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Parental Involvement and Mothers' Employment on Children's Independence During Covid-19 Pandemics

Asri Insani[1]
Universitas Negeri Jakarta, Indonesia[1,2,3,]
Yufiarti[2]
Elindra Yetti[3]

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ABSTRACT: The pandemic that occurred this year created conditions that changed the activities of parents and children, the role of parents working outside the home often led to a lack of parental involvement in child development, especially the development of independence. The conditions of the Covid-19 pandemic have caused parents and children to be in one place at the same time. This study aims to determine the effect of parental involvement and maternal employment status on the independence of children aged 7-8 years in the Covid-19 pandemic situation. This quantitative research uses a comparative causal ex-post facto design, with groups of working mothers and groups of non-working mothers. The sample of each group was 60 people who were randomly selected. The findings of the study with the calculation of the two-way ANOVA test obtained the value of Fo = 4.616> F table = 3.92 or with p-value = 0.034 <α = 0.05, indicating that there is an interaction between parental involvement and maternal employment status on children's independence, and Based on the results of hypothesis testing, there is no effect of parental involvement and mother's work status on the independence of the child even though there are differences in the average results of children's independence.

Keywords: *Children's Independence, Parental Involvement and Mothers' Employment*

[1] Corresponding Author:
Universitas Negeri Jakarta
Email: asri.insani@gmail.com

1 INTRODUCTION

The World Health Organization (WHO) has declared the corona virus outbreak a pandemic. The use during the term pandemic for each country is encouraged to detect, test, treat, isolate, track and mobilize its people to prevent the corona virus. This pandemic is also considered not only a health crisis but a crisis that will touch every sector, including the education sector. The co-hue virus pandemic has forced schools to close across the country, and many parents are already working from home, even losing their jobs. Research in the United States says that it causes mental-health problems for children in economically weak families so that it is necessary to provide understanding to parents in addition to economic assistance (Gassman-Pines et al., 2020).

Research proves that having a dual role of parents who must be carried out at the same time where in terms of work achieving optimal performance but also wanting to succeed in roles in the household is not easy and carrying out two roles at the same time is prone to conflict (Chusniatun et al., 2014). When parents are involved, a child tends to perform more, regardless of the parents' social, economic, background and educational status. Parental involvement in children's education can be seen as the act of involving parents in learning materials at home and at school, parental involvement is the practice of every activity that empowers parents and family members to participate in the educational process at home, in school and / or elsewhere. The interaction of parental involvement at home and parental warmth also affects children's achievement outcomes (Ogg & Anthony, 2020). Parental involvement in children's education is not only about learning activities such as those carried out in school, but also involves other aspects such as emotional and personal aspects (Grolnick et al., 1997).

It is different with a study in East Java in 2019, which was carried out at a school with the results illustrating that out of 50 early childhood children aged 5-6 years, 80% of school readiness activities are served by parents 90% of tidying up activities are carried out by parents, 60 % of activities tidying up games at home are done by parents. The research states that parental involvement can also cause children to become independent (Gusmaniarti & Suweleh, 2019). When the situation is normal, parents who often leave their children because of work also delay several stages of development due to the lack of parental attention at each stage of the child's growth, especially independence, even though the independent attitude can be influenced by parents (Moonik et al., 2015).

The independence possessed by a child based on the level of developmental achievement shows that achievement in the socio-emotional aspect in the field of independence must be achieved according to his age level (Rantina, 2015). The independence experienced by children can be caused by lack of training in their independence at home. This is shown in daily activities at school such as asking for teacher assistance in various activities. This problem sometimes occurs within the scope of the child. It cannot be separated from this that there are still some children who have difficulty training their own independence, so that children feel less confident and ask for help from others (Komala, 2015).

The facts found in the field of parents often interfere or think that their child is still small and cannot do anything so that the child is not allowed and given the opportunity to do what the child wants to do on his own. This behavior results in stunted child development in training independence. Based on the phenomena previously described, this study aims to determine the effect of parental involvement and maternal employment status on the independence of children aged 7-8 years in the Covid-19 pandemic situation.

2 THEORITICAL STUDY

2.1 *Children's Independence*

In general, the term "independence" refers to facets of human functioning that include being physically and psychologically independent (Raeff, 2010). Independence is an attitude that is obtained cumulatively through the process that a person experiences in his development, in the process of being independent, individuals learn to deal with various situations in their social environment to be able to think and take appropriate action in overcoming every situation (Rika Sa'diyah, 2017). Independence is a condition in which a person has the spirit to move forward for the good of himself, can take decisions and initiatives to overcome the problems at hand, has confidence in doing his duties to be responsible for what he does (Komala, 2015).

