

CHANGES IN THE ROLE OF PARENTS FOR ONLINE LEARNING OF ELEMENTARY SCHOOL CHILDREN AT HOME DURING THE CORONA VIRUS -19 PANDEMIC IN 2021

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ABSTRACT

Background: The role of parents is also very necessary to provide education to their children who still do not understand about the pandemic that is endemic to stay at home so as not to be infected and transmit this pandemic outbreak. The role of parents in this Covid-19 pandemic situation has a fundamental position. The study aim to find out the changes in the role of parents in assisting distance learning for elementary school children at home.

Subject and Method: The quantitative descriptive research method used a pre-test and post-test group design. The research sample was 4 elementary schools consisting of 2 public elementary schools and 2 private elementary schools, parents of students from grades 1 to grade 3 were 160 respondents using random sampling. The respondent's criteria are that all parents work and their children study online at home. Sampling with zoom meeting is divided into 2 meetings.

Results: there were 103 (70.5%). Those who did not experience a change in roles were 43 (29.5%). There were 10 male parents (70.6%) who experienced changes in their roles and 4 (29.4%) roles did not change.

Conclusion: parents can participate in assisting children in learning at home with patience and sincerity. For schools, it is recommended to provide learning modules and parent meetings at least once a month.

Keywords: Change, online learning, elementary school, covid-19, parents

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BACKGROUND

December 2019, precisely in the city of Wuhan, China, the Covid 19 disaster occurred which infected almost all countries in the world, on March 9, 2020, this pandemic entered Indonesia (CDC, 2002; Chen, 2020). The mode of transmission of Covid 19 is through droplets, the potential risk of transmission is direct contact with an infected person at a distance of less than 1 (one) meter or through droplets of an infected person when coughing or sneezing, crowds of many people do not wear masks (Chen,

2020; CDC, 2002). School is one of the places where people gather and is a high-risk factor for the transmission of covid 19. The Indonesian government has taken several policies to prevent the transmission of this covid 19, one of which is the issuance of a policy by diverting learning in schools with learning at home (Kholil, 2020).

Government policies during the pandemic – 19 learning patterns that should be in the classroom become distance learning or online (Kholil, 2020). Limited knowledge of technology is an obstacle in the online

learning system. The role of parents is required to guide their children in online learning. For parents who are accustomed to using technology, they can adjust it, but for parents who are not accustomed to using technology, it becomes a problem and a challenge in itself in accompanying their children to learn online (Slameto, 2020); (Puspitasari, 2020).

An important element in teaching is that teachers and educators are required to make an unprecedented large-scale migration from traditional face-to-face education to online education or distance education (Bao, 2020; Basilaia, 2020).

Online learning as a knowledge transfer experience using video, audio, images, text communication, software (Basilaia, 2020) and with the support of the internet network (Zhu & Liu, 2020). This is a modification of knowledge transfer through website forums (Basilaia, 2020) and digital technology trends as a hallmark of the industrial revolution 4.0 to support learning during the COVID-19 pandemic. Technology integration and various innovations are the hallmarks of online learning (Bagur, 2018). In addition, the most important thing is the readiness of parents, teachers and students to interact online.

The main responsibility that parents have in the process of growth and development of their children. An education given by good or bad parents will affect the development and growth of the child itself. The family environment for each child, all behavior and those that appear in the child will exemplify these two parents (Fadillah, 2012). Valeza (2017) shows

that the role of parents in determining student achievement is very large. Parents who do not pay attention to their children's education can cause children to be less or even unsuccessful in their studies. In the beginning, many parents refused online learning for their children, because they were each with technology. But over time, parents began to accept this online learning (Shereen et al, 2020).

SUBJECT AND METHOD

a. Study Design

We used a descriptive quantitative. Pre-test dan post-test group design was conducted from February to July in 2021, in east Jakarta, DKI Jakarta, Indonesia.

b. Population and sampel

The study population 4 elementary school students aged 6 – 9 years, grades 1 to 3 in East Jakarta with primary data. Random Sampling with school representatives as many as 40 parents so the total sample of respondents is 160.

c. Study variabel

Group 1 intervention variable changes the role of parents in terms of age, sex, and economy with 1 favorite public elementary school and 1 favorite private elementary school. Group 2 variable changes in the role of parents in terms of age, sex, and economy with 1 elementary school not being a favorite of the state and 1 not being a favorite of a private elementary school.

d. Study instruments

The side case was carried out by a total sampling and control sampling method based on education, sex, and economics.

e. Data Analysis

The data were analyzed using univariate, bivariate and multivariate analysis.

