



Strategies for Low-Income Families in Facilitating Children to Learn Online During the Covid-19 Pandemic

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ABSTRAK

Adanya kebijakan pelaksanaan pembelajaran secara daring berdampak pada banyaknya orang tua yang tidak dapat memenuhi kebutuhan belajar anak karena terkendala biaya. Adapun tujuan dari penelitian ini yakni untuk mengetahui upaya yang dilakukan oleh keluarga miskin dalam mengatasi persoalan pembelajaran anak. Penelitian ini tergolong kedalam jenis penelitian deskriptif kualitatif, dengan subjek penelitian yakni 13 keluarga miskin, 6 anak dari keluarga miskin, serta satu orang karyawan koperasi/tetangga yang meminjamkan uang. Pengumpulan data dalam penelitian ini dilakukan menggunakan metode observasi, wawancara, serta dokumentasi, dengan instrument penelitian berupa pedoman observasi dan wawancara. Data yang diperoleh dalam penelitian kemudian dianalisis dengan teknik triangulasi data yang terdiri dari proses reduksi data, display data, dan kesimpulan atau verifikasi. Hasil analisis data kemudian menunjukkan bahwa terdapat lima upaya yang dilakukan oleh keluarga miskin dalam memenuhi kebutuhan belajar dari anak, diantaranya yakni melakukan pekerjaan sampingan dengan jumlah persentase sebesar 69%, memanfaatkan tenaga anggota keluarga lainnya untuk menambah penghasilan dengan jumlah persentase sebesar 54%, melakukan penghematan dengan jumlah persentase sebesar 93%, meminjam uang ke koperasi atau saudara dengan jumlah persentase sebesar 85%, serta memanfaatkan bantuan yang diberikan oleh pemerintah dengan jumlah persentase sebesar 100%. Hasil tersebut kemudian menunjukkan bahwa bahwa orang tua senantiasa berupaya untuk menyediakan sarana/prasarana belajar pada masa pandemic Covid-19.

ABSTRACT

The existence of a policy for implementing online learning has an impact on many parents who cannot meet their children's learning needs due to financial constraints. This study aims to find out the efforts made by low-income families to overcome children's learning problems. This research belongs to the type of qualitative descriptive research, with research subjects, 13 low-income families, six children from low-income families, and one cooperative employee/neighbor who lent money. Data collection in this study was carried out using observation, interview, and documentation methods, with research instruments in the form of observation and interview guidelines. The data obtained in the study were then analyzed using data triangulation techniques which consisted of data reduction, data display, and conclusion or verification processes. The results of data analysis then show that low-income families make five efforts to meet the learning needs of children, including doing side jobs with a total percentage of 69%, utilizing the labor of other family members to supplement income with a total percentage of 54%, making savings with a total percentage of 93%, borrowing money from cooperatives or relatives with a total percentage of 85%, and utilizing assistance provided by the government with a total percentage of 100%. These results show that parents always try to provide learning facilities/infrastructure during the Covid-19 pandemic.

1. INTRODUCTION

The Covid-19 pandemic entered Indonesia in March 2020. The SARS-CoV-2 virus caused this pandemic outbreak a type of coronavirus. This virus attacks the immune and human respiratory systems, causing symptoms such as fever, dry cough, and difficulty breathing (Dewi, 2020; Maulidya, 2021; Pujowati,

2021). The outbreak of the Covid-19 virus has affected various aspects of human life, from social, economic, and tourism, to educational aspects. The government has made various efforts to overcome the spread of the Covid-19 virus, such as carrying out self-isolation for people who have been infected and issuing regulations for implementing large-scale social restrictions (PSBB), which are listed in a circular letter as of March 18, 2020 (Aeni, 2021; Herliandry et al., 2020; Lempang et al., 2021). The circular stated that all activities carried out indoors and outdoors in all sectors were temporarily suspended to reduce the spread of the coronavirus, especially in the education sector (Nafrin & Hudaidah, 2021; Noviyanti, 2020). The existence of a policy of implementing large-scale social restrictions also has an impact on the education sector, where education which was initially carried out through a face-to-face process between teachers and students, is now diverted through an online learning process by utilizing various digital platforms (Aldiyah, 2021; Fuadi & Irdalisa, 2020).

