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FAMILY EDUCATION DURING THE COVID-19 PANDEMIC: EFFORTS TO BUILD PARENT-CHILD ATTACHMENT

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Abstract

This research aimed to determine how family education strategies during the covid-19 pandemic, and how attachment both parents with children, in single-parent status and intact family status. The researchers used the qualitative method in the type of case study research. Data collection used some techniques involves interviews, observations, and documentation. The research had conducted on form teacher of grade 10th, Private Islamic School Nurul Furqoon, Binjai City. Interviews and observations had done with three guardians of students with single parent status and three guardians of students with intact family status. The results of this research reveal that each parent with single parent status has tried to provide family education amid their limitations by implant and strengthening religious values, moral values, and cultural values in their children. Likewise, the patterns of family attachment built by parents with single-parent status involve secure attachment patterns and resistant attachment patterns. While, parents with intact family status have tried to implant values of family education to their children with religious, moral, and cultural values. The patterns in family attachment that had built by parents to their children's are avoidant attachment pattern (avoidance pattern) and secure attachment pattern (safe pattern). Each parent tried to construct the best attachment to their children, even though it has not been maximally doing.

Keywords : family education, attachment, Covid-19 Pandemic

INTRODUCTION

The COVID-19 pandemic outbreak has not only part of the problems of the Indonesian nation but also has become part of the world's problems. This virus has spread to almost all countries cum until today has not found the proper antidote to overcome it. In the end, this pandemic will be the biggest enemy for all people in the world, but it is an enemy that could not observe. Impacts from the virus include the fade of social relationships and change into a social relationship by social media. The challenge in family lives being more complex. In the economic sector, the families also got shocked, especially for informal workers like daily workers. The most effective stance used for financial management for those who got the direct impacts are robbing Peter to pay Paul. (Ministry of Education and Culture, 2020).

In response to this desperate disaster, the Minister of Education and Culture of the Republic of Indonesia Nadiem Anwar Makarim issued Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period Spread of Corona Virus Disease (Covid-19). There are at least six significant points contained in the circular letter in connection with the implementation of education policies that must be addressed by school principals, teachers, students, and all school members, namely 1) Implementation of the National Examination, 2) Learning from Home, 3) School Exams, 4) Grade Promotion, 5) New Student Admissions, and 6). School Operational Assistance Fund (Kemdikbud, 2020).

The Seybold Report
ISSN 1533-9211
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The policies that had been resolved by the Ministry of Education and Culture at least answered emerged problems, especially regarding the world of education. The Deputy for Education and Religion at the Coordinating Ministry for Human Development and Culture said that limited access to electricity and the internet was also a big obstacle in education enforcement during the pandemic. The minister informed that 46 thousand education units currently do not have access to electricity and the internet. According to him, this needs to be mitigated by collecting data and handling it from the relevant local government. He said the regional government must ensure that access to learning in its territory is facilitated (CNN Indonesia, 2020c).

In addition to the problems above, Distance Education (PJJ) problem will also have a crucial impact on students who do not have internet access due to unavailable facilities or the influence of the geographical area where they live. Member of Commission X DPR RI Zainuddin Maliki suggested the Minister of Education and Culture move teachers to work 'door to door' or meet students directly to solve Distance Education (PJJ) problems for students in areas without internet access to electricity during the Covid-19 pandemic. The Minister initiated this step by established a Front Group of Education Service for Students in Frontier, Outermost, and Least Developed Regions during the Covid-19 Pandemic. This activator teacher will have to meet students door-to-door and not gathered to prevent more massive transmission of covid-19 virus. In carrying out these tasks, teachers should equip with Personal Protective Equipment (PPE), and the distribution of their duty schedule is given to each school (CNN Indonesia, 2020c).

