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An Overview of Parents Readiness in Supporting Learning From Home for Early Childhood During the Covid-19 Pandemic Period

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ABSTRACT

This research is motivated by the many complaints about the lack of optimal learning stimulation activities for early childhood during the pandemic, even though early childhood is the golden age of every child's development and affects the development of children at a later age. The study aims to describe the readiness of families, especially parents, to support learning stimulation activities from home during the pandemic in terms of the readiness of the knowledge and skills needed, the readiness of infrastructure to support children's learning from home, and the readiness to provide mentoring time during the implementation of learning stimulation from home. This research is quantitative and descriptive. Data collection was carried out using a questionnaire technique distributed online using the Google Form application. The data analysis technique uses the percentage formula. Data collection involved 450 respondents randomly representing five provinces; West Sumatra, West Java, Central Java, East Java, and Gorontalo. Based on the study's results, it was concluded that; 1). In general, families (parents) of early childhood do not have the knowledge and skills to support children's learning activities from home. 2) In general, families (parents) of early childhood do not have adequate infrastructure to support children's learning activities from home. 3) In general, families (parents) of early childhood do not have the readiness to provide time and opportunities for assistance during activities to study children from home.

1. INTRODUCTION

The rise of various research and studies whose results are disseminated in various mass media, both print and online, showing the importance of stimulating education for children from an early age (early childhood education/PAUD) has made many parents submit their children to PAUD institutions. In addition, with the issuance of various policies set by the government, the position of the PAUD administration has become more transparent and more potent in terms of the national education legislation, the National Education System Law No. 20 of 2003, as well as from government regulations at the provincial level and regional regulations related to PAUD in various regions. PAUD institutions have now become a significant need for parents who have early childhood.

While increasing parental enthusiasm for early childhood stimulation and the need for services from early childhood education institutions, there is increasing demand. Conditions changed massively when the COVID-19 pandemic hit. The government's policy to break the chain of spreading the virus is carried out by carrying out the 5 M (wearing masks, washing hands, maintaining distance, avoiding crowds, and reducing mobility) in the education sector by implementing a learning-from-home program (Joyosemito & Nasir, 2021; Kurniasari et al., 2020; Normalita & Fauzi, 2021).

Various phenomena that show symptoms of lack of proper implementation of learning activities in children during the implementation of the BDR program during the pandemic include; 1) the increasing number of violence against children when children study from home during covid 19 (Machfudz, 2021) 2) increasing parental complaints on social media about children's declining learning motivation during the pandemic and 3) increasing early childhood dependence on games using smartphones, cellphones or gadgets (Ismaniar, 2020). Responding to these conditions, it is necessary to be aware of the parents' environment to support and assist children in learning.

In optimizing the results obtained from each learning process, Throndike said there are at least three laws in learning that must be considered: the law of readiness, the law of exercise, and the law of effect. The primary law of learning, which must exist, as stated by the throne, is the law of readiness, namely readiness to learn (Ismaniar, 2018). Talking about the readiness to learn in early childhood, what needs to be understood is that the readiness to learn in children cannot be separated from the readiness of the parents in early childhood. This is because of the characteristics of children who are not yet independent and are dependent on the support, direction, and assistance of those closest to them, namely their parents. So, thus children will have the readiness to learn if their parents are ready to accompany them to learn.

On the other hand, children will not be ready if their parents are not ready. Therefore, so that children can participate in learning activities well and be full of joy at home, parents must be well prepared (Bhamani et al., 2020; Stoecklin et al., 2021). Among the readiness in question include; Parents must have sufficient knowledge about the characteristics of early childhood learning, parents must provide learning needs (media/support facilities) for children's learning, and parents must have time readiness to assist children in learning.

Furthermore, in this study, the authors want to describe parents' readiness to implement learning-from-home programs in early childhood during the pandemic.

