Strategy of Poor Family in Facilitating Children to Learn Online during the Covid- 19 Pandemic

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Abstract

The purpose of this study is to analyze poor families in facilitating children's online learning. This is a strategy to solve family limitations in facilitating children during online learning. This research is a research with a literature review method. The results of this study can be seen that online learning is considered effective if it can provide convenience not difficulty for poor families, especially in terms of fulfilling children's facilities during the online learning process. There are several strategies that can be used to conduct online learning, including through whatsApp groups, classroom, zoom, facebook and many more. Families are expected to be able to meet the needs of children, especially facilities that support children learning while online so that children learn more effectively.

I. Introduction

Since the Covid-19 pandemic, poverty has drastically increased which resulted in the fulfillment of children's education rights not being fulfilled. This phenomenon is felt differently by the community, ranging from severe, moderate, mild, there may even be no disturbance at all. The spread of the COVID-19 virus indiscriminately attacks anyone regardless of social class, ethnicity, and religion, but the most vulnerable and at risk of being affected are the lower classes, namely poor families (Ansori, 2020 and Sunarti, 2021). Covid 19 pandemic caused all efforts not to be as maximal as expected (Sihombing and Nasib, 2020). The fulfillment of children's facilities during online learning is very important during this pandemic. With complete and adequate facilities for children to learn online, this will certainly have an effective impact on the continuity of learning while online. It is also important to fulfill children's facilities such as gadgets, internet network and internet quota as well as an adequate family. However, this will be very difficult for children who are in poor families. This difficulty will be an influence or an obstacle for children to be able to take part in learning activities carried out online. With this inequality, education, which before the pandemic had occurred, was very widespread. This is evidenced by the difference in facilities between children in the class is increasingly clear. statement by Anita (2021) if this difference occurs in the long term, it is certain that children from poor families will be left far behind from children who have adequate facilities.

As an effort to build the needs and fulfill children's education rights in Indonesia, the government and the Ministry of Education and Culture have made various efforts such as providing financial assistance for families of poor students, providing free quota assistance for students, teachers, and lecturers. This is expected to help in meeting the needs of the community so that the need for fulfillment of children in poor families can be overcome. This means that every family, central government and local government must have

awareness of the fulfillment of children's education rights, especially those from poor families. They are aware of the class differences that exist in society as a result of structural differences that result in the non-fulfillment of children's educational rights between poor and rich families.

Many efforts have been made to improve the fulfillment of children's education rights in fulfilling children's online learning facilities. One of the efforts to increase the fulfillment of children's education rights is to increase the fulfillment of children's education rights both spiritually, physically and socially properly. there are several studies that already exist on family strategies in facilitating children's online learning, which discusses strategies for parental assistance in assisting children to learn online. Like research (Farida et al., 2021) the role and strategy of parents in assisting children's learning during a pandemic through online where it is the family's obligation to fulfill and provide children's learning facilities online, research (Ahsani, 2020) on parenting strategies in teaching and educating children in learning at home during a pandemic where parents act as educators in replacing teachers, research (Wigun & Ekaningtyas, 2021) parent strategies in assisting children to study online at home where parents ask teachers to come directly to their homes so that children study at home with teacher, research (Safriyani et al., 2021) online learning strategies during a pandemic using existing media such as wa, photos, and videos.

Based on some of these explanations, we can know that the family is a very potential agent for children in providing motivation, advice, teaching, education, mentoring, but also in fulfilling children's facilities, especially during this pandemic. Because the family is a place for children to carry out their socialization function. Where the process that occurs between children and their parents is not only one-way, but affects each other between the two, which means, children can learn from seeing their parents, or vice versa, parents can also learn from seeing their children. Especially in the midst of the current pandemic, the family plays an important role in the success and implementation of education for children, which has been studied by several researchers, including that carried out by Ubaidillah (2021) . The findings from this study conclude that families not only provide learning assistance, advice, motivation to children but also provide facilities in terms of fulfillment for children learning while online. The next research is Lilawati (2020) that in an effort to facilitate children, it can be seen from the facilities, and the characteristics of their parents whether they are able to meet the needs of their children or not during this pandemic.

