The Challenge of Parents as Guide in Online Learning of Elementary School.

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ABSTRACT

The Covid-19 pandemic virus has changed people's lifestyles around the world, including in Indonesia. Among the changes that have occurred are in education, where the learning system in schools has changed to an online learning system from home. For elementary school children, it is a new learning system, and it does not feel easy because they do not meet directly with the teacher so that the role of parents needed as a companion for children learning online from home. When accompanying children to learn online, parents find it difficult due to various factors. This study aimed to examine how the challenges of parents of primary school children's companions in learning online. What factors contributed to this challenge. The theory used is the Technological Determinism Theory. The research respondents were 648 students of SD Negeri in East Jakarta. The research method is a descriptive quantitative method. The results showed that it turned out that the accompanying parents were more difficult to teach children in grades IV, V, and VI compared to grades 1, 2, and 3. The challenges faced by parents accompanying children to study: provision of internet quota, difficulty in internet networking, feeling disturbed in doing work. It is difficult to understand children's lessons at home, accompanying children to study while doing homework, the children have difficulties because the teacher sometimes does not explain the child's assignments in advance how to overcome challenges in providing quotas by installing wifi at home, if you do not know about the child's projects, asking older children at home or opening Google, then contacting the class teacher if the parents do not understand the child's lesson.

Keywords: *Challenge, Companion, Online Learning, Covid-19 Pandemic*

1. INTRODUCTION

In the Industrial Era 4.0, the internet is used by the upper classes and the middle to lower types, who can apply the internet as a medium needed in academic, entertainment, education, or human resources (Adawi, 2008). The development of information and communication technology can help a learning medium, namely the E-learning system or online learning. Electronic learning or e-Learning started in the 1970s (Avery & Robert, 2014). Since March 2020, Indonesia has been hit by the Covid-19 Pandemic, which impacts different human lives, including in the field of education (Astari & Santosa, 2019). To prevent the spread of the Covid-19 virus, the government has issued several policies for the public to do Work From Home (work from home) and Stay at home (stay at home), so learning for elementary school children in Jakarta is also carried out from home using media online (Avery, 2014). Therefore, the role of the teacher shifts to parents to assist children in learning. Responding to the condition of staying at home due to the Covid19 pandemic, teachers have to be able to present learning using technology or what we usually call e-learning learning (Anugrahana, 2020).

Between parents, children, and online media, must be integrated and contribute to each other as can be seen in the picture below:
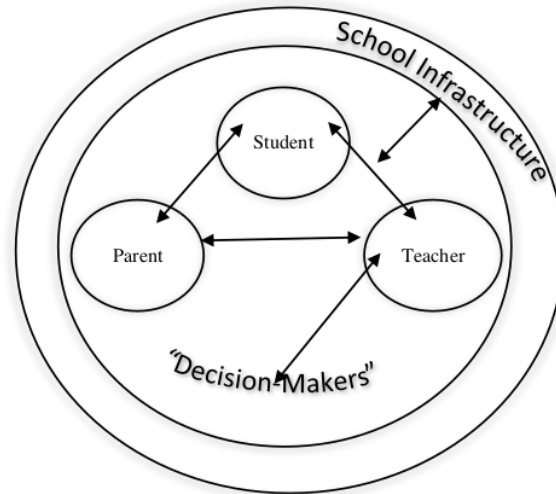
Figure 1. The Social Learning Ecosystem

From the picture above, we can see how the interaction between students and their parents, then parents and teachers, and also teachers and students in online learning. This picture explains how the teacher's role, who will ultimately decide about everything that parents and children have done in the household. The synergy between students, parents, and teachers in the era of the Covid-19 pandemic is one of the answers in preventing the spread of Covid-19.

Policy in Maintaining Physical Distance due to the Covid-19 Pandemic

The Policy on Large-Scale Social Restrictions (PSBB) in Indonesia, for the first time implemented on April 10, 2020, in Jakarta, was followed by several other regions in Indonesia. Besides, there are several regulations related to the PSBB, namely the requirements that must be met by an area to obtain PSBB provisions, which are also emphasised in the Minister of Health Regulation Number 9 of 2020, which is contained in Article 2: To establish Large-Scale Social Restrictions, a province/regency area/city must meet the following criteria: The number of cases and the number of deaths due to the disease is increasing and spreading significantly and rapidly to several areas, and There are epidemiological links to similar incidents in other regions or countries (Michael, 2005).

Multimedia Communication

The concept of response or feedback when doing online learning determines the level of student creativity in using multimedia (Jannah & Prasetyo, 2005). The use of multimedia-based online media such as computers, smartphones, and laptops in online learning provides many advantages and conveniences for its use (Markum, 1985). The benefits of multimedia in the implementation of online learning are not bound by space and time (McLuhan, 1994). This means that multimedia users can carry out all their activities anywhere and anytime (Neuman, 2013).

