Schooling from home: millennial moms family communication and media uses in COVID-19

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Abstract This study aimed to determine family communication based on satisfaction with the uses of new media technology by millennial mothers and teachers in children studying from home during the Covid-19 pandemic. This research was conducted qualitatively through online interviews at the beginning of school from home during pandemic Covid-19. It was conducted from May until June 2020 with 30 millennial mothers born in the 1980s to 1999 in Indonesia. Millennial mothers experienced positive feelings (confidence, satisfaction, happiness) and negative feelings (burden, shock, frustration, stress, and depression). The child experienced positive feelings (happiness, satisfaction, enjoyment) and negative feelings (missing school, tiredness, stress, and sadness). The study results show that negative feelings are determined by negative thoughts caused by mothers' communication when accompanying their children studying online. Therefore, mothers need to improve how they communicate with their children in school and at home to deal with negative emotions.

Keywords: online learning; pandemic COVID-19; new media technology; family communication; millennial mother

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INTRODUCTION

All parts of the world, including Indonesia, are currently experiencing a pandemic due to the Covid-19 virus outbreak or SARS-CoV-2. This outbreak is hazardous and has transmission risk, which is very easy and massive. Therefore, various policies were taken by the government, especially the Indonesian government, in various sectors, including education. These policies include Government Regulation Number 21 of 2020 concerning Large-Scale Social Restrictions and the Presidential Decree on Health Emergency (Wiryawan, 2020). The education sector was the first sector to receive a policy due to the outbreak of this pandemic. The government closed all schools and universities so that students would not have a face-to-face learning process to minimise the interaction and spread of the Covid-19 virus. Around 91.3% or about 1.5 billion students registered worldwide could not attend school due to the Covid-19 pandemic on April 17, 2020 (UNESCO, 2020). This includes around 45 million students in Indonesia, or about three per cent of the affected global student population (Azzahra, 2020).

The beginning of Covid-19 was in Wuhan at the end of 2019 as the cause of an infectious respiratory disease outbreak. Online educational resources helped support education continuity up to that point (Reimers et al., 2020). Government and educational institutions need to convince students and parents that the importance of learning is no longer done face-to-face. Schools and colleges must utilise asynchronous learning to increase the capacity to teach remotely, which works best in digital formats. Teaching must cover various assignments and jobs that place Covid-19 globally and historically (Daniel, 2020).

Thus, learning is conveyed in teaching material and learning about the Covid-19 virus and how students should behave to avoid it. Evidence of the effectiveness of school closures and other school social distance measures comes almost entirely from influenza outbreaks, where transmission of the virus tends to be encouraged by children. Parent and child communication at schooling from home should communicate learning material and the Covid-19 situation and its prevention (Viner et al., 2020). This situation needs suitable online media to facilitate it. Directions for moving face-to-face classes to online from the government reveal many pedagogical challenges. Thus, the need for further investigation into online teaching has become an opportunity for communication education scholars (Morreale et al., 2020). One of the studies proved that online technologies and applications could reduce barriers to family involvement and make children's learning more visible to families. Thus, to improve provision quality, especially in early childhood education and care (Oke et al., 2021). During the COVID-19 pandemic, online learning through applications became widely used because

schools were temporarily closed, and even people began to view online learning applications as a future method (Chinmi et al., 2021).

The majority of distance schools are implemented on the internet through various available platforms. Based on a survey of parents and students' understanding, the most significant learning obstacles at home is a lack of electronic devices and internet access (Sikirit, 2020). Some people believe that communication and media courses are incompatible with the nature of remote exam questions due to communication networks and inadequate infrastructure (Snoussi et al., 2021). The Learning Framework has completed the necessary curriculum framework and developed the technology platform required to facilitate online education by 1) Instruction: online teaching must be as explicit, orderly, and organised as possible; 2) Content: the teacher must conduct careful examination and selection of materials and online programs to ensure students do the best possible material; 3) Motivation refers to students' energy and effort when they study—motivation by self-management and tasks, planning, and perseverance. Negotiate schedules with students when they do online schoolwork; 4) Relationships, educators can connect to students on three channels: interpersonal channels, content channels, and instruction channels. The more teachers get these three things right, the more they will connect with students in their learning process; 5) Mental Health is a means for essential learning outcomes. If mental health suffers, usually learn will suffer as well (Martin, 2020).

For this reason, many are the tasks of school teachers and parents at home, especially mothers. Mothers with early school-age children are generally millennials who are incidentally sensitive to communication technology, especially the internet. Nevertheless, they also typically have a variety of responsibilities both at home and at work. Parents, especially mothers, tend to have less time to support their children's parents because they also have to focus on other obligations to support their families (Sikirit, 2020).

