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**PARENTAL ASSISTANCE FOR CHILDREN'S LEARNING PROCESS IN THE ERA  
OF THE COVID-19 PANDEMIC**

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### ABSTRACT

*The impact of the Covid-19 pandemic on the education sector is very significant. The face-to-face learning process turned into distance learning. This study aimed to obtain information about parental understanding and forms of parental support for children in the learning process during the Covid-19 Pandemic Era in Ngoro Tengah Hamlet, Triyagan Village, Mojolaban District, Sukoharjo Regency. The method used is descriptive qualitative. In this research, we distributed questionnaires to parents of school-age children. And then, we provide counseling and distribute the questionnaires again. The results obtained are that it can be seen that the level of understanding of the community in the Ngoro Tengah Hamlet, Triyagan Village, Mojolaban District, and Sukoharjo Regency regarding the children's learning process in the Covid-19 pandemic era is relatively high, but it turns out that in the process of implementing online learning the respondents in this study stated that the difficulties in implementing online learning and feel that online learning makes respondents difficult and not optimal and the role of parents in the form of support for children in the learning process shows a good response with 95.77% supporting online learning.*

**Keywords:** Parental Assistance, Learning, Covid-19

### A. INTRODUCTION

The world is currently being disturbed by the Covid 19 Pandemic. A similar pneumonia case occurred in Wuhan on December 31, 2019 (Lee, 2020). Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2) or Corona is the virus that causes Covid-19, which produces a deadly disease that has hit the whole world as a non-natural disaster. (Lai et al., 2020). Covid-19 originated from Wuhan, China which then slowly spread throughout the world

under the name 2019-nCoV (Chen et al., 2020). Covid-19 spread in Indonesia from December 2019 to February 2020, there were no cases of infection, but on April 2, 2020, the first two cases were confirmed to have Covid-19 infection (Djalante et al., 2020). Based on Wikipedia sources, Johns Hopkins University, Our World in Data, as of August 19, 2021, there were 3,930,300 COVID-19 cases in Indonesia and 122,633 deaths. The COVID-19

pandemic has impacted all sectors, including the education sector.

Many countries have started implementing domestic policies related to security stability to reduce the number of COVID-19 transmissions. According to a UNESCO report, 102 countries have stopped teaching and learning activities in schools nationally. This has an impact on 849.4 million children and youth, writes UNESCO on its official website (Baiquni, 2020). In China as the country of origin for the spread of the coronavirus, schools have started to close since the regional "lockdown" policy was implemented in January 2020 (D, 2020). The learning system has changed from offline (face to face) learning to online learning due to school holidays. Covid-19 urges to change distance education almost like never before (Sun et al., 2020) for all school members, namely teachers, students, and parents. It is known that at this time location, time and distance are big issues (Kusuma & Hamidah, 2020).

The Covid pandemic learning process is carried out from each student's home or online learning. This online learning can be in the form of delivering materials and assignments via What's App, Google Classroom, Google Meet, Zoom, and so on. Assignments are given by the teacher every day according to the schedule of specific subjects and lesson

hours. Students then study and do chores independently at home and on the following days. So the assessments are done with the help and supervision of the teacher. Then the teacher coordinates with parents through online media such as video calls or photos related to children's learning activities. This is to ensure interaction between parents and teachers with good internet support (Purwanto et al., 2020). Constraints in the distance learning process are very diverse and felt by students. Conditions in the learning process are thought at the kindergarten, primary, junior high, high school, and university levels. The internet network is not good, the facilities and infrastructure used in distance learning and parental control in the implementation of distance learning.

Children's academic achievement depends on parental control of their education at home, at school, and in the community, which is the primary educational institution. (Slameto, 2010). The family is the perfect place to realize the function of education in the formation of a person's self, cognitive development, and neurocognitive development of children (Noble et al., 2015). Most parents believe their role in their children's education is confined to paying for expenses, building infrastructure, and other tangible requirements.

(Yulianingsih et al., 2020). In this pandemic era, the role of parents in learning is very important. The learning from home program is carried out independently in their respective homes. The existence of this policy makes parents again strengthen their role to become the first and foremost educators for children (Yulianingsih et al., 2020). Based on this explanation, this study aims to obtain information about parental understanding and forms of parental support for children in the learning process in the Covid-19 Pandemic Era in Ngoro Tengah Hamlet, Triyagan Village, Mojolaban District, Sukoharjo Regency.

