

Case Study of the Mother-Child Interaction Reality During Online Learning in Covid-19 Pandemic

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Abstract

This study aims to see how mother-daughter interactions during the COVID-19 pandemic are based on the mother's perspective. The research design used a qualitative research design. Examples in this study are two mothers with children of primary school age and one mother with children of junior high school age. The research was conducted from 5 to 11 March 2021 in three places, namely Jakarta, Banten, and Bandung. The research method is a case study. The results showed that the interaction between mother and child involves two main concepts of acceptance and conflict. They listen with pride, express, take special time, say good things, praise, understand, and friendship between mother and child. Conflict resolution is designated in the category that can resolve conflicts and trigger conflicts. Categories that can resolve conflict include active listening, appreciation, rules, discipline, trust, and time together. In comparison, conflict triggers include conflict, openness, criticism, and position. Covid-19 causes children to experience dependence on maternal violence, stress on children, and indications of verbal abuse from mothers, to mothers who experience stress when accompanying children to learn to be brave.

Keywords: covid-19, interaction, learning, mother-child, online

Abstrak

Penelitian ini bertujuan untuk melihat bagaimana interaksi Ibu-anak selama pandemi COVID-19 berdasarkan perspektif Ibu. Desain penelitian adalah penelitian kualitatif. Contoh dalam penelitian ini adalah dua ibu dengan anak usia sekolah dasar dan satu ibu dengan anak usia sekolah menengah pertama. Penelitian dilaksanakan pada tanggal 5 hingga 11 Maret 2021 di tiga tempat yakni Jakarta, Banten dan Bandung. Metode penelitian adalah studi kasus. Hasil penelitian menunjukkan bahwa interaksi ibu dan anak melibatkan dua konsep utama penerimaan dan konflik. Penerimaan ditunjukkan dengan adanya rasa bangga, bercerita, berpendapat, meluangkan waktu khusus, mengatakan hal baik, memuji, pengertian, dan pertemanan antara Ibu dan Anak. Adapun penyelesaian konflik ditunjukkan pada kategori yang dapat menyelesaikan konflik dan pemicu konflik. Kategori yang dapat menyelesaikan konflik meliputi aktif mendengarkan, apresiasi, aturan, disiplin, kepercayaan, dan waktu bersama. Sedangkan pemicu konflik meliputi adanya konflik, ketidakpuasan, kritik, dan posisi. Covid-19 menyebabkan anak mengalami ketergantungan pada ibu, stres pada anak, dan indikasi adanya kekerasan verbal pada ibu, hingga ibu yang mengalami stress saat mendampingi anak belajar daring.

Kata kunci: covid, daring, ibu-anak, interaksi, pembelajaran

Introduction

The covid-19 pandemic has spread across the globe in the past year. The covid-19 pandemic has had a significant impact on people's normal lives. The government is pursuing various policies to suppress the spread of the covid-19 virus. The Ministry of Education and Culture has issued one of the schools' teaching and learning process policies. Based on SE No. 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Coronavirus Disease (covid-19), the teaching and learning process is carried out from home through online/distance learning. The role of parents, especially mothers while the child is at home, is to take care and ensure that the child lives a clean and healthy life, assists the child in doing schoolwork, carries out activities together while at home, creates a comfortable environment for the child, establishes intense communication with the child, playing with children, being a role model for children, guiding and motivating children (Kurniati, Kusumanita, Alfaeni, & Andriani, 2021). Parents must be a companion for children during the online learning process at home. According to Yulianingsih and Nugroho (2021), assistance that parents can do is usually in the form of assistance when children have difficulty doing assignments, explaining material that children do not understand, and responding well to all online learning from school.

The impact of the pandemic on families is quite complex. It affects the balance of family life, such as health, unemployment, financial instability, access to basic needs, psychological impacts, and interactions within the family (Fraenkel & Cho, 2020). In dealing with the covid-19 pandemic situation, every family member has an important role to play in maintaining family balance. Policies imposed during the pandemic, such as social distancing, School from Home, and Work from Home (WFH), cause mothers to have a big burden to take care of the household because all family members gather at home every day and cause stress in the family (Muslim, 2020).