Lie and Prasasti, (2004) states that independence is the ability to carry out daily activities or tasks alone or with a little guidance, according to the stages of development and capacity. According to Rantina (2015) early childhood independence can be seen from the habituation of children's behavior and abilities in physical, self-confidence, responsible, disciplined, sociable, willing to share, controlling emotions. The need to foster children's freedom and self-regulation is a key learning priority at the kindergarten level, since independence has been related to later school achievement (DeLuca et al., 2020). Theory and studies on how cultural concepts of independence and interdependence affect child growth have improved understanding about the dynamics of culture and development. This essay starts with a theoretical summary that tracks a shift away from categorizing societies in terms of independence or interdependence and toward understanding how both independence and interdependence are interpreted and organized throughout cultures. Then, according to a study of studies, there is cross-cultural as well as within-culture heterogeneity in how we perceive and structure children's independence and interdependence. The application ramifications and prospective research directions are explored (Raeff, 2010).

2.2 *Parental Involvement*

Parental involvement is the participation of parents in the development and learning process of children at school or elsewhere that can support the children's progress in academics, personal and emotional (Hornby & Lafaele, 2011). According to Hoover-Dempsey (2015), parental involvement is parental involvement in children's education, which

includes learning activities and emotional relationships such as parental beliefs about everything that should be done in their child's education. Parental involvement is parental involvement in children's achievement in school through collaboration with teachers, children, or other parties that can support academic achievement (Benner et al., 2016). Parental involvement can be manifested by the involvement of parents in school and involvement of parents at home with the child (Pek & Mee, 2020).

Kete Parental involvement can increase children's academic achievement, increase the time children spend with their parents, and positive children's attitudes (Gürbüztürk & Şad, 2010). Eisenberg et al., (2003) states that parental involvement is a process of mentoring carried out by parents to their children for the achievement of positive goals. On the other hand, parental involvement can increase children's perceptions of self-competence and perceptions of self-control. Parental involvement also gives children a sense of security and connectedness (Porumbu & Necşoi, 2013). Particularly as children get older, parental involvement informs that children are very important for parents.

To optimize the potential and behavior of children in schools require collaboration between schools and parents, a partnership model for schools and parents starting from the formation of parent-teacher organizations, through effective communication various programs are developed, which include parenting, communication, home learning and collaboration with the local community (Rihatno et al., 2017). The form of parental involvement according to Jeynes (2005) includes clear communication between parents and children about personal and family values, goals, expectations, and aspirations for learning, learning support through activities home-based, effective parent-teacher communication and participation in school-based activities. Levitt et al., (2020) suggest ways to involve optimally parents, especially mothers in children's schools.

Parental involvement also includes the hopes and aspirations of the parents. Differences in the expectations and aspirations of parents, differences in socioeconomic backgrounds as well as in the context of the community area affect the opportunities for active involvement of parents in school (Yulianti et al., 2019). Based on the description above, it can be concluded that pa-rental involvement is the participation of parents in the development and learning process of children in school or elsewhere that can support children's progress in academics, personal and emotional through forms of involvement such as communication between children's parents, support for learning at home, communication between parents and teachers and participation in school activities.

3 METHOD

This quantitative research with an ex-post facto design was conducted to see the influence of the variables determined by the research carried out on grade 1 students in Primary Schools, Duren Sawit District, East Jakarta. The time for carrying out this research is at least odd in the 2020/2021 school year. The instrument used in this study was a questionnaire with a Likert scale. The research method chosen was the comparative causal method with a 2x2 design which is presented in table 1.

Table 1. Experimental Design

	Involvement (A)	
Job Status (B)	High Involvement (A_1)	Low Involvement (A_2)
Working Mother (B_1)	A_1B_1	A_2B_1
Unworked Mother (B_2)	A_1B_2	A_2B_2

3.1 *Instrument*

The instrument used in this study consisted of two parts, namely independence and Parental Involvement. The instrument used in this study was a questionnaire with a Likert scale with the instruments presented in tables 2 and 3.

Table 2. Children's Independence Instruments

Independence	Ability to do activities on their own
	Ability to take care of yourself
	Ability to fulfill self-needs
	Discipline
	Trust in yourself

Table 3. Parental Involvement Instruments

Dimensions	Indicator
Communication between parents and children about values, goals, hopes and aspirations in learning (Values, Goals, Expectations, Aspirations)	Describe personal and family values and goals and hopes for the child
	Knowing personal and family values, goals and expectations
Involvement Activities at Home	Daily activities
	School activities
Parent-teacher communication	Communication regarding lesson preparation and activities
	Communication about learning outcomes
(Parents Teachers' Communication)	Direct participation
	Indirect participation

3.2 Data Collection Procedures

Data was collected using an online questionnaire method, given to parents (mothers) who have children aged 7-8 years. Researchers used a random group sampling technique (cluster / area random sampling) to determine the location of the research respondents. The total number of grade one students in Duren Sawit District is 6836 students so that based on the Slovin formula the sample needed is 379.

