

Analysis of the Needs of Parents in Mentoring Early Childhood During Learning From Home

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ABSTRACT

Since Covid-19, the government has established policies to minimize the spread of the virus, one of which is by maximizing learning from students' homes. This policy further strengthens the role of parents as the first and foremost education. However, not a few parents have problems mentoring their children while learning from home, especially in early childhood. The purpose of this research is to analyze the needs of parents in mentoring early childhood during learning from home. This research uses a quantitative approach with descriptive methods. Data collection was carried out by distributing questionnaires. Respondents in this study placed 267 parents in Bendo District, Magetan Regency, East Java, Indonesia, determined by proportional random sampling technique. The analysis used is proportion analysis using descriptive statistics. The results showed that as many as 82,20% of parents need mentoring in parenting their children while learning from home is extremely important. Parents need mentor through non-formal education programs. These results are supported by the suitability of the results for each sub-variable including: (1) the need of knowledge to mentor the children by the percentage of 80,43%; (2) the need of parenting skills in mentoring children by the percentage of 85,58%; (3) the need of social support in mentoring children by the percentage of 82,96%; (4) the need of motivation and self-management of parents needed by the percentage of 82,21%; and (5) the need of self-esteem of parents needed by the percentage of 79,86%.

Keywords: Parents' Needs, Mentoring, Early Childhood, Learning from Home

1. INTRODUCTION

Since Covid-19, the government has established various policies to minimize the spread of the virus, one of which is by maximizing learning from home for students. The home learning program is implemented independently in each home with distance learning. Distance learning is an educational model that utilizes technology to deliver teaching without being directly present in the classroom [1]. The existence of this policy makes parents re-strengthen their role to become the first and foremost educators for children. The family as an informal educational institution is protected in Law no. 20 of 2003 concerning the National Education System [2].

Family is the first place the process of education and learning for children occurs. The family have a contribution to children's learning achievement in school and social-personal development [3]. As the primary social foundation for children, the family serves as the

basic unit that produces future generations through nurture. It is the responsibility of the family to accommodate the needs of the child. Children learn to follow social values in society and a lifelong learning process [4]. Therefore, the family has an essential role in preparing children's success. The involvement of family is in developing the learning and welfare of children. Families become teachers, advocates, and nurturers of the first children. Family involvement is central to promoting: (a) child development and well-being; (b) school repairs; (c) smooth transition to kindergarten and primary school, and (d) support academic achievement in schools [5]. In the new normal era, the implementation of learning from home with distance learning is still being implemented.

This policy was made by the government to continue to protect students, including early childhood. Early childhood is a group of individuals aged 0-8 years who

are in the process of growth and development (golden age), which only happens once in human life development. Early childhood growth and development need to be directed at physical, cognitive, socio-emotional, language, and creativity balanced as the right base layer for the formation of a whole person [6]. However, in practice, many parents experience problems mentoring their children, especially in early childhood during learning from home. Parents experience this problem in Bendo District, Magetan Regency, East Java.

Based on the results of observations in Bendo District, Magetan Regency, East Java, Indonesia, it is known that the work of parents at PAUD institutions in Bendo District is very diverse, including civil servants, teachers, farmers, farm labourers, traders, artisans, entrepreneurs, nurses, and so on. Apart from parents who are already civil servants, parents who are teachers or honorary staff have low salaries. Therefore, many of them have additional jobs outside the main job. Young parents who become agricultural labourers, traders, craftsmen, and others also have unstable economic conditions, so they are more focused on meeting their economic needs by working hard daily. The existence of learning from home for early childhood, of course, becomes a problem for them to spend time, even in meeting learning facilities.

Learning from home activities are held online (online) through *WhatsApp groups, Google Classroom, Google Meet, Zoom, Kahoot, Youtube, Quizizz*, and so on, which integrate technology into the virtual teaching and learning process [7]. This is why not all parents in Bendo Subdistrict, Magetan Regency, East Java are ready to do homework as well as become a substitute teacher while learning from home. A simple example is a teacher giving assignments. The task is given by the teacher daily according to the schedule of specific themes and lesson hours. Students then work independently at home as well as for the following days, what must be done is the assignment of tasks through monitoring and mentor by the teacher, so that children learn. The teacher also works from home by coordinating with parents through video calls and photos of children's learning activities at home to ensure interaction between teachers and parents.

The existence of these conditions, the authors are interested to analysis of the needs of parents in Bendo District, Magetan Regency, East Java, Indonesia, in mentoring early childhood when learning from home during new normal. Needs analysis is critical to help answer the problems that occur, considering that parental involvement in learning greatly affects children's growth and development. The involvement of parents at home makes a positive contribution to the cognitive and socio-emotional development of children [8]. Some other reasons that underlie the importance of parenting education are that it can communicate well to parents about the activities carried out by children. Besides, it also contributes to the achievement of child development

tasks, both in cognitive and other developmental aspects [9]. Based on this explanation, the purpose of this study is to describe the analysis of the needs of parents in mentoring early childhood during learning from home. The parents' problems and needs need to be researched to determine the support that will be given to the parents [10].