The role of mothers usually has a heavier burden when dealing with disasters such as the current pandemic. Although mothers play a role in maintaining family stability under normal circumstances, even during a pandemic, mothers still have to carry out these tasks (Fitri, 2013). Mothers experience high stress from looking after their children around the clock and helping with online learning and homework while fulfilling work responsibilities (APA, 2020). Not only mothers, based on research shows that during online learning, children experience fear (20%), mild anxiety (21.3%), moderate anxiety (2.7%), severe anxiety (0.9%), Post Traumatic Stress Symptoms (PTSS) (2.17%) and loss of the right to leave the house and socialize with peers (65.26%) (Kumar & Nayer, 2020).

The imposed social distancing restrictions have led to changes in children's life patterns, such as schooling from home and lack of recreation outside the home so that children spend a lot of time at home. This situation also puts pressure on parents because they have a new role in the family. This causes an increase in negative interactions between parents and children (Prime, Wade, & Browne, 2020). According to Puspitawati (2013), the parent-child relationship interactions are manifested in various dimensions, such as the dimensions of love, dependence, authority, and interactions involving parenting, control, instruction, and mentoring.

Putro, Amri, Wulandari, and Kurniawan's (2020) results show that the interaction between parents and children during the learning policy from home is very important to do, so that children can voluntarily learn, and parents can easily control and improve children's activities and learning outcomes home. Furthermore, supportive interactions

between parents and children and the attention given by parents affect children's interest in learning and academic achievement (Afiatin, 2015). Research on Mother-Child Interaction During Online Learning during the covid-19 pandemic is important because of good interactions between mothers and children. The covid-19 pandemic will support and motivate children to learn and survive in situations currently being experienced. Besides that, mothers can reduce stress and minimize conflicts with children.

Based on the description above, it can be said that the impact of the covid-19 pandemic through online learning policies affects interactions within the family. This study aims to see how mother-daughter interactions during the covid-19 pandemic are based on the mother's perspective. The previous research has focused on more stress/pressure felt by parents and/or children during online learning. Therefore, researchers are interested in exploring from the side of the interaction.

Methods

Participants

The research design used a qualitative research design, namely a case study. The case study research was chosen because this research focuses on analyzing problems that occur in several individuals who are the object of research only (Creswell, 2018). Examples in this study are mothers with children aged two who are mothers with children of elementary school age and one mother with children of junior high school age who are considered representative of the research sample. The research was conducted in three different places, namely Bandung, Banten, and Jakarta, in March-April 2021.

Acceptance is an expression of affection by the mother towards the child, and vice versa, which is shown in various attitudes and behaviors when interacting. Conflict resolution is an effort made by mother and child to prevent conflict from arising or resolve problems in their interaction.

Measurement

Qualitative data was collected using interview techniques. The interview questions refer to the PACHIQ-R (The Parent-Child Interaction Questionnaire) questionnaire developed by Lange, Evers, Jansen, and Dolan (2002). The instrument was chosen because it can explain the interactions between mothers and children during the online learning mentoring process. The instruments were then abstracted, and grids were made to formulate questions relevant to online learning conditions. The number of question items is 21 items. The grid and a list of interview questions are presented in Table 1.

Table 1. Grid of interview guidelines

No	Aspect	Indicator	Question Number
1	Conflict Resolution	Appreciation	1
		Unresolved conflict	2
		Dissatisfaction	3
		Not actively listening	4
		Busy	5
		Permissive	6
		Position	7
		Critics	8
		Trust	9

Table 1. Grid of interview guidelines (cont...)

No	Aspect	Indicator	Question Number
1	Conflict Resolution	Rules	10
		Discipline	11
		Friendship	12
2	Reception	Proud	13
		Active Listening	14
		Praise	15
		Take special time	16
		Storytelling	17
		Opinion	18
		Say good things	19
		Touch	20
		Definition	21

The following is a guide to the questions used during the interviews with the three informants.

