



The Relationship Between Mother's Social Support and Early Children's Learning Interest During the Covid'19 Pandemic

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Abstract

The Covid'19 pandemic has shocked the world with the emergence of a new type of outbreak. As the number of positive cases of Covid'19 increases, everyone keeps their distance to break the chain of spread of the Covid'19 outbreak by implementing social vaccines. Due to social restrictions and working from home, it has a huge impact on economic, social, cultural and other aspects. This pandemic has also had a huge impact on the education sector both in Indonesia and globally. The Indonesian government has implemented the school from home concept which is expected to help prevent the spread of Covid'19 because the learning process is carried out without crowding or gathering. Monotonous learning will greatly affect children's interest in learning. During this period, the motivation for one child's interest in learning is different from another. In the early childhood learning process, the role of the mother is very important. The role of a mother is considered very important more than other roles. The aim of this research is to determine the relationship between maternal social support and early childhood interest in learning during the Covid'19 pandemic in Krapyak Village, District. Annually, District. Jepara. This research uses a quantitative correlation research method using two scales, namely the mother's social support scale and the early childhood learning interest scale. The population in this study were mothers who had early childhood children aged 6 years in the Krapyak Village area, Tahunan District, Kab. Jepara. Sampling in this study was carried out with a total sample of 85 mothers who had early childhood children aged 6 years. Determination of the number of samples using the Slovin formula. The sampling technique in this research used purposive sampling. The data analysis method in this research is product moment correlation. Based on the results of this research, it can be concluded that there is a positive relationship between maternal social support and early childhood interest in learning during the Covid'19 pandemic. With the results, the correlation coefficient value of the two variables is 0.349 or 35%, which means that the mother's social support during learning during the Covid'19 pandemic was quite helpful and increased children's interest in learning.

How to cite

INTRODUCTION

On March 2 2020, positive cases of Covid'19 were detected in Indonesia, when two Japanese citizens were confirmed to be infected with Covid'19. In April 2020, the Covid'19 pandemic had spread to 34 provinces in Indonesia. As the number of positive cases of Covid'19 increases, everyone keeps their distance to break the chain of spread of the Covid'19 outbreak by implementing social vaccines, namely social distancing and lockdown policies. This pandemic has had a huge impact on the education sector in Indonesia. A very real change is the implementation of "Learning from Home" education (Kemendikbud, 2020). The Indonesian government has implemented the school from home concept which is expected to help prevent the spread of Covid'19 because the learning process is carried out without crowding or gathering. The policy of studying at home or eliminating face-to-face meetings has a direct impact on PAUD, SD, SMP, SMA and even university students.

In the process of learning from home, parents replace teachers to educate and teach material that has been given or delivered via devices or the internet. This online learning/learning at home also requires children to meet learning targets according to STPPA (Children's Learning Achievement Level Standards). Early childhood is a golden age or the Golden Age, there is only one period in life, and children cannot repeat it. Basically, learning for early childhood is carried out directly in order to achieve aspects of child development.

According to research conducted by Khirjan, the main activities used in PAUD learning are assignments, home visits, and children's daily reports. In daily reports, parents do it online (Nahdi et al., 2020, p. 177). Assignments are giving activities to children through worksheets given to parents or guardians. Home visit is a visit activity by educators to conduct learning with students or children which is carried out at the student's or child's home. Monotonous learning will greatly affect children's interest in learning. The influence of early childhood interest in learning is because it is ingrained that learning takes place at school. Of course, during the pandemic, parents, especially mothers, play an important role. Even though learning is carried out online (on the network), support from parents, especially mothers and the family environment, is really needed to increase motivation and interest in learning during the pandemic.

