

THE RELATIONSHIPS AMONG TEACHERS, PARENTS, AND STUDENTS AT WIYORO ELEMENTARY SCHOOL NGADIROJO DURING THE ONLINE LEARNING ACADEMIC YEAR 2021/2022

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Abstract: One of the impacts of the COVID-19 pandemic on the education sector is the change from the face-to-face learning system to online learning. This study aimed to find out how communication and the roles of parents and teachers work in online learning at the elementary school level. The existence of up-to-date communication between teachers and parents will provide positive things for the supervision and development of children's education during online learning. This research is a type of case study research. The approach used is a qualitative descriptive research approach. The subjects of his study were five teachers and 19 parents from SD Wiyoro Ngadirojo. The data collection methods were documentation, observation, interviews, and questionnaires. According to the research findings, teachers and parents play an essential role, as they should. Teachers as mentors, evaluators, monitors, creativity facilitators, and planning preparation. In comparison, parents play the role of a Controller, Monitor, Teacher, Helper, and facilitator. The communication between parents and teachers during online learning, namely teachers and parents interacting, arguing, and collaborating, offers good learning to children.

Keywords: Communication, Parents Role, Teacher Role

INTRODUCTION

The circumstances of the pandemic that hit many countries in the world are very impactful on all levels of society, without exception. According to an article from TIMESINDONESIA published by the Pusdatin website on April 11, 2020, the Ministry of Education and Culture, the pandemic that occurred in recent years has presented challenges for various institutions, especially in the field of education. The government has taken several measures to halt the spread of the COVID virus. One of them is shifting from learning at school to learning at home (online) for all levels of education and eliminating national exams, which were an effort to slow the spread of the coronavirus in the community. Rather than teaching face-to-face in the classroom and directly monitoring their pupils, instructors may now only educate through the internet or communication tools in the form of social media, so they cannot observe the

child's actions during the learning process. Teachers and students must conduct distance learning, use the technology available for teaching and learning, and carry out exams from their respective homes. It serves to anticipate the spread of the COVID-19 virus.

Because the teacher cannot witness the kid's activities during the learning process, the teacher is unaware of whether the children are truly learning and comprehending what has been learned. As a result, parents must actively guide their children to monitor their activities during the distance learning process. In this case, it is undoubtedly a challenge for parents because, at this time, parents must spend more time guiding their children. In situations like these, when parents must be more cautious in guiding their kids in distance learning and building emotional connections more than ever, what frequently happens is that parents do not invest as much time in coaching their children.

A supportive role and communication between parents and teachers are needed during online learning. Parents and teachers should understand their role in assisting children in learning. As in the book (Munirah, 2020), the teacher's primary role as a professional includes educating, teaching, and training. Educating means passing on and developing the values of life and life. Teaching means passing on and developing science and technology. Coaching means developing skills in students. Meanwhile, the role of parents, who are the center and the first place for children to get an education,

The need for effective communication between teachers and parents has been identified as one of the critical factors in improving student achievement. However, many other factors affect the effectiveness of communication between teachers and parents.

The conditions in the field that researchers have encountered still many parents who think that their children have been schooled, so the school's responsibility is entirely to educate their children without knowing the difficulties or obstacles teachers face in teaching and learning. At SD Wiyoro Ngadirojo, many parents still do not want to have a headache with their children's school affairs. Parents are less concerned about the development of children; parents are only busy making a living in rice fields, fields, and markets; and many teachers still do not take advantage of technological developments and teachers who are reluctant to develop their potential in the learning process to support the achievement of common educational goals. From this background and phenomenon, the author examines

more deeply how communication and collaboration between the roles of teachers and parents in online learning during the COVID-19 pandemic at SD Wiyoro Ngadirojo Academic Year 2021/2022.

The subject of this research is the parents and teachers of Wiyoro Elementary School Ngadirojo. In implementing learning, especially in the circumstances affected by a pandemic like today, clarity of the role of parents and teachers is needed so that learning can be carried out comfortably and objectives can be obtained. Teachers as providers of suitable learning materials and media, and then parents mediate the learning delivered by the teacher to students. It must also be accompanied by good communication and collaboration between parents and teachers because learning can only occur optimally if parents and teachers cooperate in implementing learning. According to the student's character, the researchers focused on how to communicate and collaborate between the roles of teachers and parents in online learning during the COVID-19 pandemic at SD Wiyoro Ngadirojo Academic Year 2021/2022.

METHODOLOGY

This research is a type of case study research. The approach used is a qualitative descriptive research approach. Bogdan and Taylor (1975: 5), in the book by Moleong (2017), citing that qualitative research is a research procedure that produces descriptive data in the form of written or oral words from people and observable behaviors.