2. METHODOLOGY

The type of research used in this initial research is descriptive, using a quantitative approach. This type of research is used because the researcher wants to describe the actual conditions/conditions in the field regarding the readiness of various parties related to the

implementation of learning from home during the covid 19 period. Sugiyono said the descriptive analysis method is a research method used to create an overview of the existing situation or event (Sugiyono, 2017). The study population consisted of educators and parents of early childhood in Indonesia. The research sample was 450 people from 5 provinces, namely West Sumatra, West Java, Central Java, East Java, and Gorontalo. Samples were taken using a purposive random sampling technique of 325 educators and 125 parents of early childhood children. For data collection, the tool used is a questionnaire utilizing the google form application. The collected data were analyzed using the percentage formula.
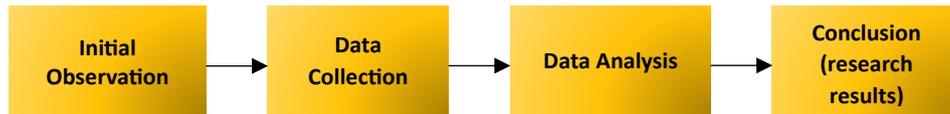
| Initial Observation | → | Data Collection | → | Data Analysis | → | Conclusion (research results) |

Figure 1. Research Flow Process

3. Results & Discussion

3.1. Result

Based on the results of research data processing that has been carried out, the respondents' answers indicate that most early childhood parents do not have sufficient readiness to support learning activities from home for their children. The family's readiness, in this case, the parents, in terms of knowledge and skills in assisting children in learning from home can be seen through diagram 1 below.
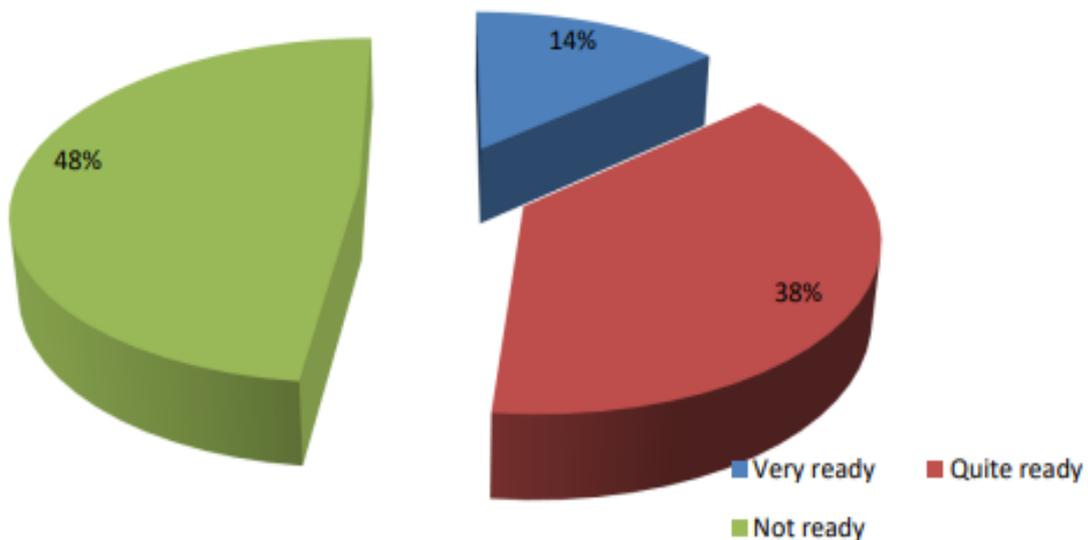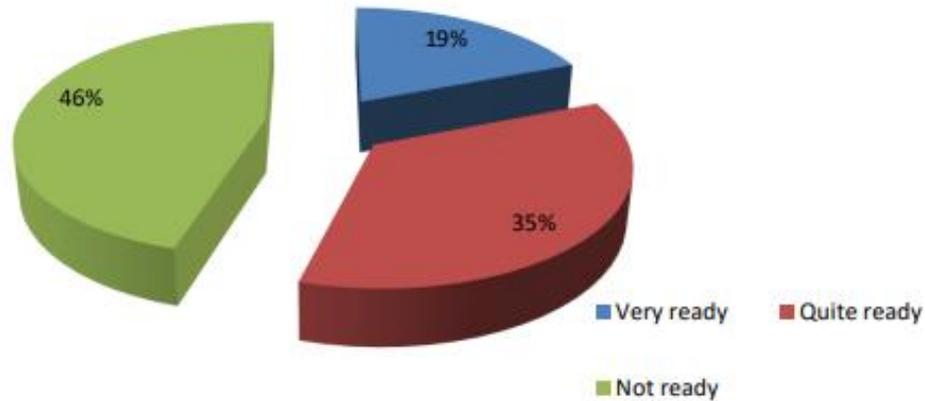

