

# The Role of Parents as Teachers at Home During the Covid-19 Pandemic

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## ABSTRACT

This study aims to illustrate the implementation of parents' roles as teachers at home during the Covid-19 pandemic. The subjects of this study were 15 parents with the criteria of having children aged 4-6 years, located in Kampung Bonjol RT 04, Pondok Karya sub-district, Pondok Aren district, and were willing to become research respondents. Data collection was carried out using the interview method with the format of open questions, observation, and documentation. Data analysis was performed using the interactive analysis of the Miles and Hubberman model, which included data collection, data reduction, data display, and drawing conclusions and data verification. The results showed that during learning from home, parents carried out learning for their children by providing an explanation of Covid-19, the dangers and prevention, providing various learning and play activities, communicating with teachers to get guidance or explanation of the tasks given, and using technology such as books, TV, and mobile phones as the media and learning tools. However, the implementation of this role is done more by mothers than fathers. The conclusion of this research is parents, especially mothers, have carried out their role as teachers at home, especially in the implementation of learning similar to the teacher's duties at school, in accordance with the knowledge and abilities they have.

**Keywords:** *The role of parents as teachers, learning at home, Covid-19.*

## 1. INTRODUCTION

Until now, no vaccine has been found that can truly be used to cure or prevent humans from the Coronavirus. This has an impact on the extension of the period of *Pembatasan Sosial Berskala Besar* or PSBB (large-scale social restrictions) in various regions, including South Tangerang. The *Belajar Dari Rumah* or BDR (learn from home) system or *Pembelajaran Jarak Jauh* or PJJ (distance learning) is still continuing, it means that parents' duties as teachers at home also continues. During the pandemic, parents must carry out the double function as a housewife and as a teacher, and if the parent is also previously a worker outside the home, then they become triple function parents, because they have to carry out their work from home (WFH).

Regarding distance learning, Winingsih wrote that parents have four roles, namely: 1. as teachers at home, which is done by controlling the child's time and way of learning, reminding children to learn regularly, and creating a learning atmosphere that is comfortable for children in doing the tasks given by the teacher; 2. as a facilitator, because parents provide the facilities and infrastructure for their children in carrying out distance learning; 3. as a motivator, namely parents provide

enthusiasm and support to their children in carrying out learning so that the children will have the eager to learn and obtain good achievements; and 4. as the influence or director, where parents can guide their children in learning remotely from home [1]. Although it is possible that in its implementation there are various obstacles and challenges, parents are able to get through it all and carry out their roles properly. That is, even though there are negative impacts of distance learning, positive impacts can also be felt.

According to Sari, et al., the positive impact of the PSBB period at home is that it gives mothers more quality time with their children so they can do activities together [2]. This was also found from research conducted by Kurniati, Alfaeni, and Andriani, titled *Analisis Peran Orang Tua dalam Mendampingi Anak di Masa Pandemi Covid-19* (Analysis of the Parents' Role in Accompanying Children During Covid-19 Pandemic Period). Based on the results of the study, if grouped, the roles that emerge for parents at home are: maintaining and ensuring children to apply clean and healthy life, creating a comfortable environment for children, establishing intense communication with children, playing with children, becoming a role model for children, provide supervision to family members, and provide for and meet family

needs. While the role of parents as teachers at home are accompanying children in doing school work, doing joint activities while at home, guiding and motivating children, providing education, maintaining religious values, and doing variations and innovations activities at home [3]. Although it has been proven that learning from home or distance learning has positive impacts on parents and children, in the process certainly cannot be said to be simple, especially for parents with preschool children aged 4-6 years. This is because the principles of learning for pre-schoolers or early age groups are different from those of elementary school age groups, let alone middle and high school aged children.

Being a teacher at home does not mean that parents must replace all the duties of teachers at school, as conveyed by Kholil that parents accompany children to learn from home, not to replace the whole roles of teachers at school [4]. However, the implementation of being a teacher at home can't just accompany or guide, but also must have the ability to explain the meaning and benefits behind the tasks given by teachers at school. In addition, parents must be able to explain correctly how to complete the task in accordance with what is emulated by the teachers in school if the teacher explains how to complete it. In addition to these capabilities, of course patience is also needed, as well as the ability to use technology as a medium and learning tool.

