Article

Parenting Typification and Motive of Working Mothers in Accompanying Children's Distance Learning in Indonesia During The Covid-19 Pandemic

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Abstract

The government's determination of the pandemic status of COVID-19 has changed almost all lines of people's lives, from the economy, and health infrastructure, to education. The rapid transmission of COVID-19 cases has made the government implement Distance Learning (DL) at all school levels, including elementary school levels. The implementation of DL makes elementary school children potentially experience learning loss. On the other hand, working mothers who are used to handing over educational matters to schools find it difficult to accompany children's DL at home. Therefore, this study aims to determine the typification of parenting carried out by working mothers in accompanying children's distance learning during the COVID-19 pandemic. The case study method was used in conjunction with a qualitative descriptive research design. The researchers gathered primary data by interviewing five informants, all of whom were working mothers, as well as one psychologist. The findings revealed that women employ monopoly communication patterns while speaking with their children; mothers are perceived as authorities who make ultimate judgments. Furthermore, helpful and sympathetic communications are used by working mothers. Researchers found three characteristics of working mothers' care during the pandemic, namely over- empathy, life vest, and supportive.

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INTRODUCTION

The concept of remote learning amidst the COVID-19 pandemic may still be unfamiliar to many individuals in Indonesia (Rahiem, 2020), mostly due to the prevailing belief that traditional educational settings encompassing teachers, physical classrooms, standardized curricula, and in-person instruction are the exclusive means of acquiring knowledge. When the relocation of infrastructure to the household necessitated parents assuming the role of educators, resulting in the house transforming into an educational setting where in-person interactions were substituted with virtual equivalents, a significant number of parents experienced feelings of unease or uncertainty.

In March 2020, when the COVID-19 pandemic emerged in Indonesia, a noticeable disruption was observed in various communal activities, characterized by a stuttering effect. Various sectors, such as the economy, health, education, and culture, experience significant impacts. Subsequent to that, a number of modifications have been implemented, health protocols have commenced development, and the system has been enhanced to be more adaptable, encompassing pedagogical and instructional endeavors (Tedja, 2020). In the same month, the Ministry of Education and Culture released Regulation Number 4 of 2020, which pertains to the execution of educational policies during the emergency phase of the coronavirus outbreak. The implementation of learning in this specific socio-educational context is governed by the zoning level of Community Activity Restrictions, often known as "PPKM".

The policy affects the education ecosystem. Based on data from the Ministry of Education and Culture, as of April 13, 2020, there were 68.73 million (Wijoyo, Hadion; Suhartoto, Agus; Ariyanto, 2020) students who were required to do remote learning. Elementary school students are also the students who have dropped out of school the most during the pandemic, reaching 59,443 people in the 2019/2020 school year, compared to the junior high school level with 38,464 people and 26,864 high school students (Cerelia, Jessica Jesslyn; Sitepu, Aldi Anugerah; Azhar, Farid; Pratiwi, 2021)

The phenomenon of learning loss often casts a shadow on distance learning as well. Learning loss refers to the phenomenon when students experience a decline in their acquired information and abilities, resulting in a regression in their overall academic performance. According to data provided by the Ministry of Education and Culture of Research and Technology, there has been a decline ranging from 0.44 to 0.47 standard deviations. This decline is equivalent to a loss of around 5 to 6 months of learning per year (Mardiani et al., 2020). In the domain of literacy, the extent of learning loss corresponds to a period of six months, but in the domain of numeracy, the magnitude of learning loss corresponds to a period of five months. Among economically disadvantaged students, the percentage is notably elevated, reaching 1.3 percent. This syndrome is predominantly observed within educational settings at the elementary school level.

Childcare and learning support are crucial considerations, given that the family is the primary educational environment and parents serve as primary advisers, educators, mentors, and educators (Mardiani et al., 2020). Parents assist the teacher in their endeavors by overseeing (gatekeeping) the educational progress of their children while they are away from home. However, during a pandemic, caring for and educating children increases the tension levels of the mother. In September 2021, a study conducted by the Faculty of Psychology at Sunan Gunung Jati Islamic University in Bandung revealed that psychological issues contributed to a 69% surge in maternal stress levels, which multiplied by three throughout the pandemic. (Chodijah, 2022). Even for working women, the rate of depression is higher than male employees (Platt et al., 2016). This finding is an empirical fact about how difficult it is for a mother to accompany a child to learn. Indeed, parental involvement is crucial not only in fostering academic success but also in molding moral character in kids.