## B. METHODS

The research location is in Central Ngoro Hamlet, Triyagan Village, Mojolaban District, Sukoharjo Regency. The approach used is a qualitative descriptive method. This method describes an event, a phenomenon that is currently happening (Sudjana, 2001). A phenomenological study is produced as a result of this kind of research, which pays close attention to the phenomenon being studied, concentrates on the activities of

the research topic, highlights issues, displays data, analyzes data, and collects data directly from direct observation. (Cahyati & Kusumah, 2020). This study uses a qualitative approach because this research is social. This social research involves people who have children after school.

The research was carried out in June 2021. The research procedure was field observation, initial data collection, and Focus Group Discussion (FGD) in Central Ngoro Hamlet, Triyagan Village, Mojolaban District, Sukoharjo Regency who had school-aged and college-aged children. Focus groups are a well-established approach for gathering data for methodologies using qualitative, quantitative, and mixed methods. (Pearson, 2016). The popularity of focus groups is increasing but they are used differently in each research paradigm (Carlsen & Glenton, 2011; George, 2013; Kress & Shoffner, 2007; Massey, 2011). This Focus Group Discussion was held to find out the problems that occurred in Central Ngoro Hamlet related to children's learning in the era of the covid 19 pandemics.



**Figure 1.** Research Procedure

### C. RESULT AND DISCUSSION

#### 1. Community Understanding in Children's Learning Processes in the Covid-19 Pandemic Era

To find out the level of community understanding in the children's learning process in the Covid-19 Pandemic Era, the community in Ngoro Tengah Hamlet, Triyagan Village, the service team used the following instruments:

- a. Online learning allows me to spend more time with my children
- b. Online learning makes me more cohesive with children
- c. Online learning has made me know more about children's attitudes and character
- d. Online learning doesn't bother me

- e. Online learning doesn't make me spend more money to buy internet quota
- f. Online learning does not take up my time and does not interfere with my activities
- g. Online learning does not make it difficult for my child to understand the subject matter
- h. Online learning doesn't make my child bored quickly.
- i. Online learning makes my child more enthusiastic about learning

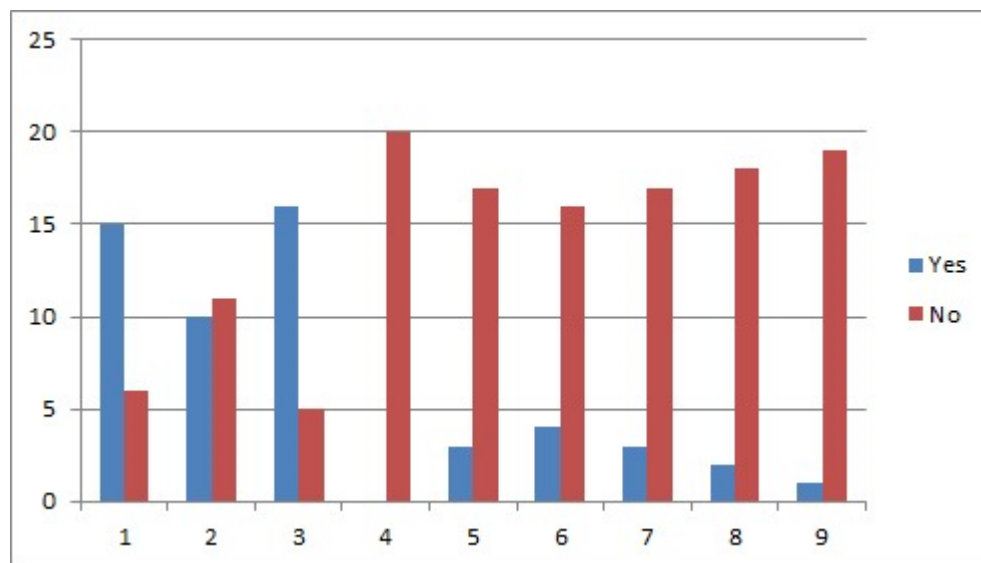
This instrument is sourced from the journal Lia Nur Atiqoh Bela Dina (Atiqoh, 2020)

The results of the initial questionnaire filling in this activity are as follows:

**Table 1.** Community Understanding in Children's Education Processes in the Covid-19 Pandemic In Ngoro Tengah Hamlet, Triyagan Village, Mojolaban District, Sukoharjo Regency

No	Research Instruments	Answer			
		Yes	%	No	%
1	Online learning allows me to spend more time to spend with my kids	15	75	5	25
2	Online learning makes me more cohesive with children	10	50	10	50
3	Online learning has made me know more about children's attitudes and character	16	80	4	20
4	Online education is not a problem for me	0	0	20	100
5	Online learning doesn't make me spend more money to buy internet quota	3	15	17	85
6	Online learning does not take up my time and does not interfere with my activities	4	20	16	80