Based on this explanation, this study was conducted with the aim of describing the implementation of the parents' role as teachers at home during the Covid-19 pandemic.

## **2. THEORETICAL FRAMEWORK**

### ***2.1. The Role of Parents***

The task of educating is still the obligation of parents, even though the child is already at the preschool and school-age, from the lowest level of education to higher education. Especially in a global pandemic like today. Parents are obliged to meet all the needs of their children. According to Ceka dan Murati: "...the family has a huge and very tough responsibility; as it has to take proper care on their health, their physical development, their overall education, the development of their intellectual affinities, as well as creation for better moral values and convictions and attitudes, habits to a firm and well-behaved cultural relation in the family itself as well as in the society where the child lives" [5].

Parents are the ones who shape the child's personality, offer the child role-models and benchmarks. The interaction between parents and children is an indispensable factor for the normal development of the child, the family being a communication system, and the development environment of the child from the earliest years [6].

For the child's growth and development to occur optimally, cooperation from both parents is needed, even though both have different roles. The father acts as the breadwinner, educator, protector, and giver of security, as well as the head of the family [6], [7] and the mother, acts as a housekeeper, protector, caregiver and educator for their children [8].

In carrying out their duties as educators, parents are required to understand the characteristics of their children so that parents can provide appropriate treatment and inappropriate ways so that the expected educational goals can be achieved. Ki Hajar Dewantara wrote that education is a process of caring for children to grow and develop in their potential (cognition, affection, psychomotor, conative, social, and spiritual life). In that context, teachers do not use coercive methods but provide understanding so that children understand and understand what is best for themselves and their social environment.

### ***2.2. Learning for Early Childhood***

Learning is defined as assistance provided by educators so that the process of acquiring knowledge and knowledge, mastery, proficiency, and character can occur, as well as messages of attitudes and beliefs in students and helping students to learn better [9]. Early learning is different from learning in other age groups. There are learning principles that must be considered, namely learning through play, child development-oriented, child-oriented, child-centred, active learning, oriented to the development of character values, supported by a conducive environment; democratic learning-oriented, as well as the use of learning media, learning resources, and resource persons [10].

The principles of learning, teachers must also pay attention to the material, methods, and media used. Learning material is anything that the teacher gives to their students in the learning process to be able to improve the attitudes, knowledge, and skills of students. Jadama describes "The teacher's subject matter knowledge underlies his strength and strength as a pedagogue, Teachers' understanding of the subject matter influences their capacity to simplify content to help students understand. The teacher's knowledge of the subject matter affects his ability to answer questions from students [11]. The material provided must be by the child's needs, level of thinking ability, provide meaning and valuable experience, and have clear objectives. Berry describes "learning with a purpose, learning that enables those involved in it to better make sense of the world around them, to learn where things make more sense" [12].

The use of various methods in learning must also be provided by the specified learning objectives. The method of teaching denotes the strategy by which a teacher delivers his / her subject matter to the learners

based on some predetermined instructional objectives to promote learning in the students [13]. And, Play is one of the most important ways in which young children gain essential knowledge and skills [14].

Learning media is an integral part of the learning process for early childhood, even Kirkorian et al. wrote that children as active media users [15]. Children cannot learn from educational messages to which they do not pay attention. This is because the children's thinking skills are still at the concrete preoperational stage so that various media are needed to make it easier for children to understand the various materials presented. Media are the means for transmitting or delivering messages and in a teaching-learning perspective delivering content to the learners, to achieve effective instruction [16].

**3. METHOD**

This study uses descriptive qualitative research methods, which were conducted in Kampung Bonjol RT 04, Pondok Karya sub-district, Pondok Aren district. The subjects of this study were 15 people who were determined using purposive sampling techniques, with the criteria of housewives who have children aged 4-6 years and were willing to become research respondents. The determination of RT. 04 as a sampling location is based on the location of the research team considering the PSBB period. Data collection was carried out using interviews, observation, and documentation. Interviews were conducted with an open question system using interview guidelines. Data analysis was performed using the interactive analysis of the Miles and Hubberman model (in Rijali), which included four stages, namely data collection, data reduction, data display, and, drawing conclusions and data verification. The following is the interview guide rundown [17].

