

OPTIMIZING THE WAR OF PARENTS, TEACHERS AND CHILDREN IN AN EFFORT TO IMPROVE CHILDREN'S LEARNING DURING THE COVID-19 PANDEMIC

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ABSTRACT

Children have the right to learn because it is the human right of every child to obtain proper education and teaching in the context of self-development in accordance with their interests and talents. The world of education is currently experiencing a major test due to the COVID-19 pandemic, because it has caused a crisis in the world of education. The COVID-19 pandemic has caused governments of countries around the world to close schools with the aim of inhibiting the transmission of the virus. Closing schools and learning from home through online has created its own challenges and obstacles for every child and teenager. Changes in the education system plus psychological problems experienced by children greatly affect the interest in learning of children and adolescents during the pandemic, where this can cause a child's academic achievement to decline. Distance learning from home expects the role of parents to be a bridge between teachers and children. Parents and teachers are also expected to be able to increase their respective roles and synergize with each other in increasing children's interest in learning during the COVID-19 pandemic

INTRODUCTION

Education is one of the human rights (HAM) which is part of economic, social and cultural rights, as stated in article 26 of the Declaration of Human Rights (Cahyono, Buhaerah dan Maskuri, 2009). The Indonesian government guarantees the right to education of all Indonesian citizens as stated in the preamble to the Constitution of the Republic of Indonesia (RI) in 1945 and then included in article 31 of the 1945 Constitution which reads *"Every citizen has the right to education"* (Undang-Undang RI Tahun 2003).

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Undang-Undang RI Tahun 2003). Learning is a form of activity that a person consciously carries out in an effort to obtain changes in himself both changes

attitudes and behaviors, changes in mindset, and a process of adding knowledge and knowledge to a person (Tuti Supatminingsih *et al.*, 2020).

The world of education today has experienced major crises and changes since the outbreak of the COVID-19 pandemic. The ongoing pandemic has caused many governments around the world to implement measures to limit the number of people gathering in public places. The policy has disrupted the normal functioning of schools and universities. Educational institutions have implemented alternative methods for children and teachers to keep the learning process going because there is no certainty how long the implementation of the measure, there is even a possibility that it will continue in some countries until a vaccine is found and given (Reimers *et al.*, 2020).

Healthy children and adolescents are generally less susceptible to COVID-19 transmission, but children are feared to be a source of transmission of the virus to their parents and people who have comorbid diseases if children continue to attend school, so children are prohibited from activities outside the home (Moore *et al.*, 2020). Governments in the world, including Indonesia, then took policies to close schools, both kindergarten, elementary and secondary schools, to universities (Fegert *et al.*, 2020). The United Nations estimates that 188 countries around the world have imposed nationwide school closures, resulting in more than 90 percent of children missing school and leaving the house (Zhongren Ma *et al.*, 2021).

The school closure policy is very detrimental to children's education due to changes in learning objectives, postponed exams, and postponement of graduation. Children and adolescents also experience stress due to fatigue, a sense of ineffectiveness and lack of achievement (Mheidly, Fares dan Fares, 2020). The study, conducted in 37 countries by children's rights organisation *Save The Children*, involving 17,565 parents and caregivers and 8,069 children aged 11-17, reported that 61.1 per cent of children experienced stress during the first lockdown, then increased to 95.5 per cent during the second lockdown in late 2020 (Karim, 2021).

The United Nations International Children's Emergency Fund (UNICEF) reported the results of monitoring in Indonesia, that school closures cause children to have to attend *online* learning from home for about 2.2 to 3.5 hours a day (UNICEF, 2021), Increased exposure to mobile and computer screens has been reported to increase stress and fatigue levels (Mheidly, Fares dan Fares, 2020).

Primary and secondary school children suddenly have to learn by using a variety of equipment to support the learning that teachers provide online (Goudeau *et al.*, 2021), however, the implementation of distance learning has caused many obstacles to children, such as internet quota constraints, unstable internet networks, too many tasks given by teachers, difficulty understanding the material, and lack of motivation to learn (Sholichin *et al.*, 2021).

