

Enhance Method Monitoring System To Parents Child Learning in The Covid 19

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ABSTRACT

This community service based on the current situation happened, namely an online learning system carried out during the Covid pandemic 19. The goal to be achieved from this service is the emergence of knowledge parents and parents in monitoring the development of a children's education in the future Covid 19 pandemic in the Eka Kencana Family Association Group in Environment XI, Medan Johor District. Low parental understanding of use technology especially communication technology makes them unable to keep an eye on the children. Especially during the Covid 19 pandemic, children were forced to follow education online using a cellphone or laptop. The need for parental supervision is a major factor so that children avoid the negative impacts caused by development technology. The ease of opening sites that have a negative impact on child development, making parental supervision indispensable. Keeping them away from negative things will make them more focused in study. This service is an activity carried out for provide understanding to parents how to monitor the system learning of children using cellphones or laptops during the Covid pandemic 19.

Keywords: Dedication, online learning, use of cellphones, and laptops.

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1. INTRODUCTION.

The Eka Kencana Family Association Arisan Group, Medan Johor District is a social gathering group located on Eka Surya Gang Eka Kencana Street No. 6 sub-districts of Medan Johor, North Sumatra province and 35 members person. Everyday housewives only do housework stairs only. But during the Covid 19 pandemic, mothers got jobs extra, namely by guiding children in the teaching and learning process done online. With limitations in technology and the education of these housewives has difficulty in doing these activities. So that mothers can only see their children open a cellphone or laptop, without being able to monitor any activities that children do with these technological tools. Some of the obstacles and problems faced by housewives namely Lack of understanding of technology and the learning process currently used and also Lack of mistake of the use of cellphones or laptops as learning Media. so that it will get a negative impact from technological developments (Pasaribu et al., 2020).

A Method child learning in the early years covid 19 times refers to "the learning experienced through the internet" either in the synchronous or asynchronous environment where students engage with instructors and other students at their convenient time and place (solly Aryza, 2017). this method of child learn has seen a fast growth during the past decade because it has greater flexibility in terms of time, place, and pace of the study, easier and more effective access to a wider variety and greater quantity of information, and lower financial cost (Siahaan et al., 2017).

With the advancement of new communication technologies, online learning can provide a rich, authentic learning ecology that can facilitate collaboration and interdependence between learners (Wibowo et al., 2017). However, researchers (Solly Aryza et al., 2017) have expressed their concerns about the quality of online learning and highlighted the main difficulties in creating an online learning community with a high degree of social presence and engagement. In addition, some scholars are also concerned about the major problems of online learning, such as social isolation, lack of interactivity and participation, delayed or insubstantial amount of feedback (Bobade et al., 2015). Similarly, young children's digital learning has also been debated and criticized. Some scholars (Fransiska et al., 2017)

highlighted their concerns about online risks and dangers, addiction to videos, social isolation, and physical health issues. Others suggested that parents play the mediating role to prevent harm and regulate children's online activities, such as setting up technology use rules for and monitoring their children's media use (Irsyad, 2016). All these concerns, however, could not prevent online learning from rapidly expanding in the past decade and extensively reaching millions of young learners at an unprecedented speed (S. Aryza et al., 2011). More and more online programs have been developed and delivered to support young children with disabilities and/or living in remote or disadvantaged situations to provide learning flexibility. In addition, online technologies have become the social, cultural, and personal artifacts that inhabit the contemporary child's 'multimodal lifeworld'. It thus should be promoted to build a multimodal learning ecology for contemporary children, parents, and teachers. While online learning appears to be more prevalent in the future (Rabanal-Arabach et al., 2015) a lack of research has addressed online learning in the early years, specifically. This study will fill this gap by surveying parent method in the pandemic case who have engaged in their young children's online learning during the COVID-19 pandemic.

