



Mother-Child Play During the COVID-19 Pandemic: Just Stay at Home

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Abstract

This study aims to determine which types of activities are mostly played by mothers and their children during “just stay at home” or since the implementation of the Large-Scale Social Restrictions (PSBB). Starting on March 16, 2020, the PSBB has enforced by the DKI Jakarta and other local governments in Indonesia to overcome the Covid-19 pandemic. The study was conducted by survey method, using a questionnaire of Google form application. The questionnaire was distributed online from 9 to 20 April 2020. As a sampling technique, purposive sampling was selected, including mothers who have children between the ages of 2-8 years. A total of 545 participants were obtained through WhatsApp, Instagram, and Facebook. The results of the study showed that there were five types of activities mostly played by mothers and their children: 1) reading, writing, and math, 2) watching YouTube, 3) life skills, 4) two and three-dimensional arts, 5) playing water. While the types of activities rarely played: 1) playing gadgets, 2) science experiments, 3) light sports. In similar, there were three types of activities rarely played: 4) home materials creativity, 5) traditional games, 6). Storytelling / fairy tales / drama, 7) music and movement. Referring to the finding, it was a positive significant result because the gadget was the rare play. These might occur because majority respondents were highly educated and working as educators in particular.

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INTRODUCTION

Since December 2019, Wuhan, Hubei, China, is the first region that have contracted with the corona virus. This new discovery virus attacks human respiratory systems and it is called as Covid-19 by microbiologists. The virus has been detected and distributed rapidly across the world in less than 1 month. So the situation is no longer known as a pandemic (Setiawan, 2020).

WHO declared that Covid-19 was a global pandemic and asked all countries to prevent spread, not only because it is easily transmitted through humans, but also because it is fast and widespread. The character of Covid-19 is also dangerous as it causes a large number of deaths in a short time. The most primary problem is unpreparedness, even in developed and rich countries in terms of medical facilities such as hospitals, medical staff, personal protective equipment, medicines and vaccines. This restriction on movement also has an impact on the deterioration of the country's economy (Situmorang, 2020).

The President of the Republic of Indonesia, Joko Widodo, announced that the Covid-19 virus had entered Indonesia on March 2, 2020, with two residents of Depok. DKI Jakarta is the province with the most positive cases for Covid-19. The call to stay away from home, work from home, study from home, and then implement large-scale social restrictions on residents of Jakarta and on high-mobility buffer areas came into effect on March 16, 2020 (Ansori, 2020). In exactly three months, on June 2, 2020, the data increased sharply to 27,549 people in Indonesia that were positive and reached 417 districts/cities ('Latest News | Task Force on Acceleration of Handling COVID-19,' 2020).

To prevent Covid-19, everyone must conform with health protocols and implement social and physical distances. Not leaving the house or traveling far by public transportation. Going out from home is only for important things, provided that you do personal safety and carry out health protocols (Susilo et al., 2020). The implementation of policies to maintain distance or territorial quarantine, as well as restrictions on distance between people, has had a significant economic impact on various industries, in particular manufacturing, tourism, hotels, transportation and others (Y. I. Sari, 2020).

In the field of education, UNESCO (United Nations Educational, Scientific and Cultural Organization) proposes using distance learning. Opening an educational platform that can be used by schools to reach out students and limit

educational disruptions (Setiawan, 2020). As of April 13, 191 countries have implemented a national education closure, affecting 1,575,270,054 students (91.3 per cent) of the world's student population (Setiawan, 2020). In Indonesia, this pandemic has also had a major impact on the education sector. The Government has announced the official abolition of the National Examination (UN) in 2020 from the level of Elementary School (SD) to the level of Senior High School (SMA) (Purwanto et al, 2020: 1-3).