The *online learning system* and the psychological impact experienced due to the pandemic situation have affected children's interest in learning. The results of a study conducted by *Save The Children*, reported that as many as 7 out of 10 Indonesian children are lazy to study during the COVID-19 pandemic, it is because only a few children are interested in learning with the distance learning system (PJJ) (Pawennay, 2021).

The impact of school closures has not only caused losses in terms of education, but has also caused children and adolescents to lose routine physical activity that they usually do during face-to-face school, so that children are more silent and sit at home and lose opportunities to play (Dunton *et al.*, 2020). Children and adolescents usually engage in daily physical activity through walking to or from school, during physical education lessons, respite, sports, dancing, and playing, otherwise most of the child's sitting and sleeping time accumulates at home (Guan *et al.*, 2020).

The *Global movement* has recommended that in a day preschoolers (aged 3-4 years) do at least 180 minutes of physical activity, and do not move in front of a screen for more than 1 hour, and have quality sleep for 10-13 hours per day, while for school-age children and adolescents (5-17 years) at least do 60 minutes of physical activity in moderate to heavy intensity, No activity in front of the screen for more than 2 hours, and quality sleep for 9-11 hours a day (Guan *et al.*, 2020).

School closures also have an impact on families, especially parents, because they have to deal with drastic changes that are often unexpected, both related to work and children's school routines (Alonzo *et al.*, 2021), Even though the role of parents is very important during the current pandemic, because parents are the most responsible party for their children's education (Baiq Ismiati *et al.*, 2021) As well as being the first teacher for children, so parents need to take a leading role in children's education. Parental involvement in children's education is the key to success, growth and development. Children can experience decreased motivation to learn and *demoralized* if there is no parental involvement or due to negligence (Naite, 2021).

Parents are expected to accompany children and be a bridge between students and teachers while learning from home (Munastiwi, 2021), With the consequence that parents have to work remotely, educate their children at home, and take care of homework at the same time, many parents end up experiencing *burnout* and *burnout*. This condition is at risk of parents being able to neglect and even commit violence against children (Sorkkila dan Aunola, 2021).

The burden of childcare during the pandemic has caused stress for around 5-20 percent of parents, but it is generally temporary and does not have a heavy impact. Parental burnout is caused by a perceived imbalance between the demands of parenting, expectations, and responsibilities and the amount of resources to meet those demands and expectations. Factors such as job loss, financial problems, lack of social support from family and friends, and lack of free time, have also been reported to be associated with increased burnout in people impacting children's health and well-being, child neglect and abuse (Griffith, 2020).

Learning from home really requires a big role from the teacher. Teachers are expected to be able to facilitate distance learning which is carried out online, offline or a combination of both in accordance with the conditions and availability of learning facilities during the pandemic (Kemendikbud, 2020), and must be able to provide solutions to solve problems faced during *online learning* (Jayendra, 2020). Teachers are also expected to be able to generate interest in learning so that children like to learn and pay special attention to learning, therefore they must have the right, easy and unique teaching and delivery strategies (Hadion Wijoyo, 2020).

Changes in the teaching system have caused teachers to experience high stress since the beginning of the pandemic crisis because they had to adapt immediately and hold *online learning*. The United Nations Educational, Scientific and Cultural Organization (UNESCO) reported that the anxiety and stress experienced by teachers due to school closures was due to sudden changes in actions, uncertainty over when the pandemic would end, lack of understanding of remote education, excessive workload, interpersonal communication problems, inadequate training, and work discomfort (Naiara Ozamiz-Extebarria *et.al.*, 2021).

Learning from home has caused the boundary between teachers' personal and professional lives to be disrupted. Teachers really expect good cooperation from parents to help accompany their children while learning from home, but in reality not all parents are always involved in their children's education, there are even parents who contact teachers outside working hours. This condition has contributed to increased stress and frustration in teachers (Jakubowski dan Sitko-Dominik, 2021).

