

Readiness Level of Parents as Student Guide in Online Learning

Chontina Siahaan^{1*}, Erni Murniarti², Kerdid Simbolon³

^{1,2,3}Universitas Kristen Indonesia

*Email: chontinasiahaan58@gmail.com

ABSTRACT

During the Covid-19 Pandemic, all school activities are carried out at home, including teaching and learning processes ranging from the student of Elementary, Junior High, and Senior High. Even universities in Jakarta. The teacher's job is to teach at school, now turning to parents to accompany their children to study at home. Parents' responsibilities increase and work at home, coupled with children's assistance with online or online systems. Before the Covid-19 Pandemic, the problem of teaching children was fully handed over to teachers in schools. However, after the Covid-19 Pandemic, responsible children learn to turn to parents at home who are not necessarily ready to play a role as a substitute for teachers. The problem in this study is how the readiness of parents to accompany children in online learning? The theory used is the theory of CMC (Computer-Mediated Communication). This research's informant comprises elementary, junior high, and high school children who accompany children to learn online selected by random sampling. This research method is descriptive quantitative that describes parents' readiness level as a companion of children to study online. The results showed that 96% of parents are very ready to accompany children to learn online, 92% instruct children to learn online according to the schedule of learning at school, 82% of parents do not understand the children's lessons, and 16% of parents become grumpy accompanying learning and 47% become stressed. Dan Chen, L., & Chen, L. (2016). In an e-learning environment, students are responsible for their own studies and actively participate in managing the learning process. It is recommended when the teacher gives the assignment to the child, accompanied by how to do it on a gadget or notebook to follow.

Keywords:

Readiness, Mentoring, Learning, Online.

Article Received: 18 October 2020, Revised: 3 November 2020, Accepted: 24 December 2020

Introduction

The Covid-19 Pandemic that has hit the world has brought acceleration and change in all fields, including Indonesia. One very rapid change is in education that uses information technology online, ranging from elementary, junior high, high school, and college. For middle and high school students, learning difficulties are not as difficult if elementary school children are learning. Parents have never imagined that teachers in schools will turn to parents to accompany children to study at home. Inevitably, parents must do work instead of teachers at home to teach their children if they do not want their children to be left behind with their friends. A load of teachers to teach in schools, now switch partly to parents using media information technology that during this time, may never use a laptop or computer yet to teach children to learn at home. Perhaps parents rarely accompany their children to study either during

the day or at night because they have entrusted their children's education to school teachers. Teachers are considered to have done their job well in teaching children in school so that parents do not feel burdened anymore to accompany children to study at home. Parents only take their children to school, and during school, it is the teacher's responsibility in terms of education. Providing time for children for parents who work in the office may become very difficult because leaving early in the morning and going home at night so that they pay less attention to the interests of the child such as monitoring the homework provided by the teacher, activities carried out in school and others.

Online learning is a means of connecting learners (teachers and learners) while still using their learning resources from databases, expert/instructor libraries, but differences can be seen from a physical perspective, where students

and teachers have physically separated even far away but can communicate with each other (Michael Molinda (2005:182). Students and students can be helped by using online communication technology, for example, using the internet, utilizing video/audio broadcasting, video/audio conference to help both students and accompanying parents in the Covid-19 era.

The problem is not only the change of role between teachers and parents. Still, concerns the readiness of parents in various aspects of online learning such as the end of using information technology equipment, competence in understanding children's subjects, empathy in teaching children, readiness in providing internet quotas, enthusiasm to persuade children to learn online at the time determined by the teacher from school and the willingness of parents to give time to teach the child and also the readiness of parents to accompany the child during learning and step up tasks lovingly without emotion. The purpose of this study is to find out what is the unpreparedness of parents as a companion for children to study at home and what to note if they become a child's learning companion at home.

In the Era of Pandemic Covid-19, teachers' role in schools has been shared with parents at home. Therefore, whether the father is the head of the household or the mother is a housewife working in the office, or just a housewife is required to pay attention to the school's duties. Parents need to set strategies and time to be able to accompany their children to study at home. Educating children, comprehensive abilities such as patience, soul play, creative processing persuasive sentences, assertive, and not intimidating. Medi Trilaksono Dwi Abadi in the book *Communication Crisis in the Covid-19 Pandemic*, when WFH children are at home, then parents, both fathers, and mothers must prioritize children's needs learning as a learning companion. In mentoring children to study, parents must sacrifice, such as the mother delays the work of washing clothes, ironing clothes, cooking in the

kitchen, and the father delaying office work to accompany the child to study. Parental assistance, both father and mother should create peace and comfort for children learning and loving the lessons instead of making them depressed because they are scolded and snapped. A harmonious relationship between parents and children must be created to accompany children to learn online. The comfort of children learning will bring good results for the child's development, and such readiness is needed from parents who act as a companion for the child during online learning from home.

