Typical Parents' Interactions With Early Childhood During 'At Home Only' Learning

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Abstrak Pembelajaran di rumah saja menjadi salah satu pembelajaran yang diterapkan di hampir seluruh jenjang pendidikan saat mulai merebaknya pandemi covid-19. Penelitian ini memiliki tujuan untuk mendeskripsikan pola-pola interaksi orang tua kepada anak saat pembelajaran online berlangsung khususnya pada jenjang pendidikan anak usia dini. Metode yang digunakan dalam penelitian ini adalah studi kasus dengan pendekatan kualitatif deskriptif. Sumber data pada penelitian ini diperoleh dari orang tua yang anaknya bersekolah di PAUD Wadas Kelir. Hasil penelitian ini menunjukkan bahwa pembelajaran di rumah saja memposisikan orang tua untuk menstranformasi sebagai guru. Sehingga pola interaksi yang diciptakan selama pembelajaran di rumah saja menunjukkan posisi orang tua dalam mengatur interaksi selama pembelajaran di rumah saja sangat penting. Pembentukan pola interaksi orangtua kepada anak menghasilkan dua pola, yaitu pola interaksi langsung dan pola interaksi tidak langsung.

Kata kunci: pembelajaran, interaksi, covid-19, anak usia dini

Abstract Home learning alone is one of the learnings applied at almost all levels of education when the covid-19 pandemic began. This study aims to describe the patterns of parent-to-child interaction during online learning, especially at the early childhood education level. The method used in this research is a case study with a descriptive qualitative approach. The data source in this study was obtained from parents whose children attended PAUD Wadas Kelir. The results of this study showed that home learning alone positions parents to reform as teachers. So the interaction patterns created during home learning alone show the position of parents in managing interactions during home learning alone is very important. The formation of parent-to-child interaction patterns produces two patterns, namely direct interaction patterns and indirect interaction patterns.

Keywords: learning, interaction, covid-19, early childhood.

Introduction

The spread of the Covid-19 pandemic is very massif to have an impact on the sustainability of human life. The covid-19 pandemic has caused disruption in almost all aspects of life. No exception with the education sector. In Indonesia, the Ministry of Education and Culture conducted a survey conducted by UNESCO (2020) on how many students are affected by the Covid-19 pandemic. Similarly, a survey conducted by the Central Statistics Agency (2020) warned that as many as 68 million participants from the early childhood education level (PAUD) to high school (SMA) were forced to learn from home. Furthermore, Director General of PAUD and Dikdasemen Kemendikbud RI, Jumeri stated that globally there are 1.25 billion students in the world affected. Approximately 5.44 are presented in Indonesia. Based on the results of the UNESCO survey (2020) an estimated 91.3% or about 1.5 billion students across the country are unable to attend school.

This is a big task for the world of education in Indonesia. The widespread cause of Covid-19 has forced distance learning and requires students to study at home only. Therefore, to achieve the learning process to keep running during the covid-19 pandemic,

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there needs to be a transformation of conventional learning with technology-based learning.

With regard to this, the speed of technological change and the complexity of the modern world in the era of revolution 4.0 connects education with world trends (OECD 2019) which demands that the world of education be able to collaborate with increasingly advanced technologies. This is to achieve quality educational goals. Quality education is one of the pillars in the agenda of the United Nations 2030 Sustainable Development Goals (SDGs) (Burbules, Fan, and Repp 2020). Quality education is a major challenge in the world of education. Therefore, education becomes an important domain that should be considered in the achievement of human quality of life in the future.

The existence of technology that is growing rapidly becomes one of the breakthroughs to achieve the educational goals that have been proclaimed. Conventional learning that gathers many students in one room needs to be reviewed. One form of learning during the covid pandemic is on-line learning or distance learning. According to Moore, Dickson-Deane, & Galyen online learning is a learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring forth different types of learning interactions (Moore, J. L., Dickson-Deane, C., & Galyen 2011).

Although globally technology-based learning already exists in the world of education, but in Indonesia itself becomes a new thing. Because something new is the nature of technology-based learning is sudden. Sudden changes change the existing learning order in Indonesia, namely conventional learning. Conventional learning is the only learning that is still seen as learning that is in accordance with human resources in Indonesia. The openness of massif era development, especially in the field of technology and education has not necessarily been adopted by Indonesia.

