

Parental assistance strategies for children aged 9-10 years old in online learning

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Abstract

The Covid-19 outbreak that struck Indonesia prompted youngsters to engage in online education. Learning that should be conducted in-person or offline is now available online. Parents must employ extraordinary assistance measures while implementing online schooling for children aged 9-10. This study's major objective is to examine the help tactics employed by parents during online learning. The data was gathered using Google Form questionnaires distributed to 33 parents in Bogor, Indonesia. Nineteen assertions were made by researchers addressing the employment of help strategies during online learning. In May 2021, the data were evaluated using a descriptive quantitative technique. Researchers discovered that seventeen parents had effective support techniques. Of the nineteen statements about assistance tactics during online learning, the effective category includes

eleven checks or processes that are always implemented throughout online learning implementation. In general, parents with successful assistance techniques are housewives with a High School diploma or a Vocational School diploma and a median or average salary.

Keywords: online learning; parental assistance strategies; elementary school education

Introduction

Indonesia is the Southeast Asian nation with the highest number of Covid-19 cases (Nurbaiti, 2020). After the emergence of Covid-19 in Indonesia, the education sector was among the most impacted industries. What should have been face-to-face learning is now online learning (Dhawan, 2020; Mpungose, 2020; Wajdi et al., 2020). Indonesia instituted a program to close all levels of education, from kindergarten to college. All learning activities move online and are completed at home. Internet-based education is a study over the internet (Kessler, 2018). The introduction of online learning gives the benefit of time and location flexibility. Online learning also reduces expenses because kids are not required to attend school, although not all courses can be taught effectively through this medium (Arkorful & Abaidoo, 2015).

In implementing online learning, parental participation is to be carried out optimally. Therefore, parental involvement in education is essential in implementing online learning (Pavalache-Ilie & Țirdia, 2015). Making a schedule to pay attention to children's learning activities, providing motivation, and educating children to learn is important for parents as facilitators during online learning. Parents can also help children complete assignments by explaining material that children do not understand. Thus, the role of parents in educating children is significant and influences the improvement of children's abilities (Wang, 2014).

Parents play a part in the education and care of their children. However, it is problematic for parents to guide their children during the pandemic. According to a poll conducted by RODEL (2020) in Delaware, United States, addressing a study of parents during the Covid-19 pandemic, 73% of parents are unable to juggle work and family responsibilities while paying attention to their children. Then, 69 percent of parents cannot give their children education and social engagement. The Ministry of Education and Culture of the Republic of Indonesia performed a survey of parents

who did not accompany their children to school. This survey revealed that 68.3% of parents had to work, 27.3% had other duties at home, 18.4% do not understand their child's subject matter, 8.3% believe their child does not require assistance, and 3.5% receive no direction from the school. The role of parents in this situation is not desirable. The absence of parental understanding regarding the need to guide children while online learning has a substantial impact on the skills of children.

Several previous studies have explained that the role of parents is very influential in children's development and achievement (El Nokali et al., 2010; Mcneal, 2014). Research conducted by Rasmitadila et al. (2020) found that online learning success is determined by the readiness and support of all stakeholders, including the government, schools, and parents. Research conducted by Hashim et al. (2018) suggested that parental involvement with children is suitable and positively impacts children's educational achievement. Likewise, parents provide full support to children (Daniela et al., 2021). However, Alipasa et al. (2021) found that parents have difficulty in online learning. The research conducted by Puspita (2021) shows that the involvement of parents in supervising children has a massive influence during the Covid-19 pandemic. The study conducted by Sari & Maningtyas (2020) stated that parental involvement in online learning is categorized as good. Parents can understand the learning material so that the assistance process can be good. However, the research conducted by Lase et al. (2020) found that there was still a lack of involvement and support from parents in the online learning process. The choice of parenting style also affects the learning process. Research conducted by Areepattamannil (2010); Parsasirat et al. (2013) showed that parenting style is crucial and impacts children's school achievement. The role of parents is undoubtedly essential in assisting children in learning, but parents need effective strategies to facilitate online learning activities. Therefore, this study aims to analyze online learning parenting strategies for children aged 9-10 years old.

Methods

The methodology employed in this study is descriptive quantitative research. This study's data was collected by distributing Google Forms to parents of elementary

school-aged children aged 9 to 10 years. The study was done in Bogor City, with data gathering between 13 and 17 May 2020. The method of data analysis employed was descriptive analysis. [Table 1](#) presents the classifications used to determine the efficacy of parental methods.