They were constrained and eliminated face-to-face teaching and learning process in many schools with various levels ranging from Preschool, Primary School, Secondary School, Post-Secondary School, Vocational School, and Junior College to tertiary institutions by replacing learning methods with online methods. However, many school children at the kindergarten and even elementary school level still need assistance and assistance both in learning and communication technology as a learning medium. Various methods of new media are used, such as learning applications and teleconference applications, to use social media in the learning process. Thus, it takes effort from parents to accompany and communicate the learning material to their children. Parents, especially mothers who are already accustomed to giving up the learning function in school, suddenly have the role of "home teachers" to help their children learn and understand the lessons. Studies by (Safitri et al., 2020) showed that family

communication could improve good relationships in the family, including children, and improve the quality of child education. In addition, one of the axioms of family communication schemes is that family relationships automatically affect and control family members' processing (Koerner & Fitzpatrick, 2002), including in education.

Priliantina Bebasari and Marni Silalahi (Academia & Thejakartapost.com, 2020) stated that parents said children lack assistance in learning from school during distance schooling because the teacher only gives assignments and homework without providing adequate learning tools or materials. Can parents carry out this function properly? While some parents are working parents whose pandemic period requires them to work from home and various other household workers. Besides that, can millennial mothers utilise new media technology to help and optimise children's learning online at home? Based on that problem, these studies aimed to determine the use of new media and family communication based on satisfaction on family relations that occur by millennial mothers in accompanying online school children from home in Indonesia Covid-19 Pandemic Era.

Teaching children, especially early school children, requires specific communication strategies, a supportive communication environment strategy. Various development and evolving studies have improved the communication environment in learning, including an increase in the use of small group time from the *show and tell* method by children and more time sharing (Nind, 2003). In learning communication, various ways are needed to run the learning process effectively, one of which is media use. Research from (Siyamt et al., 2020) stated that the blended learning method effectively facilitates children's learning processes. Blended learning is a modification using 70 per cent online learning and 30 per cent face to face.

In addition to effective communication with traditional contexts, online learning is a new choice for flexibility (Isman et al., 2003). Therefore, being aware of distance education barriers makes people more productive in their roles (Wigrforss, 2000). The contribution of information and communication technology to improving teaching and learning is higher in schools with integrated information and communication technology as a factor of innovation. To achieve this, the highest level implies that schools must not only modernise technological tools. Still, it must also change teaching models, which take into account the teacher's role, issues regarding organisational classrooms, teaching and learning processes, and interaction mechanisms. (Sangra & Gonzalez-Sanmamed, 2010).

We need to apply tactics and approaches that enable authentic technology to support and foster motivation, collaboration, and interaction to create a better learning environment. Mobile devices are inextricably linked to personal experience and genuine technology brought to class by students. (Sangra & Gonzalez-Sanmamed, 2010). Various studies support the impact of technology, especially social

media, on students, as mentioned by (Evans 2014). The selective effect of using Twitter shows how the media can strengthen relationships between students, students and their tutors, and students with educational resources. Social media have an impact and benefits for learning if it is appropriately used and maximally. Communication technology also impacts not only student learning but also the communication relationships between teachers and parents. Barriers to communication between teachers and parents affect parents' communication at home (Lahikainen et al., 2017). These barriers include barriers to communications media technology. Rogers & Wright (2008) argue that some families do not have internet access, and some other families have access but do not have the skills to use available technology resources. Digital barriers include the ability to use uneven digital media, prejudiced attitudes towards technology, and fears about communication technologies that also occur (Palts & Kalmus, 2015).

Communication in the family, especially between parents, in this case, a millennial mother, is essential because of its role in children's learning process at home, as expressed by (Smith et al., 2016) that parents, in principle, have a teaching role. Based on this new teacher's role, there is a greater need to improve parent communication about their children's learning and greater parental time commitments. Besides, parents discuss some of the obstacles in their ability to participate in their children's fully online learning experience. Especially in the distance school method applied during the Covid-19 pandemic, parents, especially mothers, are very important to student success. Students from homes with a higher conversation orientation receive greater support from their families, are more resilient when dealing with school pressures, and are more likely to recognise that the college transfer will help them grow (Scharp et al., 2019). Children raised in high conversation orientation families have also been associated with higher self-efficacy concerning scholastic achievement (Dorrance Hall et al., 2017). Kindergarten to school-age students who come from families with more elevated conversation orientation also feels less worried about communication that occurs (Scharp et al., 2019).

