THE ROLE OF PARENTS IN HELPING ONLINE LEARNING DURING COVID-19 IN CLASS III STUDENTS OF SDN 014 SAMARINDA ULU YEAR 2020/2021

Yudo Dwiyono[1], Rarasati Harnowo[2], Ahmad Ridani[3]

[1] [2] [3] FKIP Universitas Mulawarman Jl. Kuaro, Gn. Kelua

yudodwiyono@yahoo.co.id[1]

Raraharnowo@gmail.com[2]

ABSTRACT

This study aims to: (1) Describe the role of parents in helping children's online learning at home, (2) Determine the supporting and inhibiting factors for online learning during the COVID 19 period. The study was conducted at SDN 014 Samarinda Ulu for two months. The research method used is descriptive qualitative. Data collection techniques using interviews, observation and documentation. The data analysis technique uses the Mile and Huberman model. The results showed that: (1) The role of parents in helping children learn at home online during covid-19 is quite good. Of the subjects studied (parents): (a) There are those who act as parents and as teachers at home in helping children learn online; (b) There are those who advise children to be more active in studying; (c) Some are less involved because they do not understand online learning. (2) Supporting factors for online learning are: (a) Participation from parents who act as teachers at home; (b) Supervision from parents to children in learning; (c) The giving of gifts or punishment from parents to their children. Inhibiting factors are: (a) Inadequate facilities; (b) Parents are busy working, so they do not interact with their children; (c) lack of understanding of parents in online learning.

Keywords: The role of parents; Learning; Online; Covod-19

INTRODUCTION

The problem of the Covid-19 pandemic that has hit the Indonesian nation has not yet been completely resolved. There are many problems faced by the Indonesian people, especially in the East Kalimantan Province as a result of the Covid-19 pandemic which has taken place since March 2020. The Covid-19 pandemic has had an impact on all aspects of human life, especially in the implementation of education and learning starting from Kindergarten/PAUD to college. In this case, especially in elementary schools (SD).

The government has made various efforts to overcome this problem, namely breaking the chain of the spread of the virus. One of them is the enactment of Regulation of the Minister of Health of the Republic of Indonesia Number 9 of 2020 concerning Guidelines for Large-Scale Social Restrictions in the Context of Accelerating Handling of Corona Virus

Disease 2019 (Covid-19) which results in restrictions on various activities outside the home, including learning activities at school. In addition, the government also issued a Circular Number: 36962/MPK.A/HK/2020 learning from home (BDR) activities regarding online learning and working from home as an effort to prevent the spread of Covid-19. In the Circular it is explained that the learning process is carried out at home from kindergarten/PAUD to tertiary institutions (kemdikbud.go.id, 2020).

The government has shifted learning activities from schools to the homes of each student. The learning process is carried out online. The use of media in the learning process is one of the efforts to improve the quality of the process and student learning outcomes. Online learning as a distance learning media (distance learning) is a new paradigm (Dewi, 2011). The online learning aims to provide quality learning services

online (online), massive and open (Sofyana & Abdul. 2019).

According to Cahyati, N. and Kusumah, R. (2020), many parents initially refused online learning for their children. Because they have to use technology media in learning. The Covid-19 pandemic has changed the pattern of learning that was originally face-to-face (off line) or offline to online (online) or distance learning. According to Isman (2016), online learning is the use of the internet network in the learning process. With online learning, students will have the flexibility of learning time, can study anytime and anywhere by adjusting the study time. Students can interact with teachers using applications, namely google classroom, video conference, telephone, zoom meeting or Whats App group. Online learning is an educational innovation to answer the challenge of the availability of varied learning resources in the face of Covid-19.

The results of observations at SDN 014 Samarinda Ulu, and an interview with one of the homeroom teachers, obtained information that during the COVID-19 pandemic the learning process at the elementary school (SD) was carried out online. There are many problems faced in the implementation of online learning. Both problems related to teachers at school, as well as problems related to students and parents at home. These problems include: limited facilities, facilities and infrastructure that support online learning in schools, namely technology (IT), there are some students who are late in submitting assignments, there are also students whose grades are not sufficient. In addition, information is also obtained from the homeroom teacher, namely the less role of parents in helping online learning for their children at home. In online learning during this Covid-19 pandemic, parents have an important role in helping their children learn online at home. The role of people is needed in guiding children in learning. It should be remembered that education is a shared responsibility between families,

schools/government and the community. Parents, in this case father and/or mother, must take responsibility and participate in online learning. If parents and the community take responsibility and can work together, then the goals of education during the pandemic will be achieved.