2. RELATED WORK

2.1 *The Needs of Parents in Mentoring Early Children*

Parents are the figures with the most intense meetings with children, so parental mentor is needed as coordination between teachers and parents when children learn from home [11]. Parental involvement is essential in assisting children from an early age. Parental involvement in their children's education starts at home by providing a safe and healthy environment, learning experiences, support, and a positive attitude. Parents' involvement as educator partners in improving student achievement in school [12]. With the involvement of parents, it will help children in the development of literacy, intellectuality, motivation, and achievement [13].

Family efforts to make ends meet are part of positive parenting, where relationships are built continuously between parents and children or between children which include caring for, teaching, leading, communicating, and providing for children's needs consistently and unconditionally [14]. To fulfil children's needs, parents also need to fulfil their needs as companions for their children. This is necessary to gain insight into the information parents need. Besides, how parents can access and use this information to raise children [15]. Based on Abraham Maslow's theory of needs, there are five levels of parental needs, namely: (a) psychological – parenting brings you closest to your base needs; (b) safety – protecting yourself from the minefield of tending to your young is a priority; (c) the potential for love and belonging; (d) self-esteem as adults; and (e) self-actualization – human-beings are driven to reach this level. This level is not about needs but more about the attributes of parents [16].

2.2 *Learning from Home During Pandemic Covid-19*

During the Covid-19 pandemic until the new normal, learning from home helped education with a face-to-face lecture learning model to online classes [17]. Learning from home is carried out independently through distance learning by educational institutions. Learn from home to support the implementation of education that can be implemented anytime and anywhere by students as long as they have internet access and the right equipment such as smartphones, tablets, laptops, and desktop computers [18]. The implementation of learning from home requires

an online platform such as (a) video conferencing that accommodates all students, (b) discussions with students, (c) good internet connection, (d) lectures can be accessed via laptops and cell phones, (e) can be recorded, and (f) provide feedback to students [19].

To implementation, strategies of learning from home need technological readiness, including technology capacity. Student involvement and participation in online learning must be increased because it causes burnout in the long term by using various learning methods to encourage student participation. The obstacle most students face when studying at home is the lack of internet access and electronic devices. Support from parents, teachers, and the government is needed in the learning process from home to understand online learning practices [20]. Studying from home may not be the best option, but it also has benefits such as studying from anywhere and at any time, flexibility to choose and set study schedules and saving time [21].

3. METHOD

This research uses a quantitative approach with descriptive statistical data analysis techniques. Descriptive research intends to describe in a structured manner the reality that exists in a particular population and to provide answers to a problem and to obtain in-depth information related to phenomena using a quantitative approach research method [22]. In this study, namely to describe the needs of parents in mentoring early childhood during learning from home. There are two sources of data in this study, namely primary data is obtained from the results of questionnaire distribution to respondents via the google form platform, and secondary data is a document in the form of sociodemographic data which includes the identities of students and parents. The study population was the parents of students in PAUD institutions in Bendo District, Magetan Regency, East Java, totalling 800 people.

Table 1 Scoring of Alternative Answers

Alternative Answers	Code (ID)	Scale Value
Strongly agree	SS	4
Agree	S	3
Disagree	TS	2
Strongly disagree	STS	1

Respondents in this study were 267 parents of early childhood in Bendo District, Magetan Regency, determined by the proportional random sampling technique, a sampling method in which the researcher divides a limited population into subpopulations and is drawn randomly for each subpopulation [23]. This research instrument uses a Likert scale to obtain accurate data results because the answer choices for each item have a value level from very positive to very negative (Table 1). This study uses a closed questionnaire in which the answer options are provided so that the respondent marks a checklist on the answer options that are already available in the questionnaire through the Google Form

platform. As a poll of respondents related to the situation under study. The analysis used is descriptive statics to examine the variables in the study, namely the needs of parents in mentoring early childhood during learning from home in Bendo District, Magetan Regency, Indonesia. The answers from respondents were analyzed using the percentage formula (1). It was then analyzed using the percentage formula above using the benchmark category percentage adapted from Riduwan as follows (Table 2) [24].

$$P = \frac{f}{N} \times 100\% \tag{1}$$

Information:

- f : frequency
- N : total number of respondents
- P : percentage

Table 2 Criteria for the Needs of Parents in Mentoring Early Childhood During Learning From Home

Percentage	Classification
81%-100%	Extremely important
61%-80%	Very important
41%-60%	Moderately important
21%-40%	Low importance
0%-20%	Not at all important

4. RESULT AND DISCUSSION

Parents' need for mentoring in early childhood during learning from home in the new normal is essential; the percentage yield of 82,20% indicates this. Parents need a mentor through non-formal education programs. This is supported by the relationship between the results of each sub-variable as an indicator as follows.