Parents and teachers are expected to establish communication and work together to help increase children's interest in learning during the pandemic. Families, especially parents, must build family resilience in order to create a conducive learning environment for children while learning from home, facilitate children's learning needs, and always pay attention to children's mental health during the pandemic (Satuan Tugas Penanganan COVID-19 Nasional, 2020). Teachers are expected to be able to innovate and be creative to make interesting and easy for children to understand subject matter (Tuti Supatminingsih *et al*, 2020). Synergy and good communication between teachers, parents and children regarding learning that is suitable for children can increase children's interest and motivation in learning during the COVID-19 pandemic (Hasbi dan Murtiningsih, 2020).

Based on the explanation of the data above, the author wants to explain further how efforts to optimize the role of parents, teachers and children in increasing children's interest in learning during distance learning during the COVID-19 pandemic.

RESEARCH METHODS

No method yet

RESULTS AND DISCUSSION

Education in Indonesia is divided into formal education such as elementary school (SD) to tertiary education, non-formal education such as playgroups, and informal education. Informal education is education organized by the family or environment in the form of independent learning activities (Law of the Republic of Indonesia Number 20, 2003).

Pre-School Education

Preschool education is an educational path that aims to help children's physical and spiritual growth and development before entering elementary school, which includes (Hadion Wijoyo, 2020):

- Kindergarten (TK) is early formal education for children aged 4 to 6 years, which is divided into 2 groups, namely class A for children aged 4 – 5 years and class B for children aged 5 – 6 years.
- Play group is early childhood education on the non-formal education path for children aged 2 to 4 years
- Daycare Center (TPA) is a non-formal early childhood education as well as a place for childcare from birth to age 6 years
- Similar ECD Unit (SPS) is a minimum education service for children aged 2-4 years, which is only held 1-2 times a week, and integrated with other service programs.

Early childhood education focuses on learning and play activities, involving multi-functional activities such as dynamic gestures, physical contact, hugs, body language, facial expressions, and outdoor playgrounds so as to build early childhood emotional and affective connections (Gayatri, 2020). Children need to play so that they can achieve optimal development, because without playing children will have problems later in life (Musfiroh, 2014).

Table 1.1 Definition of play

No	Scientist name	Definition of Play
1	Herbert Spencer	Children play because they have excess energy so that it encourages children to do activities to be free from feelings of pressure. Children will experience serious problems if they do not play because their energy is not channeled.
2	Moritz Lazarus	Play helps children improve self-esteem through the ability to master their bodies, master and understand objects, and learn social skills. Play is a medium for children to think and solve problems
3	Sigmund Freud	Play is a mechanism for repeating traumatic events, so that
No	Scientist name	Definition of Play
		With play children can release memories, painful feelings and emotions appropriately.

4	Moritz Lazarus	Children play to restore energy that has been exhausted so that they are refreshed, therefore children will be lethargic if they do not play
5	Froebel (founder of the children's park)	Introducing the idea of free/ <i>outdoor</i> play because children need real experience and are physically active because there is a link between play and learning.
6	Lev Vygotsky	Play is a source of child development, especially for aspects of thinking.

(Source from: Musfiroh, 2014)

School Education Level

School education is a continuation of pre-school education and is formal education, with levels including (Undang-Undang Republik Indonesia Nomor 20, 2003):

- 1.Elementary education, Madrasah Ibtidaiyah (MI) or equivalent
- 2.Education of Junior High School (SMP) or Madrasah Tsanawiyah (MTs) or equivalent, high school or Madrasah Aliyah (MA) level
- 4.Vocational High School Education (SMK), Madrasah Aliyah Vocational (MAK), or equivalent

The last is higher education. Non-formal education such as early childhood education (PAUD).

Government Policy on Learning during a Pandemic

The Ministry of Education and Culture has issued a Circular Letter of the Minister of Education and Culture Number 4 as a guideline for implementing Learning From Home (BDR) as a measure to prevent Covid-19 transmission with the following conditions: (Mendikbud RI, 2020):

1. BDR through online or distance learning is carried out to provide a meaningful learning experience for children, without being burdened by the demands to complete all curriculum achievements for grade advancement and graduation.
2. BDR can be focused on life skills education, among others, regarding the Covid-19 pandemic.
3. BDR learning activities and tasks may vary between students, according to their individual interests and circumstances, including considering gaps in access or home learning facilities.
4. Evidence or products of BDR activities are given qualitative and useful feedback from teachers, without the need to give quantitative scores/scores.