According to Sukmadinata (2009), the role of parents is very important in determining the success of children's education. The roles and responsibilities of parents can be realized, among others, by guiding the continuity of children's learning at home in accordance with the programs that have been studied by children at school. Parents should be able to provide guidance and supervise children in online learning. Parents direct their children in doing the tasks from school. In addition, parents should be able to understand various applications in online learning, use information media, give time, and supervise persuasively (Khairani, 2019).

The results of interviews with one of the parents of students obtained information that there were some parents who were less involved so that they tended to assume that the duties and responsibilities of education were entirely left to the teachers at the school. There are parents who are too busy with their work so that they forget and do not pay attention to the education and learning of their children at home. There are also those who do not understand their role, so they assume that the task of education has been completely left to the teachers at the school. Many students' parents complained. If all this time parents have given responsibility for their children's education to teachers at school, then during the Covid-19 period parents must play a role in helping online learning for their children at home.

The results of the initial research conducted by Fatimah (2021) aimed to describe the implementation of online learning during the Covid-19 pandemic for grade VA students of SDIT Ahmad Dahlan Jambi. The result is that online learning is carried out quite well, students and teachers

already have the required facilities. This illustrates the readiness to implement online learning. Teachers plan and carry out learning well, using media, strategies, methods and approaches that are tailored to students. Online learning has flexibility in implementation, and is able to encourage teachers to be more creative in teaching. In addition, students are required to be more independent and motivated to actively learn. Problems with unstable networks and difficulties for students to understand the material.

Cintiasih's research (2020) which aims to: (1) Know how to implement an online learning model. (2) Knowing what factors are the obstacles in the implementation of online learning, (3) Knowing the supporting factors in the online learning process during the covid-19 pandemic in class III SD PTQ Annida, Salatiga City. The results of the study: (1) The implementation of the online learning model in class III utilizes several kinds of applications, using one-sheet lesson plans and evaluation of written worksheets that can be taken and collected directly to the school. (2) The inhibiting factors in the implementation of online learning, namely the lack of effectiveness and time efficiency, the lack of enthusiasm of students and the lack of students' understanding of the material. (3) Factors supporting online learning, namely, schools facilitate wifi for teachers in schools, and students are given free internet quota.

The results of Khoiriah and Haryono's research (2021), that the role of parents is really needed in increasing the spirit of online learning at home during the current covid-19 pandemic. In this case, students who get enough attention from parents have a high enthusiasm for learning, and students who get less attention from parents are less enthusiastic in learning. These problems and conditions need to be addressed immediately. Because if left unchecked can be more fatal. Learning becomes not optimal, ineffective and not optimal. Thus, it is necessary to optimize the learning process, direct innovative learning activities, and keep abreast of developments in the world of education.

Based on the background of the problem above, two problems were formulated in this study, namely: (1) What is the role of parents in helping online learning during COVID-19. (2) What are the supporting and hindering factors in online learning during COVID-19. According to the formulation of the problem, the objectives of this study are: (1) To describe the role of parents in assisting online learning during COVID-19. (2) To find out what factors support and hinder online learning during COVID-19.

METHOD

This study uses a descriptive method with a qualitative approach. Descriptive method is a form of research that aims to describe existing phenomena, both natural and man-made phenomena which can include activities, characteristics, changes, relationships, similarities, and differences between one phenomenon and another (Sukmadinata, 2017). Qualitative research is research based on the philosophy of postpositivism, used to examine the condition of natural objects, the researcher is the key instrument, the data collection technique is done by triangulation (combined observation, interviews, documentation), the data obtained tend to be qualitative data in the form of words. , written and oral sentences and phrases from people and behavior in the form of interviews with several sources, so that the data source in the study is the primary source (Sugiyono, 2019). The descriptive method in this study was used to describe or provide a systematic, factual, accurate description of the role of parents in assisting online learning during Covid-19; supporting factors and inhibiting factors in the implementation of online learning. The research was carried out for two months (February to March 2021). The research subjects are the parents of eight students.

Table 1. Research Subjects

Initials	Gender (L / P)	Age (year)	Profession	Education
P1	P	32	IRT*)	SMA
P2	P	34	IRT*)	S1
P3	P	29	IRT*)	SMP
P4	P	29	IRT*)	SD
P5	P	41	IRT*)	SMA
P6	P	35	IRT*)	SMA
P7	P	29	IRT*)	SD
P8	P	36	IRT*)	SMP

Note: IRT*) (Housewife).

