

ANALYSIS OF THE ROLE AND CHALLENGES OF PARENTS IN EDUCATING CHILDREN POST-PANDEMIC COVID-19

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Abstract

The aim of this research is to analyze the role and challenges of parents in educating children after the Covid-19 pandemic. The research method used by researchers is through qualitative methods, researchers analyze the role of parents in educating children based on a developmental psychology perspective. The research results show that authoritative parenting tends to be more effective in preventing children's bad habits in playing with gadgets by encouraging children to always be active in positive activities, in this case parents act as managers and initiators for children. The challenges faced by parents in the child's education process are that the child's volitional and emotional functions are not yet fully functioning properly, so parents are required to be more patient and provide gentle treatment towards children.

Key words : Role of parents, children's education, Covid-19 pandemic

Abstrak

Tujuan penelitian ini yaitu untuk menganalisis Peran dan tantangan Orang Tua Dalam Mendidik Anak Pasca Pandemic Covid-19. Metode penelitian yang digunakan oleh peneliti yakni melalui metode kualitatif peneliti menganalisis bagaimana peranan orangtua dalam mendidik anak berdasarkan pada perspektif psikologi perkembangan. Hasil penelitian menunjukkan, bahwa pola asuh otoritatif cenderung lebih efektif dalam mencegah kebiasaan buruk anak-anak dalam bermain gadget dengan memberikan dorongan kepada anak agar senantiasa aktif dalam kegiatan-kegiatan positif, dalam hal ini orang tua berperan sebagai manajer dan inisiator bagi anak. Adapun tantangan yang dihadapi oleh orang tua dalam proses pendidikan anak adalah fungsi kemauan dan emosional anak yang belum sepenuhnya berfungsi dengan baik, sehingga orang tua dituntut untuk lebih sabar dan memberikan perlakuan halus terhadap anak.

Kata kunci: Peran orang tua, pendidikan anak, pandemic covid-19

INTRODUCTION

The COVID-19 pandemic situation requires all educational activities to shift to using gadget media to support learning activities, but the end of the pandemic actually presents new challenges for parents in controlling children's habits due to the emergence

of addiction in them to gadgets. Gadgets as information technology media certainly have a positive impact on the development of children's brains and bodies as long as they are accompanied by guidelines and policies for using gadgets to reduce the negative impacts. (Novianti & Garzia, 2020). Thus, parental involvement in children's activities becomes very important as a guide to the child's development process, while the role of parents includes being educators, supervisors, motivators, and facilitators. (Nasution & Suharian, 2020). Based on this, parental involvement is certainly very important in order to minimize excessive use of gadgets by filling children's daily lives with more positive activities.

Existing studies regarding the role of parents are divided into the first three aspects of the role of parents in developing children's character during COVID (Prabowo et al., 2020). According to Sultan Hadi, parents' roles as educators, facilitators, motivators, companions, supervisors, and role models for children all play a significant part in shaping a child's character and helping them develop into a fully realized human being. Apart from that, parents face more challenges in guiding and supervising children while studying at home due to the use of gadgets, which are sometimes misused by children. The second role of parents is in motivating children (Kurniawaty et al., 2022). Imas Kurniawati said that the role of parents in motivating is as a guide, motivator, and facilitator, while the most effective parenting style is carried out democratically. The three roles in accompanying children, according to Agustien Lilawati, are: the role of parents while at home in educating children is as a companion, motivator, and at the same time facilitating learning activities. From existing studies, no further studies have been found regarding the role of parents in educating children after the pandemic, which has implications for children's addiction to playing with gadgets. (Kurniati et al., 2021).

The purpose of this article is to complement the shortcomings of previous studies regarding the role of parents in educating children, who pay less attention to the impact of using gadgets as learning media for children. In general, this article will show that parental involvement is very important for the child's development process, especially in minimizing the use of gadgets as a medium for excessive information. In line with this, this article will answer three things: first, describe the role and responsibilities of parents in educating children after the COVID-19 pandemic. Second, what are the factors that cause children to become addicted to playing gadgets after the pandemic? The third explains the challenges parents face in educating children who are addicted to playing with gadgets.

