Parental Assistance Model in Online Learning for children Pandemic Period in Medan City

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Abstract.
This study aims to find a pattern or model of mentoring carried out by parents during online learning for children during the pandemic in the city of Medan, and to describe the barriers to parents when mentoring online learning for their children. The method used is qualitative with a descriptive approach to see the activities that occur to parents during learning assistance during the pandemic. Data collection techniques were carried out by interviewing teachers, school children and parents, observations were carried out at home while children were studying. The sample of this study was in 5 sub-districts where each sub-district was taken 1 urban village with 1 teacher, 10 parents, 10 school children/urban village. The results of the study, namely the first pattern or model carried out by parents, there are four categories of models, namely 1) the inactive participation model category means that parents do not at all accompany their children to study, children study independently, or study groups of friends, children's initiative to learn is needed if there is any questions or materials that are not understood by children waiting and expecting the presence of the teacher when they come to visit which is done twice a month in study groups. 2). the category of active parent model means that parents actively supervise, motivate children to learn when doing assignments from the teacher according to the parents' free time, 3) quite active, meaning that parents accompany their children to learn online, ask the teacher for assignments if the child or other person parents do not understand the material, and help their children learn by using old mobile phones 4) very active, meaning parents lend and buy, facilitate their children's learning facilities such as cellphones to maximize learning, do their children's assignments at the office, send them to school and send assignments via WA in to the teacher. The results of the second study are the obstacles experienced by parents when assisting children in learning, namely not having time because parents work, do not master their children's subject matter, do not have internet facilities, cellphones due to economic factors.

Keywords: Mentoring model, online learning, elementary school children, the covid-19 pandemic.

I.   INTRODUCTION

The COVID-19 pandemic has brought changes to the learning process in schools, this is also supported by the issuance of circular letter No. 4 of 2020 from the Minister of Education, Culture, Technology and Research regarding the implementation of online learning. Changes in the application of online learning will certainly have an impact on parents, teachers, students, ready or not, all devices (teachers, students, parents) must learn, master materials, technology and prepare to learn, teach online.he application of online learning guides students or school children to learn independently, and involves parents to supervise their children learning online at home. The role of parents and teachers is very important, where each has different discretionary responsibilities (Dewi, 2020). The teacher is responsible for the implementation, the running of the curriculum program as outlined in the RPP can run well and material is conveyed to students or elementary school children, while parents are responsible for supervising, guiding and directing elementary school children to learn and do the tasks assigned by the teacher. teacher, then handed over to the school.Online learning carried

out by school children certainly requires facilities at home or where the child is studying, the facilities provided so that online learning runs such as cellphones, laptops, packages, internet, books and others. Online learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions. At the implementation level, online learning requires the support of devices such as smartphones, laptops, computers, and others that can be used to access information anytime and anywhere (Firman & Sari, 2020).During a pandemic with online learning models or distance learning, the role of parents is needed to support the success of the learning process of school children.

For a child, learning from home has changed the study habits and management of children's tutoring. This is a very important problem for children and parents, because parents must adjust their time to take care of household chores in accompanying children to study, what time they have to study and what quota they have, whether parents master applications for online learning and master children's school subject matter.The existence of learning that uses the internet (network) creates a special dilemma for parents, especially for parents who have more than one school child, meaning that the mentoring process when children study must be divided in time and must have special strategies, not infrequently many parents complain and feel overwhelmed by online learning, in this case children certainly need assistance in learning, they have to carry out various kinds of tasks that must be collected within the allotted time.Online learning that is carried out individually by children with teachers, friends and parents will build a microsystem. A two-way relationship occurs when the microsystem occurs and is reciprocal. Where children influence parents and parents influence children.

iiThe process affects each other because children still have an unstable nature and parents must also follow the child's wishes in learning or the child's learning style.According to Woolfolk (2009) Mesosystem is a number of interactions and relationships among all elements of the microsystem, family members interact with each other with the teacher. Considering the current pandemic period, where the government issues a policy of learning from home, it is necessary to coordinate the roles of parents and children in order to achieve learning objectives. Specifically, the coordination has the following objectives: (1) mutually assist and complement each other, by accepting the shortcomings and weaknesses of students, parents are expected to assist in the learning process. 2) provide financial assistance in the form of quotas, cellphones for online learning, 3) together make lesson plans for children during online learning. Based on the explanation above, the purpose of the research is to find a pattern or model of assistance that parents do when online learning is carried out for school children during the Pandemic, as well as to describe the obstacles experienced by parents, because not all parents have the same abilities such as economic ability, the ability to understand material , gejed operational skills, and take the time to help, guide their children who are in elementary school.

Theory

Parents are the first and foremost people who are able, and have the right to help and educate their children, this is the role of parents very influential in the family to create a safe atmosphere at home so that the home is a place for children to return, be an example for their children, provide discipline and improve children's behavior, and create communication between the two. Supervision and guidance of parents at home is absolutely necessary. So that they can be supervised, knowing all the shortcomings and difficulties of children in the learning process (Akbar 2011).

