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## Father's Involvement in Children's Distance Learning during the Pandemic

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**ABSTRACT:** The involvement of fathers in children's distance learning is very necessary, considering that Indonesia is included in the third fatherless country category. The purpose of this study was to find out how much the child's response to the father's involvement in children's distance learning was affected during the pandemic. By using a quantitative descriptive survey research design, the sample for this study was sixty-eight children. Data collection techniques include observation, questionnaires, interviews, and documentation. The results from this study are that the children's response to father involvement in children's distance learning during the pandemic is in the high category, which includes aspects of paternal engagement, accessibility, and responsibility. Engaging in children's learning can be seen as an important part of responsibility. The results of this study help provide support for fathers to be involved in educating and educating their children in a way that is appropriate to the cultural context and current situation.

**Keywords:** distance learning, early childhood, father involvement

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## 1 INTRODUCTION

The absence of the father affects the mental health of the child. The absence of parental rights has affected the mental health of children, especially the formation of symptoms such as anxiety and depression disorders, another finding is that boys are more prone to the effects of stress on paternal patterns of fathers compared to daughters (Fitzsimons & Villadsen, 2019). How mental health in childhood itself can predict the behavior and cognition of fathers who take care of their children for six months after giving birth, as well as such lack of social support for mothers, and this is detrimental to them (Skjothaug et al., 2018) spouse and children later as parents. Father is considered important for developing children's independence, forming gender identity, and developing children's moral systems and children's mental health (Louca & Al Omari, 2020). Other research discusses how the challenges and Young fathers' determination during the pandemic to stay involved in parenting and willing to provide services and support to promote positive mental health outcomes in young families (Recto et al., 2021).

When his father left, the model room is left empty and the children are allowed to discover the identity of the man supporting boys in adopting behaviors that reach known things nonsense (Louca & Al Omari, 2020). Children born in Parental care are less likely to get involved in fights at home, school, or home Environment. That's why it's important to dig deeper into the role. A father raises a child during a pandemic, engaging in all its forms, and attitude toward the responsibility of a father towards his child. Form of childcare father-daughter interactions during the pandemic. We are also conducting related research. Fathers are responsible for enforcing discipline and responsibility for their children. Meanwhile, obviously, additional challenges facing some groups of students, including children main workers, poor children, and children from underprivileged households circumstances, emerging evidence has highlighted the significant challenges that children and their parents face (Skipp et al., 2021). The involvement of parents as partners in the educational process is rightly recognized as a symbiotic relationship (Connor, 2018). For these parents, the implications of school closures have undoubtedly presents a deeper challenge (Jigyel et al., 2019). Apart from managing their children's learning, navigating the loss of classroom, behavioral, therapy, or other support and important structure provided.

The purpose of this study was to find out how much the child's response to the father's involvement in the home learning program during the Covid-19 pandemic was, this goal was to answer quantitative data in the field. This study is different from previous studies because the focus of this study is on the child's response. The results of the research show that the form of parental involvement is communication between parents and teachers, accompanying and helping children learn, and providing learning facilities. In addition, there are several positive things that are created between parents and children, such as the closeness of parents and children, parents can follow and knowing the learning development of children, and parents being enriched intellectually and creatively as well as becoming 'teachers' for children at home.

## 2 THEORETICAL STUDY

### 2.1 *Children Distance Learning*

Distance Learning is a learning process carried out from home by students and teachers respectively. With the implementation of learning from home, it is hoped that it will break the chain of the spread of the Covid-19 disease (Prasetyaningtyas, 2020). While studying from home, students are encouraged to continue to do all activities at home and apply clean and healthy living behaviors. By continuing to move from home, students will automatically keep their distance from other people (physical distancing) and avoid crowds of people (social distancing). The pattern of learning during learning from home has changed. If the previous teaching and learning activities were carried out face-to-face, it became distance learning. In this learning, the teacher is not present in the same room with the students but takes place in a different place. Distance learning is carried out with the help of media in the form of an Android HP electronic device that is connected via the internet network. This learning is called online learning.