The scores obtained on the parental involvement test are sorted from the lowest score to the highest score which is carried out in the following manner: (1) The total number of students who are the subject of the study is 120 people, who naturally exist within each group of 60 students. Each student within the group was measured the involvement of the mother's special parents using a questionnaire. (2) In each group, based on the results of the questionnaire, data on students who have high parental involvement and students have low parental involvement.

3.3 *Data Analysis*

The data analysis technique in this study consisted of two parts, namely descriptive analysis, and inferential analysis. Descriptive analysis is related to how the condition of the data from what is obtained without intending to make conclusions for a generalization, whereas inferential analysis is to obtain conclusions or generalizations about the population. Descriptive analysis was performed by presenting the data through a frequency distribution table, histogram, mean, and standard deviation. Meanwhile, inferential analysis for hypothesis testing uses two-way analysis of variance (ANOVA). Before doing the hypothesis, the normality and homogeneity of the research data were tested using the Liliefors test and the Barttlet test.

4 RESULT AND DISCUSSION

4.1 *Result*

4.1.1 *Data Description*

In the data description section, data calculations include the mean (average), variances, standard deviation, minimum score, maximum, and the amount of data.

Table 4. Recapitulation of Child Independence Calculation Results

	N	Mean	Std. Deviation	Min	Max
A_1	76	59.78	5.791	45	69
A_2	44	58.57	6.063	45	69
B_1	60	59.40	5.585	47	69
B_2	60	59.27	6.238	45	69
A_1B_1	40	60.63	5.396	50	69
A_2B_1	20	56.95	5.256	47	66
A_1B_2	36	58.83	6.139	45	68
A_2B_2	24	59.92	6.460	45	69

Table 4 illustrates the results of independence for children aged 7-8 years in Duren Sawit District, East Jakarta. The research sample was 120 children aged 7-8 years who were grade one elementary school students. The division of the groups is adjusted to the answers to the questionnaire to the respondent's instrument. The following in table 5

shows a detailed description of the data on the independence of children aged 7-8 years in Duren Sawit District, East Jakarta.

Table 5: Data Description of Independence of Children aged 7-8 years, Duren Sawit District, East Jakarta

Parents' Employment Status	Parental Involvement		Total
	High (A_1)	Low (A_2)	
Working (B1)	$nA_1B_1 = 40$ $\Sigma Y = 2425$ $\Sigma Y^2 = 148151$ $\bar{x} = 60{,}625$	$nA_2B_1 = 20$ $\Sigma Y = 1139$ $\Sigma Y^2 = 65391$ $\bar{x} = 56{,}950$	$nB_1 = 60$ $\Sigma Y = 3564$ $\Sigma Y^2 = 213542$ $\bar{x} = 59{,}400$
Not Working (B2)	$nA_1B_2 = 36$ $\Sigma Y = 2118$ $\Sigma Y^2 = 125928$ $\bar{x} = 58{,}833$	$nA_2B_2 = 24$ $\Sigma Y = 1438$ $\Sigma Y^2 = 87120$ $\bar{x} = 59{,}917$	$nB_2 = 60$ $\Sigma Y = 3556$ $\Sigma Y^2 = 213048$ $\bar{x} = 52{,}267$
Total	$nA_1 = 76$ $\Sigma Y = 4543$ $\Sigma Y^2 = 274079$ $\bar{x} = 59{,}776$	$nA_2 = 44$ $\Sigma Y = 2577$ $\Sigma Y^2 = 152511$ $\bar{x} = 36{,}406$	nTotal = 120 $\Sigma Y = 7120$ $\Sigma Y^2 = 426590$ $\bar{x} = 59{,}333$

Based on the table above, the high parental involvement group (A1) has 76 respondents (nA1); with the total score (ΣY) = 4543; total score squared (ΣY2) = 274079; and the average (x) = 59,776. In the low parental involvement group (A2) there were 44 respondents (nA2); with the total score (ΣY) = 2577; total score squared (ΣY2) = 152511; and the average (x) = 36.406. In the working mother's group (B1) there were 60 respondents (nB1); with the total score (ΣY) = 3564; total score squared (ΣY2) = 213542; and mean (x) = 59,400. In the group of unemployed mothers (B2) there were 60 respondents (nB2); with the total score (ΣY) = 3556; total score squared (ΣY2) = 213048; and mean (x) = 52.267.