Research conducted by Mardiani et al. (2020) strengthens the findings about the importance of the role of parents during COVID-19 outbreaks. As many as 93.85% of parents are vigilant, try their best to protect their families from COVID-19, and take advantage of this situation by continuing to accompany their children to study at home. In accompanying children's learning at home, the role of parents plays an important role in children's learning motivation as much as 57% and affects children's learning discipline as much as 91%.

Given the importance of the role of parents, the correct parenting pattern is needed so that a close relationship arises between children and their parents. Parenting patterns require communication. Even communication becomes the central point of parenting patterns; message transactions and interactions between parents and children ultimately determine children's behavior, both in learning and in relation to those around them (Sidel & Hartzell. Mary, 2003). The correct parenting pattern is not found suddenly but through the shared experiences of mother and child. Parenting communication with messages that contain warmth, support, and responsiveness can encourage children's social competence development from an early age. The correct parenting pattern is not found suddenly but through the shared experiences of mother and child. Parenting communication with messages that contain warmth, support, and responsiveness can encourage children's social competence development from an early age. This research article examines the parenting strategies employed by working women in Jakarta to support their children's distance learning during the COVID-19 pandemic.

Parenting education is a term used for an educational activity specifically for parents of students. In language review, this term comes from English which consists of two words, namely parenting and education. Other terms used to refer to parenting education are *school parenting, parenting club, and parenting school.* In use, these terms are sometimes only referred to as parenting terms, without any additional words. A pa-

renting program is a particular kind of intervention created to raise the standard of parenting that a child is raised with overall. The goal of parenting programs is to improve the relationship among mothers, fathers, and children (Scott & Gardner, 2015).

As to the Child Welfare Information Gateway, while parenting may come easily to many individuals, there are others who might require extra help and direction to comprehend child growth, react suitably to their child's requirements, and manage the difficulties of parenthood. Parent education gives parents the information, tools, and encouragement they need to improve their parenting abilities and improve the well-being of their families and children. Additionally, it can assist parents or other caregivers in learning the methods and techniques needed to create a happy, supportive home where kids can develop emotionally, cognitively, and physically (Child Welfare Information Gateway, 2013).

Parenting is the process of raising a kid from infancy to adulthood (Peterson, 2022). It includes assisting a kid's upbringing through all stages of growth, caring for and nurturing a child, and completing the parental responsibilities that come with child-rearing. According to a study published in the Journal of Frontiers in Psychology, experts define parenting as parents' attitudes and behavior towards their children, as well as emotional states through which parental behavior might be conveyed (Raharisti, 2022). Parenting seeks to protect children's health and safety, to prepare them for life as productive adults, to transfer cultural values, and to do other things.

Various studies on distance learning and parenting have been conducted for more than three years of the COVID-19 pandemic status, such as Filipa Seabra (2022) discussing parents' perspectives on remote learning, and Lidia Katia & Alessandra Minello (2020) discussing gender inequality in childcare during the lock-down period. Yelly Elanda (2021) investigates gender inequality experienced by women who work from home. Then there's Angeliki Kallitsoglou's (2020) research on childcare during a pan-

demic; Mario Ferreras-Listán's (2021) research on the relationship between school and family; Dasrun Hidayat, Anisa, and Wibawa (2020) conducted research on communication experiences when distance education is used; and Septinda R Dewanti's (2021) research on maternal anxiety during a pandemic.

Filipa Seabra et al (2022) research focuses on the perspectives of parents responding to an emergency remote teaching and learning system when their children are unable to attend school and must learn from home. This quantitative study was carried out by giving online surveys to 203 parents of students aged 3 to 8 years on their satisfaction with ERTL. As a result, parents were generally pleased with ERTL, while some parents, particularly those working from home, complained of an increase in burden (Seabra et al., 2021).

