

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Review

##### 1. The Online Learning

Who must do this online learning to prevent the spread of the coronavirus (Covid19) and cut off the chain of transmission. Millions of people have been infected with the virus for more than two years, and hundreds of thousands have died worldwide. Covid-19 could be transmitted by touching hands, rubbing the mouth, nose, and eyes, and threatening human life because the virus could live outside the human body for several days. This situation forces the government to work from Home (WFH), stay at Home, not travel, or participate in activities that involve many people.

This situation also affects the world of education, where not all educational activities could be done face-to-face, as was common in schools and universities. "Forced" education takes place outside the classroom and must occur in each individual's Home. Health experts believe that only physical distance could break the chain of outbreaks of the COVID-19 virus.

As was the case today, who must do learning through a network without them coming to school, and who could access all the learning they could do alone from Home just by accessing a website, page, or

particular learning application used by schools or teachers using the devices they have such as computers, laptops, or mobile phones. According to Warschauer (2001), "online communication" was communication that leads to reading, writing, and communication over a computer network. Moreover, another expert, Kramer (2002), defines distance learning as systems and processes connecting students with learning resources in the same electronic space simultaneously.

Gross, Muscarella, and Pirkli (1994) use various technologies such as video, audio, computers, and multimedia to expand learning or education away from the classroom and elsewhere. It states that such distance learning requires the existence of qualified technology, communication, or a combination of these technologies. According to these experts, distance education, also known as online education, was a network-based method of communication, reading, and writing that uses a variety of technologies and multimedia (computers, video, audio, smartphones, etc.).

According to Gary L. Schnellent, online learning was an environment in which teaching and learning were mediated and enhanced through multimedia and information and communication technologies. In this online learning method, teachers and students do not meet in the same room. Who may separate them by distance and time, but they could meet in media/programs that Who could access over the Internet.

Even today, many teachers and students still found it challenging to get ahead online because of ignorance and unusual behavior. In terms of intelligence, they certainly have enough intelligence. So, with some practice, you could instantly start learning online.

## 2. The Relationship between Parents and Teachers in Student Learning.

The participation of parents in their children's education was a crucial aspect of the continuity of student education. It was because parents were the closest people to students, often meet with students, and have the most extended time frame to meet with them. Parents were the first to communicate and interact with students, and they were also the first educators to students. In a pandemic like the one that has been going on for the past few years that requires implementing online learning, it was necessary to have a well-established relationship and collaboration between parents and teachers.

In this online learning environment, teachers and parents must be interconnected and always play a role in all student learning activities. Parents and teachers have their own roles in their activities but still have to work together. In the journal Isti Yuli Astuti and Harun, Vol. 5, Wassue 2 (2021), they stated some of the roles of parents and teachers in online learning. Here were the roles of each:

1. Teacher as a learning activity preparation planner.

Facing learning activities from Home, of course, becomes a challenge for teachers. Activities provided by teachers must still pay attention to the child's level of ability by their age level. Different atmospheres or situations in school and at Home will affect children's feelings when doing learning activities. Therefore, planning activities arranged by teachers should be more attractive to children. Also, teachers should pay attention to supporting materials or media in children's learning activities at Home.

2. The teacher was a learning monitor and assessor.

During the COVID-19 pandemic, with learning activities conducted at Home online, teachers were still obliged to assess every activity children do at Home (Hasbi, Wardhani, et al., 2020). Assessment of children related to children's learning activities was critical. This assessment was done to monitor the results of the achievement of children's development during the activities given by the teacher. A critical teacher should do an assessment and report on child development. Through teacher assessment and reporting, the level of developmental achievement that children have achieved could be known (Maryani, 2020).

3. Parents as companions to at-home learning activities

The role of teachers parents replace at Home in learning activities presents a new challenge for parents. Parents must comprehend the material presented by the teacher before delivering it to their child. However, the problem was not a matter of understanding the material provided to parents by the teachers. Usually, parents have difficulty implementing learning with children. Difficulties experienced usually come from within the child who finds it difficult to be invited to carry out learning activities with parents at Home.

