

Learning Patterns during the Disruptive Situation in Informal Education: Parents' Efforts and Challenges in the Adjustment of Progressive Learning

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Abstract

This study investigates informal learning during the Covid-19 pandemic in Indonesia. Distant learning during the Covid 19 pandemic affects all aspects of education, including parents' roles that switch to be teachers at home. This condition enables new learning patterns in order to offer children learning opportunities in their home. This study employs a qualitative approach with ethnographic design. The data collection techniques used an open observation guide which was examined for its validity using face and content validity. The techniques of analyzing data included data analysis across sites with some analysis components of data collection, reduction and conclusion. The research findings, in the form of description and formulation of learning patterns reveal adaptive ways to deliver effective education for children. In this way, they are prepared for 21st century skills and to face the industrial revolution 4.0 and society 5.0 in these disruptive times. This pandemic situation forms significant roles of parents in educating their children and strengthening them in facing learning problems. Several parents' roles include educators, facilitators, tutors, motivators, models, and controllers. Their roles can create pleasant learning situation for their children in the current pandemic situation. The multi-roles of parents at home are key to keeping a good learning environment with their children. Therefore, parents are the keys to the success of child education during the Covid 19 Pandemic.

Keywords: disruptive situation, emergency remote teaching, informal education, learning patterns, progressive learning

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1. Introduction

The education disruptions due to the Covid-19 pandemic has exposed us and hence required the transformation of education. Learning, which was normally carried out pre-pandemic, has been changed drastically into online learning, flexible learning due to unpredicted school closures and lockdowns (Bonal & González, 2020; Probine & Perry, 2021). The closure of schools for face-to-face

learning activities produced negative impacts for learners' psychological condition (Roman & Plopeanu, 2021) to learning loss (Khan & Ahmed, 2021). However, there are some opportunities towards effective learning (Vellarde Garcia et al., 2021).

This implies learning transformation. Learning is a dynamic activity and influenced by contextual factors and development. It demands to continual adjust to the development

of technology. Moreover, there is an ongoing demand towards 21 century learning skills, the development of industrial revolution 4.0, and society 5.0. All education stakeholders should be adaptive (Sari & Maningtyas, 2020), with the capacity and skills intensified in this pandemic, as the demand of integrating ICT in teaching is greatly needed (Ghavifekr & Rosdy, 2015; Tondeur, Devos, Van Houtte, Van Braak, & Valcke, 2009). Yuan, Wei-Han Tan, Ooi, & Lim (2021) advised that the use of mobile phones could be an important factor in learning during the pandemic situation. Hence, the use of mobile learning can contribute to good learning experiences. This will depend on the quality of the application used in learning due to a technological acceptance factor that needs attention (Baber, 2021). In this emergent condition, teachers, students, and parents are forced to carry out emergency remote teaching (Hodges et al., 2020; Vincent, 2013).

In response to the Covid 19 pandemic, Universitas Muhammadiyah Surakarta has launched an adaptive policy for carrying out the internship program on observing learning activities and learning patterns. This adaptation of the internship program aims at strengthening teacher identity for prospective teachers through observation for teaching and non-teaching activities. In this program, pre-service teachers are provided with some opportunities to observe either at schools or at homes. How learners learn at schools or at homes during emergency remote teaching are observed to note learning patterns that may appear during this time. Adaptive and holistic learning are emphasized at various literacies benefiting for future lives. Besides, it is to prepare the demands of 21st century skills, industrial revolution 4.0 and society 5.0 that aims at improving individual ability so that everyone can live conveniently and safely (Nagy & Hajrizi, 2019). Furthermore, prior to

the pandemic, the commonly carried-out learning pattern that was initiated by face-to-face coordination among institutions (Xie, 2020) may not always be effective, and thus alternative approaches might be appropriate, thereby implying a new learning pattern.

Emergency remote teaching is an adaptive response from distant learning (Bozkurt, & Sharma, 2020). By the Covid 19 pandemic, the minister of Education and Culture of Republic of Indonesia published circular letter No 4, 2020 on education policy during the emergency of Coronavirus Disease (Covid-19) (Kemendikbud, 2020). It is mentioned in the letter that the focus of distant learning among other things includes: a) Learning from homes through online e-learning or distant learning to provide meaningful learning experience for students; b) Learning from homes could be focused on educating life skills; c) Learning activities and tasks from homes may vary among students depending on their interest and condition, including considering accessibility gap or facilities at homes; and d) Learning outcomes from homes could be given some feedback qualitatively from teachers and not necessarily giving scores. This paper focusses on the results of a study concerning learning patterns at informal education, following the observation by pre-service teachers undertaking the internship program on home visit program. Informal education includes family education and environment paths that constitute independent learning activities (Sudiapermana, 2009, Zhao, Guo, Xiao, Zhu, Sun, Huang, & Wu. 2020). It is important to look at informal education because the activities conducted at homes affect and support achievement in formal education.