In their study, Lidia Katia C Manzo and Alessandra Minello (2020) investigate how remote working creates gender inequality in managing domestic childcare tasks, as well as how mothers build support networks in parenting. Specifically, mother communication with adolescents is better than father communication with adolescents (Sawitri & Alfiasari, 2023) (Sawitri & Alfiasari, 2023). The research was carried out through ethnographic studies, and the findings revealed that mothers are the primary carers in charge of healing and creating social relationships and that there is an imbalance during the COVID-19 epidemic, in which women, including those who work, still handle the majority of domestic tasks (Manzo & Minello, 2020).

During a lockdown in England, Angeliki Kallitsoglou and Pamela-Zoe Topalli (2021) investigated working mothers' experiences and attitudes about homeschooling and childcare in the United Kingdom. According to quantitative research conducted by distributing an online survey to 47 respondents, many women find it difficult to manage the demands of guilt for not meeting the requirements of their children, mostly due to emotions of stress. Researchers promote mindfulness as a coping met-

hod for stress management, and it has a lot to do with positive experiences and sensations (Kallitsoglou & Zoe Topalli, 2021).

Mario Ferreras-Listán et al (2021) conducted research on the link between schools and parents. The study is a quantitative study undertaken in Spain that intends to assess the communication tactics used by secondary schools during the lockdown as well as analyze the shared duty for education between families and schools. In general, the results indicated that the family was pleased with the school's communication. Plus, information and digital skills that promote educational equality for all (Ferreras-Listán et al., 2021).

Yelly Elanda's (2021) research focuses on gender inequities experienced by working-from-home career women. Yelly collected and analyzed 72 articles about women who remained career women and homemakers during the WFH period using critical discourse analysis approaches. The findings revealed that the ideal mother figure in the midst of a pandemic is built to be capable of carrying out four identities at once. The ideology that exists in society based on patriarchal norms, matriarchy, and capitalism influences the construction of identity (Elanda, 2021).

Dasrun Hidayat, Anisa and Wibawa (2020) were one of the academics who conducted a study on communication studies in the form of communication experiences and crisis management in education during the Indonesian pandemic. The study was carried out in Bandung, Indonesia, and involved educators and pupils using case study approaches such as online interviews and literature searches. The findings revealed that the school-from-home program has two flaws: communication flaws and technical flaws. This problem prevents teachers from efficiently managing learning. Hidayat et al then suggested that attempts be made to create collaborative classes in order to promote students' interest in studying, but both students and lecturers seek to develop communication skills(Hidayat et al., 2020).

During the COVID-19 pandemic, Septinda R. Dewanti and her colleagues inves-

tigated the level of anxiety among stay-at-home mothers and working mothers. This quantitative study used a survey method on 276 persons and was statistically analyzed using the independent sample T-Test. As a result, both working and stay-at-home mothers experienced worry, and both groups were encouraged to give online activities such as training to enhance resilience throughout the epidemic(Dewanti, 2021).

The author's research differed from the research that the author had mentioned. Previous studies have yet to investigate the nature of distance learning parenting. This study read distant learning parenting from a phenomenological standpoint. Based on observations and conversations with working women, the author created a typification of distant learning parenting during the COVID-19 pandemic.

METHOD

This research is qualitative with a phenomenology approach. Qualitative research is chosen because it aims to understand a phenomenon in a social context naturally and prioritizes the process of deep communication interaction between researchers and the phenomenon under study. These phenomena can be behaviors, perceptions, motivations, or actions descriptively narrated in words and language.

In scientific terms, phenomenology is concerned with explaining reality and what is apparent. Phenomenology integrates scientific knowledge with everyday experiences and the activities that gave rise to the experience and knowledge. This notion underpins social activity centered on experience, meaning, and awareness (Natanson,1966). Fundamental ideas Schutz is the interpretation of social action (which is geared towards the behavior of a person or other individuals in the past, present, and future). Phenomenology social activity is founded on experience, meaning, and awareness. Humans must communicate with one another and act in the same reality. As a result of common experience and typification of the shared reality, there is mutual acceptance and understanding. In other words, humans are referred to as "actors" by him(Goldthorpe, 1971a)

This study explored data from six informants selected according to the research objectives. The sources are as follows:

Masriniati Eva, also known as Eva, has a daughter in grade 5 at elementary school. Eva is a coal mining entrepreneur in Central Kalimantan and a singer. During the Covid-19 pandemic, Eva and her daughter lived in Jakarta.