The teaching and learning process model that has applied to students in areas without internet access to electricity must be problem-based or project-based learning, not conventional. Each assigned teacher can form a team consisting of several courses, to ask students to study one learning topic. For example, learn about animal or plant species that surround their environment thematically. Each student is given about one week to solve a problem or complete an assigned project. This step is urgent to do to reduce interaction between students and teachers during the coronavirus pandemic. Teachers in a team formulate the reality that exists in society thematically. So that the learning system is thematic, one project can be evident by several teachers (CNN Indonesia, 2020b).

In reality, teachers and students want learning activities in schools to reopen. This reality can be evidence in the results of a poll conducted by the Indonesian Child Protection Commission (KPAI) stating that majorities of teachers and students agree that teaching and learning activities will enforce again. However, at the same time, many parents do not concord that teaching and learning activities in schools are resumed. Of the 196,546 parental respondents, 129,937 or 66 percent disagreed. They are worried about being affected by the coronavirus pandemic (Covid-19). Only 66,609 or 34 percent agree. Meanwhile, of the 9,643 student respondents, 63.7 percent of them agree that teaching and learning activities in schools would be resumed starting the new school year in mid-July. Then, 54 percent of the 18,111 teacher respondents agree that teaching and learning activities will be enforced in schools again in the new school year on July 13th while another 46 percent of teachers refused to conduct offline learning (CNN Indonesia, 2020a).

The Seybold Report
ISSN 1533-9211
DOI 10.17605/OSF.IO/RT27Z

Even in-future the school will reopen by paying attention to health protocols seems the problem is not solved. Considering that during the pandemic period, there were various kinds of violence experienced by children while they study at home. Based on Assistant Deputy for Child Abusement and Exploitation from the Ministry of PPPA stated, Valentina Ginting highlights child abuse cases that occurred during the pandemic going to increase. Based on data from the PPA Symphony, on 1 January-19 June 2020, there were 3,087 cases of child abuse with details of 852 physical abuse, 768 psychological, and 1,848 cases of sexual abuse. The PPPA Ministry admits that households are vulnerable during this pandemic. That is because many family members have to stay at home for a long time. Not to mention the economic problems due to loss of income and others. (SindoNews, 2020)

The COVID-19 pandemic forces everyone to keep their distance, and it impacted every sector of life. Especially in education, students became the victims with abolishment face-to-face learning process and then replaced by learning from home. Online learning now a typical thing, despite many obstacles emerge, such as internet access and the readiness of parents to help their children while studying at home. The role of parents now is the main factor in students learning, so that children's interest in learning does not decrease even though the learning process had done online. The task of parents is increasing, namely not only educating children but at the same time replacing the role of teachers by accompanying them to study at home (Bali & Musrifah, 2020)

During the current pandemic, parents have more time to spend with their children increasingly. Hopefully, the children will grow and develop through the care provided by their parents. However, some parents who send their children to MAS Nurul Furqoon, Binjai City, never learn how to teach their children well, **but the learning tends to be spontaneous.** Parental involvement is urgent in helping children learn limitations, improving children's social relationships, and teaching children about learning importance. All good things have not been implemented for some of the guardians of students at MAS Nurul Furqoon Binjai.

Previous Studies

Family education during the COVID-19 pandemic is expecting to play a role in helping children succeed in learning from home. Related research about the role of family education in online learning is an effective solution to activate classrooms, even though schools have closed due to high-risk times and places during this pandemic. However, the learning techniques that have does so far were urgent to evaluate. It considered the differences in the availability of learning facilities at home and the differences in the ability of parents to accompany their children to study at home (Herliandry et al., 2020).

Previous research (Kurniati et al., 2020) revealed that the roles played by parents during the covid-19 pandemic were as mentors, educators, carers, developers, and supervisors. In particular, the role that emerges were: maintaining and ensuring children live clean and healthy lives, accompanying children in doing schoolwork, doing activities together while at home, creating a comfortable environment for children, establishing intense communication with children, playing with children, be a role model for children, provide supervision to family

The Seybold Report
ISSN 1533-9211
DOI 10.17605/OSF.IO/RT27Z

members, provide for and meet family needs, and guide and motivate children, provide education, maintain religious values, carry out variations and innovations in activities at home. This study recommends the importance of guidance for parents in assisting children with needs-based activities during the pandemic and studying at home.

