

# ***PSYCHOEDUCATION PROGRAM FOR MOTHER IN ACCOMPANYING CHILDREN LEARNING AT HOME IN RISKY SITUATION***

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**Abstract**— The health emergency situation the spread of the Covid-19 virus that has swept across the world has changed almost a large part of the education system, one of which also has an impact on the level of early education which requires children to study at home. The difference in learning needs and children's development is a challenge for mothers as a significant other child, to continue to meet household needs to fulfill children's learning needs while at home. The psychoeducation program is one of the solutions in providing information and assistance in providing knowledge to mothers when accompanying children to study at home in emergency situations, as the main objective of this study. The process of implementing a psychoeducation program for mothers uses a variety of model information assistance with stages (1) experiencing; (2) reflecting; (3) problem solving; and (4) problem questioning, which was implemented through 10 interventions consisting of 5 times the delivery of psychoeducation information and 5 times assistance in the form of personal counseling, namely mentoring individually to 30 research participants to listen to problems, obstacles, constraints and provide solutions to the problems faced, especially in measuring 40 indicator items consisting of aspects (1) sense of parenting, measuring the mother's knowledge of the importance of positive care from an early age; (2) a sense of learning, which measures the mother's knowledge of children's learning needs; and (3) a sense of risky situation, which measures the mother's knowledge of handling health emergency situations. The research design used one group pretest posttest experimental design, which tested the level of knowledge of the research sample before and after being given an intervention in the form of an educational program. The results show that there is a difference in the mean test of maternal knowledge after receiving a psychoeducation program ( $M_{pre\ test} = 122.033 < M_{post\ test} = 142.7$ ), the effectiveness of the psychoeducation program is considered significant (Sig. (2-tailed)) = 0.000 ( $\alpha = 0.05$ ) has an influence on the knowledge of mothers in accompanying children to study at home in emergency situations.

**Keywords:** *Psychoeducation, Children in Risky Situation*

## **I. INTRODUCTION**

Psychoeducation program is a form of activity providing applied psychological information to the community, in the implementation of the discussion process between clients and professionals (Nomaguchi and Milkie, 2003). The psychoeducation program referred to in this study is the provision of parenting information to the mother in accompanying the child to study in an emergency situation. In fact, since December 2019, there has been a spread of coronavirus in China, then spread to several countries and until January 2020 more than ten thousand people have contracted the virus. So the government needs to take a policy to house children from school activities, because the virus is spread through human interaction. This is why researchers are trying to strategize home learning assistance in emergency situations, such as health emergencies in the context of the spread of viruses. Changes in the learning style of children who originally met with friends and teachers at school, need to be adapted to the learning situation at home. In addition, the knowledge and skills of parents in accompanying their child to study at home need to be well facilitated so that there are no cases of violence that lead to stress experienced by the child while at home all day with his parents. This is certainly very impactful on the growth of children. each child has peculiarities and problems that must be faced (Dubois-Comtois, et.al, 2013), as in children born up to 12 months old who are in the infant category, have critical problems in the first year of their lives to find a sense of security and comfort (Oates, et.al., 2005). Then in children aged 13 to 24 months are in the toddler group, having

critical problems in their motor ability and language (Oates, et.al., 2005). While children aged 2 to 3 are in the preschool group having problems during the transition to adapting to school (Oates, et.al., 2005), and children aged 4-6 in the kindergarten group have problems in their academic world to prepare for demands in elementary school (Oates, et.al., 2005).

## II. METHODS

The purpose of this study is to know the effectiveness of maternal psychoeducation programs in accompanying children to study at home in emergency situations. The research method used in this scientific work is one group pre-test post-test design experiment, which is to test the level of knowledge of research samples before and after intervention in the form of educational programs. The participants of the study involved 30 housewives who had children of preschool and kindergarten age in South Cimahi, West Java Province. The method of data collection uses observation guidelines in the form of questionnaires as many as 40 items through the parenting instrument sense of competence scale (Johnston and Mash, 1989) with the number of measurements as much as 6 scales consisting of (1) score 1: strongly disagree; (2) score 2: disagree; (3) score 3: sometimes disagree; (4) score 4: sometimes agree; (5) score 5: agree; (6) score 6: strongly agree.

