

The Role Of Parents In Facilitating Children's Learning In The Era Globalization

Case Study Students Of SMP N 03 South Bengkulu

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ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi permasalahan yang dihadapi keluarga berpenghasilan rendah dalam memfasilitasi pembelajaran anak di era globalisasi, serta menjelaskan upaya yang dapat mereka lakukan untuk mengatasi hambatan belajar anak. Dengan menggunakan pendekatan kualitatif, temuan penelitian ini mengungkapkan bahwa permasalahan yang dihadapi keluarga berpenghasilan menengah ke bawah dalam memfasilitasi pembelajaran anak di era globalisasi adalah: (1) Kurangnya dana untuk membeli peralatan belajar seperti telepon seluler atau laptop. (2) Keterbatasan waktu untuk mendampingi anak belajar. (3) Kurangnya kemampuan akademis untuk mengajar anak. (4) Menghadapi stres mental akibat kehilangan pekerjaan. Lebih lanjut, upaya yang dilakukan keluarga-keluarga ini untuk mengatasi permasalahan pendidikan anak meliputi: (1) Meminjam dana dari koperasi atau kerabat untuk mendapatkan peralatan belajar. (2) Memanfaatkan bantuan sosial untuk keluarga berpenghasilan rendah dan dukungan untuk siswa seperti KIP dan KIS. Kondisi ini mencerminkan bahwa orang tua terus berupaya menyediakan alat dan fasilitas belajar bagi anak di era globalisasi. Hal ini menunjukkan bahwa keluarga berpenghasilan rendah berjuang untuk memastikan anak-anak mereka terus menerima pendidikan karena dengan pendidikan mereka dapat meningkatkan status sosial komunitas mereka menjadi lebih baik.

Kata kunci: Peran Orang Tua, Keluarga Miskin, Globalisasi

ABSTRACT

This study aims to identify the problems faced by low-income families in facilitating children's learning in the era of globalization, as well as to explain the efforts they can make to overcome their children's learning barriers. Using a qualitative approach. The findings of this study reveal that the problems faced by lower-middle-class families in facilitating children's learning in the era of globalization are; (1) Lack of funds to purchase learning equipment such as cellphones or laptops. (2) Limited time to accompany children in learning. (3) Lack of academic ability to teach children. (4) Facing mental stress due to job loss. Furthermore, efforts made by these families to overcome children's educational problems include; (1) Borrowing funds from cooperatives or relatives to obtain learning equipment. (2) Utilizing social assistance for low-income families and support for students such as KIP and KIS. This condition reflects that parents continue to try to provide children with learning tools and facilities in the era of globalization. This shows that low-income families struggle to ensure that their children continue to receive an education because with education they can improve the social status of their community for the better.

Keywords: Role of Parents, Poor Families, Globalization

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INTRODUCTION

From 2024 to June 2025, data showed a decline in the poverty rate. In 2024, the poverty rate in Bengkulu Province reached 13.56%. Then, in 2025, the poverty rate in Bengkulu Province decreased to 12.08%, a significant decrease of 0.48% (BPS Bengkulu, 2025). To measure poverty, BPS utilizes the basic needs approach. Through this approach, poverty is defined as the economic inability to meet basic needs, both food and non-food, as measured by expenditure. Therefore, a person is considered poor if their income is below the poverty line (BPS Bengkulu, 2025).

This poverty phenomenon is caused by various government policies implementing new regulations regarding children's education. Data from the Bengkulu Provincial Statistics Agency shows a decline in community income, impacting those without savings or independent businesses, making it difficult to meet daily needs. This burden is further exacerbated when their children must attend education through technology at home. According to research (Ansori, 2020), the most vulnerable families are poor. They struggle to meet daily needs and provide learning facilities for their children at home. Research by (Anita, 2021) also shows that children from poor families lag significantly behind those with adequate facilities.

From a socioeconomic perspective, these policies undoubtedly have a direct impact on society, both upper- and lower-middle-class. However, those most affected are families with low incomes, who experience a decline in income, resulting in a decline in well-being, both economically and socially. This can impact the fulfillment of children's educational needs, often leaving these children neglected by their parents, families, and communities, which can negatively impact their physical and mental development and overall growth.

Therefore, it is hoped that families can serve as a strong buffer against various crises, including those arising during this pandemic. Data shows that when our families are impacted by crises, children suffer the most. Children can face various obstacles to their growth and development, especially during the pandemic, due to families being unable to fulfill their roles efficiently.