Nekwenya (1984) and Desmon Keegan (1996) in (Tubagus, 2021), said there are 6 main elements of distance learning, including:

1. Two or more parties who communicate over a remote system.

2. Teachers and students occasionally hold face-to-face meetings to provide guidance or training on specific tasks.
3. Communication of two or more ways through learning media occurs extensively with the aim of conveying knowledge and also skills.
4. The learning process is not dominated by face-to-face meetings.
5. Apply the principles of pedagogy, communication, social, and technology utilization.

Students must be highly disciplined for the learning process to be successful.

Learning from Home Method

Learning methods are ways used by teachers to convey learning to students in educational interactions. Learning methods can be viewed as tools used to create the teaching-learning process (Varetha Lisarani *et al.*, 2021).

The selection of learning methods by teachers should be done by considering several factors such as teacher ability, student characteristics, support for facilities and infrastructure, environment, characteristics of the material delivered, variety of learning resources and media, and time allocation. Improper selection of learning methods will have an impact on the comfort and quality of student learning (Varetha Lisarani *et al.*, 2021).

The implementation of BDR during the COVID-19 pandemic can be done through several methods, namely *online/online*, *offline /offline*, and *blended learning*.

Online Learning

Online learning is a method of learning using mobile phones and laptops through several online learning portals and applications (Kemendikbud, 2020). Another definition of *online* learning is a learning process that is carried out with the help of the internet where teachers and children can interact even without meeting face to face (Varetha Lisarani *et al.*, 2021).

The current COVID-19 pandemic crisis has caused the entire world to rely on e-learning for education. *Online e-learning* is learning using various electronic devices such as laptops, computers, laptops, smartphones, and others, by utilizing the availability of the internet either synchronously or asynchronously. *Online e-learning* can make the educational process more student-centered, creative, and flexible (Zalat, 2021). The use of *e-learning* in the learning process, both in face-to-face learning and distance learning systems, provides benefits for both educators and children. The advantages of learning using *e-learning* include:(Sri Gusty, *et al.*, 2020):

1. Improve the packaging of learning materials.
2. Efficient.
3. Implement new and innovative learning concept strategies.
4. Can display multi-media learning materials.
5. Use existing resources on the internet.
6. Learning interaction is wider and has multiple learning resources.
7. Improve communication between teachers and children.
8. More learning materials are available that can be accessed anytime and anywhere.
9. Information and learning materials are organized in one online learning material container.

E-learning also has disadvantages, including: (Shamim Akhter dan Syed Qasim Shah, 2021):

1. There is a tendency to lack discipline both teachers and teachers.
2. Tends to postpone work due to lack of motivation.
3. Children are at risk of visual impairment.
4. Children tend to isolate themselves, do not attach importance to physical social interaction.
5. The child becomes shy and avoids association with people.
6. Children tend to misuse technological devices to play games or open vulgar sites.
7. Decrease the child's interest in reading the textbook thoroughly.

Online learning can be divided into two, namely *synchronously* and *asynchronously*, the difference is (Varetha Lisarani et al., 2021):

Synchronous learning means that teachers and online learners at the same time use the same learning platform, such as *video conferencing*, *online games*, or discussions in *group chat*. The advantages are that children feel more attached and motivated to participate actively, more dynamic, and teachers are more flexible in making changes and providing *feedback*, while the weaknesses are rigid schedules, technical obstacles, and wasteful internet use.

Asynchronous learning means that teachers provide learning materials that can be accessed at any time by children, such as video recordings, quick notes, presentation files and reading materials. The advantage is time flexibility and efficient internet use, while the disadvantage is that children must try to understand themselves, and are very dependent on the interests, motivation and enthusiasm of children.