Question Items:

1. Does the mother clearly praise the child when the child does something (does school work independently/ can do homework by himself)?
2. Do you feel a lot of conflict with your child since online learning? (Feeling angry, annoyed, stressed during online learning) Was the problem solved?
3. Do you often feel dissatisfied with the process of mentoring online learning with your children? (task not accomplished well)
4. Do you feel lazy/bored/reluctant to listen to your children regarding the online learning process? (listening to assignments, stories, children's complaints regarding online learning)
5. Do you often feel irritable when accompanying your child to learn online?
6. Do you let your child not do their job? (it's okay not to do assignments on time)
7. Do you feel that your child during the online learning process is like a boss? (children relax and mother does the work)
8. Do you want to accept criticism from your child regarding the way you assist your child in online learning?
9. Does the child entrust the mother to accompany the child to learn online? (children are open, willing to discuss assignments with mother)
10. Does your child always break the rules that you made during the online learning process? (not allowed to play, eat, etc.)
11. If your child doesn't follow your mother's words, do you let it? (children are allowed to do the work as they please)
12. Do you regulate who your child makes friends with during online learning?
13. Do you feel very proud of your child's achievements during online learning?
14. Do you listen when your child explains something to you?
15. Do you enjoy praising your children for everything they do while learning online?
16. Do you take special time or as little time as possible to accompany your child to learn online and help with their assignments?
17. Do you enjoy listening to your children's stories about their experiences during online learning?
18. Usually when you and your child disagree, do you get angry, dodge/reject, yell at your child?
19. Do you find it difficult to praise your child? Rarely / lazy to praise?

20. Do you enjoy physical contact with your child when accompanying your child to study online?
21. When your child cries/bumps/sulks, do you know the reason, or do you not know why?

Analysis

This study was analyzed descriptively to the interview data, describing how the mother-child interaction during the covid-19 pandemic was based on the mother's perspective. According to Creswell (2009), there are six steps of data analysis, namely, 1) organizing and preparing data for analysis, 2) reading all data, 3) conducting detailed analysis with coding, 4) making descriptions of settings/categories/themes for analysis that includes detailed information regarding people, places, or events in a setting, 5) developing descriptions and themes to be represented in qualitative narratives, and 6) making interpretations or meanings of the data.

Findings

The results of the study were analyzed using coding and axial tables. The result shows that the respondents' answers to the questions in the interview can be categorized according to the theme of this study. The themes used in the research are the concept of acceptance and the concept of conflict resolution. In the interaction of mothers and children during the online learning process, it was found that mothers and children tried to create positive interactions between them and establish effective communication. The categorization of respondents' answers can be seen in Table 2.

Table 2. Axial and coding table

Theme	Category	Concept
Mother proud of child	Proud	Acceptance
Child tells mother	Storytelling	
Talk with friends and parents		
Child tells mother and friends		
Children cry because they feel less		
Mothers find solutions by asking children to ask friends	Opinion	
Children have freedom of opinion		
There is a physical touch on the head and hair		
Mothers do not prepare special time to accompany children to learn online	Take special time	
Mother explained a little material and helped with other media media		
Mother explained a little material		
Mothers specifically accompany children during online learning		
Mother fully accompanies child		
Praise for the child's enthusiasm	Praise	
Mother-to-child praise	Say good things	
Praise children to be more motivated to do assignments		
Mothers let children play so they don't get bored	Definition	

Table 2. Axial and coding table (cont...)

