

Family Engagement and Students Resilience in Learning During Covid-19 Pandemic

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Abstract

The Corona Virus Disease (Covid) 19 pandemic as global health disaster has had a major impact on education. The education system forced to change from synchronous learning into asynchronous learning through distance learning. This study explore the family engagement strategy as the primary institution to keep students resilience in learning during covid-19 pandemic. This is qualitative research by case study method. The study conducted in Madura and the subject of the research are college students. The result of this study indicate that; (1) generally, parents give freedom rights for students to learn by their own style, because parents are prefer to do their own responsibility and think their children smarter; (2) then, the students motivate to learn as good as the parents need to graduate as soon as possible. From the result of this study, it is important to find out the suitable family engagement strategy in order to motivate students in learning.

Keywords: Family; Learning; Pandemic; Students.

Abstrak

Pandemi Corona Virus Disease (Covid) 19 sebagai bencana kesehatan global berdampak besar pada dunia pendidikan. Sistem pendidikan terpaksa berubah dari pembelajaran sinkronus menjadi pembelajaran asinkronus melalui pembelajaran jarak jauh. Penelitian ini mengeksplorasi strategi ikatan keluarga sebagai institusi utama dalam menjaga ketangguhan siswa untuk belajar di masa pandemi Covid-19. Jenis penelitian ini adalah kualitatif dengan metode studi kasus. Penelitian dilakukan di Madura dan subjek penelitian adalah mahasiswa. Hasil penelitian ini menunjukkan bahwa; (1) umumnya orang tua memberikan hak kebebasan kepada siswa untuk belajar dengan gayanya sendiri, karena orang tua sibuk dengan aktivitasnya dan berpikir anaknya lebih pintar; (2) kemudian, siswa termotivasi untuk belajar dengan sebaik sesuai harapan orang tua serta lulus sesegera mungkin. Dari hasil penelitian ini, penting untuk mengetahui strategi ikatan keluarga yang tepat untuk memotivasi siswa dalam belajar.

Kata Kunci: Belajar; Keluarga; Pandemi; Siswa.

Introduction

WHO declared 2019 coronavirus disease (COVID-19) as health disaster in since January 2020 and declared as global pandemic in March 2020 (Lewis, Zeineddine, and Esquenazi 2020). Globally, in the middle of 2020 this disease has infected 10 million people around the world and killed about half a million (Yong 2020). Globally, half of these cases are reported from the United States, Brazil, and the Argentine Region and indicate that active cases comes from Southeast Asia (WHO 2020).

In the facts, pandemics not only influence the healthy aspects, but changes psychological, social, economic and also educational aspects (Niemi and Kousa 2020). The COVID-19 impacts is so astonishing, forcing governments around the world to adjust the common policies in all sectors, regarding health, economic and social conditions (Nesteruk 2020). Globally, government policies have to consider about health maintaining in order to keep the spread of the virus (Zaremba et al. 2021).

This global pandemic condition have big impact to education system (Eva et al. 2021). Those condition make our government make the special policies to maintain the pandemic effect. The circular Letter of the Ministry of Education and Culture Number 1 of 2020 on Coronavirus Disease (COVID-19) mandates the higher institution to alter the learning activities into online learning system, or distance learning, and recommends the student to study from home.

The implementation of distance learning have both positive and negative impact for students (Rahayu et al. 2020). Commonly, the modern technology as the basis of distance learning media is support the learning atmosphere (Divayana 2017). Also distance learning not limit the learning process, but it can be complete through different students learning style and learning condition (Rizaq and Sarmini 2021).

On the other hand, this distance learning policy make the students and teachers have not good preparation and habituation yet in maximizing technology for learning process (Voogt and McKenney 2017). The lack of teachers technology skills also become obstacle to integrate education and technology (Conigliaro, Peterson, and Stratton 2020). Also the limited resources and less training in maximizing e-learning are the main barriers to make education system better during covid pandemic (Singh, Singh, and Maji 2021).

Reflecting the implementation of e-learning in several regions, it found that there are many miss condition between implementation in the field and the ideal theory of e-learning, so that there are still many unsuitable the policy and implementation (Kibuku, Ochieng, and Wausi 2020a). The speed of the adoption and determination e-learning system is the big challenges around the world (Almaiah, Al-Khasawneh, and Althunibat 2020). Furthermore, the digitalization condition consider the lack interaction between teacher and learner (Kibuku, Ochieng, and Wausi 2020b).

