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The Role of Parents in Learning During The Covid-19 Outbreak

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ABSTRACT

Keywords:

COVID-19;
Learning Concept;
Online Learning;
Parents' Creativity.

This research aims to know the parents' involvement, the sources used, parents' creativity, and the strategies used to widen the parents' concept of learning during the COVID-19 outbreak. This is descriptive quantitative research. The data were taken from 60 observers who observed the respondents' behavior in online learning. The respondents were the mothers of primary school students. The data were gathered from January 30, 2021, until February 15, 2021. The researcher collected the data by implementing these steps: posted the information for observers' recruitment, made the instruments for the observers, the observers collected the data, the observers submitted the result of observation through Google Form. The result shows that most of the parents, 82% mothers involved in online learning, and 18% did not engage in the learning process. Most parents used textbooks and students' worksheets as learning sources (48%), followed by both (books and internet sources) 35%, internet sources 10%, and others 7%. In accompanying students' online learning, 85% of parents did not improve their learning media creativity, and 15% of parents were creative in handling online learning. The strategies used to widen the parents' creativity was using surroundings as learning media, including things, tools, activities, and settings.



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A. INTRODUCTION

Declared as a pandemic by WHO on March 12, 2020, there are no signs of a significant decrease in the number of infected patients. On February 19, 2021, the Committee for the Prevention of COVID-19 and National Economic Recovery stated that the number of COVID-19 sufferers was 1,263,299 with a positivity rate of 14.8%. This is very far from the WHO standard, with a positivity rate of 5%. This virus has spread to all provinces in Indonesia.

This condition has a considerable impact on all aspects of human life. In the field of education, face-to-face learning initially started in the even semester of 2020/2021 had to be postponed. Accumulatively, students have almost one year of learning online from home. Learning online is not as simple as imagined. Challenges included lack of enough computers, shortage of internet facilities, students' lack of access to e-learning facilities and tools, high cost of software, and erratic power supply are significant challenges (Aboderin, 2015). Except for facilities' challenges, online

learning also needs attitudes of users, adequate internet facilities, and training of users (Eze et al., 2018). It implies that online learning requires the capability of the facilities and human resources. During online education, students had both positive and negative experiences. Factors contributing to students' negative experiences are delayed feedback from instructors, lack of technical support from instructors, lack of self-regulation and self-motivation, a sense of isolation, monotonous learning methods, and poorly designed course content (Yang & Cornelius, 2004).

In general, parents have played a role in accompanying their children during the Covid-19 and SFH pandemic (Susanto & Suyadi, 2020). Accompanying children in online learning is different from the older students. Compared to adolescents, younger children demand more attention from their parents. They need their parents' physical presence and need to engage in more indoor play-related activities with them. Parents should devote time to provide the child with undivided, positive attention and reassurance (Singh et al., 2020). Some parents can guide the children learning well since they have enough time and knowledge to be 'teacher' at home. However, some parents do not guide their children in online learning because of several problems. Focusing on the parental problem, there are eight obstacles faced by parents, including the parents could not concentrate on guiding children in learning, the children could not focus on their education, the children got boredom, the children did not want to learn, the children wanted to watch the television or play games, the children asked to go to school, the children could not do online learning. The children had limited understanding related to the material (Apriyanti, 2020). These obstacles related deeply to the physical condition of children that lead to ineffective online learning.

Instead of physical condition, ineffective learning process also affects the students' psychology. The research findings show that (1) students have started to get bored with online learning after the first two weeks of learning from home, (2) considerable anxiety on research subjects whose parents have a low income because they have to buy quotas to be able to participate in online learning, (3) mood or mood changes occur due to too many assignments and are considered ineffective by students (Irawan et al., 2020). Online learning also found that the students experience mental decline and possess high levels of anxiety. The majority of respondents (about 93.40%) identified them have that concern exaggerated. Then, respondents said that they agreed (41.90%) and strongly agree (43.33%) feeling depressed due to school assignments at the time COVID-19. Besides, it also indicates that most respondents (92.38%) do not have enough rest time, can't rest quietly and comfortably due to the multitude of tasks school that must be completed in no time (S. Fatimah, 2020). Many factors caused those impacts on the psychological condition of students. One of them is boredom. In the current outbreak, the quarantine and the invisible disease threat may result in the perception of boredom and inadequate information (Chao et al., 2020).

Learning is a very complicated process. It is not only reaching the set of achievement on students score but also deals with more complex students' development, as well as building the right characteristics. Learning deals with general ability, cognitive process, emotions, motivation, developmental factors, readiness, previous experiences, social environment, and the culture of his/her community are variables that affect the process of learning (Ozerem & Akkoyunlu, 2015). The students need to be more creative than listening to the teachers' material (Apriyanti, 2021). However, parents, as the supporter for students during online learning, should not only "go with the flow" with the material from school. They have to create more exaggerating learning processes to avoid monotonous learning at home. Creative parents with dozens of interesting activities will lead to interactive learning situation. However, students' boredom will be diminished.

This monotonous home learning method can be overcome with parents' creativity in designing instructional media (Apriyanti et al., 2020). One of the best ways to lead into interesting learning situation is parents' creativity in using real learning aids from surroundings. The learning process that bringing students together with the object being studied can increase learning productivity (Irwandi & Fajeriadi, 2020). There are many benefits to be gained from activities learning the environment in the learning process, among others: more learning activities enjoyable, the essence of learning is more meaningful, learning materials are more factual, activities learning is more comprehensive, learning resources are richer, shaping the student's personality so that you are familiar with the life around (Istialina, 2016).