Tabel 1. Categories of parental assistance strategies

Scale Range	Categories
95 - 79,8	Very Effective
79,7 - 64,5	Effective
64,4 - 49,2	Fairly Effective
49,1 - 33,9	Less Effective
33,8 - 0	Not Effective

Categorization calculation using formula = $\frac{\text{Maximum value} - \text{Minimum value}}{\text{Scale range}}$

$$= \frac{95 - 19}{5} = 15.2$$

A scale range with an interval is 15.2. If the results of the data scale between 95-79.5 are very effective; between 79.7-64.5 is deemed effective; 64.4-49.2 is considered quite effective, and on a scale of 49.1-33.9, then it is considered less effective. If the data is on a scale of 33.8-0, then it is deemed ineffective as a parental assistance strategy for children aged 9-10 years in online learning.

Result

Parental Assistance Strategy

The data generated inside this study consisted of various assistance strategies parents use for children aged 9-10 years old in online learning. This study has conducted a survey of 33 parents in Bogor by distributing questionnaires through Google Forms which are then presented in a tabular form. [Table 1](#) contains profiles of parents who explain their latest education, occupation, income, and type of residence occupied. The results of [Table 2](#) data can be shown as follows.

Category	f	%
Last Education		
Elementary School	-	-
Junior High School	6	18,2
Senior / Vocational High School	20	60,6%
Diploma 1/2/3/4	4	12,1
Bachelor/Master/Doctor	3	9,1
Occupation		
Not Working / Housewife	21	63,6
Traders / Laborers	5	15,2
Freelaance Worker	3	9,1
Entrepreneur	1	3
Private Employees/ Teachers/ Lecturers	3	9,1
Police/ Army/ Government Employee		
Income		
>Rp 1.000.000	10	30,3
Rp 1.000.001 - Rp 2.000.000	7	21,2
Rp 2.000.001 - Rp 3.500.000	8	24,2
<Rp 3.500.000	8	24,2
Residence Type		
Cluster	2	6,1
Ordinary Complex	9	27,3
Village	22	66,6

The first indicator is the parents' most recent level of education. According to the data collected, 6 (28.2%) of the parents had completed Junior High School, 20 (60.6%) had completed Senior High/Vocational School, and 4 (12.1%) had completed Diploma 1/2/3/4, and 3 (9.1%) had completed Bachelor's/Master's/Doctoral degrees. Typically, parents' most recent level of schooling is high school or vocational high school.

The second indicator is occupation. According to the data collected, 21 (63.6%) parents do not work / are housewives, 5 (15.2%) work as traders / laborers, 3 (9.1%) work as freelancers, 1 (3%) work as entrepreneurs, and 3 (9.1%) work as private employees/ teachers/ lecturers/ police/ army/ government employee. The majority of parents neither work nor become homemakers.

The third indication is income. According to the data collected, there are 10 (30.3%) parents whose income is less than Rp 1,000,000 and 7 (21.2%) parents whose income is between Rp 1,000,001 and Rp 2,000,000. Eight (24.2%) parents make between IDR 2,001,001 and IDR 3,500,000, while eight (24.2%) earn more than IDR 3,500,000. In typically, parents earn less than IDR 1,000,000 per year.

Type of residency constitutes the fourth indicator. According to the data collected, 2 (6.1%) parents reside in clusters, 9 (27.3%) parents reside in ordinary complexes, and 22 (66.6%) parents reside in villages.

Table 2 explains the scale of assistance strategies used by the parents in assisting the children aged 9-10 years old during online learning. The results of the data from Table 2 are as follows.

