

THE ROLE OF PARENTS DURING THE COVID-19 PANDEMIC: DESCRIPTION OF CHILD DEVELOPMENT ACTIVITIES

Yenti Juniarti¹, Fitriana², Lia Ricka Pratama³

Fakultas Ilmu Pendidikan, Universitas Negeri Gorontalo, Indonesia¹. Fakultas Ilmu Pendidikan Universitas Tadulako, Indonesia². Jurusan PG PAUD Fakultas Tarbiyah dan Keguruan IAIN Metro Lampung, Indonesia

Email: yenti.juniarti@gmail.com¹, fitriana.vito@gmail.com², liaricka@yahoo.com³

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Abstract: The problem of this research was taken from the anxiety of parents in their children during the pandemic, in which parents who were previously busy with their respective affairs, and then turned into the responsibility of taking care of children's learning. This article aims to find out how the role of parents in carrying out child development activities during the COVID-19 pandemic. This research method uses a qualitative, case study approach, while the research steps using Miles & Huberman are data collection, data reduction, data presentation and conclusion drawing. The data mining was carried out by observation and in-depth interviews with 4 heads of families, 3 fathers and 5 mothers. The results show that child development activities during the pandemic are certainly different from usual because they are carried out from home. However, it does not reduce the activities of the five aspects of child development. watching television, communicating, role playing, loving animals, watering flowers, playing puzzles, writing, counting, and other activities to help parents. This makes the development of religious and moral values, cognitive, language, social emotional and physical motor able to develop optimally without being left behind in any aspect stimulated during the COVID-19 pandemic. A *timetable* for children to carry out various activities at home so that aspects of children's development can develop optimally during learning activities from home.

Keywords: Activity; Child Development; Covid-19 Pandemic.

Since March 2020, the spread of the Covid-19 virus has become a hot topic of conversation for the whole world, including Indonesia. Various attempts have been made by the government to break the chain of spreading this virus. Since the issuance of the Minister of Education and Culture Circular Number 36962 / MPK.A / HK / 2020 regarding online learning and working from home in the context of preventing the spread of *Coronavirus Disease* (COVID-19). Of course, this policy forces various groups and professions to continue working and learning from home, especially the education sector from early childhood to university. No doubt parents become the center in the success of all child development activities while at home.

Parents are first and foremost for children. Because the child's first environment is their family (Sari & Rasyidah, 2019). The role of the family is very much needed in helping the process of child development and growth from stage to stage to give special attention, maximum parenting, and also love from parents and their families. Every family has its own tricks and ways to help the process of developing and growing their children (Ulfa & Na'imah, 2020). During a pandemic, parents are required to do everything for the success of child development activities. Various workshops and webinars as well as guidelines issued by the Ministry of Education and Culture regarding parents accompanying children during the pandemic (Kemdikbud, 2020). Parents usually only play a role in shaping children's basic attitudes and skills, but this role extends, namely as a companion to academic education (Nurlaeni & Juniarti, 2017). The role of parents in educating children of course must be adjusted to the child's development. Where in stimulating children's development, it is necessary to have various activities that are able to develop children's talents, interests, and potential during activities from home. As we know, child development is very important, considering that early childhood is a golden age, which requires a variety of developmental stimulations (Sulaiman, Ardianti, & Selviana, 2019). Early childhood development includes five aspects of development, including moral, social, emotional, language, cognitive, and physical motor values. Of course, these five aspects of development need parental assistance and support in honing them during a pandemic (Maserumule, 2020).

The results showed that the development of children is certainly interrelated between one

aspect and another. One cannot be sharpened and forget other aspects of development (Halle et al., 2014). Not only that, aspects of child development need to be carried out continuously because, the more often the child is stimulated, the ability or brain development of the child will increase up to 80% at the age of four (Hartanto., et al 2016). Furthermore, the aspect of early childhood development is a benchmark for the success of children in the future. The more rapid the child's development from an early age, the better it is in shaping children's attitudes, emotions, and knowledge (Umrah., et al 2020).

Therefore this study wants to analyze the various child development activities carried out by parents during the pandemic. Given that almost 10 months, children's activities have been diverted at home. This research was conducted to strengthen several studies on child development, although references to child development during the pandemic were still lacking, many studies were discussed before the Covid-19 pandemic..