In the high involvement group of parents and working mothers (A1B1) there were 40 respondents (nA1B1); with the total score (ΣY) = 2425; total score squared (ΣY2) = 148151; and mean (x) = 60,625. In the low involvement group of parents and working mothers (A2B1) there were 20 respondents (nA2B1); with the total score (ΣY) = 1139; total score squared (ΣY2) = 65391; and mean (x) = 56,950. In the high involvement group of parents and non-working mothers (A1B2) there were 36 respondents (nA1B2); with the total score (ΣY) = 2118; total score squared (ΣY2) = 125928; and mean (x) = 58,833. In the group of low parental involvement and non-working mothers (A2B2) there were 24 respondents (nA2B2); with the total score (ΣY) = 1438; total score squared (ΣY2) = 87120; and mean (x) = 59,917.

4.1.2 *Requirements Test Results*

Before the two-way ANOVA, analysis was carried out, first the data normality test was carried out, and the data homogeneity test was carried out. This test was performed using the SPSS 20.0 for Windows program. The results of the normality and homogeneity test are as follows.

4.1.2.1 Normality Test Results

The results of the normality test are carried out to determine whether the distribution of data to be analyzed is normal. The normality test in this study used the Liliefors test with α = 0.05 or the level of significance (0.05). The test criterion is accepted H0, if L0 <Lt or p-value> 0.05 then the data is normally distributed and rejects H0 if L0> Lt or p-value <0.05, which means the data is not normally distributed. Normality testing is carried out on groups (see table 6).

Table 6. Categories of Normality Test Groups

Independence age category	Parental involvement
7-8 years	high parental involvement
7-8 years	low parental involvement
7-8 years	Mother is working
7-8 years	Mother doesn't work
7-8 years	high involvement of parents and working mothers
7-8 years	high parental involvement and mothers not working
7-8 years	low involvement of parents and working mothers
7-8 years	low parental involvement and mothers not working

The results of the normality test using the Liliefors test showed that the group of children with high parental involvement obtained L0 = 0.096 Lt at α = 0.05 and n = 76 was 0.108 or p-value = 0.080. Thus L0 (0.096) <Lt (0.108) or p-value (0.080)> α (0.05) which states that this group comes from a normally distributed population. From the group of children with low parental involvement, it was found that L0 = 0.083 Lt at α = 0.05 and n = 44 was 0.134 or p-value = 0.200. Thus L0 (0.083) <Lt (0.134) or p-value (0.200)> α (0.05) which states that this group comes from a normally distributed population.

From the working mother's group, it was found that L0 = 0.078 Lt at α = 0.05 and n = 60 was 0.114 or p-value = 0.200. Thus L0 (0.078) <Lt (0.114) or p-value (0.200)> α (0.05) which states that this group comes from a population that is normally distributed. From the group of children with non-working mothers, it was found that L0 = 0.093 Lt at α = 0.05 and n = 60 was 0.114 or p-value = 0.200. Thus L0 (0.093) <Lt (0.114) or p-value (0.200)> α (0.05) which states that this group comes from a population with a normal distribution.

From the group of children with high parental involvement and working mothers, it was found that L0 = 0.109 Lt at α = 0.05 and n = 40 was 0.140 or p-value = 0.200. Thus L0 (0.109) <Lt (0.140) or p-value (0.200)> α (0.05) which states that this group is racial from a normally distributed population. From the group of children with high parental involvement and non-working mothers, it was found that L0 = 0.094 Lt at α = 0.05 and n = 36 was 0.148 or p-value = 0.200. Thus, L0 (0.094) <Lt (0.148) or p-value (0.200)> α (0.05), which states that this group comes from a normally distributed population.

From the group of children with low parental involvement and working mothers, it was found that L0 = 0.128 Lt at α = 0.05 and n = 20 was 0.190 or p-value = 0.200. Thus L0 (0.128) <Lt (0.190) or p-value (0.200)> α (0.05) which states that this group comes from

a normally distributed population. From the group of children with low parental involvement and non-working mothers, it was found that L0 = 0.117 Lt at α = 0.05 and n = 24 was 0.175 or p-value = 0.200. Thus L0 (0.117) <Lt (0.175) or p-value (0.200)> α (0.05) which states that this group comes from a population with a normal distribution.

The results of the normality test with liliefors from the above groups with a significant level of 0.05 are presented in table 7.