2. Method

This study employed qualitative approach in which the researchers used

secondary data. The secondary data in this study were in the form of information obtained from institutional documents collected from Google forms. Secondary data analysis was formulated using the following steps (Johnston, 2014). First, the researcher identified sources of information. Second, the researcher gathered existing data and then normalizing data when needed. The data collection technique employed an open observation instrument which had been examined for its validity using face and content validity. Finally, the researcher analyzed data. In this study, there were 81 sets of data that contain information about the patterns of learning conducted by parents at home during the Covid 19 pandemic. The 81 sets of student teachers' responses based on their observation on learning patterns at home by parents were recorded. They were stored in logbooks and

analyzed qualitatively. In analyzing the data, researchers used the qualitative data analysis procedures proposed by Miles and Huberman (1984), including data reduction, data display/ visualization, and conclusion.

In relation to examining the validity of the instrument used to collect the data, face validity and content validity were applied. Face validity is a validity that aims at measuring how far the formulated instrument can obtain the expected information (Johnson (2013). The process of validity in this study involved all undergraduate students of Teacher Training faculty in the 2019 academic year and their supervising lecturers who attended their students' teaching practice. They gave direct feedback via synchronous zoom meeting. The flow of the face validity is described as follows.

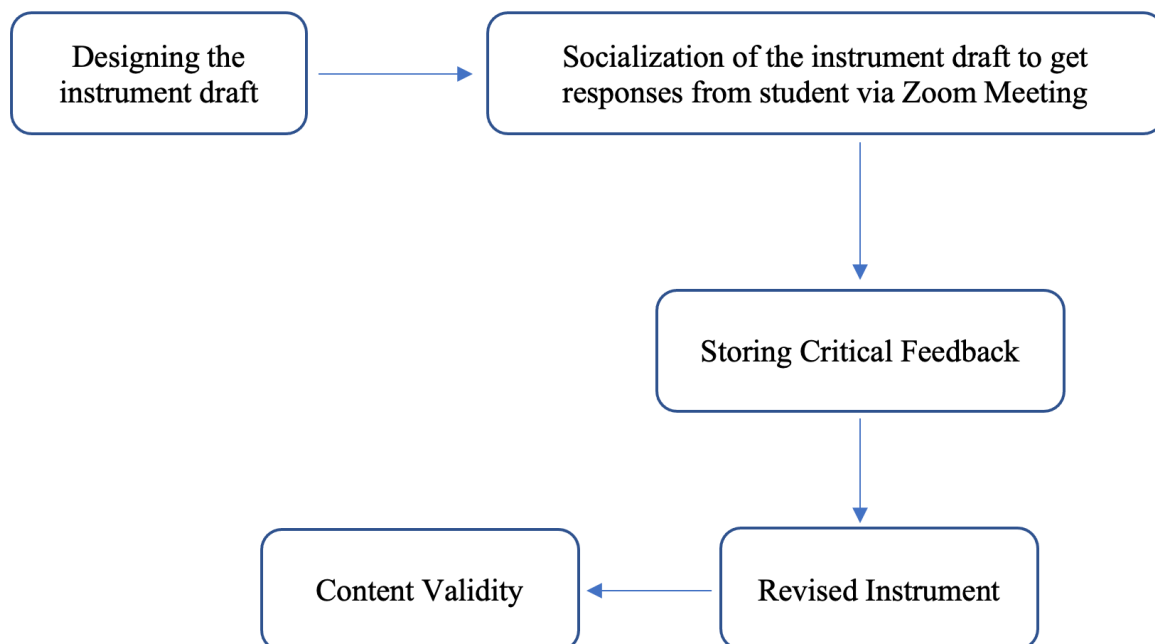


Figure 1. Face Validity Diagram

Brief feedback summary can be elaborated as follows:

Table 1. Face Validity by Students and Lecturers

Students (user)	Supervising Lecturers
The differences between the Observation of learning implementation (OPP program) and Observation of Learning Patterns (OBB program) need to be clearly strengthened in the instruments.	It is important to differentiate between online learning observation at schools and home visit learning observation.
In general, the instrument is easy to understand but it needs to be simplified.	Learning pattern that would be described could be carried out with open observation instrument.
Learning pattern Observation may only be carried out at home since there have been no students leaving for schools.	It is critical to have diaries or fieldnotes that reflect learning activities of either student teachers or school students who are observed.

