An Analysis of The Application of Responsive Relationship Approaches in The Assistance of Children learning at Home during the Covid 19 Pandemic

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Abstract. This study aims to find out the application of responsive relationship approaches carried out by parents in mentoring children learning from home during the covid-19 pandemic. This study was conducted at the Salsa School of Percut Sei Tuan District of Deliserdang Regency with research subjects as many as 30 parent-children who are members of the Salsa School Committee. The object of this study was a responsive relationship approach applied by parents in accompanying children to learn from home during the covid-19 pandemic. Techniques and instruments of research data collection were carried out through questionnaires, then research data is analyzed using descriptive statistics. The results showed that the average score in parental care applied a responsive relationship approach in mentoring early childhood from home 2.55 included the rare category. Meaning that the responsive relationship approach has not been done by parents with.

Keywords: Responsive relationships, child assistance, home study, covid 19

1 Introduction

The emergence of coronavirus disease (Covid-19) which first occurred in Wuhan China with its rapid spread to various countries in the world, resulting in many positively confirmed cases of covid-19 and increasing cases of death made WHO on March 12, 2020 issued an announcement that covid-19 as a pandemic. On April 13, 2020 the President of the Republic of Indonesia determined that Covid-19 as a national disaster due to the high number of confirmed cases of Covid-19 in Indonesia, namely as many as 8,607 people, 720 deaths and 1,042 people recovered. [1].

The increase in the number of confirmed cases of Covid-19 in Indonesia led the government of the Republic of Indonesia to issue a policy to always maintain personal hygiene, social distancing, physical distancing, quarantine of the region, work at home for employees, to restrictions on human mobility from region to region. [2]. Furthermore, the Minister of Education and Culture of the Republic of Indonesia. Issuing circular No. 4 of 2020 concerning 'Implementation of Education Policy in Emergency Period of Corona Virus Disease (Covid 19) one of which is the implementation of the learning process for learners from kindergarten to college takes place from home.

The policy of learning from home forces parents to carry out their main functions and roles to return to be educators and teachers for children at home, especially for early childhood who have not been able to learn independently but need parental assistance. Slameto[3] states that the family as the first and foremost educational institution for children plays an important role in the achievement of children's academic success. Fostering a spirit of learning for children to learn from home during covid-19, especially for early childhood and elementary school children in low grade is not easy. There are several factors outside of children that can support children learning from home, including available learning facilities, internet connection, and parental attitudes while accompanying children at home.

During the pandemic, children have to study at home. The role of parents while accompanying children to learn at home becomes very important to foster the spirit of learning children from home. But the results of research conducted on kindergarten children in Ngawi Regency showed that in general, children's emotional social behavior during online learning was less cooperative, less tolerance, less socializing with friends, children's emotions that sometimes felt bored and sad, children felt longing for friends and teachers and children were also recorded experiencing verbal violence. [4].

Based on the results of the study, parents are required to be able to create a comfortable atmosphere and learning conditions at home so that children can follow the learning process at home well and can meet the child's psychosocial needs. When analyzed why the condition can occur, allegedly one of the causes is related to the approach taken by parents less apply responsive relationship approach during child learning at home. Because if parents apply a responsive relationship approach in the family, it will develop trust in their parents and can also bring a feeling of security in the child can even foster high motivation for children to learn from home.

In connection with these issues, want to know how parents in applying a responsive relationship approach while accompanying children to learn from home in early childhood who are members of the Salsa Percit school committee.

**The Concept of Parental Assistance – Children in the Family**

Parental assistance to children can be interpreted as parental guidance and parenting activities to children in all activities of children's lives at home including children's learning activities at home. Various patterns of parental assistance that can be done to children in home learning activities, among others: providing learning facilities, supervising children's learning activities at home, supervising the use of children's learning time at home, supervising the difficulties faced by children in learning, and helping children in overcoming learning difficulties at home. The success of child assistance depends on parenting patterns applied by parents in the family or at home. The parenting that is expected to occur in the family is a warm and responsive parenting.

According to Barber [5] Parents who tend to apply responsive parenting will try to provide warmth and emotional support to the child. Then Baumrind [6] responsive parenting is characterized by affection, engagement, and support that parent give to children. Furthermore Filus et al. [7] also stated that in responsive parenting children feel comfortable interacting with parents. Likewise, Bogenscheneider[8] states that in responsive relationships there is a good emotional connection between parent-children.

