



PARENTING COMMUNICATION IN A PANDEMIC (DESCRIPTIVE STUDY OF PARENTING COMMUNICATION IN EDUCATING AND PROTECTING CHILDREN DURING A PANDEMIC IN GIRI MEKAR VILLAGE, CILENGKRANG DISTRICT, BANDUNG REGENCY)

Aulia Asmarani^{1*}

¹⁾International Women's University, Bandung City, Indonesia, aulia.asmarani@yahoo.com

Corresponding Author: Aulia Asmarani*

Abstract: The purpose of this study was to find out how the description of parenting communication in educating and protecting children during the pandemic, especially in Giri Mekar Village, Cilengkrang District, Bandung Regency, and the general pattern of parenting communication that occurred during the covid 19 pandemic. The research locus was chosen based on the relationship with the community. The author formed the study as part of community service activities going on for approximately 3 years. The author wants to know for sure in advance and explore parenting communication that occurs so that steps for PKM activities can be taken like what is useful and effective according to the needs of students, parents, schools, and the community in general. This study uses a qualitative descriptive research method. By triangulating sources, The researcher used the Principal of SD Negeri Girimekar 3, the supervising teacher for the students whose parents were the respondents, and the class teacher. This research is based on the reason that the students of SD Negeri Girimekar 3 are many participants in the author's learning home learning community (PKBM). The study results found that not only teachers but also parents also act as the first and primary educators. The latter has the responsibility to create and nurture their children to become good children in terms of behavior, mental, and heart. Responsibility as a parent must motivate their children to become disciplined and confident children using their potential. The attitude of the mother and father towards the child will greatly affect how the child's temperament or behavior in his daily life.

Keywords: Parenting Communication, Education, Covid-19, Online.

INTRODUCTION

After the Corona Virus Disease 19 (Covid-19) pandemic, the Indonesian Minister of Education and Culture issued two policies Circular No. 3 years 2020 (Ministry of Education and Culture of the Republic of Indonesia, 2021) and Circular No. 4 years 2020 (Ministry of Education and Culture of the Republic of Indonesia, 2021). The two policies of the Minister of Education and Culture are related to the prevention of Covid-19 in education units and the implementation of education policies in the emergency period of the spread of Covid-19. Studying at home is known as a distance learning policy in the network (Online) or often called online learning. Along with the development of technology & information and the

internet, learning can be done online. So there are many terms such as e-learning, namely learning that uses electronic devices.

Practically this is a new thing for parents in all regions of Indonesia. The spread of the coronavirus infection or COVID-19 makes parents and children interact more at home, but both parents and children work, study, and do activities from home. At times like this, parenting can be very crucial for children. According to Rita Pranawati, MA, Deputy Chair of the KPAI/Commissioner for Parenting, the presence of children at home with their parents in the coronavirus situation impacts the life patterns of both children and parents. Most parents work from home, and children undergo distance learning (PJJ). "KPAI considers that the moment of togetherness of children and parents is now a valuable moment of togetherness of children and parents. Time is rarely spent with all family members,"

However, good behavior comes from good parenting. Close family interactions can lead to various constructive dynamics and destructive conflicts. The current level of use of gadgets is increasingly worrying, especially during the COVID-19 pandemic, which is conducting online learning-based learning, so appropriate steps are needed to implement parenting in the digital era so that children avoid gadget addiction and form attitudes and mentality. Many parents then make projections by building a commitment or determination to protect their children from the digital age threats but not hindering the potential benefits that it can offer. However, most parents who have experienced difficulties in the economic sector due to the COVID-19 pandemic also experience confusion which affects their upbringing and communication with children. It was found that many cases of violence against children during this pandemic increased.

These things make the author interested in researching parenting communication during the COVID-19 pandemic, as stated in the title above, namely: PARENTING COMMUNICATION IN PANDEMIC TIMES (Descriptive study of parenting communication between parents in educating and protecting children during a pandemic in Giri Mekar Village, Cilengkrang District, Cilengkrang Regency Bandung).

LITERATURE REVIEW

Parenting Communication as a Discipline of Science

It is time for parenting communication to receive special attention from various parties, especially communication activists. Parent communication can no longer be seen as a sub-science in family communication but must become an independent discipline.