After receiving some feedback from student teachers as users and supervising lecturers, the revised instrument was examined for its content validity. Content validity was carried out to measure how far the instrument was relevant with and represented the targeted construct designed to measure (Rusticus S (2014). This content validity was carried out by an instrument review of experts panel

consisting of the Dean (Professor in Linguistics) who judged its language aspect, Vice Dean (Professor in mathematics) who was an expert in instrument development, and some other experts in education field at the Faculty of Teacher Training, Universitas Muhammadiyah Surakarta. Table 2 below describes the review results by the experts.

Table 2. Content Validity by Expert Panel

Experts	Feedback
Dean (Professor in Linguistics)	In general, the instrument was constructed well, systematically and informatively. However, it needs some simplifications in the language aspect and some question items need to be specific. It is also necessary to consider the students' ability in using the instrument.
Vice Dean on Academic Affair (Professor in Mathematics)	The instrument has been well composed and could be used as assisting instrument for students in observing learning and learning patterns existant either at schools or homes. However, it is important to add some points in relation to essential literacies in 21 st Century learning. Is the learning process projected to achieve 21 st Century literacies and competences able to be carried out at schools during this pandemic situation?
Lecturers	The instrument is quite detail and can be used by studnets to observe the implementation of learning and the culture or patterns of learning at homes during pandemic situation. However, some questions need to be clearly explained to make students understand more.

3. Result and Discussion

Based on the data analysis obtained from secondary data from pre-service teachers' logbooks, three themes were identified and drawn. They include parents' efforts, challenges, and their strategies to cope.

a. Parents' efforts to make the children study at home joyfully

Currently, internet connection no longer presents issues for remote teaching with internet access for teachers in developing countries sufficient to facilitate learning (Onojah et al., 2021). However, issues have shifted to

educational values, learners' competence in autonomous learning, and parents' roles in attending their children to learn. This constitutes a concrete form in solving problems in distant learning from an infrastructure to an educational substantial focus. Recent research indicated that blended learning with cooperative methods result in better outcomes than face-to-face learning at schools (Odewumi et al., 2019; Sukmawati et al., 2020). Therefore, parents' roles in facilitating this new learning paradigm are much needed to support this changed focus.

There are several efforts undertaken by parents during the Covid 19 Pandemic to make their children study at home. They range from: facilitating pleasant learning atmosphere; setting study time agreement;

offering children various courses; motivating their children; attending and guiding their children to study; and providing facilities. At this situation, the roles of mothers are more dominant than fathers in accompanying children learning (Uzun, karaca, &metin, 2021). This situation forced parents, teachers and students to change the use of social media from means of communication to learning facilities (Jogezai et al., 2021). Innovative ways in education that have been applied tend to be in the use of common daily social media. The use of social media, such as Whatsapp, Youtube and Instagram is alternative learning media that can be used by parents.

Four main efforts are described in the figure below.