To realize this success, as long as parents do mentor done by parents must be based on a reflectional and responsive relationship to the child. Respectful relationships are indicated by respectful, polite and caring relationships, while responsive relationships show quick and positive reactions to a child's needs. According to Lally &Mangione[9] responsive involvement in a family built on a platform of mutual respect and trust between parent and child can build confidence in the child. In addition, parents are sensitive to the uniqueness of children, support social emotional and cognitive development and support the child's desire to learn.

Based on the above description, it can be tested that assistance with a responsive relationship approach indicates the responsiveness of caregivers, parents or adults in understanding, responding, and providing quick, positive and appropriate action to cue the child's needs in a warm and loving way. What mentoring patterns that show responsive relationships in parenting practices can be seen by comparing parenting patterns that are common to parents to children.

Theoretically there are various patterns of parenting, one of which is the parenting pattern proposed by Baumrind which is known as the classic parenting pattern. This parenting pattern consists of authoritarian, authoritative, permissive, and neglectful styles. The four parenting styles are grouped into two orthogonal dimensions: responsiveness dimensions and demandingness dimensions[10], as presented in Figure 01 below.
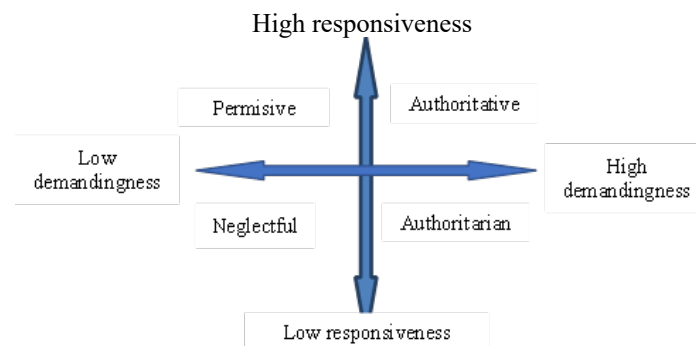
Fig 1. Dimensions of Classic Parenting Style

These four parenting styles show a combination of acceptance and responsiveness on the one hand and demands and control on the other [10]; [11]; [12]. The following will explain these parenting styles one by one, among others:

a. Authoritative parents

This style shows that parents have a high responsive attitude, encourage children to be independent, be warm and compassionate towards children, show friendly relationships, show happy and supportive attitudes towards the child's constructive behavior, expect adult and independent child behavior according to their age, but parents apply limits to their actions clearly, firmly and sensibly according to the child's abilities, Willing to discuss the expectations of old and children full of warmth and affection, responsive to the needs of children, embrace children with friendly, oriented to children's achievements and still control the child's behavior.

The impact of applying this authoritative style makes children cheerful, self-controlled and independent, and achievement-oriented. They tend to maintain friendly relationships with peers, cope well with stress, take an interest in new things, and be cooperative with others.

b. Authoritarian parents.

This style shows that parents demand compliance from children with high standards and strict rules without regard to the child's needs, inflexible, likes to suppress or discourage the child, is not responsive when interacting, a somewhat distant and cold relationship with the child. Parents with this style of breastfeeding force the child to follow the rules that have been set, punish if the child violates, apply boundaries and controls strictly and rigidly to the child, avoid verbal arguments with the child.

The impact of this parenting style makes the child often unhappy, not confident to try something new, withdrawn, there is no initiative to start the activity, communication skills are weak, even the child is likely to be shy and behave aggressively.

c. Permissive parents

This parenting style is often called a style that follows a child's will or desire. Parents show high responsiveness, warm relationships, always receive children's encouragement and adjust to children's needs, but very little or almost no direction and guidance is given to the child, often not even expecting compliance with the rules or standards that the child must believe. Parents who run this style are very involved with the child even though they do not supervise them too much but let the child do what he wants. The impact of this parenting style makes it difficult for children to learn to control their own behavior, always hoping to get their wishes, children rarely learn to respect and respect others, may dominate, egocentric, disobey rules, difficulties in social relationships with peers, children are impulsive, aggressive, obedient, spoiled, less independent, and less socially mature.

d. Neglectful parents

This parenting style is to ignore or let the child act as he pleases. Parents with this style are sometimes referred to as neglectful parents, very rarely involved in the child's life, no guidance from parents for expected behavior, little communication, no concern for the needs of children, often hands off from their children's lives, no supervision of the child's behavior, affection and support for the child is sorely lacking. The impact of this parenting style makes children feel that other aspects of a parent's life are more important than themselves, children are less likely to have social abilities, poor self-control, are independent, often have low self-esteem, are immature, and may feel alienated from family, and insecure.