## III. RESULTS AND DISCUSSION

The purpose of this research is to provide information to mothers through psychoeducation programs in accompanying children to study at home in emergency situations. The psychoeducation model used is a variety of information model assistance models, namely providing information to the mother about the steps of accompanying the child to study at home in an emergency situation. The study involved 30 mothers who had children aged 3-6. The technical implementation of psychoeducation research is to provide materials in the form of online meetings as well as accompanying the respondents with training devices such as modules and educational learning tools. The psychoeducation program procedure follows the technical implementation of training (Kamil, 2010) consisting of step (1) experiencing; (2) reflecting; (3) problem solving; (4) problem questioning; and (5) transformative, implemented into 10 meetings.

This research aims to test the effectiveness of maternal psychoeducation programs in accompanying children to study at home in emergency situations. This is based on the urgent need during emergencies such as the current health emergency due to the spread of the Covid-19 virus. The study participants involved were domiciled in South Cimahi, based on the consideration that 70% of mothers need information in accompanying children to study at home (Badan Pusat Statistik Cimahi 2020). The data then detailed that 50% of mothers with age groups of 20-35 years need this information, meaning that half of the maternal population in South Cimahi sub-district, dominated by the age group of 20-35 years old who need information about accompanying children studying at home. Referring to the background of the mother's last education, the majority is dominated by elementary, junior high, and high school education not even school. So the participants of this study were followed by all the participants of the study of mothers who were maximum high school educated, and nearly 50% of the study respondents had never been informed on how to accompany the child to study at home for children aged 3-6 years, namely in the age group of preschool and kindergarten.

Looking at the potentials and constraints faced by study participants, researchers took nonprobability sampling techniques to provide interventions in the form of psychoeducation programs in mothers in accompanying children to study at home to be precisely targeted according to the needs and obstacles

experienced by study participants. Researchers then used the research design of one group pre-test post-test design experiment to test the effectiveness of psychoeducation programs before and after intervention in the absence of a comparison of control groups and experiments. Researchers want to focus on looking at phenomena and providing mentoring both in groups and individuals through this program. This program is expected to be a solution for the obstacles faced by parents in accompanying their children to study, especially mothers in South Cimahi, West Java Province.

The Covid-19 pandemic has changed many systems that have been in effect around the world, one of which is the education system in Indonesia. In particular, the early education system is different from other levels of education whose practice and meeting content requires a greater proportion than other levels of education. In fact, the covid-19 pandemic situation cannot bring children together at the early education level because of the range of infected viruses, so most children need to study at home both online and offline with fathers and mothers as well as intensive visits with teachers. This is what researchers challenge to provide psychoeducation programs to mothers in accompanying children to study at home. This psychoeducation program is held face-to-face, mentoring in person, and exchanging opinions about the experiences, obstacles, constraints, and advantages that each research participant has at any one time.

In fact, face-to-face mentoring activities are difficult to do given the situation of the Covid-19 Pandemic which is very vulnerable to carrying out face-to-face activities in the form of mass gathering activities with a large number of 30 people. So, the researchers combined these activities through online and offline modes. There are 10 interventions with 5 online programs and 5 offline programs namely home visits in the form of personal counselling. Personal counselling aims to listen to obstacles, constraints, experiences and provide solutions to mothers in accompanying children to study at home. While the online program is a module of materials and learning media, it is given to each parent to be read and understood and practiced to children when studying at home.

The results showed that the initial and final condition of the mother's knowledge in accompanying the child to study at home in an emergency situation in general increased by 7.81% ( $M_{pre\ test} = 122,033 < M_{post\ test} = 142,7$ ), meaning that in general this psychoeducation program succeeded in improving the mother's knowledge of the handling of emergency situations in terms of children's learning activities. Research in 2010 showed that there needs to be learning information assistance for mothers in parenting. This is against the backdrop of the lack of parenting schools, so mothers as primary caregivers need to add insight and skills in parenting as well as child learning stimulus in various situations. Psychoeducation is considered the most effective program in providing knowledge and skills to mothers in childcare (Berk, 2012). Referring to the implementation of psychoeducation in this study, the various models of information model assistance is one of the appropriate psychoeducation to provide information and provide solutions in the form of personal counselling to the mother in accompanying the child to study at home (Berk, 2012).