The Minister of Education and Culture of the Republic of Indonesia, Nadiem Anwar Makarim issued Circular Letter No. 3 of 2020 to the Education Unit, and Number 36962 / MPK.A / HK / 2020, regarding teaching and learning activities carried out online in an effort to prevent the spread of Covid- 19. Online learning during a pandemic can be done with a variety of applications such as the teacher room, google class room, zoom, google form, and whatsapp group (Dewi, 2020). Virtual education as a solution to overcoming difficulties in implementing face-to-face learning involves all elements of education, including students, teachers, and parents. Teachers and educators as essential elements of teaching must undertake an unprecedented large-scale migration from traditional face-to-face education to online education or distance education. (Herliandry et al, 2020: 66-67)

The government's policy to study at home, work from home and worship from home has now changed the role that the education unit usually plays in the family unit (Anhusadar, 2020). This means that the home is currently the center of activity for all members of the family. This could be potential, because the center of activity has returned to its origin, namely home. But if all activities are performed only at home, it also has a psychosomatic effect, namely physical disturbances caused by psychological factors and piles of emotions that can cause shocks in a person in society, such as anxiety, stress, the social environment which influences many negative thoughts, such as news. hoaxes and others (Zulfa, 2020).

All day and every day at home, giving mothers long opportunities to play with their children. From the results of a survey conducted on mothers who have children aged 2-8 years, from 545 respondents spread throughout Indonesia, it was found that facing the Covid 19 pandemic situation, mothers felt less ready to play with their children all day and every day during the PSBB period. Mothers feel confused about playing with their children, because they are at home every day, and all day long. In addition, mothers

also feel tired, bored, and impatient, because of the many other jobs that must be done besides taking care of children (Sari, 2020). This seems to be in line with the phenomena we see everyday. Both based on the results of casual chats and the chatter of mothers on social media.

When viewed from the results of research before the Covid-19 pandemic, regarding the time mothers are with their children at home, 43% of mothers leave home around 06.00 to 08.00 am, and return home between 17.00 to 18.00, even 19% can pass from 20.00 night. So it can be said that the mother is at home when the child wakes up, and returns home when the child is going to, or is already sleeping (D. A. Sari, 2016). Similar research at TK Masyitoh 1, Purworejo, Indonesia shows the low involvement of parents in children's education due to several factors. These factors, among others, are due to parents' busy work, lack of parental knowledge of children's educational activities at school, and the assumption that education is the responsibility of the school (Irma, Nisa, & Sururiyah, 2019). The conditions of the Covid-19 pandemic changed all mother's activities. Mother is just at home all day and every day. At first the mother spent the day outside the house, and the children's education took place at school, during this pandemic, mothers and children were only at home every day and all day long. As long as they are only at home, for working mothers, besides having to do their office work from home, they now also have to act as a substitute teacher for their children who also have to learn from home. Automatic household chores in sight and cannot be ignored. This situation is certainly not easy. Likewise with mothers who do not work, or housewives. Usually mothers only accompany their children after returning from school, but now mothers also have to replace the role of the teacher, as well as other roles at home.

Research conducted by Furlong et al (Barlow & Coren, 2018) shows substantial evidence that parenting programs can be effective in improving aspects of parental psychosocial functioning (for example: depression, anxiety, stress, anger, guilt, self-confidence and relationship satisfaction with partners.) in the short term. The family is the smallest social unit in society, but has a great influence on the nation and the State. Families give birth to future generations who will determine the fate of the nation. If the family can carry out its function properly, it will allow the growth of a quality and reliable generation as the pillars of the strength of the nation's progress. On the contrary, if the family is not able to function

properly, it will cause a problematic generation for this nation. (Barlow & Coren, 2018). Covid-19 returns the family to its original function. It's just that the readiness of parents, especially respondents, needs to be considered.

Effective parenting skills include clear expectations for the child, staying calm when the child is angry, consistently following up on positive and negative consequences, being a positive role model, playing roles with the child, giving praise as reinforcing behavior for the child. This positive behavior contributes to developing positive behavior in children (Hossain, Huq, Adhikari, Eusuf Zai, & Haque, 2015).

Playing is an activity of expressing oneself without coercion with feelings of pleasure and can be used to learn many things, such as: knowing rules, socializing, putting oneself in, managing emotions, tolerance, cooperation, and sportsmanship (Naili: 2016). Playing is an activity carried out with or without using tools, generating understanding or providing information, giving pleasure or developing imagination in children (Septiyani: 2019). By playing, children will often communicate with the surrounding environment which makes children's social behavior develop well (Rahmadianti: 2020). Playing is an activity that is often done by children, because playing media is good for children to learn to communicate, get to know the world around them and can improve their mental and social well-being (Nindya: 2018). Through play there will be positive changes in physical, social, mental and moral terms. Meaningful play is play that stimulates creativity and is fun for children. (Munawaroh: 2017).