Fitzpatrick and Ritchie (Wood, 2016) have conceptualised how communication occurs in the family: conversation orientation and conformity orientation. *Conversation orientation* is when the family creates a climate where all family members are encouraged to participate in uncontrolled interactions on various topics. *Conformity orientation* refers to the degree to which family communication emphasises a shared set of values, beliefs, and attitudes. Interactions that promote homogeneity of thoughts and attitudes define families with the highest level of this characteristic.

In addition to communication orientation, family communication also has three essential elements that affect the satisfaction of long term relationships in family communication by Notarius (Verderber et

al., 2013): *Words* refers to how family members talk and behave to each other. Communication affects self-esteem and feelings about relationships. The difference between a satisfying relationship also shows the importance of forgiveness, at least a small offence. The desire to forgive was positively related to satisfaction with that relationship (Kachadourian et al., 2004). *Thoughts* are how family members think about each other. In satisfying relationships, family members tend to show pleasant actions to others. *Emotion*, influenced by words and thoughts. How someone feels are influenced by what is said to others and what we communicate with ourselves through intrapersonal communication.

Family communication also needs to consider two crucial things: *Subjectivity* refers to sharing cognition among family members in communicative events, *interactivity* refers to the extent to which symbol creation and interpretation are related (Koerner & Fitzpatrick, 2002). Parents communicate with their children in various aspects, including the learning process, which turns out that communication carried out has a substantial impact on children's learning process. Parents interpersonal linguistic skills in giving names, categorising, directing attention to a shared focus, and explaining aspects of the world to children. Conversely, a family environment with a parental communication style that is not shaped and fragmented allows children to experience a state of confusion and persistent cognitive disorientation. In this way, pervasive disturbances at the level of interpersonal communication within the family can disrupt individual children's ability to process and store new information (R.-J. Green, 1990). Families who encourage Their feelings about their academic achievement, growing up, and managing their finances are linked to open communication. The ability of a child to communicate with others is also influenced by his or her family's communication culture. Simultaneously, student success is influenced by the transition and communication skills (Scharp et al., 2019). Children who experienced failure in learning were affected by the style of parental communication or disorganised family structure. Deviant communication styles or parents' inability to manage the family are signs of learning disabilities. There are specific stressors that strengthen the potential to be passed on to children. Parent's behaviour and cognitive factors or children's behaviour, each of which reinforces one another in interactions over time (Young, 2008). Conformity in family communication is a significant positive predictor of meaningful schools or communities (Jowkar et al., 2011). Homeschooling parents consider the academic and social learning environment flexible and sufficient for their children's education—the study participants' perspective positively integrated technology into the homeschool structure (Sabol, 2018).

METHODOLOGY

This research was conducted with a qualitative approach. Qualitative and quantitative studies could complement each other and are equally important in online research (Andrews et al., 2003). Studies can be used to collect data on online research. Data was collected through online interviews conducted at the beginning of the implementation of online schooling from home during the pandemic Covid-19 era that happened in Indonesia from May to June 2020. The advantages of adopting online techniques include application of appropriate scripting, and one of the most evident advantages of most online methods is that it provides users with access by design: geographically and temporally, reaching diverse populations, cost-effective research, eliminating transcription bias, a different type of relationship (Dunn, 2002).

The study was conducted to seek family communication experiences by parents as "home teachers" to assist children in implementing schooling from home and the use of media technology by both teachers and millennial mothers at home in accompanying children to learn. The number of interviewees in this study was 30 mothers born in 1980 to 1999 who lived in Indonesia. Interviewees were collected by conducting interviews with 36 parents categorised as millennials. Of the 36 people, 33 people said that the mothers played a more significant role in assisting children in learning online from home. They were chosen as a source. Of the 33 resource persons, 30 were indeed categorised as millennials. The 30 informants came from the islands of Java, Kalimantan and Sumatra (Table 1).

Table 1. Characteristic of Millennial Moms

Characteristic of Millennial Moms	Number of Informants	Total Informant
More than one kid	27	
12 years old and below kid	30	30
8 years old and below kid	28	
Working Moms	25	

Source: Primary data, 2020

This study used three essential elements that affect the satisfaction of long term relationships in family communication by Notarius (Verderber et al., 2013): Words, thought, and emotion. The data analysis stage began with conducting interview transcripts. Then open coding was carried out by doing categorisation (Boeije, 2010) reveals that coding categorises data segments with short names that are simultaneously summarised and recorded for each part of the data. Furthermore, (Boeije 2010) reveals that researchers distinguish themes or categories in the research data and name them by attributing the code when coding. Open coding is the process of solving, examining, comparing, conceptualising, and categorising data. All data was read very carefully and was divided into several sections (Boeije, 2010). The analysis of data ends by interpretation and making

a pattern of relationships between these categories. The NVIVO application assists the coding process.

