

# The Role of Parents In Tutoring After The Covid-19 Pandemic

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ABSTRACT	
<p><b>ARTICLE INFO:</b> Received August 26, 2024</p> <p>Revised September 09, 2024</p> <p>Accepted December 16, 2024</p> <p><b>KEYWORDS:</b> Parents, Pandemic, Tutoring</p>	<p>The urgency of this research lies in the critical need to understand and enhance the role of parents in supporting children's education in the post-COVID-19 pandemic era. The pandemic has drastically transformed the learning environment, shifting much of the teaching and learning process to an online format. This sudden transition has left many children feeling overwhelmed, confused, and often bored. Recognizing parents as the primary figures responsible for their children's education at home, this study aims to determine how effectively parents' guide their children through the learning process in this new educational landscape. Utilizing a qualitative research approach, this study employs observation, documentation, and interview techniques to collect both primary and secondary data. Primary data are gathered through interviews, while secondary data are sourced from relevant journals, books, and archives. The findings highlight the pivotal role parents play in motivating and directing their children's learning, emphasizing the need for targeted support and resources to empower parents in this role.</p>

## INTRODUCTION

In the post-COVID-19 era, the impact of the pandemic on education remains a critical issue. Although schools have reopened and face-to-face learning has resumed, the long-term effects of prolonged school closures and remote learning still influence the quality of education (Werner & Woessmann, 2023). Students and educators continue to adapt to new norms, including blended learning methods that combine online and offline approaches. The pandemic experience has highlighted the need for robust education systems resilient to disruptions and capable of maintaining learning continuity under any circumstances (Afolabi & Olajuyigbe, 2022).

Addressing learning gaps and ensuring that students regain lost learning opportunities are urgent now. Governments and educational institutions must focus on developing effective strategies to enhance learning recovery and improve students' academic performance (Dhawan, 2020). Additionally, collaboration between educators and parents remains essential to creating engaging learning environments at home that support students' motivation and critical thinking. The lessons learned during the pandemic should guide future educational policies, promoting innovation and adaptability within the education sector (Nakayama, 2007).

Parents are generally considered older individuals, but in society, the term "parents" specifically refers to those who give birth to us, our mothers and fathers (Rahmayanti, 2016). Beyond bringing us into this world, parents play a crucial role in nurturing and guiding their children. By setting a positive example in everyday life, parents introduce their children to the world, providing clear answers to things the child does not understand. The first knowledge a child receives comes from their parents, as they are the center of the child's spiritual life and the primary influence when the child interacts with the outside world. The emotional responses and thoughts of each child in the future are often shaped by their attitudes toward their parents (Valeza, 2017).

The role of parents is vital in supporting academic success. A role can be defined as a position in which a person fulfills their rights and obligations according to their responsibilities. Additionally,

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some perspectives suggest that a role is the expectation of how individuals should behave and act in certain situations based on social functioning. The role of parents involves the methods they use to carry out the tasks required in raising their children effectively (Sadikin & Hamidah, 2020).

Based on this understanding, it can be concluded that the methods used by parents to guide their children must be carried out in accordance with their responsibilities. The methods adopted by parents serve as important guidelines for children. The role of parents significantly influences their children's educational success, as parents act as educators, motivators, facilitators, and mentors (Wax & Christian, 2020).

The term "guidance" originates from the verb "to guide," meaning "to lead," "to maintain," or "to direct." Therefore, guidance can be understood as providing direction or leadership. Additionally, according to the Indonesian dictionary, a guide may also refer to instructions or explanations on how to perform a task (Majdi, 2024). Oemar Hamalik, citing the views of Stikes & Dorcy, described mentorship as "the process of helping individuals and groups so they can adapt and solve their problems." Furthermore, Stoops emphasized that mentorship is "an ongoing process that supports individuals in developing their abilities to the fullest, enabling them to gain maximum benefits for themselves and society (Hamalik, 2014).

Learning is a process through which students construct their ideas and understanding. Therefore, teaching and learning activities should create opportunities for children to learn in a smooth and motivating manner. Prioritizing engaging and effective learning experiences is essential. In elementary schools, online or distance learning often involves parental guidance. During online learning, students have the flexibility to learn at any time and from any place (Lorig & Holman, 2003).