This type of research approach is descriptive. Descriptive research is possible because of the data collected from words, images, and numbers. Thus, the research report contains data citations to give an overview of the report's presentation. This type of qualitative descriptive research used in this study is intended to obtain information about how the form of mutual contact between teachers, parents, and students at Wiyoro Elementary School during online learning is carried out due to the pandemic situation in depth and comprehensiveness. In addition, qualitative approaches are expected to express the situations and problems teachers better, parents, and students face during online learning.

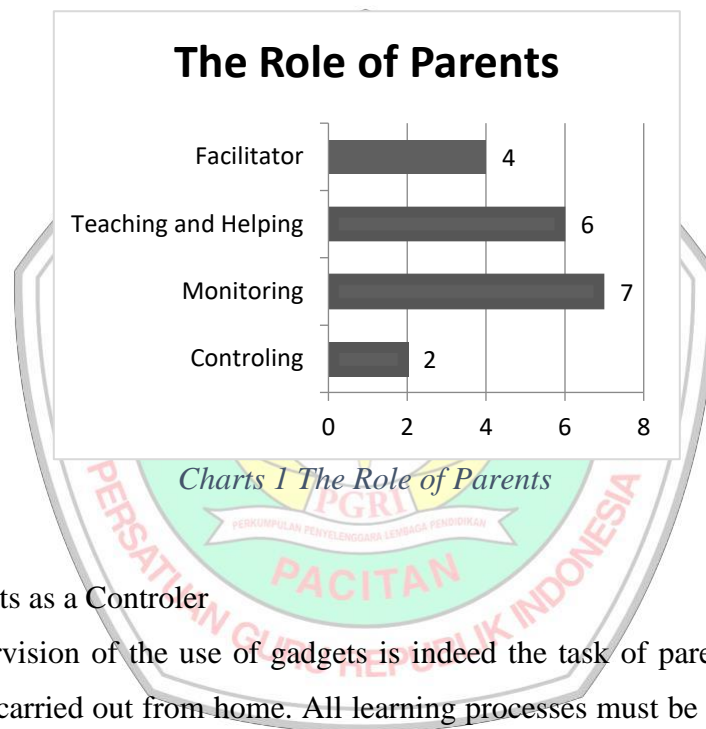
The subjects of this study were five teachers and 19 parents from SD Wiyoro Ngadirojo Academic Year 2021/2022. The data collection method is obtained from documentation,

observation, interviews, and questionnaires. Data analysis techniques are used in three ways: data reduction, data submission, and drawing conclusions or verification.

FINDING AND DISCUSSION

a. The Role of Parents during Online Learning

Parents play an essential role in this online learning because all learning is done from home. Starting from searching for material in books and understanding the material to work on tasks that the teacher has delivered through the WhatsApp group. Here are some data from the Informant,



1. Parents as a Controller

Supervision of the use of gadgets is indeed the task of parents, but as long as learning is carried out from home. All learning processes must be carried out through the media, and the use of gadgets by children becomes increasingly limitless. Parents become stricter in supervising their children using gadgets children use to learn.

Because of children's curiosity at these ages, people are worried about intentionally or unintentionally accessing things that are not really for children to access. According to the interview done by Dyas and Herlin as parents, managing children's use of gadgets is extremely important since children are still young and have not been competent in the use of gadgets, which causes them not to know when it is time to play with gadgets or learn.

"Peran orang tua dalam pendampingan pembelajaran daring sangat penting menurut saya, terutama dalam mengendalikan penggunaan gadget oleh anak-anak"

"Itu penting, karena anak-anak berusia 7 tahun tidak terlalu mengenal ponsel saat online melalui handphone."

2. Parents as a Monitor

In its implementation, parents play a role as both a teacher from home and monitors of the kid's learning, not merely transferring to the child the information they get from the instructor. Parents supervise their children's comprehension of the subject matter. They also keep an eye on the child's sense of responsibility when they study at home, such as paying attention to the information the students have learned with the support of the parents and taking ownership of finishing the assignments the teacher has provided. Like what the parents said below:

"Sebenarnya, ini sangat penting. Jadi, pantau waktu belajar agar anak dapat melakukan tugas dengan benar dan menyeluruh."

"Pembatasan penggunaan ponsel saat tidak berada di rumah, dengan menghubungkan web Whatsapp ke laptop dan memantau penggunaan dan penjelajahan Whatsapp."

"Anak-anak membutuhkan lebih banyak waktu pendampingan saat belajar online. Sejauh ini, persahabatan berjalan dengan baik karena saya memberikan banyak waktu untuk menemani anak belajar."