RESULTS AND DISCUSSION
Form of Communication by Millennial Mother

Schooling from home implemented by the Government of Indonesia in dealing with the Covid-19 pandemic requires millennial mothers to be more active in assisting the children's learning process. (C. L. Green & Hoover-dempsey, 2007) stated that parent-child interactions and sources of parental influence on student learning outcomes in various learning settings. Examining parents' teaching styles and children's perceptions of parental involvement can provide a richer understanding of the role of parents in child processes and learning outcomes. This study indicates that mothers do 93 per cent of children's learning assistance at home. All the sources in this study are categorised as millennials born between 1980 and 1988. Lancaters and Stillman (Putra, 2016) suggest that generation Y was born in 1981-1999. Generation Y, also known as the Millennial generation, is also mentioned growing up in the era of the internet boom. This generation uses many instant communication technologies such as email, instant messaging, and social media such as *Facebook* and *Twitter.* The form of communication that millennial make in teaching children are as follows:

Nonverbal communication

Millennials do Nonverbal communication in accompanying schooling from home. They repeat the explanation to improve children's understanding of learning material; some millennial mothers do repetition in explaining learning material to children. They explain gently, in a conducive situation, millennial mothers try to communicate learning material gently. However, it is recognised by some mothers that sometimes, when children have difficulty understanding, they become impatient. They explain clearly. Millennial mothers also communicate firmly when children are careless and lazy to make learning at home. They explain in a high tone when the patience of the mother decreases. The mother consciously or unconsciously raises the voice in explaining the material. This happens when the child still does not understand the learning material, even though repeated. They explain that while rubbing the child's shoulders to build a conducive and comfortable atmosphere in learning.

Various nonverbal communication, such as paralanguage done by millennial mothers through voice language, high and low intonation, touch and repetition, have various meanings and functions. Repetition is an essential tactic for enhancing learning in a student-centred teaching approach (Bruner, 2001). (Hertenstein, 2002) revealed that in motherese, paralanguage, including intonation, is an important aspect. How parents regulate intonation, *pacing, and pausing in*

speaking must be adjusted to the child's age category, whether classified as *infant speech* or *baby talk*. *Infant-directed speech* or *baby talk* refers to how the caregiver modifies speech to infants and young children who are learning especially learning languages and characterised by *pitch* high, frequency and different changes in intonation, *shorter utterance*, shorter pauses more prolonged, sound intensity, and *simplified speech.* When parents talk to their children there are a variety of tones and intensities of sound that are drastically distinctive.

The arrangement of intonation is fundamental because intonation implies a particular meaning. (Bachorowski, 1999) revealed that the high level of vocal intensity was related to emotional depictions such as fear, excitement, and anger, respectively, while depictions of sadness were associated with a lower intensity of vocal levels when compared to neutral statements. In addition, other forms of nonverbal conducted by millennial mothers, such as stroking children, also have specific meanings as expressed by (Hertenstein 2002) that rubbing or touching the shoulders when accompanying children is nonverbal communication which has a positive meaning. Warm messages such as calming physical touches or other responsive behaviour can show the child that he is safe and comfortable so that he is free to explore autonomously.

Verbal communication

Millennial mothers carry out verbal communication in accompanying school children from home. Explain: after getting the material shared by the teacher through the WhatsApp media group, the mother explains back to the child about the learning material so that the child can understand the learning material. Reading: some mothers read learning material from textbooks or from files that the teacher has shared. The mother said that some children are still not fluent in reading. So the mother reads the material besides explaining the purpose of the material. Write: even some mothers admit to helping write the assignments given by the teacher on the grounds the child has been tired because of too much learning material. In addition, children who are still not fluent in writing are also why millennial mothers help write children's assignments.

Based on the research results, it can be seen that millennial mothers communicate in both in verbal and nonverbal form to help children understand ideas and ideas from the learning materials shared by the teacher. In this case, most communication is done by the mother to the child rather than the child to the mother. Effective communication, particularly in education, is formed on the capacity to present one's thoughts and viewpoints confidently and succinctly while constantly changing your content and style to the needs of children. (Muste, 2016).