Distance Learning is learning face-to-face directly between lecturers and students, teachers and students, but is done online (Aziza & Yunus, 2020). Learning is done through video conferencing, e-learning, or distance learning. Distance Learning is learning that eliminates time and distance with the help of internet-based digital platforms that can support learning to be carried out without any physical interaction between educators and students, so today's technological sophistication is expected to be able to support online activities. The. However, at the kindergarten level, online learning requires direct parental involvement in its implementation.

State that learning from home is a learning activity that requires an internet network with connectivity, accessibility, flexibility, and the ability to bring up various types of learning interactions (Handarini, 2020). Distance Learning is a learning system that is carried out not face to face, but using a platform that can help the teaching and learning process that is carried out even though it is far away (Handarini, 2020). The purpose of online learning is to provide quality learning services in a massive and open network to reach more and more interested study space enthusiasts.

Thus, it can be concluded that distance Learning is learning carried out from the homes of each student and teacher. The media used in learning from home are WhatsApp, google zoom, and others. Students learning from home are required to be more independent and more creative. Learning from home for kindergarten or ECE children certainly requires parental involvement. In this study, of course, fathers must be involved in learning from home. Numerous studies have shown the negative effects of neglect on children's well-being. Child well-being is defined as the extent to which children are able to provide the skills necessary for a successful transition into adulthood, including physical health, behavioral health, cognition, mental functioning, and prosocial behavior (Raghavan & Alexandrova, 2014). This capacity, often called indicators, should include reducing harm (externalizing behaviors) and increasing supportive behaviors (prosocial skills).

## 2.2 *Father's Involvement*

Father involvement in parenting plays a higher role in increasing all forms of human capacity, including cognitive-academic (Connor & Stolz, 2022; Volker J., 2014; Huerta et al., 2013; Tétreault et al., 2021), social-behavioral (Connor & Stolz, 2022; Liu et al., 2021; Ferreira et al., 2016), language (Ansell & Bruns, 2018; McCaig et al., 2021), physical motor (Craig et al., 2021; McCaig et al., 2021; X. Liu, 2019; Walsh et al., 2017) and emotional-psychological development (Connor & Stolz, 2022; Trumello et al., 2021; Liu et al., 2021; Mil et al., 2022). Father involvement is a form of active participation of a father in supporting the child's physical, social, intellectual, moral, emotional, and spiritual development.

In the parenting process, the presence of the father equals the presence of the mother, both of which play an important role in the development of the child. Father involvement affects a child's development, including the child's cognitive, emotional, social, and physical well-being (Opondo et al., 2017). The relationship between children and fathers can be expressed in various activities, both in direct and indirect activities, such as reading to children before sleeping and playing together (Mathwasa & Okeke, 2017). To change existing norms, it is important to understand the origin of certain beliefs as norms that are obstacles to change (Bicchieri, 2017). In light of the debate about what this means, it is important to establish a clear definition of "paternal involvement" (Norman, 2017). The term means the method of measurement. Discussion of how "Father" can be conceptualized as participation in childcare is discussed in the first part of this paper.

Similar research that shows results that highlight the need for a better understanding of how parents should engage and work closely with teachers to keep children from getting optimal learning during this pandemic (Pertwi et al., 2021). Children's learning assistance can be seen from the way parents help with their child's task difficulties, explain the material that children have not understood, and respond well to all online learning from school. Showed that infancy was associated with increased parenting and linguistic engagement, fathers' total working hours were negatively correlated with linguistic engagement, and paternal depressive symptoms were associated with increased physical play and togetherness (McCaig et al., 2021), related to physical play and parenting.

## 3 METHOD

### 3.1 *Research Approach*

This research uses a quantitative descriptive survey research design, using an approach that combines quantitative and qualitative data to provide you with relevant and accurate information. The research procedure is carried out to obtain a description of the attitudes, behaviors, and characteristics of the population obtained through samples in the population (Creswell, 2003). Data collection techniques using observation, questionnaires with fifteen question items, interviews, and documentation. Data analysis in this research is data collection, data reduction, data presentation, and conclusions. This

research was conducted by examining children's responses to fathers' involvement in children's distance learning during the pandemic.