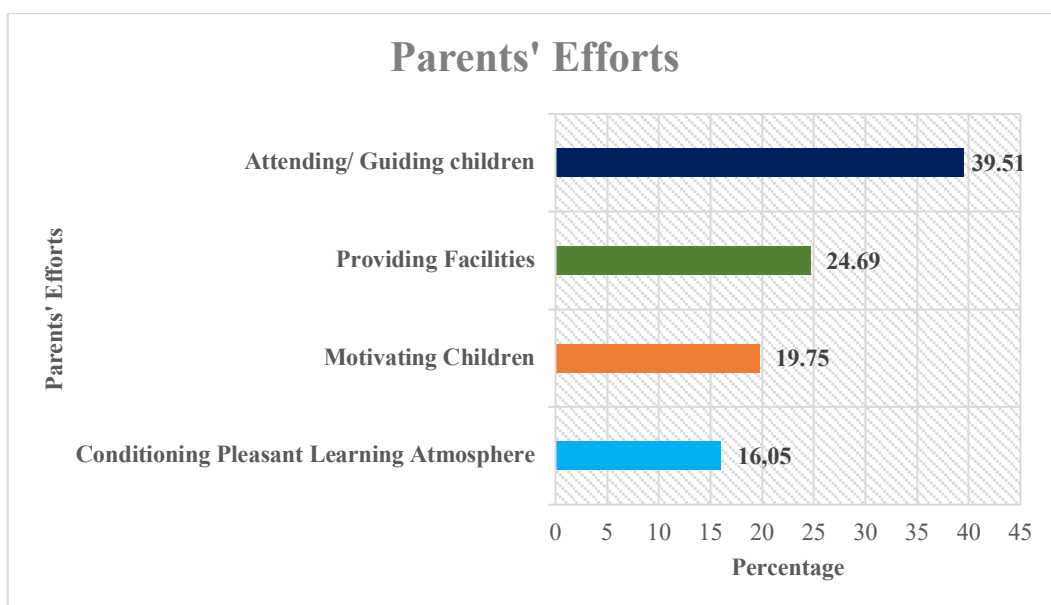


Figure 2. Four Main Efforts

The figure above shows that 16.05% parents' efforts manifest in conditioning a pleasant learning atmosphere. Motivating children is another parental effort that constitutes 19.75%. The highest percentage, 39.51 % is in the form of accompanying children's learning or guiding children. Providing facilities in learning for children occupies 24.69%. This implies that during the Covid 19 pandemic,

parents' involvement in their children's learning is highly afforded. Brown, Doom, Lechuga-Pena, Watamura, & Koppels (2020) stated that parents supports and controls over pandemic contributed to lower stress and child abuse. However, parents who could not adapt to the situation would produce conflict with their children (Wilder et al., 2021). Therefore, parents need to learn about

organizational learning to assist their children to learn effectively (Bhaskara & Filimonau, 2021).

Furthermore, parents have significant roles in their children online learning process when schools conduct online learning while parents also need to work at the same time. There were many efforts shown by parents in managing and making balanced of their working activities, caring for households, and keeping good mood of their children in order that their children keep studying. The big challenge lies on the new pattern of communication among members of the family at home (Wilder et al., 2021).

Parents' anxiety increases significantly when teaching their children (Ehrenreich-May et al., 2021) especially mothers (Uzun et al., 2021). This condition insists parents to

change their potential progressively to scaffold their children learning, such as transforming the use of communication tools for learning needs. In addition, parents must be able to provide contextual education with various home environmental conditions. If this can be done effectively, the shifting learning modes from face-to face meeting to online did not influence significantly to students' learning. The learning patterns applied at home and the ability to manage external factors in learning at home are keys to keep optimal learning for children (Uzzun et al., 2021). This is in keeping with the concept of progressive education in which traditional education should be adhere to the concept of Life-long learning (Murthado et al., 2021). There are several types of teachers' attention that need to be replaced by parents at home.

Table 3. Teachers' Attention to Children Learning During Pandemic

Types of Teachers'attention	Causes and Objectives
Attention to the spirit of learning	<ul style="list-style-type: none"> Children's learning spirit declines during pandemic situation. It aims to raise the children's learning spirit.
Attention to the learning disciplines	<ul style="list-style-type: none"> The child's discipline to learn declines during the pandemic It is to raise the child's learning discipline.
Attention to benefiting learning time	<ul style="list-style-type: none"> Children tend not to benefit the learning time effectively. It aims at making the children benefit optimal learning time; even though they do not go to schools, they could study autonomously at home.
Attention to learning commitment to work hard	<ul style="list-style-type: none"> Children feel that they do not get direct control as they have at schools so their motivation decreases. It aims at building learning spirit and motivation so that they have strong self -motivation.
Attention to actively searching for learning sources.	<ul style="list-style-type: none"> Children tend to expect teachers as the learning source. It aims at supporting children to make use other learning sources, such as: from internet and their environment.
Attention to learning rehearsal	<ul style="list-style-type: none"> Children tend to think that it is enough to learn only sometimes. It aims to make the children strengthen their learning sustainability and apply it in their daily life.
Attention to learning autonomously	<ul style="list-style-type: none"> Child's learning autonomy decreases during pandemic due to limited face to face meeting with teachers. It aims to prepare learners' autonomy in learning, searching for learning resources, solving learning problems, and developing learning material.