The demands of education in the midst of the coronavirus outbreak require all elements of education to be able to carry out the learning process. This is a new challenge for the education world in Indonesia to continue to create a learning condition for students. Face-to-face learning is certainly not a strategy that can be used during the outbreak of the covid pandemic. In the face of such a situation, the government made an online learning policy. On-line learning is a challenge for all aspects of education. Both teachers, parents, even children. The need for teachers to improve their capabilities is important. However, this is not an easy thing. The results of several studies show that the competence of information, communication, and technology (ICT) of Indonesian teachers is not evenly distributed throughout the region. Moreover, there is a gap in the quality of education in all regions in Indonesia, especially between Java and outside Java, and between socio-economic conditions (Azzizah 2015; Muttaqin 2018). Uneven internet access, teacher qualification gaps, and the quality of education, as well as a lack of ICT skills are vulnerabilities in home learning initiatives.

Facing this situation, of course, this is not an easy thing for teachers or parents in accompanying their children, especially those who are still sitting in the early childhood education benches. Therefore, there needs to be a pattern of learning carried out by teachers as education in institutions, as well as parents as child educators at home while learning from home.

Learning is interpreted as the process of behavior change as the output of individual interaction with the environment. Behavioral changes in learning output are continiu, functional, positive, active, and directed. The process of changing behavior can occur in a variety of conditions based on explanations based on education and psychology experts. Learning is the process of student relationships with educators, with learning materials, delivery methods, learning tactics, and learning origins in a learning environment. Then, success in the learning process can be seen through the success rate in achieving educational goals (Abtokhi 2012).

Learning is a system, consisting of various components that are comprehensively affiliated with each other. These components include: objectives, materials, methods, and evaluations. These four components must be considered by the teacher in choosing and sorting the approach, and what model of learning model is appropriate to be used in the process of learning system activities. The learning process is an effort to make students learn, so that the situation is an event of learning that is the business of making changes in the behavior of students. Changes in behavior can also occur due to the relationship between students using their environment.

Parents or families are the first environment known to a person since his birth, in the child's family begins the process of introduction. The social life of children in the family will be brought to a wider life, namely society (Lubis 2018). Parents are the first educators to instill a foundation for a child's development. Home learning alone due to the covid-19 pandemic demands collaboration between parents and teachers in formal education in creating a learning that can be done anywhere. Therefore, home learning alone requires a teacher figure for children. The interaction of parents as educators at home is very influential on the learning process during the covid 19 pandemic. Interaction as an event affects each other from one individual to another so that it is influenced by a communication. Iinteraksi will suggest other individuals (Rodiana 2006).

With respect to home learning alone, parent-to-child interaction will greatly affect how the child will behave. Parents' behavior in teaching children when learning at home alone forms the concept of self towards the child.

Method

The method used in this research is qualitative method with case study research type. The choice of case study research because this research focuses on analyzing problems that occur in some individuals who become the object of research only (Creswell 2018). The research will explore in-depth interviews with parents, both mothers and fathers, who have children and have to go to school at home due to the Covid-19 pandemic. Interviews are conducted directly with the source. The reason for choosing this method is because the problem needs to be reviewed in detail using various data collection procedures and the issues under review are growing. Therefore, case studies are most appropriately used in this qualitative research. In general the sense of case studies is research that places something or object studied as a case (Sloane-Seale 2012). To get more comprehensive and accurate results, this research uses data collection techniques through triangulation, which is done in three ways. First, passive participatory observation. This observation method is used to obtain data related to the physical and nonphysical condition of parents who have PAUD school-age children during the 'at home only' learning period due to the Covid-19 Pandemic. Observations were carried out by studying through videos shared in the paud class group Wadas Kelir. The subjects observed in this study were typical of parental interasction to the child during learning 'at home only.' Second, the data collection technique performed is interview. The interview was conducted via Whatsapp video call media and in person. The interviews conducted in this study were semi-structured interviews, i.e. researchers made details of written questions. There were six informants interviewed.

Result and Analysis

Since the covid-19 pandemic, one of the lessons actualized by PAUD Wadas kelir is to study at home only with the assistance of parents. This learning is one of the learning models that involves parents to be actively involved in the learning process online during the pandemic at home in accordance with the instructions and examples provided by the teacher. When the school chooses a parent mentoring learning model, the class teacher

makes detailed preparations ranging from the equipment to be used to the implementation example.

