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Child's Response To Father's Involvement In Home Learning Program During Covid-19 Pandemic

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Abstract. When the Covid-19 pandemic began to spread, the government arranged for learning activities to be carried out online. Parents play a role in online learning at home, not only accompanying but also must be a teacher for children. The study's goal was to determine the child's response to the father's involvement in home learning programs during the Covid-19 pandemic. This research method is a quantitative data type with descriptive survey research methods. The sample in the study was 68 children. The data collection technique uses observations, questionnaires with 15 question items, documentation, and interviews. Data analysis techniques in research are data collection, data reduction, data presentation, and conclusions. The study results were that the child's response to the father's involvement in the home learning program during the Covid-19 pandemic fell into the high category with a percentage of 63% and earned an average score of 3.31. The results in each aspect can be spelled out as follows in the Paternal Engagement Aspect has an average value of 3.47, including in the high category. The Paternal Accessibility aspect has an average value of 3.15 in the medium category, and the Paternal Responsibility aspect has an average value of 3.30, including the high category.

Kata kunci: Child Response, Father Involvement, Home Learning Program.

INTRODUCTION

The coronavirus (Covid19) outbreak is spreading rapidly to all parts of the world, causing changes in activity patterns in all areas of human life. The virus has been occurring in Wuhan, China, since December 2019. The same thing happened in our country, Indonesia. Responding to the virus's rapid spread, the government swiftly issued various regulations and guidelines to learn in the pandemic period. (Setyawahyuningtyas, 2020). The Ministry of Education, Culture, Sports, Science, and Technology issued law enforcement letter of 2020 Number 3 on Educational Institutions and 36962 /MPK. A/HK/2020 of learning with a Home Policy equipped with distance learning or online learning (Kemendikbud, 2020; Soeryanto et al., 2020). Distance learning is very open to all students throughout Indonesia. Live learning or face-to-face events have been replaced with online learning patterns. Distance learning aims to break the chain of the spread of Covid-19 (Mariam et al., 2020; Zahra et al., 2020).

Not only must children be competent to accompany online learning, but parents must also be able to become teachers for children.

State regulations for learning from home add to the burden, as parents must be

directly involved in their children's education (Hairiyah & Arifin, 2020; E. P. Pertiwi & Siswono, 2020). Parents play an essential role in online learning in early childhood (Nurjanah, 2020; Nuryati et al., 2021). Not only must children be competent to accompany online learning, but parents must also be able to become teachers for children (Indrayasa & Suryanti, 2020; Oktaria & Putra, 2020). It is not easy for parents to change their child's school teacher or accompany him through online learning (Rahayu et al., 2021). This is a new experience for parents. A form of parental involvement is communication between parents and teachers, accompanying and helping children learn, and providing learning facilities. In addition, there are several positive things created between parents and children, such as the closeness of parents and children, parents can follow and know the development of children's learning, and parents are enriched intellectually and creatively while being 'teachers' for children at home (Agustina et al., 2021).

Parents become substitute teachers in schools (educators), motivate learning, and provide support facilities. There are advantages and disadvantages to distance learning programs (PJJ). Parents feel more closely

related to the child from this program, but there are difficulties that parents feel in the PJJ program: Time to accompany your child to study. There are other obstacles: the child's focus on learning, learning methods, work materials that are difficult to find, the collection of tasks in videos, financial, and signals. In addition, parents do not understand information technology. Children only obey the teacher and regulate the child's emotions when learning (Kahfi, 2020; Nugroho & Maulana, 2021; Wijayanti et al., 2021).

The concept of schools in networking brings problems and impacts that are so important, both teachers as teachers and children as learners. Limited understanding of access to technology and internet networks lack of proper means of support becomes the main problem both parties feel (Sidiq, A. J., & Resnawaty, 2017; Wardhani & Krisnani, 2020). In addition, the role of parental attention and care to children in the online learning process is vital to realize maximum learning outcomes. Parents should be present in paying attention and supervising the child, both in the moments before learning begins, when the learning process is running, and after knowledge is organized (Zahra et al., 2020).

Parents should cooperate and engage with teachers to get maximum learning in pandemic times. Teachers and parents need clear communication and responsibility between people to understand the achievements that children need to improve and school programs are achieved satisfactorily (L. K. Pertiwi et al., 2021). Parents have a role as a party that provides children's learning, spiritual understanding, supervision, motivation, child needs, and facilities. Child learning assistance is seen from how parents explain the material that the child does not understand, help the child's task difficulties, and respond well to all online learning activities at home (Yulianingsih & Nugroho, 2021).