The table 3 above confirmed the types of teachers' attention that should be replaced by parents at home. As discussed by Đurišić & Bunijevac (2017) and Sapungan and

Sapungan, (2014) it is vital that parents pay attention to raising their child's learning spirit, disciplines, autonomy, motivation, that

will, in turn, result in long-term learning sustainability and overall commitment.

Table 4. Adaptive Roles of Parents during Pandemic

Adaptive Roles	Description	Effects
Father as learning motivator	Besides having a responsibility to earn for living, A father in a family has an important role to attend and motivate his children to learn by accompanying them to study while working from home.	Children do not feel lonely in studying. They can place fathers as friends for stress healing , like when they have a breaktime with their peers at schools.
Parents as emotion controller	Parents who work and care of households now get more roles to educate and keep a good mood or sprit of their children in order that they keep learning. Parents are required to be more patient in facing their children when they become sulky, want to be hugged and carried.	Children feel comfortable to learn with the parents.
Parents as entertainers	During pandemic situation, entertaining children becomes quite difficult because of social distancing applied. Therefore, parents are required to give more jokes to children and spend some of their time to to play some games through smartphones and watch videos in YouTube. This is different from the normal situation in which parents tend to forbid the children to use smartphones.	Children are ammused and get warmth in the families during their learning. This condition becomes a mood booster for children to keep learning.

With regard to facilitating children’s learning, it was noted that parents created a comfortable learning atmosphere so that their children can enjoy study and be more focused. Evidence is stated by participants below:

“...Orang tua mengatur suasana dalam belajar bersama anaknya dengan dibuat senyaman mungkin [parents and children manage the environment as comfortable as possible] (St1)

“...Suasana belajar diusahakan oleh orang tua dengan kondisi tempat yang nyaman untuk belajar...”(St2)

There are several ways to create comfortable condition, such as making the situation peaceful, turning off the television ect.

“Sebelum pembelajaran dimulai, orangtua melakukan pengkondisian terlebih dahulu. ...”[Before learning starts, parents set sound learning conditions first,...turning off the television...]. (St1)

The above finding is in accordance with previous studies by Kurniati et al. (2020) in which the researchers investigated the roles of parents in accompanying children to study during the Covid 19 pandemic. One of such role is creating a comfortable environment for children. The home learning environment is also essential for social development for the children and a contributing factor to educational outcomes at all stages (Bull et al., 2008). Accordingly, OECD (OECD, 2013) advises parents to create a suitable home environment for learning by, among other things: “designating an area to do homework, providing access to reading material, and assisting with the organization of homework and studies”.

A stimulating home learning environment which consists of a variety of educational materials and positive reinforcement of the value of education by parents is integral to intellectual and social development in children of all ages (Emerson et al., 2012). In addition to

making learning enjoyable and rewarding, a quality home learning environment contributes to the standards that children set for themselves and their aspirations for education (Jeynes, 2005). Home-based involvement also includes activities outside of the home, such as taking children to events and places that foster academic achievement. These can include museums, libraries, galleries, talks and performances (Hill & Tyson, 2009). This shows adaptive strategy in learning focusing on flexibility that parents can take as an answer to the unpredictable changes in people's lives as in the impact of technology (Fuadi et al., 2021).

A useful strategy for parents to make to home study enjoyable is to set up an agreement of study time.

"Sang ibu juga menjelaskan bahwa ada kesepakatan antara beliau dengan si anak, yaitu tetap berada di rumah (jam belajar) dari pukul 07.30 hingga pukul 10.00 (terkadang sampai pukul 11.00). pada waktu tersebut orang tua membimbing dan mendidik anak dengan belajar..." [The mother explained that there was an agreement between her and her child to stay at home (study time) from 07.30 to 10.00 am. During that time parents give guidance and educate the child to study ...]. (St3)

Providing some guidance to their children to study and accompanying them are other efforts done by parents. Some evidence below supports the finding.

"Ibu selalu mendampingi dan membimbing anak dalam proses belajar baik selama sebelum pandemi covid – 19 dan selama pandemi. Memberikan arahan serta fasilitas belajar yang baik" [Mother always accompanies and guides her child during the study...]. (St3)

Besides providing guidance, parents also support learning facilities to their children during their study at home by providing gadgets, internet, and other learning facilities.