There are several types of play activities that can increase children's creativity, including 2 and 3 dimensional activities, drama activities / role playing, movement and song activities, science activities, cooking activities, social activities, environmental activities (Mayerky, 2012).

This study aimed to determine what types of plays were often carried out by mothers and their children during "just stay at home" since the enactment of Large-Scale Social Restrictions (PSBB).

By knowing the types of playing that are often and rarely played between mother and children, this research is expected to be useful for parents, so they can learn other playing that can stimulate children's development holistically and integratively. Meanwhile, education practitioners can find out the need of parenting training for parents and teachers about playing.

METHOD

The research methodology used is the survey method. Data retrieval was taken through a questionnaire (Adiyanta, 2019). The questionnaire is in the form of a series of questions arranged systematically to be filled in by respondents (Bungin, 2014). The purpose of the questionnaire in this study was to get an idea of what types of games were played by respondents with their children during the Covid-19 pandemic just at home. PSBB requires all educational, work and worship activities to be carried out at home only. The sampling technique used purposive sampling technique, namely the selection of samples with certain considerations. Consideration of the age of the sample is the respondent who has children aged 2 to 8 years, of which 2 years old can already play social games. The questionnaire was created using google form. The distribution is carried out online via WhatsApp, Facebook, and Instagram. The questionnaire was distributed for 10 days, and got 545 respondents. The questionnaire instrument is in the form of closed questions, with a total of 49 questions. The questions included respondents' data, what they felt, what rules did they apply to children during the PSBB period, what types of games they often and rarely did during the PSBB period. To give an opinion, an assessment using a Likert scale is used, namely Strongly Agree, Agree, Doubt, Disagree, Disagree, Strongly Disagree. Meanwhile, questions related to frequency used a Likert scale rating: Always, Often, Sometimes, Rarely, and Never. The data is processed using the Excel program to be calculated based on the percentage of answers, then sorted from largest to smallest. The numbers that have been sorted based on the percentage are then processed descriptively.

RESULT AND DISCUSSION

Respondents

The age of respondents / mothers who have children aged 2-8 years in this questionnaire were in the range of 1) Age less than 20 years, 2) Age between 20-25 years, 3) Age between 25-30 years, 4) Age between 35- 40 years, and 5) Age more than 40 years. From the research results, it was found that the most respondents were: 1) 30% of respondents who were at the age of 30-35 years, then 2) Age 35-40 years as much as 30%, 3) Age more than 40 years (23%). Furthermore, 4) respondents aged 20-25 years (14%), and the least age is less than 20 to 25 years 4%). So it can be said that the age of the most respondents was in

the young adult age range, namely over 30 years old (83%).

The educational status of the respondents was 1) undergraduate by 40%, followed by Senior High Schools and the equivalent 29%, master by 13%, Diploma by 11%. Meanwhile, the rest are elementary and junior high school education at 4% and doctoral education at 3%. So it can be said that the majority of respondents were from high school education to undergraduate level (81%). The number of respondents with diploma to undergraduate education was 51% and 16% postgraduate, so that a total of 67% of respondents had high education.

The occupational status of respondents with the highest proportion was 1) housewives as much as 55%, and 2) working mothers who were undergoing WFH were 40%. Only a few respondents work as a child caregivers (5%). For working mothers, the respondent's profession was dominated by; 1) educators, both teachers and lecturers (63%), 2) work as private employees by 20%, while the remaining 17% consists of civil servants, medical personnel, and others. So if we look at the data, it can be seen that the majority of respondents were housewives (55%), while respondents who work generally work in education (63%).