Table 2. Detailed Results of Value Statements for Parental Assistance Strategies

No	Statement	Never		Rarely		Sometimes		Often		Always	
		f	%	f	%	f	%	f	%	f	%
1	Supervising the course of learning activities.	0	0	1	3	6	18.2	8	24.2	18	54.5
2	Preparing facilities to support learning activities,	0	0	1	3	0	0	9	27.3	23	69.7
3	Setting the learning time needed by the children at home.	2	6.1	5	15.2	6	18.2	6	18.2	14	42.4
4	Having an atmosphere/condition of the house which is conducive to learning.	2	6.1	1	3	6	18.2	7	21.2	17	51.5
5	Giving children motivation to be enthusiastic about learning.	0	0	1	3	2	6.1	12	36.4	18	54.5
6	Assisting children in doing school work.	0	0	1	3	1	3	11	33.3	20	60.6
7	Taking time in accompanying the children to learn.	0	0	1	3	3	9.1	8	24.2	21	63.6
8	Reflecting after the child has finished online learning.	3	9.1	3	9.1	16	48.5	2	6.1	9	27.3
9	Giving appreciation towards the children while studying at home.	1	3	2	6.1	4	12.1	8	24.2	18	54.5
10	Making a schedule for study activities.	6	18.2	4	12.1	5	15.2	10	30.3	8	24.2
11	Giving an example as a substitute teacher figure at home.	2	6.1	1	3	5	15.2	9	27.3	16	48.5
12	Always actively communicating with the children.	1	3	1	3	0	0	7	21.2	24	72.7
13	Helping the children overcome difficulties experienced during online learning.	0	0	2	6.1	1	3	9	27.3	21	63.6
14	Tends to be warm yet firm.	1	3	1	3	6	18.2	6	18.2	19	57.6
15	Encouraging the children to be independent.	0	0	1	3	5	15.2	6	18.2	21	63.6
16	Requiring that the children always obey.	3	9.1	2	6.1	6	18.2	10	30.3	12	36.4
17	Tends to use punishment on children.	12	36.4	5	15.2	10	30.3	0	0	6	18.2
18	Tends to be passive in accompanying the children in learning.	14	42.4	8	24.2	8	24.2	2	6.1	1	3
19	Giving the children the freedom to do what they want.	9	27.3	3	9.1	15	45.5	1	3	5	15.2
	Total	33 parents									

Table 2 indicates that parents were asked to respond to 19 statements. Even though the first statement involves witnessing the learning process, the data collected revealed that 1 (3 percent) parents supervise infrequently, 6 (18.2 percent) oversee sometimes, 8 (24.2 percent) supervise frequently, and 18 (54.5 percent) supervise regularly. Parents stated that they always supervise their children's educational activities.

The second statement is responsible for preparing facilities. There are 1 (3 percent) parents who rarely prepare to facilitate, 9 (27.3 percent) who do so frequently, and 23 (69.7 percent) who do so always. In general, parents reported that they always provide facilities to facilitate educational activities.

The final statement is time management for study. According to the data collected, two (6.1%) parents never manage time, five (15.2%) parents seldom manage time, six (18.2%) parents sometimes manage time, six (18.2%) parents frequently manage time, and fourteen (42.4%) parents constantly manage time. In general, parents responded that they always provide the necessary study time for their children at home.

The fourth claim is that the home environment is favorable to learning. 2 (6.1 percent) parents have never had a conducive atmosphere, 1 (3 percent) parents have a conducive atmosphere infrequently, 6 (18.2 percent) parents have a conducive atmosphere sometimes, 7 (21.2 percent) parents have a conducive atmosphere frequently, and 17 (51.5 percent) parents always have a conducive atmosphere. In general, parents said their homes were always conducive to their children's education.

The fifth statement is intended to inspire action. 3 percent of parents seldom provide inspiration, 6 percent of parents occasionally provide motivation, 36 percent of parents frequently provide motivation, and 54.5 percent of parents constantly provide motivation. In general, parents respond that they constantly encourage their children's interest in learning.

The sixth statement is assisting children with their homework. 1 (3 percent) parents seldom attend, 1 (3 percent) parents occasionally attend, 11 (33.3 percent) parents frequently attend, and 20 (60.6 percent) parents are always present. In general, parents responded that they constantly assisted their children with schoolwork.

The seventh statement is taking the time to study alongside youngsters. According to the data collected, 1 parent (3 percent) rarely makes time, 3 parents (9.1 percent) occasionally make time, 8 parents (24.2 percent) frequently make time, and 21 parents (63.6 percent) always make time. In general, parents responded that they always accompanied their children to school.

Three (9.1 percent) parents never reflect, three (9.1 percent) parents seldom reflect, sixteen (48.5) parents occasionally reflect, two (6.1 percent) parents frequently reflect, and nine (27.3 percent) parents always reflect. In general, parents respond that they occasionally reflect after their child completes online learning activities.

