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THE PROBLEMS OF ONLINE LEARNING: THE ROLE OF PARENTS DURING THE COVID-19 PANDEMIC

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Abstract

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The COVID-19 pandemic has made very significant changes in the world, changing all aspects of life, one of which is the education sector which makes the emergence of new policies to become school from home (SFH) for all forms of learning are carried out online. problems of parents in dealing with distance or online learning. This research uses a case study approach, the main subjects are parents of Muhammadiyah schools around Sidoarjo. Data collection methods used are google form questionnaires and interviews/interviews. The results of the study indicate that there are problems faced by parents: parents' difficulties in accompanying their children while studying, limited network quotas, tend to be difficult to condition when learning at home, the content of material taught online online may not necessarily be understood by all students. The data analysis technique in this study uses data analysis technique developed by Miles, & Huberman, namely data analysis techniques using interactive analysis with three activity flows, namely data reduction, data presentation, and drawing conclusions.

Keywords: Covid-19, Parents, Distance learning

Abstrak

Pandemi covid-19 membuat perubahan yang sangat signifikan pada dunia, merubah segala aspek dari segi kehidupan, salah satu diantaranya adalah sector pendidikan yang menjadikan munculnya kebijakan baru menjadi school from home (SFH) atau segala bentuk pembelajaran dilakukan secara daring. penelitian berikut bertujuan untuk mengetahui problematika orangtua dalam menghadapi pembelajaran jarak jauh atau daring. Penelitian ini menggunakan pendekatan studi kasus, yang menjadi subyek utama yaitu orangtua sekolah Muhammadiyah disekitar Sidoarjo. Metode pengumpulan data yang digunakan adalah kuisioner google form dan wawancara/interview. Hasil dari penelitian menunjukkan bahwa adanya problematika yang dihadapi orangtua : kesulitan orang tua dalam mendampingi anaknya saat belajar, kuota jaringan yang terbatas, cenderung sulit dikondisikan waktu pembelajaran dirumah, konten materi yang diajarkan secara daring atau online belum tentu bisa dipahami semua peserta didik. Teknik analisis data pada penelitian ini menggunakan teknik analisis data yang dikembangkan oleh Miles, & Huberman, yaitu teknik analisis data dengan menggunakan analisis interaktif dengan tiga alur kegiatan, yaitu reduksi data, penyajian data, dan penarikan kesimpulan.

Kata kunci: Covid-19, Orangtua, Pembelajaran jarak jauh

INTRODUCTION

A year has passed by the COVID-19 pandemic (corona virus disease) shaking parts of the world's countries. The range of November in 2019 in China, more precisely in the city of Wuhan, the outbreak began to occur, because when it first appeared right in 2019, it was called Covid-19. From there the spread evenly and globally occurs. All lines of strata of human life take place in all regions of the world, which are no exception from the impact that has

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killed thousands and even hundreds of millions of victims. At the end of January 2020 the adverse impact forced the World Health Organization (WHO) World Health Organization to declare the COVID-19 pandemic outbreak as (PHEIC) Public Health Emergency Of Concern.¹

Indonesia⁵⁹ which is a country, must experience events similar to those experienced by other countries during the COVID-19 pandemic. As a result, Indonesia has devastated all sectors, layers and people's lives. Even starting a family arrangement that begins with marriage is a special problem from various security groups so that it is postponed not by inviting a big party like the audience during normal world conditions *during walimah*.²

Likewise, ⁴⁴ impact that is very visible is the education sector at all levels. Education in the era of the covid-19 pandemic spreads a negative impact on the lives of ³⁵ Indonesian students and general students starting from the student strata (College), Senior High School, Junior High School, Elementary School or Elementary School (madrassa), and Kindergarten³. The sharpness of a change or rapid change in learning patterns in materials that are in harmony with online learning of Islamic law at Islamic Religious College is right on target and quickly to ripen the future of science in this country of Indonesia.

Due to the limitations of all activities and obstacles that are carried out in place or carried out from home, especially in primary and secondary education, all students are required to attend and do various tasks and activities from home. The impact is changing the ⁶⁰ teaching model and the education system, it is mandatory to start to innovate in teaching and learning activities. The Ministry is authorized and has the right then to strengthen it with regulation number 4 of 2020 which contains "to encourage all educational activities and activities to be carried out remotely where the process of knowledge transformation must not be in offline classes but virtually between homes where teachers and students live, the contents of this ministerial regulation are all institutions or agencies so that they can look for various innovations related to the latest and not boring teaching and learning activities".