They can interact with teachers using various applications, such as virtual classrooms, video conferencing, phone or live chat, Zoom, and WhatsApp groups. Online learning uses the internet network with accessibility, connectivity, flexibility, and the ability to create various learning interactions. Internet and multimedia technology can change the way knowledge is delivered and can be an alternative to learning carried out in traditional classrooms. Online learning is learning that can bring together students and teachers to conduct learning interactions with the help of the internet (Hoi et al., 2021).

The COVID-19 pandemic, caused by a highly infectious virus from the Coronaviridae family, brought unprecedented challenges to global health and education systems. This deadly virus, which attacks the respiratory system from the throat to the lungs, often presents with early symptoms such as fever, sore throat, runny nose, and severe cough, sometimes leading to life-threatening pneumonia. Transmission occurs through direct contact with respiratory fluids expelled when an infected person coughs, sneezes, or vomits, making it highly contagious (Chiodini, 2020).

Originating in Wuhan, China, COVID-19 rapidly spread worldwide, including in Indonesia. The virus's ability to survive for up to 14 days and its swift transmission through airborne droplets meant that infection rates soared quickly. Governments implemented strict physical distancing policies to curb the spread, including transitioning traditional schooling to online-based learning environments. The shift to distance learning created an urgent need for parents to assume a critical role in their children's education at home (Sopah et al., 2023).

In this post-pandemic era, parents must become essential partners in education. They take on four vital roles: 1) As home-based teachers, guiding and supporting their children's remote learning. 2) As facilitators, providing the necessary infrastructure and learning resources. 3) As motivators, they offer encouragement and maintain their children's enthusiasm and academic achievement. 4) As influencers and directors, shaping children's learning environments and habits. Now more than ever, parental involvement is supportive and essential to ensuring children's educational success and adapting to the new normal in learning.

## Gap Analysis

While many studies have examined parents' roles in supporting children's learning during COVID-19, a gap remains in understanding their effectiveness in the post-pandemic era. Most research focused on emergency responses, yet little addresses how parents can continue as facilitators, motivators, and guides to help children readjust to in-person learning, recover from learning loss, and maintain mental well-being. Further research is needed to explore effective strategies for sustaining parental support in this new context.

## Objectives

Existing research largely addresses parents' roles during COVID-19, but little focuses on their impact in the post-pandemic era. This study explores how parents can effectively support children's academic recovery and well-being as they transition back to in-person learning.

## METHODS

### Research Design

This study employs a qualitative research design to gain an in-depth understanding of phenomena related to the research subject, such as behavior, perceptions, motivations, and actions, within a natural and holistic context (Creswell, 2014). The research utilizes descriptive approaches through words and language, leveraging natural methods to capture authentic insights.

### Participants and Procedure

The study involves participants who are relevant to the research topic, selected through purposive sampling to ensure rich and meaningful data. Field research is conducted naturally, allowing researchers to observe, interact, and gather information directly from participants (Moeleong, 2014). The procedure includes interviews, observations, and documentation to explore various issues related to the main research problem.

### Data Collection

Data collection tools include semi-structured interview guides, observation checklists, and field notes. These instruments are designed to explore participants' experiences, behaviors, and perceptions in a detailed and nuanced manner.

### Data Analysis

The collected data are analyzed using thematic analysis. This involves coding responses, identifying patterns, and interpreting the data to generate themes that align with the research objectives. The analysis emphasizes credibility and validity by cross-checking findings through triangulation and member checking.

## RESULT AND DISCUSSION

### Results

#### *Respondent Background*

The respondents in this study consisted of 15 parents with children aged 5-8 years who were involved in online learning during the COVID-19 pandemic. These parents come from diverse backgrounds, including varying levels of education, occupations, and family environments. Some parents work as teachers, civil servants, entrepreneurs, and homemakers, contributing to a wide range of experiences and perspectives in guiding their children's education.

The educational backgrounds of the respondents range from high school graduates to university degree holders, influencing their approaches to supporting their children's learning. Additionally, the socio-economic status of the families varies, with some having access to adequate

learning facilities such as laptops, internet connections, and dedicated study spaces, while others face limited resources.

