

THE ROLE OF PARENTS TOWARD ONLINE LEARNING DURING PANDEMIC COVID 19

Joko Prayudha S.
University of Bengkulu
jokoprayudha@gmail.com

Abstract

Online learning results from the spread of the coronavirus, so that inevitably there is a shift from face-to-face methods to online learning methods. However, online learning still has many weaknesses in its implementation. This research aims to investigate the role of parents toward online learning during pandemic covid-19. This research is qualitative research that used a descriptive approach that seeks to determine the role of parents in supervising their children during the implementation of online learning during the covid-19 pandemic. This research's subject was 20 parents of the students who know about their responsibility about the learning process that their children do. Data were obtained by using a questionnaire distributed via Google form and interviews using Whatsapp video calls. The results showed that the role of parents in guiding and supervising their children's learning during online learning was applied even though some parents were busy working. Still, with good communication between teachers and parents of students, it was able to make the supervision of students' learning controlled.

Keywords: The Role of Parents, Online Learning, The Covid-19 Pandemic

INTRODUCTION

Education is an attempt to educate someone's life. A good education can provide knowledge and expertise to something so that it is hoped that this person will apply this knowledge for his future. However, in early 2020 the world was shocked by a virus attack known as the coronavirus. This virus spreads from Wuhan, China, across the globe, causing concern for the world community. Many public sectors were closed to anticipate spreading this virus, including one in the education sector. Almost all schools, universities, and educational institutions have closed to stop the spread of this virus in schools. The government makes regulations so that schools and educational institutions are closed so that teachers and other educational institutions must find solutions so that education can continue. One of these ways is by implementing an online education system. Both teachers and students are still connected, and face to face even though not directly, but use devices connected to the internet using the help of educational applications. This method is a good alternative during a Covid 19 pandemic like this.

Online learning is a learning activity by utilizing an internet local area network to interact, such as in delivering material. Distance learning is applied by using information technology such as computers or other technological devices to connect teachers with students. Technological developments have changed teaching methods in schools from tra-

ditional teaching methods using technology use methods. Then Clark & Mayer (2016) explained that online learning applications have their role both among teachers and students. Teachers as facilitators and students as recipients of educational construction in learning. It will provide a new atmosphere and challenges for both students and teachers in implementing online learning. This challenge is for those not used to using these applications in learning so that students' interest in learning decreases. Saputra (2015) states that factors can affect learning, namely internal factors, and external factors. Internal factors come from the students themselves, such as laziness, boredom, fatigue, etc.

In contrast, external factors are caused by conditions outside of the students themselves, such as school conditions, learning environment, teaching methods, teacher-student or student-student relationships, etc. However, the existence of a new learning system will undoubtedly bring up various kinds of obstacles that will be faced by both teachers and students in the implementation of online learning. Prayudha (2021) said that the existence of an online learning system raises various obstacles in its execution, including; not mastering learning facilities, limited internet quota, insufficient learning resources or materials, poor communication, and decreased learning motivation during online learning. The teacher and student should notice many factors during the online learning program (Berry, 2019).

In addition, based on the results of evaluations and investigations in online learning that were applied, various problems faced by both students and teachers emerged. One of the most common problems is the decline in students' interest in learning seriousness when online learning occurs. They seem to study for formality only and lack of desire to dig deeper into knowledge. It happens because the teacher to his students provides no direct supervision. Sometimes if there is learning using video zoom, the students prefer to turn off the camera, making it difficult for the teacher to provide care to students when online learning is taking place. Therefore, this study aims to see and determine the role of students' parents in their children's education during the Covid-19 pandemic.

RESEARCH METHOD

This research used qualitative methods in its implementation. The type of research used was descriptive qualitative. Descriptive research is a type of research that describes a problem. Descriptive research aims to describe a population, situation, or phenomenon accurately and systematically. Sugiyono (2014) also adds that descriptive qualitative methods are used to see the condition of an object being studied naturally where the researcher is the critical instrument in implementing the research. Stake (2010) states that qualitative research is dependent on human perceptions of the subject and the time that has been used on a matter discussed.

This research was conducted in SMPN 06 Lebong, where online learning has been undertaken since the Covid-19 spread. Online learning has become the best option for users to continue the learning process that has stopped due to the Covid-19.

