Designing of a Parenting Education Web Program in Overcoming Students' Learning Difficulties at Home during the COVID-19 Pandemic

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Abstract

This is the result of the research entitled Web Design of Parenting Education Programs in Overcoming Students' Learning Difficulties at Home during the Covid-19 Pandemic. This research was conducted in FIP-UMJ Labs. Elementary School in South Tangerang, Indonesia. The research method was model development, with a qualitative descriptive approach, a prototype model. The number of respondents was 397 elementary school students. The purpose of the study was to determine the problems faced by parents, so far in an effort to help their children study at home. The results of this study were proven based on the results of the analysis of respondent data, where only 79% of parents understand the child's parenting education web program at home, while the implementation of child care programs at school where 82% have been implemented properly. The effectiveness to overcome their children's learning difficulties at home is 65%, while for parents who have good communication between teachers and parents, the figure is 64%. The highest percentage gain of 91% is parents who accompany their children to study at home, while as many as 42% of parents prepare special time, to accompany their children to study at home. Difficulties in assisting children to study at home yielded a percentage of 47% and regarding concentration on learning for children, to overcome this, a percentage 72% was obtained. The parents who studied their children's learning materials was as much as 66%. Regarding the parents who prepared study time for their children at home according to the schedule given by the school, the obstacles faced by them in accompanying learning at home, were due to the busyness of parents and was reflected by a percentage rate of 53%.

Keywords

Web Program, Improving Student Learning, Covid-19 Pandemic Period.

Introduction

Parenting education is the basic capital of a family, this is important where parents can assess and see for themselves, the condition of their children and the environment and situation around them. The role of parents in educating and raising as well as determining the success of their children in their future is the main hope in a family. This is a concern for parents and teachers who try to provide subject matter to students, especially in accompanying student learning, where children at home may or may not be accompanied by parents, perhaps by relatives or perhaps by household assistants. Meanwhile, the learning process must continue. Parenting education that has been running in FIP-UMJ Labs. Elementary School in South Tangerang, Indonesia, in the form of parenting education, such as seminars and direct consultation with teachers. The researchers need to determine just how effective the program is during the Covid-19 pandemic, thus in order to study this, the researchers achieved this through mentoring students' learning at home.

The purpose of parenting education is to build the minds of parents so that they are able to build their children, build a work team for their children's teachers, as well as realize educational goals so that children are successful in achieving their goals. Parents want to make their children grow in totality, but feel powerless, due to lack of knowledge or experience in educating children. On the other hand, education and the problems that are currently developing affect the character of students, where there are limitations in interacting with teachers, friends and just staying at home. Parenting education is currently very much needed for parents, to provide knowledge, experience and information in educating children properly and correctly, especially learning assistance at home to overcome learning difficulties.

Theoretical Framework

Parenting education programs need cooperation between teachers, parents, and schools, so that there is good harmony in the implementation of education. One type of program that can be implemented is through the parenting education program, namely the parenting gathering program, which is a meeting between parents to discuss school programs, related to fostering parents and students. Thus *parenting education* is a form of appropriate parenting for students, good parenting makes an important contribution to preventing children's mental health problems and child welfare and achieving learning

achievement (Hutchings, et al: 2018). The problems faced by parents, and students, in participating in the learning process, especially because their parents are busy, and lack of mastery of learning materials, and learning methodologies that are not fully understood by parents, besides they also have to work.

The Parent Meeting Group (KPO) is an institution that not only provides education for its students but also provides insight and education about parental assistance (Rohinah: 2017). Each parent plays a role in accompanying their child compared to school, parents who live in urban areas are more active than parents who live in rural areas, and parents who have secondary to higher education can play a more active role (Yulianti, et. al: 2019). Based on research, parenting programs, formed from parent meetings, discussed how to precede children's right to learn. The concept in the parenting program which follows the timing, media, school facilities, implementation locations, which can be used in parenting patterns carried out by parents and teachers (Rachma Mufidah: 2018).

The purpose of education is to improve the skills and knowledge of parents in carrying out child care, so that children have good skills and personalities. Character education can be developed at home, by bringing together the interests and desires of the school. Two perspectives between education at home and at school need to go hand in hand and in line, for that the learning process in schools is carried out professionally by increasing teacher competence, through training activities so that they master learning methodologies and curriculum development as well as have the ability to realize the educational framework in the learner's environment. (Rozek & Stobaus: 2016).

The parenting education program aims to create harmony between parents and schools so that parenting programs run well, for example, parenting gatherings where parents meet to discuss school programs related to fostering parents and students. Thus *parenting education* is a form of appropriate parenting for students, good parenting makes an important contribution to preventing children's mental health problems and child welfare and achieving learning achievement (Hutchings, et. al: 2018). The problems faced by parents and students in overcoming learning difficulties, in particular, are the mastery of learning materials and learning methodologies that are not fully understood by parents, besides they also have to work.

The growth and development of children, to become an adult is started from the education of children in the family, therefore parents have the right and obligation to be good teachers at home. The strategic role of parents in assisting children's learning at home, parents are not fully aware of this. Build parents' minds so that they are able to build their

children's confidence in overcoming learning difficulties at home. In essence, the success of children's learning is not only dependent on the teacher at school, but the cooperation of parents and teachers is needed in realizing the success of children's learning. Synergy can be built through *parenting education programs*. Through this program, the process of learning difficulties faced by children is easy to detect and provide solutions to problems faced, both by parents, teachers and students.