Students from elementary, junior high, and high school levels have their own level of difficulty according to their dynamics. Still, the similarity is whether learning facilities are easy to understand, easily accessible, easy to apply by parents as a companion to learning at home. In this case, the use of communication ethics through digital media becomes a must. (Charles ESS.2009:168). Interacting with social media, in this case, learning online, bringing both positive and negative impacts. I used to interact face to face but now interact through the internet. This media is inseparable from people's lives now, but it can also create unprecedented new interactions (Hamidati Anis, and Melissa Ezmieralda .2011. in the book *Communication 2.0 Theories and Implications*. If compared to face-to-face learning in the classroom with online learning, then the benefits of online learning are as stated by A. W Bates (1995) and K. Wuf (1996) among others: a) increasing the level of learning interaction between learners and teachers or instructors (enhance interactivity). B) Enable the interaction of learning from where and anytime (time and place flexibility) c) Reach learners in a wide scope (potential to reach a global audience) d) facilitate the addition of after-hours and storage of learning materials (easy updating of content as well as archivable capabilities) in Choirunissa 2012:1)

Some research that has been done about online learning, among others, conducted by Ni

Komang Suni Astini about the Challenges and Opportunities of Utilization of Information Technology in Online Learning During Covid-19. The results showed that the constraints experienced were inadequate facilities, and the most widely used media in online learning were WhatsApp and google classroom. (DOI: <https://doi.org/10.7777/jiemar.v1i2>) Yulita Puji Lestari's research with the title 'Positive Impact of online learning In Indonesia's Education System' After the Covid-19 Pandemic. The results showed that IT has started to be applied even though it is not yet a media database. IT has benefits, but some constraints cause internet use is not optimal. Komang Setemen also researched 'The Development of Learning Evaluation Online'. (DOI: 10.37329/cetta. V 3i2.452) Yulita Pujilestari researched on the 'Positive Impact of Online Learning in Indonesia's Education System After the Covid-19 Pandemic' which found that some constraints in Indonesia cause Information Technology and the Internet cannot be used optimally, among others, the lack of availability of human resources, the process of technological transformation, telecommunication structure infra and its legal devices governing.

Darmalaksana Wahyudin et al.'s research titled 'Online Learning Analysis during the WFH Pandemic: Covid-19 as the Challenge of 21st Century Digital Leaders' found that online learning through participatory approaches proved effective in achieving learning objectives. Benson and Conrad in Joi L. Moore, Camille Dickson-Deane, Krista Galyen (2010: 2) reveal that online learning, the latest learning version is distance learning that can improve educational access opportunities for students described as non-traditional learning ai. According to Siemens et al. in Hyejin Park and Peter Shea (2020:226), online learning is "a form of distance education in which technology mediates the learning process, teaching is delivered entirely using the Internet."

According to Hasnan Baber (2020:286), Online learning refers to an electronic learning

environment where, unlike traditional knowledge, there are no students of biological age, and there is freedom of time and space. According to Benson, Carliner, Conrad in Gwo-Jen Hwang, Sheng-Yuan Wang, Chiu-Lin Lai (2020:3), online learning means students can use the internet to learn and gain learning experience from a computer. According to Hiltz & Turoff in Gwo-Jen Hwang, Sheng-Yuan Wang, Chiu-Lin Lai (2020:3), through websites to learn, students can do distance learning anywhere, despite time constraints. Time and location will no longer be obstacles between teachers and students. This learning model has improved students' learning opportunities or improved connectedness, flexibility, and interaction during learning activities.

According to Singh & Thurman in Chuanmei Donga, Simin Caob, Hui L (2020: 1), Online learning refers to "learning experienced over the internet" in either a synchronous or asynchronous environment where students engage with instructors and other students at their convenient time and place. Manhun, N. (2018) can be done online learning through social media such as Facebook and Instagram. Setiawan, at. All (2019) Online learning has its strengths, challenges, and obstacles.