"Berpartisipasi dalam memantau aktivitas online melalui zoom meeting atau aktivitas Google Meet."

"Dengan membatasi menonton TV/Handphone dan juga melakukan tarik ulur untuk anak-anak saat bermain. Jadi, proses pembelajarannya tidak mengganggu."

"Sangat penting. Misalnya, orang tua selalu memantau kapan pembelajaran daring dilakukan."

3. Parents as a Helping and Teacher

Parents play an essential role in this online learning because all learning is done from home. Starting from searching for material in books, and understanding the material, to working on tasks that the teacher has delivered through the WhatsApp

group The roles performed by parents during online learning are to monitor the learning time so that children can do tasks correctly and thoroughly, parents always provide attention and assistance in work and completion of children's assignments during online learning. The role of parents is essential, especially in controlling the use of gadgets in children.

As in, these are some statements from some parents, they said,

"Sangat penting, sebagai orang tua, ya, itu harus membantu menyelesaikan tugas online."

"Ini sangat penting. Salah satu peran orang tua, dalam hal ini, adalah membantu tugas anak."

"Hal ini diperlukan karena memberikan arahan dan penjelasan jika peserta didik tidak memahaminya."

"Ini sangat penting karena orang tua juga merangkap sebagai guru untuk anak-anak di rumah."

"Misalnya, orang tua harus menjelaskan materi yang tidak dapat disampaikan guru secara optimal melalui pembelajaran daring."

4. Parents as a Facilitator

In addition to being teachers and mentors for children while studying from home, parents are also providers of supporting facilities for learning carried out from home. Parents provide comfortable learning facilities while at home. Parents also provide learning media such as books as a reference to support children's creativity in learning from home. And some parents provide facilities to children in the form of providing tutors so that children can more easily understand the learning given by teachers and less understood by parents.

"Membuat jadwal belajar untuk anak"

"Bagilah waktu dan persiapkan jadwal anak-anak dengan baik."

"Orang tua memberikan layanan bimbingan belajar kepada anak-anak mereka."

"Orang tua menyewa tutor untuk anak-anak mereka karena mereka tidak memahami materinya."

b. The Role of The Teacher During Online Learning

Teachers are one of the essential aspects of learning in implementing online learning. The role of teachers is crucial because teachers can do learning together at the same time using groups on social media such as WhatsApp (WA), telegrams, Instagram, Zoom applications, or other media as learning media.

1. Teacher as a Teacher and Mentor

The role of teachers here is to teach. That is the main task of the teacher. The teacher provides material as has been prepared in the Learning Implementation Plan (RPP). Teachers always try to accompany the learning process carried out by continuing to ask parents about the progress made by their children. In online learning, teachers give more questions and assignments through WhatsApp groups in the form of doing the questions in the book, giving drawing tasks, and making an exciting object. Teachers help students who experience difficulties in learning by taking an approach both to the students and parents so that the students can easily understand the learning material.

Teachers guide kids' learning by distributing materials to them via their parents. Teachers guide parents by first communicating the intent of the content or tasks discussed in the WhatsApp group with parents, and then parents communicate to pupils. Teachers must always work with parents, but not all parents can participate in this learning because of factors such as parents who do not have cell phones, insufficient internet signals, and quotas that force kids to be ineffective in participating in learning.

2. Teacher as Planning Preparation

Online learning carried out at SD Wiyoro is carried out offline and online. According to government policy, all learning processes are carried out entirely at home due to the pandemic, but according to some teachers, this is ineffective. So the teachers took the initiative to hold offline learning even though it was not in the school area. In the interview that the researcher conducted, Mrs. Titin, a Wiyoro first-grade teacher, said,

"Kami terus melakukan kegiatan pembelajaran luring dengan membentuk kelompok belajar yang terdiri dari 5-10 anak dan bergiliran di salah satu rumah orang tua, dan itu dilakukan setidaknya setiap 2 minggu sekali."

In addition to conducting online and offline learning, teachers use an emotional and psychological approach to determine how children's attitudes and behaviors are expressed. So that teachers can wisely provide material that matches the child's skills in conditions that do not allow them to carry out a routine and decent education, such as during this pandemic. According to the information collected by Mrs. Titin,

"Peran guru sangat penting, terutama bagi guru yang mendukung kelas bawah, karena banyak dari anak-anak ini bahkan tidak mahir membaca dan menulis, dan sebagian besar anak-anak yang masih duduk di kelas bawah mengalami kesulitan berkonsentrasi pada pembelajaran, sehingga perlu tugas guru untuk lebih dekat dengan anak, sehingga anak dapat diajak untuk berkomunikasi dengan baik agar pembelajaran menjadi lancar."