Some of the things done by the class teachers are: first, teachers must prepare a set of administrations in the form of online RPPH (Daily Learning Implementation Plan) and RPPM (Weekly Learning Implementation Plan) in three forms including RPPM for teachers, RPPM for parents, and RPPM for schools. Each RPPM has detailed characteristics and details especially RPPM for parents. In the RPPM for parents includes the type of children's learning activities every day, the tools and materials needed, the procedures for implementation (describing tasks for children and tasks for parents) assessment sheets of activities that have been determined by the child. Second, the teacher prepares the material that will be delivered by parents to the child through video tutorials / photos made and demonstrated directly by the teacher. Third, teachers remind daily assignments of learning materials at home and remind parents to always provide reports of activities that have been done in the form of photos / videos voice recording to be shared in the WhatsApp group of paud student parents Wadas Kelir (Observation Results November 12, 2020).

With the enactment of this home learning policy, a child's relationship with both parents who previously could be said to be not optimal or perhaps just simply, but currently parents are able to supervise and play an important role for the progress and smooth learning process of their child. Parents should be able to be someone who is able to motivate and encourage their children to stay motivated in learning and not easily complain about what is happening today.

The mother and father of a child must be able to make their children a good person, educate them so as not to become lazy and not competent. The attitude of parents to their children is very suggestive of how a child behaves in living his daily life. As this research was done by the author that a child of PAUD Wadas Kelir named Alya received very high attention and very optimal from both parents. Both parents always support them to keep their spirit of learning and accompany their children and answer anything their children ask about learning.

This is exemplary and applied by other parents, because a good parent's attitude towards his child, will educate and give birth to a good child's attitude. Similarly, if parents are rude and indifferent and do not care about their children, then one day the child will grow up to be a dissident child & bad behavior.

From here the upbringing of parents has a huge influence on the development of attitudes, psychologically a Child. So it is better as a parent to always give the best directions and motivation to their children so that their children do not become someone who does not want to care about the advice or speech of others. Home learning policy can be said to be a lot of wisdom as well, because the interaction between children and parents can be more intertwined and parents can better supervise their children in the learning process conducted online at home. Moreover, the child is still in development, so parents should pay special attention and observe the child, so as not to be misguided and always to the path of good through directions or advice given by the parents to their children.

Discussion

In the initial discussion of this article, I said that the challenge of learning during the covid 19 pandemic is how to create a learning that can collaborate between parents, teachers and children during home learning only. The collaboration between parents and children creates a concept of types or patterns of learning interaction. This learning interaction becomes a new learning concept that can be used to keep the transfer of science to children. Based on the results of research on the interaction of learning between parents

and children during the learning process at home only, based on six informants of paud children's parents Wadas Kelir obtained some conceptual learning.

Conceptualization of learning interactions carried out by parents to children during the learning process at home alone develops two patterns, namely direct interaction and indirect interaction. Both of these patterns are examined in the following sub-discussions.

1. Direct Interaction Patterns

The pattern of direct interaction is the interaction performed by the individual directly. Direct interaction means interactions conducted without intermediaries or in the absence of third parties. In this case what the researchers mean is that the interaction between parent and child is done directly in the absence of intermediaries. With this direct interaction, parents and children can establish good cooperation, build closer relationships, avoid disputes and discuss solutions to problems in learning. This pattern of direct interaction can be seen from the role of parents to children during home study.

a. Parents become child teachers

In the implementation of home study teachers online continue to interact with students to help students in completing their tasks. During the implementation of home study parents are expected to supervise and carry out their duties as teachers. In other words, parents have a new profession, as a teacher for their own daughter's son. The parents' duties are growing, because they have to pay more attention to the seriousness and motivation of the children in learning which their children throughout the day are at home.

As told by Mrs. Retno that in the morning at 07.00 until noon usually do housework while interspersed with watching TV now changed must maintain a conducive home atmosphere for her children to learn by reducing watching TV. So he took more time to accompany his children to study. He is also a mentor so that children can understand the material well.

