

The Parents' Role in Children Learning Process During the Covid-19 Pandemic

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ABSTRACT

This study aimed to determine the parents' roles in developing children learning during Distance Learning (PJJ). The descriptive quantitative method was used in this research. The population of this study was all parents of students at two public elementary schools in Kuta Baro District, Aceh Besar. The sample of this research was 137 parents. The sampling technique was random sampling. The research instrument used was a questionnaire. The questionnaire was distributed via Google Forms. The data was analyzed by using percentages. The study results indicated that the parents' roles were in the Good category. Most parents agreed that giving their time and providing can improve their children's learning during a pandemic and strengthen their relationships. Moreover, the recent education level and occupation of the parents also influenced the role of parents during distance learning.

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1. INTRODUCTION

The impact of the Covid-19 pandemic has affected various fields, including the education sector. Almost all countries impacted by Covid-19 have implemented work-from-home (WFH) policies and learning from home or distance learning (PJJ) policies for both schools and colleges (Latip, 2020). Schools or colleges are places where interactions occur between students and teachers or students and lecturers, so there is a high risk of spreading Covid-19. Therefore, to prevent the spread of Covid-19 in the field of education, the Ministry of Education and Culture (Kemendikbud) issued several circulars related to the prevention and spread of Covid-19. The latest circular letter is Circular Letter 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Coronavirus Disease (Covid-19), which contains directions on learning from home (Arifa, 2020).

Based on the circular letter, various regions, including the province of Aceh, set a study-from-home policy. Aceh Besar Regency is one of the red-zoned areas, so the entire teaching and learning process in schools in the Aceh Besar Regency area is carried out by distance learning or online. Distance learning or online presents different challenges not only for the teachers/teaching staff but also for the

students, institutions, and the wider community, especially parents (Latip, 2020). In distance learning, parents have an important role in supervising the child's learning process. However, parents with elementary school-age children experience problems in helping their child's cognitive development process. Based on the results of interviews, some parents who have elementary school-age children are busy in work and household matters. Based on research conducted by Cahyati & Kusumah (2020), the role of parents while children study from home is very necessary so that children can better understand the lessons during the pandemic, as well as the closeness of parents with children, is increasing, and parents can immediately see the development of their children's abilities (Cahyati & Kusumah, 2020). Therefore, the researcher was interested in conducting research on the role of parents in the cognitive development of elementary school-age children during the Covid-19 pandemic, especially at SD N Beungcala and SD N Cot Bambu.

The role of parents

Parents have an essential role in the development of children, especially elementary school-age children. According to Hurlock (1978), as quoted by Bajuri (2018), the most important people for children are parents, teachers, and peers. It is through them that children know something positive and negative (Bujuri, 2018). Parental care is one of the factors that can affect cognitive development in children (Astuti & Untari, 2016). In other words, if the parenting pattern of parents does not go well or is appropriate, it will affect the child's cognitive development.

Several factors influence parenting, according to Harlock (1999) as quoted by (Cahyati & Kusumah, 2020). One of them is the characteristics of parents. Every parent has different characteristics/personalities in patience, emotion, energy, intelligence, and maturity (Cahyati & Kusumah, 2020). Therefore, these characteristics greatly affect the ability of parents to care for their children, both in terms of patience, emotionality, intelligence, and maturity. Furthermore, there are 4 roles of parents during distance learning (Winingsih, 2020), namely 1) a teacher at home, where the first education that a child gets is from his parents before the child enters school age, 2) a facilitator, each parent will certainly provide the needs (facilities/infrastructure) of their children in the learning process, 3) motivators, where parents must also be able to motivate children to keep learning even during a pandemic, 4) directing, meaning that they play a role in guiding and directing their children according to their talents and interests (Winingsih, 2020). From the statement above, it can be concluded that there are 4 roles of parents during the COVID-19 pandemic.

Distance Learning or Online

The effects of the Covid-19 pandemic have led teachers to be able to maximize the learning process by distance or online learning. The purpose of distance learning or online is to meet educational standards by utilizing Information Technology so that the teaching and learning process runs well (Pakpahan & Fitriani, 2020). Furthermore, in the era of the industrial revolution 4.0, the use of the internet has an important role, especially in the field of education, which provides benefits including learning that is not bound by space and time, using various sources available on the internet, teaching materials that are very easy to update, and can be implemented anywhere and anytime (Indrayana & Sadikin, 2020) (Pujiasih, 2020). Distance learning or online also increases the students' independence in the learning process and flexibility in learning time, and they can learn anytime and anywhere (Pujiasih, 2020) (Astini, 2020). The learning process during the COVID-19 pandemic has implemented or utilized communication technology so that learning continues to run effectively.