3. Teacher as Creativity Facilitator

The results of filling out the questionnaire through Google Forms and interviews directly obtained data on the role of teachers in implementing children's learning during the implementation of distance learning. Teachers are one of the important aspects of learning in implementing online learning. Teachers who are always creative are looking for learning topics and also new and fun methods. So children do not feel bored while learning from home.

Give a task on craftsmanship, such as making a craft, and an image that suits the topic would be explained. Furthermore, teachers frequently share video references or intriguing artwork connected to the learning subject.

And the teacher is also a facilitator for parents in terms of giving learning materials so that they may readily and interestingly transmit the learning objective to the child.

"Peran guru sangat penting karena guru dapat melakukan pembelajaran bersama sekaligus menggunakan grup di media sosial seperti WhatsApp (WA), telegram, Instagram, aplikasi Zoom, atau media lainnya sebagai media pembelajaran."

Dengan demikian, guru dapat memastikan siswa mengikuti pembelajaran pada saat yang sama, bahkan di tempat yang berbeda."

4. Teacher as Evaluator and Monitor

Base on journal Tantangan Guru dan Orang Tua dalam Kegiatan Belajar Dari Rumah Anak Usia Dini pada Masa Pandemi Covid-19 from Isti Yuli Astuti and Harun, Vol. 5, Issue 2 (2021), they stated some of the roles of teachers in online learning. The teacher has a role as a learning monitor and assessor. It is crucial to assess students about their educational activities. It is developed to monitor how the kids progress through teacher-directed activities. A highly essential teacher should monitor and report on a child's progress.

According to Mrs. Nanik, a teacher at Wiyoro elementary school, this online learning aims to monitor children's social growth and conduct in addition to communicating knowledge and assigning homework via social media.

"Guru juga bertanggung jawab untuk memantau kemajuan siswa melalui laporan orang tua melalui WA dan home visits Penilaian guru untuk aspek pengetahuan dan keterampilan melalui tugas sehari-hari setelah penyampaian materi melalui kelompok WA Penilaian aspek sikap dan perilaku dilakukan oleh kegiatan dan perilaku siswa dalam mengikuti pembelajaran daring."

Teachers assess students' achievements based on their knowledge, skills, attitudes, and religious beliefs. The teacher evaluates the students by assigning them the duty of measuring the success of the learning that has occurred and determining whether or not they can receive the content presented based on the value they receive. Because learning is done online, teachers cannot evaluate students' achievement optimally and can only examine parts of knowledge and skills, not attitudes and religion. An evaluation is carried out to identify students' inadequacies and issues throughout online learning.

c. **The Communication between Teachers and Parents at Wiyoro Elementary School During Online Learning**

From the results of filling out the questionnaire through Google Forms and interviews, researchers obtained data on the cooperation of teachers and parents in the application of children's learning during distance learning. Most parents and instructors regularly speak and advise others regarding problems they have about children when they are learning online.

Communication between parents and teachers is necessary to know about the development of the child's understanding when learning from home. The collected data found that parents and teachers communicated at least once a week in group chats or when teachers met with parents when they picked up their children from school. Children's issues and challenges, particularly their reading and writing abilities when learning at home, are some of the subjects that parents and teachers discuss. So that later, when learning goes typically, teachers can immediately get around to learning because they can adjust to children who are comfortable learning from home.

Communication is needed, at least carried out by parents and teachers, using communication tools and communication media such as WhatsApp groups and video calls to monitor students during teaching and learning activities so that parents and teachers can participate in monitoring students. Some parents state that they rarely, or even never, communicate with teachers during online learning. The reason is that it is easier to find references elsewhere if consultation via WhatsApp alone does not provide a solution than to add questions as a parent.

CONCLUSION

Based on the discussion of this research conducted at SD Wiyoro Ngadirojo Academic Year 2021/2022, conclusions can be drawn about the role of teachers and parents during online learning and the cooperation established through communication. In reality, as explained in the previous chapter, it was determined that the teacher's participation during online learning is carried out precisely as mentors, evaluators, monitors, creativity facilitators, and planning preparation. As well as the results, the role of parents during online learning is defined as follows: parents as control, monitors, facilitator, helpers, and teachers.

Coordination and communication during online learning by teachers and parents at Wiyoro Elementary School Ngadirojo Academic Year 2021/2022 went very smoothly. The

teachers and parents communicated through the communication media and also took the time to meet several times. This communication between parents and teachers aims to discuss the continuity of learning of students from home, difficulties that occur during online learning, and how to overcome those difficulties.

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