Ester Layas Sinuraya is a music teacher at Senior High School (SMAN) 78 Jakarta. As a teacher, during the pandemic, he taught from home, and at the time, she also accompanied her child with distance learning.

Mutie Aryani (nicknamed Mutie) works at KOMPAS TV as a Regional Coverage Coordinator. She works in the media and is subject to rigorous deadlines. Even if there is a pandemic, he continues to work in his office, but not every day. She accompanies her child, who is in fourth grade and attending elementary school remotely, at home. However, when they go to work, their children learn on their own.

Indah Nursanti is an entrepreneur working in the health technology sector. Indah has a foreign husband, and from two marriages, she has six children, one of whom is in elementary school.

Lucia Dyah Reni known as Reni, works as a secretary for the Finance Network at a TV station. During the epidemic, she accompanied her eldest daughter, who had just started first grade, as well as child number two, who was still in kindergarten—accompanying two children. At the same time, Reni faces fresh challenges as a result of distant learning.

Ratih Ibrahim is a psychology consultant who is a young mother, have a junior high school-aged child. Because her child is already a teenager, the mom only has control over the time he spends time studying. He does not accompany his child to distance learning every day and the child can learn to be self-sufficient.

RESULT AND DISCUSSION

Researchers found three typification of maternal care work in accompanying children's distance learning, including over emphaty, life vest and supportive. The characteristics of parenting during a pandemic are based on two dimensions, namely motivation and response. Motivation is the desire to do something or to act in a certain way. Motivation describes the "inner atmosphere" of parents in parenting, including educating children during a pandemic, while response refers to reactions, responses, and "outputs" of children's character formed from parenting.

Over Empathy

Over-empathetic parenting differs from mothers' great compassion for children during the pandemic. Mothers believe that their children ' really suffer' during the pandemic, therefore they strive to console them in order to compensate for the pandemic condition. Over-empathetic parenting tends to blame pandemic conditions and use the outbreak as an excuse for moms' spoilt parenting. Mothers do not impose severe constraints on their children's study schedules because they are concerned that children would face the double stress of being a student and a parent.

In over-empathetic parenting, the mother relaxes the rules in order to make the child feel at ease. If the child refuses to obey the rules, the mother negotiates over them, losing influence over the youngster. Mothers do not hesitate to assist and complete their children's education because they are concerned that their children will receive poor grades if they are unable to complete tasks. Overly sympathetic mothers frequently fortify their children with parenting that they have strictly designed; not infrequently, children are limited to associating with other people who have different parenting patterns because mothers are afraid that the surrounding environment contaminates children, and mothers do not hesitate to scare children into following mother's speech even when there is no obvious reason.

This is the experience of Mutie, an employee of the television station. A sibling of Mutie's is enrolled in the fifth grade of elementary school. As a television employee operating under a strict time constraint to complete the forthcoming broadcast, Mutie is unable to reduce his level of focus by half. because Mutie is not always available to accompany his son to class, the latter struggles to complete mathematics students' assignments. "*In such a situation, I complete the child's assignments*" She stated.

Life Vest

This parenting style is typically displayed by mothers who work at the middle to upper management levels. Mothers are less involved in the direct care of their children as their obligations and time spent at work increase. The mother's role as a decision-maker in the office also makes her unable to quickly dispose of work. Mothers typically consider the structural influence on colleagues and subordinates at work if they fail to perform their professional tasks well. As a result, mothers prefer to tailor parenting to work patterns rather than changing the established work system.