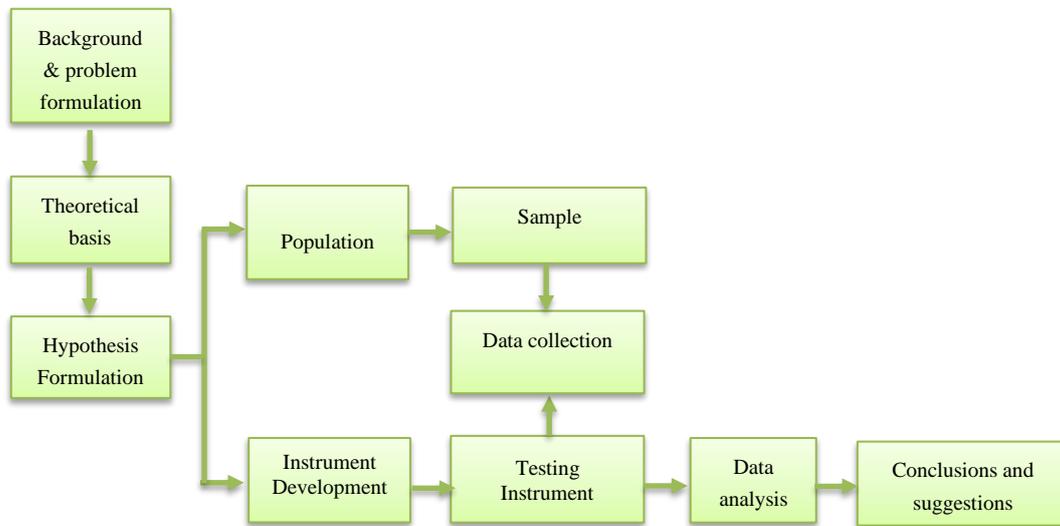


Figure 1. Research Procedure

### 3.2 Participants

Determination of the number of samples using Isaac and Michael's table with an error rate of 5% which resulted in a sample size of 68 from a population of 85 kindergarten students in Purwosari. The selection of participants is carried out with the criteria that they have carried out online learning for at least two semesters.

### 3.3 Ethical Considerations and Procedures

Before starting the study, the researcher asked participants to fill in their willingness to follow. The researcher also explains the aims and objectives of the research and the risks involved in maintaining a code of research ethics. Researchers do not mention the participant's full name. The data collection procedure was carried out by filling out questionnaires accompanied by researchers and their respective class teachers.

### 3.4 Data Analysis

The collected data were analyzed using descriptive percentage analysis. The use of descriptive percentage analysis is to describe or describe the characteristics of the research variables (Sugiyono, 2011). Data descriptive research in this study was obtained through the instrument of father and father involvement used to describe the involvement of fathers in Father's Involvement in Children's Distance Learning during the Pandemic.

### 3.5 Instrument

Table 1. Father's Involvement in Distance Learning Programs (adopt from Lamb's Instrument, (2010))

Variable	Aspect	Indicator
	<i>Paternal Engagement</i>	Interact with children

	(The interaction between father and son is also by doing activities or activities with children and spending time for children)	
Fathers Involvement	<i>Paternal Accessibility</i> (The father is present and always there for the child, close to the child but does not interact directly with the child)	Doing activities with children
	<i>Paternal Responsibility</i> (The child's father is understood and his needs met, including providing a living and the child's future is planned)	Understanding children's difficulties
		Meet the needs of children
		Planning children's future
		Understand the learning from home program provided by the school

#### 4 RESULT AND DISCUSSION

##### 4.1 Result

In this study, what is seen is the response of children to father involvement in home learning programs during the Covid-19 pandemic through 4 categories. The four categorizations are based on the calculation of the total score of the respondents obtained from the results of the completed questionnaire. The four categorizations are, very low, low, medium, and high. The results obtained from the data on children's responses to the involvement of fathers who have kindergarten children in Purwosari Village which have been processed using SPSS version 16.