Table 7. Recapitulation of Normality Test Results

	A_1	A_2	B_1	B_2	A_1B_1	A_2B_1	A_1B_2	A_2B_2
N	76	44	60	60	40	20	36	24
Mean	59.78	58.57	59.40	59.27	60.63	56.95	58.83	59.92
Std. Deviation	5.791	6.063	5.585	6.238	5.396	5.256	6.139	6.460
L_{table}	.108	.134	.114	.114	.140	.190	.148	.175
L_{count}	.096	.083	.078	.093	.109	.128	.094	.117
p-value	.080[c]	.200[c,d]	.200[c,d]	.200[c,d]	.200[c,d]	.200[c,d]	.200[c,d]	.200[c,d]

4.1.2.2 Homogeneity Test Results

The homogeneity test was carried out on the analysis groups being compared, namely the group of children with high parental involvement with low involvement (A1 and A2), the group of children with working mothers and non-working mothers (B1 and B2), using the variance equality test and in four groups. (A1B1, A2B1, A1B2, and A2B2) using the Bartlett test. The results of the calculation of the variance homogeneity test are as follows:

(1) Similarity test of two variant groups of children with high and low parental involvement obtained by F_c = 1.172 with α = 0.05 Ft = 3.92 or p-value = 0.281. Thus, it shows that F_c (1.172) <Ft (3.92) or p-value (0.281)> α (0.05) means that the two groups have homogeneous variants.

(2) Similarity test of the two variants of the group of children with working mothers and non-working mothers obtained F_c = 0.015 with α = 0.05 Ft = 3.92 or p-value = 0.902. Thus, it shows that F_c (0.015) <Ft (3.92) or p-value (0.902)> α (0.05) means that the two groups have a homogeneous variant. The Bartlett test results are presented in table 8.

Table 8. Bartlett Test Results between Groups

No.	Group	F_{Count}	F_{table}	Conclusion
1.	A1 and A2	1.172	3.92	Homogeneous
2.	B1 and B2	0.015	3.92	Homogeneous
3.	Four Cells	0.505	2.86	Homogeneous

4.1.3 *Hypothesis Test Results*

To test the hypothesis using two-way ANOVA analysis. The results of the two-way ANAVA analysis using SPSS 20 for Windows are presented in table 9.

Table 9. Hypothesis Test Results Using Two-way ANOVA Analysis

Source Variant	df	Sum of Squares	Mean Quadrant	F_{Count}	F_{table}	*p-Value*
Parental Involvement (A)	1	46.500	46.500	1.369	3.92	0.244
Parents' Employment Status (B)	1	9.558	9.558	0.281	3.92	0.597
Interaction (AXB)	1	156750	156750	4.616	3.92	0.034
Group	116	3939.158	3939.158			
Total Reduction	119	4136.667	4136.667			

4.1.3.1 First Hypothesis

Based on the results of the calculation of the two-way ANOVA test, it is found that the value of F_{count} = 1.369 <F_{table} = 3.92 or with p-value = 0.244> α = 0.05, the statistical hypothesis test rejects H1 or accepts H0, so it can be concluded that there is no influence of parental involvement (A) towards the independence of children aged 7-8 years. This shows that there is no difference in the results of independence of children aged 7-8 years with high parental involvement (A1) and with low parental involvement (A2). Although the mean score for the independence of children with high parental involvement (Ā1 = 59.78) was higher than the results for the independence of children with low parental involvement (Ā2 = 58.57), the difference was only 1. 21..

4.1.3.2 Second Hypothesis

Based on the results of the calculation of the two-way ANOVA test, it is found that the value of F_{count} = 0.281 <F_{table} = 3.92 or with p-value = 0.597> α = 0.05, the statistical hypothesis test rejects H1 or accepts H0, so it can be concluded that there is no influence on people's work status. parents (B) towards the independence of children aged 7-8 years. This shows that there is no difference in the results of the independence of children aged 7-8 years with working mothers (B1) and non-working mothers (B2). From the results of the average score of the independence of children with working mothers (B1 = 59.40) is slightly higher than the results of the independence of children with non-working mothers (B2 = 59.27), only different 0.13.

4.1.3.3 Third Hypothesis

Based on the results of the calculation of the two-way ANAVA test, it is found that the value of F_{count} = 4.616> F_{table} = 3.92 or with p-value = 0.034 <α = 0.05, the statistical hypothesis test rejects H0 or accepts H1, so it can be concluded that there is an interaction between parental involvement (A) with the work status of parents (B) towards the independence of children aged 7-8 years. This shows that there are differences in the results

of independence of children aged 7-8 years with the involvement of parents (A) and the work status of the parents (B). The form of this interaction is presented in Figure 1.