Mothers who exhibit Life Vest care qualities can supply the basic necessities of their children, such as clothing, food, and shelter, but they struggle to meet the child's psychological and emotional needs. This parenting style is extremely reliant on third parties such as domestic assistants, private tutors, or other professionals who are present at home to accompany and accompany children to learn. If mothers with empathy do not force children to learn and do not demand maximum grades out of fear of their children becoming depressed, mothers with less involvement do the same thing but for different reasons, namely, mothers do not want to demand much because they recognize mothers also have limited time to accompany children.

Reni, a secretary of directors at a media organization, is confronted with this situation. Reni stated that she cannot expect her child to achieve academic perfection because she is a working mother and is cogni-

Table 1. Parenting Character of Over-Empathy

Parenting character of over-empathy	The character of the child in the pattern of over-empathy
Mothers do not "force" children to learn. Mothers create a new work system so that, as much as possible, they can accompany their children to study. Not targeting the maximum value for fear of the child being depressed Giving too much affection to prove it Be permissive with children. Not strictly punishing children if they are guilty or violate the rules The mother does her child's homework. Child association restrictions out of concern that they may become contaminated by external influences	The child breaks the rules by benefiting from the mother's compassion. Children are dominant toward their parents. Children underestimate parental rules. Children are spoiled, less persistent, and need more motivation to learn. Children demand to be obeyed. Children underestimate others.

Source: The researchers' data

zant of her own limitations in fulfilling the role of a mother. Reni argues that a conducive and enjoyable learning environment is automatically created for children so long as they are content and at ease while learning. Children who participate in distance learning, in Reni's opinion, experience isolation and depression at home due to the inability to interact with their peers at school. In order to alleviate the somber ambiance, educational exercises are designed to be enjoyable for children. *"I realized I still have a lot of weaknesses when it comes to accompanying children, so I'm self-aware; I can't demand that my child get high grades,"* Reni said.

Children raised with "rescue buoy" parenting qualities grow up to be independent and creative persons who solve their own difficulties. This is due to children's reluctance to express their feelings and share their issues for fear of disrupting their parents' busy lives. For example, parents are "life buoys" that are only reached when the child is on the verge of drowning. As a result, it is not uncommon for new parents to learn about their children's troubles when the situation is critical and emergency. Because the child's relationship with his mother is less tight, he has an attachment to the party who directly cares for him, both domestic assistants and grandparents, and this causes the values that parents desire to impart in their children to be less internalized.

The informant who rearranged his work schedule was Esther. Esther is a music teacher at Senior High School (SMA) 78 Jakarta who has the obligation to teach classes offline every week and online every day. So that he can accompany his child, who is in elementary school Esther moved her teaching time after her child's study session was over.

I schedule all sessions with the students during times when we can connect via Zoom; when we can't, we don't meet. Yes, it works just like that; when we hand out assignments, we are the ones who organize them in the appropriate order. "It would be best if you could accompany your kid whenever it's possible. They will be able to leave when they are older, but they will not be able to do so while they are still in primary school, Esther said

Supportive

The qualities of supportive parenting are those of supportive parenting with a good support structure for children. This upbringing is distinguished by openness, lack of fear, and a sense of equality. This type of care is suitable for accompanying children's learning throughout the Covid-19 epidemic.

Table 2. Parenting Character of Live Vest

Parenting Character of Live Vest	The character of the child in the pattern of Live vest
Mothers feel guilty if they leave work for too long and don't make a new work schedule. Parenting and time with children follow the system of working in the mother's office. Mothers depend on housemaids to accompany their children to study. The mother didn't demand grades because she realized she couldn't accompany her children. Mothers always meet their children's material needs but find it difficult to fulfill their children's psychological and emotional needs. The mother will be a savior for the child when the child faces problems.	Children nurture independence and ingenuity as they devise solutions to challenges. Children are hesitant to share their sentiments and difficulties for fear of upsetting their mothers. Children are less familiar with their mothers. Due to a lack of attention from mothers, children are addicted to gadgets. Children's values and attitudes are less internalized.

Source: The researchers' data

The mother tries to be a friend to the child in supportive parenting. This familiarity develops because of the mother-child relationship quality and mothers' early detection efforts if their child is in difficulty. The more personal the mother-child relationship, the more open the child will be about everything. Parents typically converse with their children, and youngsters are taught and allowed to participate in decision-making, even though decision-making authority remains with the parents.

