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Parental attention patterns to ask children to study in the Covid-19 pandemic

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ABSTRACT

This research aims to find out more about the parental engagement in children's online learning during the Covid-19 pandemic. Patterns of Parental Attention to Interest in Children Learning Mathematics in the Covid-19 Pandemic Period. This research is useful for students, teachers/parents, and future researchers. This type of research is Ex post facto research using a quantitative approach with the data collection instrument using a questionnaire. The data analysis technique is using descriptive analysis and inferential analysis. The sample of this study is class VII.4 taken from the population using cluster random sampling technique by choosing one class at random from the whole class. VII is there. The results showed that: the pattern of attention carried out by parents to their children was categorized as very low, referring to the interpretation level. Students' interest in learning mathematics during the pandemic is in the very low category. The results showed that the pattern of parental attention during the Covid-19 pandemic on students' interest in learning mathematics showed that there was a positive and significant relationship between the pattern of parental attention on students' interest in learning mathematics during the pandemic, proven by the calculated value of 20 samples, which showed that the pattern of attention parents have a strong relationship with.



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Introduction

The world in 2020 has been preoccupied with the outbreak of a disease caused by a virus called corona or known as COVID-19 (Coronavirus Disease-19) (Dafinoiu et al., 2021). Covid-19 is a new type of disease that has never been identified before in humans. Common signs and symptoms of COVID-19 infection include symptoms of acute respiratory distress, such as fever, cough, and shortness of breath (Polizzi et al., 2021). The incubation period for this virus in the human body is on average 5-6 days with the longest incubation period being 14 days (Khundrakpam et al., 2020). The virus, which is estimated to have started an outbreak on December 31, 2019, in Wuhan City, China's Hubei Province, is currently spreading to almost all corners of the world very quickly. On January 30, 2020, the World Health Organization (WHO) has declared this outbreak a public health emergency that is troubling the world.

Indonesia is one of the countries affected by COVID-19. On November 2, 2020, Indonesia reported that the number of cases of positive corona patients reached 415,402 people, 345,566 people recovered and 14,044 people died (Lowthian et al., 2020). The government made various efforts to anticipate the spread of this virus, including implementing isolation (Keys, Robert; Lindquist, Mary, M; Lambdin, Diana, V; Smith, Nancy, 2015). Independently in their respective homes, social and physical distancing to issue PP Number 21 of 2020 concerning Large-Scale Social Restrictions in the Context of Accelerating Handling of Corona Virus Disease (Covid-19) which results in barriers. On March 24, 2020, through Circular Letter Number 4 of 2020

concerning the Implementation of Education Policies in the Emergency Period for the Spread of Coronavirus Disease (Covid-19) by the Ministry of Education and Culture of the Republic of Indonesia, which in the circular letter contains several important matters about the implementation of educational policies that must be addressed by school principals, teachers, students, and all school members, namely the implementation of national exams, the learning process from home, school exams, grade promotions, acceptance of new students, and school operational assistance funds. This policy forces teachers and students to continue to work and study from home from early childhood to Higher Education levels.

Attention is a very important issue. For educators, especially parents and teachers, should not assume that attention is a problem related to school assignments, but attention is a continuous process. This problem is very important for life both inside and outside school, especially those related to children's learning activities at home which need parental attention. Responsive parenting is sensitive to children's needs by responding appropriately and consistently to children's cues (Bornstein et al., 2008), and significantly associated with children's positive psychosocial, cognitive, and behavioral outcomes (Masten & Narayan, 2012). Attention is a fundamental activity in education. But what is meant here is attention as a process of selecting one impulse from another, at each moment the impulse of the relative mechanism. It's the same with moving actions that are carried out by body sensitivity, so it needs to be paid attention to because there is one other urge.

This activity not only has an impact on the activities of teachers and students during the learning process from home but also the important role of parents in assisting the implementation of learning from home (Ogrinc & Shojania, 2014). The role of parents in assisting the implementation of children's learning during learning from home becomes very intensive (Negraia et al., 2021). At first, parents played a role in guiding basic attitudes and skills, such as religious education, good manners, the basics to obey the rules, and instill good habits (Litasari et al., 2019). However, its role is wider, namely as a companion for academic education. Prabhawani stated that the implementation of education is the responsibility of parents and the surrounding community, not only the responsibility of educational institutions.