Based on an analysis of the four parenting styles or patterns above experts draw the conclusion that an effective parenting style to show and build responsive relationships when parents accompany children in the family is authoritative parenting on the grounds, there is a balance between parental control and child autonomy so that independence in the child is formed, tends to include children in activities of various activities, Giving children the opportunity to express opinions or views when there is discussion in the family so as to help children understand social relationships and build good social competence, and the warmth and involvement provided by parents makes children more able to accept the influence of parents [13].

Application of Responsive Relationships in the Child Assistance Process

As explained above, warm parenting from parents can be realized through responsive parenting characterized by the affection, involvement, and support that parent provide to children. Related to that, Pettersen and Wittmer [14] stated that responsive parenting is characterized by a quick and appropriate response given by parents to the needs of the child so that it will develop trust in their parents and can also bring a feeling of security in the child. Witmer &Petersen further states that responsive parenting is a responsive attitude that refers to how sensitive and accurate an adult is in understanding and responding to cues displayed by an infant or child.

A responsive adult is a person who is sensitive and attentive in responding to the child. Safe relationships in parental assistance to children are needed by children in learning from home. The role of parents in a child's learning provides the emotional load and security that the child needs and is also sensitive to providing an engaging and responsive environment without being too stimulating. Parents support learning by making good decisions when considering what to do and how the child is doing his or her job. Adults should be able to see and appreciate the strategies used in home learning.

Children in home learning need a continuous, responsive, secure and warm relationship, so that the relationship becomes meaningful. Every child will feel safe and focused in learning, if the child experiences affection from parents such as hugging the child, inviting the child in conversation, interactive play with children, a child will feel safe when their caregiver is sensitive (warm and caring), and conversely the child will feel unsafe if the caregiver is rude (nagging, threatening children, and punishing), and busy alone (Howes & Hamilton [16].

Furthermore, Hinde defines responsive relationships based on dimensions: interaction content, diversity of interaction, interaction quality, interaction meanings, interaction expediency, intimacy, interpersonal perception, and commitment [17].

a. Interaction content

Interaction content describes the content of what is done in the process of interaction between parents and children in the family, such as determining routine activities for children, showing affection, sharing experiences and interests for children, and showing a pleasant emotional content to the child.

b. Diversity of interactions

The diversity of interaction that occurs in the relationship of parents and children promotes a variety of interactions between parents and children in the family, such as inviting children to have conversations, taking children for a walk, singing with children's songs, telling stories and other routine activities with the intention of achieving moments of closeness of parents.

c. Quality of interaction

The quality of these interactions indicates a parent's sensitivity to the child's behavior, can interpret exactly what the child needs without having to express it verbally, and can respond quickly and positively to the child's wishes. The quality of parental-child interaction is characterized by warmth, security, trust, positive affection, and a parent's responsiveness to the child's needs.

d. Meanings of interaction

The meaning of interaction in responsive relationships is characterized by parents who can understand the child's desire of the behavior he displays even though it is not expressed through words but rather from the movements of his body.

e. The usefulness of interaction

The usefulness of interaction is the impact felt by parents and children in the interaction process. The pattern of interaction that is well established in the family will create a beautiful atmosphere and have a positive impact both on parents and on children, such as only motivation and enthusiasm in doing their activities, not easy to complain if facing difficulties, and can coordinate with children to achieve common goals, for example when feeding children, when children learn, And so on.

f. Intimacy of interaction

Intimacy interaction is the result of openness, trust in one another, and a shared commitment to maintaining close relationships. Intimacy of interaction between parent and child can be realized by maintaining and maintaining a warm emotional charge, desire for closeness, feelings of security in the child, and the willingness of parents to support the child's well-being.

g. Interpersonal perception

Interpersonal perception can be realized by the way parents are willing to listen actively and well to each child's speech, understand, respond, and ask about the child's feelings well and appropriately.