The transition to learning media by utilizing information technology media such as gadgets during the pandemic has indirectly created a sense of overdependence in children towards the use of gadgets. The emergence of a tendency for children to play excessively with gadgets is a result of a lack of supervision and communication between parents and children, which results in no control from parents over children so that children tend to have freedom and breadth in using gadgets. Therefore, the role of parents is very important in accompanying children so that they are reluctant to do things that their parents do not allow and become wiser in using gadgets as supporting tools for education..

METHOD

This research uses a qualitative study approach with a data collection process through observation and interviews. Visits to TPA (Children's Study Place) at the Ngadisuryan Mosque in Yogyakarta's Kidul Square served as observation points. Meanwhile, interviews were conducted with the parents of students who had children aged 7 to 11 years. In order to strengthen the data, the determination of informants involved conducting interviews with two to three parents at Ngadisuryo TPA. Then, after the interview process was carried out for approximately two weeks, the interview data was analyzed through three sub-processes, including: *Data reduction* by carrying out a sorting process from field materials in the form of rough data. *Data presentation* or data display involves providing data through certain measurements in order to obtain data that is structured based on facts in the field related to themes and linking one data point to another so that the resulting data is more concrete and efficient. Finally, the data is *verified* by drawing conclusions from the "interpretation" of the data; of course, this conclusion is also verified again in relation to theoretical assumptions and then described using psychological theories of child development. (Miles & Huberman, 1992).

RESULTS AND DISCUSSION

Forms and roles of parents in educating children

The role of parents while at home

The presence of parents is the main *figure* for children to learn while at home; therefore, an ideal parental figure for children is very important so that children can follow the teaching and behavior patterns implemented by their parents. The characteristics of an ideal parent in a child's view include having an attractive personality, which is manifested in the form of good speech, being patient and full of affection, helping the child solve problems, having a sympathetic feeling, and not getting angry easily, so that the child feels it is more comfortable and easier to imitate guidance from their parents. But on the other hand, angry parents make children feel uncomfortable, and there is a tendency to look for other compensation that is actually dangerous for the child's development, such as promiscuity and so on. (Mustaqim, 2019) Apart from that, another role of parents while at home is to be a facilitator for meeting children's needs and to be a motivator who always encourages children to achieve. (Muninggar, 2021)

"Nowadays, children playing with gadgets has become a common thing, and parents' job is to control their children's habits and direct them not to view content that is not educational, such as YouTube content. which contains tips for earning money quickly; psychologically, this content will influence children's future development." (Nurbaiti, May 31, 2023)

"Directing children to continue carrying out positive activities is the responsibility of parents towards children; apart from that, facilitating children to always carry out positive activities such as private tutoring and recitation at TPA indirectly reduces the child's personal sense of dependence on gadgets and certainly gives a positive impression on the child's development process." (Santi, 16 June 2023)

"Dealing with children with a fairly high level of addiction to playing with gadgets requires quite a long process by adopting a patient and not angry attitude. Apart from that, following the child's wishes is one of the triggers for closeness between parents and children, as long as their wishes are good for their development. That way, the child will feel cared for. and start following parents' directions." (Asmiatun, 9 June 2023).