Another research (Lilawati, 2020) reveals how parents participate in early childhood education while accompanying children to study at home. This study concludes with three things. First, student parents feel that learning at home was running effectively. It was because of school assignments can be assisted by parents at home. Second, learn facilities carried out at home were considered to still be able to increase the level of children's learning. Third, many parents agree that during the learning at home, parents participated to help their children do the assignments given by the teacher.

Research about how problems of student guardians in Muhammadiyah elementary school at Sidoarjo Regency in assisting online learning. (Istikomah et al., 2020). The results reveal that there are five problems ever faced by the guardians of students. First, the difficulties student's mentoring. Second, the student's load in learning is quite heavy. The third, the internet quota and network problems for online learning that weak. Fourth, the limitations of online learning media. And the last, the difficulty of conditioning children at home.

Research explains that home learning has now emerged as a substitute for conventional schools, which must be made effective for providing advantage learning skills for children at home despite using limited resources (Bhamani et al., 2020). Parents should try to involve themselves with children by setting a strict schedule. By applied that, children know when it is time to study and when it is time to play. In addition, parents must try to involve themselves with children to assist them in learning by using creative ways according to parent's abilities. The limitations of parents with different education levels should provide lessons for schools to choose the right instrument for students in doing school assignments. Schools/teachers should have concrete data on the intellectual abilities of parents, making it easier for schools to make adjustments during online learning.

The subsequent research (Jaramillo, 2020) revealed that more than 144 million students in Latin America and the Caribbean had missed nearly five months of school due to the effects of the COVID-19 pandemic. While governments across the region have implemented distance learning strategies intended to maintain a level of continuity in the learning and well-being of children and youth, these solutions have been applying unevenly. It may even further exacerbate the educational gaps that existed in the region before the pandemic. Addressing this education emergency requires the government to focus on ensuring the learning and well-being of children and youth, working on four priority areas. First, planning for school reopening. Second, develop strategies to ensure the learning for all students in a new context where not all instruction will be direct. Third, preserving the school's protective role and providing services that have been disrupting so far. Fourth, ensure the emotional well-being of the educational community (teachers, families, and students).

The Seybold Report
ISSN 1533-9211
DOI 10.17605/OSF.IO/RT27Z

Based on the mentioned results above, a severe study should be conducted regarding how family education could play its role during the COVID-19 pandemic. Therefore, this study seeks to examine more deeply the role of family education during the COVID-19 pandemic. This research focuses on answer the problem of family education with single-parent status and intact family status in accompanying children while studying at home. How do parents build family attachment during the pandemic, and what strategies must parents prepare to construct a parent-child bond.

METHODOLOGY

The researchers used qualitative to produce data in the form of descriptive or verbal language (Moleong, 2002). The type of research used is a case study. The research had conducted at the parents' homes of students from January to March 2021. The presence of researchers became a measure of success or understanding of several cases. The researcher acts as the main instrument in data collection or as the key instrument. Data collection techniques used in this study were interviews, observation, and documentation. The interview technique used is a semi-structured interview. Interviews and observations had done conducted with three guardians of students with single parent status and three guardians of students with intact family status. In this research, single-parent parents were referred to as 1st informant, 2nd informant, and 3rd informant. While parents in intact families were referred to as 4th informant, 5th informant, and 6th informant.

Furthermore, data analysis technology uses an interactive model from Miles and Huberman. This study also uses triangulation to test the validity of the data. The triangulation method used is the method and source triangulation by examining interview notes, field notes, surveys, and document notes from various authoritative data sources (Miles et al., 1992). The research sample was conducted on the parents of MAS Nurul Furqoon students in Binjai City by focusing on the status of single parents and whole families.