Table 1.2 Table of differences between *synchronous* and *asynchronous learning*

Synchronous	Asynchronous
Learning is done at the same time	The child is given a time limit to complete the task
Learning is done at the same time, but at different times	Learning is carried out at different places and times
Teacher and child interact	The child completes tasks independently
Methods used such as <i>video confrence, online zoom, chat rooms</i>	The methods used are reading, listening, watching tutorials

(Source from : Bala, 2021)

Hadion Wijoyo, 2021, mengatakan syarat yang harus dipenuhi dalam pembelajaran daring antara lain:

1. Under direct control of the tool
2. Under direct system control
3. Real time
4. Connect to the system for operation
5. Functional and ready to serve

The government has collaborated with various providers in providing free online learning facilities for children, including (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2020):

1. House of study (<http://belajar.kemdikbud.go.id>)
2. Google G Suites for Education (<http://blog.google/outreach-intiatives/education/offline-access-covid19/>)
3. Smart class (<http://kelaspintar.id>)
4. Microsoft office 365 (<http://microsoft.com/id-id/education/products/office>)
5. Quipper School (<http://quipper.com/id/school/teachers>)
6. Online School Master's room (<http://ruangguru.onelink.me/blPk/efe72b2e>)
7. Zenius (<http://zenius.net/belajar-mandiri>)

Offline Learning

Offline learning is learning using television, radio, self-study modules and worksheets, printed teaching materials, teaching aids and learning media from objects in the surrounding environment (Kemendikbud, 2020).

Blended learning

Blended learning is innovative learning that combines face-to-face learning and online learning (Sri Gusty *et al.*, 2020). Definisi *blended learning* menurut Chaeruman (2011) is as a learning method that combines *asynchronous and synchronous learning systems held at different times and places* (Santoso dan Chotibuddin, 2020).

Obstacles to Learning From Home

The COVID-19 pandemic has caused *online learning* to be widely used so that adequate infrastructure and *platforms* must be fully prepared to support the process of teaching and learning activities, in addition to the readiness of educators and children (Gusty, *et al.*, 2020).

Teachers' Constraints

Online learning has its own challenges compared to face-to-face (conventional) learning, including: (Afillia Fahrina *et al.*, 2020):

1. Emotional interaction between teachers and children is less than optimal.
2. Requires adequate network connection/internet access and package quota so that sometimes the delivery and capture of material is not smooth.
3. Understanding of the material presented will be less optimal considering the different absorption due to limited delivery and communication.

Ease in duplicating friends' tasks.

Table 1.3 Online learning barriers and challenges teachers face

1. It is difficult to apply practical learning.	10. The protection of <i>e-material materials</i> is still lacking.
2. Unstable / adequate internet connection.	11. Shortage of teaching staff.
3. The laptop or computer is experiencing technical problems.	12. Lack of incentives for off-campus internet fees.
4. Computer laboratories are inadequate.	13. It is difficult to motivate students in <i>an online system</i> compared to a face-to-face system.
5. The burden of <i>online</i> learning is heavier.	14. Lack of an appropriate online environment at home (e.g. presence of children, other family members).
6. Teachers are less skilled in using technology.	15. It is difficult to divide students into subgroups to do group assignments.
7. Teachers are resistant and have a negative attitude towards <i>e-learning</i> .	16. It is difficult to receive child feedback in <i>online learning</i> .
8. Teachers interact less with children.	
9. It takes longer preparation.	

(Source from: Zalat,et al., 2021)

Parental constraints

Online learning carried out at home through the guidance of people has several obstacles, so many parents expect the school to immediately implement face-to-face learning again. Other studies conducted Wardani and Ayriza, 2020, Report obstacles faced by parents in accompanying children to study at home, including: (Wardani dan Ayriza, 2020):

1. Lack of parental understanding of children's learning materials.
2. Parents have difficulty in cultivating children's interest in learning.
3. Parents have difficulty using technology such as mobile phones/laptops.
4. Parents do not have much time to accompany children while studying for work reasons.
5. Parents lack patience in accompanying children to learn.
6. There is no internet network in the area where he lives.

Child constraints

Online learning also poses obstacles to children. Research conducted Sholichin *et al.*, 2021, Reporting problems experienced by children include internet quota constraints, unstable internet networks, too many tasks given by teachers, difficulty understanding the material, and lack of motivation to learn

Digital technology gap

Social class gaps have been linked to inequalities in the ability to own digital tools, differences in terms of digital skills and unequal use of such tools for learning purposes. Social class is a strong factor in the digital divide, including the quality of hardware, software, and internet access. (Goudeau *et al.*, 2021).