Hayati, N. (2020) that E-learning is learning that is structured to use an electronic system or computer so that it can support a learning process. Furthermore, Shalev-Shwartz, S. (2011) States Online learning is the process of answering a sequence of questions given (maybe partial) knowledge of the correct answers to previous questions and possibly additional available information. Dong, C., Cao, S., & Li, H. (2020), Murniarti, E (2019) Online learning refers to "the learning experienced through the internet" either in the synchronous or asynchronous environment where students engage with instructors and other students at their convenient time and place. Meanwhile, according to Patricia A. (2020). Online or remote education implies that students

are physically distant from the instructors and require a delivery method. Brittany Gilbert (2015) Online learning appeals to diverse students with ranging academic needs that traditional education classes are deficient or incapable of meeting. The demand for online courses is derived from a push "to provide quality education to all students, regardless of location and time". Pal & Vanijja (2020) Online learning can be beneficial for the students, as they can learn from anywhere and anytime and at their own pace. The students' perception of online learning is mostly positive, as evident from the existing work—Xiong, et al. (2020). Adaptive and online learning methods are needed to learn human preferences and close relationships with family (Murniarti.E.at.all,2020). According to Coussement, K., Phan, M (2020), Online learning has been adopted rapidly by educational institutions and organizations. From some of the research results that have been presented above, the equation with this study only has about online learning. Meanwhile, researchers looked at the readiness of parents as a companion to children's learning at home. As such, no similar research has been examined before. This is where parents replace teachers' role in school to teach children at home in doing tasks from school so that there are times when a parent becomes a student because he/she does his own children's lessons.

Several factors influence the role of parents in providing education to early childhood. The factors that influence the role of parents in children's education, according to Friedman in Slameto quoted by Novrinda, Nina Kurniah, Yulidesni(2017:42), among others:

1. Social status factors are determined by elements such as education, employment, and income.
2. Family form factor.
3. The stage of family development begins with the marriage that unites two different individuals, followed by parenthood's preparation stage.

4. Role model factors.

Family and parent involvement plays a crucial role in supporting children's learning activities. Montessori argues that parents' involvement in helping children's development and learning process in school consists of 3 stages, namely, (1) cooperation between parents, teachers, and caregivers; (2) good planning in the development process in a certain period; and (3) relationships through sharing and discussing how to provide good experiences in supporting child development and growth (Morrison, 2018). Parents are not the same figure as teachers, both in terms of competence and their responsibilities. (R. R. Lubis, 2016). More specifically, there are three views regarding parental involvement. First, the task's orientation is that parents are asked to check if their children at home appropriately complete the teacher's homework. Second, the direction of the process, namely, parents are invited to participate in several essential school activities that include curriculum planning, selecting books for teaching materials, and evaluating teaching delivered by teachers. Third, developmental orientation, which is to help parents develop their ability to improve their children's development process both at school and at home (Morrison, 2018)

The obstacles experienced by parents in accompanying children to study at home include a lack of material understanding by parents, difficulties for parents in fostering children's learning interests, not having enough time to accompany children because they have to work, parents are impatient in attending children while studying at home, a difficulty for parents in operating gadgets, and constraints related to the reach of internet services. Therefore, in this online implementation, parents have many obstacles in accompanying children to study at home (Anita Wardani, Yulia Syrizza (2020:774). Based on this, we can conclude that parental involvement is a process in using its ability to stimulate all aspects of children's development to benefit both

themselves, children, and children's education programs (schools) (Sari, Mutiara, & Rahma, 2020).

Parents cannot educate children as they do in school. Therefore it is not wrong if many parents complain when accompanying children in learning at home. Not a few parents are experiencing stress and even defers accompanying children to study at home (Lubis & Nasution, 2017). How not because the child during online learning is presented with a variety of assignments. In that case, not all tasks can be understood by parents and can not be resolved quickly by parents. In this case, parents become depressed because of the school's demands, even the insistence of the child (Aziza & Yunus, 2020). Not a few parents who end up with this condition even ignore the assignment, so it boils down to the achievement of children's learning goals that indeed do not become complete (Kurniati, Alfaeni, & Andriani, 2020). Parents are the primary responsible person in children's education. (Munirwan Umar, 2015). Slameto (2010:113) that "readiness is the whole of all individual conditions that make it ready to provide a response or answer in a certain way to a particular situation." A parent role form is a form of teacher role in the school. (Agustien Lilawati, 2020) The part of parents is to be motivating parent in every way. Motivation can be given to increase the needs of the school and encourage praise or appreciation for the child's achievements. In this case, the parents' role is to guide and motivate the child to remain passionate about doing activities at home.

