

# The Role of Parents in Shaping Children's Behavior During the Covid-19 Pandemic

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## **Abstract**

*Learning activities in schools during covid-19 do not exist, this reality will result in poor development of children's behavior, therefore the large role of parents is expected to realize the development of positive behavior in all children. This study aims to describe how the role that parents play in shaping children's behavior in order to avoid bad behavior as well as covid-19. This research was designed with qualitative approach, data collection techniques through observations, interviews and documentation studies, the results of analysis showed that the busyness of parents in doing their work in the office resulted in a lack of attention to the development of children's behavior, among the roles performed by parents is to divert children's activities from school to non-formal educational institutions, while in the home environment children are directed to active in traditional games that exist in the community.*

**Keywords:** covid-19, parents control, during learning

## **1. Introduction**

Adolescence is a transition period for teenagers and their parents. This is called a period of storm and stress because of the increasing need for adolescents for autonomy. At this time adolescents need the opportunity to explore, develop and grow themselves [1]-[2]. However, teenagers are still not fully mature causes the need for the role of parents in providing guidance and monitoring of children[3]. So, it can be said that adolescence is the stage of seeking autonomy and independence, so that parental control is needed as a force to prevent the development of directions that are not as expected.

Adolescence is a time when important biological, cognitive and social changes occur. Although most adolescents successfully adapt to this change [4], for some adolescents, this period is challenging [5]. These individuals are at risk of developing problematic behavior such as depression, delinquency, and substance abuse if there is no control of their environment[6].

Teenagers at this stage are very vulnerable to the consequences of naughty behavior. This shows that parental control is still very important for adolescents. Therefore, regardless of the needs and desires for autonomy, parental control is very necessary and important for adolescent development, especially regarding misbehavior [7]-[8]. When children become teenagers, they want to make more decisions about friends, clothes and what they watch on television. Teenagers want freedom in decision making and want to act on their decisions. Autonomy of such behavior is needed to help adolescents through the process of forming identity towards the transition to maturity.

The demand for behavioral autonomy can test the limits of parental control. On the one hand, increased parental control during this period of time can result in power struggles and conflicts between parents and adolescents. However, on the other hand, adolescents are still immature and vulnerable to risky behavior. When adolescents do not have parental control and are left with a lot of time without supervision, they are more likely to engage in risky behavior [9].

Parental control consists of psychological control and behavioral control. Psychological control refers to the efforts of parents to control the attitudes, feelings, and thoughts of their children in a way that endangers their psychological world of spring [10]. Psychological control, such as parental intervention, induction of guilt, and withdrawal of love, can hinder adolescent's ability to be autonomous and develop a healthy self-identity.

Behavioral control refers to the knowledge of parents and the management of their children's activities and the rules, regulations and restrictions parents have for their children. Behavioral control has been found to promote development by providing important oversight and regulation, and has been associated with low levels of delinquency and high levels of compliance and psychological well-being.

## **2. Research Method**

This research is designed with qualitative approach, this is because the research data in the form of sentences, words and reality in the research place. The data sources are parents and learners who are selected by random sampling. The choice of parents as data sources is because of those who know about how they perform their role in helping the learning during the covid-19 period. While learners are chosen as data sources to get valid data because of those who feel how their parents perform the role of educators at home.

Data collection techniques are carried out through observations, interviews. Observations are used entirely to observe the reality in the place of research on how parents perform their role in providing learning during. While the interview is intended to get clear data on how informants perform the role of educators in the covid-19 period. Research data is analyzed in accordance with qualitative approach, namely starting from data reduction, data classification, conclusion drawing. To ensure the validity of research data, in this case triangulation techniques are used.

## **3. Result and Discussion**

Nowadays, many teenagers behave inappropriately influenced by many factors such as lack of parental control. With the progress of the current era, children easily access information through electronic media, but lack of parental control such as due to busyness or lack of understanding related to child control will have an impact on children's behavior that is not as expected.

Bernard et al mention that when teenagers do not have parental control and are left with a lot of time without supervision, they are more likely to engage in risky behavior [11]. Lack of parental control has a positive relationship with delinquency both simultaneously and longitudinally into young adults. The research findings mention that women at the age of adulthood have a low level of delinquency and found that parental control affects children who are in adolescence and still affects children who are in young adulthood.