In this study, the total population is more than 600 parents of students because the population is too large. Since it is impossible to collect data on the entire population, the sample taken randomly of 20 parents of students represents the total number of respondents. Sample taken by giving a questionnaire via Google form and then interviewing with seven parents who are willing to be contacted to interview with the selected respondents. After the data collected, it was analyzed and described descriptively using four stages, namely; data

collection, data reduction, data presentation, and description conclusion or verification. The questionnaires and interview questions can be seen in tables 1 and 2.

**Tabel 1.
Questionnaires**

No	Question	Answer	
		Yes	No
1	Do you know what online learning is?		
2	Do you support a good learning system?		
3	Do you know your child's learning conditions?		
4	Do you know the importance of support from parents while studying?		
5	Do you know the importance of motivation in learning?		
6	Do you always pay attention to your child's learning conditions?		
7	Have you ever evaluated your child's learning?		
8	Do you know your child's learning weaknesses?		
9	Do you support your child's learning style?		
10	Do you always supervise your child when studying online?		

**Tabel 2.
Interview Question**

No	Question
1	What do you think about online learning?
2	Do you watch and supervise your child during online learning? How?
3	Do you know the difficulties and obstacles your child faces during online learning? Explain?
4	Have you ever motivated your child while studying online? How?
5	Have you ever explained and helped your child understand the learning material?

RESULTS AND DISCUSSIONS

This part presents the result of the questionnaire and interview about the parents' role toward online learning during pandemic Covid-19.

Tabel 3.
Results

Question	Yes	No
Q1	20	0
Q2	20	0
Q3	15	5
Q4	20	0
Q5	20	0
Q6	10	10
Q7	14	6
Q8	8	12
Q9	20	0
Q10	11	9

For the first question regarding parents' understanding of online learning, 20 respondents said they knew about online learning. They get this knowledge through information media or social media related to online learning. However, this understanding is only a basic understanding in understanding the definition of online learning, not a deeper understanding of online learning. It is also added through the results of interviews conducted that parents only know at a glance about online learning. Furthermore, they were asked about their experiences using online learning applications. Almost the majority of them stated that they had never used online learning applications. But some parents have used online learning applications because they also work using social media. Many parents understand that in difficult situations like this, face-to-face learning is not possible. Therefore online learning is the best alternative to do during the Covid-19 pandemic. Parents realize that learning must be carried out even though in a different way. Parents must have the responsibility to support and support the creation of an online learning process.

Then for the second question regarding parental support for online learning. As many as 20 parents said, they were very supportive of online learning during the COVID-19 pandemic, regarding what kind of support, some of them answered through interviews that they had provided support both material and moral. Some parents also support online learning by giving their children laptops, and

some even buy new cellphones to support their children's learning online. In addition, some parents deliberately install wifi at home so that their children can still carry out online learning without disturbing the signal or running out of quota. In addition, for moral support, parents usually advise their children so that they are diligent in studying even though they are amid the Covid 19 pandemic. Parents think that they are very supportive of the learning process online. They are very worried if their children will not get knowledge and education if face-to-face learning cannot be implemented. So that the implementation of online learning makes parents very happy because their child can go back to school even though with a different learning method. Many parents have provided learning support facilities so that their children can carry out learning online.

For the third question regarding the child's learning conditions. A total of 15 parents said that they know and understand their child's learning conditions. Sometimes they listen to their third child complaining about learning online. Sometimes their child says what they are learning about a material. However, five parents said they did not know their child's learning conditions. They reasoned that they were too busy with work outside the home so that sometimes they did not care about their child's learning conditions. Parents should be able to monitor and see the condition of their children when they carry out learning online. This is very important to do so that parents can find out how they are doing during online learning. This can also be used as a form of parent's anticipation of the psychological and mental conditions experienced by their children so that the supervision of parents can minimize unwanted things that occur during online learning.

Then for the fourth question regarding the importance of parental support while studying. Twenty parents said they agreed with the importance of support from parents while studying. This is useful as support from parents so that their children are always active in learning. In addition, they believe that providing support to their children can raise their children's enthusiasm for learning. However, parents realize that the intensity of providing support to children is not always done, sometimes only once or twice, given the busy work of parents working outside so they sometimes do not have time to ask about their child's condition while studying. The results of the interview show that most parents understand the importance of learning support for their children. One of the roles that can arouse children's learning motivation is the support and motivation of parents. This can have a positive impact on children's learning activities. With both moral support and learning support facilities, it will be very influential in increasing the child's interest and sense of desire to learn. Support from parents can also help children's feelings of boredom and anxiety when carrying out online learning activities.