RESULTS AND DISCUSSION

1 the meaning of education in the family

Education carried out in the household or family environment is a form of informal education. Informal education is an educational cycle that has been obtained individually through daily experiences whether it has been obtained consciously or not. Informal education is not structured and has levels like formal education and non-formal education, because this education is unlimited (not limited in time). After all, it starts from individual birth until death. Philip H. Coombs suggests that individuals first get to know the environment from the family, and individuals also have the most time interacting with family life (Coombs, 2010).

The purpose of the presence of family education is that each family member can grow and develop optimally. The growth and development referred to in this case are based on their talents and **abilities**, so that individuals from a family can become independent human beings and are gainful for themselves and society. After the individual receives education from the

The Seybold Report
ISSN 1533-9211
DOI 10.17605/OSF.IO/RT27Z

family, the individual can develop into a mature individual and expected to ables to understand the culture that evolves in society and become a human being who has noble character by applying the values of his belief or religion.

The benefits of family education (Latif, 1997) involve: First, education had obtained through experience and education acquired during the individual's golden age. Second, family education is assisting in the growth and emotional development of children. Third, parents are role models for their children. Through family education, parents should be able to shape their children to have noble character. Fourth, tolerances and cooperation's can be teach in family education through the division of tasks given by parents to their children. Fifth, that in family education is the lead off of religious values that could have implanted. Sixth, various soft skills could have taught in family education to make children skilled and independent.

Instinctively, family education provides lessons about religious beliefs, cultural values, moral values, and skills. Religious belief is education about the internalization of religious values and beliefs, procedures for worship, and behavior as religious people both transcendentally and horizontally. Every family or parent wants their offspring to have the same religious beliefs as themselves. Parents hope that in terms of faith and piousness, a child can surpass their parents. Cultural values in question are related to cultural values and behavior by the socio-cultural context in which the person concerned lives, accompanied by the ability to adapt in cultural development when the children grow up without losing their original cultural identity. Likewise, moral values were values that could be made a person behaves ethically and aesthetically in the context of the physical and social environment of life. Meanwhile, what is meant by skills is related to attitudes, knowledge, and skills to survive in meeting physical, psychological, and social needs. (Supriyono et al., 2015)

2. Parent-Child Attachment

Attachment is a term proposed for the first time by a psychologist from England named John Bowlby (in P, 2012). Attachment is a particular behavior found in humans, namely the tendency or desire of a person to get closer or seek closeness with others to get quench in social relations with persons. The first person that children prefer to construct attachment with is the mother (nanny), father, or close relatives. The attachment will long last, considered by the bond in particular and eternal over time. Parents and children are the most concrete examples of attachment. No matter how bad the relationship between parents and children, they cannot be separates. But in fact that each of them will maintain communication intentions that could make things worse.

A child could be supposed attached to another person if it cannot be separate from the person. The attitude shown is usually feeling anxious when separated from the attached figure, happy when the attached figure comes back after separation, and the orientation remains on the attached figure even though they do not interact. Children will always pay attention to movement, listen to sounds, and try to get the attention of their attached figures as much as possible. Bowlby (in P, 2012) explains that there are 3 (three) attachment patterns/styles, including First, secure attachment. This attachment pattern is the growth of trust between

The Seybold Report
ISSN 1533-9211
DOI 10.17605/OSF.IO/RT27Z

children and their parents as attached figures who can give a sense of security, love, responsiveness, and affection to their children. Second, resistant attachment (against/ambivalent pattern). This attachment pattern is a relationship that is not harmonious between children and their parents as attached figures because of the uncertainty that parents give to their children in terms of security, love, responsiveness, and affection. Third, avoidant attachment (avoiding patterns). This attachment pattern caused by parents who always avoid giving a sense of security to their children so that children will also reject their parents and look for other.