However, this pandemic condition force students to adapt positively in face the different education system (Simons, Beaumont, and Holland 2017). The students ability to respond adaptively the difficulties determining the learning success (Dewi, Ramli, and Radjah 2021). Students who resilience in academic during this pandemic is the strong person that can be adapt the challenges as the opportunity (Anderson, Vaughan, and Mills 2017).

The last studies shown that students with resilience in to overcome the challenges and promote their mental and health condition to be well ensuring success completion as their age degree (Kerbage et al. 2021). This resilience not only in line associated with the physical aspect, but aslo as social connectedness, receive the changes, and as the psychological well being. Actually, students resilience is the primary factors to reach the education purpose during this pandemic (Fu et al. 2021).

Futhermore, students resilience during distance learing can built both from intrinsic and extrinsic factors. Intrinsic factors related to the students desire to complete, success, and motivation. The extrinsic factors related to the environment, friends, and family (Ang et al. 2021). Students who have good time management and more effort during their learning process comes from the friends and family support (Flamiano 2021).

Several literature shown that family interaction support the students resilience during pandemic even there are several challenges and obstacle (Schlesselman, Cain, and DiVall 2020). The students resilience including four themes, those are; control, involvement, resourcefulness and growth. Control means to control the stresfull condition, involvements means commitment to solve the challenge, resourcefulness consist of the competence to be problem solver, then growth means able to keep moving forward (Wadi, Abdul Rahim, and Yusoff 2020).

From those explanation above, students resilience is important aspect to face this pandemic in order to maintain their learning process. Family as the first students environment play important role to maintain the resilience. This study focused on the family engagement to maintain the students resilience during this distance learning.

Methods

This study used a qualitative method with a descriptive approach. This study aims to interpret family engagement to maintain the students resilience during this distance learning in Madura. Data collection techniques used through observation, interviews and documentation include; a) Primary data in the form of students and family information, and the observation result, then 2) the secondary data is the students points from their education institution. Technical analysis of the data using Miles and Huberman which is of the view that activities in qualitative data analysis are carried out interactively and take place continuously until they are completed through the stages of data analysis in the form of; data reduction, data display, and conclusion drawing or verification.

Results

1. Psychological Nurturing

For this psychological parenting, parents can strengthen psychologically children by setting an example in self-control and emotions have self-confidence when interacting with others, strengthen commitment to continue to learn and develop themselves. Parents as educators and caregivers must remind children of the importance of learning and really learn even though online learning from home. *“we accompany our children as possible as we can, those accompany include give the support and ask them about their learning program”*, IM said (September 15, 2021).

2. Recognition and Formation of Children's Character

To avoid the negative influence of digital abuse in online learning because using mobile phones and internet access intensively, parents choose to recognize the child's character and shape the child's character to prevent these negative influences and encourage the emergence of positive content for children and continue to explore the child's potential to be developed. *“we try to maintain students character by give the example and always memorize to worship”*, IM said (September 15, 2021).

3. The creation of a Family Atmosphere

The creation of calm, harmonious situations and conditions, the presence of love, support and attention among family members, especially in learning from the current pandemic period. A positive family atmosphere will support the online learning process at home to be more optimal. *“my parents always maintain the good house atmosphere such as give the advice to go with friend and so on”*, IK said (September 16, 2021).

Discussion

Resilience is an imperative process returning students stability influenced by family, being religious, and the sense of community (Nicomedes and Avila 2020). The subject of this study are the college students, as the exemplar of resilience find that students have good time management, positive mindset, and have ability to adapt with new condition. Those condition have good impact for their learning progress.

In recent years, the importance of building resiliency has been used as an approach to help proactively keep emergency responders both psycaly and psychology well while they learn to reach good result (Wu et al. 2013). The pandemic condition that make students stress, strain, and traumatization can be prevented is certainly a major concern by family engagement. As a result, various family engagement programs exist around the world, with some focusing on crisis situations, while others work towards building resiliency the motivation and guidance.

However, social capital as an alternative strengthens behaviour positive parents towards children so that they feel comfortable with the presence of parents to accompany online learning (Solina and Asparyana 2021). The comfortable and parents motivation is the most supporting system for students resilience.

Conclusion

Commonly, this pandemic condition need students resilience in order to maintain the learning process doing well. The students resilience depends on family engagement. This study conclude that parents give freedom rights for students to learn by their own style. The students motivate to learn as good as the parents need to graduate as soon as possible. This study recommend to find out the suitable family engagement strategy in order to maintain students resilience during pandemic.

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