In contrast to several previous studies, the fulfillment of children's education rights is carried out by poor families through the fulfillment of children's facilities by poor families during the online learning process during the pandemic. In practice, poor families tend to contribute to the lack of existing facilities. Borrowing a theory from the types of parental participation by Epstein (2009) there are at least 3 types of roles that can be maximized, namely parenting, communication (communicating), learning at home (Learning at home) . This is an effective strategy because poor families have taken various ways so that their children's needs can be met during online learning. Thus, poor families are expected to fulfill their children's right to education in online learning.

II. Review of Literature

Before the outbreak of the Covid-19 virus, learning activities were carried out in schools but now learning activities are carried out online (Yudiawan et al., 2021, Thaheem et al., 2021, Asvial et al., 2021, Budiman, 2020) . Online learning can use several digital technologies, namely zoom, google classroom, telephone or live chat and many more. However, assigning tasks must be done through whatsapp groups so that children really learn (Dewi, 2020) . Wentling *et al.* defines online learning as the acquisition and use of knowledge that is distributed and facilitated primarily by electronic means. The form of online learning depends on the network (*e.g.,* wireless, satellite) and the technology (*e.g.,* computer, laptop, smartphone) used. Online learning can take the form of courses and modules and smaller learning objects. Online learning is where content is done online in real-time, and students can participate in courses from anywhere. The advantage of using online learning is the flexibility of time and place across multiple platforms (Syauqi et al., 2020) .

The role of parents is also as a facilitator who is responsible for providing themselves to be involved later in helping children learn online, by developing some better learning skills. Children in addition to having their basic needs met, they also need facilities that support learning. Therefore, parents are obliged to fulfill children's learning facilities so that the learning process runs smoothly.

The Indonesian government has launched several aid programs such as *the Poor Student Assistance (*BSM) in helping poor students to obtain goods and services to meet the educational needs of students. however, the government has no control over how households spend transfers (Anindita & Sahadewo, 2020) . Poor families can be divided into: (1) really poor families, (2) well-off families who are considered poor, and (3) poor families who are considered affluent (Handayani, 2009) . This group will be the most affected by COVID-19. Ikhsan has done an analysis of several factors that cause poverty. The determinants of poverty are divided into four groups, namely: 1) human capital, 2) productive physical capital, 3) employment status, and village characteristics.

III. Research Method

The target of this study is to reveal the phenomena that occur in poor families in facilitating children's online learning. So that we can find out what strategies poor families use in terms of fulfilling children's facilities during online learning. This study was written using the literature review method. This method is used with the aim of revealing several theories related to the problem to be studied as a reference for a discussion of the results of the research.

This method is done by collecting several sources including books and journals, both national journals and international journals from Google Scholar. The data collection technique for this study was seen from several literature studies such as journal articles and books. Search for journal articles used in the past 5 years from 2021 so that the data obtained is more accurate.

Data analysis in this study uses a document study with the critical appraisal method. critical appraisal is the process of analyzing a journal that is used as a theoretical basis for some of the differences, similarities, and also the shortcomings of the journal to be used.

IV. Results and Discussion

4.1 Results

The study of the strategies of poor families in facilitating children's online learning describes three things, namely:

a. Poor Family Strategy

Poverty is a very complex and complex problem, and a very difficult disease to cure. Poverty has existed throughout the founding of this country. (McCulloch, 2008; Islam & Khan, 1986; Warr & Yusuf, 2014 in Laurens & Perdana Kusuma Putra, 2020) . Poverty does not only mean lack of clothing, food and shelter. However, today's poverty is understood broadly which includes in the fields of economy, health, and also education. Even now the lack of access to information can also be said as poverty which has an impact on obtaining quality education, difficulty in health costs, lack of access to public services, lack of social security and family protection and much more (Laurens & Perdana Kusuma Putra, 2020) .