Online learning utilizes various virtual applications such as Google Meet, Google Classroom, or Zoom Meetings (Adi et al., 2021; Adri et al., 2021; Marwanto, 2021). Online learning is generally almost the same as conventional learning in class. Online learning is done digitally using the internet network (Harahap et al., 2021; Tsalisah & Syamsudin, 2022). During the Covid-19 pandemic, online learning was considered one of the best solutions to suppress the spread of the virus among students and educators. Implementation of online learning has several benefits, such as enabling teachers and students to study together without going through a face-to-face process, being able to create a more effective and efficient learning process because it has flexible study hours, providing opportunities for students to develop skills in non-academic fields, as well as making it easier for teachers to prepare questions without being constrained by place and time (Anandita & Maulidiyah, 2021; Jamilah, 2020; Mubarak, 2021; Pujowati, 2021).

By holding online learning automatically, parents make additional costs such as purchasing technological devices such as cell phones, additional costs for purchasing internet quota, and various pressures for other needs to fulfill children's right to education (Sihombing & Fatra, 2021). The existence of the PSBB policy and uncertain conditions like today has had a huge impact on the family economy, especially on low-income families (Aeni, 2021; Dharmalau & Putra, 2021). Meanwhile, Indonesia still lives below the poverty line. As the root of social problems, poverty can prevent children from getting good nutrition, higher education, decent housing, a friendly environment, and so on. So that a pandemic like today greatly affects the economy of low-income families due to the low level of the parents' economy due to the Termination of Employment Relations (PHK) and a reduction in the number of employees in a workplace. It certainly causes the fulfillment of children's right to education is not fulfilled properly. The results of pre-observations conducted at SD N 18 Bengkulu Selatan with a total of 285 students show that as many as 200 students come from low-income families, or 70% of students at SD N 18 Bengkulu Selatan come from low-income families. These results further show that many problems people with low incomes face are related to the fulfillment of online learning. In several interviews that were conducted with several low-income families, they said that they did not have savings to accompany their children to study, did not have time to accompany their children to study, could not teach their children, and were depressed because they did not have a job.

The many problems arising during online learning require every family to become a fortress to avoid bigger problems. The government and the Ministry of Education and Culture have made efforts to meet the needs of children during the online learning process, such as providing financial assistance to families of poor students, providing free quota assistance for students, teachers, and lecturers (Hanifa & Fisabilillah, 2021; Pangaribuan & Munandar, 2021). It is expected to assist in meeting the community's needs to resolve the need for meeting children in low-income families. It means that every family, central government, and local government must be aware of fulfilling children's education, especially those from low-income families (Ristyawati, 2020). They are aware of the class differences in society due to structural differences, which result in the non-fulfillment of children's education between poor and rich families (Lusianawati, 2020).

Several previous studies have revealed that the strategy adopted by parents in meeting the needs of children learning online is a communication strategy in which parents and teachers communicate with parents as often as possible by asking teachers about learning during a pandemic (Ahsani, 2020; Farida et al., 2021). The results of other studies reveal parents' strategies in accompanying children to study online at home, where parents propose that teachers come directly to their homes so that children study at home with their teachers (Wiguna & Drajati Ekaningtyas, 2021). The results of further research revealed that the strategies adopted by parents to help children learn online include playing, storytelling, assignment methods, and supervision (Asmuni, 2020). Based on some of the results of these studies, every parent has different strategies to meet children's learning needs. In previous studies, no studies specifically discussed strategies for low-income families to facilitate children to learn online during the Covid-19 pandemic. So this research is focused on this study to know the strategies of low-income families in facilitating their

children to learn online and complementing the deficiencies of low-income families' strategies regarding online learning.

2. METHOD

This research belongs to qualitative descriptive research to discover various societal phenomena. The subjects involved in this study were 30 people, 13 families of poor students at SDN 18 South Bengkulu, six poor students at SDN 18 South Bengkulu, one cooperative employee, and one relative. Informants were taken based on people who know best about low-income families at SD N 18 Bengkulu Selatan. Some informants are parents of low-income families at SD N 18 Bengkulu Selatan. Some are students who are children from low-income families at SD N 18 Bengkulu Selatan. Some cooperative employees and relatives lend money to low-income families at SD N 18 Bengkulu Selatan. Researchers are trying to take a more in-depth approach with informants to learn more about low-income families' strategies in facilitating children to learn online during the Covid-19 pandemic.