2. RESEARCH METHOD

Sample This survey study was conducted in a median city of North Sumatera Province, which is located in the Johor area of Medan. Altogether 35 parents whose children were enrolled in local early childhood education programs voluntarily completed the online survey. The majority of them were aged between 30 and 39 years (68.3%), and between 20 and 29 years (19.8%), few were aged between 40 and 49 years (11.0%), very few were 50 years or above (0.9%), and none was under 20 years. Their educational levels were very diversified: junior secondary school, high school, associate degree, Bachelor, and postgraduate degree. And their occupation also varied greatly: government/public organizations, a state-owned enterprise, private enterprise, personal owned business, freelancer, and unemployed. Most of the parents have one or two children; very few of them have three or four plus. Half of parents (50.5%) reported their children were 3–4 years old, and some (34.5%) were 4–5 years old.

This section adopted a five-point Likert scale (ranging from “strongly disagree” to “strongly agree”) to ask for parents' perspectives about online learning. The 27 questions could be classified into three subscales. The 27 questions could be classified into three subscales. Subscale one is about the pros and cons of online learning (9 items): parents were asked to compare online learning with the traditional face to face approach. To generate an initial pool of question items for measuring parents' beliefs and attitudes, previous studies on online learning were identified and reviewed. In particular, the two doctoral theses on the role and the effects of online learning were used to guide the design of the questionnaire items. In their doctoral work, they compared both traditional and online education and examined the pros (e.g. convenience) and cons of online learning (e.g. lack of social presence) for learners. The main advantages and shortcomings identified in their study were 're-examined' in this study. Specifically, the questions were centered on the efficiency, content, cost, effect, learning atmosphere, outcomes of online learning for young children and families. Subscale two is focused on the value of online learning for young children (10 items): parents were asked to evaluate the value of online learning based on the five learning and developmental areas (wellbeing, language, society, science, and arts) outlined by the educational authorities.

Overall, most parents (92.7%) reported that their children had online learning experiences during the pandemic, and many (84.6%) spent less than a half-hour each time. Specifically, these parents indicated that their children learned online once (43.1%) or multiple times (18.4%) per day, whereas some had only once or twice or three times per week. In addition, about one-third of the children had less than 15 min of online activities per time, and some had an average between 15 and 20 min. The majority of the parents used free online learning resources with no or meager cost. And the children's online learning was mainly delivered and guided by preschool teachers or other staff; some were guided by online apps, webs, and others, as shown in Table 1. Table 2 presents the analysis results about the young children's online learning activities during COVID-19. First, many young children watched the recorded lessons online once, or multiple times per day, some children watched only once or twice or three times per week, only a small percentage of them never did so. The children's online learning content was varied, including literacy, brain exercises, and science, as well as arts. A small number of parents commented in the open question that their children were learning physical exercise and language online. Second, many young children attended the live class online once, or multiple

times per day, some children attended only once or twice or three times per week, about of them never did so. Third, many young children used WeChat once, or multiple times per day, some children used it only once or twice or three times per week, and many of them never did so. Fourth, many young children used the learning apps once, or multiple times per day, some children did it only once or twice or three times per week, but half of them (50.7%) never did so. Fifth, majority of the children attended online with parent presence once (38.5%) or multiple times (31.3%) per day, some children did it only once (2.8%) or twice or three times (22.0%) per week, very few of them (5.3%) never did so. Sixth, many children interacted with the instructor online once or multiple times per day, some children did this only once or twice or three times per week, many of them (16.3%) never did so. Last, many parents interacted with the instructor online once (20.6%), or multiple times per day, half of them interacted only once or twice or three times (48.8%) per week, whereas many of them (17.3%) never did so.

