

Father's Multiple Role to Growing Independence of Children at the Pandemic Covid-19

Rachma Hasibuan^{1,*} Nur I. S. Rakhmawati¹

¹ Department of Early Childhood Education, Universitas Negeri Surabaya, Surabaya, Indonesia

*Corresponding author. Email: rachmahasibuan@unesa.ac.id

ABSTRACT

This study aims to examine the dual role of fathers in fostering the independence of children at home during the Covid-19 pandemic. The dual role of the father makes the task divided as the head of the family who earns a living and also acts as the mother who takes care of, cares for and cares for the child. Having early childhood requires the role of parents (father and mother) because at this stage of child development, early childhood is in a golden age that requires optimal attention in child development, in this case not only the mother plays a role, but the father also has the role of both as the main breadwinner and protecting their family and also educating children. The participants of this study were six fathers who have multiple roles and have children aged 4-6 years whose children are currently attending TK Kharisma Taman Sidoarjo. Collecting data using in-depth interviews and then analyzed using the Interpretative Phenomenological Analysis (IPA) method. The results show that the dual role of the father in fostering the independence of children at home during the Covid-19 pandemic can be carried out by giving examples and mentoring children in doing activities at home that can be done independently, as well as getting children to do simple daily activities to fulfill their needs. the child's own needs.

Keywords: *Father's Dual Role, Independence Children, The Covid-19 Pandemic*

1. INTRODUCTION

Parents are responsible for the success of their children's education, because (1) children are a gift from God, (2) children receive first and foremost education from parents (3) parents know their children's character (Graha, 2007), therefore in this case very important parental involvement [19].

For fathers with multiple roles who have early childhood, optimizing the role of fathers in relation to child development is needed. This is because early childhood, who are in the 4 - 6 year age range, are experiencing rapid growth and development because at this stage children are in the golden period, a window of opportunity to provide a stimulus for development. The brain and modify the input that will be given to the child, and the critical period because the development of an active network of children's brain connections will be able to absorb information and be able to respond to new stimulations. A son who is at times critical of this would developmental disabilities if it is not accompanied by a stimulus that support child development [28]. This golden age at an early age is an opportunity for positive interventions in child development.

Learning in Kindergarten institutions is given independent activities so that children are better prepared physically and psychologically for the future. Besides being obtained from learning at school, the child's independence is also obtained from the family, and because of this, the level of independence of a child varies from one to another due to different parenting styles from one family to another.

The factors that affect independence include; heredity, parenting, education in the school system, the system of life in society [1]. The independence of children must be fostered from an early age. If the children get independence only after the child grows up, that independence will be lost. Naturally, children already have the urge to be independent of themselves. The independence taught by parents to children from an early age will allow children to time their own activities and make them accustomed to helping others and being able to respect others more (Sidharto & Izzaty, 2004).

There are several things that need to be considered to recognize and develop children's independence, namely (1) knowing the basis for parents to provide proper parenting in developing independence in the family

environment, (2) knowing the application of democratic parenting carried out by parents in the family environment, (3) knowing the development of early childhood independence through proper parenting (4) knowing the inhibiting factors and supporting factors for the development of early childhood independence. .

In general, the growth and development of children handed over to the mother, so that the role of the father is lower, in addition to the parents at home are less oriented to the concept of learning through play in children's early childhood and procedures for the care that is applied to children is a legacy of the family is down and down.

Based on preliminary observations in kindergarten Kharisma Taman Sidoarjo, it was the father who has a dual role to assist children during a pandemic or activities stay at home have not been able to carry out its activities independently. Parents demand that their children be able to carry out activities independently while studying at school, and this guidance is borne by the teacher, while stimulation to foster children's self-reliance from the father is actually very lacking. Based on the above background, it is necessary to know about the dual role of fathers to foster independence in children at home.