Based on the pattern/style of attachment described above, the researcher will elaborate further on the attachment pattern between parents and children while accompanying children to study at home due to the COVID-19 pandemic. To facilitate the objects of discussions, the researchers only focus on traditional families, which include whole families and single parents. An intact family is a family consisting of a father, mother, and children, while single parents are parents who had separated due to divorce or death. In general, single-parent raised their children without presence, support, and responsibilities from partner (Sujana, 2006).

3. MAS Nurul Furqoon Profile and Student Family Description

Madrasah Aliyah Swasta (MAS) Nurul Furqoon Binjai is a private madrasa located at Jalan Jenderal Gatot Subroto No. 147 Bandar Senembah Urban Village, West Binjai District, Binjai City. This madrasa stands on an area of 1,531 **M2** with its status. This madrasa was built in 2011, with an operational permit Kw.02/5-d/PP.03.2/167/SK/2011. The current head of Madrasah is Lia Ardyati, S. Pd. In the 2020/2021 academic year, MAS Nurul Furqoon Binjai has 81 students. The facilities in this madrasa consist of classrooms, bathrooms, madrasa head rooms, prayer rooms, sports fields, canteens, parking lots, teachers' rooms, administration rooms, and libraries.

Parents of students who are the object of this study are parents with students in Class X. The description of the families of students in class X who are the object of research is as shown in the following table:

Table 1: 10th grade Students that life with Single-Parent Family

Students Name	Stay at Home With	Single – Parent Causal	Parents Occupation
Hafiz Apta Widya Dhana	Mother	Divorced	Housewife
M. Rafli Ananda	Mother	Divorced	Housewife
Nairin Naila	Father	Widower	Soldier

Table 2: 10th grade Students that life with Intact Family

Students Name	Parents Ocuupation	
	Father	Mother
Alfiansyah Putra	Staff	Enterpreneur
Dila Anggita	Civil servants	Ibu Rumah Tangga
Laila Silvia br Sitepu	Enterpreneur	Housewife

The Seybold Report
ISSN 1533-9211
DOI 10.17605/OSF.IO/RT27Z

As stated in the table above, it has known that there are differences in the type of family, namely families with single parent status (single parents) and whole families. To make it easier for researchers to study more deeply about how family education is during the covid-19 pandemic and how parents build an attachment to children while study at home, the research sample taken was only 6 (six) parents of students with details of 3 (three) people with single parent status and 3 (three) people with parental status who have an intact family.

4. Family Education Strategy and Parental Attachment to Children

Based on the result from interviews with 1st informant, the informant regarding the family education given to their children during the covid-19 pandemic is related to religious values and moral values. Religious values referred to by 1st informant is that the child has expected to understand and interpret the lessons he gets from school. The purpose of 1st informant to send his child to MAS Nurul Furqoon is as part of the effort so that the child does not pursue in the footprints of his parents who did not have time to attend religious school as well as possible. According to 1st informant, the household failure experienced by the mother should not affect the children's enthusiasm to study religion so that the child will be wiser in the future to face all the problems that occur in his life.

Regarding the moral values referred to by 1st informant are the values of goodness that apply in society. As a mother, 1st informant tries to keep an eye on her children as much as possible. It had done to ensure that her child does not fall into promiscuity and illegal drug abuse. According to 1st informant, there is no distinctive strategy that she does. She merely tries to increase the discussion with the child in her leisure time. By doing some discussion, will emerge the self-disclosure of children to their parents. Many children do not want to be open themself, because parents also do not want to know about the activities of their children and their friends. By providing leisure for discussion, parents get much information from their child regarding their activities and made friends with. Based on the result of observations made by researchers related to the pattern of attachment carried out by the 1st informant to their children is the pattern of secure attachment (safe form). On this pattern, the child looks comfortable when he is near his parents. It was because of the attention and care from his parents for him. Parents still could show love and concern for the child in their way without making the child feel uncomfortable (P, 2012). Through the attachment of the safe pattern carried out by 1st informant to her child, the mother only hopes that the child will become a person with good morals towards the family and social life. With this kindness, it has expected that all dreams that a child wants would achieve.