There are several aspects of the parental assistance model in the child's learning process, including:

1. Providing online learning facilities, the facilities in question are internet quota, stationery, cellphones, laptops, learning package books and other facilities to facilitate children in the learning process
2. Supervise children's online learning activities at home, parents need to supervise online learning activities at home because by supervising children's online learning activities, parents can find out whether their children have studied well or not. homework from the teacher.

3. Supervise the use of children's study time at home, parents need to supervise children's learning activities at home, whether children have used their study time well or not. Parents can help their child develop an online study schedule.

4. Supervise the difficulties faced by children in learning. Parents need to know or know the difficulties faced by children in online learning, because by knowing these difficulties, parents are able to help solve them. If parents do not recognize the difficulties faced by children in online learning, the child's learning process will be hampered.

5. Helping children in overcoming difficulties in learning. To assist in the learning process, parents participate in the learning process, including knowing the methods used to help children learn. The more knowledge parents have, the more material will be given to their children. Increased parental knowledge will also make it easier for children to find the answer to each question. Parental mastery of materials and technology is needed so that children will be helped in the learning process at home.

II. METHOD

A qualitative method with a descriptive approach was used in this study, data collection was carried out by interviewing a sample of 10 parents from each /sub-district in Medan City, and 10 children attending school/urban village with the classification of elementary, junior high and middle school children. above according to need or random research, for parents categorized based on education, income/month, occupation, besides that researchers took supporting data through observation, literature related to the research study of Cresswell (2016).

III. RESULTS AND DISCUSSION

Changes in learning in schools occurred because of the government's efforts to break the chain of the spread of the Covid-19 corona virus in Indonesia, including in the city of Medan in North Sumatra Province. This situation forces and changes the learning habits of school children from face-to-face to online learning (learning through networks) which has been carried out for 1.5 years. Online learning makes parents more involved in assisting children's learning.Government policies on learning from home programs are carried out independently in their respective homes, the existence of these policies makes parents again strengthen their role to become the first and main educators for children. The family as an informal educational institution is protected in Law No. 20 of 2003 on the National Education System (Sisdiknas, 2003).

The online learning process carried out by schools or teachers certainly involves the role of parents of students during the learning process as well as when the teacher gives school assignments to students, so that parents cannot ignore their children's learning, the role of special parents who have children in elementary school is of course more attention, compared to children who are already in high school, this is bound to happen to take over the role of teachers as mentors and teachers to their children at home (Purwanto, 2020).Not all parents are able to meet the needs of online learning for their children, based on the results of research data 50% of parents are not able to facilitate online learning, so their children are told to study online with their friends, at a friend's house that has facilities, some parents tell their children to study waiting for the teacher's visit to come provide and teach materials at home in groups, only a small number of parents are able to provide facilities for online learning, some children learn online using their cellphones or their parents' age after their parents return from work. For parents who have never accompanied their children and are unable to provide facilities learning by using the network is grouped on:

1. **Inactive or uncaring parenting model**

The model of mentoring parents who are not active or do not care about children's online learning, are parents whose education is high school, vocational high school and their income is below 1 million, they work to meet their daily food needs, they think online learning only adds to the cost of household expenses, just to eat they have to work until the night. To assist their children in learning online, they do not have the ability to buy

Android phones, internet packages and others. Parents expect teachers who will come to visit and teach their children, so that when their children are in elementary school studying, they get the same knowledge as other friends, apart from their children's teachers they also learn from other sources such as textbooks lent by teachers from schools. Then for their children who are in high school, parents suggest group study or independent study, parents only supervise their children's learning.

2. **A very active parenting model.**

Parents who are very active in accompanying, supervising and helping with assignments are those whose mothers or fathers have a bachelor's education, well-established economy, who know how important education is, so they try to take the time to accompany, supervise and teach their children and try to master the material. their children's lessons (Wiwin, 2021). If they do not have time to teach their children, private teachers are brought in or their children learn from the teacher's room program, this aims to help understand, do the material or homework given by the teacher. If they have children who are in elementary school then the role of the mother or parents help in doing and delivering assignments to school, while for their children who are in high school, parents facilitate online learning such as laptops, cellphones, internet packages, Wife installation, and supervising, motivating their children.

3. **Active parenting model.**

Parents who are grouped on the active mentoring model based on the findings in the field, who carry out the online learning mentoring process for children, where the existing facilities are used together, when parents do not use such as the use of Android cellphones, the role of parents continues like watching their children learn , guiding and teaching, sometimes parents also ask for help from their brother or sister to help their younger siblings in learning, the use of packages continues to be controlled by parents, because the android phones used have parents, so parents can supervise the online learning process carried out at home (Diadha, 2015).