According to Oni Taliawo (Vol. 12 No. 4/2019), the relationship of Parental cooperation with teachers was a joint effort or activity between parents and teachers aimed at achieving the common goal of improving and developing students' academics resulting in the education and development of learners. In addition, Epstein and Sheldon say that cooperation among schools, families, and communities was a diverse concept, with families, teachers, managers, and community members sharing responsibility for improving and improving students' academic achievement. It affects the education and development of children.

As stated by White & Coleman (2000, p. 200), Parental involvement includes various activities carried out by parents and teachers both at school and at Home as a way they work together to support children's education. According to this view, parents should be

involved in children's education through cooperation with teachers both at Home and at school to continue monitoring the development of children's education.

According to Epstein et al. (2002), quoted by Rahminur Diadha, Parental involvement in children's education was divided into six types: parenting education, communication, volunteering, learning at Home, making decisions, and cooperation with the community. There were explanations for each type of involvement:

1. Type 1-Parenting: supporting, nurturing, and child-rearing

This type of Parental involvement aims to create a home environment that supports children as students and obtains information about health, safety, nutrition, and everything else related to child development. Schools could work with families and the community to make it easier for all students to meet state and district health requirements. (Epstein et al., 2002, p. 41)

2. Type 2-Communicating: relating, reviewing, and overseeing

This communication was in the form of Parental involvement in two-way communication between Home and school or vice versa. Communication was expected to communicate about schools, educational programs, child development, and child health and improve cooperation and understanding between parents and children's teachers. Meetings with parents and teachers; telephone;

liaison book or letter with response sheet; report card collection; e-mail; website; notice board; activities or learning materials for children at Home; and advice boxes were all examples of such communication (Epstein et al., 2002; Morrison, 1988; Morrison, Storey, & Zhang, 2011).

3. Type 3-Volunteering: supervising and fostering

The involvement of parents in the form of volunteers in the form of help and direct support of parents in learning activities in school. Of course, the activities were tailored to your abilities and skills. (Epstein et al. 2002).

4. Type 4-Learning at Home: managing, recognizing, and rewarding

Parental involvement in home learning was a parent's activity in helping children learn at Home based on activities at school, such as: helping children do tasks at Home, reading educational storybooks for children, and others. (Epstein et al. 2002).

5. Type 5-Decision Making: contributing, considering, and judging

Parental participation in school decisions expresses a parent's sense of belonging to the educational institution where the child learns. There were activities to do, such as Parental involvement in school committees, Parental involvement in parent-teacher unions, etc.

6. Type 6-Collaborating With the Community: sharing and giving

Parents engage in activities that connect parents, teachers, students, and communities by jointly planning activities to improve the quality of schools, such as health services, cultural organizations, recreational activities, and other activities that contribute to society. (Epstein et al. 2002).

### 3. The Role of Parents in Student Learning.

The family, especially parents, was the center and the first place for children to get an education. It was from parents that children get their first learning support regarding various intelligence, ethics, and personalities acceptable in society. Citing the Global Partnership for Education page (June 01, 2018), the role and involvement of parents was the key to success for children's education. When parents were involved, children could pay more attention to their school work and achieve better learning outcomes. In the long run, this could undoubtedly benefit the child's life in the future. Then, According to Ni'mah's quote (2016: 15) in the book Zakia, Drajad, et al., entitled Waslamic Education Science, "Parents were the main and first educators of their children because it was from them that children first get an education."

Widayati (2018: 28–29) defines parents' functions in the family as follows:



1. The educator's role. Parents must teach their children the value of education and the information they gain at school.
2. The role of a driver: As a kid in transition, the child requires Parental support to create bravery and self-confidence in dealing with issues.
3. The Role of a Role Model: Parents must provide an excellent example for their children in terms of stating the truth and carrying out everyday life and society.
4. Being a friend to a child with a hard time. Parents were more patient and understand the changes in the child. Parents could be informational, interlocutors, or friends, exchanging ideas about the difficulties or problems of the child so that the child feels comfortable and protected.
5. The role of a supervisor, the parents, must supervise their children's attitudes and behaviors so that they do not deviate from their identity, mainly due to environmental influences from the family environment, school, and society.
6. The Role of a Counsellor: Parents could provide an overview and consideration of positive and negative values so that children could make the best decisions.

In online learning in pandemic times such as these few years, the role of parents in educating and nurturing children was needed. Children

who could not study in their schools could only learn using technology at Home. Only parents could control, supervise, and replace teachers in children's learning from Home.