Theme	Category	Concept
Mother allows child to relax		
Mother gives space to child		
Mothers let children take a break from routine to relieve boredom		
Mother does the child's homework when the child is lazy		
Mother gives space to child		
Mothers do not limit children in making friends		
Reception		
If after being persuaded the child continues to cry, the child is left to cry by the mother		
Children trust friends more in doing assignments	Friendship	
The mother will listen to the child if the child is in accordance with the mother's condition	Active listening	Conflict Resolutions
Mother listens to child telling his experience of learning online		
Mother-to-child praise	Appreciation	
Children are rewarded (gifts/bonuses) every time they complete a task well		
Children are encouraged to obey the rules with rewards		
Praise is given when the result is the child's own effort		
The rules that apply when online are not much different from when offline	Rules	
There are rules that apply		
Children are always guided		
Mother's supervision while children study online	Discipline	
Mother reminds child to do homework		
Mother never does her child's homework when the child is lazy		
Mother does not apply schedule to child		
Mother will give punishment if the child disobeys her		
Mothers don't apply standard rules to children		
Mother will be angry if the child does not obey her		
Mother is angry by nagging and yelling at the child		
Children complete tasks on the same day		
Consequences of non-compliance		
Children obey the rules made		
Mother is happy that her child tells her story	Trust	
Mother will consider child's opinion pendapat		
Children have autonomy		
Lack of mother satisfaction in children's achievement in school	Dissatisfaction	
Mother is satisfied with the child's grades but not satisfied with the child's understanding during online learning		
The task that is done does not give satisfaction to the mother because the one who does it is not the child		

Table 2. Axial and coding table (cont...)

Theme	Category	Concept
The difficulties that you feel while online	Conflict	
Closeness between parents and children		
Negative mother-daughter interactions (angry, fighting)		
Mother is annoyed if the child is lazy to do the task		
Mother's difficulties and hassles during online learning		
Mother's boredom during online learning		
Mom doesn't like the online learning process		
The online learning process triggers stress on the mother		
The online learning process has an impact on maternal health		
Online learning is boring for Mom		
Children ask a lot of questions trigger stress on the mother		
Children ask a lot because they don't want to read / the teacher doesn't explain well so the children don't understand		
Inability to control the environment so forced to study online		
Children are dependent on mothers during the online learning process		
Children become independent		
Mother finds it difficult to accept child's criticism kritik		Critics
Mother accepts child criticism		
Teaching comes from the mother not the teacher	Position	
Mother's school work		
Mother acts as teacher		
Online learning engages other family members	Time together	
Mother pays attention to child		
<i>Online learning increases intimacy and supervision</i>		

The analysis of interviews conducted on respondents has explained two concepts in the interaction between mother and child during the online learning process through theme categorization. These two concepts are generated by respondents' answers to interview questions. In addition, two concepts were found, namely, the concept of acceptance and the concept of conflict resolution. The description of the interactions that mothers and children have carried out during online learning will be explained in this study.'

Acceptance

The concept of acceptance in mother and child interaction refers to the attitude between the two (mother and child) that shows mutual love, respect, and understanding. Five categories can represent the concept of acceptance, namely pride, storytelling, opinion, spending special time, saying good things, praising, understanding, and friendship.

All respondents have interacted with the concept of acceptance to their children during the online learning process. A mother's sense of pride arises when a child is wise

in dealing with life. However, children's achievements during online learning do not give mothers a sense of pride because their mother's help also influences learning outcomes.

Yes, ma'am, I just feel happy when children can find a way out of their problems. Yes, even though he often talks to his friends, this has shown that my son has tried to solve his own problems wisely. (RK,41)

I myself don't feel proud of my child, even though his report card score yesterday was good. But that's mostly the result of my intervention too, so I'm not satisfied with the value yet. At least I feel proud when he understands the lesson, wants to be diligent in writing, that's how it is. (N, 30)

Another concept of acceptance is taking special time. The majority of respondents tried to take the time to accompany and supervise children during the online learning process. Mothers will take time out after they finish their homework and other work they have. Usually, mothers take the time to explain the material and provide guidance when the child will do their work.

Yes, I always accompany my children from morning to noon during online learning because I have no work all day. I mean, if my child is doing homework, I usually explain the material a little bit first. If you still don't understand, I usually ask him to google it. My brother and I usually help him when he has an assignment, but yes, he only gives a little guide explanation, and the children do their own work. (EN)

I usually finish the work first later when it's done, and the kids need me, I'll accompany them. If there is a special time, I will provide it after the homework is done. (RK, 41)

Acceptance in the interaction of mother and child is also reflected in understanding each other. For example, most respondents showed an understanding attitude to children during the online learning process by giving children time and space to rest and play.