But being able to accompany their child's study at home, this is an interesting thing to do while strengthening communication, education in the family. As a parent, you must find the most effective and accurate model to accompany your child to study at home, so that learning is fun, even if it is done at home. In parenting education, there is a need for emotional development materials needed by parents to control emotions properly and appropriately (Gottman J & De Claire.1997). This is very understandable, because basically not all parents have knowledge of learning methods, they accompany their children to study at home only based on parental intuition as primary educators, in addition to carrying out their duties to earn a living and household chores.

Gaps often occur when participating in the learning process, and it is counter-productive to the lessons children receive at school if different from the reality they see at home. This cannot be separated from the ignorance of parents, in mastering the learning methodology, so accompanying children to study at home is a very difficult thing for them. There is a need for more active efforts to overcome difficulties in which there are obstacles. This is where the role of the teacher as a companion for children's learning at home is important.

Research Question

1. What are the problems faced by parents in overcoming their children's learning difficulties at home during the Covid-19 pandemic?
2. What is an effective parenting education design, in overcoming children's learning difficulties at home during the Covid-19 pandemic?

Objectives of the Study

The specific purpose of this study is to examine and analyze *parenting education programs* in assisting learning at home to overcome students' learning difficulties. The general urgency in this study is to design a parenting program design that is beneficial for parents and students when experiencing learning difficulties, in facing various obstacles and challenges in participating in learning. There needs to be efforts made to increase knowledge and skills for parents in carrying out good parenting so that children have good

abilities and skills are the goals of parenting education. Character education in schools can be developed at home by bringing together the interests and desires of the family at school. (Rozek & Stobaus: 2016).

The perspective mentioned above, between education at home, and at school needs to be in line, so that the learning process at school can be carried out professionally, by continuously improving the competence of teachers, through training activities so that they master learning methodologies, and the development of teaching materials according to the curriculum, as well as having the ability to implement a good learning process in schools. Moreover, the subject matter needs to be acceptable and easy to understand and fun for students.

Methodology

Research Paradigm and Design

This research design uses model development. The prototype model is a method in which the process of making the system is structured, and can have several stages that can be passed in the manufacturing process, if in the manufacturing stage the system is still not perfect so it still has shortcomings, it is necessary to re-evaluate and go through the process from the beginning. An interactive process that can involve a close working relationship between a designer, and the user is called a prototyping approach, as shown in Figure 1. The prototype model is as follows:
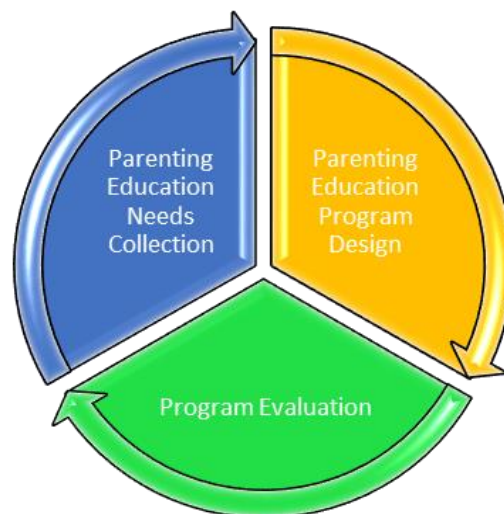
Figure 1 Prototype Model

Several stages in the prototype model cycle, in detail can be explained as follows:

1. Collection of Parenting Education Requirements

The research team identified problems, and analyzed the needs of parents in assisting children's learning at home. Based on the results of the analysis, a *parenting education program* was designed according to the needs and difficulties faced by both parents and students.

2. Prototyping of Program Design

The research team, teachers, and school committee conducted a Focus Group Discussion (FGD), inviting experts to build prototypes, or *parenting education* programs to be applied by parents in overcoming learning difficulties at home.

3. Evaluation of Prototyping

The research team evaluated parenting activities through experimental methods to find out how effective the parenting program was.

Furthermore, in the process of the prototype design development stage mentioned above, the program that has passed the test and which has been finished can be ready to be used by related parties in carrying out research, followed by several stages of the cycle as shown in Figure 2. The steps of the research stage are as follows:
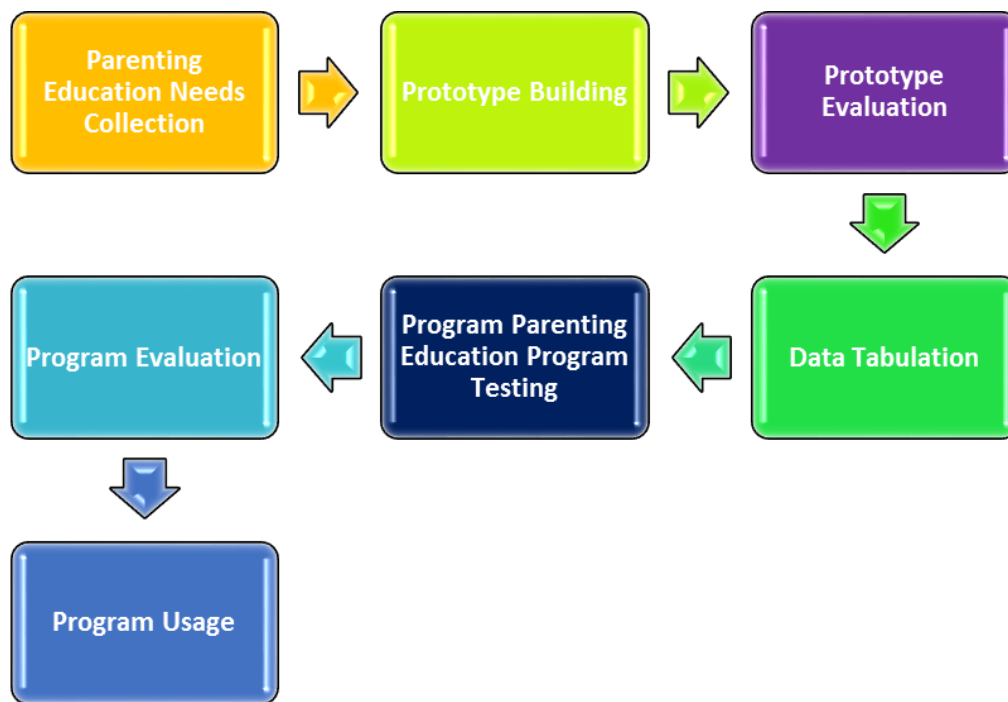