During epidemic conditions, quarantine-related stressors that impact mental health outcomes include prolonged duration of isolation, infection fears, frustration, boredom, inadequate supplies and information, financial loss, and stigma (Brooks et al., 2020), which are associated with subsequent psychological disorders after brief quarantines of as little as 10 days (Hawryluck et al., 2004). The impact of millions of families sheltering in place for an undefined period of time during the current pandemic may lead to unprecedented impacts on individuals' mental health with unknown impacts on child-parent relationships. (Carleton, 2016) Periods of uncertainty with an indeterminant endpoint (Sweeny, 2018), such as quarantines enacted during epidemics, constitute a stressful experience with particular salience for children (Ellis & Hudson, 2010). When facing adversities like natural disasters, routines for daily activity contribute to stability and predictability which underpin children's mental health outcomes (Wisner et al., 2018).

The role of mathematics cannot be separated from various aspects of life (Polizzi et al., 2021). In addition, by learning mathematics, a person will get used to thinking critically, systematically, scientifically, using logic, and his creative power can increase (Litasari et al., 2019). That is why it is important to learn mathematics. Seeing how important student activities are in supporting the success of learning activities, parents and teachers play a very important role (Polizzi et al., 2021). A teacher is required to have high competence and always make various efforts towards the emergence of student activities in learning activities. Many ways can be done by teachers to be able to guarantee student learning activities in learning or can also be developed through efforts to create a need for students for the subject matter presented by the teacher concerned.

The role of parents is the methods used by parents are closely related to the views of parents regarding the tasks that must be carried out in raising children. The family functions consist of Child Socialization, Family Education effect, Religious, Protective, Recreative Function, Economic, Social Status. Besides the family functions described above, a family is also inseparable from the tasks that must be carried out by family members, namely as follows: (1) physical maintenance of the family and its members, (2) maintenance of existing resources in the family. , (3) division of tasks according to their respective positions, (4) socialization between family members, (5) regulation of the number of family members, (6) maintenance of order in family members, (7) placement of family members in the wider community, and (8) raise the encouragement and enthusiasm of family members.

Based on the description of the duties, functions, and roles of parents and families, it can be concluded that parents have a position that greatly determines the success of a family and the success of a child, where parents who can carry out their duties, functions, and roles well, the child will grow up. and can set an example and can be a driving force for the spirit and motivation of children in their lives.

For the perfect and harmonious development of children's personalities, they must grow up in a family environment in a climate of happiness, full of love and understanding, so parents play an important role in the development of children as much as possible to maintain and provide education. The foundation stone for children's education is the main personal builder in the child's life, because the personality of the parents, their attitudes, and way of life are indirect elements of education that will naturally enter into a growing person.

The progress of a nation is not only seen from the abundance of wealth and how great the sophistication of the work tools it has. However, it lies in the quality of its Human Resources, by having quality human resources one can manage and utilize wealth as well as possible. In order to create quality human resources, the process that must be carried out is to improve the education sector, this process will develop the potential of the human person as a whole. Therefore, it is imperative that there is a process of equal distribution of education that touches all levels of society (Pauzi & Tabroni, 2021).

Although many parents agree that learning at home can increase knowledge, not a few also feel that they are still having difficulties with the technology used during the home learning process for elderly parents. Many parents help provide motivation as long as students are required to learn from home. Due to the government's appeal regarding Covid-19, this has also formed many parents who deliberately take their time to help their child's learning process while at home. (Efriana, 2021)

During learning at home, many parents think that the assignments given by the teacher are too many and the tasks given look difficult, but even so, most parents are happy because the assignments are considered able to help students understand more material because of the practice questions in the form of assignments given. Based on the description that has been put forward, the researchers intend to conduct a study with the title patterns of parental attention to children's learning interests during the Covid-19 pandemic in mathematics learning for Class VII Students JHS.

Children's first and the second years of primary school age still need brief explanation about a subject and in-home learning, parent must give them assistance. Children at this age still developing their independence and need to be directed to do home learning. (Sooter, 2013) children age turns out to be one of the factors of children's independence. As they grow older, children's thoughts and actions will become more mature so that he will be more independent in doing activities, both in home and in school. (Novianti & Garzia, 2020)

The indicators for interest in learning mathematics according to Siska Candra N are as follows: (1) Feelings of pleasure, students feel happy so they are interested in following the lesson without feeling bored when following the learning process; (2) Interest in learning, showing interest in teachers and learning activities; (3) Attention in learning, focus on learning mathematics; (4) Involvement in learning, students are active in the learning and try to answer any questions posed by the teacher.