Parenting communication is more appropriate as an applied science that anyone can apply practically. Maybe at this time, very little material on parenting communication is given in college, or it is limited to the material only obtained in parenting seminars and social networking mailing lists. However, during the COVID-19 pandemic, as it is now, which requires working from home and studying from home using online/online media, communication skills in parenting are also very much needed by parents and other families in the childcare process.

Interest in parenting is one of the complex problems for parents, Besides. The problem of educating and nurturing is also related to the problem of how to educate and nurture. Meanwhile, communication does not only take place mechanistically but also takes place mentally (Chaer, 2011). This means that communication activities are also related to mental

processes or activities in which a message from an individual becomes a stimulus that causes a response in other individuals (Rachmat, 2012). These activities aim to change the attitudes and behavior of other people in an event, idea, or another object through verbal and non-verbal language, which depends on information, feelings, and reasoning (Maulana & Gumelar, 2013).

Therefore, parenting studies need to complement interdisciplinary studies such as psychology, linguistics, and communication in educating and parenting. In this case, it can be called parenting communication.

Definition of Parenting Communication

Communication is a process that involves a person using signs (natural or universal) in the form of symbols (based on human agreement), verbal or non-verbal, consciously or unconsciously, which aims to influence the attitudes of others. Communication is any process of exchanging information, ideas, and feelings. This process includes information conveyed both orally and in writing with words or conveyed by body language, style, and appearance, using tools around us so that a message becomes richer.

Parenting communication includes interpersonal communication based on dyadic relationships, namely communication between two people who have a steady and clear relationship (DeVito, 2011). According to Pace (Novianti, 2013), dyadic communication can take the form of conversation (informal and friendly), dialogue (more intimate and personal), and interviews (formal), where the communication pattern revolves around Stimulus-Response (SR), ABX models and interactional models. Because usually, the communication that occurs flows, is not stopped by a moderator or traffic controller of the conversation, so what you want to get from the conversation can be asked (Novianti, 2013).

In parenting communication, communication is divided into dynamic and static. Communication in family interactions and communicators can mean father, mother, parents, children, husband, wife, in-laws, grandfather, and grandmother. Likewise, the recipient of the message. Messages conveyed can be information, advice, instructions, directions, and asking for help. Communication that occurs in the family is unique. Communication in the family involves at least two people with different characteristics, values, opinions, attitudes, thoughts, and behaviors. Whereas in parenting communication, communication only occurs between parents and caregivers and children or in two directions. Brooks (2011) defines parenting as a process of action and interaction between parents and children.

Parenting communication is a process of action and interaction between parents and children that involve an emotional connection to direct the child to maturity. Parenting communication is more than just exchanging words. The basic means of verbal communication and non-verbal language consist of body cues (Yip, 2013).

Parenting Communication as a Functional Communication Process

Parenting communication needs a foundation in order to create healthy and effective communication. Judging from the process, parenting communication is part of functional communication. According to most family therapists, functional communication is the foundation for achieving healthy family success (Watzlick & Goldberg, 2000). Functional communication is sending and receiving messages, both the content and level of direct and

clear message instructions (Sells, 1973), and targets between the content and level of instructions. In other words, functional communication in a family requires the sender to send the message intent through a relatively clear channel. The message recipient has the same understanding of what the sender intended (Sells, 1973). The functional communication process consists of several elements, The patterns of functional communication in the family include:

- 1) Communicate clearly and in harmony
- 2) Communicationemotional
- 3) An area of open communication and self-disclosure
- 4) Hierarchyfamily power and rules
- 5) Family conflict and conflict resolution

Principles and Functions of Parenting Communication

Parenting communication is concept-oriented communication, namely communication that encourages children to develop views and consider problems. Concept-oriented communication pays more attention to functional aspects, encourages children to consider all alternatives before making decisions, and allows children to be in controversy by discussing problems openly. This concept dimension reflects the open discussion of problems and questioning the opinions of others. It can be said that the principle of parenting communication is to open the child's mind. What is called "opening a child's mind" is presenting information so that there are still options. This is to prepare children to cope with what we do not know and not what we know (Samples, 2007).