Parents are responsible for children's education

The success of children in adulthood cannot be separated from the role and responsibility of parents in educating children. This is in line with what has been stated by John Watson: that parents' parenting style determines a child's personal development because, with proper management, it will produce mature teenagers. (Nuryanti, 2008) In this way, it is appropriate for parents to provide comfort to their children by implementing an authoritative parenting system that encourages children to become more independent through good communication and always showing an attitude of joy when facing constructive children's behavior. Apart from that, children who experience authoritative treatment tend to be more happy, controlled, and independent. (Santrock, 2011) The actions taken by parents at TPA in educating their children include:

"I am one of those people who doesn't talk much about reminding children, but rather gives direction to children through several activities, such as soccer school and afternoon recitation at TPA, so that indirectly, children get used to using their time carefully." (Nurbaiti, May 31, 2023)

"To overcome gadget addiction in children, which has negative implications, I always give them outside activities such as going to the TPA to study the Koran, taking lessons, playing bicycles, and badminton. This is done so that the child's idle time is reduced by reducing the time the child spends with gadgets. less and less." (Asmiatun, 9 June 2023)

"Keeping children busy with additional activities includes solutions that I apply in educating children, such as involving children in private tutoring activities and reciting the Koran at TPA. This is very good for children's development." (Santi, 16 June 2023).

Factors causing addiction to playing gadgets in children

Lack of parental attention

After the pandemic period ends, all community activities return to normal as they should. Parents, as those responsible for their children's needs, certainly have a tendency to always want to make their children happy, but sometimes parents forget and get caught up in other work that takes up time, thereby reducing time with their children while they are at home. This is where parent-child communication becomes increasingly distant. (Mustaqim, 2019) To build good communication, parents should take the main role as those responsible for children's development, of course based on family agreement. This is done so that children do not feel abandoned or ignored by their parents. Ideal communication is communication that is built openly with children. (Ratna Megawangi, 2007) Several parents of students at Ngadisuryan TPA have implemented this, including:

"While I work, there is less and less time with my children, and to anticipate that my children won't feel lonely while I work, I give them gadgets as temporary friends. Apart from that, he also likes playing games with his friends, but as a parent, I still control my child's habits and build an agreement with him that he cannot play gadgets and games during the school exam period, and this goes well." (Santi, June 16, 2023)

"I feel that there is a lack of communication with children due to busy work and so on, so from the start, I made an agreement with my child that he could play with gadgets during school holidays as long as he continued to carry out his obligations to attend the congregation at the mosque" (Nurbaiti, May 31, 2023).

Challenges in Educating children who are addicted to playing gadgets

Unstable Children's Emotional and Volitional Functions

Emotions are often defined in terms of feelings such as affective experiences. Apart from that, emotional feelings are often related to individual behavioral responses and expressions, so emotions can be interpreted as individual affective experiences accompanied by adjustments regarding mental and physical conditions, which are then expressed in the form of visible behavior. . However, as children get older, their emotional maturity increases, and they are able to control and relate it through facial expressions or actions that are acceptable to their environment (Sukatin et al., 2020). Apart from that, in middle age, the function of will in children is not fully developed properly; therefore, children tend to more easily fall into invitations for deviant behavior, so parents are required to be more strict by making normative rules to encourage attitudes. child independence (Hanaris, 2023; Kartono, 1995). As is done by parents of students at TPA Ngadisuryo, including:

"School activities and recitation holidays are a complicated problem in dealing with children who are addicted to playing with gadgets. The reason is that the children don't have other activities to do, so I proposed a contract to the child to minimize the use of gadgets. He can use gadgets, but when prayer time comes, he has to go to the mosque and stop playing with gadgets, even though he is a little emotional. The same goes for school activities and recitation." He's back to normal; he can play with gadgets after completing all his school routines and recitation at TPA."(Nurbaiti, May 31, 2023)

"After the end of the pandemic, children's addiction to gadgets has decreased slightly because children's activities have returned to normal, accompanied by additional activities after school hours end. However, the child's addiction to playing gadgets cannot completely disappear, and this requires extra patience in reminding the child because the child's emotions are not yet stable and the child's level of will is still high (Asmiatun, 9 June 2023).