According to the Ministry of National

Education (in Teachings et al., 2014), Interest is the awareness that arises that a particular object is very liked and gives rise to high attention for the individual towards that object. According to Syaiful Bahri Djamarahi (in Mushlih, nd2018), Learning is a series of mental and physical activities to change behavior through individual experiences in interacting with the environment which involves cognitive, emotional and psychomotor. According to Djamarah indicator (Febriyona et al., 2019) interest in learning, namely a feeling of liking or enjoyment, a statement of preference, a feeling of interest, an awareness of learning without being asked, participating in learning activities, and paying attention. To determine young children's interest in learning, there are several indicators. According to Safari (Study et al., 2014), there are four indicators of interest including; Feelings of Joy, Student Interest, Student Attention, and Student Involvement. Not only that, children's interest in learning can be influenced by several factors, Slameto (in Anggraeni, 2017) classify factors that can influence interest in learning into two groups, namely; Child Internal Factors and Child External Factors. And during this pandemic, the factor that really influences it is external factors, namely the family. Mothers play a very important role during online learning and help foster children's motivation for interest in learning because the family is the first place where children get education, especially the mother as the intermediary. A mother understands and carries out her duties in directing her children well in order to create a good generation. Opportunities for children's interest in learning are greatly influenced by family support, especially the mother's social support for the child.

Social support arises because of the perception that people will help when a situation occurs that could cause problems and this help can increase positive feelings. Cobb (1976, in Maslihah, 2011), argues that social support is comfort, attention, appreciation, or assistance felt by an individual from another individual. Maternal social support for early childhood is a form of interaction between mother and child which creates the perception that the child is cared for, given comfort, appreciation and assistance by a mother. According to House (in Smith., 1994. Aristya, 2018) social support involves several aspects including Emotional Support, Appreciation Support, Instrumental Support, and Informative Support. There are factors that influence mothers' social support for early childhood, namely inhibiting factors and supporting factors, including; inhibiting factors according to Apollo & Cahyadi

(inTarigan, 2013)namely withdrawing, fighting others and committing inappropriate actions. Meanwhile, according to Myers, the supporting factors are(in Wahyuni, 2016)suggests that there are at least three main factors that encourage someone to provide positive support, including empathy, social values and norms, reciprocal relationships.

This research aims to obtain facts and explain the relationship between maternal social support and early childhood interest in learning during the Covid'19 pandemic. In this study, researchers can also find out how close the mother is through the form of social support.

METHOD

This type of research is quantitative research. The type of research used in this research is Correlation Research. The population of this study were mothers who had early childhood children aged 5-6 years in the Krapyak Village area, Tahunan District, Kab. Jepara. Based on data from institutions in the Krapyak Village area, the population determined by researchers was 143 mothers and 143 children. Due to limited respondents, the population was reduced by the number of respondents who had tested the instrument, which resulted in the total population being 108 mothers and children. The sample in this study was 85 mothers who had early childhood children aged 5-6 years. According to Sugiyono (2008), the sampling technique in this research uses purposive sampling, namely a sampling technique with certain conditions.

Research on maternal social support and early childhood interest in learning during the pandemic was conducted at Tarbiyatul Athfal Muslimat Nu Kindergarten and JELITA Kindergarten, Krapyak Village, Tahunan District, Jepara Regency. The research was carried out from 18 October 2021 to 30 October 2021. Data was obtained by researchers distributing questionnaires via Google Form, assisted by the homeroom teacher. After that, the homeroom teacher helped distribute the questionnaire through their respective class groups.

In this research, the independent variable is (X) Maternal Social Support and the dependent variable (Y) is Early Childhood Learning Interest. Data collection techniques use questionnaires. Data analysis techniques use Pearson Correlation or Product Moment Correlation.

RESULTS AND DISCUSSION

Research on the relationship between

maternal social support and early childhood interest in learning took place in Krapyak Village, Tahunan District, Jepara Regency. Krapyak Village is one of the villages included in the Annual District of Jepara Regency with an area of +356 ha/KM². The distance from Krapyak Village to Tahunan District is +6 km and the travel time is around 15 minutes. The distance to Gepara Regency is 2 km and the travel time is around 10 minutes. The Krapyak Village area is geographically located to the west of the city of Tahunan District, which consists of lowlands and coastal plains.