h. Commitment to interaction

The commitment of interaction is expressed in a decision to give birth to the loyalty and responsibility

2 Research Methods

This research was conducted at the Salsa School, Percut Sei Tuan District, Deli Serdang Regency in July - September 2021. The subjects of this study were parents of early childhood children as many as 30 parents in pairs with children who were members of the Salsa school committee. The object of this research relates to the responsive relationship approach in assisting children while accompanying children to learn from home during the pandemic. Instruments and data collection techniques were carried out using a questionnaire, then the research data were analyzed descriptively by statistical means.
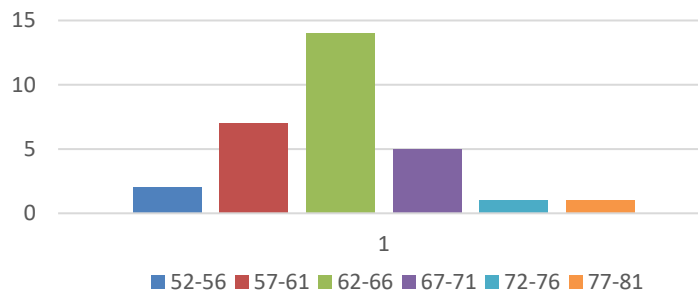
3 Result and Discussion

The application of a responsive relationship approach in assisting children to study at home

Research data on the application of a responsive relationship approach in assisting children studying at home during the COVID-19 pandemic consists of eight indicators which include 1) interaction content, 2) interaction diversity, 3) interaction quality, 4) interaction meanings, 5) benefits. interaction. 6) intimacy of interaction, 7) interpersonal perception, and 8) commitment. Based on research data, it is known that the lowest score is 52, the highest score is 81, the average score is 63.73, the range of scores is 29, the standard deviation is 5.24. Based on these data, the distribution of this variable data score is presented using the Sturgess rule in the form of a group distribution table consisting of 6 class intervals with an interval length of 5, as the data in Table 01 below:

Table 1. Distribution of the frequency of applying the responsive relationship approach in assisting children studying at home during the COVID-19 pandemic

Class	Class Interval	F.Absolute	F.Relative (%)	F.Cumulative	F.Relative (%)
1	52 – 56	2	6,67	2	6,67
2	57 – 61	7	23,33	9	30,00
3	62 – 66	14	46,67	23	76,67
4	67 – 71	5	16,67	28	93,34
5	72 – 76	1	3,33	29	96,67
6	77 – 81	1	3,33	30	100
		30	100		

Based on Table 0.1. above, it is known that the average parent applying a responsive relationship approach to assisting children learning from home (63.73) is in the third interval class (62 - 66), meaning that there are 14 people (46.67%) respondents are in the average class average, 9 people (30%) of respondents were below the class average, and 7 people (23.33%) were above the class average. Furthermore, based on the frequency distribution of the scores above, it can be seen in Figure 0.1. following.

Fig.2. Data diagram of the responsive relationship approach

Furthermore, to identify the level of tendency of parents to apply a responsive relationship approach in assisting children to study at home during the COVID-19 pandemic, it was carried out by comparing the mean and standard deviation of empirical data with the mean and ideal standard deviation of the research score. The ideal mean of research scores on this variable is calculated through calculations based on the normal curve as follows: the minimum score for theoretical data is 25 and the maximum score is 100. So the ideal mean value = 62.5 and the ideal standard deviation (SDi) = 12.5.

Then categorization of levels (ordinal) is carried out to place individuals in groups whose positions are tiered according to a continuum based on the measured attributes. By referring to the prices above, it can be identified the level of tendency for parents to apply a responsive relationship approach in assisting children to study at home during the COVID-19 pandemic as shown in Table 0.2. following:

Table 2. The tendency of parents to apply a responsive relationship approach in assisting children to study at home during the COVID-19 pandemic

Score interval	F	%	Category
≤ 44	0	00,00	Low
45 - 63	17	56,67	Less
64 - 81	13	43,33	Enough
> 81	0	00,00	High
N	30	100	