Figure 2 Steps of Research Stages

Steps of Research Stages

The next stage, which was carried out by the research team after completing the prototype model mentioned above was to continue to tabulate respondent data, which was declared valid. Then researchers tested the parenting education program, evaluated the program, and determined how to use program, which is described in detail through the following stages:

1. Data Tabulation

The research team inputs, and processes data, experimental results to determine valid and reliable data.

2. Testing the Parenting Education Program

The instrument items that were used to test the *parenting education program were* tested to see if they could run well or whether there were parts that needed to be improved that were not optimal in overcoming learning difficulties.

3. The Program Evaluation

Evaluation of this program was based on the results of the parenting program test, and was determined that it needed to be revised again. The research team analyzed the weaknesses and challenges of the program that had been formulated to provide solutions in overcoming the weaknesses and challenges of the parenting program. If the program had met the needs of parents and students, the *parenting education program* could already be established.

4. Using the Program

The process of this stage is the final process, from making parenting education programs which can then use the prototype program as a model development result from research.

Participants and Method of Data Collection

This research was conducted to provide solutions to parents whose children have learning difficulties. Participants in the study were 397 respondents. Researchers conducted *Focus Group Discussions* (FGD) and home visits to the parents' homes of the Labs. School students South Tangerang. Indonesia. Focus Group Discussion (FGD) activities were conducted to make it easier to obtain information from parents, which allowed

respondents to share their own experiences and opinions, and even draw pictures without having to follow a strict sequence of questions.

The involvement of parents in children's learning at home, will determine the success of their learning especially if the teacher plays an active role in being able to visit the house (*home visit*), (Ilhan et al., 2019). Home visits are of great benefit for parents who have difficulty accompanying their children to study. The presence of teachers at home brings fresh air to parents who are stressed and facing various kinds of problems at home, because not all parents understand the subject matter at school (Nygren et al., 2018). Through Focus Group Discussions and home visits, the researchers distributed the instrument to 397 parents. The results achieved are in the form of data on the effectiveness of *parenting education programs* that have been implemented in FIP-UMJ Labs. Elementary School in South Tangerang, Indonesia. Based on the results of these data, the researchers perfected these programs, according to the needs of teachers, and parents for the benefit of students during the Covid-19 pandemic.

Data Analysis and Ethical Consideration

Data analysis in this study was carried out by considering ethics, with the following stages: (1). Reviewing the concept of parenting education; (2). Reviewing the home study assistance system; (3). Assessing students' learning difficulties at home; (4). Compiling research instruments and (5). Analyzing research data. The concept of parenting education, studied through various literatures which explain that parents have a big role in the education of their children and even stated that parents were forbidden to leave offspring that were weak in all aspects of economic, social, and Education (Herwina Bahar: 2020), which refers to the Word of God as follows:

وليخش الذين لو تركوا من خلفهم ذرية ضعافا

Meaning:
And let fear of Allah those whom if left behind them weak children, whom they worry about (their welfare). Therefore, let them fear Allah and let them speak the truth. (Surah 4:9).
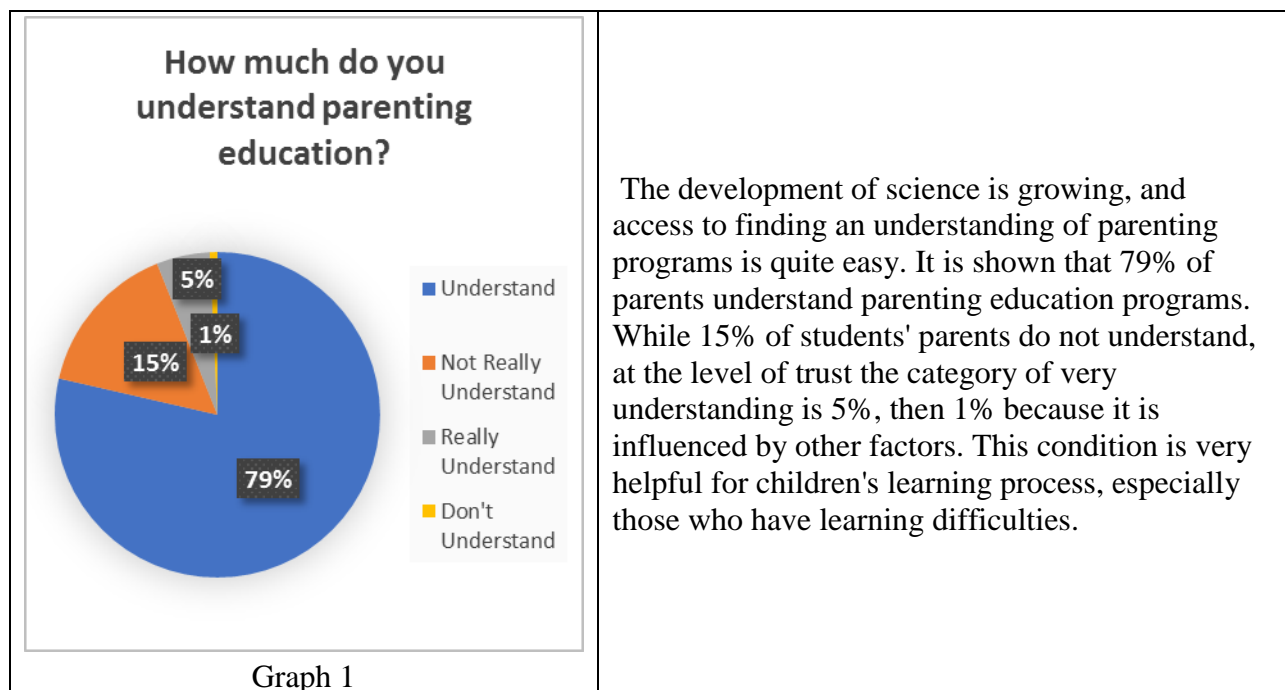
Assistance in the learning process is a must for parents to perform with their children at home. The problems faced by parents are varied, and require solutions. For this reason, this research is needed to find answers and enlightenment for parents in overcoming children's learning problems at home. Challenges in assisting learning at home during the Covid-19 pandemic, include problems with child discipline, competence in the use of
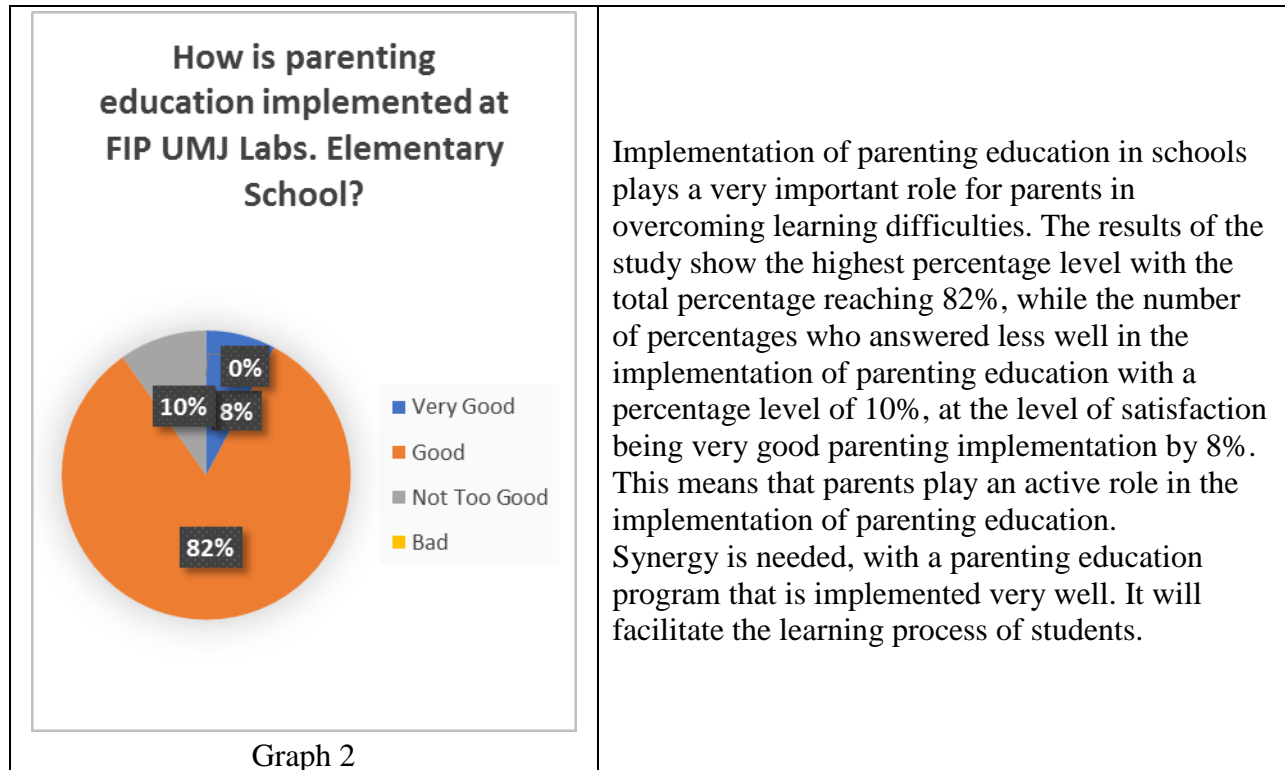
technology, signal interference, and communication barriers between parents and teachers.

