OPTIMIZING THE ROLE OF MOTHER'S COMMUNICATIONS IN ONLINE LEARNING DURING THE COVID-19 PANDEMIC

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Abstract

Online learning system requires parents, especially mothers, to work hard to accompany and teach their children to learn at home. The changes in learning activity have generated ways, understandings, and feelings of mothers as parents in directing and teaching their children through online learning systems during the COVID-19 pandemic. Accordingly, this study aims to determine mothers' understanding in dealing with online learning, what methods they apply to direct and teach their children in online learning and find out how they feel about managing online learning during the COVID-19 pandemic. This study uses a qualitative method with a case study approach. The results of the study show that in terms of understanding, most mothers have no difficulties in adjusting to the technology since the media used in online learning is digital media in general; the feeling of mothers in dealing with online learning is extraordinary in terms of adapting to the system and encouraging children's enthusiasm; and the way mothers direct and teach their children by applying a variety of strategies from adopting offline concept to creating a comfortable learning environment for their children.

Keywords: Online Media; Education; Innovation.

INTRODUCTION

The spread of COVID-19 virus and the determination of pandemic scale by the World Health Organization (WHO) have had a significant impact on various fields. One of the areas affected is education, where the process of learning activities changes and turns into an online system in order to break the chain of virus transmission. This impact is felt locally, nationally and internationally by nearly 376.9 million of children and adolescents regarding learning activities due to the COVID-19 pandemic, where as many as 26 countries have completely closed school activities and 20 countries have partially closed schools (Huang et al., 2020). This is also done by the Indonesian government by requiring learning and teaching activities to be conducted online through various learning media and facilities.

Online-based learning media are now increasingly diverse along with the development of information and communication technology. The rapid development of technology has caused various fields and activities to be carried out digitally (Pratikno, 2020). For basic education, schools use various online learning media facilities, such as the Learning Management System (LMS), Google class rooms, forums and groups on social media, zoom app, and other online learning services. This online learning system entails teachers and students to be able to practice and master the use of such technology and facilities so that they can support and participate in the learning and teaching process (Siahaan, 2020). The existence of learning facilities above should make the students realize that learning in the midst of COVID-19 pandemic need to be carried out continuously, even though this situation is a sudden new thing that needs extra adjustments where the interaction process between students or interaction between teachers and students is interrupted, not to mention the use of technology in which not all students can understand about. Thus, the support, motivation, and direction of teachers are very much needed in such conditions.

It is not omitted from the role of parents, particularly mothers, to motivate their children to stay enthusiastic during online learning. In line with (Adevita & Widodo, 2021), motivation is a form of support to achieve success in learning activities, one of which is by creating a comfortable learning atmosphere so that children do not feel bored. In addition, providing assistance and direction to children is essential with the support of mothers' understanding of digital media used for online learning. In agreement with (Novianti & Fatonah, 2018), mothers' understanding of digital media is significant to direct children to be wise in using online media, considering that the development of digital-based media has also negative consequences if it is not used properly.

Although digital media is not new to the younger generation, not all of them have accepted the concept of online at school. A while ago, when teaching and learning activities were carried out offline, digital-based media were used by the younger generation (students, in particular) to find sources for learning references and tools to communicate with friends, family, and teachers. However, at this time, the concept of online is quite different. It is not similar to 'online' back then when children only used digital media (mostly) for non-academic purposes; digital media now has become a mandatory tool to be utilized as academic facilities. In line with (Pratiwi & Pritanova, 2017), it is crucial to build understanding and instill a wise attitude in using digital media to children so that they can use digital media for positive things, especially for learning.

Based on the description above, we can acknowledge that a mother has so many roles and duties. A mother is not only a wife and parent who manages household affairs and takes care of the children, but also plays a role as a teacher who educates children at home through various online media devices. Mother's duties are getting heavier if she is also a worker; she needs to be able to manage time for office work, household affairs, and online learning. In accordance with (Anggraeni et al., 2021), online learning has shifted the role of teachers at school to parents at home, especially mothers, to provide knowledge to children by reviewing the material given by the teacher, to build children's skills and characters, and to guide children in finding solutions for problems they encounter during online schooling.