Based on Table 0.2. above, it is known that the level of tendency for parents to apply a responsive relationship approach in assisting children studying at home during the COVID-19 pandemic tends to be less. In more detail, it was stated that the poor category reached 17 people (56.67%), followed by the sufficient category as many as 13 people (43.33%), while the high

and low categories respectively (0.00%). The data in table 02 above can be presented in the statistical diagram in the following figure 02.
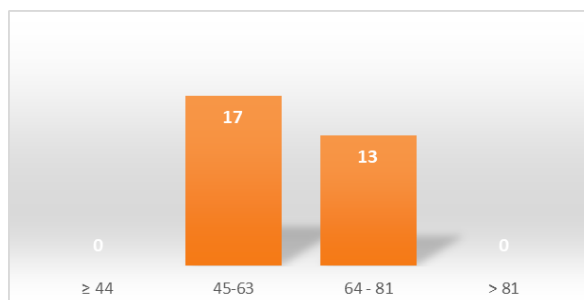
Fig.3. Diagram of the tendency of parents to adopt a responsive relationship approach

Thus, it can be stated that parents who apply a responsive relationship approach in assisting children to study at home during the COVID-19 pandemic tend to be less. Furthermore, to find out in more detail the application of dimensions and indicators of responsive relationships by parents in assisting children during learning from home can be explained based on the following dimensions.

a. Interaction content.

In this dimension, it can be seen that parents rarely set routine activities for children to study at home (an average of 1.8) and provide guidance for children to carry out learning activities at home (an average of 2.3). What people have often done is to help children learn to do assignments given by the teacher at home (an average of 2.7), and to try to grow children's interest in learning at home (an average of 2.63).

b. Diversity of interactions

In this dimension, indicators that are rarely used by parents in responsive relationships, such as: taking children for a walk when the child feels bored (average 2.37), but what parents often do is invite their child to have a conversation while studying at the school. home (average 2.6) and invites children to sing when children show less enthusiasm for learning (average 2.57).

c. Quality of interaction

In this dimension, it can be seen that parents often show a responsive attitude to every behavior displayed by their children while studying (an average of 2.77) and respond quickly to children's conversations (an average of 2.63), but parents rarely joke with their children. when studying at home (average 2.47) and showing appropriate responses to children when interacting (mean 2.5).

d. Interaction meanings

In this dimension, it can be explained that parents often understand the child's wishes when interacting at home (an average of 2.77) and are often able to understand the child's circumstances and feelings when interacting at home (an average of 2.63).

e. Interaction benefits

In this dimension, it can be seen that parents often entertain children who have learning difficulties at home (an average of 2.6), but they rarely work together with children to achieve common goals (an average of 2.5).

f. Intimacy

In this dimension, it is known that parents rarely act in support of the child's well-being (mean 2.53) but often maintain a warm emotional charge with the child (mean 2.63) and listen attentively to the child's conversation when he or she reveals something (an average of 2.67).

g. Interpersonal perception

In this dimension, it can be seen that parents rarely create feelings of security in their children when interacting at home (average 2.5), rarely understand the needs of children at home (average 2.43), but parents often support every behavior. children who are fun (mean 2.6) and also often open to hear and accept the opinions of children at home (mean 2.57).

h. Commitment

This dimension shows that parents often act supportively and try to maintain children's welfare (average 2.7), often reprimand children when they make a mistake (average 2.67) and also often praise children when showing bad behavior. well at home (mean 2.6).

Taking into account the results of the data analysis above, it can be concluded that the application of the responsive relationship approach by parents in assisting children while studying from home during the COVID-19 pandemic has not been carried out properly. Ideally, so that children can carry out their learning activities happily, comfortably, and enthusiastically, parents need to apply a responsive relationship approach properly, this is in line with the statement of Pettersen and Wittmer [15] if responsive parenting is carried out properly it will be able to create feelings of security. in the child.

Furthermore, Baumrid [16] also stated that parents who have a high responsive attitude will encourage children to be independent, warm, make children cheerful, able to cope with stress and achievement oriented.

4 Conclusion

Based on the results of the research and discussion above, it can be concluded that the responsive relationship approach in assisting children during learning from home has not been fully implemented properly, especially in the dimensions of interaction content, diversity of interactions, quality of interactions, usefulness of interactions, and interpersonal perceptions. Meanwhile, the dimensions that have been implemented well by parents while accompanying children to learn from home are only those related to the meaning of interaction, interaction intimacy, and commitment. In order for this responsive relationship approach to be better implemented by parents in child assistance, parents' insight into the responsive relationship approach needs to be improved through parent-child mentoring programs.

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