The mother is the person who participates most in accompanying children when studying at home (Erika et al., 2021; Saitihana, 2020). Parental involvement when accompanying children to learn at home appears in learning activities carried out for 30 minutes to 1 hour, including writing, reading, numeracy, coloring, drawing, singing, and cutting while still coordinating through Whatsapp groups created by classroom teachers. The obstacle of parents in

accompanying children to learn is to see the motivation of learning because more dominant play than learning, children quickly feel bored (Fransiska, 2020).

The role of parents in how to foster a family during covid-19 include: ensuring that children's food and nutrition needs are met during the covid-19 pandemic; children should be controlled and not leave the house during the Covid 19 pandemic; educate and nurture children to complete tasks and continue the role of teachers in school. Parents conduct supervision, meet the needs of spiritual understanding and motivation, and provide learning facilities to accompany children to solve learning difficulties. The primary educational material is focused on religious aspects by asking children to preach, pray, religious materials, and memorize daily prayers. Providing scientific understanding can make a personality to be more concerned about the environment (Nasution, 2020).

Learning programs from home in pandemic times have not focused on father involvement. The focus of previous research was parents consisting of fathers and mothers. In systems theory, the term general conceptualizes a group of interconnected elements. According to Ludwig Von Bertalanffy's system theory, all living organisms are composed of mutually interacting components, influencing each other (Samuel et al, 2012). The functioning of a family is like a system. When one of its systems does not work, its function will not be perfect. This case is the child's assistance in the learning program from home. Previous researchers have primarily focused on mothers or parents as a package. Father as one of the systems must also certainly play a role. Fathers play an essential role in their child's care. In general, mothers and fathers have the same position for the care of their children. However, there is a slight difference in touch from what a father and mother display. The role of the mother, among others: Causing feelings of love affection through the respect and tenderness of a mother; Teaching girls to behave according to their gender and pleasing; Giving good language skills to the child. The role of a father, among

others: encouraging children to be able to achieve, causing confidence and competence to children, and teaching children to be responsible (Rakhmawati, 2015).

The second caregiver in education is often mentioned as a father figure (Lamb, 2010). This is due to the social situation of Indonesia, which gives women a place in the limited sector and a man as a worker in the public sector, so it becomes one of the factors that affect the view of social society, that a father only has an obligation as a party to earn a living. Father's involvement in family education is still lacking, so Indonesia has become the fatherless country. Fatherless here means the absence of a father figure physically and the absence of the role of a psychic father. In Javanese culture, the father's role is only as a person who initiates and is responsible for family costs. At the same time, a mother takes on the part of the teacher for children by providing learning all things life in society (Herusatoto, 2009).

Since birth, the process of education in humans has begun. The main door that shapes a person's personality starts from family education. Fathers rarely ask children about what happens and does when they are in school, which is a picture of the family education process carried out today. A father blames the mother for not being able to educate the child when the child's personality is not following customary norms, religions, and provisions of the community where he lives (Giantara et al., 2019).

The family's smallest social unit is the family, which has a huge role in printing qualified cadres for a country (Nurjanah, 2019). In human life, the position and function of the family are important because it is essential, which is the essence of the family, is a container of early education to form the character and morals of children (Helmawati, 2018). The trust that must be maintained and educated to achieve the priority of life and draw closer to God can be by giving the best for the child. Like a pearl has not measured and formed, so are all the babies born in the world. The child's dependence on his educators and parents will be

apparent. The most significant influence in the process of moral education (formation) is through the closeness of the mother's father (parent) to the child, rather than given by other components of education. Before getting acquainted with formal education, the first educational institution in human civilization was an education in the family. This oldest education is known as one of the informal education that takes place continuously without being organized with specific goals and characteristics (Rahmah, 2017).

Forms of father involvement, according to Lamb, are paternal engagement, where the interaction between father and son is also by doing activities and activities with the child and spending time for the child. Paternal accessibility where the father is present and always present for the child, close to the child but not interacting directly with the child. Paternal responsibility in which the child's father is understood and fulfilled his needs, including providing a living and the child's planned future (Lamb et al, 1999)(Dyah Partasari et al., 2018).