Table 1. Learning Time child Frequent

Children's online learning	Groups	N (%)
Frequency of online learning	Never	240(7.3)
	Once a week	282(8.6)
	2-3 times weekly	740(22.6)
	Once per day	1412(43.1)
	Multiple times per day	601(18.4)
Time spent on online learning	0-15 min	1072(32.7)
	15-20 min	970(29.6)
	20-30 min	730(22.3)
	30-40 min	290(8.9)
	More than 40 min	213(6.5)
Instructor/source	Kindergarten teachers	2230(68.1)
	Other kindergarten staff	91(2.8)
	Online learning Apps	451(13.8)
	Online learning web	148(4.5)
	Early education website	140(4.3)
	Other	215(6.6)

Tables 2. Young children's online learning activities

Online learning	Never	Once weekly	2-3 times weekly	Once daily	Multiple times daily
Watching recorded lesson	16.3	12.3	24.3	33.8	13.2
Watching live class	37.0	14.2	18.3	22.5	8.1
Using WeChat	22.8	9.0	18.0	34.7	15.6
Using apps	50.7	13.3	16.1	15.5	4.5
Parent Presence	5.3	2.8	22.0	38.5	31.3
Child interacting with instructor	16.3	8.6	44.9	25.2	5.0
Parent interacting with instructor	17.3	9.1	48.8	20.6	4.0

However, prior infection with other pathogens including endemic coronaviruses or universal BCG vaccination, may possibly protect children against severe disease through development of trained or specific immunity. Fourthly, health systems in LMICs are under-resourced and weaker than in high-income-countries (HICs). With the burden of adult COVID disease, diversion of resources away from child services may further compromise child health. Furthermore, although COVID-19 is a respiratory disease, it is likely transmissible by faecal-oral contamination; stool samples remain positive for an average of 11 days after respiratory swabs turn negative. In some LMIC settings, particularly in Indonesia water scarcity and poor sanitation are important issues that may promote transmission of

SARS-CoV-2. Importantly the indirect effects of the pandemic, including increasing poverty, adult illness and school closures with negative impact on school feeding schemes may be substantial, with major negative effects on child health and wellbeing. Public health interventions including hand hygiene, social distancing, universal wearing of masks, identification and isolation of infected people and tracing of contacts are effective to contain transmission and mitigate the epidemic. However, many of these measures are difficult or impossible to institute in poorer LMICs where for example running water may not be easily accessed or people live in very crowded conditions. Although there was no significant relationship between the number of children they had and their beliefs about online learning, their workplace was significantly linked to their beliefs about the value of online learning ($F(6, 3268) = 2.82, p = 0.01$) and the role of online education in family education ($F(6, 3268) = 2.25, p = 0.04$).

Overall, the parents who are private business owners and freelancers held more positive beliefs about online learning, which may be because they had relatively more flexibility to accompany children's online learning than those working in public organizations or enterprises. In total, about 8.7% of the parents commented that they would not recommend online learning in the early years, and they hoped online learning to be ceased as soon as possible after the pandemic. For instance, one parent wrote "disapprove online learning after the kindergarten reopens," while another commented, "hope to start kindergarten soon to implement traditional education." Among these parents, some questioned the 'appropriateness' of online learning and similarly stated, "children are too young with weak selfregulation, and online learning is not appropriate," and 'online learning is not suitable for young children' (parent 19). Such finding is also supported by the quantitative findings that only a few parents (8.9%) were willing to pay for online learning after the pandemic, and more than half of parents indicated that they would not allow their children to learn online once the COVID-19 lockdown is over.

3. RESULTS AND DISCUSSION.

As the first exploration of parents' beliefs and attitudes around online learning during the COVID-19 pandemic, this study has found that many young children had online learning methods that were delivered by their kindergarten teachers or online learning apps at no or low cost. Their parents, however, had different views about this online learning experience. This section will discuss these findings and their implications for future studies and practical improvements.

Firstly, this study found that the parents held a belief that online learning is less effective than traditional learning in early childhood educational environments. They believed that online education lacked a learning atmosphere and social interactions to engage young children, resulting in poor learning outcomes.

These generally negative beliefs about online learning could be related to the two major causes. The first one is that the lockdown of COVID-19 has caused a sudden shift to online learning. Thus, it has challenged the traditional parental understanding of childhoods and expectations about early childhood educational practices, which should include free play and outdoor activities. As noted by Arnott and Yelland, "challenges remain in our understanding of childhoods in the 21st century and in integrating new technologies into children's learning cultures." The dominant ideas and popular discussion about childhoods in a digital age are either passive/at-risk or empowered. Such polarised debates have led parents and educators to believe that young children's use of digital technology is inappropriate and often caused dilemma and confusion for those seeking to incorporate digital technologies into young children's learning. To support educators, parents, and children to use new technologies better, researchers advocated a reconceptualization of 'childhoods' and 'play' in the digital age so digital artifacts can be embraced as unique and distinct resources to provide them with new opportunities for learning and play.