From the results of pre-observations conducted by researchers at SMP N 03 Bengkulu Selatan, the number of students reached 420 people. Where approximately 70 percent of students at SMP N 03 Bengkulu Selatan come from families classified as poor, 20 percent from families considered well-off but also considered poor, and 10 percent come from poor families considered well-off. This is proven through the per capita income of the students' families and data on students who receive assistance for poor students. In the pre-observations conducted by researchers on several families with difficult economic circumstances at SMP N 03 Bengkulu Selatan, many problems were found that poor communities face in meeting children's learning needs in this era of globalization.

Through several interviews, these poor families stated that they lacked funds to support their children in learning, lacked the time to help them learn, lacked the skills to teach their children, and felt

stressed due to job losses. The various problems previously described for poor families related to online learning have drawn researchers' attention to investigate the strategies used by poor families to address the challenges of learning in the era of globalization. To date, research on the strategies of parents from poor families has tended to focus on two things: first, identifying the problems faced by poor families in meeting children's learning needs in the era of globalization. Second, examining the efforts made by poor families to overcome challenges in their children's education. Several existing studies on family strategies in supporting children's online learning have focused more on strategies for parental support during learning activities in the era of globalization. As shown by research (Nugrahani, 2014), the strategy implemented by parents to meet children's needs in online learning is through communication, where parents and teachers actively interact, frequently asking teachers about learning during the pandemic. This research (Wigun & Ekaningtyas, 2021) showed that parents' strategies for supporting their children with online learning at home included requesting teachers to come directly to their homes to teach their children in person. Research (Asmuni, 2020) also revealed a similar finding from the principal of SMP N 03 Bengkulu Selatan.

METHOD

Data collection methods in this study included field observations, in-depth interviews, and documentation. Prior to the fieldwork, various secondary data, such as journal entries, were collected to map the issues faced by low-income families regarding children's learning in the era of globalization.

FINDING AND DISCUSSION

Issues Facing Low-Income Families in the Era of Globalization: Children's learning has had a significant impact on low-income families in Indonesia. This includes low-income families at SMP N 03 Bengkulu Selatan. This situation has created several challenges for low-income families due to government policies on children's learning in the era of globalization. This undoubtedly impacts low-income families, who must persevere to meet their children's learning needs.

Below are some of the challenges faced by low-income families in meeting their children's needs for online learning. They lack sufficient savings to purchase learning devices such as cell phones or laptops. The pandemic has indeed required parents to be more active in guiding their children, as the learning process at school has not been running optimally as usual. Low-income families must be responsible for meeting their children's needs while they are learning at home or through online learning. The facilities children need for learning, such as laptops or cell phones, internet data, and other resources, are crucial to supporting their learning. Due to several obstacles faced by some students, existing facilities during their children's learning have not been utilized effectively.

In addition, parents also have an important role in the child's learning process. Here, the role of parents is not only limited to accompanying children during learning, but also as motivators, facilitators,

and many other roles. Therefore, learning facilities are tools or equipment that support the teaching process carried out by students and teachers, which aims to accelerate or facilitate the learning process that will be implemented. Lack of time to accompany children learning The challenge faced by underprivileged families at SMP N 03 Bengkulu Selatan is the lack of time for parents to accompany their children learning. Based on an interview conducted by the researcher with Mrs. Neriati on May 1, 2025, she stated that:

"Sometimes my husband and I don't have the opportunity to accompany our children to their studies because we have to work in the rice fields until the afternoon. So, I can only make time to accompany them after returning from the field. To further illustrate this, please see the picture of the parents of students from low-income backgrounds working in the rice fields."

This was confirmed by Mr. Sarjhoni on February 21, 2025. He stated,

"I can't accompany my children to study at home because my wife and I have to sell at the traditional market every day. The children usually study alone at home."

Lack of academic skills to guide children. There have been changes in education in this era of globalization, with children's educational needs increasing, such as internet data, phone credit, and other expenses. Furthermore, annual expenses such as school fees, assignments, and so on continue.

The results of the interview with Mrs. Hera on February 10, 2025 showed that she said, "My husband and I only graduated from elementary school. Honestly, sometimes I'm at a loss for answers to my children's questions about the subject matter, especially since the material and assignments are submitted via cell phone. This makes me even more stressed because I don't understand how to use a cell phone."

According to the results of an interview with Mrs. Sriani on March 8, 2025, she said,

"I didn't even finish elementary school, so I don't know how to answer my child's questions about their studies. Usually, my child studies with a friend who happens to live next door to us. So, whenever there's homework, they work on it together.

"Of course, we face many challenges in meeting our daily needs, especially supporting our children in online learning, which is costly. We study with our friends who happen to live next door. So, whenever there's homework, they work together. According to an interview with Mr. Zulkan on March 8, 2025, he stated,

"Usually, after I get home from work, I accompany my child to study. If he's studying, sometimes his mother also helps if there's nothing else to do. However, now I feel that the lessons the children are facing are getting more difficult, especially with the new curriculum, which is confusing for me because it's so different from before."