Figure 2. Readiness Knowledge and Skills of Early Childhood Parents in the Implementation of Home Learning the Covid 19 Period
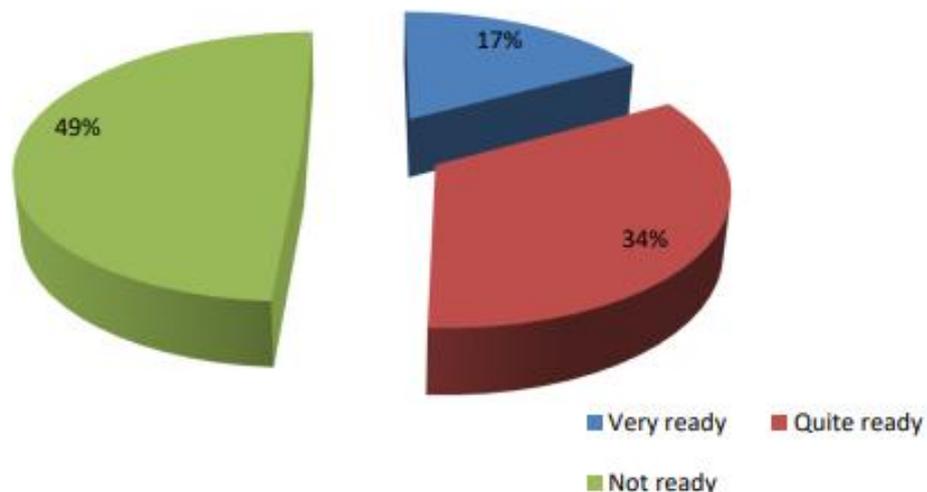
From Figure 2 above, parents' readiness for early childhood knowledge and skills in assisting children in learning is still lacking. It can be seen that almost half of the respondents (48%) answered that their parents were not ready, while those who were quite ready 38% while only 14% were very ready.

Furthermore, the aspect of early childhood parents' readiness to provide media and learning facilities to implement learning from home can be seen in diagram 3 below.

Figure 3. Readiness of Early Childhood Parent in Providing Media and Learning Tools for Implementation of Home Learning

Figure 3 above shows that the percentage of early childhood parents' readiness to provide media and learning facilities for children in implementing home learning programs is still dominated by the unprepared category, namely 46%. The percentage of early childhood parents in the somewhat ready category is 35%, while the very ready parents still have the smallest percentage, 19%. Furthermore, in the following diagram 4, we can see the readiness of early childhood parents seen from the aspect of providing time to assist children in learning by implementing learning-from-home programs.

Figure 4. Readiness of Early Childhood Parent in Providing Time to Assist Children in Learning During the Implementation of Home Learning

From diagram 4, it can be seen that the readiness of early childhood parents to provide time to assist children in learning during the implementation of the learning-from-home program is also dominated by 49% of unprepared answers. The percentage of pretty ready parents is 34%, while the very ready category is only 17%.

3.2. Discussion

From the results of processing the data obtained, as previously stated, the readiness of early childhood parents to implement learning-from-home programs can be seen. Both are seen 1) from the aspect of mastery of knowledge and skills in assisting children in learning, 2) from the aspect of providing media and learning support facilities, and 3) from the aspect of time willingness to accompany children to learn, all of them show relatively the same conditions. Almost half of early childhood parents are not ready for the implementation of learning-from-home programs.