Table 2. Data of parental informants based on education, occupation, income in every village in the city of Medan.

urban village	informant name	level of education	profession	monthly income	number of children who are still in primary school
Helvetia	1.Adi Sutiman	SMK	Mocok-mocok	1.000.000	1 org
	2. Suryati	D3	Perawat	3.500.000	2 org
	3. Sutono	SMA	Jualan sayur	2.000.000	3 org
	4. Afit	SMA	Tukang Beca	700.000	2 org
	5. Sudarmi	SMA	Jualan lontong	500.000	2 org
	6. Suyono	SMA	Mocok-mocok	1.000.000	2 org
	7. Ucok	S1	Swasta	2.000.000	2 org
	8. Andri	D3	Wirausaha	2.000.000	3 org
	9. Amat	S1	Swasta	2.500.000	2 org
	10.Badin	SMA	Gojek	1.000.000	2 org
Glugur Kota .	1 Suyatmi	SMA	Pedagang	1.500.000	2 org
	2. Hadirat	S1	Guru honor	1.000.000	3 org
	3. abeng	S1	Pedagang KK	1.000.000	2 org
	4. Sarno	SMP	Tukang Beca	700.000	2 org
	5. Yanti	SMA	Mie balap	1.000.000	2 org
	6. Darno	STM	mocok-mocok	700.000	2 org
	7. Sutiono	SMA	PNS	2.500.000	3 org
	8. Dupi	S1	Wirausaha	2.000.000	2 org
	9. Heri	S1	Swasta	2.500000	2 org
	10. Andrawati	S1	PNS	3.500000	3 org

Amplas	1.Sukiman	D3	Peg swasta	2.500.000	2 org
	2. Cerdas karo	D3	Peg.swata	2.500000	3 org
	3. Sembiring	SMA	Kelontong	1.500000	2 org
	4. anto	SMP	Tukang Beca	700000	2 org
	5. Ajo	SMA	Pedagang sate	700000	2 org
	6. bonar	SMA	Pemulung	500000	2 org
	7. Ahmad	S1	Swasta	2.500000	3 org
	8. sander	SMA	Pemulung	400000	2 org
	9. Yunas	S1	Swasta	2.500000	2 org
	10. Sunter	STM	mocok-mocok	1.000000	3 org
Pasar Baru	1.Ucok	SMA	Pemulung	700000	2 org
	2. Bidara	S1	Bidan	3.000000	3 org
	3. Doni	S1	Padagang KK	1.500000	2 org
	4. Dani	SMA	Tukang Beca	700000	2 org
	5. Hasnah	SMK	Jualan ikan	1.000000	2 org
	6. Jenny	S1	PNS	3.500000	2 org
	7. Hasril	S1	Swasta	2.500000	3 org
	8. Sandi	S1	Gojek	1.000.000	2 org
	9. Barrul	S1	Swasta	2.500000	2 org
	10.Parna	SMA	Pemulung	700000	3 org
MedanDenai	1Tri andi	STM	Mocok-mocok	700000	2 org
	2.Dwi Anto	STM	Tukang becak	800000	3 org
	3.Irgo	SMA	Pedagang KK	1.500000	2 org
	4.Angga	SMA	Tukang Beca	700000	2 org
	5.Sumini	SMA	Jualan sarapan	800000	2 org
	6.Syaipul	S1	PNS	3.500000	2 org
	7. batoka	SMA	Pemulung	700000	3 org
	8. matona	SMA	Pemulung	600000	2 org
	9.Damar	S1	Swasta	2.500000	2 org
	10. Sahat	SMA	Gojek	1.000000	3 org

Source of data on the results of research in the field September 2021

Another obstacle faced by parents is the economy, where they still pay school fees (for private schools) but the teacher's duties are delegated to parents, psychologically for parents who are barely able to eat food, of course, they are often angry with their children when accompanying learning, even if not parents who do all their children's housework to avoid anger, parental beatings to their children because of the economy and fatigue after working all day. Then the obstacles for parents in mastering and understanding their children's subject matter, especially in the fields of language, science, mathematics.This dilemma should be the government's attention, even though the government helps provide internet packages, but it is for parents who have Android phones. Parents also have to divide their time between taking care of the household, working to earn a living, accompanying their elementary school children to study online at home.

IV. CONCLUSION

The involvement of parents in assisting children during learning from home shows that not all parents provide learning assistance for their children at home, especially for parents who do not understand the importance of the role of parents in accompanying their children to study on the grounds of being tired and more for the need to live or eat everyday, they still expect the child's education in school by the teacher, the teacher is the one who is obliged to provide learning for their children to be smart. Mentoring carried out by some parents who understand how important parental education is, providing assistance by helping children do their work, as a

place for children to learn, providing learning facilities needed by children, explaining and providing explanations about the material being studied, giving a good response to learning at home and responsive in the tasks given by the teacher to do for their children.

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