1. Role of parents as teachers
  - Learning activities that were given.
  - Playing activities that were given.
  - Media used in the learning process.
  - Tools that were used to communicate with teachers.
  - Difficulties using the learning media.
  - The need of knowledge for technology in the learning process.
  - The dominant person in the at-home learning process.
2. Covid-19
  - Knowledge of Covid-19.
  - How to protect themselves and the whole family from Covid-19.
  - The feeling received with the existence of Covid-19.
  - How to introduce Covid-19 to children.

**4. RESULT AND DISCUSSION**

Teacher is a profession that is obtained by someone after passing the minimum educational requirements and mastering the competencies to become a teacher [18]. This means that not everyone can become a teacher if they do not go through the process. However, the Covid-19 pandemic forces everyone, especially those who have children, to be able to carry out their role as teachers at home. Among the many tasks of a teacher, what must be done is to make learning plans, carry out learning, assess, and evaluate learning. The culture of the Republic of Indonesia No. 137 of 2014 [19] and No. 146 of 2014 [10] is certainly not easy for parents to do, so sometimes the activities provided to children do not go through a planning process, meaning that parents provide activities to support the child's growth and development through learning activities without some arrangements. What parents want their children to do will be the given activity.

Likewise, with the assessment or evaluation, special knowledge is needed about it. In fact, parents may also not be able to make an assessment of the learning outcomes that have been done by children both the tasks given by teachers from school or activities given by parents at home. The most possible thing for parents to do as teachers at home is to carry out the learning process. It can also be interpreted as an activity of providing learning activities to children, which begins with delivering material or information and providing an explanation of the material, in this case about Covid-19; why children should be at home, and why they must learn from home. As well as other information to increase their knowledge during the process.

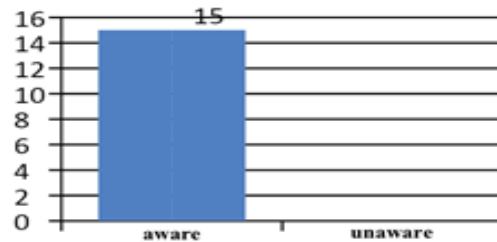


Figure 1 Parents' knowledge about Coronavirus.

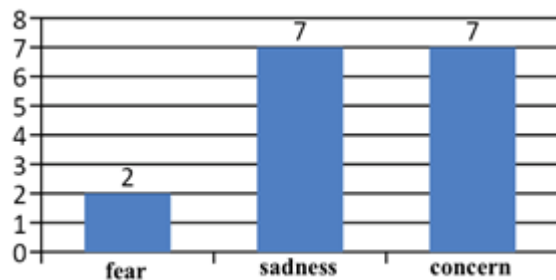


Figure 2 Parents' feelings that were felt.

Based on Figure 1 and 2, it appears that the 15 parents with children aged 4-6 years know of Covid-19 or Coronavirus. They explained that it is a virus which spread due to direct contact with humans, is very fast spreading, and is very dangerous because it can cause death. It is noticeable that the existence of the Coronavirus causes the feeling of fear, sadness, and concern because it makes them unable to meet with people or be active as usual. They must maintain a distance which is uncomfortable and must stay at home. To overcome these negative feelings, parents introduce children to the Coronavirus in various ways so that what is feared or concerned will not happen.

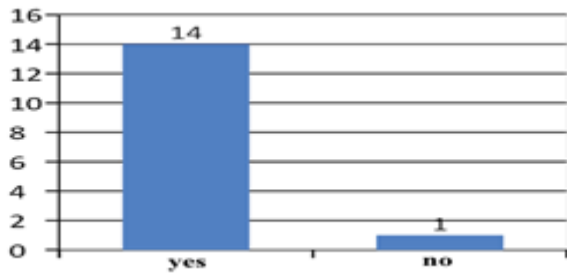


Figure 3 Introduction of Coronavirus to children.