The readiness of parents in terms of knowledge and skills to assist early childhood when learning from home is critical (García-Alvarado et al., 2022; Lau, Li & Rao., 2011; Norazmi Bin Nordin & Bajwa, 2021). This is because early childhood has different characteristics and learning styles compared to adults. Parents who do not understand tend to treat the same as adults when they accompany children. As a result, children will experience uncomfortable conditions, get bored quickly, or be depressed and stressed when participating in learning activities from home (Olivia, 2010; Susilana et al., 2021; Tabi'in, 2020). One characteristic of early childhood that parents often do not understand is that they learn through play children's concentration span is relatively short, and they need reinforcement or reward to increase their learning motivation (Ulfah, 2020; Zaini & Dewi, 2017). If parents know about it, parents will be more adaptive and have a sufficient level of flexibility when their children joke a little or play while studying.

On the other hand, parents who do not understand will find it difficult to accept that they tend to be emotional in dealing with children who joke or play while learning, so violence occurs in children when children are studying at home (Bagus & Ekaningtyas, 2021; Wardani & Ayriza, 2020). Likewise, early childhood parents with skills readiness to assist children in learning can create or create more conducive learning situations and conditions. It can be done by using varied learning mentoring strategies or models that are not monotonous so that children remain cheerful, enthusiastic, and not tired of learning even from home (Fitri & Nugraheni, 2021; Kustandi et al., 2021). Indeed, creative parents will always come up with ideas to lighten the atmosphere anywhere and anytime.

Furthermore, the readiness of early childhood parents, which is no less important in supporting children's learning activities so that they can take place and succeed optimally, is related to the provision of media and infrastructure to support learning activities. According to the study put forward by Piaget, viewed from the stages of cognitive development, early childhood is at the stage of concrete pre-operational development (Yuliani, 2009; Ewing et al., 2011; Widodo et al., 2020; Siegler, 2016). This causes children not to be able to think abstractly or rely on logic alone without being supported by the existence of media and learning facilities, and infrastructure that help them absorb the knowledge and skills being studied. So children will learn better or optimally if they can use various media or supportive educational game tools. Therefore, parents need to seek to provide media or game tools that the child needs.

Another early childhood parent's readiness that must be in place is related to the readiness of parents to provide sufficient time to accompany their children while they are studying at

home. Montessori said that at an early age, individuals have a high level of sensitivity to absorbing various things from the environment. However, they still need to have a strong self-concept (Azkia & Rohman, 2020; Beagle & Beagle, 2020). Children do not yet understand values and norms, so they have not been able to sort out what is good and what is evil, what is right and what is wrong (Ismaniar, 2019; Ministry of Education and Culture, 2020). The presence of parents beside children can provide encouragement, direction, and reinforcement to children when they are participating in learning activities, both when they study independently (offline) or when they study together with teachers and friends online. So children can listen and follow learning activities well. Especially if we look at the conditions and abilities of early childhood, especially those aged 5-8 years, who are in the level of kindergarten and early grade elementary school education, not all children can read and write. So if parents do not assist when children learn from home, they will have difficulty understanding and participating in ongoing learning activities. Likewise, when children do the tasks given by the teacher. The presence of parents beside them when studying positively influences children by providing encouragement, reinforcement, and guidance.

Based on the results of data processing that has been done, it can be concluded. Most early childhood parents need more readiness to face the implementation of learning-from-home programs seen from knowledge and skills in assisting children in learning. From the aspect of providing media and infrastructure for learning from home and readiness when early childhood parents accompany children to study at home during the pandemic Covid 19.

4. CONCLUSION

Based on the data processing results, most early childhood parents do not have the readiness to face the implementation of learning-from-home programs. It is seen from the aspect of knowledge and skills in assisting children in learning, from the aspect of providing media and infrastructure for learning from home, and from the aspect of readiness when early childhood parents accompany children to study at home during the pandemic Covid 19.

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