This diverse respondent background provides a comprehensive understanding of how family dynamics, educational experiences, and socio-economic conditions impact parental roles in motivating and guiding children during online learning. In the current era of the COVID-19 pandemic, parents play an important role in motivating children because the online teaching and learning process floods children, and sometimes children experience boredom. Based on the results of observations made by researchers at home, several parents, one of whom is Ms. Hayati, the researcher, see the role of Ms. Hayati in guiding her children during online learning.

### **Parents' Guide**

The next day, the researchers made observations again because they were curious about other parents guiding their children after online learning and whether they were having difficulties or feeling overwhelmed by online learning. However, parents' guide their children so that online learning runs according to the teacher's direction and motivates children to understand the lessons.

The researchers conducted observations and interviews with 15 parents with children aged 5-8 years. The role of parents in guiding children's learning in each home is different, as are some parents met by the researcher, where they give their opinions on how they guide their children who sometimes want to be taught or not, as for some opinions from the results of the interviews, some things that are strongly felt by mothers who have the same experience when teaching their children:

*"...Ulun nih bu e rajin melajari anak uln nih mun kekanakannya handak aja tuh nah belajar, nyaman aja bu e dilajari, nyaman ulun jw nah memadahi apa jar guru tuh, tapi mun sudah kada handak pian nah, biar nyaman banar belajarnya kada handak tuh pang kekanaknya, sampai lapah ulun nih membujuk, ulun padahi kena kita bajalanan atau nungkar mainana mun belajar nah jar ulun, tapi kekanaknya kada maasi, jadi ulun sangit rajin, temamai mun sudah dipandiri nih kada mau..."*

(My children are diligent in studying when they want to. If they are in the mood, they are very comfortable learning, and I also feel happy because what I teach is understood. But if they don't feel like learning, even though the lessons are interesting, they still refuse. I ran out of ideas to persuade them. I told them, 'If you study, we can go out or play something,' but they still didn't want to. So, I feel confused and tired when it comes to this).

As for the opinions of other parents,

*"...Ulun is bingung na bu e, mau banar melajarnya ni, haur handak sangit aja nah ulun, apa kekanaknya ngalih banar dilajari, meuji banar wan kesabaran ulun, ulun ulun menagur tuhuk jadi mun kada maasi ulun lihat akan aja, biar aja sudah jar ulun tuh..."*

(I'm confused, ma'am. I wanted to teach them, but I felt so overwhelmed. It was as if they didn't want to be taught, and it tested my patience. I try to be assertive, but if they still don't want to, I leave it alone and think, 'Well, let them be like that).

*"...Ulun beistilah nah menungkarkan kuota gasan belajar anak ulun nih, supaya nymana inya nah. Tapi tuh pang nah rajinkekanakannya nih koler nahar bu e, mun sudah kaya itu ulun sakit kepala pian, mewadahi sudahnya, umpat mau ulun..."*

(I try to be flexible, adjust their learning methods so that they feel more comfortable. But they are sometimes very diligent, while other times their childish attitude is visible. This tested my patience, Mom. Even when I give my best effort, it feels exhausting. Sometimes, I just must let go and think, 'That's enough for now; we can try again later).

Meanwhile, most children say,

*"... Ulun nih uyuh bu belajar, indah ulun, mengantuk ulun, lawan kada paham, bosan wan koler banar ulun belajar dirumah bu e, maka kada tahu ulun disangit..."*

(I'm tired of studying, ma'am. I tried, but I felt sleepy, I didn't understand, and I got bored quickly. I was choleric when I was studying at home, Mom. And if I'm not pushed or motivated, I can't keep going).

Some observations and interviews obtained in the field show that parents face almost the same obstacle, namely a lack of interest in their children when studying with them, and the answers from some children say this is because they are bored, tired, and do not understand. From observations and interviews, it was also found that some parents feel disturbed by the behavior of their children, who are often lazy in following learning, and this tests their patience when they feel unable to guide their children. Some continue to persuade them with various persuasions. Some are sweet, and some are indifferent and don't care if the child doesn't want to learn.