The key abilities needed for communication with children are categorised in the domain of *knowledge*, that is underpinning children's understanding and what influences their communication, *doing skills* methods and techniques for training and *medium* refer to the use of self including commitment or values, personal values and qualities and emotional capacity (Lefevre, 2015). It is necessary to pay attention to how verbal communication skills are carried out by mothers in teaching (Andrew et al., 2005) reveals that verbal ability refers to a person skill to utilise ideas through words, both oral and written. Verbal communication in learning helps in sharing knowledge and creates a friendly environment to facilitate sharing ideas, opinions, or feelings in the learning process (Rawat, 2016). This skill involves mastering vocabulary to choose the right words to give meaning to the audience. Verbal ability also involves the ability to arrange words in a logical way. Verbal abilities are part of traditional construction intelligence (Wahyuni, 2018). Verbal skills are generally divided into four parts; listening, speaking, reading and writing. From all of those parts, speaking is more important and beneficial, and it has a more significant influence on oral communication with the audiences. (Khabaz, 2013).

Millennial Mother Satisfaction through Perceptions and Feelings about the communication in guiding schooling from home.

Based on the communication that millennial mothers have carried out in assisting children to learn from home, this form of communication produces thoughts and opinions in the form of communication that mothers have done. Furthermore, these thoughts and opinions produce feelings for the communication that has been done. The thoughts and feelings of millennial mothers about the communication in accompanying school children from home are shown in the following figure 1.

Based on Figure 1 above, it can be seen that there are a variety of thoughts and opinions of millennial mothers regarding communication carried out in the learning process, which consists of various positive and negative thoughts. Even the majority of millennial mothers experience both positive and negative thoughts simultaneously. Positive thinking: mothers can provide teaching materials in a simple, easy to understand way because they adapt to the child's character, convey the material in their style, and teach and learn with maximum interaction with children. These positive thoughts also produce positive feelings about the teaching done by the mother at home. That is, the mother feels confident, satisfied and happy. While negative thoughts that arise related to the teaching that mothers do at home are: Teaching takes up too much time because of too much learning material, children who do not understand what is conveyed by mothers, mothers are sometimes less patient, communication climate is less supportive, much distortion when

explaining makes the mother and childless focused. The feelings that accompany these thoughts are: feeling overwhelmed, a little shocked, frustrated, stressed, even feeling depressed.
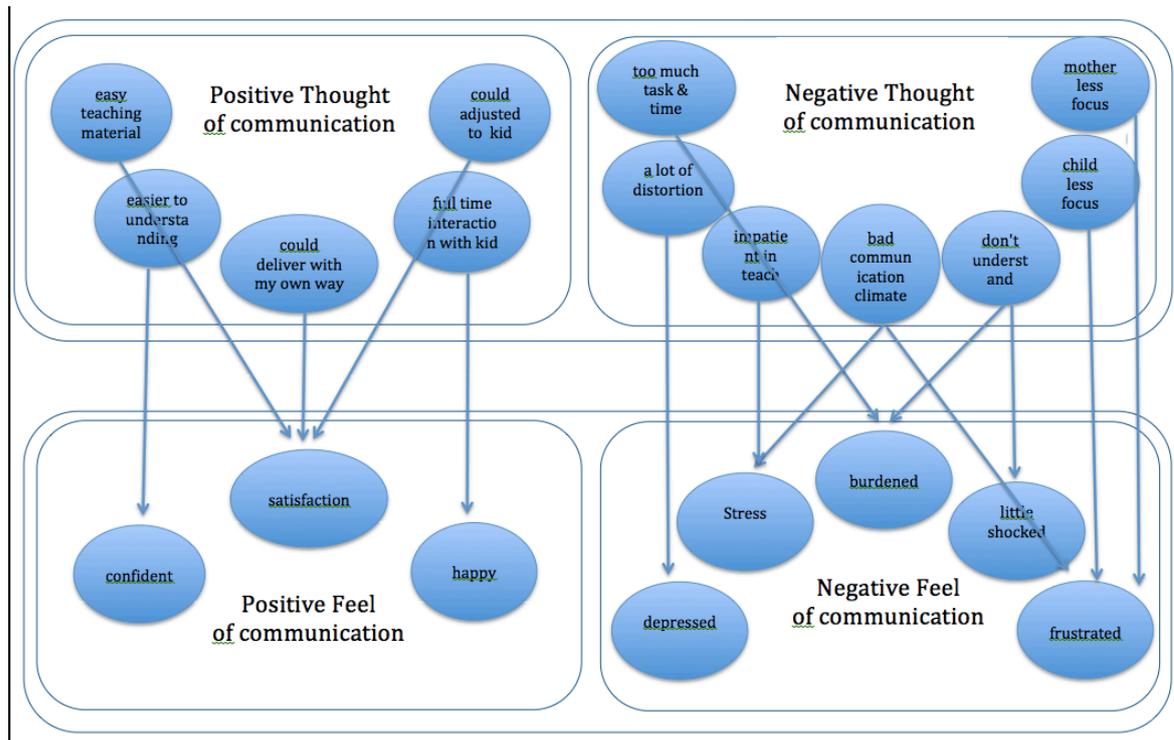