The instrument in this study consisted of several indicators, including: (1) parents' understanding of parenting education (2) implementation of parenting education (3) Effectiveness of parenting in learning difficulties (4) parent and teacher communication (5) the process of assisting children to study at home. The data generated in the study were analyzed through the following procedures: a) the first procedure was checking the data, which checked the completeness of the instrument data obtained from filling in the respondents b) the second procedure involved classifying data based on criteria so as to facilitate data analysis c) the third procedure was the tabulation of data based on data classification d) fourth was to calculate the frequency of respondents' data answers e) the fifth procedure was to calculate the percentage with the percentage technique, from the data that had been obtained f) the data was visualized in the form of tables or diagrams g) the last procedure was to interpret the data according to the thorough questions asked.
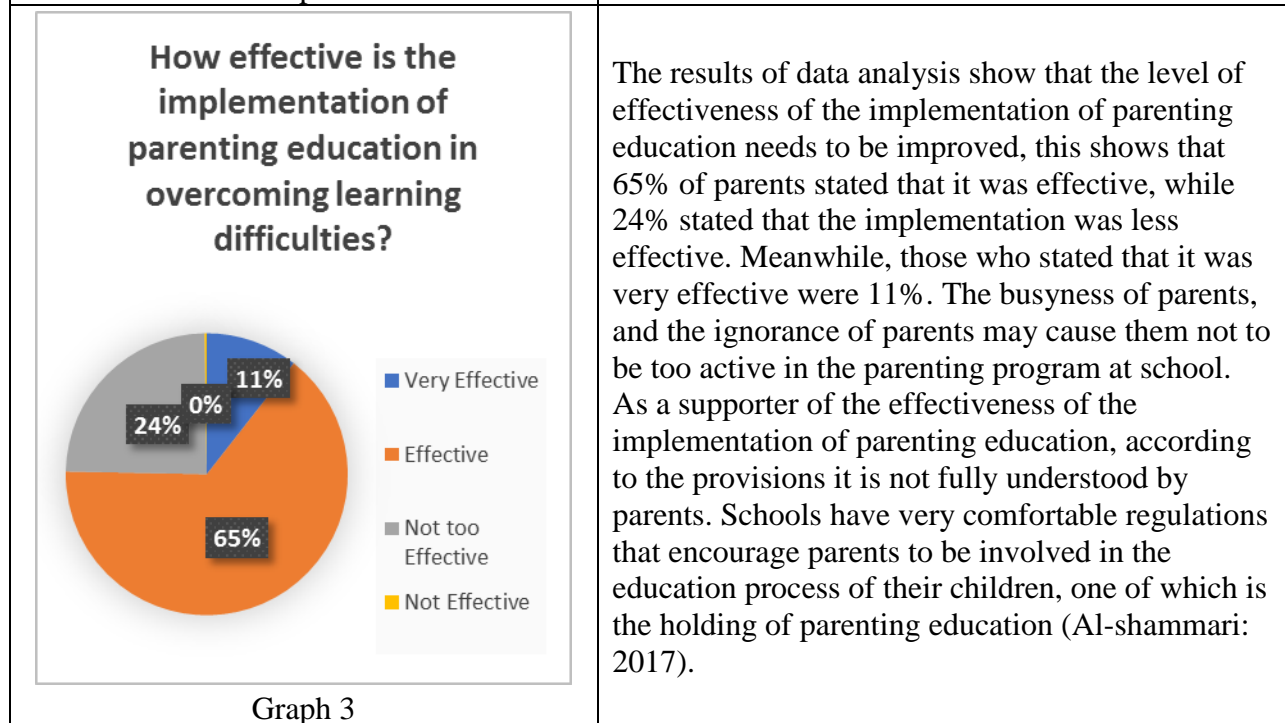
Presentation of Data and Discussion of Research Findings

The various problems faced by parents in overcoming their children's learning difficulties at home, respondents amounted to 397 parents from FIP-UMJ Labs Elementary School in South Tangerang, Indonesia. Based on the results of data analysis, it can be shown as follows:

How much do you understand parenting education?

- Understand
- Not Really Understand
- Really Understand
- Don't Understand

5% | 1% | 15% | 79%

Graph 1

The development of science is growing, and access to finding an understanding of parenting programs is quite easy. It is shown that 79% of parents understand parenting education programs. While 15% of students' parents do not understand, at the level of trust the category of very understanding is 5%, then 1% because it is influenced by other factors. This condition is very helpful for children's learning process, especially those who have learning difficulties.

How is parenting education implemented at FIP UMJ Labs. Elementary School?

- 0% — Very Good
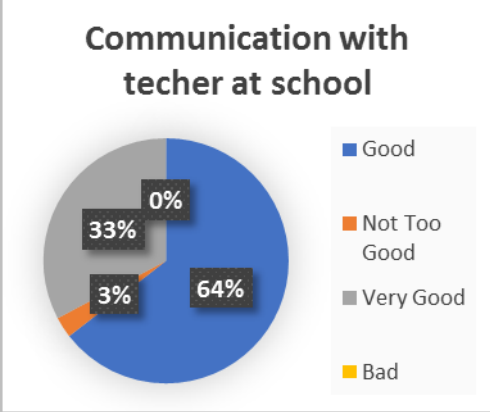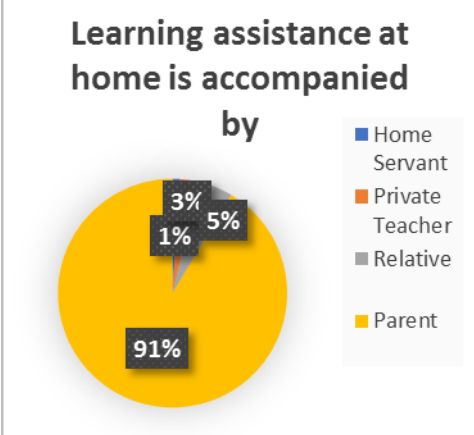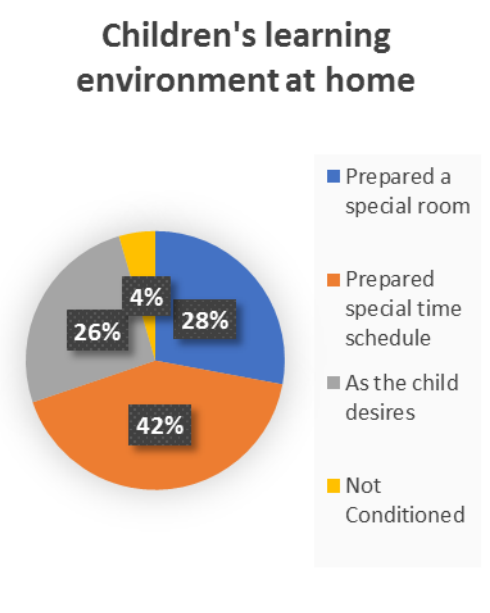- 8%
- 10% — Not Too Good
- 82% — Good
- Bad

Graph 2

Implementation of parenting education in schools plays a very important role for parents in overcoming learning difficulties. The results of the study show the highest percentage level with the total percentage reaching 82%, while the number of percentages who answered less well in the implementation of parenting education with a percentage level of 10%, at the level of satisfaction being very good parenting implementation by 8%. This means that parents play an active role in the implementation of parenting education.