Methods

This research is a descriptive quantitative where researchers want to explain parents' level of readiness in accompanying children to learn online. The research method is a survey, which is the primary data collection method. (Ruslan, 2003:253). The survey generates statistical information contained in nature (Neuman Lawrence. W 2013:244). This research was conducted in Jakarta for parents of elementary, junior high, and high school students who play a role in accompanying children to study at home. The research instrument is a questioner sent via google form and then coded. Data collection is obtained from the results of questioners returned by respondents—data analysis using inferential statistics. This research's object is online learning with the research subjects are parents of 38 elementary, junior high, and high school students. This research method is a survey by sharing a list of questioners to respondents as the main tool to collect data (Pawito 2011:46), Questioner in the form of google form shared with respondents through WA group. Questioner that contains questions measuring variables, the relationship between variables (Sekaran (1992) in Jannah (2015). Interpretation will be made after analyzing distance learning data using computer technology.

RESULT AND DISCUSSION

In this study, the respondents were parents or parents who helped children learn at home during the covid 19 pandemics. All respondents who were *netted through a google form*, there were 38 people, consisting of 6 men (14%) and 32 women (86%), as stated in the following table:

Table 1 Number of Characteristics of Research Data

Gender	Amount	%	Last Education	Amount	%
• Male	6	14	• S2	2	5
• Female	32	86	• S1	14	37
Total	38	100	• D1-D4	4	11
			• SMA/SMK	16	42
			• SD-SMP	2	5

From Table 1 above, parents or guardians who help students in-home learning are dominated by women (32 org, 86%). This number is five times more than the number of men (6 org, 14%). In terms of the last level of education, respondents who have received higher education (D1, D2, D3, D4 to S1 and S2) have half of the total number,

Table 2 Respondents with Children's School Level and Type Children's Education

Level	Amount	%	Schools	Amount	%
• Elementary	15	40	• State School	27	71
• Junior High	10	26	• Private School	11	29
• Senior High/Vocational High	13	34			
Total	38	100	Total	38	100

From Table 2 shows that respondents with children who are assisted in learning in elementary school tiered houses as many as 15 respondents (40%), junior high school level there are as many as 10 respondents (26%) and high school / vocational level as many as 13 respondents (34%). In this type of school, the respondents helped to learn children who attended public schools 27 respondents (71%), and those who attended private schools 11 respondents (29%).

This research is a descriptive type of research, so the analysis used using descriptive analysis. Where the data is processed according to the facts as is without the use of advanced statistical techniques. The processing and analysis of data using descriptions with tables, percentages, and pie charts. This is because the questionnaire questions use a Gutman scale that only asks each indicator in two possible answers, Yes or No. The following is an analysis and interpretation based on the attributes of respondents and the attributes of learners. Inter-achievement is done using criteria: score 80%-100% (*very high*), 70%-79.9% (*High*), 60%-69.9% (*Medium*), 50%-59.9% (*less*), and length small than 50% (*very less*). For question number 1 about "they *teach children to study at home*

namely 20 people (53%). The other half (18 people, 47%) is a graduate of elementary education level (elementary/junior high/high school / vocational).

during the Covid-19 Pandemic", the following results are obtained:

Figure 1. Percentage of answer to question number 1



From Figure 1, most respondents answered. Yes, namely 31 people (82%), and only 7 people (18%) answered No. This means that regardless of the characteristics of ability, the level of direct parental/guardian involvement *in teaching their children at home* during the covid 19 pandemics is very high (above 80%). For question number 2 about "trying to help children *learn by doing their own tasks from school*," the results are obtained as follows:

Figure 2. Percentage of answer to question number 2



Figure 2 shows that there are 26 people (68%) parents /guardians (over two-thirds) who try to help their children learn to the level of doing their own tasks *from school*. Respondents who did

not reach such a level there were 12 people (32%). This means that most of the parents/guardians (31 people, 82%) who taught their children during the covid 19 pandemic (question No.1) decreased to 26 people only (68%) who try to do *their own tasks from* school. Those who are 68% are very likely from highly educated respondents (D1-D4, S1, S2) of 20 people (53%). For question number 3 about "*checking/asking for children's duties/work* given from school," the following results are obtained:

Figure 3. Percentage of answer to question number 3



Figure 3 shows that 36 people (95%) parents/guardians who check/inquire about the children's duties given from the school. And 2 respondents do not care too much about their children's duties. The number of respondents who examined/asked for school assignments, more than parents who taught their children during the covid 19 pandemic (31 people, 82%). This fact indicates that parents/guardians are at different levels of quality to help with learning. The percentage decreased from lighter to more difficult levels, namely: 96% asked for children's tasks, 82% taught children, and 68% did their own tasks from school.

For question number 4 about "reporting children's learning conditions at home to teachers/schools," the following results are obtained:

Figure 4. Percentage of answer to question number 4

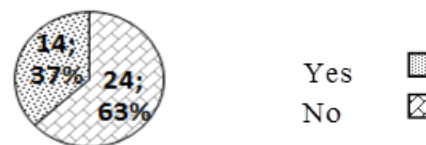


Figure 4 shows 24 people (63%) parents/guardians responsible for reporting the *condition of their children's learning* conditions at home to the teacher/school. But there are still more than a third (14 people, 37%) communication responsibilities to the teacher/school. Parents/guardians who are educated high school / vocational school and below (18 people, 47%) less courageous and able to communicate with the school than highly educated parents/guardians. For question number 5 about "*informing the teacher if the child does not understand the lesson given,*" the results are obtained as follows:

Figure 5. Percentage of answer to question number 5



Figure 5 shows that 21 people (55%) parents/guardians are responsible for informing the teacher's mother if their child does not understand the lessons given by the school. This fact is not much different because respondents in question number 4 are responsible for communication with the teacher/school (24 people, 63%). For question number 6 about "sometimes lack of understanding of children's subjects," the results are obtained as follows:

Figure 6. Percentage of answer to question number 6



Figure 6 shows that most of the respondents (31 people, 82%) sometimes do not understand

the child's subjects. There were four-fifths fewer respondents (82%) who feel sometimes do not understand their son's lessons. This shows that although 53% of parents/guardians have been educated bachelor or higher, it is not always guaranteed to understand school children's subject matter. Moreover, this condition is more likely to occur in parents/guardians whose children have been educated in high school / vocational school (13 people, 36%). The lessons are relatively more difficult to understand. And there are 7 people (18%) who do not feel this problem. They are from the highly educated and or whose children are poorly educated elementary school. For question number 7 about "when not understanding the subjects of the child, then trying to figure out the answer," obtained results such as the following:

Figure 7. Percentage of answer questions number 7



Figure 7 shows most of the respondents (34 people, 89%); if they do not understand the child's subjects, they try to figure out the answer. This fact shows the spirit and motivation of parents/guardians who are very high to defend their children's education during the covid 19 pandemics. Almost 90% of respondents tried to find out the answers to children's lessons that they did not know. This is a positive value from parents/guardians for the education of school children. For question number 8 about "ordering children to study according to school hours/schedules," the following results are obtained:

Figure 8. Percentage of answer to question number 8



From Figure 8, it can be known that almost all respondents (37 people, 97%) ordered their children to study according to school hours/schedules. This is a minimal effort of parents/guardians to help children learn at home because they already live using the existing school schedule as usual. Question number 9 about "persuading children to learn if they are more concerned with playing" obtained results such as the following:

Figure 9. Percentage of answer to question number 9

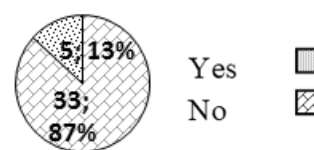


Figure 9 shows that 33 respondents (87%) persuade children to learn when the children have started to play—just a few (5 people, 14%) who do not persuade. Most likely respondents who did not make persuading were those whose children had consistently followed the hours of study or did not pay much attention to children's learning because of working outside the home. For question number 10 about "let the child not learn because the respondent does not understand the child's lesson," the results were obtained as follows:

Figure 10. Percentage of questions answered number 10



Figure 10 shows that most parents/guardians (32 people, 84%) do not let their child not learn because they do not understand the child's lessons. This means that parents/guardians' role in learning at home is very positive even though they do not understand their children's lessons. Only a small majority (6 people, 16%) respondents let their children not learn when they did not understand

their child's lessons. This may be faced by respondents whose children are meager capacity. For question number 11 about "letting children wake up at will because they are not studying at school," the results are as follows:

Figure 11. Percentage of answers to question number 11



Figure 11 shows that most of the respondents (31 people, 82%) do not let their children wake up at will even if they do not study at school. It also shows the care and attention of parents/guardians towards the learning of children in a very high house. For question number 13 about "*objections because the child learns from home*," obtained results such as the following:

Figure 12. Percentage of questions answered number 12



Figure 12 shows 20 people (53%) parents/guardians don't mind their children learning from home. This number is slightly higher than those who objected (18 people, 47%). The data traced that those who object are those whose children are still in elementary school (40%) or those who have just entered junior high school, were relatively unaware of the importance of health protocols if they study in school. Simultaneously, almost half of the respondents do not mind if their children study at school. These are the children whose children have been in high school / vocational school. For question number 14 about "do not care about children who are studying at home" obtained results such as the following:

Figure 13. Percentage of questions answered number 13



Figure 13 is known the most parents/guardians (32 people, 84%) care for their children who are studying at home (answering no to concernment). There are (6 people, 16%) who do not care about the kids studying at home anymore. Maybe they are working parents/guardians or who have little time at home. For question number 14 about "it is more important to finish work at home than to help children learn," the results are as follows:

Figure 14. Percentage of questions answered number 14



From figure 14, it appears that more than three-quarters of *parents/guardians are no more concerned with completing work at home* than helping children learn. This further indicates that they are housewives, thus paying great attention to children's learning activities at home. For the remaining 9 people (24%), it is possible to work outside the home, such as parents/guardians of men. From question number 15 about: "stress of doing children's work from school," obtained the following results:

Figure 15. Percentage of questions answered number 15



From picture 15, 18 people (47%) became stressed in doing children's work from school. Of course, this is more likely to happen to respondents in high school / vocational education and below, where they have difficulty understanding school children's lessons. More than half (20 people, 53%) are not stressed in doing children's work from school. They are very likely respondents who are educated above high school / vocational school. For question number 16 about "children prefer to study at school because it does not interfere with parents at home," obtained results such as the following:

Figure 16. Percentage of questions answered number 16



Figure 16 shows that the number of respondents who want their children to study at school by wanting their children to learn from home is *the same (fifty-fifty)*. Although the question is associated with home activities, the results are still not much different from question number 13, where 53% of parents /guardians do not mind their children learning from home, and 47% feel objected. For question number 17 about "angry at the child if the respondent can not do the task from school," obtained the following results:

Figure 17. Percentage of questions answered number 17



Of the 17 images, only 13 were known (34%) respondents who became angry when they were unable to do the duties of children from

school. The other two-thirds (25 people, 66%) *do not* get angry when they cannot do the student work given by the school. For question number 18 about "doing all the work of the child so often angry with the child" obtained results such as the following:

Figure 18. Percentage of questions answered number 18



Figure 18 shows that parents/guardians' anger does not depend on the



circumstances in which they do all the child's work. The majority of respondents (31 people, 82%) say they do not associate their anger with their child's learning assistance. But there are 7 people (18%) who state it as the cause of their anger. For question number 19 about "venting resentment to the child by yelling or hitting," obtained the results as follows:

Figure 19. Percentage of answers to question number 19



Almost the same as the result of question number 18, most of the respondents (32 people, 84%) do not associate resentment, anger, or even smack for their help in teaching children at home—only 6 people (16%) vent their anger by snapping or hitting. In general, the emotional maturity of most parents/guardians has been excellent. Question number 20 about "growing more often angry after the covid19 pandemic" obtained results such as the following:

Figure 20. Percentage of questions answered number 20



From picture 20, it is known that there are half of the respondents become increasingly angry after the arrival of covid 19, and another half do not get angry often. Highly educated respondents became more patient in facing the situation than high school / vocational education respondents and below. Question number 21 about "feeling burdened because children learn from home" obtained results such as the following:

Figure 21. Percentage of questions answered number 21

Figure 21 shows there are still slightly more who say they are unencumbered (21 people, 55%) for the children's learning from home. But the fact is also that almost half feel burdened.