Respondents domicile at most; 1) Jakarta (48%), then 2) South Tangerang (19%), 3) Depok (8%), 4) Tangerang (4%), 5) Bekasi (2%), 6) Bogor (3%), and 7), and another 16% (outside the capital's buffer zone Jakarta, Bogor, Depok, Tangerang and Bekasi - Jabodetabek). Whereas residential locations generally live in housing (49%), complexes (18%), rented / boarding houses (16%), rural areas (11%), dormitories (0.2%), and others (5%). So it can be said that the majority of respondents live in the the capital's buffer zone, Jabodetabek area (83.50%), which was generally the Red Zone area of the Covid-19 pandemic in Indonesia.

The type of residential of respondents live was in housing estates and housing complexes (68%). It can be said that the respondent was in a homogeneous environment, or was in an environment which generally has the same characteristics, both educationally and economically.

What about the knowledge about education and care for the respondents, what was their learning sources? The order of the most sources of knowledge about education and childcare of the respondents were: 1) searching the internet 70%, 2) Parents 62%, 3) Books and magazines 57%, 4) Friends / Relatives 55%, 5) Courses / Seminars 40 %, and 6) Lectures 36%. While

the order of sources of knowledge about playing with children were: 1) searching the internet 78%, 2) 60% from friends / relatives, 3) Books and magazines 53%, then 4) from parents 40%, 5) Courses / Seminars 31 %, and 6) Lectures 30%. From these data, it can be seen that the internet is the most respondents' learning source about education and parenting, as well as a source of knowledge about playing with children. Parents as a source of knowledge about education and childcare are in second place. Respondents prefer friends and relatives to be the source of the knowledge of playing activities with children. Books and magazines remain popular sources of reference for both parenting and playing activities with children.

In taking care of housework or caring for children at home, in general the respondents did it 1) alone (46%), 2) the mother worked together with other family members (39%), 3) the mother worked with caregivers 13%. It can be said that many of the respondents play an active role in managing the house as well as caring for their children at home without being a carer. So that the role of the nuclear family is very large in childcare.

The age of the respondent's children at this time was at most 1) age 7 - 8 years (33%), 2) age 5-6 years (28%), 3) age 4 - 5 years (24%), 4) ages 6 - 7 years (20%), 5) age 2 - 3 years (21%), 6) ages 3 - 4 years (16%). While the education level of the children of the respondents was currently attending school: 1) Kindergarten B was 30%, 2) Play Group 24%, 3) Kindergarten A was 21%, 4) Elementary grade 1 to grade 3 was 38%. From these data, it can be seen that the majority of children aged 5) whose children attend home schooling were 2.4%, and 6) it was rather surprising that there were respondents whose children have not attended school or at home only 16% (87 people).

Things that affect parents in educating their children include social factors, which consist of education level, occupation and income. The level of parental education affects the way parents think (Novrinda, Kurniah, & Yulidesni, 2017). From the data above, it can be seen that in general the respondents were highly educated (67%), have a job as educators (63%). Judging from the majority of dwellings in housing and housing complexes (68%) which shows that the respondents were at a homogeneous economic level both economically and educationally. Since the implementation of social distancing in facing the Covid-19 pandemic, almost all or 99.1% of children's schools have been closed, meaning that all children were only at home.

Mothers And Children Playing Activities During Pandemic Covid-19, Just Stay At Home.

All day and every day at home, giving mothers long opportunities to play with their children. What kind of play that they frequent doing during pandemic Covid-19, just stay at home, we can see at the table below:

Table 1. Activities / Frequency of doing

Activities / Frequency of doing	Often	Rarely	Never
1. Writing & Counting	73%	23%	4%
2. Watch Youtube / TV	64%	32%	4%
3. Home Life Skill	60%	35%	5%
4. 2 & 3 dimensional art	59%	38%	3%
5. Playing Water	47%	46%	7%
6. Puzzles / Lego, blocks	47%	45%	9%
7. Singing and playing music	41%	47%	12%
8. Story telling, fairy tales, drama	41%	53%	6%
9. Playing with home environment	40%	45%	14%
10. Moderate exercise	36%	53%	11%
11. Creativity with home materials	35%	53%	12%
12. Traditional Games of gross motor skills	33%	53%	14%
13. Dancing, moving to the music	32%	52%	16%
14. Perform simple experiments	28%	62%	11%
15. Traditional Games of fine motor skills	28%	52%	20%
16. Playing Gadgets	11%	68%	21%