Accompanying children during online learning is not just being there and watching them since mothers need to provide an understanding of the importance of school even though it is conducted online. Mothers need to provide a stimulus to get children motivated to learn by implementing fun learning strategies. There are six strategies that can be applied by educators and

mothers to make online learning more valuable and meaningful as adapted from Bonk and Dennen (2003) in (Munir, 2017). Firstly, Ice breaker and Opener, namely by conditioning students to focus on learning materials they receive through online system. Secondly, Student Expedition by providing first the material to be delivered before it is accessed by students through online media with the aim that students can easily understand and be motivated to continue learning. Thirdly, Purposive Creative Thinking that identifies problems faced by students in the learning process. Fourthly, Peer to Peer interaction by applying the concept of cooperation in learning activities related to problem solving efforts. Fifthly, Streaming Expert as a discussion with experts (teachers or the school) through video conference in order to find solutions to learning problems considering that not every problem can be solved alone, and also sharing/discussing with friends or parents, especially fellow mothers who assist children in online learning. Sixthly, Mental Gymnastics, which is the stage of voicing complaints and learning problems, in terms of process and material, by brainstorming with teachers and friends through a forum or video conference.

The density of learning process and various cases that arise in the implementation of online learning inevitably lead to conflict sparks between parents, especially mothers, and children during online learning at home. This is in line with research by (Mawar et al., 2020) which states that conditions that are not conducive to online learning can be caused by several factors, such as children who are difficult to be directed and the ability of parents in reviewing the subjects given by teachers in online classes. This shows that the online learning process requires various preparations, because according to (Zebua & Sunarti, 2020) that in general the online learning process begins with preparation and then continues with several steps, namely preliminary, core, closing and strengthening activities.

The case described above is the driving factor to do this research that focuses on how to optimize the role of mothers in online learning during the COVID-19 pandemic. The purpose of this research is to discover the understanding, ways to direct and teach children in online learning, and how mothers feel in responding to online learning during the covid-19 pandemic.

METHODOLOGY

Qualitative methods are used in this study since researchers go directly to the field to dig information from the resources in a naturalistic way to get what is needed in accordance with the objectives of the research. In line with (Creswell, 2015), qualitative research is used to explore an existing problem or issue. The approach used in this research is a case study. According to (Yin, 2019), case studies are applied if there is a case that is considered extreme or unique. The case in this study has unique values based on the following reasons: not all mothers understand how to use digital media in the process of mentoring online learning, not all mothers are housewives who have a lot of time since there are also working mothers who need to manage their time between work and mentoring children in online learning process, and the uncomfortable feeling of mothers toward problems that arise when accompanying their children to learn online.

The subjects in this study are four mothers (two housewives and two working mothers) who currently accompany their children in online learning; they are included in special criteria of having children in the intuitive pre-operational stage in the age range of 4-7 years old. Data collection techniques are carried out through in-depth interviews with research subjects related to online learning. The results of the interviews are then reviewed through documentation process by searching the necessary data. The researchers also make observations by going directly to the field observing the online learning process conducted by mothers. Observation is important since it is used to collect research data through observing and sensing that can support the interview process (Bungin, 2014).