Methods

This research is an Ex Post Facto research which is correlational with a quantitative approach where the researcher does not control the independent variables directly, because the existence of these variables has already occurred, or because these variables basically cannot be manipulated. Ex post facto research is ideal for conducting social research when is not possible or acceptable to manipulate the characteristics of human participants. It is a substitute for true experimental research and can be used to test hypotheses about cause and effect or correlational relationship, where it is not practical or ethical to apply a true experimental, or even a quasi-experimental design. (Tabroni et al., 2022)

Research Design, Site, and Participants

The population used by the researcher is class VII students at State Junior High School (JHS) 10 Parepare even semester of the 2021 academic year, totaling 7. The sample of this study is class VII.4 taken from the population using cluster random sampling technique by choosing one class at random from the whole class. VII is there. The selected class is class VII.4 which will be the research sample.

Data Collection and Analysis

The data obtained were then processed and analyzed using three kinds of techniques, namely: (1) Analysis of instrument validity data, (2) Descriptive statistics, (3) Inferential statistics. Instrument Content Validation Analysis. According to Gregory, the content validation analysis of the instrument, namely the data obtained from the validation results sheet, was analyzed with content validation. If the coefficient of content validity is high (> 75%), it can be stated that the measurement or intervention carried out is valid.

Descriptive Statistical Analysis. Analysis Descriptive statistical techniques are used to describe parents' attention and learning outcomes that will be studied later in this study. The descriptions used are frequency distribution tables, averages, standard deviations, and percentages. Categories can be determined through categories of scores using the following percentage criteria: 90% - 100% : very high category, 80% - 89% : high category, 70% - 79% : medium category, 60% - 69% : low category and 50% - 59%: very low category. The inferential analysis is used to test the research hypothesis. For this purpose, the relationship between one independent variable and the dependent variable was analyzed using simple linear regression analysis.

Results and Discussion

The description of the results of this study will describe various findings obtained at the research location, namely processed data and information through questionnaires given to respondents as well as documents related to the research location, namely at JHS 10 Parepare. parents (X) and students' interest in learning (Y). The values presented are processed from raw data using descriptive analysis techniques, namely the average value, median, mode, variance, and standard deviation. To obtain an overview of the results obtained through this study, the distribution of the results of the questionnaire was also stated. The pattern of parental attention is a factor that greatly influences students' interest in learning, especially when online-based learning methods are in the current pandemic, forcing parents to play an active role. in each student learning process, several items become the focus of questions made by researchers as research instruments .

Respondents' responses to parents' attention to students' interest in learning during the Covid-19 pandemic at State Junior High School 10 Parepare. Researchers distributed 20 question items to respondents at the JHS, in this study the authors used the questionnaire as a data collection tool to take responses and responses that were compiled as data on the variable patterns of parental attention to student interest in learning during the Covid-19 pandemic. at JHS.

The questions include: (1) Mother provides healthy and nutritious food every day, (2) Father/mother reminds breakfast in the morning, (3) Father/mother asks about her health condition, (4) Father/mother does not took me to the health center/doctor when I was sick, (5) father/mother reminded me to do assignments or homework, (6) father/mother asked for the results of my math test, (7) father/mother did not check the report card scores before signing, (8) father/mother Mother provides a special place for me to study, (9) Father/mother does not turn off the tv when I study, (10) Father/mother reprimands anyone who disturbs me while studying, (11) Father/mother asks for textbooks that I need, (12) Father/mother did not give me the writing tools I needed, (13) Father/mother gave me the textbooks that I needed, (14) Father/mother did not ask about the learning difficulties I was facing, (15) Father/mother gave me advice on how to study hard, (16) My father/mother took me to eye lessons Less mastered subjects, (17) Father/mother gave a test when I got good grades, (18) Father/mother did not give gifts when I got good grades, (19) Father/mother scolded me when I was lazy to study, (20) Father Mother scolds me when my grades are bad.

Based on all Table 1, the authors formulate several conclusions related to the results of the data obtained through the questionnaire instrument, the authors use several approaches in concluding each respondent's answer results. Based on the table above on the question items 1, 2, 5, 11, 15 where the respondents answered the dominant choice in the option strongly agrees, based on these results indicate that the pattern of parental attention is quite good. The Table 1 shows that question items 3,8,10,16,17,18 where the respondent answered the dominant choice in the agree option, based on these results indicate that the pattern of parental attention is also good. The table above shows that the question items are 6,7, 12, 14, 15, 19, 20 where the respondent answered the dominant choice in the Strongly Disagree option, based on these results, shows that the pattern of parental attention is not good.