Conclusion

It turns out that 86% of homemakers are better equipped to accompany children to study at home compared to fathers. Almost all parents (96%) ask about the tasks that the child will do at home. It turns out that 68% of parents do their own tasks, and 55% of parents tell the teacher that the child does not understand the lesson. Parents are more concerned with their children's lessons than their work. 92% of parents instruct children to learn according to their school schedule despite learning from home. As many as 82% of parents do not understand children's lessons because parents are stressed and often grumpy and upset with the child. It is recommended that teachers explain how to do tasks at home so that parents as

online learning companions can follow them when teaching children at home. Do not be a parent who becomes a student because he takes over the child's responsibility because the child does not understand doing his job. Parents can avoid stress and anger to the child but create harmonization with the child when studying at home.

References

- [1] Astini, N. K. S. (2020). Tantangan Dan Peluang Pemanfaatan Teknologi Informasi Dalam Pembelajaran Online Masa Covid-19. *Cetta: Jurnal Ilmu Pendidikan*, 3(2), 241-255.
- [2] Baber, H. (2020). Determinants of Students' Perceived Learning Outcome and Satisfaction in Online Learning during the Pandemic of COVID19. *Journal of Education and e-Learning Research*, 7(3), 285-292.
- [3] Bond, M., Buntins, K., Bedenlier, S., Zawacki-Richter, O., & Kerres, M. (2020). Mapping research in student engagement and educational technology in higher education: A systematic evidence map. *International Journal of Educational Technology in Higher Education*, 17(1), 2. <https://doi.org/10.1186/s41239-019-0176-8>
- [4] Chen, L., & Chen, L. (2016). How Can Self-regulated Learning Be Supported in E-learning 2.0 Environment: a Comparative Study. *Journal of Educational Technology Development and Exchange (JETDE)*, 9(2), 1. <https://doi.org/10.18785/jetde.0902.01>
- [5] Coussement, K., Phan, M., De Caigny, A., Benoit, D. F., & Raes, A. (2020). Predicting student dropout in subscription-based online learning environments: The beneficial impact of the logit leaf model. *Decision Support Systems*, 135, 113325. <https://doi.org/https://doi.org/10.1016/j.dss.2020.113325>
- [6] Darmalaksana, W., Hambali, R., Masrur, A., & Muhlas, M. (2020). Analisis Pembelajaran Online Masa WFH Pandemic Covid-19