Data collection in the study was carried out using field observation techniques, in-depth interviews, and documentation, with research instruments in the form of interview and observation guidelines. The data in the research are then classified into primary and secondary data. Primary data was obtained from field studies to directly observe the problems faced by low-income families during the pandemic related to online learning, low-income families at SDN 18 South Bengkulu, South Bengkulu Regency, and Bengkulu Province. The data required consists of problems faced by low-income families related to online learning and the efforts made by low-income families to overcome problems with children's learning. While secondary data is obtained from documentation, documents, and publications, the data is already in finished form. The data is like school documents such as the number of low-income families in SD N 18 Bengkulu Selatan, journals, etc. The data obtained in the study were then analyzed using data processing by following Milles and Hubberman's steps. The three stages are data reduction, display, and conclusion or verification. Milles and Huberman offer a general analysis pattern by following an interactive model, as shown in Figure 1.

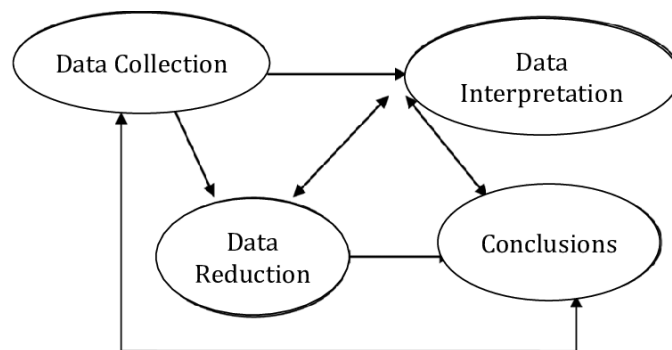


Figure 1. Data Analysis Stage

3. RESULT AND DISCUSSION

Result

The research analysis begins with observing and interviewing the characteristics of the families of students at SD N 18 Bengkulu Selatan. The observations and interviews show that the human resources of poor student families at SD N 18 Bengkulu Selatan are generally very low. It can be seen from poor student families' low education level. The results of interviews with several research subjects found that most of the educational levels of poor student families at SD N 18 Bengkulu Selatan. For the community of poor student families at SD N 18 Bengkulu Selatan who have worked as farmers, traders, entrepreneurs, and odd jobs for a long time, their education has not become such an important need, especially at that time the conditions of facilities and infrastructure were not supportive so that people prefer to work. The education of families of poor students at SD N 18 Bengkulu Selatan can be said to be low, with most high school graduates and some not even going to school. The level of education is an indicator of the quality of human resources, which determines whether a person or group of people has the status of people with low incomes or non-poor. In contrast, those with low education have low productivity. Low productivity will certainly affect low income. At the same time, the low-income level is one characteristic of low-income people. After obtaining the characteristics of low-income families at SD N 18 Bengkulu Selatan, the research continued with observing and interviewing 13 families of underprivileged students to find out what strategies were used

by parents in facilitating children's online learning processes. The results of interviews with parents can be seen in [Table 1](#).

Table 1. Results of Interviews Regarding Parents' Efforts to Facilitate the Online Learning Process

No.	Family	Indicator				
		Doing Side Jobs	Using the Energy of other Family Members	Make Savings	Borrowing Money from Cooperatives/ Relatives	Take Advantage of Government Assistance
1	Family 1	√	√	√	√	√
2	Family 2	√	√	√	√	√
3	Family 3	√	√	-	√	√
4	Family 4	√	-	√	√	√
5	Family 5	-	-	√	√	√
6	Family 6	-	-	√	√	√
7	Family 7	√	-	√	-	√
8	Family 8	-	-	√	√	√
9	Family 9	√	√	√	-	√
10	Family 10	√	√	√	√	√
11	Family 11	√	√	√	√	√
12	Family 12	-	-	√	√	√
13	Family 13	√	√	√	√	√
Percentage		69%	54%	93%	85%	100%

Based on the data in [Table 1](#), it can be seen that utilizing government assistance is the most common problem-solving strategy used by low-income families to facilitate children's learning processes, with a total percentage reaching 100%. This was later supported by the results of interviews which showed that during the online learning process, the government had distributed several assistance, such as quota assistance for teachers and students, as well as direct cash assistance (BLT) for underprivileged families. Furthermore, the effort that obtains the least percentage is utilizing the labor of other family members to supplement their income, with a total percentage of 54%. It is because most low-income families have children who are still in elementary school and kindergarten age, so they are not allowed to work.