Furthermore, based on the results of interviews from 2nd informant regarding the family education strategy given to children during the pandemic, it is always to strengthen religious and moral values. Similarly, 3rd informant stated that religious values and moral values are part of family education which always give from parents to their children during the pandemic. 2nd informant and 3rd informant agree that religious values and moral values each bring the good of life for those who can carry it out well. According to 2nd informant and 3rd informant interview results, every parent certainly wants their child to be better than their parents in the field of work, religious understanding, and adaptability in social life.

The Seybold Report
ISSN 1533-9211
DOI 10.17605/OSF.IO/RT27Z

Regarding the pattern of attachment of parents and children, based on the results of researchers' observations of 2nd informant and 3rd informant they both show a form of resistant bond to their children (P, 2012). During the observance, the researcher did not find harmony between parents and children. In 2nd informant, the researcher found that the household failure he experienced seemed deeply agitate the communication between parents and children. The demands of life must continue to make it hard for parents to put the free time to communicate with their children even though the child lives with his parents. 2nd informant was worried about various kinds of news related to juvenile delinquency, but he was also not willing to take the time to communicate with children. As a result, the bond between parents and children does not go well. Likewise, 3rd informant due to busy work causes him to have no free time to discuss with his children. As it is known that 3rd informant's job as a TNI officer is indeed quite time-consuming and requires high discipline so that 3rd informant repeatedly feels guilty towards himself and his children who do not have enough time to build communication to create an attachment between parents and children. However, 3rd informant feels quite grateful because he lives in a settlement where all the residents are friendly and care about their children. 3rd informant continues to pay attention to the community and religious activities near his house in the hope that from the attention he gives, residents will continue to monitor the development of their children while the father is not at home.

Based on the result of interviews with the 4th informant and the 5th informant regarding the family education strategies they provide to children during the pandemic, it has known that each of them seeks to strengthen religious and moral values. The religious's value they understand is to ensure the child performs the prayer on time, while the moral value they understood is all good deeds that are acceptable to society. Through the practice of religious values and moral values, it has expected that the child would find peace in carrying out his daily activities.

Regarding the strategy of building parent-child attachment during the researcher's observation of the 4th informant and 5th informant, the researcher found that the bond between parents and children tends to be in the avoidant attachment pattern. There is no harmony between what parents expressed in family education strategies and strategies to build a parental attachment to their children. This avoidance attachment pattern occurs because the researcher found a disharmony in the relationship between the two parents (father and mother) and has impacted the bond of parental attachment to the child (P, 2012). Often the result of a husband and wife's selfishness is fatal to the mental development of children.

Based on the results of interviews about family education strategies during the covid-19 pandemic, the 6th informant stated that there was no special strategy that they did but they only tried to instill moral values and cultural values. The moral value they understand is that their children always respect their family and have compassion for their fellow human beings. While the cultural values in question are a part of the Karo Batak tribes community, they have many cultural philosophies that are relevant to religious values and moral values such as the proverb: ula kekurangen kala enca sipandangi, kekurangenta lebe pepayo (don't always look at the shortcomings of other people but look at the shortcomings that exist within oneself) (Yunus et