Synergy is needed, with a parenting education program that is implemented very well. It will facilitate the learning process of students.

How effective is the implementation of parenting education in overcoming learning difficulties?

- 11% — Very Effective
- 0%
- 24% — Effective
- 65% — Not too Effective
- Not Effective

Graph 3

The results of data analysis show that the level of effectiveness of the implementation of parenting education needs to be improved, this shows that 65% of parents stated that it was effective, while 24% stated that the implementation was less effective. Meanwhile, those who stated that it was very effective were 11%. The busyness of parents, and the ignorance of parents may cause them not to be too active in the parenting program at school. As a supporter of the effectiveness of the implementation of parenting education, according to the provisions it is not fully understood by parents. Schools have very comfortable regulations that encourage parents to be involved in the education process of their children, one of which is the holding of parenting education (Al-shammari: 2017).

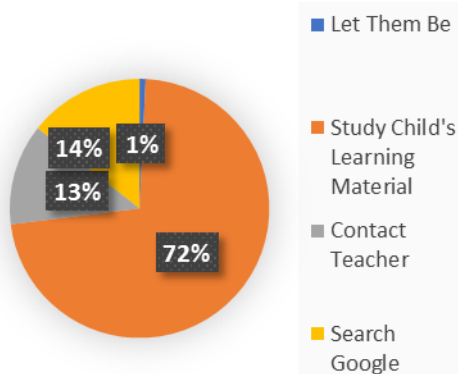|	
Communication with techer at school Good ■ Not Too Good ■ Very Good ■ Bad ■ 0% 33% 3% 64% Graph 4	Based on the results of data analysis, regarding the results of communication between teachers in schools, and most importantly parents, communication can overcome children's learning difficulties, where 64% of parents stated that communication must be very good at (33%) for the sake of children, and obtained a percentage value of those who consider it unfavorable by 3%. This is reinforced and is in line with education policies that encourage and facilitate teacher-to-parent communication, to empower parents' involvement in their children's education. (Kraft & Rogers, 2015).
Learning assistance at home is accompanied by Home Servant ■ Private Teacher ■ Relative ■ Parent ■ 3% 5% 1% 91% Graph 5	Regarding the level of parental awareness in assisting children to study at home, the results of the study prove that home learning assistance is accompanied by household assistants, with a very high percentage level reaching (91%). Furthermore, by presenting private teachers by 4%, and 5% accompanied by relatives. The pattern of parenting and assisting children studying at home has a significant correlation to their learning success. This shows that the commitment of parents to mentoring learning at home has been going very well.
Children's learning environment at home Prepared a special room ■ Prepared special time schedule ■ As the child desires ■ Not Conditioned ■ 4% 28% 26% 42% Graph 6	In the test results of data analysis of family involvement in educating children, children's learning environment at home, and having a special room prepared during the Covid-19 pandemic. This obtained a total percentage of 28%, while 42% of parents prepare special time to study with their children at home and 26% of those who answered as they pleased were obtained, and 4% were influenced by other factors. Thus in the learning environment for children at home, it is very important, for children to interact intensely with their parents.
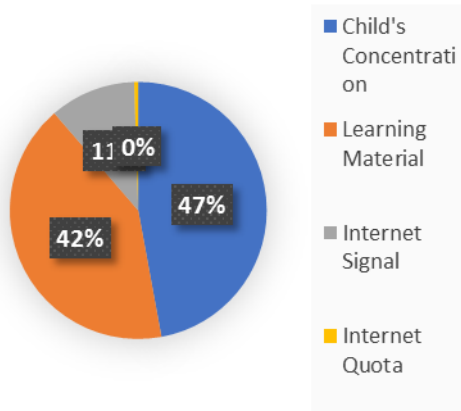
Graph 7

According to the results of data analysis, difficulties faced in learning at home for children, are that the concentration of children obtained the highest score of 47%, while the difficulties faced were the concentration of children's learning, and the percentage level of learning materials obtained by 42% of children stated the material was difficult for parents to understand.

These results also reinforce that parenting patterns, whether democratic, authoritarian, or permissive, determine student learning outcomes, especially in online learning (Ozgur: 2016). Learning difficulties are sometimes faced by children at home. In this condition parents have an important role in providing motivation to overcome the problems and difficulties they face.
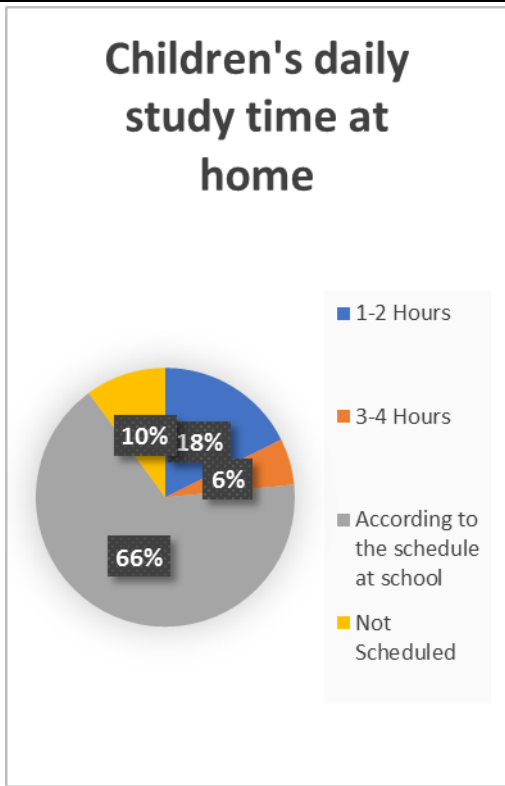