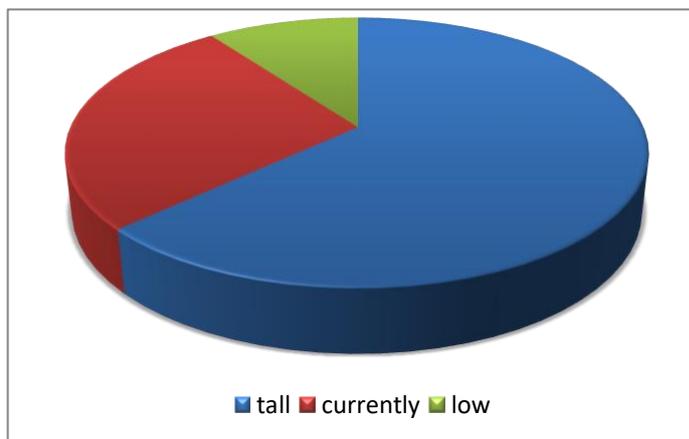


Figure 2. Categorization of Children's Responses to Father's Involvement in Home Learning Programs During the Covid-19 Pandemic

The percentage of children's responses to fathers' involvement in home learning programs during the Covid-19 pandemic which occupies the low category is 10% with 7 respondents, 27% in the medium category with 18 respondents, and 63% in the high category with 43 respondents. To determine the categorization of children's responses to father involvement using the response intervals (see table 2).

Table 2. Child Response Interval to Father Involvement

No	Score Range	Percentage	Criteria
1	123,6 - 152	81,26% - 100 %	Tall
2	96 – 123,5	62,51% - 81,25 %	Currently
3	66,6 - 95	43,76% - 62,50 %	Low
4	38 – 66,5	25% - 43,75%	Very low

The class interval of the child's response to the involvement of the father using the class interval aspect (see table 3).

Table 3. Class Interval Aspects of Children's Response to Father's Involvement

No	Skor Rata-Rata	Category
1	3,26 – 4	Tall
2	2,51 – 3,25	Currently
3	1,76 – 2,50	Low
4	1,00 – 1,75	Very low

The average value of each aspect of the child's response to father involvement in home learning programs during the Covid-19 pandemic which includes aspects of Paternal Engagement, Paternal Accessibility, and Paternal Responsibility (see table 4).

Table 4. Children's Responses to Father's Involvement in Home Learning Programs During the Covid-19 Pandemic based on average scores

Father's Engagement	Average value	Category
Paternal Engagement	3,47	Tall
Paternal Accessibility	3,15	Currently
Paternal Responsibility	3,30	Tall
Average	3,31	Tall

The aspect of Paternal Engagement has an average value of 3,47 which is in the tall category. This finding is in line with research on the profile of parental involvement in the education of kindergarten-age children showing results in terms of education and work (Amini, 2015). parents have the potential to be much involved in childcare. The involvement of parents both in kindergarten and at home is good enough but needs to be improved, especially in training children's daily independence at home and willingness to become volunteers in kindergarten.

Therefore, it is necessary to think about appropriate strategies so that parents are more involved in their children's education. This finding is also in line with an exploratory study on the role of fathers in early childhood care, which explains that there are 269 family units (41.32%) with children aged less than 7 years whose fathers do not come when they arrive. When a child does physical activity, there is a father-child interaction, in addition to activities such as meeting the needs of the child, for example, feeding, giving water, taking off, and putting on clothes, there is a mother-child interaction. Aspect Paternal Accessibility has an average value of 3,15 which enters the category of currently, of the picture of the role of fathers in childcare ages 5-6 years. This finding is in line with the role of fathers in parenting, explaining that the average time spent by fathers interacting with children is 6 hours.

#### 4.2 Discussion

The Paternal Engagement aspect has an average value of 3.47 in the high category. This finding is in line with research on parental involvement in online learning for early childhood during the COVID-19 pandemic (Pertiwi et al., 2021). That there needs to be a better understanding of how parents should be involved and work together with teachers so that their children can still learn optimally during this pandemic. Teachers and parents need mutual commitment and clear communication so that parents understand the

outcomes that their children need to develop and that the school program can best achieve them. This finding is also in line with research conducted on the role of parents towards children in learning from home programs during the COVID-19 pandemic, explaining that parents fulfill the needs of spiritual understanding, supervision, and motivation as well as provide learning facilities in schools, assisting children in the learning (Nasution, 2020). Overcome all learning difficulties. The main educational material emphasizes the religious aspect by inviting children to pray, recite the Koran, and memorize daily prayers and religious materials. This will provide an understanding of science and form a sensitive personality towards the environment and remove barriers to informal education or family time management.