The family is the smallest unit of society consisting of father, mother and children. A child who is unable is a child because of something that results in not fulfilling his needs both physically, spiritually and socially (Indriati & Kartika, 2017) . The family is also the most important place for children to carry out their social functions which influence each other (Ubaidillah, 2021) . Parents are the first to be responsible for the realization of children's welfare both spiritually, physically and socially (Indriati & Kartika, 2017) . In fact, it is parents who are closest to the child in their daily lives who directly monitor the child's physical and psychological growth and monitor the child's daily interactions. This shows that parents and families have obligations and duties that cannot be abandoned, which involve children. The rights of children that must be fulfilled are the obligations of parents. When parents are not at home, something is lacking, meaning that there are unfulfilled rights and in this case it is more to education (Ubaidillah, 2021) .

Analysis of several factors that cause poverty that has been carried out by Ikhsan. The determinants of poverty are divided into four groups, namely human capital, productive physical capital, employment status, and village characteristics. Capital that is used as human resources in a household is a factor that affects the ability of a household to be able to get a job and also income. This is an indicator that is always used, namely the number of years of schooling for each family member, the last education of the head of the family, and also the number of family members. Universally, the higher the education of a family member, the higher the possibility that the family will later work in the formal sector with higher incomes (Pitoyo & Alfana, 2015) .

The poverty situation of the family has an impact on the growth and development of their children. (Indira, 2017) . Poor families face economic pressures that create high levels of stress on parents, which then spills over to marital relationships and parenting roles. (Indira, 2017) .

Hwei said that there are several aspects of family learning assistance, such as providing learning facilities, supervising children's study time at home, supervising children's learning activities at home, providing motivation while studying (Farida et al., 2021) . Borrowing the theory of types of parental involvement by Epstein (2009) says that there are at least three types of roles that can be maximized: namely parenting, communication, and learning at home (Farida et al., 2021).) .

The role of parents in carrying out learning at home has many factors, the first influencing the social status of the family, namely in terms of education, work, and also family income (Lilawati, 2020) .

b. Children's Facilitation

Facilities are facilities and infrastructure, something that must be available in order to launch educational activities in schools. Facilities are all equipment, furniture, and materials that can be used directly so that the educational process in schools includes buildings, classes, media for learning, tables and chairs. Meanwhile, what is meant by infrastructure is facilities that can indirectly support the course of the educational process (Sopiatin, 2017). In contrast to the online learning process, which is often referred to as online, what is needed is a learning facility referred to as a learning facility, which is a means that supports activities during teaching and learning that cannot be done at school, but at home due to one thing, such as: at the moment we are still in a pandemic period. There are several supporting learning facilities, such as gadgets, laptops, internet quota/wifi and also several applications that support online learning (Ahsani, 2020; AER Dewi, 2021; Farida et al., 2021) .

According to Muhroji (2006 in Electric's research, 2021) about learning facilities are all that is needed in the learning process, both movable and immovable in order to achieve the educational goals of Sihangga so that it can run smoothly, orderly, effectively, and efficiently. The role of parents is also as a facilitator who is responsible for providing themselves to be involved later in helping children learn online, by developing some better learning skills. Children in addition to having their basic needs met , they also need facilities that support learning. Therefore, parents are obliged to fulfill children's learning facilities so that the learning process runs smoothly.

Based on the contents of Circular No. 15 of 2020 concerning Guidelines for Online Implementation during the Pandemic Period, it is in terms of fulfilling children's rights so that they can get educational services during a pandemic through online which is also listed in circular letter no. 4 of 2020 regarding implementing education policies during a pandemic, the head of the education unit takes steps to implement online by ensuring the availability of facilities owned by teachers online (Yuliana, 2021) .

c. Learning Online

According to Moore, Dickson-Deane, & Galyen (2011) online learning is learning using the internet network with connectivity, flexibility, and accessibility as well as capabilities that can lead to various types of interactions in learning (Sadikin et al., 2020) . Harjono and Sumunar said that distance learning (online) is a process of changing (transforming) conventional education to online (digital) forms so that it creates a challenge as well as its own opportunity (Harjanto et al., 2018) . Online learning is a learning system that is carried out online but by using several applications that support it as a means of assisting the learning process even at a distance (Handarini & Wulandari, 2020) . Natalie Milman, a professor at George Washington University, has been teaching online for nearly 20 years. He explained that it takes a lot of time and energy to design and build an effective and engaging online education. A well-designed online education can be just as effective as face-to-face education. In the midst of the outbreak of COVID-19, educators suddenly fell into a remote teaching situation, making it difficult for them to deliver lessons as usual (Milman, 2020 in Rahiem, 2021) .