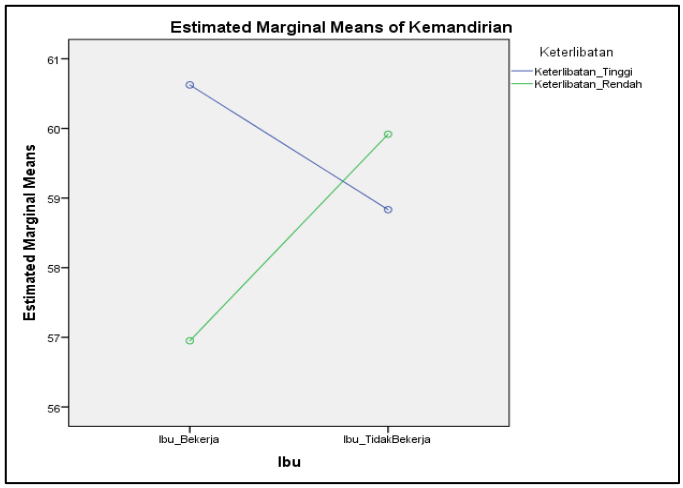

Figure 1. Interaction of Parental Involvement with Parents' Occupational Status

4.1.3.4 Fourth Hypothesis

Based on the Scheffe test, it was found that F_{count} = 1.084 <F_{table} = 2.96 or p-value = 0.430> α = 0.05, then the statistical hypothesis test rejected H1 or accepted H0, so it could be concluded that there was no influence between high parental involvement and working mothers (A1B1) and High parental involvement with non-working mothers (A1B2) on the independence of children aged 7-8 years. This shows that there is no difference in the independence of children aged 7-8 years. Although from the results of the average score that the independence of children aged 7-8 years, there is a significant difference between high parental involvement and working mothers (A1B1) which is higher compared to high involvement of parents with non-working mothers (A1B2), which has an average a value of 60,625 for A1B1 and 58,833 for A1B2.

4.1.3.5 Fifth Hypothesis

Based on the Scheffe test, it was found that F_{count} = 3,314 <F_{table} = 4.00 or p-value = 0.075> α = 0.05, then the statistical hypothesis test rejects H1 or accepts H0, so it can be concluded that there is no influence between low parental involvement and working mothers (A2B1) and high parental involvement with non-working mothers (A1B2) on the independence of children aged 7-8 years. This shows that there is no difference in the results of the independence of children aged 7-8 years. Although from the results of the average score that the independence of children aged 7-8 years, there is a significant difference between low parental involvement and working mothers (A2B1) which is lower compared to high involvement of parents with non-working mothers (A1B2), which has an average a value of 56,950 for A2B1 and 58,833 for A1B2.

4.1.3.6 Sixth Hypothesis

working mothers (A2B1) and low parental involvement with non-working mothers (A2B2) on the independence of children aged 7-8 years. This shows that there is no difference in the results of the independence of children aged 7-8 years. Although from the results of the average score that independence there is a significant difference between low parental involvement and working mothers (A2B1) are lower compared to low involvement of parents with non-working mothers (A2B2) which have an average value of 56,950 for A2B1 and 59,917 for A2B2.

4.1.3.7 Seventh Hypothesis

Based on the Scheffe test, it was found that $F_{count} = 1.991$ $\alpha = 0.05$, then the statistical hypothesis test rejected H1 or accepted H0, so it can be concluded that there is no influence between high parental involvement and working mothers (A1B1) and low parental involvement with non-working mothers (A2B2) on the independence of children aged 7-8 years. This shows that there is no difference in the results of the independence of children aged 7-8 years. Even though the independence of children aged 7-8 years, there is a significant difference between high parental involvement and working mothers (A1B1) which are higher than those with low parental involvement with non-working mothers (A2B2) which have an average value of 60,629 for A1B1 and 59,917 for A2B2.

4.2 *Discussion*

Based on data analysis and hypothesis testing results, each variable is discussed as follows:

4.2.1 *Effect of Parental Involvement (A) on Child Independence (Y) in a Pandemic Situation*

The results of the hypothesis testing show that there is no effect of high and low parental involvement on children's independence in a pandemic situation. This means that the involvement of parents does not have a significant effect on children's independence in the pandemic situation in elementary schools in Duren Sawit District, East Jakarta. Researchers hope that there is an effect of parental involvement on the independence of aged children in pan-by situations in accordance with existing theories and research results. However, in fact, the results of the research findings carried out by researchers did not match expectations because of the possible types of errors (errors / mistakes).