In particular, the mother's knowledge in accompanying the child to study at home is then measured through three forms of competence including sense of parenting, sense of learning, and sense of risky situation (Brooks, 2011). Sense of parenting measures parental satisfaction and knowledge in parenting to date, while the sense of learning aspect measures the parent's knowledge of the child's learning needs, the sense of risky situation aspect measures the parent's knowledge of the dangers of virus-spreading emergencies. The results showed in each aspect of the mother's knowledge in accompanying the child to study at home, the average value (mean) pre-test sense of parenting was 54.8 while the mean post-test sense of parenting was 65.6, hence the difference of -10.8. Because the difference is negative it can be concluded that the pre-test sense of parenting has a lower mean than the post-test sense of parenting. When compared to the pre-test and post-test sense of parenting, it can be known that the sense of parenting aspect increased by 8.97% after the maternal psychoeducation program.

Referring to the analysis per item indicator of the sense of parenting aspect, shows that the average mother disagrees that positive parenting will affect her growth, and the mother respondent also assumes that parenting in childhood will not have an impact in adulthood. This is characterized by a selection of disagreeable scales on items number 1, 8, 9, 11 and 18 that each represent the question item: (item number 1) I understand that the way I parent will affect its growth; (item number 8) I have been able to fulfil my expectations for parenting well; (item number 9) I am the one who knows best if my child feels in an uncomfortable condition; (item number 11) I am comfortable with my current role as a mother; and (item number 18) I always advise my son every day under any circumstances. The average mother respondent before being given an intervention in the form of a psychoeducation program stated that they have not been able to meet good parenting for their children, even on item number 11 maternal respondents stated that they are uncomfortable with her role as a mother today.

In contrast to the results of the analysis of items per indicator at the time of post-test aspect sense of parenting, shows that the average mother has changed her mind set in parenting. As shown in items number 1 and number 8, that parenting in childhood can have an effect on adulthood. Even the average mother respondent on item number 3 stated that they disagree on items I feel every day have not achieved much in parenting my child. This indicates that after being given a psychoeducation intervention program can change the mother's knowledge as well as the mother's expectations in parenting. Maternal knowledge of positive parenting is important so that information about behaviour, learning information, and wise counsel is well received. In addition, the mother's mindset about her hopes and obstacles in childcare is also important so that the mother does not feel depressed until depressed towards the expectations that her child has not achieved.

Data on the sense of learning aspect shows that the average value of pre-test sense of learning is 29.73 while the mean post-test sense of learning is 36.3, hence the difference is -6.57. Because the difference is negative, it can be concluded that the pre-test sense of learning has a lower meaning than the post-test sense of learning. When compared to the pre-test and post-test sense of learning, it can be noted that the sense of learning aspect increased by 9.95% after the maternal psychoeducation program.

Referring to the analysis of each indicator item in the pre-test sense of learning that discusses the mother's knowledge regarding the child's learning needs, the average new mother respondent understands that the child before 6 years old only needs knowledge about reading, writing and counting for elementary school preparation. Most of the respondents did not even consider it important that play activities are part of the child's way of learning, as exemplified in item number 22, I understand that the learning needs of children under the age of 6 are reading, writing and counting in order to enter the elementary education level and number 25 I have confidence that play activities are not part of the way the child learns. Even the average respondent stated that they could not share tasks with a partner when accompanying the child to study at home, which is shown in item number 28.

In contrast to the results of post-test sense of learning which showed that the average respondent disagreed with his son during the pandemic, and persisted to study at home despite the limited knowledge and skills in accompanying the child to study as in items number 23 and 24. This means that mother respondents realize that children's health is more important to look after, as well as the ability of maternal respondents to gain insight both in the form of attending webinars and discussing with fellow mothers, feeling it is important to do so in an effort to accompany the child learning as shown in items 19 and 27.

Data on the sense of risky situation aspect shows that the mean value of the pre-test sense of risky situation is 37.5 while the mean post-test sense of risky situation is 40.8, hence the difference is -3.3. Because the difference is negative it can be concluded that the pre-test sense of risky situation has a lower mean than the post-test sense of risky situation. When compared to the pre-test and post-test



sense of risky situation, it can be known that the sense of risky situation aspect increased by 4.22% after the maternal psychoeducation program.