Suppose we want to build effective communication, of course. In that case, we must be based on dynamic communication, which contains the activity of comparing, sharpening, and combining diverse experiences. Instead of using imperative sentences, which can provoke an attitude of defiance, we prefer to use sentences that invite children to think.

Teaching children to make decisions about what is good and what is wrong is much more meaningful than teaching children to choose the behavior they will do. Moreover, this is the principle in parenting communication, namely how parents talk, so children want to hear and listen, so children want to talk.

Thus, these principles can assist in the achievement of the parenting communication function, namely, as a social communication function (building self-concept, self-actualization, survival) and cultural communication function (determining, maintaining, and inheriting culture) (Novianti, 2013).

Parenting Problems in the Covid 19 Pandemic

The world's families are adapting to the various changes that are taking place due to the coronavirus disease 19 (COVID-19). Many parents find it stressful to balance work, child care, and housework, especially when they are separated from their usual support network. While isolation can bring opportunities to spend time together and develop your relationship with your children, many primary caregivers/parents will experience conflicting feelings and priorities and other practical challenges.

According to the results of a study posted on the University of Michigan (UM) website on Tuesday, March 31, 2020, the stress and uncertainty caused by the COVID-19 pandemic have had a negative impact on parents. Why is that?

This condition is said to have occurred in line with the physical and psychological burdens their children began to feel due to the situation during the pandemic of the new type of virus. Researchers launched an online survey on March 24 to slow the spread of the virus. The survey involved 562 adult respondents, with 288 or 51 percent being parents with at least one child aged 12 and under.

Citing Xinhua, Thursday (2/4/2020), respondents reported their mental health and well-being and parenting and economic conditions during the pandemic. They also provide answers to open questions about changes in children's behavior and parenting since the emergence of this global health crisis.

While most parents admit to being closer to their children when it comes to staying at home, many also report high levels of psychological and physical punishment for their children during these times. There are still positive impacts during the COVID-19 pandemic.

How about Indonesia? ASSISTANT Deputy for Child Protection from Violence and Exploitation of the Ministry of PPPA, Valentina Gintings, highlighted the rampant violence cases against children that occurred during the pandemic. Based on data from the PPA Symphony, from January 1-June 19, 2020, there were 3,087 cases against children with details of 852 physical violence, 768 psychological, and 1,848 cases of sexual violence. This is a fairly high number, and it makes it clearer that even before the Covid pandemic, childcare issues already existed and were quite urgent. This study will explore the problem of parenting during a pandemic and the general parenting communication patterns that parents have built on their children and vice versa.

RESEARCH METHOD

This study uses a qualitative descriptive research method. (Djam'an Satori, 2011, p. 23). As a triangulation, the researcher used the Principal of SD Negeri Girimekar 3, the supervising teacher for students whose parents were respondents, and class teachers. This research is based on the reason that the students of SD Negeri Girimekar 3 are many participants in the author's learning home learning community (PKBM). Subject selection was carried out by selecting a sample of several students, several classroom teachers, teachers supporting the Learning House learning community, and school principals. The research results were more representative. This study obtained data from various sources using various data collection techniques and carried it out continuously until the data was saturated. By the characteristics of the data required in this study, the data collection techniques carried out are:

- 1) Observation. The observation used is direct observation. Direct observation in this study was used to reveal data regarding the parenting communication process during a pandemic. This observation aims to obtain more complete data.
- 2) Interview. The type of interview used in this study is a structured interview. In conducting interviews, researchers have prepared research instruments in the form of written questions. Here, the researcher conducted interviews with parents, several students of SDN Girimekar 3, and classroom teachers who were deemed able to provide the information needed.

- 3) Documentation. The documents used in this study are a list of research respondents and photos of student behavior in the parenting communication process.
- 4) Research Instruments. In qualitative research, what is tested is the data. In addition, the findings or data can be declared valid if there is no difference between what was reported by the researcher and what happened to the object under study (Sugiyono, 2010, p. 365). The instruments in this study were observation, interviews, and documentation.