According to (Kadir, 2017), in practice we cannot eliminate mistakes. This is because the conclusions we make will always be limited by α and β. If we reduce α it will automatically enlarge β and vice versa. Therefore, in testing the hypothesis a balance is made between types I and type II errors. This means that at a certain price α the error can be taken as small as possible. The error of type I is generally predetermined, for example α with 0.05 and 0.01 while β is not given a certain limit. With $\alpha = 0.05$, it means that every

100 conclusions we make, the opportunity to make mistakes in rejecting Ha is 5 times. Possible errors in hypothesis testing are shown in table 10.

Table 10. Possible Errors in Hypothesis Testing

		The actual circumstances	
		H0 Right	H0 Wrong
Test result	Accept H0	Right Decision	Type II error
	Reject H0	Type I Error	Right Decision

Before drawing conclusions about accepting H0 and rejecting H1, it must be proven that the research did not experience type II error (Kadir, 2017). Type II errors can be caused by several things, namely, lack of samples and / or instrument errors. To prove whether this study had a shortage of samples, further tests were carried out, namely changing the significant level to 10% from the previous 5%. This results in $F_{count} = 1.369 < F_{table} = 3.52$. then the statistical hypothesis test still rejects H1 or accepts H0. When compared to the average score of children's independences with high parental involvement ($\bar{A}1 = 59.78$) is higher than the results of children's independence with low parental involvement ($\bar{A}2 = 58.57$) but the difference is only 1.21. Meanwhile, the standard deviation A1 = 5.791 and A2 = 6.063 also did not have a significant difference. Cohen, J (1994) states that with a large enough sample, research will be able to reject almost all null hypotheses. From the statement above, it can be concluded that this study does not experience a shortage of samples.

Type II errors can also result from instrument errors. In this study, although the instrument has gone through an expert validation process (expert judgment) and validity and reliability tests, due to pandemic conditions, it has resulted in many changes. This change resulted in researchers having to adjust the instruments used, statements adjusted to the pandemic situation that was different from previous studies. As explained above, researchers have attempted to adapt the research instrument to pandemic conditions and expert validation has been carried out to test the instruments used. Therefore, the research instrument used has minimized the possibility of causing type II errors.

From the explanations above, the possibility of type II errors that might occur has been minimized. Therefore, this study accepts H0 and rejects H1. The form of parental involvement has changed in a pandemic situation, where the online learning process has replaced the face-to-face process. Several studies support the opinion that parents support online learning, one of which is by starting to appreciate the value of digital devices and tend to feel comfortable with using gadgets in young children at home (Livingstone et al., 2015).

Parents also support the use of appropriate digital devices for early childhood (Kumpulainen et al., 2020; Mikelić Preradović et al., 2016). In particular, even parents have positive attitudes towards children's computer use and believe that children should acquire technical skills and should be taught how to use computers to promote academic development and future opportunities (Hatzigianni & Margetts, 2014). In an increasingly

diverse digital platform, parents believe that various digital and online technologies can offer new knowledge and learning to children (Mikelić Preradović et al., 2016)

Research conducted by Dong et al., (2020) states that parents' beliefs and attitudes about digital and online learning have been very popular in the last decade. Quantitative data show that parents have relatively been fewer positive for beliefs about the value of online learning. Sub scale one measures parental beliefs about the pros and cons of online learning compared to traditional learning in educational settings. The mean value for this scale is 2.54, with a moderate standard deviation of 0.61. Only a small proportion of parents believes that online learning has better learning content (18.4%), better learning outcomes (11.0%), and is more efficient (12.6%) than traditional approaches. About half of parents disagreed or disagreed with statements about the pros and cons of online learning, indicating a neutral position on the value of online education. Very few parents (1.7%) of them gave comments, which suggests that in a special pandemic situation, online education can be used to support children's learning.

Furthermore, the qualitative data shows that parents believe that traditional learning in an educational environment is better than online learning in creating a learning atmosphere with better learning outcomes. Some parents even commented that they said that studying online at home does not have a learning atmosphere, the efficiency of online learning is not high, and the atmosphere of online learning is not good. These parents also explained their negative beliefs in online learning, namely the lack of social interaction with peers, children did not treat online learning as a formal class, so they could not focus on learning (Dong et al., 2020) Parental beliefs like this are part of the parental involvement process, the higher the parental belief, the higher the level of involvement (Ogg & Anthony, 2020).

Pek and Mee (2020) stated that during the Covid-19 pandemic, most parents indicated that they were still not effectively involved in the education of their children both at school and at home. The next opinion regarding the involvement of parents in the pandemic era is that parents at this time do not only function as the first place for children's education in shaping character, religious values and character but now have an additional role as a second teacher for children in learning. at home. The involvement of parents during a pandemic has turned into maintaining children's motivation, facilitating children's learning, fostering children's creativity, supervising children, and evaluating learning outcomes (Iftitah & Anawaty, 2020).