Therefore, these median parents need to update their knowledge and develop a new understanding of 'childhoods,' 'learning,' and 'play' through parental education or family-school partnership programs. The second cause might be the major shortcomings of online learning, as noted by the critics social isolation and lack of interactivity, which have repeatedly been reported by the parents during this unexpected experiment have emphasized the need to address critical issues around students' online learning experiences and course outcomes. This study, however, found that all these critical issues had not been solved, even though many advancements had been made in digital and online technologies. Therefore, median parents tended to have negative perceptions of digital and

online learning. Secondly, this study found that most indonesia parents had a major concern about vision problems caused by online and digital learning. Such concern has been shared by many parents and early childhood educators internationally. In medan, the prevalence of myopia appears to have rapidly increased in recent years, and more and more young children are reported to be short-sighted. This problem has been attributed to the increased screentime by the public. Therefore, this concern reported by the parents in this study is sensible and should be carefully addressed by the developers and designers of digital and online learning programs.

First, this study found that medan parents tended to reject online learning because their children had no or low self-regulation. This finding provides empirical evidence to support the claim that self-regulation is a prerequisite for successful online engagement and learning. Furthermore, the Chinese parents highly valued the linkage of self-regulation to the Confucianism heritage that children should be self-restraint and self-regulate to follow the social rules and norms.

This is more than the definition of self-regulation: "self-generated thoughts, feelings, and behaviors oriented to attaining goals". However, this finding indicates that medan parents might expect their children to learn and show self-control and self-regulation at a young age. Second, this study found that Chinese parents tended to reject online learning because their children were uninterested, inactive, and unfocused during online learning. This finding suggests that the young Chinese children could not be regarded as self-regulated learners, who should be "metacognitively, motivational and behaviourally actively participants in their learning

This finding, however, contradicts with the existing ones that young children were strongly interested in media and technology and that Chinese children were curious and excited about digital programs. This discrepancy might be caused by the difference in the quality of digital and online learning, as one parent said that the content of online learning is not very attractive to children. Therefore, it might be the poor quality and boring content of online learning that has caused the resistance and even rejection of indonesian children and parents. The media of digital and online learning itself might not be the cause. This is suggested that the design of online learning played an important role in shaping learners' perceptions of online learning. Third, this study found that many parents, especially those with more than one child, tended to reject online learning because they had no time to support children's online learning at home.

4. CONCLUSION.

This paper described has certain limitations. First, a large-scale quantitative study can provide representative and diversified evidence about the target topic. Still, it has no way to gain an in-depth understanding of individualized situations and problems. Interview or mixed methods studies should be conducted to thoroughly explore indonesia parents' authentic views, concerns, and difficulties. Second, this online study simply collected self-report data, which might have a socially desirable bias. Further studies with triangulation of methods are needed to cross-check the results. Nevertheless, for the first time, this study has investigated medan parents' beliefs and attitudes concerning digital and online learning during the outbreak of COVID-19. The national lockdown has unavoidably affected many children's physical attendance at educational settings and made online learning an emergent alternative to maintain the continuity of learning and play at home. Even though online learning has been widely promoted in north sumatera to replace traditional education during the pandemic, the findings of this study indicate that the Chinese parents were neither trained nor ready for doing so. This implies that the educational authorities need to do more to get medan parents ready for online learning and to consider more about young children's age and learning interests. The findings from this study have implications for policymakers and educators globally who are promoting online learning as an alternative to young children and their families during the pandemic. The promotion and implementation of online learning to replace traditional early childhood education during emergent situations like COVID-19 need to be carefully considered and well planned to support families, rather than adding extra burdens to them.

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