METHOD

This study uses a qualitative research approach, which is based on post-positivism (Somantri, 2005). The presence of research in this study was carried out for 4 months from March to July in collecting data on children's character through traditional games. The position of researchers as research instruments and students. The data source in this study is using primary data and secondary data, while the source of research data is obtained from the object of research in this case taken from the cultural heritage of Gorontalo. Data collection techniques in this study used in-depth interviews with data sources, direct observation, and documentation of user research, analysis Data in this study used Miles Huberman, namely 1) data collection was carried out by collecting data from interviews, observations, and various documents based on categorization in accordance with the research problem. 2) data reduction, takes place continuously as long as the research has not been ended. the result of data reduction is in the form of a summary of field notes, either from initial notes, extensions or additions. 3) Presentation of data (data display) is intended to find meaningful patterns and provide the possibility of drawing conclusions and providing action. 4) drawing a conclusion or verification (conclusion) (Hanifah & Irambona, 2019; Ramadan & Juniarti, 2020).

The chart of data analysis using a qualitative approach is shown in Figure 1 below:

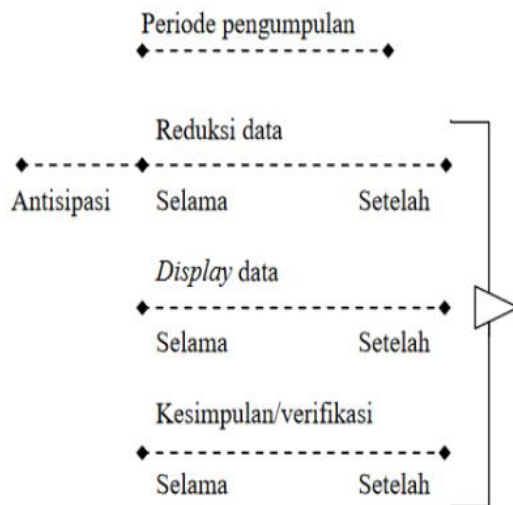


Figure 1. Chart of Qualitative Research Data Analysis by Miles Huberman

RESULT AND DISCUSSION

The existence of this pandemic period provides opportunities for parents to educate their children and spend time together with family. Of course, this is a moment where parents can monitor their children from waking up to sleeping again. Therefore, all children's activities during the pandemic cannot be separated from the supervision of parents. Including activities both academically and non academically. Academic activities for children aged 4-5 years cover five aspects of development, including: religious, moral, social-emotional, language, cognitive, and physical motor values (Billingham & Billingham, 2019). These five aspects are very much needed stimulation or stimulus with various activities/activities to optimize each child's development. The activities of these five aspects can be analyzed and described in the following::

Activities of Religious and Moral Values

Formation of the basis for religious and moral values in the midst of this pandemic is very important because during the pandemic children are very close to *gadgets*, where activities are seen by children without the formation of a good religious foundation for their parents. Will erode the character of the child (Suyanto, 2012).

During a pandemic, parents instill good habits, such as inviting children to pray together, recite short letters, and memorize prayers. If you do,

parents will give *rewards*, and vice versa, parents will give *punishment*. As stated by Kohlberg, children are in a pre-conventional phase of moral development, which is marked by the child doing everything or obedience in order to avoid punishment (Conn, 1957). Not only that, when children do bad behavior, parents supervise or reprimand and set a good example. This is in accordance with opinion, Winarti, (2020) Parents are good role models for their children, all actions taken by parents will be imitated by children. Remembering that children are excellent imitators (Imaman, 2019). Furthermore, during the pandemic, parents provide direction on what is appropriate to say and what is not appropriate to say, when the child says the parent's obscene words immediately to provide understanding and direction. This is because when the child is outside the family environment it does not cause some problems to the person being spoken to or does not offend the interlocutor, especially at an early age the vocabulary absorption of up to 5000 words at the age of 5 years (Christianti, 2015).

Children's Language Development Activities Children's

communication during the pandemic has actually increased rapidly, from several interviews conducted, that the role of parents daily increases children's attachment by communicating *intensely*, parents assisting children in spelling letters, phonemes, syllables and even asking children to retell before going to bed, what activities have been done by children every day. More than that, parents provide learning media in the form of books equipped with language activities, such as writing, thickening, and pairing words. Parents also give some simple commands, such as asking for something to be taken, asking children to sing as entertainment when the child is bored and tired. Suyanto, (2005) states that language learning for kindergarten children is to develop oral communication skills, recognize letters and read, listen and understand commands, write, and use literature. Musfiroh & Listyorini, (2016) stated that to determine the achievement of writing/drawing, stationery/media should be provided. Not only that, Supartini, (2006) in communicating, our conversations are expected to always coexist, voice followed by sound, word followed word, sentence by sentence.