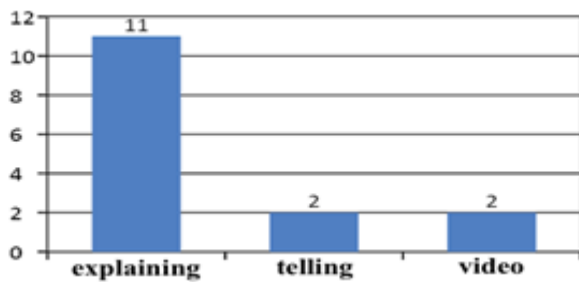


Figure 4 How to introduce Coronavirus to children.

Attempts to introduce children to the Coronavirus are carried out by parents, including by explaining, telling, and using video as a tool. Parents tell children about what Coronavirus is, the impact if exposed to Coronavirus, and actions to avoid Coronavirus. Only one person does not introduce or explain it to children. Explanations made by parents are the material that are usually done by teachers in schools to be able to increase children's knowledge, including an explanation for the existence of a Covid-19 pandemic. Seeing figure 3, it can be said that parents have conveyed information as learning material about Covid-19 for children to improve their knowledge, and explain the feelings experienced by parents.

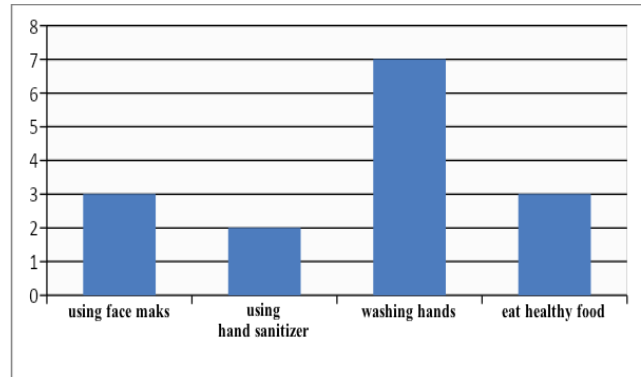


Figure 5 Actions and behaviour taught by parents so that children avoid the Coronavirus.

To complement children's knowledge, parents also explain what behaviours or actions must be taken to protect themselves from the Coronavirus. Using a mask, using hand sanitizer, washing their hands, and eating healthy foods, are some of the behaviours that are conveyed. In addition to delivering the study material, learning is also carried out by providing various activities to children, both learning activities and play activities.

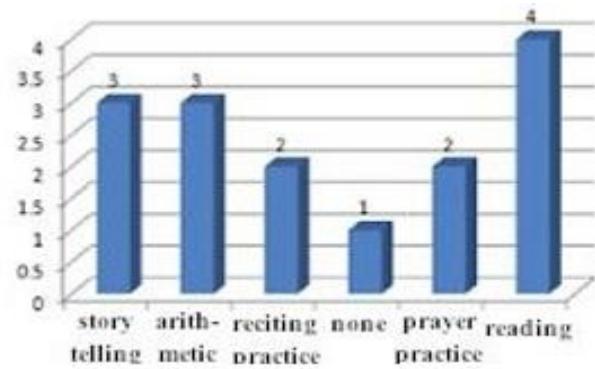


Figure 6a Playing activities given by parents at home.

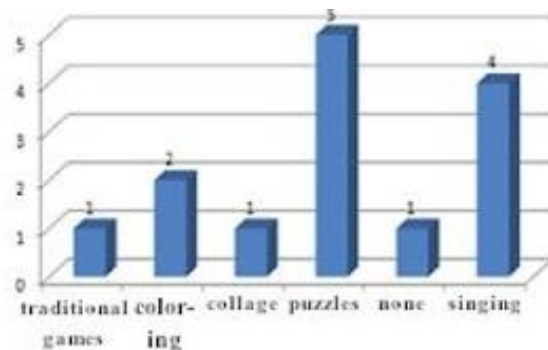


Figure 6b Playing activities given by parents at home.

Generally, become a place where children can gain knowledge, schools instil and strengthen the good qualities that children already have, and improve their skills. The existence of the pandemic makes schooling activities not enjoyable. However, the learning is not impossible to happen. Parents must guarantee the achievement of the three points. Based on Figure 6 a and

6 b, it can be seen that in the midst of the limitations of parents with both limited knowledge due to educational background which most are high school graduates, and time constraints due to the demands of domestic house works, parents continue to provide learning activities for children. Reading is the most common activity given by parents, followed by storytelling and arithmetic, as well as prayer and recitation practice, as well as playing activities. Parents engage their children to play at home. The most playing activities given are playing puzzles, followed by singing, then colouring, traditional games, and collages.