The ninth statement expresses gratitude. According to the data collected, 1 parent (3 percent) never gives gratitude, 2 parents (6.1 percent) seldom provide appreciation, 4 parents (12.1%) occasionally give appreciation, 8 parents (24.2 percent) frequently give appreciation, and 18 parents (54.5 percent) constantly give appreciation. In general, parents respond that they value children's positive actions when studying at home.

Developing a study schedule is the tenth claim. 6 (18.2 percent) parents never create a schedule, 4 (12.1%) parents seldom create schedules, 5 (15.2%) parents sometimes create schedules, 10 (30.3%) parents frequently create schedules, and 8 (24.2 percent) parents always create schedules. In general, parents responded that they regularly created a schedule for educational activities.

The eleventh statement is to provide examples. According to the data collected, two (6.1%) parents never set an example, one (3%) parent rarely sets an example, five (15.2%) parents sometimes set an example, nine (27.3%) parents frequently set an example, and sixteen (48.5%) parents always set an example. In general, parents responded that they always serve as substitute teachers at home by setting a good example.

The twelfth statement is communicatively active. One parent (three percent) never actively communicates, one parent (three percent) seldom communicates, seven parents (twenty-one percent) communicate frequently, and twenty-four parents (seventy-two percent) communicate continuously. In general, parents responded that they communicate with their children frequently and actively.

The twelfth assertion is that parents assist their children in overcoming obstacles; the acquired results indicate that 2 (6.1%) parents rarely help, 1 (3%) parents sometimes help, 9 (27.3%) parents frequently help, and 21 (63.6%) parents always help. In general, parents responded that they always assist their children in overcoming obstacles encountered during online learning.

The fourteenth statement is to behave warmly yet firmly. According to the data collected, 1 (3 percent) parents never act warmly, 1 (3 percent) parents rarely act warmly, 6 (18.2 percent) parents sometimes act warmly, 6 (18.2 percent) parents often act warmly, and 19 (57.6 percent) parents always act warmly. In general, parents always respond with warmth and firmness.

In the fifteenth statement, children are encouraged to be autonomous. 3 percent of parents rarely encourage their children to be independent, 15 percent sometimes encourage their children to be independent, 18 percent frequently urge their children to be independent, and 63 percent of parents always encourage their children to be independent. In general, parents responded that they always encourage independence in their children.

The seventeenth statement demands obedience from children. Three (9.1 percent) parents never demand that their children obey, two (6.1%) parents rarely demand that their children obey, six (18.2%) parents sometimes demand that their children obey, ten (30.3%) parents frequently demand that their children obey, and twelve (36.4 percent) parents always demand that their children obey. In general, parents reported that they always require their children to attend school.

According to the data acquired for the sixteenth statement that tends to use punishment, 12 (36.4%) parents never use punishment, 5 (15.2%) parents rarely use punishment, 10 (30.3%) parents occasionally use punishment, and 6 (18.2%) parents always use punishment. In general, parents responded that they never disciplined their children.

Fourteen (42.4%) parents are never passive, eight (24.2%) parents are seldom passive, eight (24.2%) parents are occasionally passive, two (6.1%) parents are frequently passive, and one (3%) parent is always inactive, according to the statistics. In general, parents responded that they never took a passive role in their children's education.

The nineteenth statement grants children independence. 9 (27.3%) parents never give their children independence, 3 (9.1%) parents rarely give their children independence, 15 (45.5%) parents sometimes give their children independence, 1 (3%) parents frequently give their children independence, and 5 (15.2%) parents always give their children independence. In general, parents respond that they sometimes permit their children to act independently.

Table 3 shows the results of the overall assistance strategy used by parents in accompanying children during the online learning process. The results of the data in Table 3 are shown as follows.

Table 3. Overall Results of Parental Assistance Strategies

Assistance Strategies	Frequency	Percentage
Very Effective	13	39,39%
Effective	17	51,52%
Fairly Effective	2	6,06%
Less Effective	1	3,03%
Not Effective	0	0,00%
Total	33	100%

Of 33 parents, there are 13 parents whose assistance strategy is very effective. Then there are 17 parents whose assistance strategy is effective, as for 2 parents whose assistance strategy is relatively effective and only 1 parent whose assistance strategy is less effective.

