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Assisting Learning From Home for Children: Developing the Video Tutorial for Parents

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ABSTRACT

Corona Virus Disease-19 (Covid-19) began to grip the community, when the number of people who died has been increased since January 2020. Over time, the Minister of Education and Culture on March 24, 2020 issued a Circular on Education Policy in an Emergency for the Spread of Covid-19. In point (a), it states "Learning from Home through online / distance learning is carried out to provide a meaningful learning experience for students, without being burdened by demands to complete all curriculum achievements for class promotion and graduation." In reality, facts show that not all parents have the ability to properly teach their children from home online. Based on these conditions, it is deemed necessary to have a video tutorial designed with a psychological and pedagogical approach for parents so that they can assist their children to learn from home during the Covid-19 pandemic which can be accessed online. This study applied the research and development model that refers to the design by Gall, Gall & Borg in which there are 8 stages completed. Those stages included developing and implementing a formative evaluation through the feasibility testing and practicality testing. The results showed that video tutorials for parents reached 87.8% of feasibility and 89.6% of practicality to be used to assist children's learning from home.

Keywords: Tutorial Video, Learning from Home, Covid-19

1. INTRODUCTION

Corona Virus Disease-19 (Covid-19) began to grip the community, when the number of people who died increased, which began with the news that the city of Wuhan in China was the center of its spread with a fantastic death rate. As the consequence, 239 Indonesian citizens in Wuhan, at 29 January 2020 were evacuated to return to Indonesia.

Over time, the Minister of Education and Culture on March 24, 2020 issued a Circular on Education Policy in an Emergency for the Spread of Covid-19 [1]. The contents of the letter, among others, set about Learning from Home. In point (a), it is stated that "Learning from Home " through online/ distance learning is carried out to provide a meaningful learning experience for students, without being burdened by demands to complete all curriculum achievements for class promotion and graduation. "

The implementation of the policy of Learning from Home was carried out by teachers, then as the consequence that elderly or parents have to accompany their children particularly if children are in low-grade primary school (e.g., from first to third grade of primary school). It is a fact that, students at this group have not been able to access the internet with the applications that are used by the school. On the other hand, not every parent is technology literate and has the psychological ability to assist their children in learning online. Moreover, in reality, there are many parents complaining because they cannot optimally accompany their children to learn from home. Based on these conditions, it is necessary that there is a guide for parents to accompany their children to do learning from home as the prevention of Covid-19. Furthermore, learning is mostly done online so that it can be accessed by anyone in need. Another condition is that there was a fifth grade elementary school student, he had many assignments, and at around 8:00 p.m. all the online questions must have been solved. There was also a day when he got

three subjects and there were some assignments to done with each assignment had nearly 20 questions.

This reality indicates that the perceptions of each teacher in following up the Indonesia's Minister of Education and Culture circular number 4/2020 is various. Therefore, if there is no control from the school, then there is a possibility of the increasing level of stress among students from the lower grades.

During the implementation of the Learning from Home, it was found that the quantitative assessment instruments were majorly used. Through the google form, it can be set in assessing each student's answer to the question in the form of multiple choice and structured essays. Thus students tend to get feedback quantitatively. This has an impact psychologically for the students and the parents who accompany their children's learning. The students and the parents feel disappointed when the results of learning are achieved obtain an under-average score (75% mastery learning). This is because the format of the answer keys that are created in the google form about essay structure is not the appropriate answer keys for writing structure, the use of uppercase and lowercase letters, as well as how to write so that the answers are considered incorrect. Example of answer keys in google form: sports, while students' answers are written: spor ts (actually this is the correct way to write it, but it is considered wrong because the teacher wrote: sports)

In the early days of a child's life, parents should be familiar with the concept and meaning of parenting. Parents have a role and responsibility in educating their children and provide services optimally associated with growth and development of children, including the learning activities of children.