Only one parent does not provide learning and playing activities for their children. Generally, in formal learning, the activities provided are in accordance with the learning material delivered, but the efforts of parents to provide learning and playing activities to children certainly cannot be ignored. Providing playing activities is mandatory for teachers in schools as part of the learning process that must be done by children. Likewise, when the children are at home. This is because the children's world is a world of play, children learn through play, but children cannot play outside the house as an effort to avoid Covid-19. While playing for early childhood can be used to learn many things, like understanding rules, socializing, putting themselves in place, organizing emotions, learning tolerance, cooperation, and uphold sportsmanship [20]. So, parents must be able to provide playing activities while the children are at home.

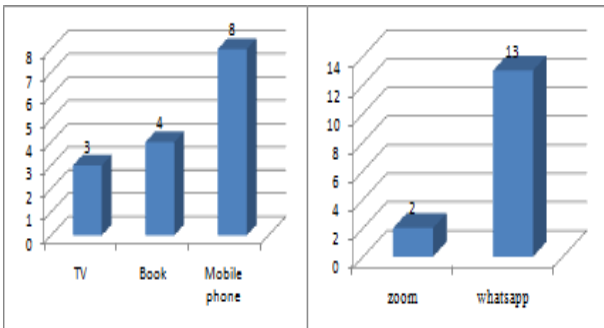


Figure 7 Technology used in implementing children's learning at home and communication tools during the pandemic.

Conducting learning activities is certainly not limited to conveying the material and providing activities, but also considering the use of various media. It does not matter whether learning is done face-to-face in one place without using a network or outside the network (offline) or learning face-to-face in a different place, in this case at each home, using a network or online learning. Figure 7 shows that parents use technology in the form of TV, mobile phones, and books as learning media. The mobile phone is the tool as well as the most media used by parents while carrying out learning at home. Parents use mobile phones to teach children drawing and colouring, where parents only provide drawing paper and stationery,

while children follow the pictures and colours on YouTube. Also, with singing activities, YouTube is a solution for parents to provide a choice of songs for children to sing as a play activity at home. In addition, YouTube is also proven to be able to improve children's abilities as a result of research conducted by Khoiriyah & Saripah, and Palupi [21], [22] which states that YouTube can also have a positive impact where the stimulation contained therein can increase attention and concentration, curiosity, memory, imagination, creativity, and language, as well as to increase intellectual, emotional, spiritual, and social intelligence.

Related to the implementation of learning at home, parents also often communicate with the teacher, both to receive assignments that must be completed by children and to ask questions about assignments given and not understood by the teacher. In the communication process, as many as 13 parents use the WhatsApp application and 2 parents use Zoom. WhatsApp is certainly not a new thing that is unknown to parents. Much communication is done using it, even before the existence of this pandemic. On the other hand, Zoom is only recently known. Its existence is very helpful especially in activities that require seeing face-to-face with many people. For some parents, Zoom feels foreign. So, based on Figure 7 (right) it appears that only two people are using the application.

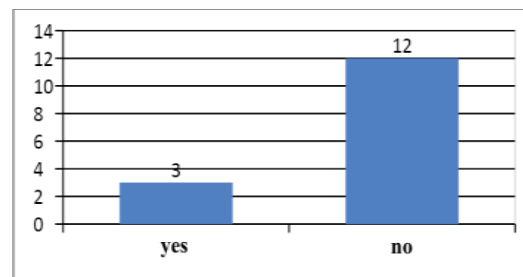


Figure 8 Knowledge of the zoom application.

Zoom is not commonly used as a communication tool due to parents don't know of the application. Figure 8 shows that out of 15 parents, only 3 knew about the application. The assistance provided by researchers in community service activities carried out in April 2020 showed an increase in parents' knowledge and ability to use Zoom. The responses given are varied, but generally parents state that the Zoom makes it easier to communicate and be able to meet face-to-face with many people without having to physically meet. Though obstacles are also faced considering not all parents have mobile phones with large storage capacities and sufficient quota to always use Zoom. Obstacles to quotas and devices are faced by many parties, as Arifa wrote, that one complaint that is widely heard is the quota limitation to follow online learning [23].