1.1. The Role of Parents

Parents have a very important role in children's education. The role of parents for children's education, among others are: (1) first and foremost teacher for children, (2) children learn life and learn to develop all aspects of their personal, (3) the main protector of children, (4) a source of life for children, (5) the child's dependence on, and (6) the source of children's happiness. Based on this opinion, it is clear that parents must be central figures in efforts to develop children's independence, this is not only obtained from the mother but the dual role of the father is also needed.

In addition, according to Iskardah [17], parents also play a role in children's development which includes: (1) maintaining children's physical and mental health, (2) laying the foundation for a good personality, (3) guiding and motivating children to develop themselves, (4) provide adequate facilities for children's personal development, and (5) create an atmosphere that is safe, comfortable and conducive to children's development. The role of parents is very fundamental, not only in education but also in the growth and development of children.

The involvement of the father's dual role in the child's education process will be a valuable experience for the child, namely; the involvement of the father of time at home, accompanying the child in activism, entered engagement father in school, such as the participation of the father to attend da lam meeting between parents-teachers (Jeynes 2005 in Hornby, 2011). Parent involvement can include: maintaining and accompanying

children towards progress, frequently communicating with teachers, ensuring that children enjoy challenges, good learning classes, directing children to have high achievement motivation in school (Hill & Taylor, 2004 in Berk, 2006).

Involvement parents can be seen from: (1) appreciate child's opinion and encourage him to express it, (2) provide time for children to think, reflect, and delusional, (3) allow children to make their own decisions, (4) encourage children to ask many questions, (5) convince children that parents appreciate what they want to try, do and produce (6) support and encourage children's activities, (7) enjoy being with children, (8) give sincere praise to children , (9) encouraging children's independence in activities and (10) establishing good cooperative relationships with children [14].

Good parenting will support children's development, one of which is also about children's independence. It is also revealed by Ubaedy [30] that nurture democratic strongly supports the development of independence (healthy autonomy) in children, whereas the other two parenting styles are authoritarian and permissive parenting highly negative impact on the child's independence.

1.2. Child Independence

Independence is the ability to manage everything we have, walking and thinking independently, in accompanied by the ability to take risks and solve problems (Deborah, 2006). Independence is a part of personality which is an arrangement of elements of reason that can determine differences in the behavior or actions of each individual (Koentjaraningrat, 2000).

The independence of early childhood can be seen from the habituation and ability of children in physical abilities, confidence, responsibility, discipline, outgoing, willing to share, control emotions [8]. Furthermore, the independence of early childhood can be seen from the indicators, namely habituation which consists of physical ability, self-confidence, responsibility, discipline, social skills, sharing, controlling emotions [5].

Children who are independent and can take advantage of the environment for learning, can help other children to learn independently. Kids need to know what can be in done with keberada a n li ngkungan her. With pleasan u child can identify neighborhoods where appropriate and in accordance with the needs of children and ultimately the child will have a responsible behavior and abilities, can cope with the problem, can control emotions, willing to share and have empathy on others.

Independence includes being able to take initiative, be able to overcome obstacles or problems, have self-confidence and be able to do things on your own without the help of others. Sidharto and Izzaty (2004) argue that

children who are not independent will have a negative effect on the development of their own personality. If this is not resolved immediately, the child will experience difficulties in further development. Children will find it difficult to adjust to their environment. Children who are not independent will also cause trouble for others. Children who are not independent tend to be insecure and unable to complete their life tasks properly. The result will affect children's learning achievement.

From the discussion above it can be concluded child's independence is a habituation behavior that physical abilities, self-confident, responsible, disciplined, sociable, willing to share, to control emotions. Independent children believe that if there is a risk, the child is able to solve it without help from others.

How independent children are is a reflection of what children get in the home and the environment where they are. According to Yamin & Sabri [31], children who are independent for the size of early childhood are seen with the following characteristics : (1) Can do all their activities independently even though they are still under adult supervision, (2) Can make decisions and choices accordingly with the view, the view itself is obtained from seeing the behavior or actions of the people around him, (3) being able to socialize with other people without the need to be accompanied by parents, (4) being able to control his emotions and even empathizing with others.