Changes in the structure and pattern of relationships between family members are one of the factors of chaos in terms of fostering children. The general view of society that the mother is tasked with educating the child is the most severe threat to the father's role in educating the child (Ina, 2017; Sukmawati, 2019). A mother is always to blame if there is a problem with the child. This view is more illuminated by men than women. Fathers persist with the idea that the mother should be responsible for the child's education when a mother asks for more participation on the part of the father. Depiction of the situation causes a child to be displaced or even torn apart amid a state of mutual blame between parents. The above reasons make the father's involvement in the life of his son unclear and more than in the previous decade (Elia, 2000).

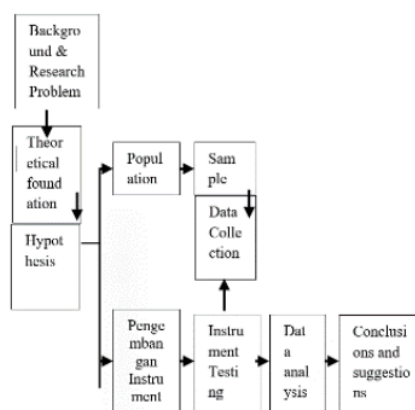
Therefore, it is exciting to research the child's response to fathers' involvement in home learning programs during the Covid-19 pandemic. In addition to still rarely exploring, the contribution of fathers in the family is

substantial because the father is the head of the family and has the highest position in the family. Based on observations and observations in Purwosari Village, the average father works from morning to evening, so there is less time for children. At the same time, the teaching and learning activities from home are adjusted to the school schedule. Fathers in Purwosari Village in terms of gadgets are still much difficult to operate, while in the pandemic, child learning is related to devices. The purpose of the study was to determine the child's response to the father's involvement in home learning programs during the Covid-19 pandemic. Another analysis from previous research focusing on this study is related to the child's response to fatherhood.

METHOD

Research is conducted through descriptive survey research methods with quantitative data. Survey methods are used to dig up and collect data from a particular population. Data collection is carried out by distributing questionnaire sheets where researchers do not give such treatment as in experimental activities. (Sugiyono, 2015). The data collection technique uses observations, questionnaires with 15 question items, documentation, and interviews. Analyzing data in this study starts with data collection, reducing data, preparing data presentation, and drawing conclusions. This study was conducted to determine the child's response to fathers' involvement in home learning programs during the Covid-19 pandemic. The total number of kindergarten students in Purwosari Village consisting of TK Lestari and TK Lestari 2 is 85. Determination of several samples using Isaac and Michael tables with an error rate of 5% resulted in several pieces as much as 68 out of the population of 85. Research has two variables; namely, the child's response becomes a bound variable, while the father's involvement variable becomes a free variable.

Chart 1. Research Procedure



To determine the categorization of a child's response to father involvement, use the following intervals:

Table 1. Interval of Child Response to Father Involvement

No	Score Range	Percentage	Criteria
1	123,6 - 152	81,26% - 100%	High
2	96 - 123,5	62,51% - 81,25%	Medium
3	66,6 - 95	43,76% - 62,50%	Low
4	38 - 66,5	25% - 43,75%	Very low

Untuk menentukan interval kelas respon anak terhadap keterlibatan ayah menggunakan interval kelas sebagai berikut:

Tabel 2 Interval Kelas Aspek Respon Anak Terhadap Keterlibatan Ayah

Score Range	Category
3,26 – 4	High
2,51 – 3,25	Medium
1,76 – 2,50	Low
1,00 – 1,75	Very low

RESULTS AND DISCUSSIONS

In this study, the child's response to the father's involvement in home learning programs during the Covid-19 pandemic went through 4 categories. The four categorizations are based on calculating the total score of respondents obtained from the results of questionnaires that have been filled out. The four categorizations include very low, low, medium, and high. The results obtained from the data on the child's response to the involvement of fathers who have kindergarten children in Purwosari Village that have been processed using SPSS version 16 are as follows:

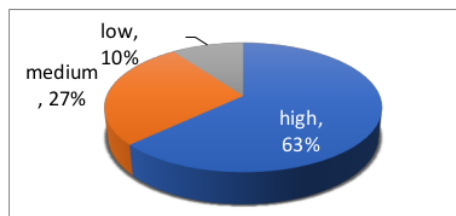


Figure 1. Categorization of children's responses to father's involvement in home learning programs during the Covid-19 Pandemic