According to Dr. Zakiyah Daradjat's responsibility for education basically cannot be passed on to others, because teachers and schools, in carrying out educational responsibilities, are only participation. In other words, the educational responsibility borne by educators other than parents is a delegation from the responsibilities of parents who cannot carry out education perfectly.

Parents should not just hand over the responsibility of their children's education to the school, especially during the current pandemic. Parents must continue to monitor and pay attention to the development of children's education. This can be done by establishing a positive relationship between parents and teachers. They must communicate with each other to discuss the development of children's education, share their interests, and cooperate to solve problems faced by children without blaming each other. So it becomes very important for a child to be held accountable.

Children have the right to get an education from their parents and develop basic abilities or nature that will be useful for their survival. Apart from being responsible for the education of their children, parents are also responsible for maintaining the safety of their family's life. In general, some parents always pay attention to their children in their way, but sometimes parents' attention is reduced due to their daily activities.

Table 1. The following are the results of the distribution of data obtained by the author

No Item	Percentage of Answers (%)				Dominant
	Strongly agree	Agree	Do not agree	Strongly Disagree	
Question 01	53	37	6,7	3,3	Strongly agree
Question 02	50	40	10	0	Strongly agree
Question 03	30	53	10	0	Agree
Question 04	3,3	23	43	30	Do not agree
Question 05	57	37	6,7	0	Strongly agree
Question 06	17	20	13	50	Strongly Disagree
Question 07	17	20	13	50	Strongly Disagree
Question 08	27	47	20	6,7	Agree
Question 09	10	23	43	23	Do not agree
Question 10	30	50	13	6,7	Agree
Question 11	50	33	10	6,7	Strongly agree
Question 12	0	23	10	67	Strongly Disagree
Question 13	6,7	40	20	33	Agree
Question 14	6,7	17	37	40	Strongly Disagree
Question 15	70	30	0	0	Strongly agree
Question 16	6,7	30	0	0	Agree
Question 17	23	53	17	6,7	Agree
Question 18	6,7	33	33	27	Agree
Question 19	10	13	20	57	Strongly Disagree
Question 20	13	10	23	53	Strongly Disagree

However, parents should still try to pay attention because this attention can direct positive behavior in their children and can prevent negative behavior. The attention of parents, in this case, is aimed at the ability of parents to always provide and direct their children to be successful in learning and have the potential to overcome life problems in the future.

In the variable of interest in learning mathematics, several indicators are used as a reference for the author, including the interest in learning of students in learning mathematics during this covid-19 pandemic. The author distributes several question items in the form of a questionnaire (questionnaire) to students to see students' interest in learning. The activities or actions carried out by students are based on tendencies or desires or interests.

Interest is an important foundation for someone to do activities well. As a psychological aspect, interest can not only influence a person's behavior, but can also encourage people to keep doing and getting something, both in terms of learning and other things. In fostering student interest in learning. Some parents like to give motivational sentences to raise the spirit of learning to their children. Some parents advise their children so that their children are more active in learning. Then give a sentence of praise if the child gets good grades.

Display of data from questionnaires that have been answered by respondents through Google Forms sent via social media WhatsApp.

The researcher describes the results of the questionnaire that has been answered by respondents via Google Form sent via social media Whatsapp, the items given are 20 questions using Liker 5 and answered through alternative answers by respondents. The statements or Interests in Learning Mathematics are: (1) I feel happy when mathematics lessons begin, (2) I pay close attention to the teacher when the teacher explains, (3) I will ask the teacher if there is math material that I do not understand, (4) I feel happy when learning mathematics because the lessons are challenging for me, (5) Every math lesson I always take notes and tidy so that I can study again, (6) I carry out all the orders and assignments given to my teacher seriously, (7) I want to express my opinion in class discussions and group discussions, (8) I am always enthusiastic and cheerful when taking

mathematics lessons, (9) I want to work on questions in front and explain to other friends, (10) I care another friend who has difficulty in accepting the material explained by the teacher, (11) I am lazy to study mathematics because the material is difficult to reach, (12) I am attached to the theme when the teacher explains math material, (13) I don't do anything if there is math material that I don't understand, (14) I feel bored when taking math lessons, (15) I often daydream when taking math lessons, (16) If the teacher gives an assignment, I do it by doing my friends' assignments, (17) class discussions or group discussions I prefer to be silent and not be seen in discussions, (18) I feel lazy to take math lessons because the lessons are difficult and there are many formulas, (19) When the teacher asks students to work on problems on the blackboard, I am more silent even though I know the steps of the problem, (20) I am indifferent to other friends who have difficulty understanding the material explained by the teacher.

