

Building The Sustainable Self-Reliance On Children Behaviour During The Pandemic Through The Logical Framework Approach

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Abstract: During the pandemic in the last two years, it has evolved a challenge for teachers and parents and for developing children's thinking. At an early age where they should be able to learn constantly through the school and home environment, they suddenly descend into a situation of uncertainty which makes the limitations of developing their behaviour. As the nation's best generation hopefuls, it is necessary to introduce children through a logical framework to have independence, especially in dealing with uncertain situations at this time. The authors are straining how children can apply it through direct guidance from parents and teachers with hybrid guidance through this framework. Through qualitative concepts accompanied by interviews and observations in SD Islam & Tahfidz Ibnu Umar Tangerang Selatan, parents feel the progress of their children's way of thinking in dealing with time and making more use of it positively through their daily activities and adding self-confidence, especially in their independence in making choices in the use of time.

INTRODUCTION

During the Covid19 pandemic in the past two years, children have had a personality imbalance, especially early. Children have to adapt to something new, with the environment that revolves all day at home (Aliyyah et al., 2020; Azhari & Fajri, 2021; Michie & West, 2020). The pandemic has made children firm, and they must find their identity that should be in the school environment with other children. Boredom also appears as one of the challenges for them, which in principle occurs because it is natural at their young age and requires an external environment as a place for learning (Arlinwibowo et al., 2020; Mishra et al., 2020).

Meanwhile, children are a gift from God to their parents since the first individual beings accountable for bearing their lives from childhood until adulthood. In this case, parents get a noble task to raise them and shape their personalities so that their children can become leaders of the people in the future (Hamon & Blieszner, 1990; Snodgrass, 1991). Children's success is one of the goals coveted for every parent, so parents have done many tips in helping children's development during the pandemic, especially in filling the stiffness of their time while at home (Brown et al.,

2020; Waller et al., 2020; Xue et al., 2021). The consequences of the pandemic also have an imbalance impact on all schools, where previously it was face-to-face; nowadays, the study must do it online. Furthermore, the parent's role is needed in helping children succeed while at home is helping them understand what has been conveyed during online school over the past year (Coman et al., 2020; Mishra et al., 2020; Onyema et al., 2020).

The study results have shown that parents who emerged during the covid-19 pandemic were mentors, educators, carers, developers, and supervisors. Likewise, it explicitly indicates parents' role in maintaining and ensuring children perform a clean and healthy life, accompanying children in doing school assignments and doing activities together while at home. At the same time, in creating a comfortable environment for children, establishing intense communication with children, playing with children, being a role model for children, implementing supervision to family members, providing for and meeting the needs of the family, motivating and guiding children, maintaining ethical and spiritual values, doing variations and innovating activities at home (Haque, 2021; Karta & Rasmini, 2021; Rahmadani et al., 2021). Of course, it requires a very substantial skill for parents these days in reaching that goal, the success of forming a child's successful personality. However, parents have thoughts in creating a formula that can be a reference for children in their sustainable learning. Among them are creating a causal way of thinking that is applied through a logical framework (Dale, 2003; Haddon Jr, 1972; Qoro, n.d.).

Self-reliance is the quality of relying on oneself instead of relying on others. When people have self-reliance, they are independent and autonomous and take care of themselves. The logical framework for children can create sustainable self-reliance in children, where this habituation will make it easier for children to think in analysing problems and make the goals of the activities they do more meaningful (Lilley, 2009; Sathaye, 2008; Tjalla, 2020). This will later become a sustainable benefit in the family, where children can contribute thinking to their parents. The primary goal of sustainable behaviour is to create the conditions that make sustainable action the most appealing or natural choice. Uniquely for children at an early age who psychologically have the convenience of adapting something they learn for the first time, which will later contribute to positive outcomes in developing other behaviours that are more sustainable and consistent.

Meanwhile, logical frameworks have been a popular planning tool for many years. The first version was formed and developed for USAID in the late 1960s concerning the development field; other development organisations have extensively used later versions. Moreover, the logical framework has been at the centre of the planning process; addresses some of the additional dimensions of strategy in a process that has come to be referred to. A logical framework approach is a tool and analytical technique used to support goal-oriented project planning and management. It is aided by providing a set of interrelated concepts used as part of an iterative process to assist in the structured and systematic analysis of a project or program idea (Lilley, 2009; Martinez & Cooper, 2020; Maspul & Amalia, 2022).

Furthermore, the logical framework will always correspond to a table with three main parts: a means-end structure that converges on a 'development goal' or 'goal'; a set of indicators related to the components of the means and design of the destination; and the assumptions under which conversion from one level of this structure to the next is expected to occur (Baccarini, 1999; Gasper, 2000). Although it looks complicated to apply to children since the logical framework is generally made to develop a program. But on the other hand, parents can develop the logical framework through a dialogue that can pour afterwards into the matrix analytical framework. Familiarising the child in making this frame of mind, the child will understand the purpose of the

process, definition and analysis of the daily behaviour he plans. The children will imagine the results of the actions he wants to do.