The same thing was also conveyed by Ibu Anya when accompanying children to study at home, sometimes children have difficulty in learning so that she should be able to give explanation and understanding to her children. From this it can be understood that every educational process, every child has ever found various forms of difficulty in doing tasks given by school teachers. Through assistance done by parents, various problems that make it difficult for children can be resolved properly with the help of parents.

b. Parents become friends

Studying at home for hours is something that makes children easily saturated. Especially since the atmosphere of the house is a play atmosphere and then converted into a place to learn like a school, it is certain that children will have a lot of complaints. This is where parents play a role in creating a fun atmosphere to study at home. What parents can do is create a comfortable learning environment and atmosphere so that children can learn well. The learning atmosphere is made naturally, warm, attractive, and pleasant, thus the learning atmosphere will run naturally and not bind the child (Erzad 2018). The role of parents in learning from home for the child is not like the second teacher who instructs this and that but rather to be a fun friend for the children.

Sometimes children are also bored at home and want to meet their friends. Kenzy's mother told me that sometimes her son is easily bored and wants to study with his friends as usual. But how else would you look at such conditions. So he would not want to forbid his children to play out and must be a cheerful and cheerful parent like his learning friends so that the child will study at home until it is finished.

This way is done not only in times of pandemic atmosphere but it should be everyday indeed. If parents can be a fun learning friend for the child then the child's knowledge will understand faster. It could be that children find it difficult to understand at

school because they do not feel comfortable with the teacher, so parents should instead. In addition, the child also becomes not feeling alone and quickly bored.

Parents accompany children so that the child feels not alone. Assistance done by parents makes the child feel comfortable will awaken the child's confidence. When facing problems, there are parents who will protect him (Sundari, S., & Yoridho 2018). That way, the child feels that the parents are paying attention, protecting and giving affection. This can increase the closeness of parents and children, will awaken the child's confidence.

Parents as the child's learning friends also play a role in children's learning activities – but not as the main character, but more as a supporting figure. The children themselves continue to act as the main role in directing their learning activities. Here parents are directly involved in the child's learning process. Like when a child forgets to chant some of asmaul husna, parents can accompany it with body movements that can remind the child.

Through the role of parents how to conditioning a pleasant learning environment, making children do not get bored while learning, accompanying children to learning until completion, then indirectly parents are directly involved during the learning process of children at home. Through the role of parents how to conditioning a pleasant learning environment, making children do not get bored while learning, accompanying children to learning until completion, then indirectly parents are dir Indirect.

2. Indirect Interaction Patterns

Indirect interaction is an interaction that is done through intermediaries or using the help of means of communication. For example, in home learning, children talk to teachers through zoom/video call/google meet media, mothers send messages to their friends for their teachers to give their children permission, and other indirect interaction patterns. From this example, it is then reduced in two roles of parents in learning children while at home, namely parents as facilitators of children and parents as child motivators.

a. Parents as Child Facilitators

Parents can facilitate the children's needs for their learning activities at home so that the child's development can remain optimal. Learning can be adjusted to what has been obtained from the school, so that there is still continuity between what children get at school and at home. This is in accordance with Latif's opinion which states that parents can facilitate children's activities at home that are tailored to children's learning in educational institutions such as providing books in accordance with the themes that are being discussed in schools / institutions, as well as toys that support learning in accordance with the theme in schools / institutions (Latif 2013).

Just like Mrs. Rayya did when her son was assigned by a teacher to dye animals, he helped provide crayon media for her cubs to start coloring. He also told me that during his study at home he always accompanied and guided his children, the rest gave the opportunity for children to explore the imagination.

b. Parents as motivators for children to learn

Parents as motivators of children means to encourage children. The spirit can be words that cause encouragement in the child. Parents as a medium for encouragement, need to pair slogans or pearls in early childhood learning can create a positive atmosphere in children (Fadlillah 2014). In those words the child is more confident to do something. Just like Ibu Dian told her that, she always gave gifts to Keyla, her son, by taking her to gramedia bookstore to buy new reading books when she was able to complete her learning activities until the end. From here his son became motivated to be more active in learning.

From this phenomenon, the role of parents as motivators of children must give encouragement in all activities of the child, for example by giving gifts, attention, and

appreciation if the child succeeds in the exam. Motivation in this form will make children more active in learning.

Conclusion and Recommendation

Home learning alone is one of the learnings that is applied at almost all levels of education when the pandemic covid-19 began. The results of this study showed that home learning alone positions parents to reform as teachers. So that the interaction patterns created during home learning alone show the existence of the position of parents managing interactions during learning is very important. The formation of parent-to-child interaction patterns produces two patterns, namely direct interaction patterns and indirect interaction patterns.

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19

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