- sebagai Tantangan Pemimpin Digital Abad 21. *Karya Tulis Ilmiah (KTI) Masa Work From Home (WFH) Covid-19 UIN Sunan Gunung Djati Bandung*, 1-12.
- [7] Dong, C., Cao, S., & Li, H. (2020). Young children's online learning during COVID-19 pandemic: Chinese parents' beliefs and attitudes. *Children and Youth Services Review*, *118*, 105440. <https://doi.org/10.1016/j.chilyouth.2020.105440>
- [8] Farrell, O., & Brunton, J. (2020). A balancing act: a window into online student engagement experiences. *International Journal of Educational Technology in Higher Education*, *17*, 1-19.
- [9] Gilbert, B. (2015). Online Learning Revealing the Benefits and Challenges. *Education Masters. Paper*, *4*.
- [10] Hayati, N. (2020). *Metode Pembelajaran Daring. E-Learning Yang Efektif*. Bali: Jurusan Ilmu Pendidikan.
- [11] Hwang, G. J., Wang, S. Y., & Lai, C. L. (2020). Effects of a social regulation-based online learning framework on students' learning achievements and behaviors in mathematics. *Computers & Education*, *160*, 104031.
- [12] Ess, C. (2009). *Digital Media Ethics*. Cambridge UK: Polity Press.
- [13] Hamidati, A. (2011). *Komunikasi 2.0*. Yogyakarta: ASPIKOM
- [14] Kurniati, E., Alfaeni, D. K. N., & Andriani, F. (2020). Analisis Peran Orang Tua dalam Mendampingi Anak di Masa Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *5*(1), 241–256.
- [15] Lilawati, A. (2020). Peran Orang Tua dalam Mendukung Kegiatan Pembelajaran di Rumah pada Masa Pandemi. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *5*(1), 549-558.
- [16] Lubis, R. R. (2016). Kompetensi Kepribadian Guru Dalam Perspektif Islam (Studi Pemikiran Nasih 'Ulw n Dalam Kitab Tarbiyatul Aul d). *āā Tazkiya*, *5*(2), 1–13.
- [17] Lubis, R. R., & Nasution, M. H. (2017). Implementasi Pendidikan Karakter di Madrasah. *JIP (Jurnal Ilmiah PGMI)*, *3*(1), 15–32.
- [18] Molinda, M. (2005). *Instructional Technology and Media for Learning New Jersey*. Columbus, Ohio: Tabrani.
- [19] Murniarti, E., Solihatun, S., & Rangka, I. B. (2019, October). Assessing competency levels of students on learning of energy and weather concepts using partial credit model. *Journal of Physics: Conference Series*, *1318*(1), 012086.
- [20] Murniarti, E., Sihotang, H., & Rangka, I. B. (2020). Life satisfaction and self-development initiatives among honorary teachers in primary schools. *Elementary Education Online*, *19*(4), 2571-2586.
- [21] Moore, J. L., Dickson-Deane, C., & Galyen, K. (2011). e-Learning, online learning, and distance learning environments: Are they the same?. *The Internet and Higher Education*, *14*(2), 129-135.
- [22] Manhun, N. (2018). Implementasi Pembelajaran Online dan Optimalisasi Pengelolaan Pembelajaran Berbasis Online di Perguruan Tinggi Islam dalam Mewujudkan World Class University. *Jurnal IJIEEM*, *1*(1), 29–36.
- [23] Morrison, G. S. (2018). *Early Childhood Education Today*. New Jersey: Pearson.
- [24] Neuman, L. W. (2013). *Metodologi Penelitian Sosial: Pendekatan Kualitatif dan Kuantitatif*. Jakarta: Indeks.
- [25] Novrinda, Kurniah, N., & Yulidesni. (2017). Peran Orangtua Dalam Pendidikan Anak Usia Dini Ditinjau Dari Latar Belakang Pendidikan. *Jurnal Potensia, PG-PAUD FKIP UNIB*, *2*(1).
- [26] Setiawan, A. R., Puspaningrum, M., & Umam, K. (2019). Pembelajaran Fiqh Mu'Āmalāt Berorientasi Literasi Finansial.

- TARBAWY: *Indonesian Journal of Islamic Education*, 6(2), 187–192. <https://doi.org/10.17509/t.v6i2.20887>
- [27] Shalev-Shwartz, S. (2011). Online learning and online convex optimization. *Foundations and Trends in Machine Learning*. <https://doi.org/10.1561/22000000018>.
- [28] Patricia, A. (2020). College Students' Use and Acceptance of Emergency Online Learning Due to COVID-19. *International Journal of Educational Research Open*, 1, 100011. <https://doi.org/10.1016/j.ijedro.2020.100011>.
- [29] Pal, D., & Vanijja, V. (2020). Children and Youth Services Review Perceived usability evaluation of Microsoft Teams as an online learning platform during COVID-19 using system usability scale and technology acceptance model in India. *Children and Youth Services Review*, 119, 105535. <https://doi.org/10.1016/j.chilyouth.2020.105535>
- [30] Ruslan, R. (2003). *Metode Penelitian Public Relations dan Komunikasi*. Jakarta: Rajagrafindo Persada.
- [31] Sari, D. Y., Mutiara, S., & Rahma, A. (2020). Kesiapan Orang Tua Dalam Menyediakan Lingkungan Bermain di Rumah Untuk Anak Usia Dini Dimasa Pandemi Covid-19. *Tumbuh Kembang: Kajian Teori dan Pembelajaran PAUD*, 7(2), 16-26.
- [32] Slameto. 2010. *Belajar dan Faktor Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- [33] Umar, M. (2015). Peranan orang tua dalam peningkatan prestasi belajar anak. *Jurnal Edukasi: Jurnal Bimbingan Konseling*, 1(1), 20-28.
- [34] Wardani, A., & Ayriza, Y. (2020). Analisis Kendala Orang Tua dalam Mendampingi Anak Belajar di Rumah Pada Masa Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 772-782. doi: <https://doi.org/10.31004/obsesi.v5i1.705>
- [35] Xiong, J., Awalgaonkar, N. M., Tzempelikos, A., Billionis, I., & Karava, P. (2020). Efficient learning of personalized visual preferences in daylight offices: An online elicitation framework. *Building and Environment*, 181, 107013. <https://doi.org/https://doi.org/10.1016/j.buildenv.2020.107013>