Graph 8

In overcoming the difficulties of children studying at home, based on the results of research data analysis. The highest percentage level is those who answered in studying the subject matter by (72%), while 14% in general, parents, answered let it be, while 13% answered contact teachers, to overcome learning difficulties. Children's learning assistance at home is carried out directly by parents together with their children, compared to searching on google, or consulting with teachers.

The theory that strengthens the results of this study is that in the process of children's education outside school, the contribution of children and parents greatly affects their educational outcomes and is one of the contributions of parents is the learning environment at home.

Graph 9

Allocation of time for children to study at home, in the analysis of research data shows 66%, stating that children's study time at home is in accordance with the schedule that has been implemented at school, while 18% are not scheduled. 19% answered study time at home between 1-2 hours, and 6% answered that the time to study at home is between 3-4 hours, thus an effective time for children to study at home. There must be assistance in parenting to make learning more effective at home.

It is very important to cultivate time management in the child's education process at home to ensure systematic time management designed by various models and theories (Jinalee & Singh.2018). Many students manage their study time at home with the help of parents because time management affects learning outcomes.
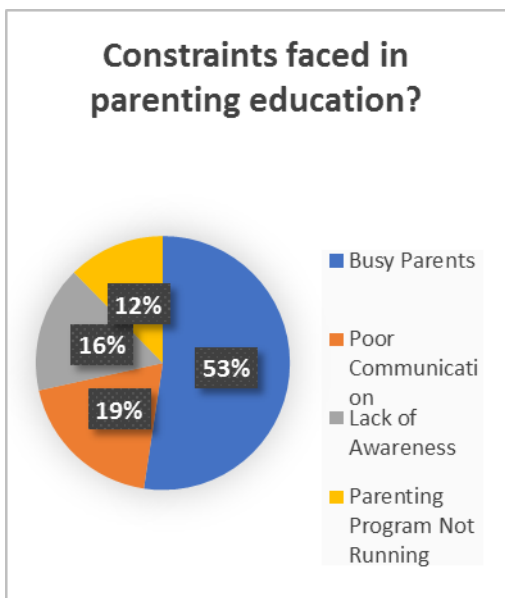
Graph 10

The results of data analysis show the obstacles faced in parenting education, where the highest answer is parents' busyness by 53%, while the level of communication is not smooth, and obtained a score of 19% and 16%. There is a lack of socialization, especially for parents of students, where 12% of parenting programs are not going well. Thus, there is a need for continuous socialization about parenting programs conducted in schools.

To achieve the success of this program, it is necessary to support factors such as parental commitment in running the program as well as adequate facilities and infrastructure and good communication, but inhibiting factors such as low parental awareness and busy working parents exist causing low involvement in learning activities (Baroroh, et al. al.: 2020).

Parenting Education Design in Overcoming Children's Learning Difficulties at Home

The design of parenting education programs needs to pay attention to the planning, implementation objectives, implementation organization and competent resource persons,

and the evaluation of the program. The important parts in the Parenting Education program are as follows:

1. The synergy of teachers and parents in the student learning process. In uncertain conditions, it has brought the transition of traditional learning, towards no boundaries, which spreads throughout the entire world, so that a special focus is on the virtual face-to-face learning process, synergizing between teachers and parents. In line with the view expressed by (Mak & Pun. 2015), teacher professionalism therefore requires strong commitment and support from schools, parents and the wider education community.

2. Contribution of thoughts from the community (community leaders, scholars, and the home environment). A quality environment and school can affect a child's learning process to achieve success. Conditioning of the learning environment at home that involves a household assistant or who is side by side with the child). The role of family, school and community education is needed to achieve student success. Not without reason, the development and influence of the current environment will affect the development of the child's body and indirectly has an impact on his future. So the importance of parental and community involvement is related to student success in school (Epstein: 2018).

3. The atmosphere of learning at home, supports the concentration of student learning at home. During the Covid-19 pandemic, parents are more responsible for supervising student learning and establishing a good atmosphere at home (Kong: 2020).

4. There is harmonization and interaction of parents and children at home. The family has a role in the form of attention and affection in providing guidance and advice and even preparing learning facilities. A lack of family attention can be caused by economic problems and busy parents, causing the family's role to be insignificant in increasing children's learning motivation. Learning facilities such and infrastructure at home must be provided by parents (Imelda: 2018).