Figure 1. Thoughts and Feelings of Millennial Mothers about the communication carried out in accompanying school children from home. Source: Primary data, 2020

The mother thought of the communication she has done in accompanying school children from home has been shown to affect her feelings towards the same thing. Rotarius (Verderber et al., 2013) revealed that emotion in family communication is influenced by speech and thought and how someone's feelings are influenced by what is said to others and what we communicate with ourselves through intrapersonal communication. The mother feels that she cannot communicate patiently in accompanying the child in schooling from home, sometimes conveying with emotion. At the same time, parents' distorted communication style can influence children to become Delayed Learning (R.-J. Green, 1990).

It is essential to develop seamless interpersonal communication between parents and children through attractive communication and th e stages of building relationships (Triwardhani & Chaerowati, 2019). Mothers, in this case, must be able to understand the characteristics of children in communication which ultimately can avoid feelings of fear and insecurity in accompanying school children from home. Using the role-play method before the learning material is given provides learning experiences to enhance practical skills and a sense of initial self-efficacy. Even when children have developed practical communication skills with adults, the lack of prior experience with

children can mean that working with children creates fear and may even cause some people to avoid practising learning opportunities with children (Lefevre, 2014). Not only affects the mother's feelings, but the mother's perception of her involvement in children's learning will also affect the child's perception. (Cashman, 2019) revealed that parental perspectives may influence total involvement at specific periods and for some groups, whereas certain sorts of involvement, such as assisting children with schoolwork, may influence parents' perceptions of their children's learning.

Children's satisfaction: thoughts and feelings about communication

Based on the communication that millennial mothers have done in assisting children to learn from home, the form of communication produced results in children's thoughts and opinions in the form of communication that mothers have done. Furthermore, children's thoughts and opinions produce the child's feelings over the mother's communication. Children's thoughts and feelings about millennial mothers' communication to accompany school children from home are shown in the following figure 2.
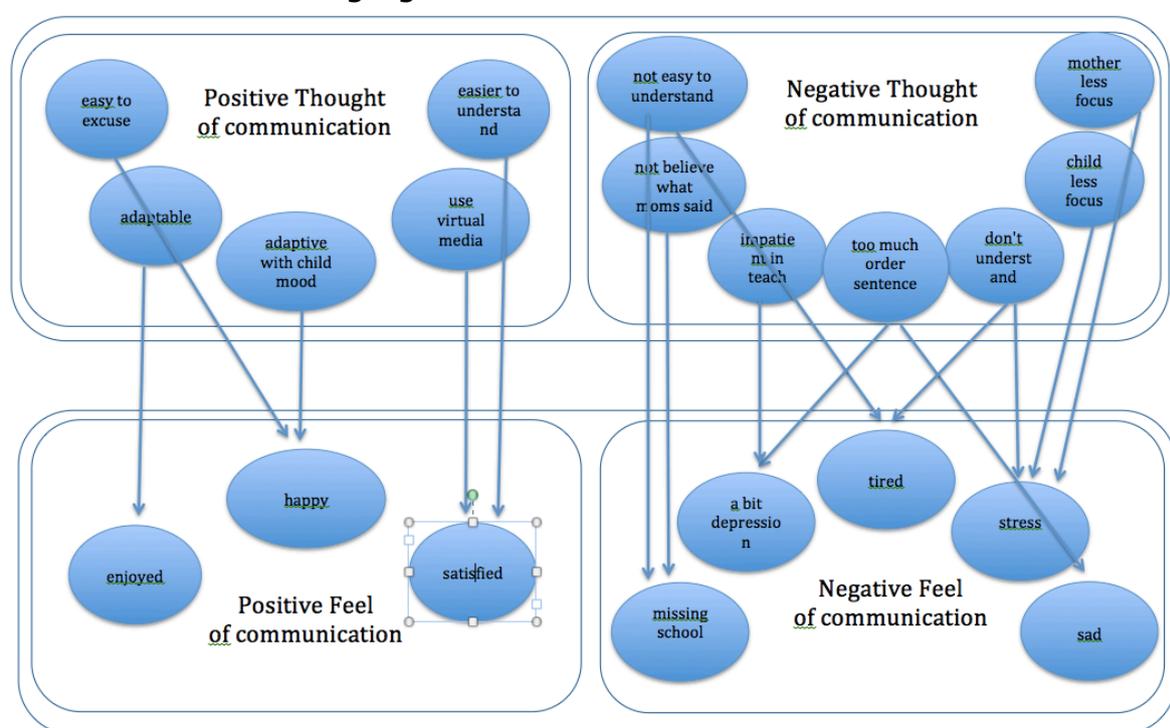