Children's Cognitive Development Activities

By utilizing counting songs and children's fingers, parents are successful in providing education on children's cognitive development. Like the

recognition of numbers 1-10 using your fingers while being sung. Parents also help children by asking questions about numbers, "*after number 1, what number is it ... number 2 says SE*". parents also provide education to children when children play in the kitchen. "*EF says there are 5 glasses arranged on the plate rack,*" besides playing *puzzles* together between parents and children. In this case, as we know that cognitive development is one of the first aspects that need to be introduced, because cognitive development affects the development of the child's brain and neurons, and affects other aspects of development (Aziz & Yussof, 2013). Cognitive development plays an important role, characterized by the child's ability to sort and recall (Lee., et al 1994). Fardiah, Murwani, & Dhieni, (2019) the success of children's cognitive development is marked by problem-solving by children such as parents asking children to mention after number 1. Not only that, cognitive development is closely related to manipulative movements such as children's activities when playing puzzles. Of course, this is in line with the results of research by Piek., et al, (2008) that the performance of children's cognitive development can affect children's motor movements.

Activities Physical motor development of children

During the pandemic, the biggest concern for parents is whether the child can move optimally as children do when they are in school. Because before starting learning, children usually begin with habituation, namely doing gross motor skills before entering class (Juniarti, 2019; (Ariska, 2020). Motor activities carried out by children during the pandemic did not reduce the meaning of *motor learning at all*. The results of interviews and observations show that TS is very active in moving through the songs and animated cartoons that he watches both on television and via *smartphones*. All the activities that he saw TS was very active in doing and imitating various movements, even TS invited his parents to do the movements he participated in. This is in line with the results of research (Iivonen & Sääkslahti, 2014) that through environmental support such as parents, siblings, and friends, children are able to imitate and manipulate various movements. Based on the results of interviews and observations that children practice various movements through television, this certainly has an impact on locomotor movements, such as movements in the place of moving hands and feet. Meanwhile, non-locomotor movements, such as children jumping

up and down and dancing to the rhythm of the songs and music they see (Hardy., et al 2010). in addition, the child's ability to remember every movement that has been seen shows that there is a close relationship between cognitive development and physical motor development of children (Pollok., et al 2014). During activities at home, many children help their parents such as watering flowers and holding brooms, this activity certainly trains the child's motor development, where there is a child's manipulative movement when holding a broom and watering flowers (Cohen., et al 2014). Almost every activity that children carry out on a daily basis during the pandemic has movements that are either copied or made up by themselves

Activities for Children's Emotional Social Development

The role of parents in instilling children's social-emotional during a pandemic is certainly not an impossible thing. Because there are so many activities that can be done like those carried out by the DP family, that their children are taught to empathize with each other, help each other, both humans, and even treat animals well such as feeding. able to be friendly to father, mother, and sister. When playing together at home, IF is able to cooperate.

"*Mom, I'm a doctor, okay? I'll check on the mother (said If) ...*

" *Children always play roles, either alone or with their siblings and their parents"... "Children when playing together are sometimes scrambled, but I give the understanding by sharing the toys together (results of the DP family interview). "*

The results of the interview above are certainly in line with various research results and existing theories where social-emotional development provides benefits to children when they become adults, such as reducing anxiety, fostering self-confidence, and being easy to get along with (Rubin., et al 2009). Furthermore, Wing & Gould, (1979; (Elza Fitriani & Yaswinda, 2020) stated that social disturbances often occur during adolescence, this is of course a concern for parents to instill social-emotional as early as possible. Children's learning readiness is strongly influenced by children's social-emotional development, positive emotional formation in children, enthusiasm, and the ability to regulate emotions and behavior as a reference for educators in seeing children's learning readiness (Denham, 2006; (Mange & Juniarti, 2021). The existence of role-playing activities carried out by IF shows that the

involvement of various other aspects, such as motor and cognitive, of course, has a good impact on children's social-emotional development (Kim., et al 2016).

CONCLUSION

The results show that the role of parents in the success of children's activities during the Covid-19 pandemic is to facilitate and provide education to children while at home and specifically show that during the Covid-19 pandemic period, the child's activities do not reduce the slightest in stimulating the development of older children early activities such as 1) activities of religious and moral values, which are carried out by instilling religious values, praying, reading prayers, memorizing short letters along with speaking well and politely. 2) children's language development activities, which are carried out by communicating intensely, recognizing letters, words, and sentences by asking children to tell stories. 3) cognitive development activities carried out by introducing children to counting 1-10 using their fingers, playing puzzles, and counting glasses. 4) motoric physical activity, activities carried out by children are imitating movements on television, and movements that are made by themselves. 5) emotional social activities, activities carried out by children by playing role-playing together and feeding animals. In this study, researchers also hope to increase knowledge for parents and teachers, in carrying out activities at home with children, as well as for teachers being able to provide education to children more precisely and be able to establish communication with parents.

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