From the table 1 above, it can be seen that the respondents activities that often do with their children at home were 1) Writing & Counting. Mostly, or 73% of respondents often do. 2) The next activity that was often carried out by 64% of respondents was watching YouTube or TV. The next question was, what would the respondent do if their children likes watching YouTube / TV? According to 87% of respondents they often limit the types of films, 82% of respondents also often limit their children's watching time. In fact, 79% of respondents often give the explanation about

the film that was being watched. Respondents also often choose which films their children will watch (77%). And it was amazing because 56% of the respondents rarely do other activities while watching Youtube/TV with their children. This could imply that the respondents were really enjoyed watching YouTube / TV with their children. 3) Activities that respondents often do with their children while at home number 3 were doing life skills activities. Life skills activities in this study were pre-vocational life skills. Pre-vocational life skills in the Montessori curriculum, were activities that involve self-care (for example: brushing teeth, cleaning the nose-ear, combing hair); taking care of the environment (flower arranging, shining shoes, scrubbing tables, gardening); life skills (sewing, food preparation); develop fine motor skills (moving activities, for example, pouring water, buttering bread); and social life (setting up the table, saying “excuse me” or “thank you”, and so on). As the child gets older these activities increase, for example, becoming first aid, repairing bicycles, telephone procedures, computer skills, and knowledge of simple machines (Amalia, 2018). 4) The 2 and 3 dimensional art play activities were carried out by 59% of the respondents. 5) Meanwhile, other activities that were often carried out were playing water and playing puzzle / lego.

Table 2. Five (5) Sequences Of Activities which Frequently Done during just At Home

Activities	Frequent frequency rate
1. Writing & Counting	73%
2. Watch Youtube / TV	64%
3. Home Life Skills	60%
4. 2 & 3 dimensional art	59%
5.1. Playing Water	47%
5.2. Puzzles / Lego, blocks	47%

2 dimensional and 3 dimensional art activities: Fine art activities in printing techniques (3 dimensions) are rarely carried out in class, and they develop more 2-dimensional art activities such as drawing and coloring. (Destiani: 2016)

Table 3. Five (5) Sequences Of Activities That Rare Be Done during just At Home

Activities	Rare frequency rate
1. Playing Gadgets	68%

2. Playing simple experiments / Science Games	62%
3.1. Moderate exercise	53%
3.2. Creativity with home Materials	53%
3.3. Traditional Games of gross motor.	53%
3.4. Storytelling, fairy tales, drama	53%
4.1, Dancing, and movement	52%
4.2. Traditional Games of fine motor.	52%
5. Singing and playing music	47%

Playing Gadgets. The emergence of playing gadgets as a game that was rarely done by children was quite surprising. Because as we know so far, many parents have problems with their children who are too frequent or addicted to playing gadgets. The role of the family to avoid the impact of gadgets is related to children’s behavior (Palar: 2018). From the data obtained, the respondents’ opinion about playing gadgets was that the respondents did not agree that playing gadgets makes their children calmer. This means that gadgets cannot be used as tools to let their children play alone. Respondents also disagreed with giving their children permission to play gadgets (40%). So it can be seen that the respondents think they agree to choose the games they play (60%), apply the rules for playing gadgets only during holidays (78%), and almost all agree to limit children’s time to play gadgets (93%) and limit the frequency children to play gadgets (96%).

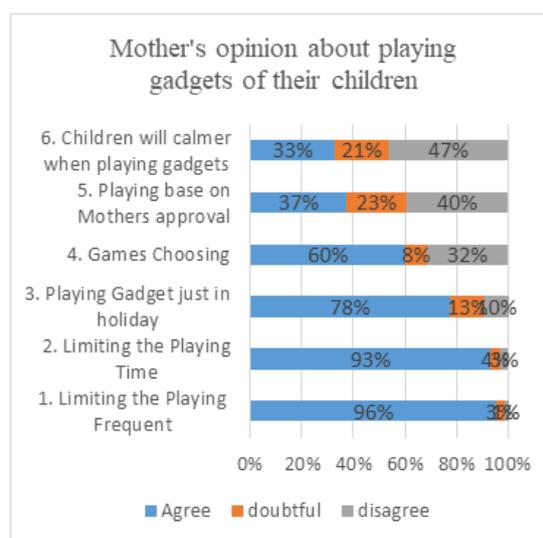


Fig. 1. Mothers Opinion about playing gadgets of their children

What was mothers reactions if their children often playing gadget during the Covid-19 pandemic, just stay at home? The respondents responses that they were often taken limiting the time of playing gadgets (83%), choosing which games to play (57%), and lastly limiting the frequency of playing gadgets (11%)