Figure 2. Children's thoughts and feelings about the communication made by millennial mothers in accompanying school children from home.
Source: Primary data, 2020

Based on figure 2, children's thoughts on communication carried out by mothers in positive learning are: easy to excuse, adaptable, use virtual media, easier to understand. These thoughts give birth to feelings: happiness, satisfaction, and enjoyment. Nevertheless, children also have negative thoughts about mother's communication in

teaching at home: difficult to understand, do not believe what is conveyed by the mother, the mother is less patient, many sentence commands, many distortions that interfere with the concentration of mother and child. These thoughts give birth to feelings: miss school, tired, a little stressed, sad.

In the learning process, it turns out how the relationships and communication carried out by mothers affect children's emotions that begin with their responses related to school at home. Research on students' perceptions of communication in online learning in the covid-19 era (Agarwal & Kaushik, 2020) investigated that students prefer to learn face-to-face for communication purposes where mutual understanding and interpersonal relationships are built. An essence regarding children's responses is a priority for forming caring and trusted relationships with children, based on warmth, authenticity and openness rather than skills and techniques. The essence is the part of who the student is, and his relationship with communication and relationships with parents has to do with several factors such as personality, attachment safety, internal object relationships, emotional intelligence and resilience (Lefevre, 2014). A family communication theory is based on schemas consisting of memory, attribution, and experiences built into the context of a particular relationship and enable individuals to adapt their cognitions, behaviours, and interpretations of those relationships (Koerner & Fitzpatrick, 2002).

In the homeschooling method, a positive relationship is found between parents and the level of stress experienced by their children. Therefore, parents must be able to implement communication and a conducive atmosphere. The unique structure of the homeschooling environment is also possible to contribute to lower stress levels in parents and children (Windish & Wachob, 2017). The stress level of children also could come from the inconsistency of mother communication. Children react to their parent's behaviour, questioning their instructions and showing an inconsistency between the rules and the behaviour of the parents and inconsistencies in the parents' treatment of children. This interaction allows children to develop self-regulation skills and forces parents and children to explicitly acknowledge, discuss, and renegotiate the rules that govern their interactions and relationships, which remain largely unspoken. Family communication theory is based on the transactional definition of family. Since the schema of family relations exists in the individual's cognition, it does not require a special constellation of family members to form a family (Koerner & Fitzpatrick, 2002).

Teacher media uses

Based on the study results, it is recognised that a small percentage of teachers use interactive learning media in teaching and learning through zoom, Google classroom, or WhatsApp video calls. However, most teachers share learning material using WhatsApp

groups through mothers' accounts, then convey, explain, and teach their children. There are various types of teachers adopting communication technology in teaching and learning activities. Teachers with early adopter types will spend more time on and use most of their time to incorporate innovations in communication technology into teaching practice. Whereas types that are not early adapters only do a small part of their time to adapt communication technology and even tend not to use it (Aldunate & Nussbaum, 2013). (Lubis et al., 2018) found that the higher the motivation and knowledge about the use of information technology of teachers, the use of information technology on the quality of the learning process will also increase. There is increasing evidence that media technology, especially SNS, in education can be beneficial in blended learning. Teachers can communicate directly and connect with students and compare educational techniques, curriculum and teaching methodology (Devi et al., 2019). Social networking sites can also function as direct and indirect support for learning, such as providing emotional channels for school-related stress, validating creative work, peer-alumni support for transitioning school life, and helping with school-related assignments. In contrast, online social networking can stimulate social and social benefits, online and offline, which have implications for education (Greenhow, 2011). Online social media used for collaborative learning significantly impacts interactivity with peers, teachers, and online knowledge sharing behaviour (Ansari & Khan, 2020).

However, relying on online learning alone is not ideal. Research from (Siyamt et al., 2020) found significant differences in the ability to apply concepts between teachers who were taught using online learning strategies and those who used blended learning strategies. The blended learning method with mixed learning strategies is 30% face-to-face instruction and 70% online learning more able to develop the ability to support concepts better than online learning alone. Therefore, children still need another explanation besides online learning from the teacher. Because the pandemic does not allow children to meet with the teacher, face-to-face learning should be facilitated through various interactive applications such as zooming and others so that the minimum face-to-face meeting can be met electronically. In addition, the role of face-to-face communication should also be fulfilled by parents as the needs of children.