If, for example, he is bored, I will rest first, I will give him time to play. Later, when he came home from playing, he rested after sunset and did his homework. Because if they are forced, the child will rebel, so you have to understand him and take it slowly. Usually, my child also often procrastinates doing homework. Sometimes I tell him to do it at night and he asks for dawn, so I just follow it and wake him up early in the morning to do his homework. (N, 30)

My children are typically deadliners, not those who are given a task to do right away. So yes, I always give him time to relax, but yes, his work must be done on time. And when there's a problem, I usually don't go straight to him because maybe he needs time to calm his mind. Well, later when he's better, I'll just arrive by bringing food or drink to his room and asking him what the problem is. (RK, 41)

When interviewed, all mothers as respondents showed firmness in answering the questions asked. The mother believes that she has accompanied and supervised the child during the online learning process so that the data obtained is collected in a data set.

Conflict Resolution

The concept of conflict resolution in the interaction of mother and child is how they can avoid conflict and resolve conflicts. This concept also contains a conflict category which contains the triggers of conflict in the interaction of mothers and children during the online learning process. The categories that can resolve conflicts are active listening, appreciation, rules, discipline, trust, and time together. While the categories included in the triggers of conflict, namely conflict, dissatisfaction, criticism, and position. One of the preventive actions that mothers can take to avoid conflicts with children is to make rules during online learning.

My child did not break the rules while studying online, just walked as usual. Before finishing the lesson, you can't play first, you can't play games, you can't watch TV because you have to finish the lesson first. I also always guide my son in doing assignments and he always obeys. (EN)

In addition, the application of discipline in interactions during the online learning process is also carried out by mothers to their children so that new problems do not occur during learning. All respondents applied different disciplines to children. The discipline usually done by mothers is by always reminding the child's assignment collection schedule, refusing to do the child's work, and scolding the child when they do not listen to the mother's orders.

Yes, I always supervise my children even if not all the time. I also always remind him to do the work. There are no very standard rules at home, so I do my best to make them aware of what their duties are, what their responsibilities are, and what their rights are, that's all. I also usually grumble if my child doesn't want to listen to what I have to say. In fact, sometimes I snapped to be a shock therapy for him. (RK, 41)

Yesterday, during the exam, I accompanied him, it was like writing the answers on paper and then asking him to make an example. If he was asked to delay, so I scolded him so he would do it. I also don't want him to ask me to do the work, because it's not educational. Sometimes if he doesn't want to listen to what I have to say, I pinch him and threaten him. Only then he will listen and do his job. (N, 30)

Usually, my children always finish the task. I usually say I won't help him if he doesn't obey. (EN)

Another category found in this concept of conflict resolution is trust. Trust built in the relationship between parents and children will be able to resolve existing conflicts. Most of the respondents have given confidence to their children. The form of parental trust in their children is given through the child's freedom to express opinions and let the child choose the best way according to him. Mothers believe that children will develop more when given trust.

I like it when my child tells me anything because it shows that he trusts his parents. If I have a different opinion, I will usually consider the opinion from the child's point of view objectively to decide something. (RK, 41)

Yes, I have had different opinions with children, and I am not angry. I usually just let it be according to his opinion because that's his own value. Besides, I want to teach him to have confidence in himself. (EN)

On the other hand, the concept of conflict resolution also found triggers for conflict. All respondents explained the various conflicts between children during the online learning process. Various conflicts that often arise during the online learning process are related to children's problems with other siblings. Children are lazy to study, delay doing assignments, and feelings of boredom felt by mothers. This causes the mother to be irritable and experience increased stress.