Table 2. The data analysis approach model used by the researcher

No Item	Percentage of Answers (%)				Dominant
	Strongly agree	Agree	Do not agree	Strongly Disagree	
Question 01	17	77	4	4	Agree
Question 02	53	47	0	0	Strongly agree
Question 03	50	47	3	0	Strongly agree
Question 04	24	70	4	0	Agree
Question 05	47	50	4	0	Agree
Question 06	43	53	3	0	Agree
Question 07	30	70	0	0	Agree
Question 08	23	63	10	0	Agree
Question 09	20	66	13	0	Agree
Question 10	33	63	3	0	Agree
Question 11	7	3	66	23	Do not agree
Question 12	3	7	57	33	Do not agree
Question 13	3	13	57	27	Do not agree
Question 14	3	0	77	20	Do not agree
Question 15	7	10	57	40	Do not agree
Question 16	3	0	57	40	Do not agree
Question 17	3	7	53	37	Do not agree
Question 18	7	3	57	33	Do not agree
Question 19	10	13	57	20	Do not agree
Question 20	3	7	50	40	Do not agree

Based on all the data above, the authors formulate several conclusions related to the results of the data obtained through the questionnaire instrument, the authors use several approaches in concluding each respondent's answer results like the following detailed explanation: Based on the table above on question items 2,3 where respondents answered the dominant choice in the option strongly agree, based on these results indicate that the child's interest in learning is good. The table above shows that question item 4,5,6,7,8,9,10 where the respondent answered the dominant choice in the agree option, based on these results indicate that children's interest in learning mathematics is quite good too.

The table above shows that the question items are 11,12,13,14,15,16,17,18,19,20 where the respondent answered the dominant choice in the Disagree option, based on these results indicate that children's interest in learning is not good. Determination of the categories of parents' attention patterns and students' interest in learning can be determined through the categories of scores using the following percentage form criteria: 90% - 100%: very high category, 80% - 89%: high category, 70% - 79%: moderate category, 60% - 69%: low category, 50% - 59%: very low category.

While the variable score of student interest in learning obtained from the research results is 1542, the highest theoretical score for this variable for each respondent is $4 \times 4 = 16$, because the number of respondents is 30 people, the criterion score is $16 \times 30 = 480$. So that interest in learning can be categorized as $1542:480 = 0.31$ or 31% of the specified criteria. So it can be concluded that students' interest in learning mathematics during the pandemic is in the very low category.

Table 3. The data analysis approach model used by the researcher

No	Variable	Value Interval r_{hitung}	Description
1	Parental Attention Pattern	0,747 – 0,933	Valid
2	Interest in Learning Mathematics	0,676 – 0,879	Valid

Based on the Table 3, it shows that the normality test used in the research is validly distributed, indicating the value of $r_{count} > 0.05$, yaitu 0.879, resulting in the variable being valid.

Table 4. One-Sample Kolmogorov-Smirnov Test Pearson correlation test

		Unstandardized Residual
N		30
Normal Parameters^b	Mean	.0000000
	Std. Deviation	1.97020012
Most Extreme Differences	Absolute	.080
	Positive	.080
	Negative	-.050
Kolmogorov-Smirnov Z		.797
Asymp. Sig. (2-tailed)	.549	

Based on table 4 above shows that the Pearson correlation test or product-moment correlation produces std. deviation of 1.97020012, determines that the hypothesis can be accepted. The role of parents is indeed very important for their children, mainly aiming for children to continue to receive a good education even during conditions like today. The existence of Covid-19 demands the maximum role of parents in the education of their children. Parents are required to be able to adapt and also be active in supporting learning activities from home. Every day the children have to wait for the subject teacher to send materials or assignments. The role of parents is strongly influenced by their roles or other activities. For example, a mother who is busy with her work will be different from the role of a mother who fully concentrates on household matters. Even though they are very busy, parents still take the time to accompany their children who study from home or online.

In general, the roles that emerge are as companions, supervisors, motivators, and educators in terms of child discipline while carrying out online learning at home. In particular, the roles that emerge are: looking after and assisting children in doing school work, doing activities together while at home, creating a comfortable environment for children, establishing good communication with children. Provide guidance and motivate children. Guidance is needed for parents to help accompany children's activities based on their children's needs during the pandemic and learn from home.