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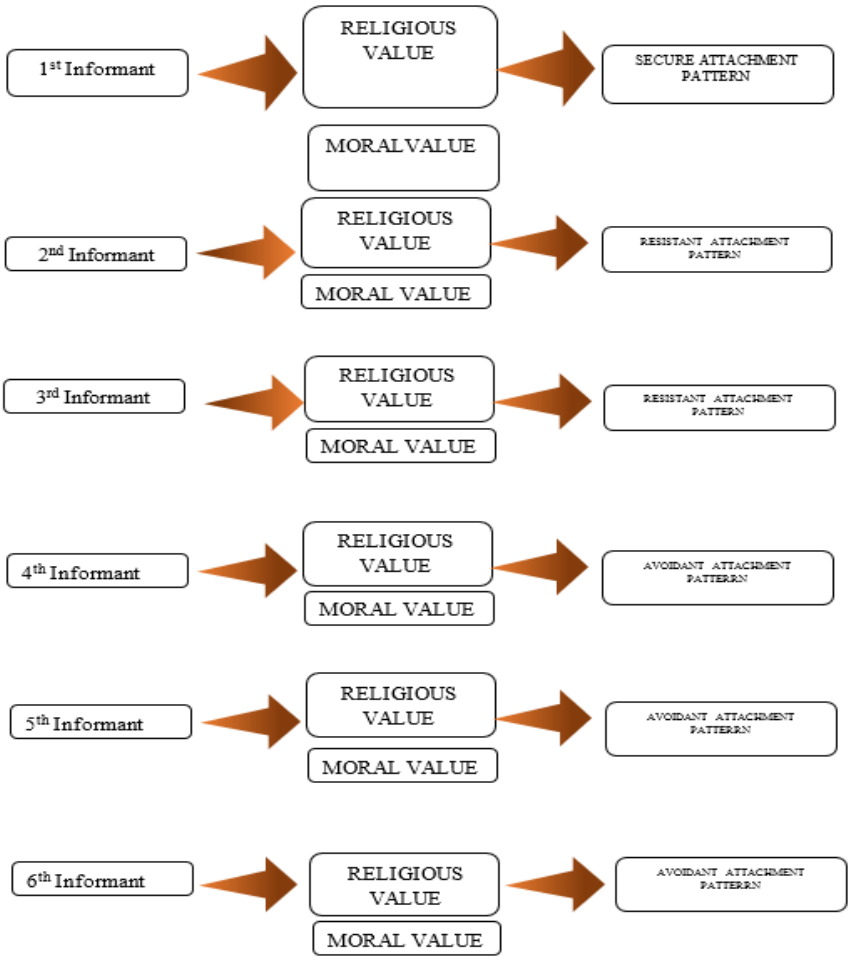
al., 1994). According to the 6th informant, cultural values need to be introduced to children in the family environment so that they love the culture they have and live it to be part of the life they live.

From the 6th informant result interview about the pattern of attachment build by parents and children, the researcher has found that the pattern of attachment that occurs is a pattern of secure attachment that was good communication between parents and their children (P, 2012). Despite the Karo Batak tribe had known for its persistence in pursuing life goals, the 6th informant assumed it does not have to sacrifice children. For 6th informant, his duty as a parent was only to ensure that his child's goals and lives do not contradict the religious and moral values of the community. Reach out for the goal as high as possible but don't disturb other people, justify all means, and so on. According to the informant, the education he received from his parents since childhood has always taught him to have a gainful life for others. His parents never force their children to achieve particular goals or professions, but they require existence that brings benefits and does not harm the family or others only. From the results of the interviews and observations above, the family education strategy and the attachment of parents to their children can refer in the chart below:



The Seybold Report
ISSN 1533-9211
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d. Thanks To

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CONCLUSION AND IMPLICATIONS

The outbreak of the COVID-19 pandemic has brought the entire world community to a confusing and worrying situation. Especially for the two parents whose children are at MAS Nurul Furqoon, Binjai City, they also feel the same thing, namely confusion amid uncertainty when this pandemic will end soon. But there is hidden wisdom in every bad thing that had considered that brings a negative impact in general. The Covid-19 disaster has had a positive influence on some parents, namely the availability of plenty of time to accompany their children while studying at home. The cooperation of parents (father and mother) is required to capable to give a sense of their child's securities. Parental care and attention to children should not fade because it will interfere with children's mental development. The COVID-19 pandemic has also taught parents about the importance of building attachment to their children. There is no more hope that a child wants from his parents than the presence of love, responsiveness, and affection in the middle of their family.

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