The research framework is structured so that the research steps can be more easily mapped, while at the same time guiding the process of monitoring the research process and results more substantially. The framework diagram shows that the research process begins with the communication built by mothers to children in the online teaching and learning process during the COVID-19 pandemic, because basically the role of a mother currently requires children to do full learning at home. by online. Optimizing the role of mothers in dealing with online learning was

developed in three stages, namely first, how to understand the concept of online learning for mothers. Second, the process or the way mothers direct and educate their children through an online system. Third, the feeling of mothers facing and being a teacher for their children in online learning. Figure 1 is presented the research framework:
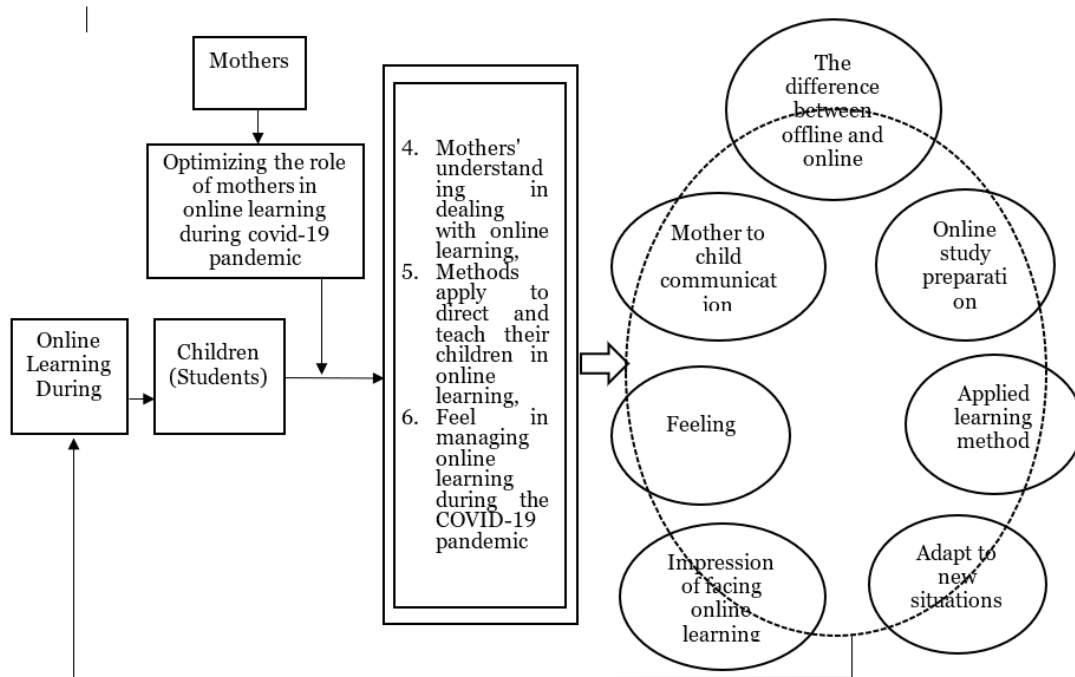

Figure 1. Research Framework

RESULTS AND DISCUSSION

Understanding the Online Learning

The challenge of online learning in pandemic era lies in the students' capability to understand the meaning and importance of online learning process. Students are required to be competent and wise in using online media with supervision and assistance by their parents. In conditions like today, technology becomes one of the bridges to continue carrying out learning activities (Fitriyani et al., 2020).

Understanding the use of online learning media is not only a requirement for students. The observation results show that students in the intuitive pre-operational stage of age range 4 to 7 years old needs to be introduced, directed, and guided by their parents during the online learning process. Thus, parents, especially mothers as the main companion, are required to understand and be able to operate the media used in online learning. Basically when this online learning process is carried out, children as students need assistance because not all children understand how to use devices to carry out the learning process. Not only that, in using this technology-based media, children also need to be under the supervision of their parents. It is possible that information may appear on devices that children are not allowed to consume, so that anything that is accessed by children will be easily restricted and negative impacts can be anticipated.