In respect of these conditions, it is necessary for parents to understand some things in assisting their children to learn at home, in particular, the prevention of the Covid-19 outbreak. Harvard University [2] issued a guide to educating children to have good personalities. Guidelines are made based on the results of human development studies. This guide educates children become a good person. Harvard University suggests there are 7 components as follows. The first component, spending time together. The findings of the study suggest that the parents spend time together with children on a regular basis. At the same time, parents are advised to try to develop meaningful conversations for their children. When parents try to spend time regularly, it is possible for children to learn, to care and love others.

The second component, be a model and mentor. Parents will become mentor/role models for their children. For this reason, in daily life, parents should practice behavioral values, such as honesty, humility, speaking politely and others, so that children would like follow them. If a parent makes a mistake, it is very likely that the child will be invited to find a way to fix it.

The third component is being kind and caring it is suggested that parents tell their child that being kind and caring is a priority either at home, at school, or at the society It is possible for parents to check with teachers that their children have concerns for others.

The fourth component, provide them with responsibility. Parents should give responsibility and believe to children to be able to help complete homework, for example arranging their shoes and sandals in their place. Extend our thanks and appreciation to the child when they complete their activities. Parents provide continuous motivation to be able to do the same for others.

The fifth component is the child's understanding. Parents are expected to be able to open and broaden children's understanding to care about others by asking for opinions. For example, when parents want to help their neighbours. If the child's opinion is good, how beautiful it is that parents carry out their children's opinion. This example will broaden the child's understanding of other people.

The sixth component is taking an action. If children have learning problems, for example, they should be invited to discuss so that children are able to take action. Encourage them to be able to work with the other in order to resolve the problem. For example, "would you like to take the kid next door to buy pencils at the shop across the street?"

The seventh component is resolving conflicts. Parents should encourage children to identify their feelings and help them to control and manage them. An example, invite children to take a deep breath to be able to think calmly. Help them resolve conflicts by still understanding their feelings for others.

The findings of this human development study are used as a base to issue a guide to educating children to be good personalities, may be used as a reference for parents in accompanying their children to learn from home. This practical guide is in line with the theory of child development put forward by Santrock [3] and Slavin [4] Guidelines for educating children to be good personalities [2], if confirmed by the concept of Ki Hajar's teachings about educating, it is stated that educating is "Guiding all the natural forces that exist in children, so that they are human and as members of society can achieve the highest safety and happiness [5] which is applied through the system of tend to have some similarities in concept [6]. This research aimed specifically to provide guidance for parents in assisting their children to learn from home using psychological, pedagogical and parenting approaches. This research produces a video tutorial that consist a guide for parents

in assisting children to learn from home during the Covid-19 pandemic.

2. METHOD

This study applied the research and development design refers to the design by Gall, Gall and Borg [7] as an adaptation from Dick and Carey [8] which has 8 stages. These stages are as follows. The first step, analyzed the needs to identify the purpose of the tutorial. Based on the analysis of the objectives and descriptions as well as the characteristics of the video tutorial for parents, it is deemed necessary that the developed video tutorials are packaged in a virtual learning setting. For this reason, this video tutorial is presented in 5 segments that illustrate the discussion including: segment 1, the need for parents to recognize interests, motivations and their relation to children's behavior ; Segment 2, fragments of parents accompanying their children to study at home, but the method is wrong; Segment 3, the presenter to review the need for the parents to recognize interest, motivation and its relation to the child's behavior and identify the pedagogical order to accompany the child to learn correctly ; Segment 4, is a fragment of people accompanying their children to learn from home correctly; and Segment 5 is a fragment where the presenter concluded the correct learning mentoring. The second step, performed a special-purpose video tutorial analysis. In this case the goal achieved was to teach parents of first to third grades of primary students about assisting their children to learn from home. The third step was to analyze the characteristics of the parents and the video material. Regarding the characteristics of parents, they are assumed to have various characteristics in terms of their learning styles. Therefore, the video tutorial was expected to be able to accommodate users who have several learning styles including auditive, visual and kinesthetic. The next stage was writing down the purpose of the video tutorials. This stage, learning outcomes are oriented to Bloom's taxonomy (revision) consisting of: knowledge (C1), understanding (C2), application (C3), analysis (C4), evaluation (C5) and creating (C6). The fifth step, developed an assessment instrument based on the objectives of the performance using the video tutorial. In this case the assessment instrument used to measure achievement uses a questionnaire assessment technique. The sixth step, developed a video tutorial strategy. Based on the objective analysis, the video tutorial was packaged in a virtual learning setting. The seventh step, developed and selected video tutorial material. In this, the video material was organized into 5 segments. The eighth step, developed and carried out a formative evaluation to measure the feasibility and practicality of video tutorial products.