## **Discussion**

The role of parents that people must know is that parents provide guidance and advice, supervise children's learning, provide motivation, and meet children's learning needs. The role of parents in children's learning activities motivates them to learn, and the results will be seen in their learning achievements.

### ***Providing Guidance and Advice***

Providing tutoring is something that needs to be considered. Parents tutor children to assist them in making wise choices and in adjusting to the demands of life so that children are more directed in their learning. Giving Advice: Advising children means advising on how to solve problems based on knowledge, experience, and common sense. Advice and counsel have a considerable influence in opening children's eyes to the awareness of the nature of all things and encouraging them to do good deeds.

### ***Child Learning Supervision***

Parental supervision means controlling or supervising all activities carried out by children, either directly or indirectly.

### ***Provides Motivation***

Motivation is a condition in a person that encourages him to do certain activities to achieve a goal. This motivation can be given in 3 forms: indirect learning motivation, motivation to improve and maintain achievement, and motivation to improve achievement.

### ***Learning Needs***

Learning needs are all the tools and facilities needed to support children's learning activities. These needs include children's study rooms, uniforms, books, learning tools, laptops, etc.

From the description above, the role of parents is very important in providing the best education for their children. Parents play a very important role in improving children's learning achievement. Parents are the first teachers of children because parents are the first to educate or provide education to their children.

The findings of this study highlight the critical role parents play in supporting children's learning, especially during the transition to online education in the post-COVID-19 era (Fitri et al., 2023). Parents serve as teachers at home and act as facilitators, motivators, and influencers in their children's education. The study reveals that parents provide guidance and advice to help children make wise choices, supervise learning activities, and maintain children's motivation to achieve educational goals (Wiely, 2024).

However, the study also uncovers challenges faced by parents, such as adapting to the role of an educator and managing children's learning needs at home. Many parents struggle with balancing their responsibilities, particularly when children show reluctance to engage in learning activities (Safitri, 2024). The varied approaches taken by parents, from strict supervision to flexible guidance, demonstrate the need for tailored strategies that accommodate different family dynamics and children's learning styles (Marianti et al., 2022).

Furthermore, the study emphasizes the importance of providing adequate learning resources and a conducive learning environment at home. Parents who effectively support their children's learning needs, including providing study materials and technological tools, contribute significantly to better learning outcomes (Mardi Lestari et al., 2023).

Overall, while parents' involvement in children's education has proven beneficial, this study suggests that additional support from educational institutions and policymakers is necessary. Such support could include training programs for parents on effective tutoring strategies, resources to enhance digital literacy, and initiatives to reduce disparities in access to learning materials. Future research could expand on these findings by exploring the long-term impact of parental involvement on children's academic performance and well-being.

### **Implication**

The findings of this study imply that strengthening parental involvement in children's education can significantly enhance learning outcomes, particularly in the post-COVID-19 era. Schools and policymakers should collaborate to provide parents with the necessary tools and training to support their children's education at home effectively. Additionally, tailored support systems, such as parental guidance workshops and access to educational resources, could help bridge the gap between formal education and home-based learning, ultimately contributing to improved academic performance and children's overall development.

### **Limitation**

This study has several limitations. First, the research focuses on a small sample size of 15 parents, which may not fully represent the broader population of parents guiding children's online learning during the COVID-19 pandemic. Second, the study relies on qualitative data from observations and interviews, which might introduce subjective bias from both the researchers and respondents. Additionally, the study only considers parents with children aged 5-8 years, limiting the generalizability of the findings to other age groups. Finally, the study does not consider external factors such as technological challenges, internet access, or differences in educational resources, which may also affect parental roles and children's learning outcomes.

### **CONCLUSION**

Based on the findings in the field and discussions as explained above, it can be concluded that the role of parents is very important, as is the role of a teacher because parents are also teachers for

children when they are at home; parents must have more knowledge, to make things easier. In delivering material from teachers to children and making it easier for children to accept what has been conveyed, using various ways from person to person will make it fun for children. In online learning during the current COVID-19 pandemic, parents are essential in guiding, supervising, accompanying, and facilitating children during learning. Parents are the first school for every child, so it is hoped that parents can help teachers guide their children during the COVID-19 pandemic because cooperation between parents and teachers is needed so that learning can continue well, even though it is online and done at home for every child.

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