Mothers' understanding will be in accordance with the ongoing online learning process if they know the difference between offline and online learning, from meaning to technicality. The finding of this study as revealed by Mrs. Widy Savitry that "There are differences in the delivery of material, time, learning and physical contact/face-to-face". Mrs. Rita Marsita conveyed that "In school, when children don't understand about something, they can go directly and ask their teachers for answers. Situation in the classroom and at home is really different. Children prefer to study in class than at home." Not only that, another finding of this study as stated by Hana Khoerunisa that "(Online learning) is very different. Online learning makes children bored because maybe

kindergarten children need to learn and play at the same time with teachers and friends. Online learning is also less effective since children have less time to study and are less enthusiastic about learning. In offline learning, children are more enthusiastic about going to school and have more time to study and being disciplined." The findings above show that basically the school concept aims to not only educate, but also to interact and improve social skills (Syah, 2020). Another finding related to mothers' understanding of the difference between offline and online learning is Mrs. Rumi Sylvia's statement that "Children are more enthusiastic and motivated when studying at school because they have friends, while at home they have many reasons to postpone school assignments." This statement shows that mothers as companions understand the differences in the current learning process since almost all of them are still adapting to the use of technology and consider it less than ideal for implementing online learning. However, if it can be delivered properly, the use of technology can have a positive value as according to (Sadikin & Hakim, 2019) that networks can be formed widely by utilizing information technology that can help students to communicate more broadly, both nationally and internationally.

The findings above show there are many things conveyed by the resource persons regarding the differences between offline and online learning. They need to be addressed by mothers in following up online learning because it needs to be supported by an understanding of the differences between offline and online learning to face the challenges of online learning, to run and implement it according to the method and portion of learning. This is in line with (Listiani et al., 2021) which states that different learning systems are feared to result in failure to achieve some basic competencies, so that the role of teachers and mentors must be able to provide simple learning that can meet competency needs. The findings of this study reveal the various meanings of understanding online learning from each mother as a resource person, but the concept remains the same, as it is conveyed by Mrs. Rita Marsita "Pandemic requires PJJ which stands for Pembelajaran Jarak Jauh (Distance Learning) or BDR (Learning from Home). Children studying at home are guided by their parents to learn the lessons given by the school through their respective homeroom teachers." Likewise, Mrs. Rumi Sylvia states that "Online learning requires mothers to replace teachers at home". Another statement is also conveyed by Mrs. Hana Khoerunisa: "Learning from home is learning between teachers and students through online." This is also in line with Mrs. Widy Savitry's statement: "Learning is done at home online with materials provided by the teacher". The findings above indicate that mothers interpret and understand the concept of online learning in the same way, but the terms are different according to the terms used in their children's schools respectively. The findings of this study are in line with the statement of (Asti, 2019) that parents, especially mothers, need to think about different ways of responding to online learning which has the same content.

Ways to Direct and Teach the Children

Directing children in learning activities that are relatively new is a big task for educators. Main educators in current education are parents, especially mothers, as full learning activities are carried out at home online. Mothers teach children how to use online media and reviewing lessons that have been delivered by teachers online. Mothers also make various preparations to ensure that learning online can be carried out in an atmosphere that conducive. As the findings in this study stated by Mrs. Rumi Sylvia "A mother needs to prepare her mentality. She has to be physically and non-physically healthy so that she can be patient in teaching, takes advantage of free time, and manages ways of teaching children to suit their age". Another statement is uttered by Mrs. Rita Marsita who applies a method similar to offline learning: "First thing children do is taking a bath, wearing uniforms, having breakfast, preparing notebooks and textbooks, then ready to study via WhatsApp groups. The concept is just the same as offline schools, but the media is different." Mrs. Hana Khoerunisa has the same opinion by stating that she "prepares the online learning materials first, and then guide (children) to study".

Preparing technical things to implementation is a statement from Mrs. Widy Savitry. She does the following "Ensuring there is an internet quota, downloading several applications, and setting learning time that has been agreed upon with the children so that learning can be directed

and measurable". With such preparations, all mothers hope that they will be able to direct and teach their children in this current pandemic condition. The preparation will run smoothly and give the expected results if it is managed properly. Mothers as teachers at home need to stimulate children's interest, encourage and appreciate children's performance, provide assessments, and reprimand or punish them if they violate the rules (Andriyani et al., 2021).