Given that parents play an essential role in parenting, some research shows that parents significantly contribute to their child's ability to be educated. The study by Valeza (2017) showed that parents play a significant role in determining student performance. Parents who always nurture their children, primarily through home learning activities, make their children more active and excited, knowing that they want to progress as well as themselves. They will let the child learn to improve their learning outcomes and achievements.

As the coronavirus spread in Indonesia in early March, the government immediately took decisive steps to prevent further spread. The government imposed distance learning from elementary schools to colleges to prevent the spread of the coronavirus. Teachers and other educators seek to solve distance learning problems by using technology to provide online learning materials and assignments. However, this does not always work. There were many implementation constraints, such as inadequate allocation and resynthesizing. Many students do not understand and feel that they were being taught properly in school because some students do not have adequate cell phone support, and the material was not well communicated.

Therefore, the role of parents as substitutes for teachers was needed to accompany children's learning online. According to Winingsih (2020), there were four roles of parents during distance learning (PJJ), namely:

1. Parents have a role as teachers at Home, where parents could guide their children in learning remotely from Home;
2. Parents as facilitators, namely parents as facilities and infrastructure for their children in carrying out distance learning;
3. Parents as motivators, namely parents, could provide encouragement and support to their children in carrying out learning so that children have the spirit to learn and achieve exemplary achievements; and
4. Parents as influences or directors.

#### 4. The Role of Teacher in Student's Learning

Teachers in the context of vocational education were instructors for students of various educational levels. Teachers, both at work and in the profession, were often regarded as one of the most significant components of education. The three key components that lead the country's education system were teachers, students, and the curriculum. Education was critical for the state and country in terms of enhancing the brains and abilities of the future generation. A two-way link between education and educators was required to develop the intellect of the

country's future generation. An educator was a trained professional who educates, teaches, trains, assesses, and comprehends the knowledge they supply.

Teachers were professional educators in their fields whose primary responsibility was to educate, teach, guide, give directions, provide training, give assessments, and conduct evaluations to students who receive their education from an early age through formal government channels in the form of elementary school to high school (Law No. 14 of 2005).

Teaching tasks could be grouped into three (three) aspects, namely:

1. Create a learning plan that includes the academic ability.
2. Carried out learning, including knowledge and skills for an effective learning process.
3. Conduct and guide students who were having difficulty learning. this task was part of the teacher's duty as a guide, as also mandated by the Constitution. In other words, called the teacher a counselor.
4. Evaluate learning, which includes knowledge and skills.

## 5. Concept of Communication

### a. Definition of Communication

According to Rogers and D. Lawrence Kincaid (1981), communication was a process in which two or more people form or

carried out the exchange of information, which in turn will arrive at mutual understanding.

Communication contains meanings together (common). The term "communication" comes from the Latin Language, which "communication," which means notification or exchange. The adjectives were communism, which means general or together.

Experts define communication according to their respective points of view. Remember that scientists developed the history of communication science from various disciplines.

Sarah Trenholm and Arthur Jensen (1996: 4) define communication as "a process by which a source transmits a message to a receiver through some channel." *Communication* was a process in which the source transmits a message to the recipient through various channels.

Hoveland (1948: 371) defines communication thus: "The process by which an individual (the communicator) transmits stimuli (usually verbal symbols) to modify the behavior of other individuals." *Communication* was the process by which an individual transmits a stimulus to change the behavior of another individual.

Gode (1969: 5) defines *communication* as "a process that makes common to or several what was previously the monopoly of one or some." *Communication* was a process that creates togetherness for two or more people who were initially monopolized by one or several people.)

Cherrey, As quoted by Anwar Arifin (1995: 24), says, "Communication was essentially the relationship set up by the transmission of stimuli and the evocation of response."

Raymond S. Ross (1983:308) defines *communication* as a process of sorting, selecting, and sending symbols in such a way as to help the listener evoke a meaning or response from his thoughts similar to those intended by the communicator.

Everett M. Rogers and Lawrence Kincaid (198: 18) stated that communication was a process in which two or more people form or carry out the exchange of information, producing a deep mutual understanding.