In addition to the parents of students, namely the principal and homeroom teacher. The techniques used to collect data are interviews, observations and documents. The data analysis technique uses the Miles and Huberman model (Sugiyono, 2009) which includes: data reduction (data reduction); presentation of data (data display); Conclusion Drawing/Verification. Then to check the validity of the data, credibility test criteria are used, namely, Technical triangulation.
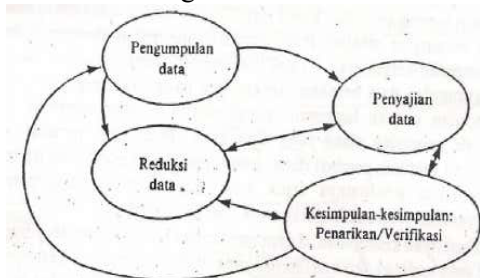

Figure 1. Components in data analysis.

RESEARCH RESULT

In accordance with the formulation of the problem in this study, there are two research findings, namely: (1) regarding the role of parents in helping online learning during covid-19; (2) the supporting and inhibiting factors for the implementation of online learning during covid-19 for Class III students at SDN 014 Samarinda Ulu. The results of the first study, namely

regarding the role of parents in helping online learning during Covid-19, used the following four indicators:

Table 1. Parental Role Indicators

No.	The role of parents
1	Parents as teachers,
2.	Parents as facilitators,
3.	Parents as motivators,
4.	Parents as influence,

The results of interviews with research subjects regarding the role of parents are as follows. Indicator one (the role of parents as teachers). The results showed that of the subjects studied (parents, especially mothers), some stated that creating a comfortable learning atmosphere for children could make learning fun. A comfortable atmosphere is very important when children concentrate well in online learning, both in doing assignments and online with the teacher. There are parents who can understand online learning activities. Most of them increase their understanding of online through google, you tube or learning videos provided by the teacher. This is so that parents can understand their children's learning activities. After parents understand, the next task is to provide understanding to children about the meaning of learning that is learned through online. Not all parents understand about online learning, there are still parents who do not understand the learning that their children are doing, so parents ask for help from siblings or family close to home to help learn online.

Indicator two (the role of parents as facilitators), the results of the study show that most of the parents of students provide facilities, facilities and infrastructure for online learning. They don't mind fulfilling children's learning facilities, both cellphones, quotas, books and other equipment. Indicator three (the role of parents as motivators), shows that there are parents who provide support to children in online learning. They provide motivation, advice, praise, rewards, and punishments. There are also parents who are angry or

threaten (in the context of motivating) their children to want to learn. Indicator four (the role of parents as influence), shows that there are parents who are an influence for children in online learning. In this case, there are several parents who already know their role as parents in helping their children learn online, especially during the COVID-19 pandemic.

From the results of interviews with the homeroom teacher, information was obtained that since the pandemic period some students have become lazy to study and just want to play. Therefore, the role of parents is needed in helping children learn through online. Parents have an important role in helping realize the success of children's learning while online. Parents are needed to help teach their children; provide a comfortable atmosphere so that children focus on learning, provide encouragement so that children want to learn; provide learning facilities; directing children according to the talents and interests of each child; teach and set an example.

The results of the second study, namely regarding the factors that support and inhibit the implementation of online learning during covid-19. There are five factors that support online learning, namely: economic factors; the type of work factor; free time; number of family members; educational background.

Table 2. Supporting and Inhibiting Factors in Helping Online Learning at Home

Supporting Factors (Parents)
1. Economic factors
2. Profession
3. Free time
4. Number of family members
5. Educational background

Inhibiting Factors (Parents)
1. Lack of understanding of the material given by the teacher, so it is rather difficult to understand the material.
2. Limited facilities, especially quotas.

3. Difficulty managing time to do homework and accompany children to learn online.

The data obtained from the interviews sequentially starting from the most dominant to the least dominant are: (a) The economy of parents, in general, parents can fulfill learning facilities, both facilities and infrastructure supporting online learning, namely mobile phones, quota (wifi), textbooks and other equipment; (b) Type of work of parents, especially mothers in general as housewives (not working); (c) Special time, which means free time or time available for parents to help their children learn online. In general, parents of students stated that they had enough time to help their children learn. (d) Number of family members, is the number of people in the family who have an effect on children's learning. In this case, the number of families does not affect because in general the family is small, so that when the child learns it is not disturbed. (e) The educational background of the parents, in general the educational background of the parents is high school, some are undergraduate (S1). The obstacles or inhibiting factors in online learning include: (a) students and parents do not understand the material given by the teacher, so it is rather difficult to understand the material; (b) limited facilities, especially quotas, (c) difficulty in managing time to do homework and accompany children to learn online.