FINDINGS AND DISCUSSION

The results show that parents' position in managing interactions with their children is very important for the continuity of learning. The pattern of interaction between parents and children as the findings of this study show two patterns, direct interaction, in this case, parents and children together follow the learning given by the teacher. Indirect interaction, in this case, parents only act as facilitators for the implementation of learning.

Currently, the Covid-19 outbreak is the number one most dangerous and deadly disease globally. There have been many victims who died globally. This is a problem that must be faced by the world today to carry out various policies, including in Indonesia itself. The impact of the COVID-19 pandemic has resulted in the implementation of various policies to break the chain of the spread of the Covid-19 virus in Indonesia. One of the efforts made by the Indonesian government is to apply an appeal to the people to practice physical distancing, namely an appeal to the public to maintain a gap between one another and to stay away from activities in all forms of crowds, gatherings, and avoiding gatherings that involve many people.

The government implements a policy of Work From Home (WFH). This policy is an effort that is applied to the people so that they can complete all work at home. Education in Indonesia has also become one of the areas affected by the COVID-19 pandemic (Dewayani, 2020).

One of the impacts of the Coronavirus pandemic means on education systems worldwide, leading to the termination of the teaching and learning process in schools and the closure of all schools, madrasahs, universities, and Islamic boarding schools. We also feel the impact of changes in the implementation of learning in madrasahs and Islamic boarding schools (Purwanto et al., 2020). The Ministry of Education in Indonesia also issued a policy, namely using school holidays & changing the teaching and learning process (KBM) using an online system. With the implementation of this online learning system, sometimes various problems faced by students and teachers arise, such as unfinished teaching materials delivered by the teacher, and then the teacher changes to using other tasks. The Covid-19 pandemic has also changed the world of education, starting according to learning methods, budgeting, to targets. This metamorphosis requires adaptation so that teaching and learning activities run effectively.

For example, in the learning process, teachers are no longer required to meet face-to-face with students because it can be done online. Education is also measured during exams and presents solutions to problems that are currently happening. "Covid-19 has brought changes, including the world of education. Education is no longer a matter of preparing for work but passing on a better civilization to the next generation (Darmalaksana et al., 2020). Another conflict, according to the existence of the online learning system, is access to

information constrained by the frequency, which results in slow access to facts. Students are sometimes left behind by using impact news from inadequate frequencies. As a result, they are late collecting an assignment given by the teacher. The discipline of students when studying is expected as a capital for them to be disciplined in carrying out social restrictions. That way, they support the government's efforts to break the chain of the spread of the deadly coronavirus outbreak.

Parents are easier to guide& supervise children's learning at home. This will lead to more intensive communication and a closer relationship between children and parents. Parents can provide direct guidance to children about learning materials that children have not understood.

Where in fact, parents are the first institution in children's education. In online learning activities provided by the teacher, parents can more freely monitor the extent of their child's competence and abilities. Then the lack of clarity based on the material provided by the teacher makes communication between parents and children increasingly well established. Parents can help with material difficulties faced by all children who have difficulty in the learning process.

The home learning policy set by the Ministry of Education and Culture was initially very unexpected. It should not have happened, but due to the current situation and conditions that do not allow a learning process in school institutions, the reason is to prevent the Corona outbreak from spreading too far and causing bad effects, especially in education. The Ministry of Education and Culture is trying as much as possible so that education actors, such as teachers to students, can still get proper and optimal learning even though the situation and conditions are not very supportive.

From the author's observations regarding the pattern of interaction and communication between children and parents during home learning policies, the authors have learned many things, and many lessons can be drawn from them. Especially on the data on the number of students who are relatively more than teachers at SDN Girimekar 3, this is certainly an impact on improving student learning.

Table 1. Number of teachers and students at SDN Girimekar 3

West Java Region	2021	
	Number of Elementary School Students	Number of Elementary School Teachers
	Amount	Amount
GIRI MEKAR III Elementary School	375	14

Source: (West Java Statistics Center)

With this data, it can be seen that the role of parents is very important in school education, especially in the Covid-19 pandemic. With the learning policy implementation at home, the relationship between a child and his parents can be said to have not been optimal, or maybe just a little. However, now parents can supervise and play an important role in the progress and smoothness of their child's learning process. Parents should be able to be someone who can motivate and encourage their children so that they are always enthusiastic in doing learning and not easily complain about what is happening at this time.