4.1 Parenting Knowledge

The sub-variable, parenting knowledge is extremely important with a percentage of 80,43%. This is supported by the suitability of the answers to the parenting knowledge sub-variables. The following is a Table 3 of the percentage distribution of the answers to this sub variable. Based on Table 3, most parents chose "agree" with the proportion of 44.56%. In this case, from parents who choose to agree, it can be said that parenting knowledge is essential for parents in supporting early childhood mentor during learning from home. Parents in Bendo District, Magetan Regency, East Java need mentor related to increasing parenting knowledge. Parents need parenting knowledge programs through non-formal education with sharing information.

Table 3 Percentage of Answers

No.	Answer Choices	Frequency	Percentage
1.	Strongly disagree	10	3,75%
2.	Disagree	30	11,24%
3.	Agree	119	44,56%
4.	Strongly agree	108	40,45%
Total		267	100%

Parents' knowledge is essential for the formation of self-concept, upbringing, and child development. Parents who are less informed about their child's development tend to be anxious and experience stress in parenting. Knowledge of parenting, norms, development, health, and safety of children can shape parenting cognitions and practices [25]. Parental knowledge as an essential intervention point because parental knowledge about child development is linked to practices and behaviors. For example, mothers who know about child development are more able to interact with their children positively than mothers with less knowledge. This study's results follow previous research that knowledge can improve the development of children's cognitive abilities, interest in learning, and self-efficacy. Increased knowledge about parenting can support schools in implementing learning [26]. In this case, parents' knowledge of early childhood care can improve six aspects of child development and help educational institutions to develop children's success.

Parents' knowledge of childcare is determined by the individual's socio-demographic characteristics, including age, marital status, education, number of children, age of children, and occupation. In Qatar, parents with low income have difficulty in mentoring children. This is because parents have limited services. Besides, from an educational perspective, parents with higher education will have better access to information to support childcare. Education can be obtained through formal and informal education [27]. The knowledge and willingness of parents to increase knowledge can be increased. They can gain developmental knowledge that can help them implement effective parenting practices [28].

4.2 Parenting Skills in Mentoring Children

The sub-variable, parenting skills in mentoring children is extremely important with a percentage of 85,58%. This is supported by the suitability of the answers to the parenting skills in mentoring children sub-variables. The following is a table of the percentage distribution of the answers to this sub variable. Based on table 4, most parents chose "strongly agree" with the proportion of 59,17%. In this case, from parents who choose to strongly agree, it can be said that parenting is important for parenting skills in supporting early childhood mentor during learning from home. Parents in Bendo District, Magetan Regency, East Java need mentor related to increasing parenting skills. Parents need parenting skills programs through non-formal education with flexibility, such as training and workshops.

Table 4 Percentage of Answers

No.	Answer Choices	Frequency	Percentage
1.	Strongly disagree	8	3%
2.	Disagree	29	10,86%
3.	Agree	72	26,97%
4.	Strongly agree	158	59,17%
Total		267	100%

Practical parenting skills mean understanding the child's condition well, staying calm when the children are angry, consistently following up with positive and negative consequences, being positive role models, corrective role-playing behavior, and finally, praising the children for their behavior. Parents have a positive attitude towards children in order to develop positive behavior in children. Those who have participated in the parenting program have gained knowledge about timely immunization, adequate time and love needed by children, the importance of exclusive breastfeeding and a nutritious diet, regular and responsible health checks, and their children's support. The provision of parenting programs for prospective parents and parents of children further enhances parenting skills and lively children's behavior. To create aware parents with adequate parenting skills, it can do with: (a) parenting skills can be included in non-formal education programs; (b) collaborating with stakeholders to provide parenting skills, and (c) the mass media can be used to organize regular programs on parenting skills [29].

Parenting skills through non-formal education can be done through various programs, one of which is The Parenting Skills Inventory and Coopersmith Self-esteem Inventory (CESI), to increase their children's self-esteem level. The parental training programs for children's behavior modification are based on Social Learning Theory, focuses on children's learned behavior through observation, imitation, and modeling from their parents [30], [31]. Parents are heterogeneous in parenting skill. Parenting skill can be improved through education and training, with behavioral improvement in the child observed as late as ten years after the intervention [32].