DISCUSSION

The results of the first study showed that the role of parents in helping children learn at home through online during covid-19 was quite good. In general, the subjects of this study (parents, especially mothers) carry out two roles, namely as parents and as teachers. The results of this study support the results of Al Hakim's research (2021), that positive responses from students in online learning include being more relaxed, fun, flexible, efficient, short, practical, fast, precise, safe, easy, time-

saving, and economical. power. Distance learning (online) involves the role of parents. In this case, parents can supervise their children's learning, make students become technology literate, and be more creative. One of the obstacles or inhibiting factors for the implementation of online learning is from the aspect of human resources; amenities; facilities and infrastructure.

The results of this study are also in line with the research results of Haerudin, et al. (2020), many parents consider that online learning at home can strengthen their relationship with their children. Likewise, their children are considered to be able to do learning at home very well. According to them, through online learning at home, they can see their child's learning progress. This means that parents must act as teachers at home to help and guide their children in online learning at home. The results of Khoiriah and Haryono's research (2021), that the role of parents is really needed in increasing the spirit of online learning at home during the current covid-19 pandemic. In this case, students who get enough attention from parents have a high enthusiasm for learning, and students who get less attention from parents are less enthusiastic in learning.

The results of this study are in line with the results of Khalimah's research (2020), that in addition to acting as parents, they are also teachers at home. The supporting factors for the implementation of online learning are: providing facilities and infrastructure for children; give encouragement; motivation; direct the child. While the inhibiting factors are: the educational background of parents affects the level of ease/difficulty of parents in educating their children; the economic level of parents influences the online learning process, especially in facilitating online learning; difficulty dividing time to help children and work; the number of family members also affects parents in providing guidance to children in online learning at home.

The results of this study are also in line with the results of research by Roshonah, et al (2020), that parents play an important role in helping children in online learning and can see firsthand the development of their children's learning abilities. The majority of parents consider that through learning at home they can strengthen their relationship with their children, as well as their children are considered to be able to do learning at home very well. Parents also feel that through learning at home, parents can see their child's progress in learning.

The results of the second study, namely the supporting and inhibiting factors for the implementation of online learning during covid-19. There are five factors that support online learning at home, namely: economic factors; type of work; special time; number of family members; and educational background of parents. While the inhibiting factors include: students and parents do not understand the subject matter, so parents have difficulty understanding the material; limited facilities, especially quotas; manage time to do homework and accompany children to learn online.

The results of this study support the results of Cintiasih's research (2020) that the supporting factors for online learning, namely schools facilitate wifi for teachers at school, and for students at home are given internet quota assistance. Meanwhile, the inhibiting factors in the implementation of online learning are the lack of effectiveness and time efficiency, the lack of student enthusiasm and the lack of students understanding the material being studied. The results of the research Dwi C, Briliannur, Etc. (2020) shows that online learning is less effective because of the lack of facilities and infrastructure and the unpreparedness of technology education. Thus, before starting online learning both at school and at home, the facilities (facilities and infrastructure) needed must be prepared as well as possible so that online learning can take place effectively and effectively.

Parents, apart from providing facilities to their children, must also act as teachers to help them learn.

The results of this study are in line with the research results of Fatimah (2021), that the implementation of online learning at SDIT Ahmad Dahlan for Class V A students is quite good. One of the supporting factors is the availability of the necessary facilities in online learning. Meanwhile, one of the obstacles is unstable network conditions, and difficulties for students to understand the learning material. In this case, parents at home must act as teachers to help children understand the material. Various efforts need to be made by parents, namely understanding examples of learning videos given by teachers, searching on google, youtube or other applications so that the material provided by teachers at school can be understood. Thus parents can understand the tasks given by the teacher.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that: (1) In general, the role of parents in helping children's online learning activities is quite good. In detail, of the eight subjects studied: (a) there are those who play a full role, namely as parents and as teachers at home in helping children's online learning activities. Because parents focus on helping their children so they can monitor their children's learning progress; (b) someone gives advice so that children are more active in learning; (c) some are less involved due to lack of understanding of online learning and lack of interaction with children. (2) The supporting factors for online learning are: (a) the participation of parents who act as teachers in online learning in their respective homes; (b) supervision from parents to children in online learning; (c) Giving gifts or punishments from parents to their children in learning. The inhibiting factors include: (a) lack of adequate facilities; (b) parents are busy working because of the demands

of work so they do not interact with their children; (c) lack of understanding of parents in online learning provided by the teacher.

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