This statement was supported by a student named Egi on February 21, 2025. He stated that,

"Every time there is material or assignments from the teacher, sometimes I am confused about who to ask because neither my mother nor my father understands."

Based on data obtained in the field, it is seen that when viewed from the level of education of students' parents, both fathers and mothers, it shows that the education of students' parents from poor families mostly only completed elementary, middle, and high school education. Efforts Made by Poor Families in Overcoming Children's Learning Problems. Borrowing money from cooperatives or relatives is one of the steps taken by poor families to support the educational needs of their children who study online. According to Suharto (2009), a network strategy is a survival approach carried out through building relationships, both formally and in the context of the environment and institutions.

Taking advantage of government assistance, specifically Direct Cash Assistance (BLT). Another networking strategy employed by poor families at SMPN 03 Bengkulu Selatan is utilizing the Direct Cash Assistance (BLT) provided by the government. According to an interview with Ms. Timi on May 3, 2025, she stated,

"The government's direct cash assistance (BLT) has played a significant role in boosting our economy, particularly for the poor, in meeting their daily needs and supporting children's learning in the era of globalization."

This was confirmed by Mr. Tindarman on May 1, 2025, who stated,

"The assistance provided by the government has been very helpful, especially for those in poverty like us. Meeting daily needs is already difficult, and the government's policy of requiring children to study at home has certainly increased the costs of supporting them. With the government's direct cash assistance (BLT), the burden we face has become a little lighter."

From information obtained by the informants, it was revealed that to meet household needs and children's education, they depend on direct funding from the government. This assistance is provided monthly and helps ease the burden on families, especially by ensuring that poor families' incomes are sufficient to meet daily needs and children's education. With this assistance, they can meet necessary household needs. The following is a picture of an affected poor family, who is utilizing direct cash assistance and assistance for poor students. Based on the results of an interview conducted by the researcher with Mrs. Nurhayati on April 7, 2025, she stated that,

"Government assistance for underprivileged students, such as the KIP and KIS, is very helpful in their learning, especially in providing learning facilities for students with limited economic means, as not all students have sufficient learning resources to participate in learning in the era of globalization. We, as parents, feel very helped by this assistance."

This statement was also supported by Mrs. Mity on March 15, 2022. She said,

"This assistance for underprivileged students is certainly very helpful for us as parents in providing educational facilities for our children during the learning process. We struggle to meet our daily needs, let alone our children's learning needs, which often involve the use of technology. I am very grateful for this BSM; it has been very helpful in meeting my children's educational needs."

1. This assistance aims to provide access to education for those less fortunate, allowing students from low-income families to continue their education. It also supports educational achievement.

2. Discussion

A study discussing the strategies of low-income families regarding online learning shows that they can also find various ways to facilitate children's learning in the era of globalization, so that children's educational problems can be overcome. This study successfully identified various challenges faced by poor families in the era of globalization regarding children's learning, including the inability to purchase learning devices such as cellphones or laptops, lack of time to accompany children's learning, lack of academic skills to teach children, and depression due to job loss. Efforts made by poor families to overcome obstacles to children's education include collecting necessary data, such as borrowing money from cooperatives or relatives to buy learning devices, and directing children to use the Wi-Fi network from the village office for their children's learning needs.

According to (Sakti & Luqman, 2021) The challenges faced by low-income communities in the era of globalization for children are often hampered by a lack of adequate facilities and infrastructure. Furthermore, uncertain economic conditions also impact the ability to meet children's learning needs, which are not fully met. Meanwhile, parents are required to juggle their time working as farmers, caring for the home, and assisting their children in learning at home. Furthermore, there are limitations in technology, weak internet connections, and limited internet quotas. They lack sufficient savings to purchase learning devices for their children, such as cell phones or laptops. These limitations are caused by the family's unfavorable economic situation. Not only is saving difficult, but meeting daily household needs is also very challenging. These problems experienced by low-income families result in children's physical, mental, and social needs not being met. (Indriati & Kartika, 2017),

The conditions of poverty experienced by families impact children's growth and development (Indira, 2017). Faradiba (2018) states that responsibility is a moral aspect that involves protecting oneself and others, fulfilling obligations, contributing to society, reducing suffering, and striving to create a better world. Many children do not have cell phones or laptops to use for online learning; when studying, they are forced to take turns with older siblings, younger siblings, and even parents, which causes delays in completing school assignments from teachers. This is supported by research (Rofi'ah, 2021) which emphasizes the importance of children having a cell phone or laptop as a learning tool even if they have to share it with other family members. Inability to set aside time to accompany children's learning,

because parents have to work. Parents who have jobs outside the home cannot accompany their children's learning at home.