Research that in most cases, the pattern of product-moment correlation between predictors (Nangle et al., 2003). The Paternal Accessibility aspect has an average value of 3.15 in the current category, this finding is in line with research on the role of parents in supporting learning activities at home during the pandemic explaining that the role of parents in implementing learning at home during the pandemic in educating children includes mentoring and as a motivator. The impact of the role of parents on learning during the pandemic at RA Team Cendekia Surabaya, parents facilitate the involvement of learning activities in early childhood education at RA Team Cendekia Surabaya. Children's learning assistance can be seen from the way parents help with their child's task difficulties, explain the material that children don't understand, and respond well to all online learning from school. Research the role of parents in assisting early childhood online learning during the COVID-19 pandemic as innovators, facilitators, and motivators (Nofianti, 2020). As innovators, parents have a role to always provide innovations in the learning process, in this case, the application of the dramatization method. Dramatization is an innovative learning method and can increase interest in learning in early childhood. As facilitators, parents have a role in facilitating learning materials for early childhood, so that their interest in learning can increase and early childhood learning is also well-directed. Meanwhile, as motivators, parents have a role in encouraging early childhood to want to learn so that they can foster a high interest in learning.

Another research has been that the long-term impact based on the involvement of a father on child development has not been fully studied (Craig et al., 2021). The current study looked at the interaction between early paternal involvement (number of times fathers engaged in one-to-one activities using their child), paternal accessibility (father's physical proximity to their children) & later child behavioral difficulties. Data were obtained based on 5 phases of the Auckland Birthweight Collaborative (ABC) longitudinal cohort study: at the birth of study children; within 12 months; 3. five years; 7 years; & 11 years old. Moderated linear regression analysis revealed that there was a long-term negative impact based on the father departure by family household place of residence (reduced paternal accessibility) at 3.5 years of age on total disability and children's conduit case scores, but only if the father had Deaths are very involved during the first year of a child's life. These findings suggest that the interaction between paternal

accessibility and paternal involvement is potentially more nuanced than previously thought.

The aspect of Paternal Responsibility has an average value of 3.30 in the high category. The research is in line with the obstacles of parents in online learning including, internet signals that are sometimes difficult, expensive quotas, parents are less able to guide and fully understand the material, so they cannot be optimal in teaching children, there is no mobile phone, so you need to ask his friends directly (Widi, 2020). The participation of parents greatly supports the success of children's achievements. Always motivate and provide innovations in guiding children, so that children are not bored and even stressed in learning, there must be good coordination between parents and teachers. Evaluation is needed to improve student achievement results. Quantitatively, it can be said that the father's time with children is sufficient to carry out activities together with children. This finding is also in line with the interaction of children with parents in overcoming learning difficulties explaining that the interactions of children with parents in dealing with learning difficulties are as follows: a. if the child has learning difficulties, the parents call the private tutor b. if the child has learning difficulties then the parents provide motivation or encouragement to the child c. parents and children always communicate about everything (Sipahutar, 2018). The factors that cause difficulties are playing too much, lack of educational background of both parents, and lack of parental time for children in learning problems d. environmental factors. Aspects of Paternal Responsibility have an average value of 3,30, which enters the tall category. While the total aspect of father involvement has an average value of 3,31 which is in the tall category.

Meanwhile, the total aspect of the child's response to the father's involvement in the home learning program during the Covid-19 pandemic has an average value of 3.31 in the high category. This shows that the child's response to the father's involvement in the home learning program during the Covid-19 pandemic is in the high category (Asy & Ariyanto, 2019). The findings of this study are by research on the description of father involvement in childcare (Paternal Involvement) in Greater Jakarta which the results are both low, the result of the research shows that the level of father involvement in the 6 dimensions of parenting above tends to be low, such as from a scale of 1-5 obtained an average of 3.4. Meanwhile, the level of father involvement in parenting based on educational background shows a significant value of more than 0.05, meaning that there is no difference (Asy & Ariyanto, 2019).

## 5 CONCLUSION

Having children is a gift for parents, in this case of course the father. Providing study assistance can be seen as an important part of the responsibility. Preschoolers who still need parental role models and guidance often rely on their fathers to help. Fathers should be involved in their children's distance learning. The results of this study help provide support to fathers to be involved in educating and educating their children in a way that is appropriate to the cultural context and current situation. The image of fathers as mentors and motivators in distance learning for early childhood can still be explored in depth.

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