"The biggest concern in dealing with children who are addicted to playing gadgets is abusing gadgets and changing hands when playing games. Apart from that, children aged 7 to 8 years are quite emotional when they are prohibited from using gadgets; they tend to rebel and get angry. So it requires patience in caring for children of that age range. (Santi, June 16, 2023)

The end of the COVID-19 pandemic has actually caused anxiety for parents due to the habit of children who are addicted to playing gadgets. Children are starting to get used to using gadgets as a medium to spend free time; therefore, parents play a very important role in controlling children's habits and becoming an ideal figure for children is a must for parents so that children can more easily imitate parental guidance while at home. Because with the right parenting style, it will produce mature teenagers. So it is appropriate for parents to provide comfort to children with an authoritative parenting system that encourages them to be more independent through interactive communication. However, it is very unfortunate that parents sometimes forget and get caught up in time-consuming work, which reduces their time with their children. This is where the communication process between parents and children becomes increasingly distant, so that children increasingly feel less cared for and tend to be more engrossed in playing alone with the gadgets they have been given. to accompany them.

Erik Erikson's psychological theory of child development states that the developmental stage of children between the ages of 5 and 12 years begins to understand and learn more formal skills, such as interacting with peers, regular playing patterns, and increasing intelligence. (Nuryanti, 2008). To optimize this development, the role of parents in the family is needed, and a healthy and loving family is the main factor driving children's development (Andry B., 2023; Yusuf, 2017). This is in line with John W. Santrock's thoughts that during middle childhood, or the intellectual period, a process called coregulation occurs gradually due to the transfer of control by parents towards children, where both parents and children carry out activities and responsibilities. their respective answers, however, parental involvement remains the main factor for children's growth in the co-regulation phase. In this case, parents act as managers tasked with supervising children's behavior, becoming initiators and social regulators. (Santrock, 2011).

Developmental psychology theory explains that a change in an individual is the starting point for examining each stage of individual personal development, including children. Environmental factors and parental care have an impact on these changes. However, the process of child development is more influenced by parental care patterns than the surrounding community environment. (Izzaty et al., 2008). This influence is clearly visible in the parenting patterns implemented by the parents at TPA Ngadisuryo, where parents position themselves as managers and initiators for children to develop by involving children in other activities outside of school learning hours such as private tutoring, TPA recitations, and sports. Apart from that, they propose contracts to children to build an attitude of discipline and live by rules. In other words, children who are addicted to playing with gadgets can be controlled through an authoritative parenting style where parents function as managers who control the child's habit of always doing positive things to stimulate the child's independence and level of intelligence, of course by placing limits on their will. Children want gentle treatment because children at elementary school age still tend to be emotional.

This research reviews the behavior of children who are addicted to playing gadgets from a developmental psychology perspective, which focuses on the parenting role of

parents, to see how the role of parents has a big influence in educating children by involving them in more positive activities. The approach used is qualitative by conducting continuous field observations and interviews, and then the rough data that has been obtained through interviews is displayed and grouped based on the themes studied, so that the data from this research shows how the role of parents has a big influence in preventing children's addictive behavior towards gadgets. by directing this behavior towards more positive activities such as recitation at TPA, private lessons, and sports. Apart from that, it is very possible for the topic of child development to continue to be researched further because global cultural changes will always occur and, of course, have a big influence on child development and parents' parenting patterns in the future.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that parents who act as managers are able to reduce children's bad habits of playing with gadgets by encouraging them to be more active in participating in more useful activities such as TPA recitation, private lessons, and sports. The reason why kids become addicted to playing with gadgets is because their parents don't pay them enough attention because of their busy work schedules. Meanwhile, the challenge for parents in educating children at elementary school age is that the nature of the child's will is not fully functioning perfectly and emotions are not yet stable, making parents have to have extra patience in controlling children's habits, especially those who like to play with gadgets.

This research is limited to the issue of children's education at primary school age, which focuses more on the role of parents. However, the author is very aware that this research is still very far from perfect. The author's identification with the topic of children's education has very minimal references; apart from that, the author's limited time in carrying out the data mining process was also taken into consideration, so that the important points in this research have not been fully analyzed in depth and the implications of the role of parents in educating children are still unclear. allows it to continue to be reviewed from the perspective of child development psychology.

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