Social inequality

Children who only have one computer shared at home will experience higher difficulties compared to children who have their own computer. The ability of upper- and middle-class families may be better at ensuring a suitable workspace for each child than a child with parents with mediocre jobs, although simply having access to a computer and a good internet connection does not guarantee effective distance learning (Goudeau *et al.*, 2021).

Children are lazy to learn

Some children think that learning is undesirable and even boring, but it will harm children and even be fatal to their development if lazy learning continues. Teachers and parents should find out what causes children to be lazy to learn and the difficulties faced. Factors that cause children to be lazy to learn include: (Surya, 2009):

1. No interest, motivation, and attention to learning
2. Children are not able to follow lessons well
3. Children are wrong in learning time management
4. Ineffective ways of learning
5. The atmosphere of the environment is not conducive for children to learn

The Impact of Learning from Home

Learning from home has various impacts on both children and parents.

Impact on child and adolescent mental health

School closures, isolation, and feelings of fear of infection are expected to have a major impact on children's education, psychological health, and well-being (Zhongren Ma *et al.*, 2021) and risk damaging the child's mental and physical health in the future (Hagger *et al.*, 2020). Mental health problems that arise are caused by children losing school routines which is an important coping mechanism for children. This can adversely affect the brain development of brands (Meherali *et al.*, 2021).

Impact of school closures on parents

School closures affect parents' ability to work. Busy working parents are mostly dependent on childcare and schooling. Housewives or women are the ones who feel the most increased burden of time for childcare and household chores (United Nations, 2020).

Working parents must be able to adjust work obligations to childcare responsibilities, create a conducive workspace and *homeschool*. Parents who are

unable to work or lose their jobs must perform childcare and *homeschooling duties* while struggling to cope with financial problems and economic pressures (Alonzo *et al.*, 2021).

Impact on children and adolescents with special needs

Children with special needs such as children with autism, ADHD, *cerebral palsy*, children with learning disabilities and developmental delays, as well as children with other behavioral and emotional difficulties, face challenges while learning from home. The closure of special schools and daycare centers means children with special needs do not have access to learning resources, peer group interaction and missed opportunities to develop social and behavioral skills. This condition can cause a regression to past behavior, as a result of which their symptoms can recur. This condition also triggers an explosion of temper tantrums, and conflicts between parents and adolescents (Shweta Singha *et al.*, 2020).

Respon Stres dan HPA Axis

Stress will cause activation of the sympathetic nervous system and also the HPA axis (*hypothalamus-pituitary-adrenal*) or HPA axis. The HPA axis is responsible for the neuroendocrine component when stress occurs. This response is characterized by the release of CRF (*corticotropin releasing factor*), which then plays a role in the release of ACTH (*adrenocorticotropic hormone*). Glucocorticoids play an important role in regulating the magnitude and duration of activation of the HPA axis. Elevated glucocorticoid levels after stress then inhibit HPA activity at the hypothalamus and pituitary levels (Smith dan Vale, 2006). Activation of the HPA axis will trigger physiological changes in the body such as immune system suppression, insulin resistance, hypertension, tachycardia, and can cause inflammatory processes in the tissues resulting in pain perception (Ikatan Dokter Indonesia Wilayah Jawa Timur, 2021).

Exposure to stressors that occur repeatedly will cause a person to become accustomed to the stressor accompanied by repeated and continuous activation of the HPA axis. This condition is not good because the body needs to restore homeostasis to the HPA axis so that sensitivity to cortisol negative feedback remains good (Alschuler, 2019). Prolonged exposure to stress caused by the pandemic crisis is likely to have harmful long-term health effects including an increased risk of physical health problems such as the risk of chronic diseases and mental disorders such as depression, anxiety, PTSD, impaired cognitive function and decreased productivity and absenteeism in *online classes* (Hagger, *et al.*, 2020).

