technology and **Second** are parents who cant support technology. Both types of parents must be committed to supporting learning at home because the children are currently being mentored. Parents' participation in supporting learning includes motivating their children to carry out learning at home. Parents play a role in creating a fun learning atmosphere for children, this can be done by providing creative and innovative daily activities for children.

Parents play an important role in supervising and facilitating the child's learning process. However, not all parents can guide and supervise children's learning at home for various reasons, including 1). Demands for work that must be done both outsides and inside the house, 2). Lack of knowledge and experience of parents in helping their children to understand the material provided by the teacher, and 3). Lack of parental awareness to guide their children to learn from home. Parents and children need to discuss things that must be done and obeyed when implementing learning from home. **First,** there needs to be an agreement regarding the schedule of daily activities from waking up to going back to sleep. This is important to do so that children remain disciplined and learn to use their time properly. **Second,** the use of gadgets at home and outside the home. The agreements made include the agreed time to use the gadget, the agreed time duration for use in one day, the time agreed by children and parents to access games, to the types of games that can be accessed by children. To maintain the continuity of these rules, it is better if parents provide rewards and punishments for each agreement made.

Third, parents can provide various choices of learning resources. Learning resources do not have to be in the form of a textbook. For early childhood, three-dimensional books can be an interesting learning option for children. Also, learning resources do not have to be in the form of books, children can be invited directly to learning sources, for example by visiting places that can be used as learning resources, or can be met with people who can be learning resources while still paying attention to protocols. health COVID-19. To support the national literacy movement, there are many choices of activities that parents can provide. There are six types of literacy, among others: 1). Read and write literacy, 2). Numerical literacy, 3). Science literacy, 4). Financial literacy, 5). Digital literacy, and 6). Cultural literacy [15]. The government has also provided various network-based and blended learning media services that support student literacy such as Learning Houses, digital reading, educational TV, educational radio, open-access digital books, and so on. If it is digital, parents will provide direction on what sites are useful for children, if necessary, block sites that can degrade children's morale.

Fourth, parents must communicate actively with teachers at school so that learning at home can run optimally. Parents can suggest the teacher provide project-based assignments or work on activities with tools and materials that are around the house. This is to support contextual learning. So, children do not just imagine what they learn but have memorable and meaningful learning. **Fifth,** instill character education from home. Efforts to develop the whole Indonesian people are carried out through education. For this reason, education must be harmonious and balanced in instilling the values of character and character (strength of character), thoughts or intellectual potential and the condition or physical abilities of students [16]. Parents are role models for children so that if parents provide good role models, the children will follow. Planting good character in children can be done from the daily activities of the child and the activities of all family members at home. One of the roles of parents in instilling independence is by forming habits in children [17]**.** To foster empathy, children can be involved in daily activities, for example by dividing the tasks of sweeping, mopping, taking out trash, washing, preparing food together, and taking responsibility for themselves after eating. This will indirectly foster a sense of mutual understanding between parents and children.

Sixth, building religious life at home. This role is the most important role that must be played by parents. Religion is a guideline used in living life. Home is the first place to get an education, especially religious education. Parents play a role in guiding basic attitudes and skills, such as religious education to obey the rules, and for good habituation [18]. If good habits have been created in the family environment, they will be carried away when the child is in the community.

4.3 Effectiveness of Learning Outcomes for Children from Home

Every learning process, whether carried out through a face-to-face process or using technological assistance, must be carried out by an evaluation process. Evaluation activities are used to determine the extent to which parents are effective in assisting children to learn from home. According to Rohmawati (2015), that effectiveness is a measure that states the extent to which targets (quality, quantity, time) have been achieved [19]. The quality of the teaching and learning process is said to be good if it is carried out effectively, while the product of the teaching and learning process will be of good quality if the learning outcomes or student academic achievement are good. Quality learning outcomes if it can meet the needs of students and these results are relevant to the available work fields following learning objectives. The above matter is one of the basic policies of national education, which is to improve the quality of education, both the quality of the teaching and learning process and the learning products.

According to OECD (2009) there are at least five factors that can determine the effectiveness of the learning process, namely 1) supporting input, 2) school climate, 3) enabling conditions, 4) teaching/learning process, and 5) student outcomes [20]. So that one of the factors for increasing the effectiveness of learning at school is through the support of parents at home because the teacher during the learning process from home cannot fully see the activities carried out by children during class hours. This is in line with research conducted by Maulidi & Muhamadi (2020) that there are positive changes related to children's learning outcomes when accompanied by parents during the learning process from home [21]. This is because parents can help children when they have difficulty understanding various materials or assignments. With the process of mentoring and good communication between parents and teachers, while the learning process is still being carried out from home, it is hoped that the limitations of learning that cannot be done face-to-face can be overcome and still be able to facilitate children to continue learning.

5. Conclusion

Parents are the most important part of the success of the home learning program for children. Assisting parents in supervising children when using various technologies can ensure that children can learn things according to their needs. So that this can reduce the negative impact of using technology for children during the COVID-19 pandemic. One of the most important factors that are formed from the participation of parents is being able to maintain children's motivation to continue learning even though it is not done directly at school.

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