In this connection, it is necessary to have effective communication between teachers and parents regarding the distribution of their respective roles in the learning process of schools from home. The frequency of teacher-parent communication can increase student involvement as measured by the degree of homework completion, on-duty behavior, and class participation, stronger teacher-student relationships, wider parental involvement in learning, and increased student motivation (Kraft & Dougherty). Parents and teachers are the two most significant contributors to the success of

student education. When parents and teachers communicate well, they can support student learning together (Wardlow, 2012). Research conducted by (Markow & Pieters, 2012) found that the most significant challenges recognised by teachers were in terms of communication and involving parents. Teachers and parents need to communicate with each other because it can increase parental involvement in student learning. Furthermore, parental involvement is associated with higher academic achievement, increased levels of attendance, positive student attitudes and behaviour, increasing students' readiness and interest in their assignments, and increasing parent satisfaction with teachers and the teacher satisfaction level.

Mother media uses

The research results showed that some millennial mothers use YouTube and Google as learning media to help explain learning material. Others only rely on material from the teacher through WhatsApp media. Thus all millennial mothers rely on media technology in assisting children's learning either by only sharing material from the teacher through social media or by looking for examples of applicative relating to learning material via Google and YouTube. The use of technology by millennial mothers is inevitable. Research (Setyastuti et al., 2019) states that all respondents, 351 millennial mothers all have WhatsApp accounts. In addition, only 5.4 per cent have a low social media exposure, and the rest has medium to high exposure. The use of media in family communication acts as an active mediation, which has several positive results for children is supporting more significant learning of concepts through the media, increasing or strengthening the information presented, can reduce the internalisation of fears and worries and modelling anti-social behaviour, helping children form accurate assessments about specific problems, and help support realism or accuracy of information (Bachen, 2015).

The effort made by the millennial mother to find applicative examples to enrich the learning material certainly takes much time from millennial mothers who in this study have the majority of jobs other than as a housewife. (Oideachais et al., 2020) states that It may be stressful for parents and carers of younger children if they believe they have to be substitute teachers. Remember that the mother is not a teacher, and there is no expectation that the mother should be doing extensive hours of tutoring or completing schoolwork with the child every day. Therefore millennial mothers should be more realistic about their children's needs and their own needs to be more flexible and open about their individual needs. During this pandemic, what is needed in children are to feel loved and safe, knowing that their emotions and fears are normal, have their thoughts and concerns acknowledged and respected routines and comfort, and learn what they can do to stay healthy and safe. To communicate this, the parent must be calm because when parents feel calm and clear in their

understanding, it is easier to be calm and clear when explaining complex topics to children, including covid (Center for the Study of Traumatic Stress, 2020). Based on Family communication theory, relationships are adapted by cognitions, behaviours, and interpretations (Koerner & Fitzpatrick, 2002). So that, if the mother can provide a reasonable interpretation and understanding and model with a good and calm attitude, it will be good and calm as well as the child's interpretation and attitude including feeling loved and safe.

In addition, mothers must also be able to communicate with teachers. Allow the child to communicate with the teacher with the mother's guidance. Communication between parents and teachers plays a vital role to change practices and ideologies that have been established, especially before the existence of the co-19 pandemic and the application of online learning about parental involvement can be a contested and debated field, mediating power relations between groups of parents and describing the needs and competing concerns about children's education (Abrams & Gibbs, 2002).

CONCLUSION

The results showed that millennial mothers teach their children verbal communication: explaining, reading, writing. Nonverbal communication: repeating explanations, explaining gently, firmly, high notes. A few mothers use Youtube and Google as media learning. A Few of teachers uses interactive learning media through Zoom, Google classroom, Whatsapp video calls. Most teachers share learning materials using Whatsapp groups through mothers' accounts and then teach by mothers. The mother's positive thoughts are in the learning process: providing simple material that is easy to understand because it is adapted to children and mother characters and maximum interaction with children. The feelings: confident, satisfied, happy. Negative thoughts: too much time and material, children lack understanding, mothers less patient, bad communication climate, less focused because of distortion. The feelings: burdened, shocked, frustrated, stressed, depressed. Children's positive thoughts on mother communication: easy to excuse, adaptable, use virtual media, easier to understand. The feelings: happy, satisfied, enjoyed. Negative thoughts: do not understand, do not believe what mother said, mother impatient, many command sentences, many distortions affect child's concentration. The feelings: miss school, tired, stressed and sad. The negative thought and feel cause stress, so that the form of communication needs to be considered.

ACKNOWLEDGEMENTS

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