Strategic Steps for Indonesian Education in the Pandemic Period

Handling education during the COVID-19 pandemic requires support from all *stakeholders*, namely parents, caregivers, teachers, communities and education policy stakeholders play an important role in decision making and planning. Things that must be done by *stakeholders* include: (Baiq Ismiati *et al.*, 2021):

1. Government

The role of government is so important and fundamental. The government has allocated a budget as stated in Presidential Instruction number 4 of 2020, concerning *refocusing* activities, procurement of goods and services and budget relocation in accelerating the handling of the COVID-19 pandemic

2. Parents

The role of parents is very important because parents are the main educators. This re-awakens that parents are the most important party responsible for their children's education.

3. Teacher

Teachers should still be present in BDR and should not overload children in tasks that must be delivered while learning from home.

4. School

Schools must be able to facilitate all changes related to children's education. The programs carried out by the school must really be conveyed to the child.

Good cooperation between teachers, parents and children is very important to be established, so that the learning process from home can run well. The steps that must be taken so that all elements of education can utilize technology include: (Afillia Fahrina *et al.*, 2020):

1. Teachers must be IT literate and continue to learn technology in the digital era in order to run the distance learning process effectively and efficiently.
2. Parents are aware of the importance of technology so they need to learn technological developments in order to accompany children in learning online.
3. Children must understand the importance of technology in education so that the use of technology in the learning process is not defeated by the desire to play *online games* or social media.

Improving the Role of Family and Parents

Families play an important role in supporting children's learning processes during the COVID pandemic to run optimally. Parents are the first teachers of children so they need to take a leading role in children's education. Parental involvement in a child's education is the key to a child's success, growth and development (Naite, 2021).

Research studies show that parental participation in children's education is positively correlated with academic achievement, where academic results will be better than children whose parents are not involved in their children's academic activities. Parents who are actively involved in children's education are more likely to encourage children's social and emotional growth, so that children become diligent in school, behave well, and excel academically. Children can experience decreased motivation to learn and *demoralized* if there is no parental involvement or due to negligence (Naite, 2021). Parents should be able to play the following roles (Afillia Fahrina *et al.*, 2020):

1. Acting as a teacher at home, whose job is to control the time and way of learning children, remind children to study regularly, and create a comfortable learning atmosphere for children in completing tasks given by the teacher.

2. Acting as a facilitator, because parents play a role in providing facilities and infrastructure needed by children in the distance teaching and learning process.
3. Acts as a motivator, which is to provide enthusiasm and support to children to learn so that children become more eager to learn and get good grades.
4. Acting as an influential person / *director*, where parents are able to guide children to learn from home.

Parental involvement in the child's learning

Parental involvement as a family and part of the community includes consistently demonstrating good parenting skills, communicating with school staff, donating their time at school, helping their children learn at home, taking an active role in school-related decision-making, and regularly collaborating with the school community. Active parental involvement results in greater recognition of teacher skills, increased parental understanding of how schools work, and improved program success and school rankings (Hara dan Burke, 1995).

Parents and teachers both play a role in supervising the child's education process during the pandemic. The objectives of involving families in the provision of education include: (Permendikbud, 2017):

1. Increase responsibility and mutual concern between education providers, families, and the community.
2. Encourage to strengthen children's character education.
3. Increase family awareness in children's education.
4. Building synergy between education, family, and community organizing units.
5. Creating a safe, comfortable, and pleasant educational environment.

The involvement of parents to convey clear messages to children indirectly shows the enthusiasm of parents to be involved in supporting children's education and further convinces children that school is important. Parental involvement in assignments can be a means of keeping parents well informed about a child's strengths and weaknesses in several subjects (Naite, 2021).

The role of parents in learning from home includes: (Kemendikbud, 2020):

1. Agree on ways to communicate with the school.
2. Discuss inclusive lesson plans with teachers according to children's conditions.
3. Set up learning tools.
4. Make sure children are ready for learning.
5. Set up time to support online learning.
6. Encourage children to be active during the learning process.
7. Parents/guardians ensure that children fill out activity sheets as material for daily learning monitoring.
8. Collect photos of activity sheets and assignments daily.
9. Actively discuss with teachers regarding challenges and obstacles faced during the online learning process.
10. Ensure comfortable study places and facilities.