Online Learning

In general, the definition of online learning is learning that carried out electronically using media, internet-based applications (Ningtyas & Rachma, 2011). Online learning has various terms such as electronic learning, e-learning, online learning, internet-enabled learning, virtual learning, or web-based learning (Murnir, 2012). The involvement of parents accompanying their children in implementing online learning is often an obstacle for students; for example, there are still many parents who feel the use of technology (Moloeng, 2004).

2. METHOD

This research uses a quantitative descriptive research approach. In this study, the study subjects were parents of elementary school students in East Jakarta who were randomly assigned. The unit of analysis in this study is an individual. The population of this study was the parents of elementary school students. There are 439 elementary schools in East Jakarta. Respondents were taken randomly from 11 elementary schools with 648 valid respondents. The questionnaire is distributed via google form and calculated from the number of google forms filled in. In this study, data obtained from the survey results was distributed to respondents via google form after getting permission from the principal to distribute questionnaires to students' parents. Data obtained from the results of the questionnaire will be analysed using descriptive analysis after first coding data (data coding), transferring data to a google form, data cleaning (data cleaning), and presenting data (data output) and data analysing. Quantitative analysis, in this case, is bivariate analysis to see the effect of two variables, namely the independent and dependent variables.

3. RESULT AND DISCUSSION

Data is processed according to facts as is without using advanced statistical techniques. As for processing and analysing data using descriptions with the help of tables, percentages and pie charts. This is done because the questionnaire questions use the Gutman scale, which only asks each indicator in two possible answers, yes or no (Siahaan, 2002). The results of the analysis were given attributes using criteria: a score of 80% -100% (very high), 70% -79.9% (high), 60% -69.9% (moderate), 50% -59.9% (less), and less than 50% (very less) (Sadikin & Hamidah, 2020).

For question number 1, which asks responders whether they have assisted children to learn online at home since the Covid-19 period or not, the results are as shown that almost all respondents (the majority) provided learning assistance for children at home during the Covid19 pandemic, namely 620 people (96%). Only 28 people (4%) did not. So, regardless of the characteristics of the respondent's ability, the level of direct involvement of parents/guardians in accompanying children to study at home during the Covid 19 pandemic is in the very high category (above 80%) (Slameto, 2003). For question number 2 about respondents who find it challenging to assist children to learn online because they have to buy internet quota every day, it can be seen that 507 (78%) parents or guardians find it difficult because they have to provide funds to purchase internet quota every day. More than three-quarters (78%) of elementary school students' parents or guardians find it challenging to support learning related to the additional burden of buying internet quota every day. Only a fifth less (141; 22%) of respondents did not perceive the additional cost burden as a hardship. This means that the economic level of the parents is still limited (Silalahi, 2009).

For question number 3, which asks the respondent whether it is disturbed or not in doing homework because they have to accompany children to learn online, shows that 420 (65%) parents or guardians feel disturbed doing their work at home because they have to attend children to learn online. The rest (228; 35%) did not feel worried. Most likely, parents or guardians who do not feel disturbed have domestic help or do not work outside the home or office (Waller & Wilson, 2012). For question number 4, which asks the difficulty of assisting children to learn online because children learn at will, not according to school hours is known that 375 people (58%) parents or guardians feel it is difficult because children learn at will (not according to school hours). This means that more than half of the children tend to study at will or do not consistently follow the school's schedule. The remaining 273 respondents (42%) do not feel this difficulty, where their children learn to follow school hours. More children learn to follow the school schedule than those who do not (Vessey & Betz, 2020).

For question number 5 about the difficulties of parents or guardians assisting children to learn online because they do not have internet access, the results show that 291 people (45%) parents or guardians felt that online learning assistance was complex due to limited internet access. The rest who did not feel this difficulty were 357 respondents (55%). There is only a slight difference (10%) between those who do not think difficult and those who feel limited access to the internet. There are still 45% of parents or guardians of elementary school students whose access to the internet is still limited, such as not subscribing to the internet at home or having good cellphones for internet access or the limited cost of purchasing internet packages quota. For question number 6, which asks the respondent's difficulty in teaching children to use a laptop or cellphone to do the assignments given by the teacher, it can be seen that 282 respondents (44%) still find it challenging to use a laptop or cellphone in carrying out children's tasks.

And another 366 (56%) did not feel it as a difficulty (Aliyyah, 2020). This reality is almost the same as the difficulty of respondents due to limited internet access. This means that if they have internet access, it means they can use a laptop or cellphone. The availability of internet access is very close to owning a computer, cellphone, package or quota. The skill of using it can be a habit of continuing to use it.

For question number 7 regarding difficulties because sometimes the internet network is interrupted or disconnected", the results show that most of the 513 respondents (79%) felt that there were network problems that were sometimes interrupted or disconnected. Only 135 (21%) respondents (or about one-fifth) did not feel this difficulty. It can be assumed that one-fifth of parents or guardians who do not experience this network interference (1 in every five parents or guardians) have a fast internet network. The remaining majority (79%) have medium to slow signals or networks. For question number 8, which asks whether the respondent is disturbed or not in accompanying children to learn online because work at home neglected, the results knew that 410 people (63%) of respondents felt concerned about online learning assistance because work at home was neglected. The remaining 238 (37%) did not feel this was a problem in learning assistance. This, too, is almost no different from feeling annoyed because homework is interrupted. This condition is closely related to the availability of domestic servant facilities, meaning that 37% of respondents do not have household maid facilities (Watson, 2008).