They can only provide support when they return home from work. As a result, children's learning cannot proceed optimally, causing them to fall behind in their studies. Research (Rofi'ah, 2021) confirms that work prevents parents from accompanying their children in their studies, resulting in delays in learning. They also lack the academic skills to teach their children. This is influenced by the educational level of parents of students from low-income families.

Within this group, some parents have only completed high school, junior high school, elementary school, or even no formal education at all, making them unable to guide their children. These parents have limited or no understanding of some subjects. Therefore, parents often find it difficult to help their children with online assignments given by teachers.

Research conducted by (Rofi'ah, 2021) shows that parents' educational background significantly influences children's learning. When analyzing learning culture using the three indicators outlined by Hamalik (2011), it can be concluded that there is a strong logical relationship between the position of learning culture and various other variables. If the learning culture indicators, consisting of environmental influences, practices, and habits, are well-formed, learning outcomes can be considered positive. Conversely, if the condition of these indicators is poor, the child's learning outcomes will also be predicted to be poor.

Low-income families also experience stress due to job losses. The challenges faced by poor families regarding their children's learning motivate them to seek solutions to their children's learning challenges. Therefore, strategies are needed to address these issues. According to Steefland (1989 in Juanda et al., 2019), strategies are a community's response to current problems or difficult circumstances. Kashdan (2010 in Tiara Dewi, Muhammad Amir Masruhim, 2021) emphasizes the need for psychological flexibility to help individuals adapt to various situations.

In general, survival strategies are the ability of individuals to overcome the challenges they face in various ways. (Fatimah & Jalil, 2016). In the context of poor families trying to meet their children's online education needs through various efforts.

According to Suharto (2009:31), coping strategies are a person's ability to overcome the problems they face by using various approaches. There are three types of survival strategies: (1) active strategies aimed at increasing family capacity, (2) passive strategies aimed at reducing competition, and (3) networking strategies that ensure the existence of informal, formal, and institutional relationships. (Fatimah & Jalil, 2016). Meanwhile, according to Yaumi (2014), responsibility is an obligation or task that must be carried out to complete a role well by each individual.

Borrowing money from cooperatives or relatives to purchase learning materials, Suharto (2009a) stated that the networking strategy is a means of survival that involves establishing relationships, both formal and informal, with the social environment and institutions. These kinship ties encourage each family to support each other, help each other, and care about what their fellow relatives are experiencing. This networking strategy is implemented by underprivileged families at SMP N 03 Bengkulu Selatan. Mutual assistance occurs when there are community members in need of assistance.

Poor families often borrow money from close relatives. In urgent situations, families at SMP N 03 Bengkulu Selatan tend to ask relatives for financial assistance. This is done when they are under pressure to meet their children's school and other needs. Borrowing money is a quick method for low-income families to obtain funds to meet their children's online education needs. In this case, the high demand for children's online learning is directly proportional to the high costs. This situation aligns with research (Umanaolo, 2019), which shows that a networking strategy for poor families can involve seeking support from close relatives. The practice of borrowing money among relatives is common, especially among low-income families.

1. Increase working hours.

To meet their children's educational needs, poor families at SMP N 03 Bengkulu Selatan are seeking additional work hours. Several families at SMP N 03 Bengkulu Selatan who work as farmers have increased their working hours on the farm to earn additional income. This increase in working hours is not limited to one sector, but is also seen in other sectors such as agriculture, trade, construction labor, and others. This situation aligns with findings (Yusuf, 2019) which show that people with low economic conditions do not only rely on working hours in one type of business, but also strive in other fields.

2. Involve family members in work.

In the context of poor families at SMP N 03 Bengkulu Selatan, meeting the family's basic needs is not solely the responsibility of the head of the family but is a shared responsibility. Therefore, the wife and children contribute to increasing the family income. During the pandemic, the wife and children participated by assisting the head of the family with various tasks, such as trading, washing clothes, ironing, and performing housekeeping duties, with the aim of ensuring the family's financial well-being.

3. Fulfill family needs.

Based on a study conducted by (Umanaolo, 2019), all family members collaborate in earning a living for their family's needs.

CONCLUSIONS

The most significant finding of this study is the ability of poor families to support their children's learning in the era of globalization. The way they address the challenges their children face in learning, and the efforts they make to overcome them, represents an interesting phenomenon of strategies adopted

by underprivileged families. These families are the ones who suffer the most, experience the most stress, and are most impacted. However, what is remarkable is that they are able to support their children in online learning through various means, such as borrowing money and utilizing available village facilities. Of course, this is inseparable from their responsibility as parents to meet their children's educational needs, despite the many challenges they face. However, they have managed to overcome difficult times and improve their situation. This demonstrates that poor families highly value education, especially for their children.

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