The 9th and 10th stages of implementation were revising the results of activities and designing and implementing summative evaluations, which means implementing cementation was planned to be implemented directly online. This condition was deliberately carried out in the hope that parents could access it as a guide in accompanying their children to learn from home during the Covid-19 pandemic. This research and development particularly on the 8th which was developing and implementing the formative evaluation which was done through the feasibility and practicality test.

This study applied several data collection techniques such as: (1) questionnaire, to collect the data from the content expert, design expert and media experts as well as the use of video tutorials to limited groups. Observation sheets to collect small trial data on the implementation of parental assistance to their children in implementing Learning from Home. The subjects of the research consisted of (1) parents who have elementary school children, and elementary school students. In a limited trial, the test subjects were 10 parents who had children attending first to third grades of the primary school. The data analysis technique used in this research was descriptive quantitative data analysis with percentage.

3. RESULT AND DISCUSSION

The final product of this study produces a video tutorial as a guide for parents, especially those whose children are in first to third grades of the primary school. To produce this video tutorial, stages of research and development by Gall, Gall & Borg [7] were only done through 8 stages, even though there are 10 stages. The implementation of the 9th and 10th stages is planned to be carried out as long as it is accessed by the community, especially parents who may be uploaded on Youtube and / or uploaded on the University's official page. Research findings are presented which refer to the following stages.

The implementation of steps 1 to 8 was carried out with members of the research team through focused group discussion (FGD). Based on the needs' analysis, the team agreed that the video tutorial presentation was packaged in a segment setting, with details of the 1st and 3rd segments of the presenter display delivering information related to offerings from the 2nd and 4th segments. Between segments, synergies are found to provide insight for parents that in assisting their children to learn from home. Insight is the aspects relating to the need for the parents to recognize interest, motivation and its relation to the child's behavior and identify the pedagogical children learn in order to assist with properly. This information, according to the comments of elementary school teachers teaching in grades 1, 2 and 3 (as content validators), is needed by parents. Apart from that, the teachers also commented that this video

tutorial was very helpful in providing insight, especially the aspects of identifying children's interests and motivations and the ability to teach them correctly (pedagogically).

The implementation of steps 2, 3 and 4 is a synergistic stage between the activities of analyzing the objectives of the video tutorial, analyzing the characteristics of parents as potential users and writing the goals achieved through the video tutorials. For this reason, this video tutorial is packed with presentations by presenters to convey messages related to the need for parents to recognize children's interests and motivations as well as pedagogical messages that must be understood by parents. In addition, parents are invited to think critically during and after serving the 2nd and 4th segments to be able to make decisions. The second fragment of the presentation illustrates that the attitude of parents wanting instantaneous is related to their child's learning. In the fragment, there is a part of the scene which shows that the child's work is wrong. Children are not guided to find the results of math work correctly. This scene shows that the parent wants their child to get the maximum score, but the child doesn't know how to do the correct answer.