Accompanying children online is difficult, for example, for example, if they are asked to write whether they like it or not, they like to be lazy. If we tell him he likes it, he doesn't want to hear it. I also get annoyed when he procrastinates doing his work. (N, 30)

I'm not really close with my son, maybe because he's already in middle school, so he's more close to his friends. I sometimes get annoyed when I have to ask my children to do chores. During online learning, I find it difficult, in terms of time, the first and second children are together, so they often fight over laptops or cellphones and no one wants to give in. I also feel bored with this process, because every day the child has something to do, what I should take a break for is sometimes the child just has to ask for something like this, that is, chili shouting. (RK, 41)

I don't like being online, so I'm also stressed because it's not the children who go to school but also the mother. I'm also really bored, because I used to go to school when I was little, now I'm back at school. Sometimes I get angry when a child is asking for answers, not because I don't read enough, but because he doesn't want to read. I wish I could go straight to school, but how come there is still covid. Children also always want to be accompanied, if left, he will cry. (EN)

Another conflict trigger that can become a conflict in the interaction between mother and child during online learning is the category of position. One respondent explained the position of mothers who have new roles during online learning. For example, during online learning, the role of the mother at home is not only as a caregiver and taking care of the house. But also, the mother becomes the teacher for the child, and sometimes even the mother also takes part in completing the children's school assignments.

During this time online, I feel dissatisfied, because the teaching itself is not from the teacher, even though the teacher should teach the students. In fact, I am the one who does my children's tasks, so all tasks can be accomplished well. I became a teacher for my child, I gave him the material and explained to him. Sometimes when I can't do it, he is helped by his brother. (EN)

Discussion

The results showed that the interaction between mother and child during the online learning process had gone well following the concept of acceptance and the concept of conflict resolution. Mothers show that they accompany and supervise children during the

learning process. However, this turned out to be a stressor for mothers when their children behaved inappropriately.

Mother and child interactions during the online learning process show a tendency for interactions to discuss learning materials, assignment collection limits, and exams. Before the pandemic, this phenomenon may not have appeared because the teaching and learning process was left to schools and teachers. However, after the pandemic and online policies, parents are required to have a full role in children's education. The results of the Yulianingsih, Suhanadji, Nugroho, and Mustakim (2020) study show that parents have additional roles as children's teachers, spiritual understanding, supervision, motivation, and providing children's facilities. In addition, the mother carries out children's learning assistance by helping the child's task difficulties and explaining the child's material.

The concept of child acceptance has been largely understood by mothers and applied in interactions during online learning with children. One of the efforts made by parents is to take special time to accompany their children at home. Two out of three respondents stated that they try to set aside time to accompany and supervise children during online learning. This is in line with Cahyati and Kusumah (2020) research, which found that due to the government's appeal regarding covid-19, most parents deliberately took the time to be able to help their children's learning process while at home. In addition, mothers also try to listen to children's stories with various discussion themes, such as what the child is feeling to tell about children's friendship.

Kucirkova, Messer, Sheehy, and Flewitt (2013) research show that in the interaction of mothers and children, they often share stories about things in the past, children's relationships with friends, and various experiences that children have. The concept of acceptance also explained in this study, is pride, opinion, saying good things, praising, understanding, and friendship. Mothers feel proud when their children can solve their problems wisely during the online learning process. This is caused by mothers who feel that their children are adults and can make their own decisions according to their abilities. Solving problems wisely shows that the child can become a more mature person in the future.

The sense of pride cannot be separated from the praise given by the mother to her child. Mothers always try to encourage children to achieve good learning by praising the results of children's achievements during the learning process. Praise given is a form of reward to children so as to increase feelings of happiness and enthusiasm for children to carry out their activities (Robbiyah, Ekasari, & Witarsa, 2018). Praise is, of course, given to the mother by saying nice things to the child. Mothers usually say good things are assertiveness, children's motivation to study harder, and words of love. The friendships shown in this study are teenagers who trust their friends more in doing assignments. However, this is not the problem in the interaction between mother and child. Instead, the mother feels helped because the child can find a way out of the problem other than asking the mother.

In addition to the concept of acceptance, the interaction between mother and child during online learning also produces conflict resolution. All respondents have also understood and applied the concept of conflict resolution to assist and supervise children during online learning. One of the things that are very applied to children during online learning is discipline. Disciplines that mothers practice include always reminding children, making strict rules at home, and scolding children. Mothers admit that while online, their children often delay doing schoolwork and find it difficult to understand the

lessons given by the teacher. This causes mothers to intervene to submit assignments on time and achieve learning outcomes with good results.