The Krapyak Village area consists of 9 Community Units (RW) which can be grouped into 16 hamlet areas. The livelihoods of Krapyak village residents are usually farmers, laborers, traders and others. Considering the condition of the Krapyak settlement, it is a rice field, a furniture center and a dense settlement.

The population of Krapyak village in 2018 was 11,384 people/3,148 families consisting of 5,917 men and 5,467 women. Based on existing institutions, the number of early childhood children aged 6 years in Krapyak Village was around 143 children, so it can be ascertained the number of mothers who have early childhood children aged 6 years also number around 143 mothers.

RESEARCH RESULT

a. Linearity Test

Linearity Results Data			
Variable		F	Sig.
VAR_X			
VAR_Y	Linearity	13,418	,001

Based on this table, it is known that the results of the linearity test on maternal social support and interest in early childhood learning obtained an F value of 13,418 with a significance of 0.001 and because the significance value is smaller than 0.05, it can be said that there is a relationship between maternal social support and early childhood interest in learning. is linear.

b. Product Moment Correlation Test

Product Moment Correlation Test Result
Data
Correlations

		M a - Interest in t e r n a l L e a r n i n g S o - A U D c i a l S u p - p o r t	
MOTHER'S S O C I A L SUPPORT	Pearson Cor- relation Sig. (2-tailed) N	1 85	,349 ,001 85
INTEREST IN LEARN- ING AUD	Pearson Cor- relation Sig. (2-tailed) N	,349 ,001 85	1 85

Based on the table above, the maternal social support variable has a significant value of 0.001 and the early childhood learning interest variable has a significant value of 0.001. Product moment correlation data analysis uses a significance level of 0.05. The research sample of 85 mothers obtained a probability value (sig 2 tailed) of 0.001. The hypothesis criterion is accepted if the probability value (sig 2 tailed) < 0.05 . The results of the analysis obtained a significance value (sig 2 tailed) of $0.001 < 0.05$, so the hypothesis was accepted, namely that there was a relationship between maternal social support and early childhood interest in learning during the Covid'19 pandemic in Krapyak Village, Tahunan District, Jepara District. The correlation coefficient value of the two variables is 0.349. Based on correlation interpretation guidelines, a correlation value of 0.25 - 0.50 is considered a sufficient correlation, this shows that the relationship between maternal social support and early childhood interest in learning during the pandemic has sufficient strength and the direction of the relationship between the two variables is positive.

DISCUSSION

The results that will be discussed in this research are the relationship between maternal social support and early childhood interest in learning during the Covid'19 pandemic in Krapyak Village, Tahunan District, Kab. Jepara. In this study, researchers determined maternal social support as the independent variable and early childhood learning interest as the dependent variable. Maternal social support occurs because of the perception that the mother will help when a situation occurs that could cause problems for the

child and this help can increase positive feelings towards the child.

Maternal social support involves several aspects that can help increase early childhood interest in learning. According to House (in Smith., 1994. Aristya, 2018) social support involves several aspects, namely; Emotional support (in the form of empathy, care and concern for someone), Appreciative support (in the form of positive appreciation from someone for another person), Instrumental support (in the form of direct assistance, for example help with objects, work or time), Informative support (in the form of assistance that includes providing advice and suggestions).

Based on the research results, it showsIt's clear that there is a relationship between maternal social support and early childhood interest in learning. This can be shown by the results of the product moment correlation test where the probability value (sig 2 tailed) is $0.001 < 0.05$. Product moment correlation data analysis uses a significant value level of 0.05. This value is smaller than 0.05, which means there is a significant relationship between the two variables. The correlation coefficient value of the two variables is 0.349. Based on correlation interpretation guidelines, a correlation value of 0.25 - 0.50 is considered sufficient correlation. The research sample of 85 mothers obtained a probability value (sig 2 tailed) of 0.001.