Ways of learning applied by mothers is adjusted to the ways provided by the school so that it is easier for mothers to direct and teach their children. The implementation of inappropriate ways at the initial process will have an impact on further learning since it will become ways that will continue to be implemented. Therefore, it is important for teachers at schools as well as mothers as teachers at home to master the material to be presented and be able to use learning media in an interesting way, easy-to-remember, and acceptable for children (Dussawal et al., 2019). Findings of this study, as expressed by Mrs. Rita Marsita, that "Patterns and ways of learning in my children's schools are quite good. Communication with the homeroom teacher and other teachers is also good. Good communication helps me to be able to provide materials to children. I have no difficulties in using learning media because there is a tutorial from the teacher. The learning pattern that I apply is to ask children to read the lesson first before they are actually studying. And I always give examples that can be understood by children."

Another way of learning is also implemented by Mrs. Rumi Sylvia: "The teacher gives assignments to children for a week according to the theme and children do those tasks per day. Mother then sends a collage or video of tasks to the teacher. In teaching the children, I also pay attention to their mood". Not only that, Mrs. Hana Khoerunisa also uses a way to keep children from getting bored, namely "Learning through video calls, zooming, voice notes or photos. Sometimes children come to school once a week for refreshment while still implementing health protocols. Given the current conditions, I feel less free to ask questions about children's development because communication is now only limited to WhatsApp. I also ask my children to repeat the memorization of Surah (of Qur'an), prayers, and keep reading the iqro". What has been done by Hana Khorunisa is in line with the concept of online learning proposed by Bonk and Dennen (2003) in (Munir, 2017), one of which is the concept of Streaming Expert, namely discussing online with teachers or schools to be able to view the process and development of children's learning. To avoid the gap between online and offline school, Mrs. Widy Savitry applies a method as follows: "In the morning until noon, children do their schoolwork. They can play if they have finished their assignments. Communication with the teacher is good; children can ask questions online if there are difficulties. Parents can also raise complaints and share problems to find solutions together."

The way that mothers assist their children's online learning process is not limited to its application only, but should also take into account proper learning management. The right way can be carried out by identifying learning materials that will be given by compiling an appropriate and interesting learning framework in various forms of presentation such as pictures, photos, and audio (Yudha, 2016). This must be done because students who are not able to face the challenges of online learning will find it difficult to accept and digest every information and message contained in the materials provided by the school (Ismail, 2016).

Mother's Feelings towards Online Learning

At the beginning of the implementation of online learning process due to the COVID-19 pandemic, mothers needed to do many things such as adapting to new situations and dealing with changes in work. The findings of this study show that the adaptation in question is as stated by a resource person namely Hana Khoerunisa that "The beginning of online school was not so conducive because sometimes learning materials were not available and the time for online school still overlapped with the time to do homework. However, after it went for a while, teachers could finally provide materials to help parents carry out online learning and I began to be able to manage my time and do my work." Another statement is also expressed by Mrs. Rumi Sylvia that "I ask the school to give an easy task so that I can help my children to do it. Frankly, I haven't been able to fully adapt yet." Likewise, Mrs. Rita states the similar opinion, "In the beginning there was a lot of

frustration in teaching children. However, since the condition requires school online up until now, I adjust to evaluating the way I guide my children and now my children are getting used to learning online, although sometimes they say they miss the (offline) school and want to meet their friends and teachers." Mrs. Widi Savitry says the same thing and adapts to this new system by implementing the offline school concept, "I apply a study schedule like a normal school. During school hours, the children only do their homework and should not be interspersed with playing or watching television. Assignments should be completed on the same day and they have to work on their own without assistance. If there are difficulties or they have finished doing the task, then I check and make some correction. The learning test should be done alone without any help and they need to be honest." The adaptations made by mothers at the beginning of the application of online learning were more on emotional outpouring because they experienced great pressure to deal with new situations. For this reason, mothers need to make efforts to control emotions in accompanying their children to learn online; parents also have to learn, do emotional therapy, understand the abilities of the children, interact and discuss with them (Raihana, 2020).