## **B. Previous Study**

1. In the journal from Risdoyok, R. & Aprison, W. (2021) with the title *Kerjasama guru PAI dan orang tua dalam menghadapi pembelajaran selama covid-19*. The cooperation of teachers and parents will produce qualified students because, in addition to getting the development of science in school by teachers, students also get control from their parents in their respective homes. It was inseparable from the pre-planned goal. Furthermore, parents were responsible for the education of children at Home or in the family, and teachers, implement and were responsible for student education in the school environment. The two cooperate in realizing common goals. Therefore, the cooperation of teachers and

parents in the school learning process, in the form of programs offered by schools and proposals from parents, needs to be offered together to realize the desired goal was achieved.

The research conducted by Risdiyok, R. & Aprison, W. (2021) with the research that the current author will do has the same thing in discussing the cooperation of parents and teachers during online learning.

2. Communication between teachers and parents was indispensable in improving student success in learning. According to Nisa and Eli, in their journals with the title *Kerjasama Orang Tua dan Guru Dalam Meningkatkan Motivasi Belajar Peserta Didik*, harmony between teachers and parents was needed in the learning process so that what has been programmed by the school will be well-organized. Communicating was also necessary for mutual openness related to the problems children face during learning in the hope that the problem could be appropriately solved (Rofiatu Nisa, 2020).

In a study conducted by Rofiatu Nisa (2020), with the research that the current author will do has the same thing in discussing the harmonious cooperation and communication of parents and teachers during online learning.

3. In the journal from Simon Saulinggi (Vol. 2 No. 1 (2013): JANUARI) with the title *Hubungan Antara Komunikasi Guru-Orang Tua Dan Profesionalisme Guru Dengan Motivasi Berprestasi Siswa Primary Di*

*Global Jaya International School Bintaro*. Concludes that teacher-parent communication was a process of pumping and receiving information from teachers to parents or vice versa to create meaningful togetherness to support student learning at school and at Home. The dimensions of teacher-parent communication were:

- a. The teacher's ability to communicate with indicators of (a) understanding (in conveying messages and understanding messages), (b) pleasure, (c) persuasive (could influence)
- b. Teacher interpersonal relationships, with indicators of (a.) Parental trust in teachers (reliable, honest, 10), (b) teacher support to parents (not denouncing, problem orientation, feedback), (c) openness (objective, finding information from various sources), and (d) increasingly harmonious relationships.
- c. Communication strategies/forms used by teachers, either written or verbal, with indicators (a) oral communication of teachers with parents, (b) written communication of teachers and parents, and (c) parent announcements.

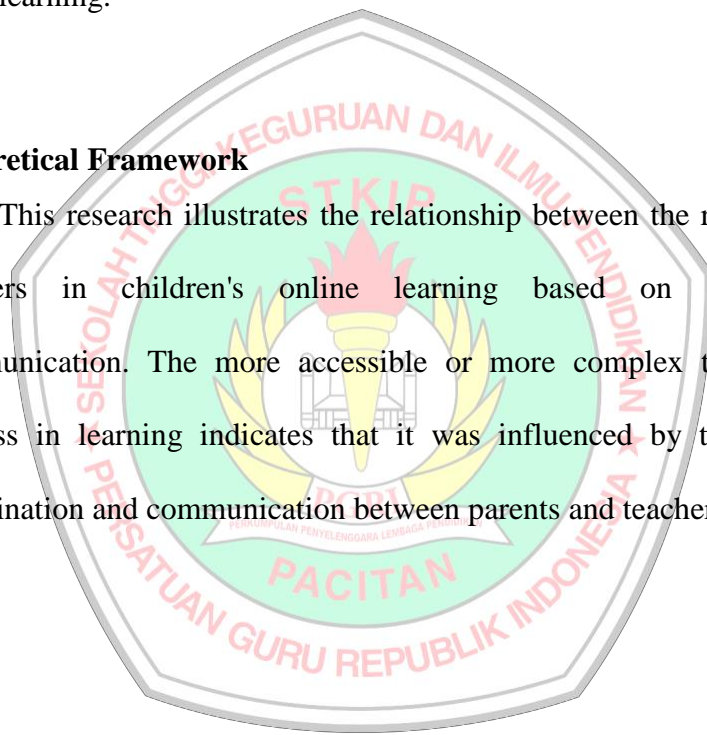
In the research conducted by Simon Saulinggi (Vol. 2 No. 1 (2013), it reads that with the research that will be carried out, the author currently has the same thing in discussing cooperation and unified communication between parents and teachers during online learning.



