

The Pattern of Parental Assistance in the Pandemic Era in Surabaya Elementary Schools

Lita Ariyanti^{✉1}

¹ Pendidikan Dasar, Universitas Negeri Malang, Malang, Indonesia

✉ pgsdilita@gmail.com

Abstract. Covid-19 is a virus that originated in Wuhan, China. The first case of covid-19 was announced by President Jokowi in March 2020 and the Indonesian state began to slowly change, all activities were stopped including learning. Schools began to stop activities and create a new learning tradition, namely online learning. Unexpectedly, it turns out that online learning even though there is a positive impact, there is also a negative impact which makes it difficult for teachers to give lessons, not only teachers, parents also have difficulty in guiding and directing their children to do online learning. This study aims to determine the pattern of mentoring carried out by parents in public and private elementary schools, especially in the big city, Surabaya. The data obtained using a questionnaire using the google form platform that was selected randomly. The results of this study found that some parents who certainly did not work to accompany their children to the maximum even though it was difficult to guide and direct, and some parents trusted their eldest child, the tutor to accompany online learning. The conclusion of this study is that parents find it difficult to accompany their children in online learning, they hope that online learning can be done offline or face to face.

Keywords: Pandemic Era, Evaluation Of Learning, Online Learning, Parental Assistance, Elementary Schools.

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INTRODUCTION ~ Covid-19 or corona virus spreads rapidly and infects more than 1 million people worldwide. Wuhan, China was the start of the country where the corona virus was detected. and until now it has become an epidemic (Cucinotta & Vanelli, 2020)

The spread of this virus has reached epidemic capacity, this makes the status of the spread of the corona virus a pandemic outbreak. In early February 2020, Dr. Tedros said the coronavirus has the potential to become a pandemic, but this has not happened because the WHO has not yet witnessed an uncontrollable worldwide spread. The corona virus has spread to all corners of the country, it is known that there are 118,000 cases from Indonesia virus Corona in 114 countries (nationalgeographic.grid.id:2020). March

2020, things changed. Indonesian President Joko Widodo announced the first case of COVID-19.

All countries in any part of the world are struggling to prevent the spread of this corona virus, including Indonesia. In responding to the pandemic, the government of the Republic of Indonesia has begun to take several strategic steps, in order to reduce the rate of the spread of the COVID-19 virus which is increasingly massive, including issuing "Presidential Decree Number 7 of 2020 by forming a Task Force for Accelerating the Handling of the COVID-19 Virus". And has also issued a Circular (SE) on March 18, 2020 for all activities inside and outside the country outdoor in all sektor temporarily postponed to reduce the spread of COVID-19, especially in the field

of education (Dewi: 2020). The increase in positive COVID-19 patients which is increasing every day because there is no cure or vaccine to strengthen the human body's immunity has created a big change in Indonesia, the impact of this pandemic is not only from an economic point of view, but globally in 2020 it could fall and depression such as the year of Indonesia's economic crisis in 1930.

Economic disparities in society that existed before the pandemic. Those who previously had jobs, now many are laid off, many have no income and have no way to support themselves. Not only from the economic sector, there are several other sectors that are also affected by this pandemic, namely: Employment, tourism, health, social, and education. The field of education is struggling to find options in dealing with this challenging situation. This situation made us realize that planning is an urgent need for academic institutions (Rieley:2020)

The COVID-19 pandemic presents new challenges for the entire world. The policies made by the government in an emergency made many sectors lose money, the lockdown policy, PSBB (Large-Scale Social Restrictions) for the world made the health process and especially education have to be changed. In 2020 also the government issued a Circular Letter Number 4 of 2020 issued by the Minister of Education and Culture regarding the implementation of education during the pandemic. The circular explains the learning process that will be carried out online/remotely. This policy occurs to prevent the transmission of COVID-19 because it spreads quickly, both from physical contact and droplets.

Schools began to stop their activities and replace them by creating a new tradition, namely online learning. The rapid development of technology makes distance education easy (McBrien dkk., 2009).

Learning has changed from being online to online, all academics are moving into the digitalization era. The presence of the outbreak has led to a discourse on digitalization in the world of education with the aim that teaching and learning activities continue to run well (Gumelar & Dinnur, 2020; Jayul & Irwanto: 2020).

