ROLES OF PARENTS IN ONLINE LEARNING DURING COVID-19 PANDEMIC

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ABSTRACT

The objective of the study was to find out the roles of parents in online learning of English subject during the Covid-19 pandemic. This study was conducted at SMK SPP SNAKMA Muhammadiyah Tanjung Anom during academic year 2021-2022. Descriptive qualitative research design was used to figure out the problems, namely (1) parents' roles in guiding children and (2) how parents' guide their children in online learning of English subject during the Covid-19 pandemic. The instrument employed in this study was interview sheet. The subjects of the study were the students' parents and the English teachers. The first problem was answered through the analysis of interview result and found out that there were 5 roles of parents in guiding their children during online learning of English subject. The roles were as an educator (17%), as a driving force (25%), as a role model (0%), as friend (8%), as a supervisor (42%) and as a counselor (8%). The role of parents as supervisor was the dominant role found in online learning of English subject during the Covid-19 pandemic. The second problem was answered as well through the analysis of interview sheet and it was obtained that the parents' roles in guiding the children in online learning were still low. The students' parents had low understanding and background education regarding the implementation of online learning by their children.

Keywords: Covid-19 pandemic, online learning, parents' role

ABSTRACT

Tujuan dari kajian ini adalah untuk mengetahui peranan orang tua dalam pembelajaran daring mata pelajaran Bahasa Inggris selama pandemi Covid-19. Kajian ini dilakukan di SMK SPP SNAKMA Muhammadiyah Tanjung Anom dalam tahun akademik 2021-2022. Desain deskriptif kualitatif digunakan untuk mengetahui masalah yaitu (1) peran orang tua dalam membimbing anak-anak dan (2) bagaimana orang tua membimbing anak-anak dalam pembelajaran daring mata pelajaran Bahasa Inggris selama pandemi Covid-19. Instrumen yang digunakan dalam kajian ini adalah wawancara. Subjek dalam kajian ini adalah orang tua siswa dan guru mata pelajaran Bahasa Inggris. Masalah yang pertama terjawab melalui analisis hasil wawancara dan menemukan bahwa ada 5 peran orang tua dalam membimbing anak-anak mereka selama pembelajaran daring pada mata pelajaran Bahasa Inggris. Peran tersebut adalah sebagai pendidik (17%), sebagai penggerak (25%), sebagai panutan (0%), sebagai teman (8%), sebagai pengawas (42%) dan sebagai penasehat (8%). Peran orang tua sebagai pengawas merupakan peran yang dominan dalam pembelajaran daring mata pelajaran Bahasa Inggris selama pandemi Covid-19. Masalah kedua juga terjawab melalui analisis lembar wawancara dan diperoleh bahwa peran orang tua dalam membimbing pembelajaran daring masih rendah. Orang tua siswa masih memiliki pemahaman dan latar belakang pendidikan yang rendah terkait pelaksanaan pembelajaran daring oleh anak-anak mereka.

Kata kunci: *pandemi Covid-19, pembelajaran daring, peran orang tua*

A. Introduction

At the end of December 2019, the world was shocked by the outbreak of a new virus namely Coronavirus and the disease is called Coronavirus Disease or Covid-19 for short. Because it happened in 2019, so it is abbreviated as Covid-19. The origin of this virus came from Wuhan, China. At first, the transmission of this virus could not be determined whether it could pass between humans, while the number of cases continued to grow over time. Finally it was confirmed that the transmission of this pneumonia can be transmitted from human to human (Relman, 2020). Covid-19 can infect humans through various ways such as physical contact indirectly, for example the transmission by air or through splashes or droplets comes from coughing or sneezing. Transmission through droplets occur when an infected person coughs or sneezes, similar to how influenza and other respiratory pathogens can be inhaled into the lungs. Besides, transmission of Covid-19 also occurs by touching a surface or object that has the virus on it and then the person touching his or her own mouth, nose, or perhaps eyes. World Health Organization (WHO) confirmed that 65 countries have been infected with this virus and Indonesia is one of the countries that had been infected by this virus. Thus, to avoid wider spread of Covid-19, the government was forced to take social distancing and physical contact (physical distancing) by staying at home, working from home, studying and worshiping at home. This policy aims to positively avoid the more fatal consequences of the Covid-19 widespread. The Covid-19 pandemic disaster forced the majority of outside community activities were reduced thereby changing people's behavior to carry out activities both work and study at home. Therefore, particularly learning process also cannot be done face to face, but conducted remotely or online instead (Engko and Usmani, 2020).