The adaptation process is the first step to adjust to conditions that require us to get used to online learning activities. During the adaptation process and the implementation of mentoring and learning with online system, there are impressions and feelings emerged. As a research finding, the impression of facing online learning is conveyed by Mrs. Rita Marsita, "Being a teacher who has to deal with and teach many children is difficult. Sometimes I feel annoyed with my children yet I have to deal with and teach them. Sometimes I unconsciously yelling at them and get carried away by emotions." This statement is also supported by Mrs. Hana Khoerunisa, "Sometimes it is very tiring when children are in their bad mood because I have to persuade them to finish their school tasks." Another impression is also felt by Mrs. Rumi Sylvia who stated, "It is fun when children are willing to cooperate, but a bit frustrated when they are lazy and prefer to play with their gadgets instead." Likewise, Mrs. Widy Savitry states that her impression in dealing with online learning is "Teaching and helping children's assignments is not really a problem, but to do more than that will be difficult." The impression of using online media for learning can be considered positive and easy to use if the quality of the system and computer specifications support the learning activities (Salloum et al., 2019). Learning device systems and specifications are a form of digitalization-based communication media development that has brought many changes and conveniences in various fields of activity, one of which is online learning

Mothers will get the impression of online learning when the initiation process has been passed and the activity has become a routine in the current pandemic conditions. The feelings of mothers are very diverse: some are able to control their feelings, the work has become routine, but there are also those who feel tired and are triggered by their emotions. This is in accordance with the findings in this study expressed by Widy Savitry, namely "Personally, I have no problem since my children are still at the elementary level so that learning material is still easy and I can help them learning". Meanwhile, Mrs. Rita Marsita feels "Being a teacher is so tiring because I am angry more than teaching more." Mrs. Rumi Sylvia's feelings are different as she states, "I have mixed feelings because of the amount of house chores plus my older and younger children happen to have the same time of online learning so that I have difficulties in managing time." Mrs. Hana Khoerunisa conveys the same feeling, "I have mixed feelings. I am happy to be able to know more about my children's development directly in the learning process, happy to always accompany them to learn. However, it's also sad when my children get bored with the learning atmosphere and get bored easily with the learning process." The additional burden that mothers have to carry gives a distinct impression since they have to deal with both additional burden of teaching work and housework (Cahyati & Kusumah, 2020).

CONCLUSION

Based on the findings and objectives of this study, it can be concluded that mothers need an understanding in assisting children to learn online. Mothers' understanding of online learning varies and they use different terms according to the terms used by each child's school. Mother's understanding in online learning can provide direction, understanding, and create conducive

learning atmosphere so that learning material can be well-received by children. To create conducive online learning, mothers have their own strategies and ways in directing their children to keep learning even though they are at home with an online system. Directing children to learn can be done by creating a comfortable, scheduled learning atmosphere, and understanding the mood of children. Mother's teaching methods are also varied, starting from giving a review at the end of the session; learning through video calls, zooming, voice notes or in the form of photos, as well as teaching with a pattern that is almost similar to offline learning by building a classroom atmosphere at home. As a child's main companion in the implementation of online learning, a mother certainly has feelings in dealing with this new school system. Such feelings emerged since the beginning of the application of online learning process. The feelings were more to the outpouring of emotions because the beginning of online learning required adaptation to methods, media, and time that needed to be adjusted to other activities that were the responsibility of a mother. However, from the online learning method, mothers also feel happy because they can continue to monitor their children's learning process directly.

As a development of online learning process, research in the future can conduct further research on the learning patterns and feelings of students because online learning is considered effective if the participants engage in the activity. In addition, further research can explore the feelings and role of fathers in dealing with online learning.

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