It is very important to teach independent skills from an early age so that children become individuals who are not dependent on others until adolescence and adults. Especially in early childhood, children's independence needs to be formed to help children carry out simple activities independently so that they can meet their own needs. Additionally, the independently is important to be trained for the age range 4 -6 years old children are at the stage of psychosocial development initiative versus guilt (initiative vs. guilt) that are in the age range of 3-6 years [11]. At this stage the child has a high curiosity so learns to plan and carry out his behavior. Stunted development makes children afraid to make decisions because they are afraid of making mistakes so that children have low self-confidence. However, if the child is able to pass through this stage of development well, the child can have self-control in choosing his life goals. The attitude is one aspect of children's independence.

2. METHOD

This research uses qualitative research methods and the type of approach used is phenomenology. According to Steubert and Carpenter [26], the phenomenological approach is one of the critical qualitative approaches in exploring the phenomenon of individual experiences systematically, in this case the experience of the father that has a dual role to participate in educating children at home. Especially in this Covid19 pandemic, all children's

learning activities are carried out at home, so the role of parents is needed to accompany children to learn and do activities at home.

In short, phenomenology in this study is oriented towards two assumptions, namely: (1) each individual experience is an expression of consciousness that creates a subjective meaning; and (2) every form of consciousness is identical to the awareness of something that is experienced [23]. Based on these assumptions, it can be concluded that the dual role of fathers in accompanying children at home has different experiences in fostering children's independence. The analysis in this study is that the father's dual role in shaping the child's independence is needed.

Participants in the study selected by using the technique of purposive sampling, namely the determination of the subject / study participants with consideration and specific objectives (Sugiyono, 2015). The criteria for participants in this study include: (1) fathers with multiple roles, that is, apart from working, also caring for children independently outside of their career activities, both in the formal and informal sectors; (2) the father with a dual role who has an early age child of 4-6 years who is currently attending the program in the Kharisma Kindergarten Taman Sidoarjo. Participants in this study were 6 fathers who played multiple roles in assisting children to study at home.

Data collection techniques using in-depth interviews, aimed to gain a detailed understanding of the experience of fathers with a dual role in assisting children to learn and doing activities at home. The interview technique is adapted to the current situation, namely with the Covid 19 pandemic period, the interview data collection uses the IT application because this application can minimize the spread of Covid 19 while maintaining distance.

Then the data were analyzed using Interpretative Phenomenological analysis is (IPA). According to Smith and Osborn [23], the analysis stages are as follows: (1) reading and re-reading ; (2) initial noting ; (3) developing emergent themes ; (4) searching for connection a cross emergent themes ; (5) moving the next cases ; and (6) looking for patterns across cases .

The technique of strengthening research credibility uses member checks with the following procedures: (1) conducting initial interviews with each participant in order to obtain initial data; and (2) then equalizing the perceptions of the participants.

3. RESULT AND DISCUSSION

The dual role of the father in this study is conceptualized as a father who has the role of cultural dualism which has the concept of a domestic and public environment, namely in addition to being the father of a household leader who also works as a family economic

buffer, both in the formal and informal sectors, as well as caring for children independently.

Participants A and B are dual role fathers who have a 4 year old child and care for their child independently outside of working hours as experts. While playing the role of working father, child care is entrusted to the Kindergarten administering agency which can adjust to the working hours of the participants.

Participant C is a father with multiple roles who cares for his 5 year old child independently outside of working hours. When working as a freelance professional, child care is entrusted to the closest family, namely the parents of the participants.

Participants D and E are similar to participate C who have children aged 5 years raising children on their own outside of work as a leader in one of the private banks. Even though they have a household assistant, participants D and E only entrust child care to the assistant while they are working.