The percentage of children's response to father involvement in home learning programs during the Covid-19 pandemic occupies a low category of 10% with the number of 7 respondents, which occupies the moderate category by 27% with the number of 18 respondents and which occupies the high category of 63% with a total of 43 respondents. The average value of each aspect of the child's

response to father's involvement in home learning programs during the Covid-19 pandemic includes paternal engagement, paternal accessibility, and paternal responsibility as follows:

Table 3. Child's response to father's involvement in home learning programs during the Covid-19 pandemic based on average scores

Father's involvement	Average value	Category
Paternal Engagement	3,47	High
Paternal Accessibility	3,15	Medium
Paternal Responsibility	3,30	High
Average	3,31	High

Paternal engagement aspects have an average score of 3.47 in the high category. A better understanding of how parents engage and cooperate with teachers is needed. It takes parental involvement in early childhood online learning activities during the Covid-19 pandemic so that their children can still learn optimally. (L. K. Pertiwi et al., 2021). Teachers and parents are committed together and establish continuous communication to understand what needs to be developed so that school programs can be appropriately achieved. Parents provide spiritual needs, motivation, control, and learning facilities to accompany children in solving difficulties learning materials. The primary educational materials focus on aspects of religious material, inviting children to pray, pray, and memorize daily prayers. Provide an understanding of science, manage personality to care about the environment (Muji Rahayu, 2020; Nasution, 2020).

The paternal aspect of accessibility has an average value of 3.15, which belongs to the moderate category. The role of parents towards the implementation of home learning activities during the pandemic by providing education to children includes providing motivation and accompanying children (Lilawati, 2020). The role of parents significantly affects learning during pandemics. Parents provide facilities for

learning activities in early childhood education. Parents play a position to provide knowledge to children, meet the needs of children, provide spiritual understanding, conduct supervision, motivate, and provide infrastructure for children. Activities accompanying children's learning are seen in the way parents help the obstacles of assignment in children convey explanations of learning materials that the child does not understand, and respond well to all online learning activities from home (Yulianingsih & Nugroho, 2021). The role of parents in accompanying the online learning process of early childhood in the Covid-19 pandemic is to give new ideas, provide facilities, and people who offer motivation and encouragement. Parents as new ideas play a role in constantly innovations in learning activities, implementation ways or methods of dramatization. How to dramatize is an innovative learning system and can develop the learning interest of early childhood (Rahman, 2017). Parents as facilitators have a role in facilitating learning materials and tools for early childhood so that the interest in learning can rise and early childhood learning is also well controlled. Parents, as motivators, have a role in giving early childhood encouragement to like learning to increase interest in education (Nofianti, 2020).

Paternal responsibility has an average value of 3.30 in the high category. In this aspect, there are barriers to a lack of understanding by parents. Parental barriers in online learning include constraints on internet signals, expensive quotas, parents lacking a full experience of the material, and being less able to foster, so it is less optimal for child learning assistance. If you do not have a mobile phone facility, it is necessary to ask your friend directly to confirm the material (Widi, 2020). The success of improving children's achievement is greatly helped by the role of parents (Utami, 2020). Parents always provide motivation and innovation in fostering children so that children are not saturated and stressed in learning must coordinate parents and teachers (Prihatin, 2021). Learning evaluation is needed to be able to grow student achievement results (Murtalib et al., 2021).

The total aspect of the child's response to father involvement in home learning programs during the Covid-19 pandemic had an average score of 3.31 in the high category. This shows that the child's response to the presence of the father's role in home learning programs during the Covid-19 pandemic occupies a high category. The picture of the role of fathers in child guidance (paternal involvement) results are equally low, the level of involvement of fathers in the 6 dimensions of childcare above tends to be low, namely from a scale of 1-5 obtained an average of 3.4. Fathers' levels of involvement in parenting patterns based on educational background showed significant values of more than 0.05, meaning there was no difference. The results of the analysis of the level of involvement of fathers in child care in fathers who have children aged 2-4 years are significantly higher, namely ($M = 3.4, SD = 0.350$) compared to fathers who have children aged 5-12 years, namely ($M = 3.3, SD = 0.206$) (Asy & Ariyanto, 2019).

SIMPULAN

The child's response to father involvement in home learning programs during the Covid-19 pandemic fell into the high category with a percentage of 63% and earned an average score of 3.31. The results in each aspect can be explained as follows paternal engagement has an average value of 3.47 entered in the high category. The paternal accessibility aspect has an average value of 3.15 entered in the medium category, and the paternal responsibility aspect has an average value of 3.30 in the high category.

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