Being a problem that is felt by all Indonesian people during the Covid-19 pandemic which requires them to stay at home, this will trigger and create a sense of stress and boredom in parents, especially children⁴. Therefore, the position of parents must understand how to prevent children from feeling bored and bored while being at home. Among the efforts that must be considered is to meet the psychological needs of children. Therefore, parents are demanded to be able to create an environment that feels comfortable, safe, harmonious and the love of parents in the family to be able to strengthen the emotional

¹ Agus Pandoman, "Ulumuddin: Jurnal Ilmu-Ilmu Keislaman," *Ulumuddin: Jurnal Ilmu-Ilmu Keislaman* 10 (2020): 1–12.

² M. Nur Kholis Al Amin, "Menakar Nila⁴³ pemanfaatan Dari Penangguhan Walimat Al- 'Ursy Di Masa Darurat COVID-19 Melalui Sadd Adz-Dzari'Ah," *Ulumuddin: Jurnal Ilmu-Ilmu Keislaman* 10, no. 1 (2020): 27–38.

³ Imas Mastoah and Zulaela ³⁸, "Kendala Orang Tua Dalam Mendampingi Anak Belajar Pada Masa Covid 19 Di Kota Serang," *As-Sibyan: Jurnal Pendidikan Anak Usia Dini* 5, no. 15 (2020): 121–28.

⁴ Mastoah and MS; Afip Miftahul Basar and Islam, "Problematika Pembelajaran Jarak Jauh Pada Masa ¹⁹ pandemi Covid-19 (Studi Kasus Di SMPIT Nurul Fajri – Cikarang Barat – Bekasi) A . Pendahuluan Kemampuan , Sikap , Dan ¹⁵ ntuk-Bentuk Tingkah Laku Yang Bernilai Positif . Hal Itu Untuk Pencip⁵ . Pendidikan s," *Problematika Pembelajaran Jarak Jauh Pada Masa Pandemi Covid-19* 2, no. 1 (2021): 208–18; Siti Maryam Munjiat, "Implementation of Islamic Religious Education Learning in Higher Education on The Pandemic Period," *Nazhruna: Jurnal Pendidikan Islam* 3, no. 2 (August 5, 2020): 285–95, <https://doi.org/10.31538/nzh.v3i2.757>.

relationship between parents and children, especially during the COVID-19 pandemic which requires parents and children to be expected always active at home.

The criticality of education problems during the Covid-19 era is seen when parents become teachers at home, with various parental backgrounds, this happens in all regions of the world⁵. In this Covid-19 pandemic period, the learning that must be applied by the government is the application of learning with learning methods in the scope of online or online learning, starting with online learning implemented in schools that is not evenly distributed between one city and another even though it is within the scope of one region⁶.

Apart from that, various problems arise during online learning⁴⁵ and practice, especially in the media and parents, which can be seen from various aspects of parents who have a role as a teacher at home, mobile phones/androids, and supporting internet network connections. And as a result, there are three things that are unexpectedly important that become the dynamics of teaching and learning activities⁷.

It is the main factor for parents, namely the task of learning children, it is only natural that parents are called the first madrasa for children at home⁸. mentions that the family scope is also the first environment or place for children to get lessons and demand various kinds of knowledge, starting from here the duties and responsibilities of the role of parents as the first teacher in learning.⁹ Considering how significant responsibility is in the duties and role of parents in educating a child at home. Not a few researchers have proven their research results that the role of parents or what parents do to their children can affect children's achievement, and it can be said that the success or failure of the results of children's learning depends on their parents. Parents who always pay attention to their children's learning and motivate them at home will make children more active and enthusiastic in increasing their children's learning achievement both at school and outside of school.¹⁰

The benefits of this research are theoretical and practical. The practical benefit is to add insight to new and fresh knowledge for people who read it. Theoretically, it will be useful for researchers in the future to be able to overcome various problems of parents in

⁵ Nurul Ikhsan Saleh, Ratna Sari, and Puji Alim, "University Students' Perception on The Implementation of Online Learning During The Covid-19," *Nazhruna: Jurnal Pendidikan Islam* 4, no. 1 (January 24, 2021): 1–11, <https://doi.org/10.31538/nzh.v4i1.1022>.