Sonens find that low levels of parental behavior control predict higher levels of behavior of externalizing problems such as antisocial behavior [12], substance abuse, and delinquency, whereas higher levels of psychological control associated with high levels of internalizing and externalizing behavior, such as depression and aggression.

Hoeve et al conducted a meta-analysis of parenting and delinquent behavior in children and adolescents, and found that there was a large negative correlation between parental control and delinquency [13]. Another study found that lack of parental control was associated with higher levels of delinquent behavior in adolescent girls with an average age of 15 [14], 10th grade teenage boys, and rural adolescents [15].

Supporting the results of previous studies, Same off et al. found that after controlling for other contextual variables (eg environment, race, gender, peers, etc.) [16], parental control that consistently predicts the externalizing behavior of seventh grade students in Indonesia. Children and adolescents with low parental behavior control have higher misbehavior [17]. Therefore, control of parental behavior is very important in predicting the behavior of children and adolescents.

The level of parental control is an important factor influencing juvenile delinquent behavior. Rathinabalan et al suggested that adolescents must have a say in what they do, but parents must have the final decision for the development of healthy teenagers [18]. Parents must continue to control what adolescents watch on television, with whom they hang out, and how much unattended time they are allowed outside of the home, to reduce the likelihood of their children engaging in naughty behavior. This implies that parents still need to have more control over adolescent behavior and decision making through this transition, to reduce risky behaviors such as delinquency.

Parental control is a broad construct consisting of many sub dimensions such as over-involvement, granting autonomy, psychological control and behavioral control. Psychological control refers to the influence of children's behavior through the use of secret strategies such as induction of guilt, elimination of feelings and forming an environment where parental acceptance of their children depends on their behavior [19]. In other words, psychological control refers to a parental strategy that seeks to control the behavior of their children in a closed manner so that children are directed towards the desired behavior [20].

In addition, psychological control tends to interfere with the psychological development of children by influencing children's thoughts and emotions. Psychological control is different from behavioral control which consists of open strategies, such as discipline and monitoring, which are used to control children's behavior [21]-[22]. Behavioral control must contain the way parents structure their children's behavior, rather than the extent to which parents know about the existence of their children[1].

Behavioral control and psychological control are two different forms of parental control. Behavioral control emphasizes the control of children's behavior and activities and provides the necessary guidance, while psychological control emphasizes controlling and disrupting into the internal world of children. Behavioral control emphasizes the regulation and standardization of children's behavior and it is considered positive parenting [23]-[3]. It can be seen that psychological control goes unnoticed by the child, but the behavior becomes directed, whereas behavior control tends to be realized by the child because it is done with a clear strategy.

The results suggest that parental psychological control may be more related to internal problems in childhood than control of parental behavior or the granting of parental autonomy. Many theoretical models that propose that parents who are very controlling can eliminate their children's opportunities to develop independence during the right developmental period will result in children failing to develop their sense of competence, efficacy, or controlling events in their lives [24].

Shek states that parental control behavior prevents children from developing behavior and makes age-appropriate restrictions [25]. Parental control should focus on increasing desired behavior and reducing unexpected behavior and making parents learn methods that encourage

more independence, competence, and child control. In addition, parental deviations tend to contribute to the home environment where adolescents learn deviant behavior and behavior from their parents. Safe parent-child bonding and healthy family functions are effective in reducing the tendency of adolescents to engage in naughty activities.

#### 4. Conclusion

Teenagers need the opportunity to explore, develop and grow themselves. However, for that teens need the role of parents in providing guidance and monitoring of their behavior. When teenagers do not have parental control and are left with a lot of time without supervision, they are more likely to engage in risky behavior.

Parental control consists of psychological control and behavioral control. Psychological control refers to the efforts of parents to control the attitudes, feelings, and thoughts of their children in a way that endangers their psychological world of spring. Behavioral control refers to the knowledge of parents and the management of their children's activities and the rules, regulations and restrictions parents have for their children. Children and adolescents with low parental behavior control have a higher tendency to misbehave because parental behavior control is very important in predicting the behavior of children and adolescents.

#### 5. References

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