The role of parents according to Afillia Fahrina, *et al.*, 2020, These include:

1. Create rules and schedules for studying at home.
2. Acting as a friend / discussion friend for children while at home.

3. Provide an easy way to nurture relationships. interpersonal both with teachers and schoolmates.
4. Provide *rewards* when children are able to complete their tasks.
5. Teach effective learning.
6. Teach children how to cope if they show changes in behavior. emotional as well as explaining the impact of the behavior.
7. Monitor children's learning outcomes every day.
8. Let children do complex tasks independently by giving instructions in advance.
9. Discuss with teachers about children's learning development while learning from home.

The role of parents strengthens family resilience

Family *resilience* is very important in facing the current pandemic crisis, therefore it is very important to maintain mental health. Mental health is defined as a condition where a person can develop his abilities spiritually, mentally, and socially. Parents are expected to be able to create a comfortable and safe home environment by changing the way of communication in the family so that communication between family members becomes more often carried out in a relaxed, comfortable, and pleasant atmosphere (Satuan Tugas Penanganan COVID-19 Nasional, 2020)

Resilience has been positively associated with active coping, optimism, and positive reframing, and negativity with anxiety, depression, pessimism, and self-blame. *Resilience* has been linked to adaptive parenting patterns (Sorkkila dan Aunola, 2021).

Research studies conducted by Sorkkila dan Aunola (2021) reported that the resilient group of older people was the largest group with high levels of resilience and low burnout. The second largest group was perfectionist parents, who showed low levels of resilience and experienced symptoms of burnout The smallest group was the burnout parent group .

CONCLUSION

Children have the right to learn because it is the human right of every child to obtain proper education and teaching in the context of self-development in accordance with their interests and talents.

The world of education is currently experiencing the biggest test due to the Covid-19 pandemic because it has caused a crisis in the world of education. The COVID-19 pandemic has forced countries around the world to close schools in order to curb the transmission of the virus.

School closures have significantly reduced transmission of the virus, but these policies have also created new problems and have harmed children and adolescents not only academically, but also for psychological problems such as stress, anxiety disorders, PTSD, and even depression.

Prolonged confinement causes children and adolescents to feel frustrated and bored. The child has lost his daily routine of going to school to get physical activity such as playing, walking, resting and exercising, even though it is a very important coping mechanism for the child.

The implementation of distance learning has also caused several obstacles such as children less able to organize themselves, difficulty to focus and concentrate, less skilled in operating digital technology, and limited resources and materials for online learning. The impact of changes in the education system plus psychological problems experienced by children greatly affects the interest of children and adolescents to learn so that it can cause a decrease in the academic ability of children and adolescents.

Children really need support from families, especially parents and also support from teachers when facing crisis conditions like this, but the challenge is that many parents and teachers also feel the impact of school closures. The burden on parents is increasing due to declining economic capabilities, having to do work from home and accompanying children to learn at the same time, lack of parental time to accompany children, lack of technology skills and understand children's learning materials, and parents are less patient in educating children because they experience psychological disorders during the pandemic.

Teachers have also experienced high stress since the beginning of the pandemic crisis due to having to quickly adapt and hold online learning, lack of understanding about distance education, excessive workload, and discomfort in working.

Distance learning has restored the role of the family as the main place of education for children, where parents are expected to be a bridge and able to replace the role of teachers in schools to accompany children during learning from home. A positive attitude of parents is very necessary to support learning from home.

The role of parents to build family resilience is very necessary in order to survive during the COVID-19 pandemic. Teachers are also expected to be able to innovate and be creative to create material content that is interesting and easy to understand by students to increase children's interest in learning. Parents and teachers are expected to be able to facilitate children's learning needs and always pay attention to children's mental health during the pandemic.

Synergy and good communication between teachers, parents and students need to be improved again to communicate a good learning system and in accordance with children, listen to input from children, overcome problems faced by children during distance learning, and work together to create a more conducive classroom.

The government is also expected to be able to facilitate the learning needs of children and teachers by providing free internet quota packages and striving for a good internet connection by collaborating with service providers. The role of the community is also currently needed to support the continuity of the child's learning process.

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