Because of this matter, all educational institutions, both formal and non-formal, are required to use online technology networks in the form of mobile phones, gadgets, or computers to fulfill the transfer of knowledge from a teacher to the students. This is of course the most effective solution considering the Covid-19 pandemic that is still engulfing our country. Central and local governments quickly and swiftly issued policies in the world of education, namely temporarily eliminating face-to-face learning and replaced by online learning, both at the primary and secondary school level, as well as at the college level (Lathifah, Helmanto, and Maryani, 2020).

Online learning needs internet network because teachers and students must apply the learning media to communicate like Google Classroom, Zoom, YouTube, Google Meet, WhatsApp, and Telegram. As Kresna and Ahyar (2020) said online learning forces parents to support the process children's learning by providing a Wi-Fi network or credit data to ensure their children get education even from home. During online learning children need to be accompanied by their parents, because most children are not able to apply these media. Basically, parents are protectors, coaches, educators and providers of their children needs. In short, parents are those who give love to children. Online learning is a system that can facilitate students to learn more broadly and more varied. Through the facilities provided by the system, students can learn anytime and anywhere without being limited by distance, space, and time. The learning materials that are studied are more varied, not only in verbal form, but also more varied such as visual, audio, and motion.

In the end, the development of information technology such as internet has a huge impact on the effectiveness of online learning process. In fact, the use of this online network technology by using the internet as a mean of interactive communication has a very broad impact on the productivity of human work because it makes it easier for humans to do many things. Not only concerning for work, it also has huge impacts in education field. All practitioners in education should be able to adapt with this online network technology during online learning.

The implementation of the government policy to study from home during the pandemic has created different feelings not only from the students but also from the teachers. The number of tasks given by the teacher makes students feel stress in undergoing online learning as stated by Pakpahan & Fitriani (2020) in Puspita (2021). The assignments given by the teacher at the end will become burdensome because of the short time to accomplish the assignments given. In fact, the teacher never explains the materials.

There are three kinds of online learning that could be used.

1. Blended Learning
   Blended learning method is a method that uses two approaches at once. This method uses an online system as well as face-to-face through video conferences. So, even though students and teachers are learning remotely, they can still interact with each other. Blended learning method is one method that is considered effective for improving students' cognitive abilities.

2. Online Method
   To handle the unfavorable situation in this situation, the online method can be used as one of the things that are quite effective to overcome it. This online method is very suitable to be applied to students who are in the red zone area. By using a full online method like this, the learning system delivered will continue and all students will remain in their respective homes in a safe condition.

3. Project Based Learning
   This project based learning method was initiated by the implications of the Circular Letter of the Minister of Education and Culture No. 4 of 2020. This project based learning has the main objective of providing training to students to be more able to collaborate, work together, and empathize with others. According to the Minister of Education and Culture, this project-based learning method is very effective to be applied to students by forming small study groups in working on projects, experiments, and innovations. (Disdik.purwakartakab.go.id).

This present study concerns with the online method during the pandemic of Covid-19. There are so many applications and platforms to support the online learning. Summarize from many sources, there are several common, easy, and free online application which can be applied by the teacher and students such as WhatsApp, Google Classroom, Zoom, Google Meet, YouTube, and Telegram.

1. WhatsApp
   With WA Groups of the homeroom teacher, the flow of information related to learning activities at school to parents is fast and accurate. It is certain that the implementation of the learning is often not perfect. The process and result of online learning through the homeroom WA group can be documented with camera photos as evidence that online learning has been carried out on that day.

2. Google Classroom
   Google Classroom is an application created by Google that aimed to help teachers and students when both are unable to organized classes and communicated with students without having to be tied to class schedules. Through the Google Classroom application, it is assumed that learning objectives will be more easily realized and full of meaning. Therefore, the use of Google Classroom actually makes it easier for teachers to manage learning and convey information precisely and accurately to students. Teachers can take advantage of various features found in Google Classroom such as assignments, grading, communication, time-cost, archive course, mobile application and privacy.

3. The Zoom
   The zoom is an application that can be used to facilitate independent learning from home by teachers and students. Teachers can take advantage of various features in the zoom application to interact with students, so this zoom application greatly assists two-way communication between teachers and

students. Then how can teachers take full advantage of the zoom application in teaching and learning activities? The zoom application has features at the top of the Zoom Website, namely: schedule a meeting, join a meeting, and host a meeting.

Puspita (2021) also wrote that there are varieties of media to carry out online learning. The learning media most used is Whatsapp. Below diagram shows the percentage of the online media usage obtained from her research.