RESULTS

From table 1, it is found that from 160 respondents, the sex of the parent's companion is mostly female as many as 146 people (91.3%). Parental edu-

cation is high school at most 99 people (61.9%). Economic income of parents <Rp 2,000,000 was 59.4%. Parents of students who experienced a change in their roles during online learning said yes as many as 133 parents (70.6%) but there were also 47 people who said there was no change (29.4%).

Table 1. Distribution of Gender, Education, Economy, and Changes in Parents

| | Research Variable | Frequency (n) | Percentage (%) |
|--------------------------|--------------------------------------|---------------|----------------|
| Sex | Female | 146 | 91.3 |
| | Male | 14 | 8.8 |
| Education | Elementary school-Junior high school | 50 | 31.3 |
| | Senior high school | 99 | 61.9 |
| | Diploma III – Postgraduate | 11 | 6.9 |
| Economy | < Rp 2 million | 95 | 59.4 |
| | Rp 2 – 4 million | 46 | 28.8 |
| | >Rp 4 million | 19 | 11.9 |
| Change of parental roles | Yes | 133 | 70.6 |
| | No | 47 | 29.4 |

Table 2. Relationship of sex, education and income to changes in the role of parents in assisting children to learn online at home

| Changes in the role of parents | OR | 95% CI | | p |
|----------------------------------|------|-------------|-------------|--------|
| | | Lower limit | Upper limit | |
| Sex | 0.01 | 0.29 | 3.22 | 0.958 |
| There has been a change in roles | 0.01 | 0.70 | 1.40 | 0.988 |
| Not changing roles | 0.08 | 0.43 | 2.45 | 1.031 |
| Parent's education | 0.45 | 1.67 | 1.85 | <0.001 |
| Parent's income | 0.55 | 1.42 | 1.63 | <0.001 |

Table 2 show that there was a relationship between change in roles of parents, education and income ($p < 0.001$). In the sex variable there is no relationship with change in roles of parents ($p = 0.958$).

DISCUSSION

Parents consider that learning at home is still considered to be able to improve the quality of children's

learning, but there are some parents who think that learning at home is not beneficial for children, because at school children can interact directly with teachers and socialize with their friends. Although many parents agree that learning at home can increase knowledge, not a few also feel that they are still having difficulties with the technology used during the home learning process for elderly/senior

teachers. This is in accordance with the opinion of Slameto (2020) that during learning at home, it is necessary to be able to use a computer or cellphone and the internet, which has not been mastered by many children, including teachers.

Many parents help provide motivation as long as students are required to study from home because of the government's appeal regarding covid-19, this is also what makes not a few parents deliberately take the time to help their child's learning process while at home. Parents who agree that during learning at home, it is the parents who also help do the assignments given by the teacher.

Although not a few also feel that this is an additional activity for parents besides doing household chores, especially for both working parents. Based on this, it is in line with Kholil (2020) that accompanying children to study from home, while parents do work that must be completed from the office or from home is indeed a challenge in itself, what needs to be remembered is that parents at home are not to replace all the roles of teachers at school.

Learning at home is also considered to have a greater impact on spending, namely for credit and internet connections, and requires parents to be technology literate to support the learning process at home. This is in accordance with Purwanto et al. (2020) that the obstacles faced by parents are the increase in the cost of buying internet quotas, online technology requires a network connection to the internet and quotas, therefore the level of use of internet quotas will

increase and will increase the burden of spending on parents, to conduct online learning during a few months, of course, more quota will be needed and will automatically increase the cost of buying internet quota.

Parents can participate in assisting children in learning at home with patience and sincerity. For schools, it is recommended to provide learning modules and parent meetings at least once a month.

Many parents change roles if during learning at home, it is the parents who also help do the tasks given by the teacher, although not a few also feel that this is an additional activity for parents besides doing household work. Learning at home is also considered to have more expenses for credit and internet quota to support the learning process. As an effort to break the chain of transmission of COVID-19, many parents consider that parents can increase the attachment relationship with their children and parents can see firsthand the development of their children's abilities.

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