⁶ Beby Masitho Batubara, "The Problems of the World of Education in the Middle of the Covid-19 Pandemic," *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences* 4, no. 1 (2021): 450–57; Purniadi Putra et al., "The Students Learning from Home Experiences during Covid-19 School Closures Policy in Indonesia," *Jurnal Iqra': Kajian Ilmu Pendidikan* 5, no. 2 (2020): 30–42.

⁷ Rusi Rusmiati Aliyyah et al., "The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period: A Case Study in Indonesia," *Journal of Ethnic and Cultural Studies* 7, no. 2 (2020): 90–109.

⁸ Ika Widi Utami, "Kendala Dan Peran Orangtua Dalam Pembelajaran Daring Pada," 2020.

⁹ Euis Kurniati, Dina Kusumanita Nur Alfaeni, and Fitri Andriani, "Analisis Peran Orang Tua dalam Mendampingi Anak di Masa Pandemi Covid-19," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 5, no. 1 (May 31, 2020): 241–256–256, <https://doi.org/10.31004/obsesi.v5i1.541>; Wahyuningsih, "Peran Model Transaksi Orang Tua Dalam Pengasuhan Remaja," *Jurnal Psikologi Proyeksi* 4, no. 2 (2011): 39–56, <https://doi.org/10.15408/sdi.v23i2.3002>.

¹⁰ Azizah Maulina Erzad, "Peran Orang Tua Dalam Mendidik Anak Sejak Dini Di Lingkungan Keluarga," *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal* 5, no. 2 (2018): 414, <https://doi.org/10.21043/thufula.v5i2.3483>.

accompanying children to study and useful for researchers who discuss current issues related to the covid-19 pandemic.

METHODS

This research method is a qualitative research, research that can produce descriptive data in the form of oral from the attitudes and behavior of people who can be observed or written words. Researchers as a key tool and research results prioritize meaning rather than generalization¹¹. Researchers took this research with the intent and purpose to describe, explain data about the problem of distance learning during the COVID-19 pandemic at the junior high school level. The type of research used in this study is a descriptive qualitative research design.

This article describes the problems of distance learning faced during the COVID-19 pandemic and the role of parents in dealing with these problems. In its application, it is done by searching and collecting data, managing data, and presenting data factually and rationally. The subjects of the research were parents and principals at *Madrasah Ibtidaiyah* (MI) Muhammadiyah 3 Panatar Sewu, Tanggulangin sub-district, Muhammadiyah 6 Krian Junior High School (SMK). Both schools are located in Sidoarjo Regency.

In the data collection technique in this study, the researcher used observation, documentation, and interview techniques. Based on the data collection technique used, the instrument in this study is dealing with the role of parents in dealing with distance learning problems during the COVID-19 pandemic. The instrument in question is: online research to observe the situation indirectly online the learning implementation process. Media laptops, smartphones, google forms, are tools that are intended to obtain data based on observation techniques, interviews and documents related to learning that are demanded directly by education personnel. Based on the data collection technique, the instrument in this study is related to the role of parents in distance learning problems experienced during the COVID-19 pandemic.

The following research was conducted by identifying ongoing problems in the community and often found in learning activities in schools during the Covid-19 pandemic. with online learning methods. social conditions that are part of this research are online learning media, teachers or parents, and students. Then the data will be collected, analyzed, and concluded according to the needs that will occur and the stage of solving the problem is in the form of creative and innovative distance learning strategies during the Covid-19 pandemic.

RESULTS AND DISCUSSION

Problems of Distance Learning (Online) in Schools

The main solution and the only way in implementing teaching and learning activities in schools is to do school from home (SFH) or online learning, especially for red zone areas that have been determined by the local government. Of course, there are many problems that arise for schools, students and even parents in accompanying their children in distance learning.

¹¹ John W. Creswell, *Qualitative Inquiry & Research Design: Choosing among Five Approaches*, 2nd ed (Thousand Oaks: Sage Publications, 2007); Sugiyono, *Metode penelitian Kuantitatif Kualitatif dan R&D*, Ed. 14 (Bandung: Alfabeta, 2014).