Online learning is carried out flexibly with the help of the latest technology and other supporting tools such as gadgets and portable computers that utilize virtual technology and the internet. (Gunawan, Suranti, & Fathoroni:2020). Online learning allows students to learn more freely. Using a computer connected to a network, i.e. offering the possibility to learn from anywhere, anytime, in any rhythm, by anything means (Cojocariu et al., 2014). Various learning platforms, such as google classroom, zoom, quizziz, and so on. Amid the spread of the virus, online platform This is necessary where (a) video conferencing with as few as 40 to 50 students is possible, (b) discussions with students can take place to keep the class organic, (c) internet connection is good, (d) lectures can be accessed on mobile as well and not just laptops, (e) likely to have watched lecture recordings, and (f) instant feedback from students can be achieved and assignments can be picked up (Basilaia et al., 2020).

In addition, students can interact with the teacher. In these interactions the influence is very much, both internal factors from within the individual, as well

as external factors that come from the environment. Marquis & Hilgard (Suyono & Hariyanto, 2016: 12) states "learning is the process of seeking knowledge within a person that occurs through, learning, training and others so that changes occur in a person."

This new tradition in online learning has both positive and negative impacts. From the students alone can foster a new atmosphere that is not boring in the learning that has been done so far. According to Sari (2015: 27-28) The advantage of online learning is that it builds a new learning atmosphere, online learning will bring a new atmosphere for students, who usually learn in class. The new atmosphere can foster student enthusiasm in learning.

In terms of teachers, teachers are required not to stutter in technology because online learning will require multiple platforms for learning. As a person, it is necessary to adapt in preparing interesting learning materials and content, by involving technology and communication skillfully, such as online learning videos, as well as the use of social media. (Rumaksari, 2021). However, there are still many teachers who are technologically savvy and have difficulties in operating the technology. The fast flow of information and adequate technology can be confusing for teachers to sort out (Paksi:2020).

In terms of parents themselves, parents are confused about how to treat their children during learning. Parents get a heavy psychological impact because parents never know about learning techniques or strategies and understand the material that was given by the teacher to their children. The level of education

and the busyness of parents are problems in teaching materials to their children. Changes in the situation from learning that has focused on situations where parents and teachers have a role in facilitating student learning (Sarwa:2021). Assistance of parents when children study is important for the sustainability of their children's education, especially children who are still at the elementary school level.

Parents are at the forefront of guarding their children to study at home. Parental participation is needed so that it can be carried out optimally. Parents who are successful in assisting their children while studying at home be a substitute teacher best for their children, for example, parents make themselves as if they are friends for their children, teach, motivate, become a cool discussion partner, help solve problems and difficulties faced by their children can develop self-confidence (Gusmaniarti & Suweleh:2019)

From the explanation above, it can be concluded that the role of parents in assisting children when studying at home is important. Researchers feel the need to conduct a small study related to parental assistance, especially in the big city of Surabaya, where most of the parents are busy working. The purpose of this study is to find out how the pattern of parental assistance is and become a supporting reference for researchers who want to research parental assistance to children during the pandemic.

METHOD

This research was conducted in the city of Surabaya in 4 elementary schools, 2 public schools and 2 private schools, to parents or guardians of elementary

school students both public and private to find out the pattern of parental assistance in online learning during the pandemic. Researchers provide questionnaires that are distributed using the Google Forms platform. The subjects of this study were 50 parents. In addition to primary data derived from questionnaires and in-depth interviews on several research subjects and selected by random, then the secondary data was obtained from the literature study to strengthen the results of research on the pattern of parental assistance in online learning during the pandemic.

There are 13 questions in this questionnaire and it is closed with criticism and suggestions that parents want to convey during online learning. The question points on the questionnaire are:

1. When the child is studying at home, is there someone who accompanies the child to study online?
2. If any. Who is accompanying the child?
3. (regarding question number 2) Give reasons why that person is accompanying the child to study at home?
4. What makes you feel that your child needs assistance when learning from home?
5. If you study independently. What are your reasons for letting your child learn from home independently?
6. Do you often consult with teachers personally?
7. Do you always make sure that your child is ready for learning?
8. Do you always check. Are there assignments given by the teacher for each lesson?
9. Do you always check the work your child is doing?
10. Do you always check your child's understanding of the material explained or given by the teacher?
11. Do you often communicate with your child regarding any obstacles they experience during online learning?
12. If the answer is yes. What did your child complain about about online learning back then? (If not, give reasons why you are not communicating with your child regarding online learning difficulties)
13. What kind of communication do you have with your child?