4.2.2 *Effect of Parents' Work Status (B) on Child Independence (Y) in Pandemic Situations*

Hypothesis test results show that there is no effect on the status of mothers who work with mothers who do not work (accepting H0). This means that the employment status of parents does not have a significant effect on the independence of children aged 7-8 years in Duren Sawit District, East Jakarta for the 2020/2021 school year. Researchers hope that differences in the work status of parents can have a different effect on children's induction in accordance with existing theories and research results. However, the results

of the research findings that the researchers conducted were not in accordance with nutri tion. The hypothesis (A), there is also a possibility of the type of error (error / mistake) in the work status of the parents (B). The results of this study are that accepting H0 and rejecting H1 can also be caused by type II error in hypothesis testing.

Before drawing conclusions about accepting H0 and rejecting H1, it must be proven that the study does not experience type II error (Kadir, 2017). Type II errors can be caused by several things, namely, lack of samples and / or instrument errors. Type II error due to errors or insufficient sample size. Cohen, (1994) stated that with a large enough sample, the research would be able to reject almost all null hypotheses. For this reason, further tests were carried out, namely changing the significant level to 10% from the previous 5%. This results in F_{count} = 0.281 <F_{table} = 3.52. then the statistical hypothesis test still rejects H1 or accepts H0. The difference between F_{count} and F_{table} will require a significant additional sample to reject Ho. In addition, when compared to the average score of children's independences with the status of working parents (B1 = 59.40), it is higher than the results of the independence of children without working (B2 = 59.27), but the difference is only 0.13. Meanwhile, the standard deviation of B1 = 5,585 and B2 = 6,238 also has no significant difference. Therefore, this study did not experience type II error which was caused by a lack of sample.

For type II instrument errors in this study, even though the instrument has gone through an expert test process and validity and reliability tests, due to pandemic conditions, there have been many changes compared to the instruments used in previous studies (Pek and Mee, 2020). The biggest change for 7–8-year-olds is the online learning process which replaces the face-to-face process. This change resulted in adjustments being made to the research instruments. The research instrument used is an adjustment to pandemic conditions from the instruments that have been used previously. As explained above, researchers have attempted to adapt the instrument to pandemic conditions and expert tests have been carried out to test the instruments used. Therefore, the research instrument used has minimized the possibility of causing type II errors.

From the above explanations, the possibility of type II errors that can occur has been minimized. Therefore, there is a possibility that the pandemic conditions will result in significant changes so that H0 is accepted. These changes can result in a different child's independence compared to before the pandemic condition. The research findings show that the work status of parents does not affect the independence of children aged 7-8 years, where in the Covid-19 pandemic situation, mothers work and mothers do not work at home with their children, mothers can also work outside the home while children learn from home.

This dramatic shifts in learning demands and technologies are catalyzing a shift in digital learning in the age of the internet, dubbed e-learning (Zhang et al., 2004), is increasing among children. Online learning that requires children to interact with friends, and teachers require that children have computer or laptop software, at least using a smartphone. The use of smartphones improves parent-child communication for working parents but

decreases parent-child communication for non-working parents. Information and communication technology plays a role in influencing all aspects of the field without exception in the field of children's attitudes and independence (Areepattamannil & Santos, 2019).

4.2.3 *The Interaction Between Parental Involvement and Working Mother Status on The Independence of Children Aged 7-8 Years*

The results of the hypothesis test show that the value of F_{count} (4.616)> Ft_{able} (3.92) and the level of significance value (Sig.) 0.034 <0.05, this means that there is an interaction of parental involvement and work status of parents on the independence of children aged 7-8 year. The interaction in this case is the cooperation of two or more independent variables in influencing a dependent variable. Interaction occurs when the independent variable has different effects on a dependent variable at various levels than another independent variable.

5 CONCLUSION

Based on the results of research and discussion, several conclusions can be drawn, namely that there is no influence of parental involvement on the independence of children aged 7-8 years in a pandemic situation, there is no effect on the work status of working parents and not working, but there is an interaction between parental involvement and employment status parents collectively - on the independence of children aged 7-8 years in a pandemic situation. When compared to groups of children with high parental involvement - low and groups of children with working mothers - who do not work, there is no significant difference in independence.

The independence of children aged 7-8 years together can be affected by the involvement of parents and the work status of the parents because the internal and external environment, namely the existence of information and communication technology (ICT) that develops rapidly can affect children's independence. The results of this study have an impact on the overall independence process of children and can contribute to the selection of interactions used by teachers and become innovations for students regarding independence according to student characteristics.

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