No	Research Instruments	Answer			
		Yes	%	No	%
7	My child does not have any trouble understanding the material when learning online.	3	15	17	85
8	Online learning doesn't make my child bored quickly	2	10	18	90
9	My child is much more excited about learning thanks to online classes.	1	5	19	95
<b>Nilai</b>		54	30	126	70



**Figure 2.** Diagram Community Understanding in Children's Learning Processes in the Covid-19 Pandemic Era

Based on the data community understanding in the children's learning process in the Covid-19 pandemic era above, it can be seen that 75% of the total respondents answered that online learning makes respondents have a lot of time with children, 50% of respondents answered that they are more compact with children, 80% respondents are familiar with the attitudes and character of children. But on the other hand, the community's understanding

of the children's learning process in the era of the Covid-19 pandemic, there are 100% of respondents who feel it is difficult, 85% of respondents feel they spend more money to buy internet quota, 80% of respondents feel that online learning is time-consuming and interferes with activities, 85% of respondents think online learning makes it difficult for children to understand the material, 90% of respondents feel online learning makes children bored quickly

and 95% of respondents say that with online learning children are not enthusiastic to learn.

The data above shows that the level of understanding of the community in the Dusun Tengah Ngoro, Triyagan Village, Mojolaban District, Dukoharjo Regency regarding the children's learning process in the Covid-19 pandemic era is quite high, but it turns out that in the process of implementing online learning the respondents in this study stated that the difficulties in carrying out online learning and feel that the existence of online learning makes respondents difficult and not optimal.

## 2. Forms of Parental Support to Children in the Learning Process

To find out parental support for children in the learning process of children's learning in the Covid-19 Pandemic Era, the community in Ngoro Tengah Hamlet, Triyagan Village, the community service team used the following instruments:

### a. The role of parents

- 1) take care to ensure that children are able to live a healthy life,
- 2) assisting children in doing assignments,
- 3) doing activities together while at home,

- 4) create a comfortable environment for children,
- 5) establish intense communication with children,
- 6) be a role model for children,
- 7) playing with children,
- 8) provide supervision to family members,
- 9) and guide and motivate children,
- 10) provide education,
- 11) maintain religious values,
- 12) carry out variations and innovations in activities at home,
- 13) and provide for and meet the needs of the family

### b. Children's Learning Assistance

- 1) help do children's assignments,
- 2) as a place for children to learn,
- 3) explain and provide an explanation of the material implemented,
- 4) give a good response to learning from school

This instrument is sourced from the journal Wiwin Yulianingsih and friends with the title Parental Involvement in Children's Learning Assistance during the Covid Pandemic Period which is contained in the Obsession Journal: Journal of Early Childhood Education Volume 5 Issue 2 (2021) Pages 1138-1150.

The results of the initial questionnaire filling in this activity are as follows:

**Tabel 2.** Parental Support to Children in the Learning Process

No	Forms of Parental Support for Children in the Learning Process	Answer			
		Yes	(%)	No	(%)
<b>A. The role of parents</b>					
1	Take care to ensure that children are able to live a healthy life,	19	95	1	5
2	Assisting children in doing assignments,	18	90	2	10
3	Doing activities together while at home,	18	90	2	10
4	Create a comfortable environment for children,	19	95	1	5
5	Establish intense communication with children,	18	90	2	10
6	Be a role model for children,	19	95	1	5
7	Playing with children,	18	90	2	10
8	Provide supervision to family members,	20	100	0	0
9	And guide and motivate children,	20	100	0	0
10	Provide education,	20	100	0	0
11	Maintain religious values,	20	100	0	0
12	Carry out variations and innovations in activities at home,	20	100	0	0
13	And provide for and meet the needs of the family	20	100	0	0
Total			95,769		4,2307
<b>B. Children's learning assistance</b>					
1	Help do children's assignments,	19	95	1	5
2	As a place for children to learn,	19	95	1	5
3	Explain and provide an explanation of the material implemented,	19	95	1	5
4	Give a good response to learning from school	19	95	1	5
Total			95		5

The role of parents in the online learning process is very important. The results showed that in Ngoro Tengah Hamlet, most of the respondents carried out their role as parents well, as indicated by the percentage of 95.77% answering yes and 4.23% answering no. The roles of parents that are not carried out by some respondents include maintaining a healthy life, doing activities together at

home, accompanying children to do assignments, creating a comfortable environment for children, being a role model for children, establishing intense communication with children and playing with children. This role is difficult for some respondents because they are hampered by other activities such as working and doing housework. Roles that cannot be performed Some of

the respondents are roles that must take the time to perform. Because during a pandemic, parents are required to be able to play more roles as parents and teachers. While the role of parents carried out by all respondents included providing

supervision to family members, providing education, guiding and motivating children, making variations and innovations in activities at home, maintaining religious values, and providing and meeting family needs.