Duckworth and Seligman's research (2005) show that disciplined students will tend to have optimal learning outcomes, compete in popular schools, spend more time studying and doing assignments, and do assignments at the beginning of time after being given. Conflict resolution that mothers also do is give children confidence in what they do and decide. The mother revealed that giving trust to the child will educate the child and trust the mother again. Efforts to give trust by parents to their children while still monitoring children according to their portions will encourage children to learn to explore new things useful for themselves (Kerr, Stattin, & Trost, 1999). can compete for admission to popular schools, spend more time studying and doing assignments, and do assignments early after they are given. Conflict resolution that mothers also do is give children confidence in what they do and decide. The mother revealed that giving trust to the child will educate the child and trust the mother again. Efforts to give trust by parents to their children while still monitoring children according to their portions will encourage children to learn to explore new things that are useful for themselves (Kerr et al., 1999).

The concept of conflict resolution also reflects the existence of conflict triggers in the interaction of mothers and children during the online learning process. When interacting with children, mothers' problems in assisting them in learning most feel are stress and boredom. The mother feels stressed because the child has difficulty listening to the mother's words, such as when the mother asks the child to do an assignment or does not understand the lesson explained again by the mother. This is in line with Gloria's research (2021). In addition, some parents feel frustrated and anxious during distance learning due to difficulties in dividing time between work and supervising children's learning. As a result, children do not focus on learning, and children prefer to play or play. They are watching television instead of doing homework.

The mother also felt bored because she considered that the task and role in educating children was the teacher's duty. This causes mothers to have a new task at home, namely teaching children related learning materials. In addition, boredom is also felt because mothers sometimes do their children's assignments when they don't want to do their work. Online learning is felt to be less effective by all mothers because the results obtained by children are parental intervention. This stress and boredom eventually lead to dissatisfaction and negative interactions between mother and child. When the child does not obey the mother's words, the mother will scold the child and even hit the child. According to Moss, Rousseau, Parent, St-Laurent, and Saintonge (1998), maternal stress and negative interactions between mother and child can increase behavioral problems in children, especially in school-age children. This can remind mothers that they are expected to manage their emotions and stress so that children can listen to their words and obey them.

This study has explained several phenomena that occur in the interaction of mothers and children during the online learning process. The positive and negative interactions experienced by mothers and children are not far from school assignments and learning materials. The limitation of this study is that the data presented is only based on the mother's perspective. This causes the possibility of data bias so that it is less objective. This research plan wants to do direct observation. However, when the research took place, the children were on a mid-semester break, so the researchers did not have time to directly see the online learning process. In addition, the state of the pandemic and the demands for progress have caused this research to try to minimize face-to-face meetings.

Conclusion and Recommendation

Conclusion

Some of the points highlighted are that the covid-19 pandemic causes children to experience dependence on mothers, stress to children (children cry), boredom, stress, and indications of verbal violence (snapping) on mothers who experience health problems due to stress accompanying children online learning. Overall, differences in mother-child interactions can be influenced by parenting. In addition, the results also show that mother-child interaction during online learning during the covid-19 pandemic involves more of an acceptable dimension. Finally, the result shows that many conflicts occur between mothers and children or within the mother herself. Conflicts can be overcome by the mother's acceptance of the situation, children, and conditions due to the covid-19 pandemic.

The findings point to the need for mothers to provide more understanding, take special time, and praise children for every achievement that the child has accomplished independently. As for preventing conflicts/problems during online learning, it is recommended to apply clear rules to children, respect discipline, give appreciation, and place yourself as a teacher as well as a mother. In addition, involving love in accompanying the online learning process is necessary so that children can learn in a happy condition so that indications/potential for verbal violence can be minimized. This is because the interactions that occur cannot be separated from the involvement of the mother's parenting function on the child

Recommendation

Based on the study results, parents, especially mothers who accompany school children, always prioritize the involvement of affection in carrying out the socialization and education functions at home. Institutions oriented towards family empowerment can use the findings as a reference/recommendation for parent-child conflicts in the online learning mentoring process. Further research can be carried out similar to data collection based on the child's perspective. Mix method or multi-resource research is needed to improve the limitations of this research.

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