Utilization of the internet or Information Technology as a learning medium is necessary for optimizing the learning process. In this 4.0 revolution era, teachers can use many applications in the learning process during the COVID-19 pandemic. In this 4.0 revolution era, many applications are available that can be used by teachers in the learning process during the COVID-19 pandemic. Several applications can be used by teachers to be able to interact with their students, including Google Classroom, Google Meet, Zoom, or via chat in Whatsapp groups. However, whatever learning media is used, the principles of learning must still be carried out (Adisel & Pranansa, 2019).

There are some previous studies related to this research. One of them is the research conducted by (Haerudin et al., 2020). They found that almost of parents consider that through learning at home can build up their relationship with their kids, and the children were considered to be able to do learning at home very well. Another study was conducted by (Cahyati & Kusumah, 2020). They also found that during study at home, the relationship between parents and children improved, as well as the parents could directly see the development of their kids' learning abilities. This study focuses on examining the role of parents in accompanying their children to study during the COVID-19 pandemic.

2. METHODS

The research method of this research is a descriptive quantitative method. The locations of this research are SD N Beungcala and SD N Cot Bambu, which are located in Kuta Baro District, Aceh Besar, Aceh Province. The subjects of this study were the parents of students from SD N Beungcala and SD N Cot Bambu, totalling 137 parents who were taken randomly (random sampling).

To obtain the necessary data, the measuring instrument used was a questionnaire. The questionnaire used was a closed questionnaire using a Likert Scale. The questionnaire used is a research questionnaire from (Putri, 2016) and (Haerudin et al., 2020); because the questionnaire was standardized, the researchers did not determine the validity and reliability of the questionnaire. The number of questions was 31 questions consisting of two parts (items) which are divided into four indicators, namely 1) the teacher at home, 2) the facilitator, 3) the motivator, and 4) the director (Table 1). The first part was about the role of parents in guiding children to learn which consisted of 15 questions and the second part was about parental attention, which consisted of 16 questions. The scale used in this The questionnaire used is a research questionnaire from (Putri, 2016) and (Haerudin et al., 2020); because the questionnaire has been standardized, the researchers did not determine the validity and reliability of the questionnaire. The number of questions was 31 questions consisting of two parts (items) which are divided into 4 indicators, namely 1) the teacher at home, 2) the facilitator, 3) the motivator, and 4) the director (Table 1). The first part was about the role of parents in guiding children to learn, which consisted of 15 questions and the second part was about parental attention which consisted of 16 questions. The scale used in this research was the Likert Scale which consisted of 5 criteria. In the first part: Always (S), Often (SR), Sometimes (KK), Never (P), and Never (TP). While in the second part: Strongly Agree (SS), Agree (S), Doubtful (R), Disagree (TS), and Strongly Disagree (SST). The research method of this research is a descriptive quantitative method. The locations of this research are SD N Beungcala and SD N Cot Bambu, which are located in Kuta Baro District, Aceh Besar, Aceh Province. The subjects of this study were parents of the study.

Table 1. Research Indicators

No.	Indicators	Statement Number		Total
		Part I	Part II	
1.	Teacher at home	3, 9, 10, 11, 13	2, 8, 10, 14	9
2.	Facilitator	1, 15	7, 9, 11, 15	6
3.	Motivator	8, 14	1, 3, 4, 5, 6	7
4.	Director	2, 4, 5, 6, 7, 12	12, 13, 16	9

The distribution of the questionnaire is carried out directly by using the google form. The researchers sent the google form link to the respondents via WhatsApp chat. If the respondents did not have a cell phone, so the researchers asked the respondents to fill out the link via the researchers' cell phones. This research was conducted from April 5 to June 11, 2021.

After collecting data through questionnaires, the researchers analyzed the results by calculating the percentage. The results of the data obtained were analyzed to describe the role of parents in the children's learning process during the Covid-19 pandemic.

3. FINDINGS AND DISCUSSION

The purpose of this study was to determine the role of parents in the learning process of elementary school-age children during the Covid-19 pandemic at SDN Beungcala and SDN Cot Bambu. The following table was the description of the identity data of the respondents.