More can be seen at the link
<https://bit.ly/polapendampinganorangtua>
 a

RESULTS

Third grade parents rank first with a percentage of 54%, as many as 27 people. Class 6 ranks second with a percentage of 28%, as many as 14 people. Grade 4 elementary school with a percentage of 16%, as many as 8 people. And grade 2 SD with a percentage of 2%, as many as 1 person. (seen in picture 1)

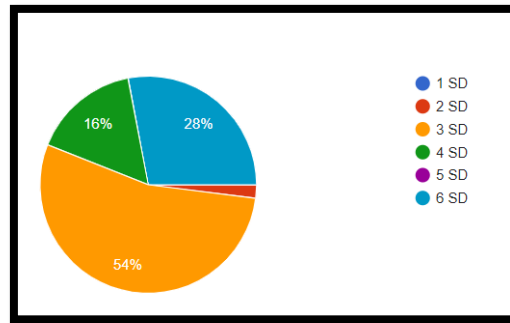


Figure 1. Percentage of parents filling out the questionnaire according to their child's class. Percentage of research subjects by gender. (seen in picture 2)

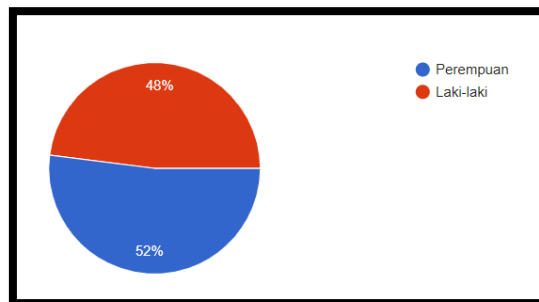


Figure 2. Percentage of research subjects

The data obtained were 50 parents or guardians of students who were selected randomly. The researcher provided a link to a google form containing a questionnaire on the pattern of parental assistance to four elementary school teacher friends in Surabaya, Galih Majesty, Laila Zulfiatus, Elyvia Rodesta

and Elya Citra. The teacher spreads the link to the pattern of parental assistance in their respective classes and schools. In this form found 52% female and 48% male. Judging from the age range of the research subjects, 50% are 30-40 years old, and 50% are 40-50 years old. (see figure 3).

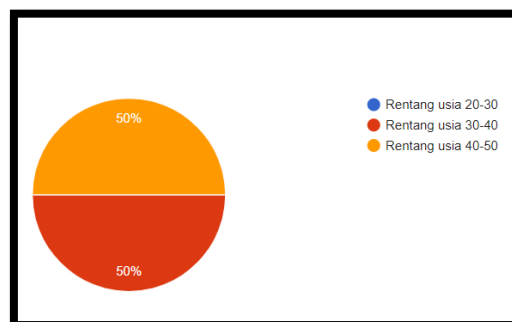


Figure 3. Percentage of age susceptible research subjects

DISCUSSION

Surabaya is the capital city of East Java, the second largest metropolitan city after Jakarta. The city of Surabaya has an area of 326.81 square km, the population density of the city of Surabaya based on the results of the population census in 2020 is 8,795 people/ km². (Badan Pusat Statistik Kota Surabaya:2021). Density of population also reflects the density of work of people who live in big cities. From the fact that there are parents who play less active role in busy programs because they are busy working. The role of parents at home and at school has not been carried out optimally (Sukhbataatar:2014)

The impact of the pandemic from the declining economic sector, the large

reduction in the workforce makes parents work harder so as not to lose their jobs, while parents who experience a reduction in the workforce have to rack their brains to continue and fulfill their daily lives, especially with parents who have children. who study at home. In addition to the infrastructure they have to prepare, they also have to prepare quotas and internet.