From the results of the study according to the data we got and we did¹² at Muhammadiyah 6 Krian school, Sidoarjo Regency. By distributing questionnaires and based on the results of interviews with the principal and several parents of students who are the objects of our research, so that we can get the results of this study stating that there are problems that parents often face when accompanying their children in distance or online learning.¹²

In the process of teaching and learning activities, there are many problems that occur and are experienced by teachers as educators and are divided into indicators including: the process of delivering learning materials, interaction activities with students in the learning process, quality stabilizing elements and learning facilities, preparation of curriculum devices by referring to circumstances. is happening during a pandemic. In the implementation of distance or online learning at this time also raises various problems that become obstacles from various parties, according to the data that the researchers produce²⁴ at SMPM 6 Krian Sidoarjo, there were 215 respondents from parents of students, and also based on the results of interviews with the principal. Finally, from all that researchers found there were problems as follows:

First, the difficulty or recession of parents when accompanying their children to study. This problem is often a complaint of parents of students, apart from all parental activities which often run out of time outside the home, time confiscated by work, economic support activities and so on which makes parents have very little time to meet their children, so when they go home At home, parents are exhausted, tired and not as much as possible to accompany their children's learning activities. Apart from that, the ability of parents to explain or explain the material is also felt to be very lacking, especially in using online learning tools that they have not mastered.

Second, the limited network quota, in distance learning activities carried out online, the main requirement that must be prepared is internet access, so it is hoped that with sufficient internet access students can participate in online learning to the fullest, of course with the assistance of parents, which is a problem with internet access. not fulfilled, this results in parents having to spend more to be able to buy various online learning needs.

Third, it tends to be difficult to condition learning time at home, distance learning or online in a new system and inevitably the government must continue to apply it to suppress the increase in the spread of the virus, and this incident also made students shocked by the existing conditions so that they needed adaptation to the current situation. the existing system, as a result, not a few parents have difficulty controlling their children in learning carried out at their respective homes and conditioning their children to remain enthusiastic and active. The boredom felt by children due to too long studying from home also greatly affects their enthusiasm

for learning so that they tend to be lazy and reluctant to participate in online learning¹³.

Fourth, the content of the material taught online or online may not necessarily be understood by all students, because the content of the material is delivered or packaged in the form of digital books, powerpoints, and in the form of learning videos, allowing the material to be more easily understood, but students are not comprehensive. , the understanding between one another is different or their respective points of view. This incident was proven by the many responses and requests to explain further the material being taught either via telephone or chat.

Apart from the problems above, there are also problems that are often the subject of complaints by parents in accompanying their children's online learning, but these problems are still at a low level, these problems are the condition of teachers who are less able to manage or regulate learning, the condition of the home environment and unsupportive families.



Figure.1 online or offline learning parent response research

In the diagram above, 19% choose to continue studying at home fearing the spread of the covid-19 virus and as many as 81% of parents choose learning activities at school to reopen, of course with various considerations and the appropriate protocol is applied. It's all because parents feel they can't handle this situation, they are busy with work outside and at home, and they are added with intense child learning assistance.

¹³ Taufik Churahman and Dzulfikar Akbar Romadlon, "Problematika Wali Murid Sekolah Muhammadiyah Dalam Mendampingi Belajar Daring Di Masa Pandemi Covid-19 (Studi Di Kabupaten Sidoarjo)," *Pr6matika Wali Murid Sekolah Muhammadiyah Dalam Mendampingi Belajar Daring DiMasa Pandemi Covid-19* 19 (n.d.): 195–209, <https://doi.org/10.19105/tjpi.v15i2.3813>.



Figure.2 Research on parental assistance when children study

Then the diagram above shows the results of the condition of parents who are no longer able to use their children's online learning, as much as 47% of parents' difficulties both from understanding their children's learning material, flexibility in operating the device, 35% limited quota used for online learning, considering the affluent economic condition, parents starting to be good at managing the family economy, 9% of children's conditions are difficult to manage due to the environment, uncontrolled relationships, and 9% of other problems.

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The Role Of Parents In Accompanying Children When Learning

The figure of the presence of parents in the growth and development of children is very influential in their lives¹⁴, parental awareness of their responsibilities as educators is the main pillar that greatly influences children's development. The family as a component unit or the smallest element of society and is also the initial basis for the formation of a society, therefore the family becomes the main and fundamental medium for the growth and development of a child.¹⁵ In a study it was stated that the potential of children at an early age develops well if parents are present in their scope and always care about their growth and development¹⁶. This also applies to accompanying children while studying. In his research on parental involvement in literacy learning in elementary schools, the results showed that the presence of parents was very influential in improving children's learning.¹⁷ Later in the study again mentions the role of parents in assisting children while studying is a very big role¹⁸.

Remember that the position and active role of parents are very high and valuable for their children, and children have a core duty, namely learning. The task of learning becomes

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¹⁴ A F Roshonah, S A D Putri, and ..., "Peran Orang Tua Dalam Membimbing Anak Selama Pembelajaran Daring Di 16 mah," ... *Nasional Penelitian LPPM* ..., 2020, 1–7.