Basically, online learning is done virtually through several applications such as zoom, whatsapp groups and so on. This online learning is not much different from normal learning in schools where online learning must also be planned, implemented and also evaluated. (Syarifudin, 2020) . Before the outbreak of the Covid-19 virus, learning activities were carried out in schools but now learning activities are carried out online (Yudiawan et al., 2021, Thaheem et al., 2021, Asvial et al., 2021, Budiman, 2020) . Online learning can use several digital technologies, namely zoom, google classroom, telephone or live chat and many more. However, the assignment must be done through the whatsapp group so that the child really learns. (WAF Dewi, 2020)

Wentling *et al* . defines online learning as the acquisition and use of knowledge that is distributed and facilitated primarily by electronic means. The form of online learning depends on the network (*e.g.,* wireless, satellite) and the technology (*e.g.,* computer, laptop, smartphone) used. Online learning can take the form of courses and modules and smaller learning objects. Online learning is where content is done online in real-time, and students can participate in courses from anywhere. The advantage of using online learning is the flexibility of time and place across multiple platforms (Syauqi et al., 2020) .

Because the physical and mental health of teachers and students throughout Indonesia is a consideration in implementing education, the Minister of Education and Culture (Kemendikbud) Nadiem Makarim issued circular letter number 4 of 2020 regarding implementation in the Covid-19 emergency period which contains the provisions of the National Examination (UN) 2. The learning process from home is carried out with various provisions: a). learning from home through online/distance learning is carried out to provide a meaningful learning experience for students, without being burdened with the guidance of completing all curriculum achievements for grade promotion or graduation. b). learning from home can be focused on life skills education, including regarding the Covid-19 pandemic. c). Learning from home learning activities and tasks may vary between students, according to their individual interests and conditions, including considering the gap in access/facilities for learning at home. d). evidence or products of learning activities from home are given qualitative and useful feedback from the teacher. Without being required to give a score / qualitative value. 3. Provisions for school exams for graduation. 4. Provisions for grade promotion. 5. Provisions for new student admissions (PPDB). 6. School operational assistance funds or educational operational assistance (Ahsani, 2020) .

4.2 Discussion

Poor families based on social inequality in this study are conditions of inequality experienced by poor families as a result of structural class differences that occur in children from poor families. There are many factors that influence poor families in facilitating online learning, especially from their parents' social status such as education, work, and parental income (Lilawati, 2020) . Family education is very influential in facilitating children's online learning. The limitations of parental education will affect the understanding of materials, communication, internet, other facilities that support online learning as a result of parents not getting a better education before. The work of parents also influences the fulfillment of children's facilities.

V. Conclusion

Poor families can facilitate children learning online as long as there are no difficulties in fulfilling them. However, in reality, these difficulties occur as a result of the limitations of poor families in fulfilling them. Economically, poor families face economic pressures so that in practice poor families tend to contribute to the lack of facilities needed by children. Therefore, continuous efforts are needed to prevent this inequality so that poor families can facilitate their children during the online learning process.

From this study, there are still many limitations, starting from the data that the researcher used as a sample by mapping cases of difficulties for poor families in the previous study. We can see that there is a need for further studies with more data using better analysis. This study suggests the current reality of the large number of poor families in Indonesia coupled with the Covid pandemic which has resulted in a higher surge in poor families so that a response to this poverty problem is needed which later after this poverty can be resolved, the fulfillment of children's education will be fulfilled.

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