The research that the author conducted differs from earlier studies in some ways. This researcher's study focuses on conversations that emphasize more the meaningful connections that take place, teamwork linked to clear communication and creativity, and the support that comes from the involvement of parents and teachers in implementing online learning.

### **C. Theoretical Framework**

This research illustrates the relationship between the role of parents and teachers in children's online learning based on coordination and communication. The more accessible or more complex the child achieves success in learning indicates that it was influenced by the good or lousy coordination and communication between parents and teachers.



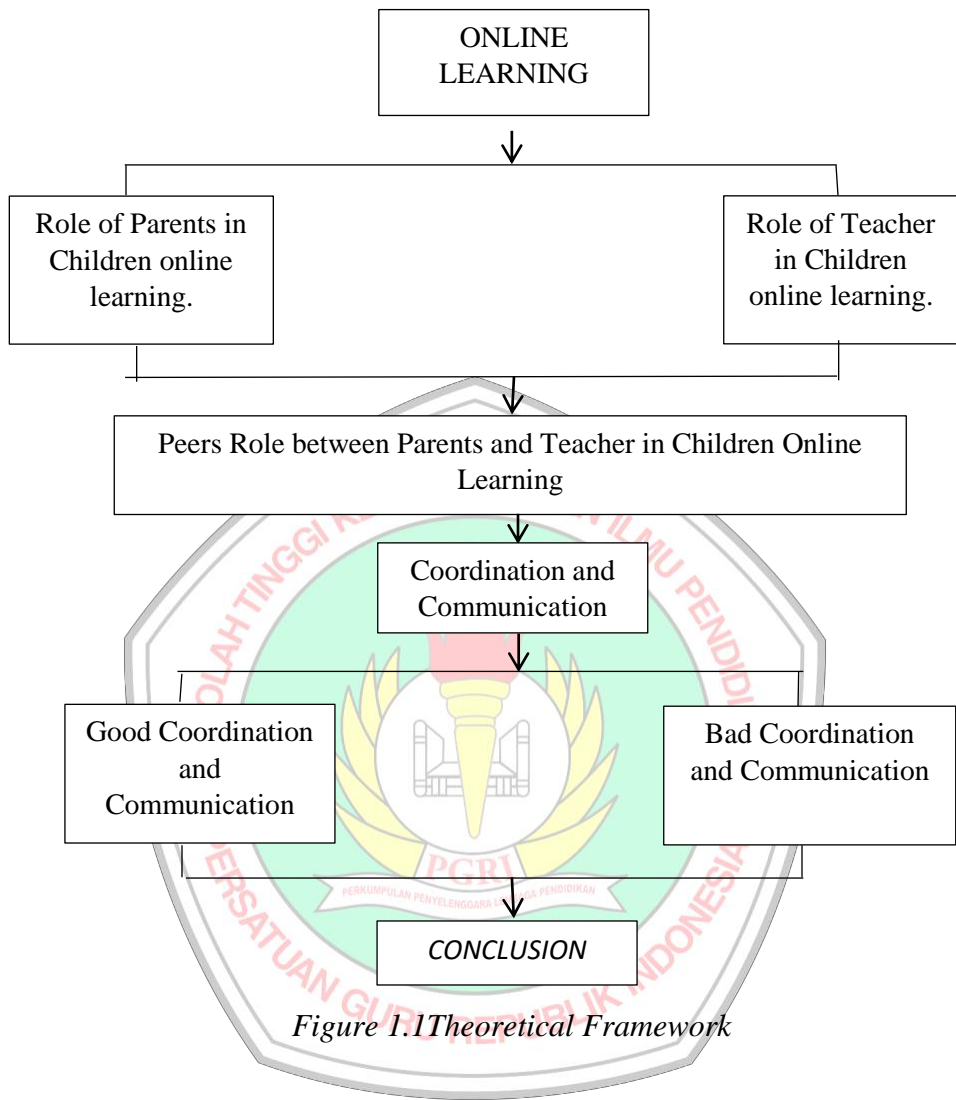


Figure 1.1 Theoretical Framework