Discussion

The technique's effectiveness for aiding parents throughout the epidemic has been demonstrated. Parents frequently supervise online learning activities. According to research conducted by Hashim et al. (2018), parental supervision of students is relatively high. Parents continue to monitor their children while they perform home duties. However, a study by Lase et al. (2020) indicates that barely half of the respondents spend their limited time overseeing and participating in children's learning at home.

Additionally, parents prepare facilities to facilitate online learning activities. The research conducted by [Hashim et al. \(2018\)](#) demonstrates that parents provide their children with learning-related resources such as books, stationery, and others. Setting the required learning time for children is also an excellent method since children can learn at their own pace. According to [Bhamani et al. \(2020\)](#), parents create a calendar to arrange their children's activities since setting a routine can minimize children's anxiety and increase their productivity. However, [Sari and Maningtyas \(2020\)](#) research indicate that parental participation in regulating time for learning and play remains rather low. Parents and children must reach an understanding regarding the management of study time.

A conducive atmosphere or home environment is vital for online learning since children require a tranquil environment or surroundings to concentrate on their studies (2020). [Rasmitadila et al. \(2020\)](#) discovered that many youngsters lack a favorable learning atmosphere or setting, resulting in distractions that impede learning attentiveness. The research conducted by [Hashim et al. \(2018\)](#) shows that parents provide a comfortable study environment for their children. Parents must also motivate children because it effectively increases children's excitement for learning. According to [Sudiapermana and Muslikhah's \(2020\)](#) research, many parents encourage their children to study at home. Taking the time to learn with children and support them with their schoolwork is an effective online learning method. Research conducted by [Daniela et al. \(2021\)](#) revealed that many parents accompanied their children to school assignments because, according to parents, their children could not complete assignments without parental assistance. It is an excellent method since children will be more driven to perform well while studying at home if praised for their efforts. Parents can also serve as substitute teachers by setting a good example at home. By giving a role model to a substitute teacher, the children will be more disciplined in their learning. According to research conducted by Puspita in 2021, parents play a crucial impact in the development of self-confidence. Consequently, parents might serve as substitute teachers during the online learning process.

Communication with youngsters is a second technique. Sharing with youngsters would facilitate the process of online learning activities if it is done actively. The

research conducted by [Hashim et al. \(2018\)](#) revealed that parents actively interact and discuss their children's activities. Parents can also assist their children in overcoming the obstacles they encounter while online learning. According to research conducted by [Puspita \(2021\)](#), one of the duties of parents during online learning is to complement each other and assist their children in solving challenging difficulties at home. The following behavior is typical of parents. This study indicated that parents tend to support their children's independence through warmth and firmness. This action is indicative of a parenting style marked by authority. According to [Areepattamannil \(2010\)](#) and [Besharat et al. \(2011\)](#), different parenting styles substantially impact children's academic achievement. Parents typically employ an authoritative parenting style as a successful method for facilitating online learning. [Murray \(2012\)](#) and [Ngu et al. \(2016\)](#) discovered that the authoritative parenting style substantially affects children's academic achievement. However, [Khurram et al. \(2016\)](#) discovered that the authoritarian parenting style has a greater impact on academic attainment.

The overwhelming characteristic of parents with an effective strategy is a housewife with a High School or Vocational School education and an average or average salary. Most middle-class parents have high hopes for their children ([Slavin, 2006](#)). In the meantime, parents with a limited educational background will have difficulties with online learning ([Cuisia-Villanueva & Nez, 2020](#)). However, [Yulianti et al. \(2019\)](#) found that parents with higher socioeconomic status are less involved in their children's schooling. The research conducted by [Goksel \(2012\)](#) revealed that a housewife influences her child's academic success. Therefore, more mothers focus on their children's education than fathers who prioritize meeting their family's financial requirements.

Conclusion

Parental assistance strategies for children aged 9-10 years old in online learning have an effective category. Of the nineteen statements regarding assistance strategies during online learning, parents included in the effective category have eleven statements or strategies that are always carried out during the implementation of online learning. In general, parents who carry out online learning with effective strategies have dominant characteristics: a homemaker with their last education in

High School or Vocational High School with a medium or standard average income. Therefore, parents can carry out online learning effectively.

This study's limitations can be seen from the small sample and still lacks to describe of the real-time situation. Future research needs to consider the extent of the research line for the need to know parenting strategies in online learning. It is interesting if this research can be a comparative study for other developing countries and be a comparative study for a higher age.

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