Aspects of social support for mothers who have early childhood children in Krapyak Village, Tahunan District, Jepara Regency are at a medium level, including mothers showing a sense of affection towards children, mothers providing a sense of security to children when doing distance learning/learning at home, the mother gives small gifts/rewards to the child, the mother gives praise to the child when completing small things, the mother gives advice to increase the child's motivation, the mother gives a good response when the child asks her something, the mother can help accompany the child while studying at home/online learning, mothers are able to provide school equipment even though learning is done online/distance.

Aspects of early childhood interest in learning in Krapyak Village, Tahunan District, Jepara Regency are at a medium level, including children being enthusiastic in participating in learning, a willingness to be active in learning, children willing to listen to the teacher's explanation, children willing to take notes on learning material even though they are assisted by mother, child is active in discussions with friends, child is

active in asking and answering teacher questions.

The results of the research show that maternal social support is related to early childhood interest in learning during the Covid-19 pandemic. According to Ganster, et al., (inTarigan, 2013) Social support is the availability of relationships that are helpful and have their own value for the individual. While Cobb (1976, inMaslihah, 2011), argues that social support is comfort, attention, appreciation, or assistance that individuals feel from other individuals. The importance of a mother is very clear in the development process of her child. Mother's support will have a big influence on the child's life both now and in the future. The results of this research show that maternal social support really helps increase children's interest in learning during a pandemic like this.

With the description above, it can be interpreted that maternal social support is related to early childhood interest in learning. In various forms of maternal social support there must be a relationship (interaction) between mother and child. Maternal social support is also formed because there is a sense of care and empathy for the child. Communication or relationships that occur between mother and child can make it easier to achieve a goal. This shows that maternal social support is very important for children because guidance is needed. Maternal social support also helps children in dealing with problems that occur in children. Social support between mother and child can be based on the closeness between mother and child, similarities between mother and child (social integration), respect from the mother for the child, the bond between mother and child/child can rely on their relationship with the mother. There is guidance from the mother to the child and giving the child opportunities.

In providing support, a mother also needs to pay attention to several factors that can influence a child's interest in learning, especially during the Covid'19 pandemic. According to Djamarahindicator(Febriyona et al., 2019)interest in learning, namely a feeling of liking or enjoyment, a statement of preference, a feeling of interest, an awareness of learning without being asked, participating in learning activities, and paying attention. And according to Taufan (in Simbolon, 2014), the factors that influence the emergence of interest are 1) internal encouragement factors, 2) social motivation factors, 3) emotional factors. A mother must pay close attention to these factors in order to foster interest in learning in young children. Not only that, mothers also have a role in paying attention to indicators

of early childhood interest in learning.'

Indicators of early childhood learning interest according to Safari(Study et al., 2014)There are four indicators of interest, including: Feelings of Joy (a child who feels happy or likes learning, then the child will continue to study the science he or she likes and there is no feeling of being forced on the child to study that field.), Student Interest (the child feels interested in people, objects, activities or can be an affective experience stimulated by the activity itself), Student Attention (Attention is concentration or mental activity towards observation and understanding, to the exclusion of anything else. Children who have an interest in certain objects, will automatically pay attention to the object.), Student Involvement (A person's interest in an object which results in that person being happy and interested in carrying out or carrying out activities for that object).

CONCLUSION

Based on the results of research on the relationship between maternal social support and early childhood interest in learning during the Covid'19 pandemic in Krapyak Village, Tahunan District, Jepara Regency, it can be concluded that there is a positive relationship between maternal social support and early childhood interest in learning during the Covid pandemic. '19. With the results, the correlation coefficient value of the two variables is 0.349 or 35%, which means that the mother's social support during learning during the Covid'19 pandemic was quite helpful and increased children's interest in learning.

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