The need for understanding and mastery of technology as a medium and learning tool is felt by



parents since the existence of a pandemic. They stated that mastering technology is needed in order to keep up with the times, make it easy to accompany children to learn, widening knowledge, and find out the latest news.

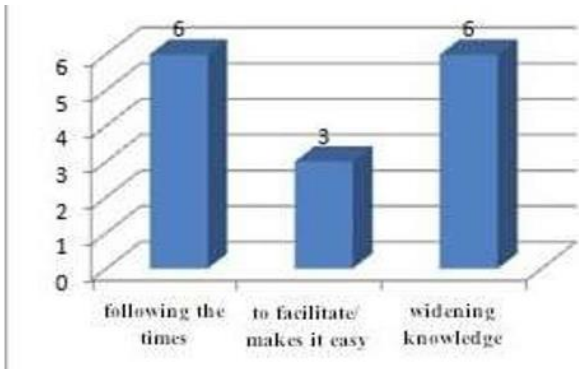


Figure 9 The importance of understanding technology.

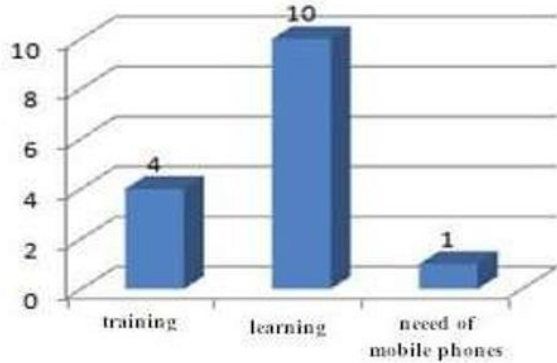


Figure 10 Efforts to master technology.

For the parents' expectations can be achieved where mastering technology means they follow the current development of times, they state that they need to attend and get training, they must also continue to learn, and 1 person states the need of a mobile phone and also data quota so that all information and applications needed can be obtained to the maximum. The hopes and wishes of parents to be able to know technology and understand its use is one of the characteristics of a teacher in terms of professional competence, where teachers must be able to utilize information and communication technology to communicate and develop themselves [18]. This means that parents as teachers at home have also shown one of the indicators of pedagogy competence.

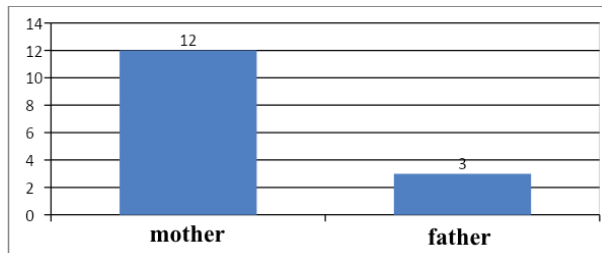


Figure 11 The dominant role in accompanying children to learn at home.

However, in the implementation of the role of parents as teachers at home is still done more by mothers. From Figure 9, there are 12 mothers who carry out their roles as teachers compared to 3 fathers. For this reason, maximum efforts need to be made to provide knowledge and understanding to parents, especially mothers, as the frontline of education while the distance learning process is still enforced. This is consistent with what Sari and Rahma said, where parents also need to be given understanding support in stimulating child development [24]. The need for support and increased knowledge and understanding for parents as teachers at home is also based on statements made by Bailey, et al. (In Roopnarine and Johnson) because parents as teachers are able to motivate children, able to encourage the formation of new skills at home, and provide valuable information for other parties who work with children [25].

### 5. CONCLUSION

Being a teacher is not easy, but circumstances force parents to be able to do the task. The conclusion that can be conveyed is that parents in the South Tangerang region have carried out their role as teachers at home by carrying out material delivery activities especially regarding Covid-19's danger and prevention, then providing various learning and playing activities at home using various technologies such as books, TV, and mobile phones as learning tools and media. Communication has also been carried out to obtain information or clarification of the tasks assigned by schools to their children. What has not been done is to make an assessment of the activities that have been given to children, so it cannot be known whether these activities increase the affective, cognitive, and psychomotor of children.

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