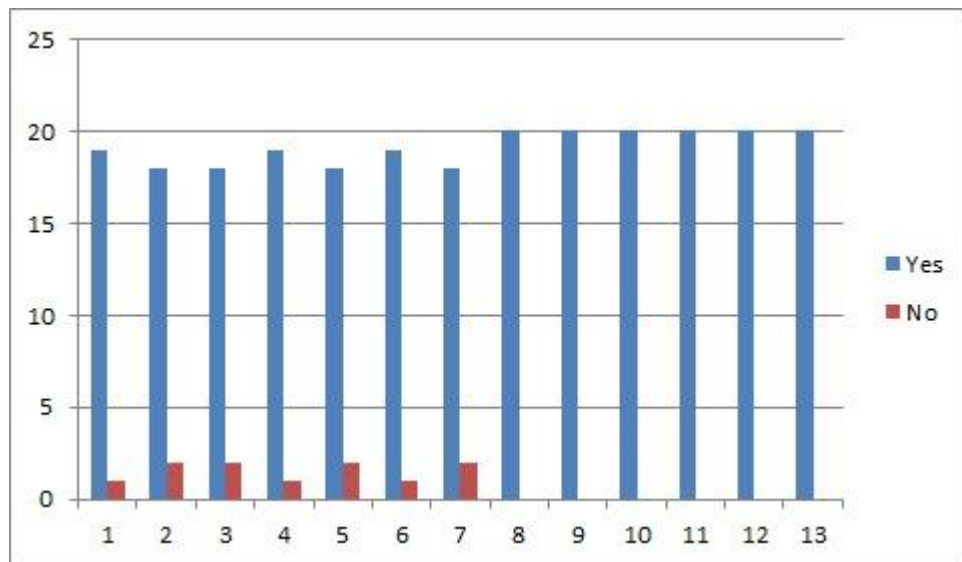


Figure 3. Diagram The role of parents

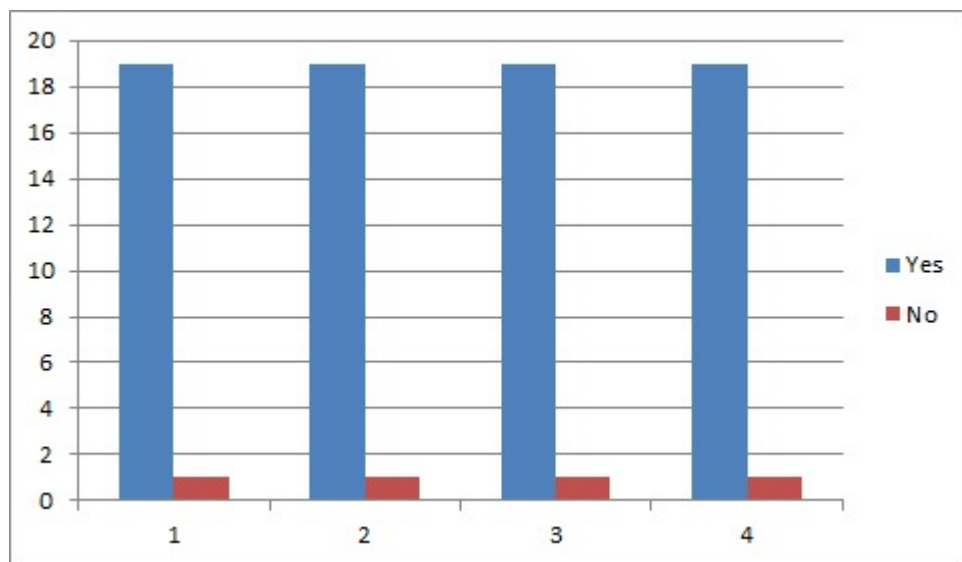


Figure 4. Diagram Children's learning assistance

The children's learning assistance provided by parents in Central Ngoro

Hamlet is in a good category, as indicated by the percentage of yes answers as much



as 95% and not only 5% answers. A total of 19 respondents provide learning assistance such as helping with assignments, explaining materials, and giving good responses about learning, while only 1 respondent does not provide learning assistance.

#### D. CONCLUSION

Parental assistance in the child's learning process in the Covid-19 Pandemic Era is very important. The process of mentoring learning by parents in Ngoro Tengah Hamlet, Triyagan Village, Mojolaban District, Sukoharjo Regency has been going well even though in the mentoring process there are obstacles such as hassle, seizing and disturbing the activities of working parents, children find it difficult to understand the material, children get bored quickly and are not enthusiastic about learning.

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