Familiarising the logical framework in the child's mind can give them the habit of taking an attitude based on the logic they draw from their information. By instilling the correct understanding in responding to something, parents can provide the right direction for children in aligning their thinking flow. For example, in making plans to implement the online learning syllabus given by the teacher, parents can accommodate a small project for children to understand the implications of learning mathematics for children at home (Maspul & Amalia, 2021b). Making the case into behaviour so that the child can develop a frame of mind to be described easily later in logical analysis; raising questions about the cause and effect of their behaviour will help embed this logical framework in an interactive dialogue. Furthermore, among them can be categorised into four simple analytical frameworks, including goals, outcomes, outputs and activities;

1. Applying summarisation in the achievement of each of the four frameworks,
2. Using indicators to each of the four frameworks,
3. Determine the means of verification in each of the four frameworks,
4. Determine risks, assumptions, and mitigations; multiply "if" with enough information to discover insights in a dialogue about children's issues. In addition, it can impose flexibility for them in seeking modifications to the framework of children's thinking (Gasper, 2000; Lilley, 2009).

In causal behaviour through this logical framework will further dominate the solution in interpreting activities for children and parents' success in guiding and setting prosperous examples for the children themselves. Failure in planning when running a logical framework does not mean it is a big mistake in carrying out a plan, but it will also form in-depth new log-frames. Fortunately, it will again develop critical thinking in children at an early age, culminating in creating successful thinking sustainably in children behaviour. On the other hand, sustainable behaviour aims to create conditions that make sustainable action the most attractive or natural option. By inculcating a way of thinking in children, parents naturally train them and apply them to children's fundamental behaviour, such as in environmental problems, such as air and water pollution, climate change, and the loss of other natural resources due to careless human behaviour.

Creating a light project from their daily behaviour from teaching and learning activities into home learning activities and providing additional exercises to prevent dullness. Containing a logical framework in forming sustainable self-reliance in children will apply sustainable behaviour at an early age. It makes it easier for them to receive direction, especially from parents as the first superior people they will receive information naturally and scientifically. On the other hand, it provides benefits for determining how children think and discover solutions from challenges at an early age and create opportunities for their future.

METHODOLOGY

This research adopts a related field research studies design because the data were collected directly in the field (Campion et al., 1993; Koerber & McMichael, 2008). The study was conducted at SD Islam & Tahfidz Ibnu Umar Tangerang Selatan. A qualitative approach was also chosen to gain depth of insight into the ongoing phenomena in the object's environment, both controlled and uncontrolled and the experimental setting.

The research subjects were 15 people from the fifth to sixth classes at SD Islam & Tahfidz Islam Ibnu Umar Tangerang Selatan; who were classified and interviewed using the purposive sampling technique. Data was collected through interviews, observations, and archives. The data was then

analysed using the inductive approach, including collecting, reducing, presenting, and drawing conclusions (Thomas, 2006). Case research/case study research is intended to investigate complex activities or processes that are not easily separated from the social context in which they occur. This category maintains methodologies in its analysis to present accurate and reliable findings to represent data.

RESULTS AND DISCUSSION

From several interviews conducted with several students from SD Islam & Tahfidz Ibnu Umar, they responded differently regarding the brain test through the logical framework. Some have difficulty outlining the activities' goals, and this is only included from a small part, namely 5 people who need more profound guidance from parents. Meanwhile, several others admitted that it was easier to implement a logical framework in their daily academic and daily activities. Creating from what is abstracted from the activity of developing a framework of thinking in other applications becomes more independent and accountable in written and verbal daily reports to parents or teachers, especially in the Covid-19 situation where their daily activities do not run as before the Covid19 period came. Preparing a plan from the beginning to finding goals and mitigations that will be faced in achieving goals will be difficult if they are not used to it; this is a complaint about them. But again, the role of parents helps in their shrewdness to structure daily weekly monthly activities during the lockdown period.

Technologies such as smartphones also help in good communication from student to student and student to teacher. Then to make it easier to coordinate the impact of the program suggested to parents, a What's App group was created to assist the mentoring of each student who was the author's observation during the hybrid learning process (Maspul & Amalia, 2021a). Make it easy to assist in achieving the goals you want to get and understand mitigation and find the best path to provide solutions in each of these mitigations.

In the final results in interviews with parents and teachers, each of them has the same idea through growing a logical framework in children, which positively impacts children's independence, especially when parents have other crucial activities, including working. Likewise, teachers who cannot supervise for a longer time at the school and outside the supervision of parents, where during and after the lockdown in Indonesia what happened was by learning the hybrid method (Maspul & Amalia, 2021).

CONCLUSION

The observations show that the logical framework helps assist the activities of Islamic Elementary School & Tahfidz Ibnu Umar children positively. Although the implementation was ineffective because some parents were really busy monitoring their children's activities, another problem was the teacher's limitations in adjusting the time and observing reports through hybrids. However, its application helps children manage their thinking, especially in times of uncertainty; Covid19.

So it is hoped that internal and external stakeholders in creating activities due to the Covid-19 period, not an obstacle in managing children's activities, significantly develop children's independence by deepening the concept of thinking from their own children.

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