During online learning, students are less interested in mathematics. On the other hand, students also do not have a feeling of interest in the mathematics teaching material. Some students clearly show their disinterest in mathematics so that the role of parents is very important, as well as being able to accompany and supervise their children to complete some of the tasks given by the teacher. Learning from home, there must be positives and negatives, most importantly, parents are very important in assisting their children's learning. Currently, learning from home has many negative aspects because sometimes many parents think that their educational background is low so they give up their full educational duties to their child to school. So they assume that children's education is entirely the responsibility of the school. The success of the learning process depends on the school. However, the responsibility for education is not solely the responsibility of the school.

Based on the discussion of the results of the research above, it can be concluded that the role of parents in providing the best education for their children is indeed very important, many roles of parents in supporting the education of their children, one of which is assisting children in learning at home (online). Online learning is a form of distance learning that utilizes technology. Online learning has been considered as a solution for teaching and learning activities to continue during the COVID-19 pandemic. This online learning is only effective for assignments, students are considered to find it difficult to understand the material when using the online method. Based on the findings of the researchers, this study is in line with the results of research conducted by Rumbewas, Laka, Meokbun, studying the Role of Parents in Improving Students' Learning Motivation at Negeri Sarabi primary school. The role of parents in increasing students' learning motivation at the Saribi Orkeri Elementary School in Biak Numfon District. In a family, the role of parents is very important for children, especially when children enter school age and are of education age. The family has a

very important role in developing the child's personality. This can be seen from the growth of a child starting from a baby, learning to walk, to being able to walk.

Families educate and send their children to school to prepare their children for maturity and the future. Based on this description, it can be shown that the responsibility of parents in educating children is not only limited to the child being able to maintain his life but more than that is being able to interpret his life so that he can become a better human being in society.

In every process carried out by each person, of course, it cannot be separated from a factor. Both the supporting factors and the inhibiting factors along with the implementation of these things include parents who carry out their roles as parents, fathers, and mothers for their children. This condition is experienced by some parents where they completely surrender the responsibility of their children to school without any guidance given at their home. They believe that the success of their children's education is the responsibility of the school. However, it must also have several supporting factors as well as things that hinder the implementation of this role. concluded that. the role of parents in increasing students' interest in learning is as follows: 1. Parents must play an active role in encouraging students to continue learning and be able to divide students' learning time well. 2. Parents must motivate students when doing homework because motivation is important for students to study well.

Several students face challenges that are not easy during the research process carried out during the coronavirus pandemic. The challenges faced ranging from data collection where researchers had difficulties because it was difficult to meet directly with respondents so that the data collection process was carried out by distributing questionnaire sheets using the google form application, where research samples could respond to questionnaires quickly wherever they were by using laptops or mobile phones that are connected to the internet.

Conclusion

Based on the results of research regarding the Pattern of Parental Attention to Children's Learning Interests During the Covid-19 Pandemic In Mathematics Learning for Class VII Students of JHS, researchers can conclude as follows: The Attention Pattern of Parents of Class VII JHS During the Covid-19 Pandemic. Parents' attention patterns are a factor that greatly influences students' learning interest, especially when online-based learning methods are in the current pandemic, forcing parents to play an active role in each student's learning process, several items become the focus of questions made by researchers as instruments Based on the results of the questionnaire data, the pattern of parental attention to their children is in the very low category. In learning mathematics activities, students' interest in learning has a very important role. If a student does not have a great interest and concern for mathematics, it is difficult to expect the student to be diligent and get good results from his studies. On the other hand, if the student learns with great interest and attention to the object being studied, the results obtained are better, the authors conclude that students' interest in learning mathematics during the pandemic is in the very low category. The results of the study show that there is a positive influence between the pattern of parental attention to students' interest in learning mathematics during the covid-19 pandemic at JHS as evidenced by the results of the person product moment test showing that there is a positive and significant relationship between the pattern of parental attention on students' interest in learning mathematics during the pandemic, with a significance value of $0.000 < 0.05$, then H_0 is rejected and H_a is accepted. It is proven by the count value which shows that the pattern of parental attention with count = 0.602 has a strong relationship with students' interest in learning mathematics during the covid-19 pandemic at JHS. The correlational value (r) shows that count = 0.602 r table = 0.196 with a level of 5% so that H_a is accepted and H_0 is rejected.

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