

CHAPTER I

INTRODUCTION

A. Background of the Research

The circumstances of the pandemic that hit many countries in the world were 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, which forced the government to make policies to impose online learning for all levels of education and eliminate national exams, which were an effort to slow the spread of the coronavirus in the community. Teachers and students must conduct distance learning, use the technology available for teaching and learning, and carried out exams from their respective homes. This serves to anticipate the spread of the COVID-19 virus.

With the application of online learning from home, teachers were required to be more innovative in preparing learning steps. Changes in the way of teaching certainly make teachers and students adapt from face-to-face learning in the classroom to online learning (Mastuti et al., 2020). Teachers and students must adapt to situations like this, and parents must also adapt to this changing system.

This online learning requires good cooperation and collaboration between teachers and parents. Parents must actively guide children to learn, especially those still at the lower elementary school level. They were children unfamiliar with learning activities and materials they do not know before entering the school. Especially teachers in the classroom should build collaboration with students. So that learning could be delivered and received well by students.

Because the difficulty of the child's comprehension process during online learning was of particular concern, the role and excellent collaboration of instructors and parents who play a role in learning were required in mentoring children's understanding. So, in implementing this online learning, who must establish the interaction between teachers, parents, and students? Effective communication between teachers and parents was essential for effective learning. Who should strongly emphasize the importance of communication between teachers and parents? Both teachers and parents must be involved in developing their children's learning. Parents had always been a medium of delivery and had been an intermediary for teachers with students to carried out the continuity of learning in students.

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.

Most parents who don't had time to accompany students at home let their children study with their older siblings or peers without the help of their parents as

more mature people. Without such supervision and mentoring, children prefer to spend their days playing with their friends or with gadgets they acquired early on. Parents also tend to pay less attention to their child's academic and social development. This was because they were more likely to give up learning if they feel the child was unable or unwilling to learn new things. According to Rofi'ah (2021), through his research, online learning was now practiced but was seen to be less successful than face-to-face learning. Due to the difficulty of dividing time for parents who work in the office and the fact that homemakers have less control over how much time they spend on housework, the kid ends up falling behind in their learning while the parents' job was ignored.

According to Retno Listyarti In a journal excerpt from SL Sun'iyah (2020), Parental assistance and guidance were required in online learning, and then the task of father and mother accompanying their children during the home study was assigned. The sophistication of communication and information technology facilitates communication patterns between teachers and parents. Information delivery could be done through social media such as WhatsApp, Zoom, Google Classroom, etc. Either the information was general and intended for all student parents, or it could be through private chat (conversation) with the desired parents of the student. This facility should further intensify the pattern of communication between the two. Interaction between parents and instructors via social media could be helpful to an educational institution under normal circumstances, but in times of pandemics, it becomes a must.

So, the conclusion was that the pandemic that occurred in recent years has presented challenges for various institutions, especially in education. And the government made policies to impose online learning for all levels of education and eliminate national exams. This online learning requires good cooperation and collaboration between teachers and parents. The difficulty of the children's understanding process during learning from home was a particular concern. So, in implementation of this online learning who must establish the interaction between teachers, parents, and students. The need for effective communication between teachers and parents has been identified as one of the critical factors in improving student achievement.

B. Identification of the Problem

With related to the background of the research above, the issues could be identified:

1. What kind of the role of parents when accompanying or giving directions to their children in learning at home?
2. What type of the pattern relationship between the teachers and parents?
3. How teachers, parents, and students at Wiyoro Elementary School Ngadirojo coordinate and communicate during online learning?
4. What was the pattern of relationships formed between teachers, parents, and students at Wiyoro Elementary School Ngadirojo during online learning?

5. How to build good communication between teachers, parents, and students at Wiyoro Elementary School Ngadirojo?
6. What were the challenges of Wiyoro Elementary School teachers and parents in guiding and educating students during online learning?
7. What was the form of parents & teachers communications?
8. What was the form of parents & students communications?
9. What was the form of teachers and students communications?

C. Limitation of the Problem

Based on the background of the research and problems identified above, it states that this research could be directed in depth and not too widely, limited to the pattern of relationships between the teachers and parents and teacher and parent's communications and coordination at Wiyoro Ngadirojo State Elementary School in the academic year 2021/2022.

D. Formulation of the Problem

Based on the background above, it could be learned that in this online learning, parents, teachers, and students must always contribute to its implementation. Therefore, the problems that arise were as follows, among others.

1. What was the Role of teachers and parents, at Wiyoro Elementary School Ngadirojo during online learning Academic Year 2021/2022?

2. How teachers, parents, and students at Wiyoro Elementary School Ngadirojo coordinate and communicate during online learning Academic Year 2021/2022?
3. What were the challenges of Wiyoro Elementary School teachers and parents in guiding and educating students during online learning Academic Year 2021/2022?

E. The Objectives of the Research

The purpose of The Relationships That Develop between Teachers, Parents, And Students during the Online Learning based on the formulation of previously compiled problems was to:

1. Describe the role of teachers and parents at Wiyoro Elementary School during online learning Academic Year 2021/2022.
2. Describe the coordination and communication was evolving and intertwined among teachers, parents, and students at Wiyoro Elementary School during online learning Academic Year 2021/2022.
3. Describe the challenges of Wiyoro Elementary School teachers and parents in guiding and educating students during online learning Academic Year 2021/2022.

F. The Significances of the Research

1. Theoretically

The results of this study were expected to contribute to the knowledge about the coordination and communication between teachers, parents and students during online learning was needed.

2. Practically

- a. To teacher: Could be a reference for teachers to more easily prepare in various conditions if one day online learning was carried out again.
- b. To parents: Inform parents about effective ways to communicate with teachers and children.
- c. To another researcher: Add insight for researchers as a result of direct observation and understand the benefits or role of the form and manner of communication and coordination between teachers, parents, and students during online learning.