The recognition of one party as a speaker and the other party listening demonstrates a helpful communication context. Parents can describe the rationale for decisions and rules since it is dialogical. While their children are receiving learning aids, supportive parents do not impose maximum values but rather look at the process and their children's best attempts. Because parents are sure that they have established essential principles in their children, youngsters are free to make friends.

These parenting characteristics shape children who have an open mind, can think logically, and are willing to express their views and opinions. Children grow disciplined and capable of placing themselves well in connections because of the constant monitoring. Because parents do not indulge their children, they are taught to be self-sufficient and motivated to work hard to obtain what they desire. Similarly, if you have troubles, your children will try to address their own problems with your advice and motivation. Children are not readily disappointed if it fails because they believe they are still accepted as they are. The following graphic depicts the features of helpful parenting.

Eva, Indah, and Ratih experience the supportive mother category. Because during Pandemic, their business activities were suspended for a moment due to the lockdown policy, they had free time to spend time with their children studying distance learning.

Eva and her husband do collaborative parenting by taking particular time to chat with Evelyn (her daughter). In a relaxed atmosphere, Eva will ask what Evelyn experienced that day, how school was, whether there is anything she wants to tell, and other daily stories.

"Every night, my husband and I try to talk about what we did that day." So, we prayed to end that day. We are also going to talk to Eveline. She told me about her friend and how she would compare herself to that friend. So, I will encourage and help her. Because this kid will grow up and still be trying to figure out who they are," Eva said.

Indah has a unique strategy for caring for her six children, especially Mirabelle, her sixth child. Indah chose Friday as a special day for her child, which Indah provided to accompany her child and talk heart to heart.

Table 3. Parenting Character of Supportive

Parenting Character of Supportive	The character of the child in the pattern of Supportive
Following the child's study time, the mother prepares a new work plan. Co-parenting with a father and a maid to accompany children to school. The Mother does not set maximal goals for her children since she values the learning process over the results. When the child fails, the mother is a supporter and motivator. The mother converses with the child to determine how they should learn, but the mother maintains authority. The mother nevertheless insists that the child follow the house rules.	Children grow up disciplined and logical thinkers. Children are open and courageous in expressing their ideas and opinions. Children develop independence, motivation, and self-confidence. Because not all desires and needs can be realized, children do their best. When children fail, they are not easily disappointed.

Source: The researchers' data

Each child has approximately one hour of intimate time with their mother, and they are free to use that time for whatever they want and to say anything. Even though this method seems to limit each child's time with their mother, Indah believes that what is essential is the quality of communication and not the quantity. The quality of communication will also improve the quality of Indah's relationship with her children.

"Each child has their own slot of time to talk about anything. I have an hour to listen to them, and they get to pick the place." Well, that's a different kid, and the most important thing is that I only had an hour to prepare. They have made up their minds. So it's more about quality than quantity," Indah said.

In-Order-to Motive

Schutz argued that the social world must be seen holistically as historical. Individual actions have motives for the future and the past (pastness). Individual social action is described as complex. Actions that have future and past elements are called a project. Because social action is very complex, it is divided into two phases, namely the in-order-to motive (Um-zuMotiv) phase as the future phase and the because-motive (Weil-Motiv) phase, which refers to the past (Schutz, 1971) —grounding phenomenology

social action on experience, meaning, and awareness. Humans must have a mutual understanding and act in the same reality. So, there is mutual acceptance and understanding based on shared experience and typification of the shared world. In other words, he refers to humans as "actors" (Kuswarno, 2009), meaning subjective that is formed in the social world. The actor in the form of a "sameness" and "togetherness" is therefore called intersubjective due to action social is action-oriented on the behavior of people in the past, present, and the future (Goldthorpe, 1971b)

The Indonesian government's program of implementing distance education is a remedy to developing the coronavirus. All informants were dissatisfied with the implementation of distance learning because they had no experience accompanying children to school all day. Informants must also adjust to accompanying children learning remotely. One month is required for adaptation.