Figure 1 The Most Used Learning Media
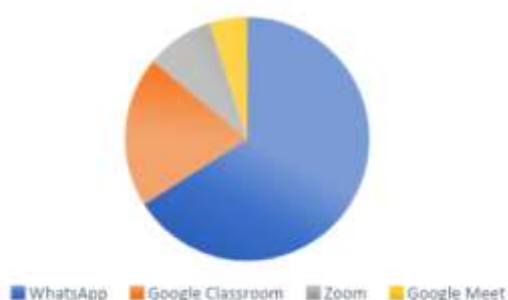
It can be seen from the diagram that 66% used WhatsApp, while 20% used Google Classroom, 9% used Zoom, and the rest 5% used Google Meet. The most favorable learning media is WhatsApp since everyone is familiar with this. WhatsApp is easy to use as an online learning medium considering that it also serves as medium of daily communication. There are some features provided as well such as delivering individual messages, delivering messages in groups, attaching videos and photos, attaching files in word & pdf format, attaching files in the form of power points, being able to call voice and video conferencing, and also be able to send messages sound. Compared to other applications such as Google Classroom, WhatsApp is much easier to use for online learning. Google Classroom is not widely known by the public before the online learning but now Google Classroom has become a popular application for serving online learning. Zoom and Google Meet also serve as media in online learning. These two media are more interact able which can provide two way communications during teaching learning. The students and the teacher can see their faces on the computer screen or smart phone.

Widayati (2018) explained that the role of parents in the family consists of: As Educator, as a Driving Force, as Role Models, as Friends, as Supervisor, and as Counselors. While Hapsari, Ardianti, and Ismaya (2021) conclude their research that parents played several roles in online learning during the Covid-19 pandemic such as the caregivers and educators, mentors, motivators, and facilitators. Added by Jayanti and Indrakurniawan (2022) that during online learning, parents have a role as a substitute for the teacher in the school in supervising or monitoring their children. The parents may act as a guardian to replace the teacher as a facilitator in preparing the facilities and infrastructure used in the learning process. Also act as a motivator which means providing support and encouragement for their children or students in learning and receiving lessons during online learning. The role also included as agents of change that can affect changes in the pattern of understanding of children or students towards something. Thus, the students are able to receive online learning.

According to Apriyanti (2021), the parents act as the bridge between the teachers and the students, as a guide, and as a reminder. While Puspita (2021) added that the role of parents is as a substitute for teachers in school to guide and teach any material and assignments given by the teacher. In addition, parents must guide and motivate children during online learning. Parents must also accompany their children while studying and doing assignments. Parents must be ready to provide assistance if the child experiences difficulties. The involvement of parents during online learning can influence the students' achievement in learning outcomes.

B. Research Method

This study was conducted by applying descriptive qualitative research. The source of data as the subjects in this

study was the English teachers and students' parents of grade XI. The instrument applied in this study was interview sheet which was arranged using a guideline interview. In this qualitative research, the researcher as well became the research instrument to obtain the data directly from the sources or the subjects. The qualitative descriptive design is applied because it is a suitable research design in order to get a systematic, factual, and accurate description of data from the sources or subjects that is the role of parents in guiding their children in online learning and how they guide their children. Table 1 below shows the primary data sources and Table 2 show the interview guideline administered as research instrument for the source or subjects of research.

Table 1 Primary Data Source

No	Informant	Date extracted	Date Obtained
1	English teacher of grade XI	Parents guided their children in online learning English language lesson.	- Observation - Interview - Documentation
2	Parents of students of grade XI	How parents guided their children in online learning English language lesson.	- Observation - Interview - Documentation
		The way parents guided their children in online learning English lesson.	

Table 2 Interview Guideline
Pedoman Wawancara Guru Bahasa Inggris Kelas XI SMK SPP SNAKMA
Interview Guideline for English Tecaher of the XI Grade Students at SMK SPP SNAKMA

No.	*Pertanyaan* **Questions**
1.	*Apa kesulitan yang dialami oleh Guru Bahasa Inggris saat pembelajaran daring berlangsung?* What are the difficulties experienced by the English teachers during the online learning?
2.	*Faktor apa yang menyebabkan kesulitan itu terjadi?* What factors caused the difficulties to occur?
3.	*Apa yang harus dilakukan Guru Bahasa Inggris untuk mengatasi kesulitan itu?* What should the English teacher do to overcome the difficulties?
4.	*Metode apa yang tepat digunakan ketika mengajar secara daring?* What methods are appropriate to use when teaching online?
5.	*Bagaimana hasil dari metode pembelajaran tersebut?* What are the results of this learning method?
6.	*Apa program yang akan dilakukan guru Bahasa Inggris selanjutnya?* What programs What program will the English teacher do next?