For question number 9, which asks the respondent to be stressed or not because of the difficulty in understanding the assignment given by the teacher to the child, tells us that 467 respondents (72%) stated that they felt stressed because they had difficulty understanding the tasks assigned by the teacher to their child. There were 181 (28%) who did not feel stress. 28% of respondents likely are those with high education (Bachelor degree) or those who accompany low-grade children (I, II, III SD) (Borup, 2014). For question number 10, which asks whether the respondent asks people at home or goes to google if they do not understand the child's subject matter, the results show that the majority of parents or guardians of 586 people (90%) tried to ask the person at home or opened google when they did not understand their child's subject matter. The majority of parents or guardians try to understand the children's lessons in assisting learning. Only a few (62; 10%) do not do this. This may be related to the respondent's low competency or educational background. For question

number 11, which asks respondents whether they are sometimes emotional or not in accompanying children to study because children not disciplined in learning, the results show that 495 people (76%) sometimes emotionally attend children to learn are not penalised in education. And the remaining 153 people (24%) do not feel emotion when their children are not disciplined in learning (Black & Thompson, 2021). Three-quarters of respondents are emotional when they not punished in education, and a quarter is not moving for the same problem. It is more likely that this quarter has relative difficulty understanding children's lessons so that they accompany the level of assisting the implementation of learning.

For question number 12 about respondents who think they prefer children to study in school because there is no burden or obligation to accompany children to learn, the results are shows that 483 people (75%) of respondents think that they prefer their children to study at school because there is no burden or obligation to accompany children to explore. The remaining 165 (25%) respondents did not have such considerations. Considering that reason (no obligation) was accepted by three-quarters of the respondents, this indicates that this assistance's burden is quite heavy for parents or guardians. For question number 13, which asks the respondent's feelings whether they feel that they prefer their children to study at home because they do not pay for transport, the following results are known that the majority of parents/guardians (560; 86%) do not agree that their children prefer to study at home because they do not pay for transport costs. They disagree that children should learn at home because it will reduce transport costs. Even while studying at school, they have incurred transportation costs. However, a small proportion of respondents (88; 14%) feel online learning is helped in terms of reducing family expenses. For item number 14, which asks the respondent whether they accompany the child to study while doing other homework, the results can be seen that most respondents (541; 83%) while attending children's learning, they also do other work at home. This indicates quite a lot of household duties (family responsibilities). There are 107 (17%) who focus or not while doing other work while accompanying children's learning. These may be male respondents (or fathers) who have duties outside the home. For point 15, which asks whether the respondent routinely accompanies children to learn online every day, the results show that 556 respondents (86%) answered that they assisted children to learn online every day. So the majority of respondents (86%) routinely carry

out online learning assistance at home every day. Only 92 respondents (14%) do not accompany their children to study every day. Maybe they are parents who have permanent jobs outside the home, but there is free time in a week they attend their children to learn.

Data Interpretation

From the findings obtained, it turns out that advances in technology follow the theory of technological determinism put forward by Marshall McLuhan; there are changes in society in how to communicate and ways of thinking that are following technological advances. It turns out that there are still many parents who are not technologically literate; therefore, it is still an obstacle for parents when accompanying children to learn. In the era of information technology, it turns out that there is a change in the way children learn from face-to-face with their teachers to face to technology. This is following the theory of technological determination, which causes changes in the way children learn. The difference in parents' role in the era of information technology changed, which previously gave up children's education entirely to the teacher; it turns out that with the presence of technology, there is togetherness in learning between children and parents. For parents, it is new creativity and innovation in terms of assisting children to learn from home.

4. CONCLUSION

Factors that become challenges for online learning companion mothers of public elementary school children in East Jakarta are internal and external. Internal factors are: a) difficulty buying internet quotas, b) being distracted from doing work at home, c) inability of parents to understand children's lessons, d) problems because children learn at will, not according to school schedules, e) difficulty using laptops, f) parents are stressed because of difficulty understanding the child's assignment, g) emotional parents teach children because the child does not do the task, h) parents prefer their children to study at home. Meanwhile, external factors are limited internet access. Parents' ways of overcoming challenges include a) Subject matter or assignments that are not known by parents, trying to ask families who can answer or seek answers from Google, b) Installing wifi to overcome the cost of purchasing quotas for those who have more than one child sitting in elementary school, c). Asking assignments to the teacher if parents do not understand the child's position from the teacher, d) Anticipating a warning from the teacher to the child if they don't do the assignment because the teacher returns all of the child's studies, e) Attempting to communicate with the teacher if they don't understand the child's appointment.

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