The mother and father of a child should be able to make their child a good person and educate them not to become lazy and incompetent. Parents' attitude to their children greatly influences how a child behaves in living daily life.

The results of interviews conducted by the author show that almost some elementary school children get very high and optimal attention from their parents. Both parents always support students to keep the spirit of learning and accompany and answer whatever is asked their children about learning.

This should be imitated and applied by other parents because a good parent's attitude towards their child will educate and give birth to a good child's attitude. Moreover, vice versa, if parents are rude and indifferent and do not care about their children, then later the child will grow up to be a child who is rebellious and has bad behavior. (Gloria, 2020).

So, in this case, it can be concluded that parental education greatly influences the development of a child's psychological attitude. So it is better for a parent to always give the best directions and motivation to their children so that their children do not become someone who does not want to care about the advice or words of others.

However, for some parents from the lower middle class, PJJ or online learning is an additional problem in itself, apart from economic problems. Parents of these groups generally send their children to formal schools to send their children to schools at relatively low costs, reduce the burden of daily child care, and for all possible futures for their children that are better than their previous socioeconomic conditions. This pandemic has hit the economic sector and the burden on children's education, originally shared with school teachers. Then parents must be involved and even play an important role in children's education. Middle-lower parents must survive amid the family's economic impact and are also responsible for educating their children. . This is what requires a solution from the government,

With these conditions, parenting communication that occurs among parents of SDN Girimekar 3 students tends to experience a significant change. The intensity of communication between parents and children is getting closer, but violence is often unavoidable, verbal and non-verbal. This problem has been around for a long time and is getting more prominent during this pandemic. Although it did not reach the worst conditions in the author's research area, such as cases of children committing suicide because of the burden of online learning or parents who had the heart to kill children who were considered undisciplined in learning, but still, the above can be an urgent problem to be resolved immediately. (Lesmana, 2020).

The learning policy at home can be said to have much wisdom because the pattern of relationships between children and parents can be more intertwined, and parents can better supervise their children in the online learning process at home. Moreover, the child is still in a period of development, so parents must pay special attention and observe the child so that he is not misguided and always leads to the path of goodness through the directions or advice given by the parents to their children. (Ministry of Education and Culture of the Republic of Indonesia, 2021)

In addition, through Covid 19, the long-standing problems of education in Indonesia have also been explored. The uneven distribution of infrastructure development makes online learning difficult, especially in districts or remote areas. The high economic gap between rural and urban areas also affects the quality of parents' human resources in caring for and

educating their children and the inability to facilitate children in online learning. All of the above realities require holistic and continuous handling. Educational institutions need to fix themselves. Education should be returned to its dignity and essence. Indonesian families need to be rehabilitated, and also the economic and social equity between the regional centers needs to be improved.

As a quote from a wise man, "everyone should be a teacher, every place is a school, and every book is knowledge ."During the COVID-19 pandemic, I think God reminds me of the obligation of parents in educating their children because the first school, the child's first boarding school, is the family. Educational institutions and systems must synergize with these main tasks.

CONCLUSION

Because the country of Indonesia is being hit by the Covid-19 outbreak, which makes all aspects of life chaotic, especially in the field of education, a good pattern of interaction must be carried out by parents with their children in order to determine the success of a child in undergoing learning at home. Parents should always accompany their children in the learning process carried out at home because if a child is not cared for by his parents, he will be lazy in learning, resulting in him not getting knowledge from online learning carried out at their respective homes. Because parents act as the first & primary educators who are responsible for creating and nurturing their children to become good children in terms of behavior, mental and heart. Responsibility as a parent must motivate their children to become disciplined and confident children using their potential. The attitude of the mother and father towards the child will greatly affect how the child's temperament or behavior in his daily life. The COVID-19 pandemic has given many deep lessons for all aspects of life, especially between children and parents, because it makes the relationship between parents and children closer. It is easier for parents to monitor or control their children's learning development during home learning policies to run well and correctly. The father of the child will greatly affect how the child's temperament or behavior in his daily life.

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