"Ayah memberikan fasilitas untuk mendukung proses belajar anak..." [Father provides facilities to support the children learn](S4)

Another effort done by parents is motivating their children.

"... beliau selalu menyempatkan waktu untuk menasehati anak agar terus semangat dalam belajar..." [The father always spends his time to give advice in order that the children are motivated in learning....] (S4) [He always spares time to advise his children in order that they are motivated in learning].

A quality home environment and parental support can contribute towards a student's motivation for academic achievement and learning, which can in turn increase interest in and satisfaction at school (Mansour & Martine, 2009). Duckworth et al. (2009), for instance, found that children aged 9-13 whose homes offered a more stimulating learning environment (measured at age 8) had a higher intrinsic motivation for academic studies. Others have found that family practices, parenting styles, and parents' personal self-efficacy for helping a child to learn all contribute to motivation for learning (Duckworth et al., 2009; Goldman, 2005; Walker & Berthelsen, 2013).

This study has revealed that the learning patterns at homes are variously applied by parents and, among other things, are determining agreements on study time between parents and their children, accompanying children to study, facilitating children with internet, and sending children to extracurricular activities, such as courses, and tutorial lessons).

International research has shown that various kinds of parental engagement have a positive impact on numerous indicators of student achievement, including higher grades and test scores; enrolment in higher level

programs and advanced classes; increased successful completion of classes; lower drop-out rates; higher graduation rates; and a greater likelihood of commencing post secondary education. Beyond educational achievement, parental engagement is associated with various indicators of student development (Birch & Lewis, 2020). These include increased and regular school attendance; better social skills; improved behavior; better adaptation to school; increased social capital, and, a greater sense of personal competence and efficacy for learning. Further, as research indicates, besides providing distant learning facilities and guidance for their

children, parents have central roles to represent teachers, specifically in building moral education and life ethical values (Haiyudi & Art-In, 2021).

b. Challenges and strategies to cope

It is not always easy for parents to teach their own children. There are various challenges faced by parents that include coping with child's mood, study disciplines, time management, and in the provision of facilities. Three challenges were identified as the dominant themes from this qualitative analysis. These were also triangulated methodologically and described in the following figure.