The Indonesian government also has yet to desire to make distance learning permanent. When the pandemic ends, distance learning will stop, and learning activities will be carried out again in the classroom. Distance learning is forced and not something that mothers plan or want, therefore the motive that emerges is the in order to motive. The "in order to" motive refers to a

state in the future that the actor desires to achieve through specific actions.

There are three "in order to" motifs that researchers found as follows:

Adapting to new learning

The Covid-19 pandemic has lasted almost 3 years requires an appropriate response from all elements of society, including from the world of education and families in Indonesia. Adaptation efforts continue to be made both during the pandemic and now when Indonesian society has moved towards a new way of life (new normal). Responses and adaptation efforts were also made by six informants in this study. Six informants all of them send their children to public schools, not homeschooling, so that the informants' children are accustomed to a social educational environment and meeting teachers and friends at school.

There is a distance learning method implemented by the school as a middle ground during the pandemic was complained about by all informants. Researchers found no significant complaints regarding learning infrastructure. All informants were able to provide laptops and a good internet network as a means for children's learning. The only thing that is adapted is the time to accompany children and learning methods

Creating a pleasant learning atmosphere

In implementing distance learning, teachers often use learning methods that are monotonous and only go in one direction so that students feel bored and unmotivated. Almost all informant children experience this condition. If the child starts to get bored and lazy, the mother tries to be creative by serving snacks such as biscuits, candy, milk, or juice to consume while studying. Mothers often say words of encouragement to revive their children's learning motivation.

Apart from feeling bored and lazy, another obstacle faced by the informants was children's panic because they felt they could not follow the lessons well. Children with high learning motivation sometimes feel they need more support in studying online. They cannot freely express their abilities in online classrooms.

On the other hand, teachers often find it difficult to receive feedback from students for various reasons, such as noise in conversations, dropped signals, and passive classes. Teachers cannot measure students' absorption of material, and teachers often need to assess whether students understand the teaching material provided correctly.

Collaborative parenting

According to the informants, caring for children in the family cannot only be carried out by a mother but requires collaboration with other family members. Mothers need to work together with their husbands, or also with grandparents or other family members who are in the same house, even with household assistants. Besides lightening the mother's burden in caring for children while working, collaborative parenting ensures that the values you want to instill can be internalized adequately in the child.

Presented below is an illustration depicting the typification and underlying motivation of working mothers in the context of distance-learning parenting:
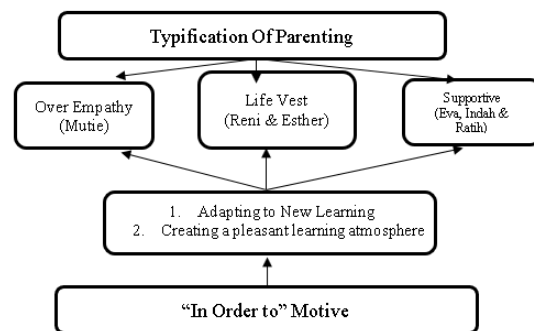

Figure 1. Typification and Motives of Working Mothers in the Context of Distance-Learning Parenting During Pandemic COVID-19. Source: The researchers' data

CONCLUSION

The COVID-19 pandemic that attacks simultaneously and quickly causes the community to follow all regulations to

prevent the spread of the coronavirus. The Indonesian government issued a regulation on distance schooling, making parents have to comply with the regulation without being able to refuse. Based on these facts, the motive that arises from this study is the "in order to" motive. In order to motive is a motive that is used as a foothold by a person to do something to get a result. The goal to be achieved is for parents to successfully take care of their children in the distance learning process. Based on the observations, three motives emerge, namely: Adapting to New Learning; Creating a pleasant learning atmosphere; and Collaborative parenting.

Typication refers to the mental process by which humans organize objects, persons, or events into generic or typical categories in the context of Schutz's phenomenology. Typification improves people' ability to identify and comprehend social reality. This typification process is known as intersubjectivity. Although it emphasizes the significance of considering individual situations and experiences in depth, the concept of typification provides a crucial foundation for understanding how individuals shape and perceive their social world. This study discovered three typifications based on observations and interviews: Over Empathy, Life Vest, and Supportive.

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