Table 3 Interview Guideline
Pedoman Wawancara Orangtua Siswa Kelas XI SMK SPP SNAKMA
**Interview Guideline for Parents of the XI Grade Students at SMK SPP SNAKMA**

No.	*Pertanyaan* **Questions**
1.	*Bagaimana cara bapak/ibu membimbing anak untuk pembelajaran daring?* How do you guide your children for online learning?
2.	*Apakah bapak/ibu ikut serta menambah wawasan dan pengetahuan guna membimbing anak selama masa pembelajaran daring? Alasannya?* Do you participate in adding insight and knowledge to guide your children during the online learning period? What are the reasons?
3.	*Apa nasihat dan motivasi yang bapak/ibu berikan terhadap anak selama pembelajaran daring?* What advice and motivation do you give your children during online learning?
4.	*Bagaimana cara bapak/ibu membuat lingkungan rumah menjadi nyaman buat belajar anak selama pembelajaran daring?* How do you make your home environment comfortable for your child's learning during online learning?
5.	*Apa latar belakang pendidikan orang tua dapat mempengaruhi proses pembelajaran daring? Alasannya?* Can the educational background of parents affect the online learning process? What are the reasons?
6.	*Apa saja yang dibutuhkan oleh anak selama pembelajaran daring?* *Apakah sudah memenuhi kebutuhan belajar anak?* What do children need during online learning? Have you met your child's learning needs?
7.	*Apa pekerjaan orang tua dapat mempengaruhi proses pembelajaran daring bagi anak? Alasannya?* Can the work of parents affect the online learning process for children? What are the reasons?
8.	*Bagaimana cara anda meluangkan waktu untuk mendampingi anak-anak anda dalam pembelajaran daring?* How do you spend time accompanying your children in online learning?
9.	*Apa kesulitan yang dialami oleh anak saat pembelajaran daring berlangsung?* What difficulties do children experience when online learning takes place?
10.	*Faktor apa yang menyebabkan kesulitan itu terjadi?* What factors caused the difficulty to occur?

The data collected needed to be checked for validity to identify the validity. Checking the data to gain confidence in the truth of the data in qualitative research can be done by triangulation. Triangulation is a method of synthesizing data against the truth by using other data collection methods or various triangulation paradigms. Data that were declared valid through triangulation provided confidence to the researcher about the validity of the data, so there was no doubt in making conclusions about the research conducted.

The analysis of data was conducted with several techniques: colleting, reducing, displaying, and drawing the conclusion. Figure 2 below shows the steps in analyzing the data in this study.

Figure 2 Steps in Analyzing Data
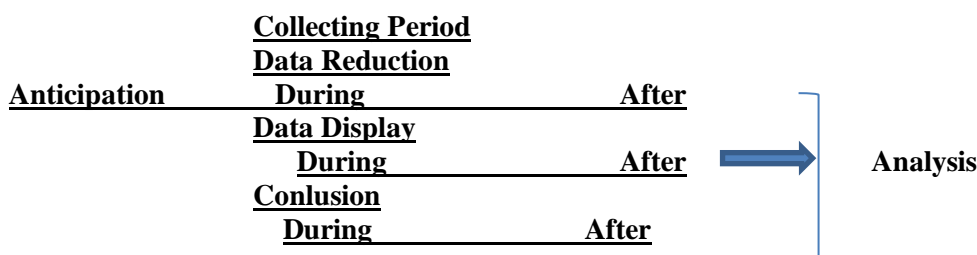
C. Result and Discussion

Data obtained through the interview guideline were analyzed to answer the research problems. The result of the analysis showed that there were 5 roles of parents out of six roles regarding the parents' way to guide their children at SMK SPP SNAKMA Muhammadiyah Medan. The roles were as an educator (17%), as a driving force (25%), as a role model (0%), as friend (8%), as a supervisor (42%) and as a counselor (8%). Thus, the role of parents as supervisors is the dominant role in online learning of English subject during the covid-19 pandemic at SMK SPP SNAKMA Muhammadiyah Tanjung Anom Medan Academic Year 2021-2022. Table 4 below shows the percentage of interview data.

Table 4 The Percentage of Interview Data

No	Roles of Parents	Number of Responses	Percentage
1.	As educator	2	17%
2.	As driving forces	3	25%
3.	As role model	0	0%
4.	As friend	1	8%
5.	As supervisor	5	42%
6.	As counselor	1	8%
	Total	**12**	**100%**

From above table, it can be seen that there are six roles of parents obtained from this research. They are as educator, as driving forces, as role model, as friend, as supervisor, and as counselor. The highest percentage role is occupied by the role of parents as supervisor. The role as model is zero percent which means that during the online learning, parents do not act as a model for students to study.

D. Conclusion and Suggestion

The result of the study regarding the roles of parents in online learning of English subject during the covid-19 pandemic at SMK SPP SNAKMA Muhammadiyah Tanjung Anom Medan in academic year 2021-2022 concluded that the parents have the role to support the success of students' online learning. The roles were as educators, a driving force, a friend, and a supervisor. In conclusion, the parent as supervisor is the dominant role. They guided their children to give advises and motivation.

The parents should add insight and knowledge to educate their children, and the parents should more care and more support towards their children by giving advice.

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