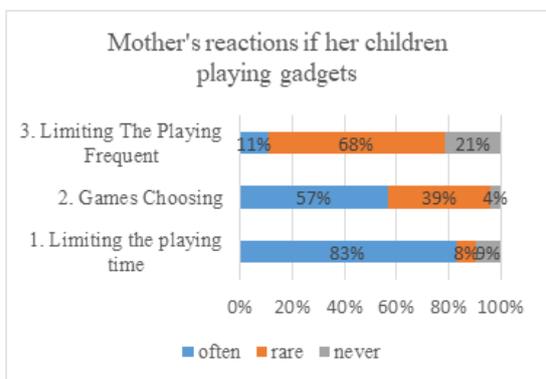


Fig. 2. Mothers Reaction about playing gadgets of their children

Playing simple experiments / science. For children, science means trying to understand the world. They are natural researchers, who observe people, animals or whatever is around them. There are 2 similarities between children and researchers, namely investigating and finding knowledge (Mayesky, 2012). Many science games can be done by exploring materials or objects at home.

Moderate exercise. Movement development needs to be done from an early age. Practicing sports can train children's confidence in their abilities by showing their skills during practice. Sports for children must be provided in the form of games so that children can participate in activities cheerfully and happily. Learning sports by playing increases motivation in children to learn motion and optimizes muscle function. (Nugraha: 2015)

Creativity with materials at home. Creativity is the ability to think about something by using an unusual way to solve the problem (Santrock, 2007). According to Rachmawati there are several strategies that can develop children's creativity, namely: 1) developing creativity by creating products (desire for work), aiming to develop creativity in children and children's cognitive in creating products by inviting children to form things freely, 2) inviting children to explore in order to develop their creativity, because children can learn directly from their experiences, 3) invite children to do experimental activities to learn

to solve a problem, 4) develop creativity through project activities carried out in groups to create a work, 5) involve the listener's senses and tools. musical instruments, children are invited to be creative with music, 6) development through language is an activity that can be done by storytelling, telling experiences that have been heard, 7) developing creativity through imagination, because this strategy is inherently carried out in the child, so that Attitudes that involve the child's imagination will help children develop creativity (Balandina: 2019)

Traditional Games, as a gross motor and Fine Motor Development. According to Sukirman in Edy Waspada, traditional games are playing which made of simple materials, which are in accordance with cultural aspects of the life of a society. In addition, traditional games are also a recreational activity that is not only intended to entertain oneself, but also as a tool to maintain social relationships and comfort (Hasanah 2016). In Indonesia there are many traditional games. Traditional games that use gross motor skills include playing enggrang, pole jumping, and so on. Traditional games of fine motor skills, for example playing congklak, marbles, and so on.

Conclusion

From the research results, it was found that 5 types of games that were often done were 1) writing / counting, 2) watching Youtube, 3) Home Life Skills, 4) 2 and 3 dimensional art, 5) playing water. While the types of games that were rarely done were 1) Playing Gadgets, 2) Playing simple experiments/Science Games. There were four types of playing that have the same numbers because of they were rarely done, such as 3) Moderate exercises.4), Creativity with home materials, 5) Traditional Games of gross motor skills, 6). Storytelling / fairy tales / Drama. Then two types of playing have the same number such as 7) Dancing and movement, 8) Traditional Games of fine motor skills, then 9) Singing and playing music. It was quite encouraging, because it turns out that gadgets were the games that were rarely done. This may be because the majority of respondents were highly educated, and generally also work as educators. In addition, it was found that mothers played a role in controlling their children in playing gadgets or watching YouTube / TV

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