Table 2. Respondents' Occupational Data

No.	Occupation	Total	%
1.	Farmer	23	16,8
2.	Housewife	81	59,1
3.	Merchant	2	1,5
4.	Employee	19	13,9
5.	Civil Servant	12	8,8
	Total	137	100

From the table above, it can be seen that the average occupation of the respondents is 59.1% as housewives, 16.8% as farmers, and 13.9% as private employees. The following is a description of the recent education of the respondents.

Table 3. Respondents' Recent Education Data

No.	Education	Total	%
1.	Elementary	11	8,0
2.	Junior High School	17	12,4
3.	Junior High School	56	40,9
4.	Diploma	6	4,4
5.	Bachelor	45	32,8
6.	Post-graduate	2	1,5
	Total	137	100

The data table above shows that the average recent education of the respondents was Senior High School 40.9% and Bachelor's Degree 32.8%. From this data, it can be concluded that the education level of the parents of students at SD N Beungcala and SD N Cot Bambu is quite good.

Discussion

There are 4 (four) roles for parents during the Distance Learning process, namely home teachers, facilitators, motivators, and directors (Winingsih, 2020). Based on the results of the questionnaire data analysis, the 4 (four) indicators (roles) are in a Good category.

Indicators of parents acting as teachers at home are 9 statements, 5 statements in Part I, and 4 statements in Part II. In Part I, 47% of respondents (parents) chose the option Sometimes, 30% chose Often, and 20% chose Always for the teacher indicator statement item at home. While in Part II, on average, parents chose Strongly Agree (15.5%) and Agree (49.4%). Respondents agreed that mentoring children to learn during distance learning is very important, where parents act as substitute teachers. Parents are the first teachers to their children, and parents guide their newborn children until they grow up, including religion, life lessons, and general learning (Imron, 2016). However, the respondents' education and economic levels also affect the parents' role as substitute teachers at home (Cahyati & Kusumah, 2020). From the data obtained, 40.9% of respondents have a senior high school education, and 59.1% are housewives. Parents who have senior high school education and work as housewives tend to choose the Sometimes option for statements related to guiding children during the learning process.

The indicator that parents act as facilitators is where parents provide the facilities their children need during distance learning. Based on the results of data analysis, 42.7% of respondents chose Sometimes, 19.7% Often, and 11.3% Always for Part I. In Part II, respondents who chose Agree were 66.2%, and 21.3% chose Strongly agree. This proves that in the distance learning process, parents act as facilitators, where they provide facilities and infrastructure for their children to learn optimally at home. Parents agree that providing a special room for studying, buying additional textbooks, and internet data packages are their efforts to keep their children studying at home during the pandemic. This is in line with the opinion of Winingsih (2020); Cahyati, and Kusumah (2020), who stated that the learning facilities provided by parents could support the success of distance learning (Winingsih, 2020) (Winingsih, 2020) (Cahyati & Kusumah, 2020).

The next indicator is whether parents act as motivators consisting of 7 questions. In this category, respondents Agree (53.9%) that motivating children during home learning can increase children's motivation to learn. The motivation given is in the form of expressions that can increase children's interest in learning, especially when learning distance. Parents must also be able to inspire children when children have difficulty in learning (Winingsih, 2020). This is also in agreement with the opinion of Haerudin et al. (2020) that as long as children study at home, parents can motivate children to learn during the COVID-19 pandemic (Haerudin et al., 2020).

The last indicator is the role of parents as a director. The directors in question are parents who are capable of guiding children so that children continue to learn during the pandemic. Based on the data analysis in Part I, respondents Sometimes chose (54.3%) as the indicator of the role of parents as a director. This shows that parents have not been maximally directing or guiding children in learning during the pandemic. In Part II, 40.4% of respondents agree that supervising and regulating children's study time during the pandemic is a step for parents to direct their children to continue learning during distance learning. Parents watched their children study while doing household chores (Haerudin et al., 2020). Moreover, parents' current educational level and occupation also affect this indicator (Cahyati & Kusumah, 2020).

4. CONCLUSION

During Distance Learning, the role of parents is very important in the success of children's learning. Based on the results of research conducted in 2 (two) elementary schools in the sub-district of Kuta Baro, Aceh Besar, the role of parents is in the Good category. Most parents agreed that giving their time and providing can improve their children's learning during a pandemic as well as strengthen their relationships. This can be seen from the results of the questionnaire data analysis. The results of this study were also influenced by the parents' recent education level and occupation.

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