Participant F who works as an entrepreneur engaged in the sale of medical equipment needs and health needs is similar to participant A who entrusts the care of his 4-year-old child in the childcare provider agency as well as providing kindergarten education facilities.

The dual role makes the father role as a father who worked also accompany the development of the child to establish the independence of children from the age of dini and can assist and direct the child to perform simple daily activities to the needs of the child itself when the father was working.

The independence of early childhood in this study includes the meaning of independence in terms of autonomy and in dependence. Independence in terms of autonomy describes independence as a self-governing person, namely the ability to control oneself [25]. Independence in the scope of independence means the ability to carry out life activities on its own and apart from the influence of control of others, especially parents.

Parental care is very influential on children's independence and this independence can be trained from an early age by allowing children to have choices and be able to express their choices [16].

Participant A who has consistent working hours always tries to take care of their children independently outside of working hours. This is used by participants to build bonding with children, because the intensity of time to meet children is reduced due to work. In addition, a short time to meet with children is used by participants to communicate by listening to children's wishes/complaints, inviting children to find solutions to their complaints, making and remembering things that children should do on their own when parents are working. The new participant child aged 4 years trained

to be independent when eating by choosing their own food and eat without being bribed, notify parents at au nearest time to urinate / large,

Participant B is different from participant A because they have freelance working hours so that their time together with their children is not certain, sometimes it is short because they have to work days outside the city but sometimes they also have a long time so that they can accompany and caregivers independently when they are not around work schedule. Participants form children's independence through accustoming children to carry out simple activities for their own needs independently. The time was with child used the participants to provide an example to children activities to do child when left to work like using their own clothes, take food and not be bribed, put equipment if in the space provided, and mem clean right away like washing hand, feet, and shower. In addition, participants always communicate with children, both in the form of listening and responding to children's wishes, and most importantly listening to children's stories about their daily activities. In addition, every time they come home from work from out of town, participants always bring gifts as rewards for their children who are left behind from work.

Participants C and D have quite consistent working hours like participant A. However, participant C has a longer work span than participant A. In training children's independence, participant C works with household assistants who take care of their children while working. Participant C always controls their children's activities even though they are working, and encourages their child caregivers to let their children do simple activities independently to meet their own needs. In addition, after each work the participants always take the time to listen to stories about the activities their children carry out daily. Openness and a warm attitude are always familiarized by participants from an early age to their children, this is used by participants so that their children are open to expressing their opinions. In addition, the openness in communication makes it easier for participants to control the behavior of caregivers towards their children when they are not working.

Participants E and F have long working hours compared to other participants. Participants have a working time span from 05.30-15.00 WIB. However, despite having long working hours, the participants routinely pick up their children after school hours are over. Only certain times when participants defender Gov send goods merchandise only to be cared by a day care which also trained to perform the activities themselves independently, like taking off shoes and socks, wash your feet and hands themselves, choose and pick up the food menu itself, and went to rest in the bedroom which has been designed specifically for children.

4. CONCLUSION

Parents should have a basis for providing care in developing independence in the family environment. Parents are encouraged to know the correct adoption of parenting that parents should do in the family environment. Parents also need to know the development of early childhood independence, and parents should know the inhibiting factors and supporting factors for the development of children independence .

The cooperation and support of nurturing good through habituation among parents who applied in home and teacher at the school will be able to foster the independence of children positive thus become independent from since early stage and expected the child to be successful both academically and towards life in the future.

Based on the results of this study concluded that the independence of children aged early formed by initiating the foster early , giving examples and pendampingan children in doing activities that child can do independently, and get children to perform simple activities of daily to meet their own needs, it This is not only obtained from the mother but also from the influence of the dual role of the father.

Other findings in this study indicate that the dual role of fathers in using effective communication to build bonds with children. This communication is carried out by listening to children's stories about the activities carried out today, listening to children's complaints, asking children to convey their wishes and fathers responding to children's stories.

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