Therefore, it is essential to have good moral and other support to create a learning atmosphere that remains high despite the tedious learning conditions they often face when implementing online learning.

Furthermore, for the fifth question regarding the importance of learning motivation to students. They say that learning support is significant for their children especially when online learning is taking place. They understand that online learning can provide an atmosphere of rapid boredom when applying to learn. So that as many as 20 parents agree that children need motivation so that they are enthusiastic in learning. As explained in the fourth question that it is crucial to have support from parents. Support here can also be referred to as motivational support from parents or their learning environment. The support of learning motivation, especially from parents, will significantly help the psychological condition of students to continue to be enthusiastic about carrying out learning processes online. Motivation is an encouragement that parents can give to their children with the hope that their child will always be active in carrying out learning activities online. This learning motivation can also encourage students to always improve their learning achievement so that parents are required to always motivate to learn to their children to believe that online learning can also be used to get an education.

Then, the sixth question relating to the learning conditions of the child. As many as ten parents said that they paid attention to the learning conditions of their children during the implementation of online learning during the Covid 19 pandemic. They argued that they always paid attention to learning conditions and often listened to their children's complaints when facing online learning. Sometimes parents also advise their children not to make online learning a burden. So that in this way, it can emphasize the stress level of children when implementing online learning. However, as many as ten parents said they sometimes did not pay attention to their child's learning conditions. They argue that it is rare to see their children's online learning activities. Sometimes they just let their children study alone in the room without being supervised. Half the parents of students always pay attention to their child's learning conditions when online learning takes place. They always keep an eye on their child, although not too closely. They argue that with the application of online learning, the possibilities for opening other applications can be made by students, so they argue that it is essential to always look at children's learning conditions to avoid unwanted events. They also argue that online learning that is connected to the internet tends to be more worrying than the application of face-to-face learning. This can happen because of the use of learning applications that are connected to the internet which may allow

cybercrimes to happen to their children. Therefore, to avoid this incident, as many as ten parents admitted that they always monitored their child's condition while learning was taking place. However, as many as ten parents said that they rarely supervised their children because of the limited time they had. Sometimes students' online learning hours clash with parents' working hours, so there is little chance of monitoring online learning in progress.

The seventh question is related to the evaluation of children's learning. A total of 14 parents said that they conducted self-evaluation on their children with the aim that they could see their children's learning outcomes during online learning. As for how they evaluate their children's education by asking questions directly related to the learning process and the learning outcomes their children have gone through. However, as many as six parents said that they did not do any evaluations related to their child's learning process. For this reason, they do not care about learning outcomes, so they rarely do this. Parents who evaluate their child's learning say that it is very important to do self-evaluations related to the online learning that has been carried out. This is very useful to know the extent to which their children understand the material that has been taught and also to see the mastery of the material experienced by students. This self-evaluation will help teachers to see the extent to which students have mastered understanding during the learning process. Therefore, it is expected that parents always conduct self-evaluations to ensure that their children are learning earnestly by getting results from online learning. Meanwhile, as many as six parents rarely did self-evaluations because of the lack of time to discuss and ask about this with their children.

Furthermore, for the eighth question related to children's learning weaknesses, eight parents said that they understood their child's learning weaknesses. They do this by asking questions and listening to their children's complaints when facing online learning. When they hear this, sometimes parents provide motivation and support to their children so they don't make it a burden when studying online so they avoid stress. Eight parents said that sometimes their children felt lazy and bored when implementing online learning. The existence of a sense of monotony in education does not create enthusiasm for learning among students. Sometimes parents give motivation and enthusiasm to their children when learning online and say that this is the best choice for online learning compared to face-to-face learning during the Covid 19 pandemic. Parents usually entertain their children to stay excited about going to school online even though they are not passionate about learning.

Meanwhile, as many as 12 parents did not know their child's weaknesses during online learning. They think that they only watch and monitor but do not know that online learning

provides disadvantages for their children. Some of them understand that their children feel bored when learning online, but they think that this is normal and often happens not only when online learning is applied but also when face-to-face learning also occurs frequently, so they don't think too much about it.