4.3 Social Support

The sub-variable, social support is extremely important, with a percentage of 82,96%. This is supported by the suitability of the answers to the social support sub-variables. The following is a table of the percentage distribution of the answers to this sub variable. Based on table 5, most parents chose "agree" with the proportion of 50,57%. In this case, from parents who choose to agree, it can be said that parenting is important for to parent in supporting early childhood mentor during learning from home. Parents in Bendo District, Magetan Regency, East Java need mentor related to social support. Social support is formed through protection for family welfare, quality of care, and child resilience [33]. Parental characteristics relate to their level of perceived social support and parenting behavior [34].

Table 5 Percentage of Answers

No.	Answer Choices	Frequency	Percentage
1.	Strongly disagree	7	2,62%
2.	Disagree	23	8,61%
3.	Agree	135	50,57%
4.	Strongly agree	102	38,20%
Total		267	100%

Previous research has shown that parents' social support can be an essential factor in complementing teachers' efforts to increase children's enjoyment and involvement in school, especially children's development and socialization [35]. Besides, Taylor et al. proved that social support does not change over time through their studies. Emotional, informational, and real social support is the competence and satisfaction felt by children.

Social support is associated with positive parenting behavior, social ties and supportive relationships are recognized as indispensable for psychological well-being. Social support is a psychological source that can make a positive contribution to parenting practices [36]. In this case, social support to form early childhood is needed. Support can be obtained from partners, the community, and the government, either directly or indirectly, in order to support the optimization of children's development, especially when learning from home.

4.4 Motivation and Self-Management of Parents

The sub-variable of motivation and self-management of parents is essential, with a percentage of 79,86%. This is supported by the suitability of the answers to motivation and self-management sub-variables. The following is a table of the percentage distribution of the answers to this sub variable. Based on Table 6, most parents chose "strongly agree" with the proportion of 44,94%. In this case, from parents who choose to strongly agree, it can be said that motivation and self-management are important for to parent in supporting early childhood mentor during learning from home. Parents in Bendo District, Magetan Regency, East Java need mentor related to motivation and self-management.

Table 6 Percentage of Answers

No.	Answer Choices	Frequency	Percentage
1.	Strongly disagree	8	3%
2.	Disagree	23	8,61%
3.	Agree	120	44,94%
4.	Strongly agree	116	43,45%
Total		267	100%

Parental self-management is applied to see parents' competence in terms of knowledge, skills, and self-confidence to participate actively in the parenting process [37]. One approach to developing parental independence is to teach them self-management skills. Self-management strategies include: (a) self-monitoring; (b) self-evaluation; and (c) self-reinforcement. Self-management strategies can reduce the frequency of problem behaviors and provide opportunities for individuals to develop new skills to help prepare themselves as active parents [38]. In this case, motivation and good self-management from parents can help them

carry out their duties as parents who act as facilitators, motivators, mentors, educators, and protectors to assist children while learning from home.

4.5. Self-Esteem of Parents

The sub-variable, self-esteem of parents is important with a percentage of 79,86%. This is supported by the suitability of the answers to self-esteem sub-variables. The following is a table of the percentage distribution of the answers to this sub variable. Based on table 7, most parents chose "agree" with the proportion of 46,44%. In this case, from parents who choose to strongly agree, it can be said that self-esteem is important for to parent in supporting early childhood mentor during learning from home. Parents in Bendo District, Magetan Regency, East Java need mentor related to self-esteem.

Table 7 Percentage of Answers

No.	Answer Choices	Frequency	Percentage
1.	Strongly disagree	13	4,86%
2.	Disagree	39	14,61%
3.	Agree	91	34,09%
4.	Strongly agree	124	46,44%
Total		267	100%

Experience is the primary source for developing self-esteem. One's life experiences create attitude and self-development. Parents have a significant influence on self-esteem and are a significant source of positive and negative experiences that children will have. Parents contribute to self-esteem including being heard, spoken with respect, receiving appropriate attention and affection, and having achievements recognized and mistakes or failures recognized and accepted [39]. Self-esteem can be developed through parent-child relationships based on effect and communication to respect and acceptance of children. Self-esteem contributes to developing the emotional intelligence of children, besides, to facilitating empathy and sensitivity of the parents and improving adolescent subjective well-being [40].

5. CONCLUSION

The results showed that as many as 82,20% of parents need mentoring in parenting their children during learning from home in Bendo District, Magetan Regency, East Java. Parents need mentoring through non-formal education programs. These results are supported by the suitability of the results for each sub-variable, including: (1) the need for knowledge to mentor the children by the percentage of 80,43%; (2) the need for parenting skills in mentoring children by the percentage of 85,58%; (3) the need for social support in mentoring children by the percentage of 82,96%; (4) the need for motivation and self-management of parents needed by the percentage of 82,21%; and (5) the need for the self-esteem of parents needed by the percentage of 79,86 %.

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