Parental support is also very much needed at this time. The online learning process carried out by children at the elementary school level really needs assistance from older people, especially parents. The following is the percentage of people accompanying students moment online learning. (seen in figure 4)

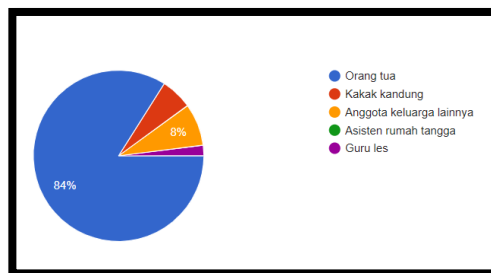


Figure 4. Percentage of people accompanying students during the pandemic

From Figure 4, we can see that 84% or 42 parents, 8% or 4 people from other families who accompany, 6% or 3 siblings, and only 2% or 1 tutor teacher. From this picture, we can also see that almost all parents accompany their children in learning during the pandemic. There are no parents who let their children study alone, there is always assistance.

Parents feel very responsible to accompany their children. This is explained through the parents' answers on the google form with the question,

"Give reasons why the person who is accompanying your child to learn from

House?" Some of the answers given by parents are because by accompanying children to learn, parents can be closer to their children, accompany, and guide when children have difficulty understanding the material given by the teacher. And so that parents can find out how far their children's learning progress. Mentoring efforts that can be done include helping when children difficulties, guiding and providing deeper exploration

related to their duties (Kurniati, Alfaeni, & Andriani:2020).

Some parents hand over responsibility to others, with older siblings, family members and tutors. The reasons for parents who give responsibility for their children to others during learning include, because parents are busy working and children cannot be released independently to carry out online learning.

The activities of parents monitoring children are carried out

several things including, parents consult with teachers to monitor children's progress in learning, always ensure that children are ready to take online learning, parents also always check whether there are assignments given by the teacher every lesson and check assignments that have been completed. done by children. Parents also always check understanding and communicate with children about how they feel during online learning. There are 98% or 49 parents communicate with their children. (seen in the picture)

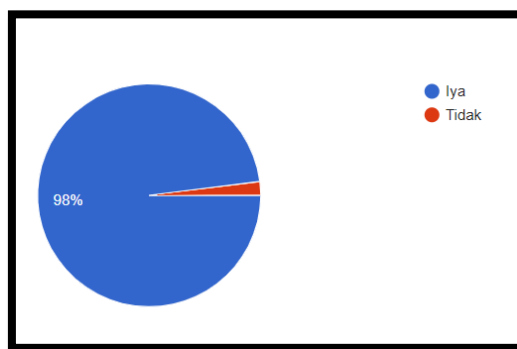


Figure 5. Percentage of parent-child communication.

Parents carry out two-way communication or two-way communication is a process in which there is reciprocity or feedback when sending messages sent by the source. Building communication is very important for parents and children. There are several benefits that can be obtained by conducting this two-way communication, namely: (1) Effective. This is because this communication includes all elements of existing communication. The existence of this communication provides feedback or feedback.

(2) Avoid misunderstandings. By using two-way communication will make it

easier for parents and children to interact. Children can directly answer parental questions or children can ask parents again.

(3) Channeling ideas. Parents and children have different ideas and thoughts. The communicator is in charge of conveying the message, while the communicant is in charge of responding to the messages conveyed by the communicator.

(4) Information becomes clear. This communication is able to provide accurate information because it is explained clearly and accurately.

(5) Resolving problems. Two-way communication is effective for solving

problems because most problems occur from misunderstandings in communicating.

CONCLUSION

Online learning, especially in elementary schools in Surabaya, cannot be separated from adult assistance. Parents are responsible for their children's education, guiding, directing, and provide solutions by teaching materials that are considered difficult by children. Most parents in the city of Surabaya accompany their children to carry out online learning, and some are left to other people to be responsible for assisting their children during the online learning period. Activities that are usually carried out for children are guiding, directing, teaching, checking children's understanding of the material presented by the teacher and communicating with children about what they feel when learning online. The communication carried out is two-way communication, asking children's opinions and feelings when learning online.

Online learning has several obstacles, namely, the network and internet are disrupted, interactions between teachers and students, students and students are not intertwined. Parents also consult and communicate well with class teachers. The hope of parents is that face-to-face schooling is immediately implemented.

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