The ninth question is related to the child's learning style. As many as 20 parents support their child's learning style. However, when asked what kind of learning style they support, the parents said they didn't know. They argue that the learning style they support is the learning style they are currently doing, that is, a monotonous learning style when learning. However, from the results of the interview, they revealed that whatever their child's learning style is important, the child remains focused on running even though it is slow. They still want to learn even in the Covid-19 pandemic situation. Learning styles are very influential on students' interest in learning. An attractive learning style will certainly have a very positive impact on increasing student achievement. Therefore, parents should understand precisely what kind of learning style their child is to provide direction for a good learning process. However, learning techniques that are monotonous and less creative is challenging to make students motivated to learn so that if this learning style is continuously applied, it is inevitable that learning outcomes or outputs will not increase. This is where the role of parents to see their child's learning style so that it can be shaped how their child should learn to get good learning outcomes and achievements.

Next, the tenth question is about children's learning supervision. As many as 11 parents said that they always supervise their children while studying online, starting from access to learning, the learning process, and monitoring related learning outcomes. They firmly believe that supervised learning can make their children focus on what they are doing so that the possibility of taking lazy actions to study can be avoided. However, as many as nine parents said that they did not have time to supervise their children because both the mother and father worked until the afternoon, so there was no opportunity to manage their child's learning directly. However, they said that they entrusted their teacher with supervising their child even though they did not make eye contact. Guiding will have a positive impact on learning activities. The tutoring will provide good learning directions for students. During the Covid-19 pandemic, the most frequent tutoring should be given directly from the parents of students. They are the first people found by students, so presently, the role of parents is beneficial in guiding their children while learning. In this study, 11 parents drove their children, hoping that their children could understand the material and be more focused on learning. However, as many as nine

parents rarely provide tutoring to their children. This is due to a lack of time to be with children and too busy so that home tutoring is not created when implementing online learning.

With online learning, it requires the importance of the role of parents in ensuring the readiness and willingness of their children to face online learning. This is the main point because of the teacher's limited role in monitoring students' learning development amid the Covid-19 pandemic situation.

CONCLUSION

Online learning is a new method that is applied due to the spread of Covid 19. This method is an alternative so that learning can continue even though it only uses technology as a medium for the delivery of knowledge. However, in practice, this does not necessarily have a good impact. There are also obstacles faced by both teachers and students. Teachers who cannot see directly cannot supervise and monitor students to not know whether the student is learning. This is where the role of parents is to help teachers in monitoring their children. The role of parents is not only as parents but more than that it can educate their children to always be active and enthusiastic in learning online. Parents have a very important role because they are the ones who can directly see the child's condition and face them directly at home. Therefore, parents become the spearhead for teaching at home in addition to the role of teachers in teaching online.

References

- Berry, Sharla. (2019). *Teaching to Connect: Community Building Strategies for the Virtual Classroom*. Online Learning, 23(1). <https://doi.org/10.24059/olj.v23i1.1425>.
- Clark, R. C., & Mayer, R. E. (2016). *E-Learning and The Science of Instruction: Proven Guidelines for Consumer and Designers of Multimedia Learning*. John Wiley & Sons.
- Prayudha.S, Joko. (2021). *Student's Problems Face In Online Learning Amidst Pandemic Covid 19*. Journal of ACITYA, 3(2).
- Saputra, A. (2015). *Faktor yang Mempengaruhi Kelancaran Pembelajaran Pejasorkes Kelas V-VI di SDN Kembangjitenan 2 Sleman*. <https://eprints.uny.ac.id/24252/1/SKRIPSI.Pdf>.
- Stake, R. E. (2010). *Qualitative Research*. The Guilford Press.
- Sugiyono. (2014). *Memahami Penelitian Kualitatif*. Bandung: Alfabeta.

Susanti, Leni., Maula, L. H., & Pridana, E.R.
(2020). *Peran Orang Tua Terhadap Pembelajaran dalam Jaringan (Daring) Selama Pandemi covid 19*. Jurnal PERSEDA, 3(3), 121-126.

Author's Biography

Joko Prayudha.S was born in Curup, Bengkulu Province. Currently studying at the University of Bengkulu and the Open University for the study programs of English Language Education, Government Science, and Sociology. Apart from studying, the writer is also a writer of fiction books such as novels and collections of poetry. In his spare time, the writer is an entrepreneur and farmer in the field of coffee plantation processing and has also been a teacher at several schools in the city of Bengkulu. In addition, the author is also active in various social and voluntary activities, especially in the field of community empowerment, observers of language, and education. Then the researchers joined the international professional community in the field of SDG and world education academics.