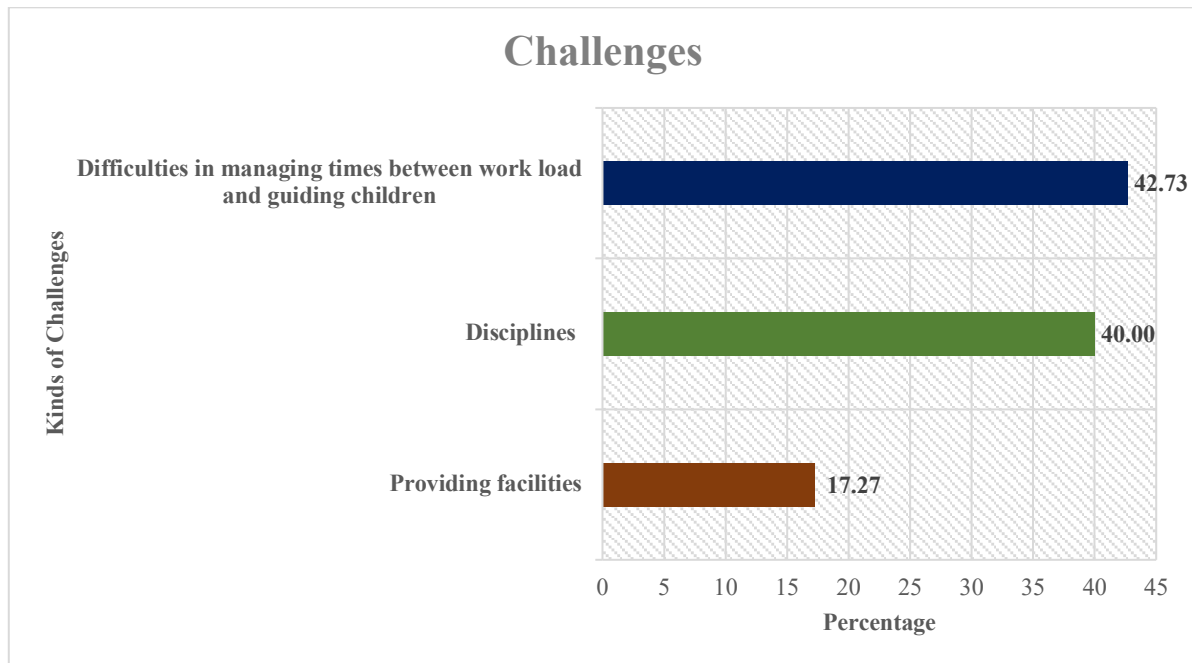


Figure 3. Triangulated Methodologically

From the data above, it reveals that 42.73% challenges manifest in the parents' managing time between their working load and accompanying their children to study. It shows the highest challenge faced by parents. The second level of challenges deals with disciplines that occupy 40%. Providing facilities for children learning reveal the least percentage; it reaches 17.27%. Hence, Uzun, Karaca, & Metin (2021) confirmed that mothers are

the ones who are more influenced by daily activities than fathers. However, with the virtual learning, parents can learn via various virtual media (Almarzooq, Lopes, & Kochar, 2020) to help their children.

In relation to the challenge on time management, parents often face difficulties in deciding whether to handle their household or accompany their children to study. It is shown in the table above that this challenge occupies

the highest percentage. Some of the evidence reported by the participants below taken from the interview strengthen the finding.

"Kendalanya bahwa orang tua mengalami kesulitan membagi waktu antara pekerjaan rumah dan mendampingi anak belajar sehingga menjadikan perannya tidak maksimal dalam proses belajar anak dirumah"[the obstacles are that parents faced difficulties in sharing time between doing households and accompanying their children to study so that their roles are not optimal to facilitate the learning process at homes] (F).

In relation to disciplines, parents often face difficulties in engaging their children to study. For example: children often disobey their parents. They do not want to accomplish their tasks because of being moody. As stated by participants

"Terkadang anak tidak patuh dengan orang tua dalam hal mengerjakan tugas karena terkadang mood anak kurang baik dan tidak mengikuti apa yang dikatakan oleh orang tua" [Sometimes children do not want to obey parents in doing the tasks because sometimes

their mood is not stable and consequently they did not do what the parents asked them to] (D) *"Jika suasana hati anak kurang baik maka anak akan ngambek dalam waktu yang lama dan sulit untuk dibujuk kembali jika sudah ngambek"* [If they feel ill, it takes time to be back to normal and difficult to persuade"] (E)

Such kinds of discipline problems commonly exist during learning processes, either at homes or at schools. At schools, teachers prevent discipline problems by creating a conducive classroom, involving students in setting the school rules, participation, and students and teacher actions (Prasetyarini et al., 2021). Similarly discipline problems at home can be prevented by creating conducive learning atmosphere at home, setting the rules, and involving the children in making good communication.

Nevertheless, those various obstacles and problems faced by children have constructed parents' roles to understand their children learning process. There are many parents' characters built from solving children's problems in learning. Table 5. describes the parents' characters during attending their children learning in pandemic situation.

Table 5. New Characters of Parents

Characters	Description
Educators	Explaining learning material, directing children morality, controlling children emotion, parents (father and mother) working collaboratively in educating, training and developing their children talent.
Facilitators	Directing children to learn independently by giving the material in needs.
Companions	Accompanying their children to learn at home.
Motivators	Giving advice, motivating their children when they get difficulties.
Models	Not acting rudely and emotionally to children during accompanying the children learning while the parents are working.
Controllers	Setting the schedule for learning and playing at home in balance.

The above challenges are in line with a study by Parczewska (Parczewska, 2020) that explored ways of coping with difficult situations experienced by parents in homeschooling their children during the Covid 19 Pandemic in Poland. Further challenges in distant learning identified that school children could

not obtain some in face-to-face school meetings, for example, meeting with their peers and doing extracurricular activities that empirically improve students' achievement (Suleiman et al., 2019). They could not obtain soft skills that support the improvement of the quality of their life skills.

It implies that during the current pandemic situation, parents' time sound intention, whilst devoted to their children's learning, can be augmented by teachers or pre-service teachers who can conduct home visit teaching practice.

4. Conclusion

Emergency remote teaching resulted from Covid 19 pandemic is a learning condition that changes drastically and suddenly. Whilst educational practitioners commenced implementing online and blended learning with various platforms before this pandemic appeared, this current situation has highlighted the urgency of roles for parents as teachers in the home. Parents do not only play roles to support learning process, but also become the main actors in learning. The most important role is to build values in the online world where children do not interact directly with their friends, teachers, and school community.

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