The 4th fragment presents a scene depicting that the mother understands the psychological tension of the child, both for their interests and motivations. In addition, parents also understand how to guide and teach children properly. In the fragments, there is a part of the scene that shows that the mother knows that there is something wrong with the math work done by her child, but is left alone. The mother approaches her child with great tenderness while guiding her how to do math correctly. Both of them were interacting, so that the child was not afraid when the mother approached him even though it was shown that there was something wrong with his job. Step 6, developed a learning strategy, and step 7 developed and selected the video tutorial material

Figure: Process of 4th fragment shoot

Based on the analysis of objectives, the video tutorials are developed packaged in a setting in virtual learning and organized video material into 5 segments, with a combination of grain and grain in fragment for presenter into a product of video tutorial for parents to assist children learning from Home during the Covid-19 pandemic. Video tutorial products need a validation test to obtain a feasibility level, especially from the expert including: (1) material (message content), (2) media, and (3) design and (4) practicality of video tutorial. The results of the feasibility test from three experts can be observed on the table 1.

The title of the program is "Assisting Children to Learning from Home during the Covid-19 Pandemic ". The purpose of measuring the validity of video media assisting children to learn from the Covid-19 pandemic house in terms of the aspects of content materials, media experts and video tutorial design experts. Validation is given five teachers from the first to third grades, 2 media experts, 2 design experts and 5 parents to test the practicality

Table: The Result of Feasibility and Practicality Tests

Validation Category	Eligibility Rate (%)	Information
1. Content expert	87.5%	The content expert validation instrument consisted of 8 items
2. Media expert	91%	The media expert validation instrument consisted of 2 0 items
3. Design expert	86%	The design expert validation instrument consisted of 10 items
4.Practicality test	89, 6 %	The practicality validation instrument consisted of 10 items

The results of data analysis from the content expert that are presented in the table 1 showing that in terms of the material substance with the feasibility of 87.5%, the validation of the media expert is 91%, the design expert obtained the feasibility of 86% and from the practicality test the feasibility is obtained 89.6%. This finding can be interpreted that the video tutorial is based on 4 aspects of eligibility in the very high category of feasibility [9]. This score shows that the video is able to convey messages to parents, especially those related to psychological and pedagogical aspects. A practical guide consisting of 7 components [2] especially on components (a) role models and mentors, (b) giving children responsibility, (c) parents are willing to open up children's understanding, (d) parents able to encourage children to take action. The guide to educate children consists of four components of the seven components. It provides an overview to the parents to ensure the importance of the interaction between parents and children, including in assisting learning from home

during Covid-19 pandemic. If confirmed by the concept of Ki Hajar's teachings about educating, it is "To guide all natural forces that exist in these children, so that they as human beings and as members of the community can achieve the highest safety and happiness" [5]. Ki Hajar deliberately chose the word guide, among others. The concept of guiding in Javanese is shown in the behaviour between students and educators in which there is an equal position side by side which describes them both agreeing to be guided to develop all natural strengths (children's talents and interests). In the video tutorial, the parent try to guide her child by paying attention to the child's interests.

The results of data analysis from media expert showed an feasibility level of 91%. This means that the video tutorial can act as a medium for channelling messages from media expert (in this case the research team) to message recipients, namely parents/caregivers students from the first to third grades of the elementary school. Sadiman [10] argued learning media is anything that can be used to transmit messages (learning materials), so that it can stimulate students' attention, interests, thoughts and feelings in learning activities to achieve certain learning objectives. The results Dian Rudiawan, Ida Hamidah2, Mumu Komaro3 [11] of the post-test control group the average value is at a value of 58 while the experimental class average value is at a value of 90. The N-Gain experimental class of 0.87 and 0.43 for the control class. It shows that multimedia tutorial models are better to improve student learning outcomes media handouts. Multimedia tutorial model is effectively able to improve student learning outcomes in teaching materials in solid basic competency in 3 dimensions image making. Referring to Dian Rudiawan's research finding proves that video tutorial effectively help the parents in assisting their children for learning from home.

4. CONCLUSION

Based on research findings, data analysis and theoretical discussion, this research' conclusion can be compiled as follows: video tutorial for parents in accompanying children to learning from home during the Covid-19 pandemic period is feasible and practical to use to provide guidance for parents in accompanying their children to learn from home, especially during the Covid-19 pandemic.

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