The analysis of items per indicator of sense of risky situation measures the mother's knowledge of the dangers of health emergencies that are currently facing, as well as wanting to know the mother's readiness in dealing with emergency situations. Pre-test results showed that the average mother respondent was unaware that the Covid-19 virus is very harmful to health, especially children who are susceptible to the virus as shown item number 29 the majority of mothers prefer their child's health is threatened than home learning activities are not in accordance with curriculum achievement, then item number 30 the majority of mothers sometimes do not try to adhere to the government's recommendations and rules in complying with health protocols, even on item number 33 the average respondent chooses sometimes not to agree to control their child's activities strictly during the pandemic period, which is also reinforced by the selection on item number 39 which states that the majority of mothers agree each child does not have the potential for covid-19 transmission.

Similarly, after psychosocial interventions are given, the majority of mothers have understood that health emergencies need to be dealt with and taken seriously given their health is of particular importance to the children's age group, which is confirmed in item number 36. This is marked by item number 40 that the majority of mothers agree there is a term "symptomless person", which looks like healthy when carrying a virus, then on item 35 mothers prefer to let their child play at home rather than play with a friend outside the house.

Psychoeducation programs applied to mothers in accompanying children to study at home in health emergencies spread the virus, in general managed to increase the mother's knowledge of the importance of positive parenting early on in the sense of parenting aspect, then the need to learn the child in the sense of learning aspect, as well as the handling of health emergency situations in the sense of risky situation aspect. In detail it has also been revealed that the mother has a change of knowledge about these three aspects. The obstacles and obstacles faced by mothers have also been largely overcome as illustrated in the average increase in maternal knowledge on each indicator.

Referring to the main purpose of this study on the effectiveness of psychoeducation in mothers in accompanying children to study at home in emergency situations, the results showed that there was an influence from before the maternal psychoeducation program and after the maternal psychoeducation program on the mother's knowledge in accompanying the child to study at home in an emergency situation (Sig. (2-tailed)) = 0.000 ( $< \alpha = 0.05$ ). This shows that psychoeducation programs in mothers can effectively help as well as be a solution in dealing with emergency situations especially when accompanying children studying at home.

#### IV. CONCLUSION AND RECOMMENDATION

Referring to the question attached to the introduction, it is concluded the following:

The condition of maternal knowledge at the beginning before being given treatment in the form of psychoeducation program is in the average difference test 122,033 (Mpre test = 122,033). Refer to every aspect of maternal knowledge consisting of aspects: (1) sense of parenting (Mpre test = 54.80) the average respondent chooses sometimes disagree; (2) sense of learning (Mpre test = 29.73) the average respondent chooses sometimes to disagree; and (3) sense of risky situation (Mpre test = 37.50) disagrees. The data shows that most mothers have minimal knowledge of parenting, learning stimulus and emergency situations. The average respondent instead chose to send their child back instead of staying home, because he did not have enough knowledge, ability, and energy to control

his children. This is mainly experienced by mothers who are unable to play various roles with a partner, economic limitations, and have more than one child with a close birth distance.

The process of implementing psychoeducation program in mothers using a variety model of information model assistance with stage (1) experiencing; (2) reflecting; (3) problem solving; and (4) problem questioning, implemented through 10 interventions consisting of 5 times the delivery of psychoeducation information and 5 mentoring in the form of personal counselling i.e. individual mentoring in 30 research participants to listen to problems, obstacles, constraints and provide solutions to the problems faced, especially in measuring 40 indicator items consisting of aspects (1) sense of parenting; (2) sense of learning; and (3) sense of risky situation.

The condition of maternal knowledge after being given treatment in the form of psychoeducation program is on the average difference test 142.7 (Mpre test = 142.7). Referring to every aspect of maternal knowledge consisting of aspects: (1) sense of parenting (Mpre test = 65.60) the average respondent voted to agree; (2) sense of learning (Mpre test = 36.30) the average respondent chooses sometimes to agree; and (3) sense of risky situation (Mpre test = 40.80) sometimes agree. The data showed that maternal knowledge in accompanying children to study at home increased by 7.81% after being given psychoeducation programs. Research participants who experienced obstacles and obstacles, then given a solution in the form of personal counselling so that participants can tell the problem and be given information in dealing with the problem, one of them by providing educational toys to accompany the child to study. The participants realized that the Covid-19 emergency situation is very dangerous and real for children's health so that learning activities at home is the right choice in overcoming this pandemic.

The effectiveness of the program is then tested to determine the benefits of psychoeducation program in the mother in accompanying the child to study at home, the results show that the psychoeducation program is considered significantly effective in helping the mother accompany the child to study at home in an emergency situation.

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