There needs to be further stages in the design of parenting education, to overcome children's learning difficulties, as shown in Figure 3, the design of parenting education is as follows:
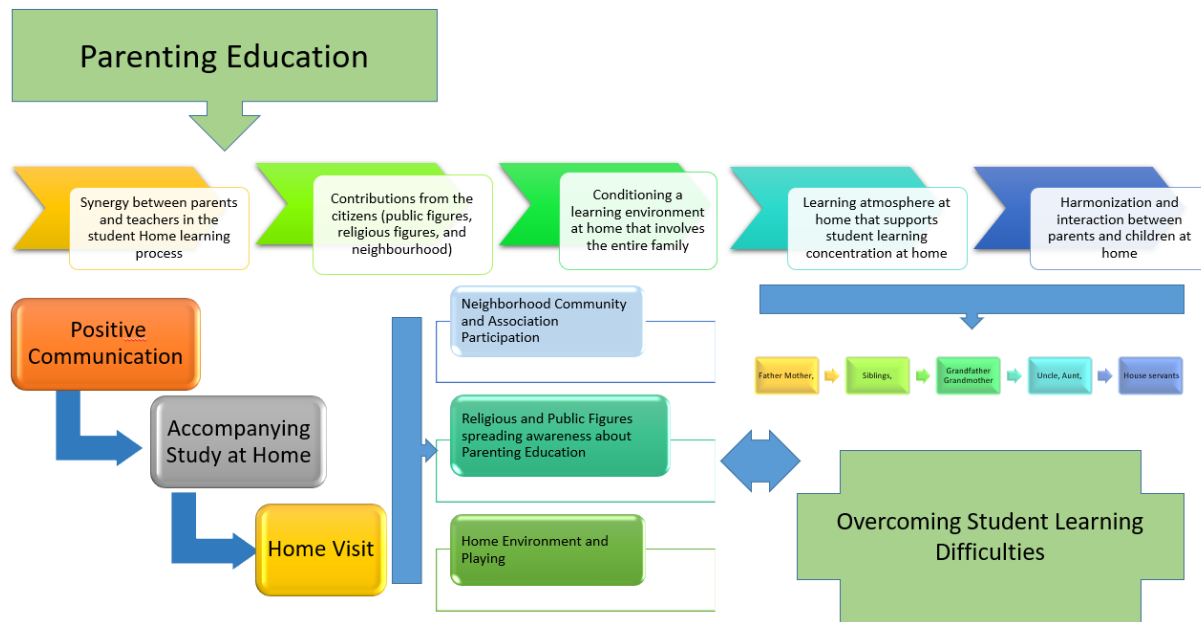
Figure 3 Design of Parenting Education

Based on some of the views of the experts mentioned above, it is necessary to consider designing parenting education programs for the success of children studying at home. The synergy of teachers and parents is important in strengthening student learning so that information and messages received from teachers and parents can support each other, meaning that there is no counter-productivity between the knowledge conveyed by the teacher and parenting patterns at home (Hariawan, et al. .2019).

Through the cycle above, the researcher describes how the synergy of parents in accompanying their children in the learning process is good, and of course can contribute to people's thinking in the home environment where they live, and are able to condition the learning environment at home with family. Parents can provide support to children to study well, and support the harmonization shown in the family at home.

In building positive communication between families, schools and communities, continuous parenting education programs are very meaningful in overcoming learning obstacles during the pandemic. In home visits, there must be support from various parties such as the participation of neighborhood communities (RT), and neighborhood associations (RW) and religious figures who continue to socialize parenting education programs, and a conducive home environment so that children can learn and have fun playing so that the learning process at home does not experience difficulties, and can run well.

Conclusion

Based on the results of research on the Design of Parenting Education Programs in Overcoming Students' Learning Difficulties at Home during the Covid-19 Pandemic, it can be concluded as follows:

1. There are problems faced by parents in overcoming learning difficulties at home based on the results of research at the FIP-UMJ Labs. Elementary School in South Tangerang, Indonesia, as evidenced by the results of the data analysis. The results showed that 79% of parents really understand the parenting education program. In addition, the implementation of parenting education in schools obtained a very satisfactory score with a score of 82% of parents having implemented well, with a more effective level of effectiveness, in overcoming difficulties 65% of parents study at home, with an effectiveness level of 64% of parents having good communication with teachers at school, and 91% of parents accompanying their children's learning at home, so that as many as 42% of parents prepare special time to study with their children at home. However, regarding the difficulties that arise in assisting children at home, it was found that 47% of parents were concentrating on their children's learning, and in order to overcome this, 72% of parents studied their children's learning materials, 66% of parents stated that their children's study time at home was in accordance with the schedule given by the school. The obstacle faced by 53% parents in dealing with the parenting education program is the busyness of parents.

2. An effective parenting model, in overcoming student learning difficulties at home during the Covid-19 pandemic, based on the division of time for student study hours at home for FIP-UMJ Labs. Elementary School students in South Tangerang, Indonesia, as evidenced by the results of the study showed a significant percentage, namely 66% of parents stated that with a home study schedule arrangement system, with school time the percentage level was 18%, parents stated that their children's study time at home in a day was 1- 2 hours. This means that the learning process at home through child care is very significant, in improving the learning process at school. While the level of productivity and effectiveness of learning outcomes through home care, for students is very important and continues to be improved, the research data shows a percentage of 65%, while the number of parents who state that they are effective is 24%, while those who state that they are less effective in the learning process are influenced by other elements., because parents are busy, and do not understand, so parents think that home learning for children/students at home is not considered too important.

Recommendations

1. The design of parenting education, which is effective in overcoming students' learning difficulties applied in FIP-UMJ Labs. Elementary School in. South Tangerang, Indonesia, is a way of implementing a model of a child care system that synergizes with teachers, as well as involving parents and guardians of students in the student learning process. The contribution of thinking about community involvement, good learning conditions at home, involving the whole family, as well as a conducive learning atmosphere at home can make the concentration of student learning go well with harmonization and interaction of parents, and children at home. The design is applied to the success of children studying at home in overcoming student learning difficulties.

2. The model for nurturing the learning process at home can be applied in educational institutions, as an effort to overcome learning difficulties at home during the Covid-19 pandemic. There is a cooperation of understanding between education policy holders, in this case the Ministry of Education and Culture of the Republic of Indonesia, between educational institutions and teachers, and parents and guardians of students and community participation alike.

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