Discussion

Based on the results of the data analysis that has been carried out, it can be seen that low-income families carry out five strategies in facilitating the learning process of children during online learning, including the first attempt is to do side jobs or can also be called job diversification with a total percentage of 69 %. Job diversification or alternative work is important to meet daily needs after the Covid-19 pandemic. This is because job diversification expands alternative livelihood choices that someone can make to fulfill their life needs ([Farraz & Fathiah, 2021](#); [Tamba et al., 2023](#)). These side jobs include tailors, construction workers, household chores such as washing clothes, ironing clothes, and other jobs requiring energy ([Monika & Yamin, 2021](#); [Rahman et al., 2021](#)). The second effort is to utilize the labor of other family members to supplement income with a total percentage of 54%. Efforts to optimize the role of labor for family members in trying to overcome the problem of poverty and difficulties experienced can be carried out to meet life's needs, one of which can be seen from the role of wives and adult children. They work to help meet the needs of their families. Wives and children who work to help or lighten the burden on their husbands are a strategy implemented so that the deficiencies and difficulties that cause families to become poor can be overcome ([Siagian et al., 2020](#)).

The third effort is to make savings, with a total percentage of 93%. Saving is a human effort to use something carefully and carefully. This thrifty activity is generally related to finance, where thrifty people will use their money carefully and thoroughly ([Noviyanti, 2020](#); [Sari & Zufar, 2021](#)). Frugal activities will free humans from a consumptive lifestyle by prioritizing needs over wants ([Sulaeman & Supriadi, 2020](#)). Many low-income families have practiced a frugal lifestyle after the Covid-19 pandemic. The community could not work optimally during the pandemic, so they had to adjust their income and needs ([Putri & Septiawan, 2020](#); [Wahidah et al., 2020](#)). The fourth attempt is to borrow money from a cooperative or relative, with a total percentage of 85%. Borrowing money from cooperatives and relatives is one of the efforts made by low-income families to facilitate the online learning process for children. It relates to

children's need for gadgets to support learning. Apart from being used to buy gadgets, borrowed money is also used to meet daily needs. The results of an interview conducted with one cooperative employee revealed that during the Covid-19 pandemic, the number of people borrowing money increased.

The fifth effort is by utilizing the assistance provided by the government. As previously explained, during the Covid-19 pandemic, the government has distributed several assistance to the community, such as internet quota assistance for teachers and students, PIP assistance, and BLT assistance for low-income families (Maknolia & Hidayat, 2020; Riyant et al., 2020). This assistance was provided to reduce the burden felt by the community during the PSBB policy (Noerkaisar, 2021). The overall efforts made by low-income families in dealing with the Covid-19 pandemic reflect a survival strategy (Zakiah et al., 2020). Coping strategies (survival strategy) represent a person's ability to overcome the problems they face in various ways (Azhar & Bengkel, 2022; Chyntia & Fitriani, 2021). Survival strategies can be divided into 3: active, passive, and strategies. An active strategy is a strategy or way of survival for a person or family that is carried out by optimizing or utilizing all the potential that a family or individual has. In contrast, a passive strategy is a survival strategy that is carried out by minimizing expenses, a way to save expenses such as (costs for clothing, food, education, and so on) (Hanifa & Fisabilillah, 2021; Pangaribuan & Munandar, 2021). Furthermore, the network strategy is a survival strategy that is carried out by establishing relationships, both formal and with the social environment and institutional environment (e.g., borrowing money from neighbors, borrowing money from stalls or shops, taking advantage of poverty programs, borrowing money from moneylenders or banks and so on) (Lusianawati, 2020; Ristyawati, 2020).

The results obtained in this study are slightly different from the results of previous research, where the results of previous research revealed that the strategy adopted by parents in meeting the needs of children learning online is a communication strategy in which parents and teachers communicate with parents as often as possible, asking the teacher about learning during a pandemic (Ahsani, 2020; Farida et al., 2021). The results of other studies reveal parents' strategies in accompanying children to study online at home, where parents propose that teachers come directly to their homes so that children study at home with their teachers (Wiguna & Drahati Ekaningtyas, 2021). The results of further research revealed that the strategies adopted by parents to help children learn online include playing, storytelling, assignment methods, and supervision (Asmuni, 2020). While this study's results refer more to low-income families' efforts to meet children's learning needs during the online learning process, parents tend to pay less attention to children's learning processes and focus more on how to meet their daily needs.

4. CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that there are five efforts made by low-income families to facilitate children in online learning, including doing side jobs, utilizing the labor of other family members to supplement income, making savings, borrowing money from cooperatives or relatives, and take advantage of government assistance.

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