¹⁵ Noor Ahyani Yaacob, Mariana Johamed Osman, and Syahirah Bachok, "Factors Influencing Parents' Decision in Choosing Private Schools," *Procedia - Social and Behavioral Sciences*, AMER International Conference on Quality of Life, AicQoL2014KotaKinabalu, The Pacific St 37 Hotel, Sutera Harbour, Kota Kinabalu, Sabah, Malaysia, 4 31 January 2014, 153 (October 16, 2014): 242–53, <https://doi.org/10.1016/j.sbspro.2014.10.058>.

¹⁶ Wahidin, "Mahasiswa Pascasarjana Institut Agama Islam Negeri Purwokerto * Email : Elkasihilyasafiddin2801@gmail.Com" 3, n 271 (2019): 232–45.

¹⁷ Ni Nyoman Padmadewi et al., "Memberdayakan Keterlibatan Orang Tua Dalam Pembelajaran Literasi Di Sekolah Dasar," *Jurnal Ilmu Sosial Dan Humaniora* 7, no. 1 (2018): 64–76.

¹⁸ Saifuddin Chalim, Gatot Sujono, and 33 y Usman, "Trend Analysis Based Educator Planning," *Nazhruna: Jurnal Pendidikan Islam* 3, no. 2 (August 8, 2020): 273–84, <https://doi.org/10.31538/nzh.v3i2.683>.

the main task of a child or student, because the philosophy of learning is essentially creating a young generation that is independent, creative, innovative, intelligent, responsible and faithful.¹⁹ Therefore, the role of parents is needed to be a substitute for teachers when they are at home in guiding their children during distance learning activities, at least parents are able to have the role of teachers at home, as facilitators, become motivator figures when children start to look bored and parents become directors or influence on child.²⁰

From looking at the dynamics of the problems of distance learning or online learning that occur and are faced by parents and their children, there are several solutions that we have analyzed from various problems that often occur. *First*, it is necessary to hold workshops, seminars or special activities that involve teachers and other educators to prepare for distance or online learning. These activities can make it easier for teachers and educators to prepare various techniques and methods, especially in new situations, as well as in equating perceptions between teachers, parents and students. All of this will happen if all components or elements of education are compact and receive support from the education office during this pandemic outbreak. *Then second*, after the above activities can be carried out, then there are routine or periodic evaluation activities, this can be done by the school (class teacher, school principal) with parents or students, so that various obstacles can be found and can make various formulations and sharing for solutions. between the two parties looking for the best to solve the problems that have occurred.²¹

CONCLUSION

The COVID-19 pandemic has forced the world sector in the field of education to act quickly, one of which is by doing distance learning or online learning in order to suppress the increase in the number of patients.¹⁶ Likewise, parents cannot be separated from the circle that requires to guard, accompany their children's learning activities in order to foster the motivation and passion of their children even though learning activities are carried out at home or online. The obligation of children in completing school assignments given by the teacher is a demand. Communication activities between schools and parents are expected to be well established. The problems that parents often face include: first, the difficulty of parents in accompanying their children. Second, limited network quota. Third, it tends to be difficult to condition when learning at home is fourth, the content of the material taught online or online may not necessarily be understood by all students. Seeing these various problems, at least there are several things that can overcome them, namely: First, it is necessary to hold workshops, seminars or special activities that involve teachers and other educators to prepare for distance or online learning. Second, routine or periodic evaluation activities between the school and parents.

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¹⁹ Indah Fajrotuz Zahro, "Meningkatkan Perilaku Prososial Anak Dengan Teknik Islamic Storytelling," *Nazhruna: Jurnal Pendidikan Islam* 1, no. 1 (August 16, 2018): 80–95, <https://doi.org/10.31538/n.v1i1.143>.

²⁰ Nika Cahyati and Rita Kusumah, "Peran Orang Tua Dalam Menerapkan Pembelajaran Di Rumah Saat Pandemi Covid 19," *Jurnal Golden Age* 4, no. 0 (2020): 4–6, <https://doi.org/10.29408/jga.v4i01.2203>.

²¹ Nadia Fairuza Azzuhra, "Indonesia Di Masa Krisis Pandemi Covid-19," *Mangaji Hambatan Pembelajaran Jarakjauh Di Indonesia Dimasa Pandemi Covid-19* 19, no. 2 (2020): 1–9.

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