B. METHODS

This is descriptive quantitative research. The data were taken from 60 observers. The observers must observe the respondents' behavior in handling online learning during the COVID-19 outbreak. The observers use five questions including two closed ended question and three open ended questions as research instrument. The respondents were the mothers of primary school students with age of 25-35 years old. The data were gathered from January 30, 2021, until February 7, 2021. The researchers used the observers to ensure that the research findings are valid based on the truthful phenomenon. The observers can see the real practice of parents during online learning. The researcher collected the data by implementing these steps: the researcher posted the information for observers' recruitment, the researcher made the instruments for the observers, the observers collected the data, the observers submitted the result of observation through Google Form. To analyze the data, the researchers classified the findings into the category. The researcher displayed the data, the researcher concluded.

C. RESULT AND DISCUSSION

The data were mainly collected by the observers. The observers have instruments in hand as blueprints to observe the mothers' way in handling their children's online learning. After observing the respondents', the observers submit their observation report to the researcher. Using observers make the research truthful and less of biases. The research results are presented in the following explanation:

1. Parents' Involvement in Online Learning during COVID-19 Outbreak

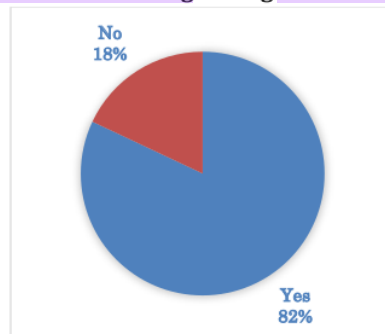


Figure 1. Parents' Involvement in Online Learning during COVID-19 Outbreak

Picture 1 shows the parents' involvement during school from home in the pandemic. 82% of mothers were involved in online learning, and 18% did not engage in the learning process. Most of the parents said that they help their children in learning. First, the parents

act as the bridge between the teachers and the students. Some schools in Pacitan cannot implement interactive online learning through Zoom or other interactive and face-to-face platforms due to internet network coverage. Therefore, the teachers give the tasks and material via the parents' WhatsApp group. Then, the parents instruct the students. The instruction is related to students' worksheets or thematic textbooks. After completing the tasks, the parents capture them and send the worksheet via WhatsApp to the teachers. In this case, the parents act as a bridge between the teachers and the students. Second, the parents guide the students to complete the tasks. The parents accompany the students in learning. They also use internet sources to solve learning problems due to parents' limitations in students' material. Some parents said that they have less understanding related to the students' material. Third, the parents remind the children to learn. They have limited time to accompany the students in learning. Therefore, they just remind the students to remember. Some of them send the students to learn in the courses.

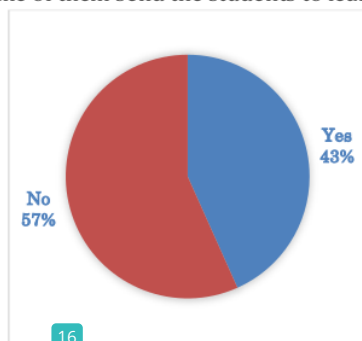


Figure 2. Parents Send their Children to Courses

Figure 2 shows that most parents do not send their children to courses due to several reasons, including the financial problem, the distance between the courses and their house because they live in the countryside and the factor of safety. However, 43.3% of parents send their children to courses because they have limited time to accompany them since they have to work outside.

2. Learning Sources for Online Learning during COVID-19 Outbreak

Learning sources become an essential part of online learning. The sources used are presented in the following figure:

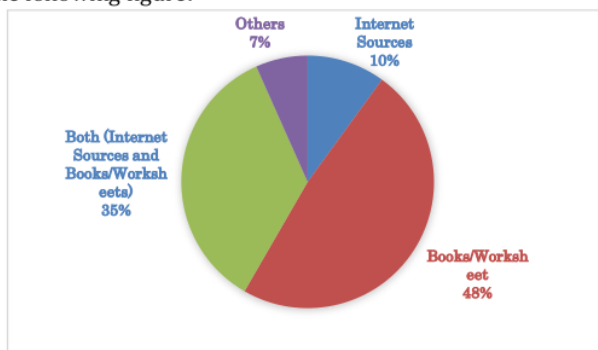


Figure 3. Learning Sources during Online Learning

Figure 3 shows that most parents (48%) use books/worksheets as the sources for learning. They use thematic books and worksheets from the schools. It is the easiest and reachable source for students because they do not need an internet connection. The teachers send the instruction through the parents' WhatsApp group and ask the students to answer the textbook's task. Besides, the teachers also give task from the worksheet. Therefore, the parents just focus on completing the study based on books and worksheets.

However, some parents (35%) allow their children to use internet sources, including YouTube to complete the tasks. The parents use internet sources due to their practicality. The children also can find the answer to their study easily. The combination of books and internet sources is sufficient to help them complete the tasks in time. Other parents just rely on internet sources as the material for learning. 10% of parents let their kids learn from YouTube and other internet websites. This needs guidance from parents to make them focus on learning the material. The rest of the parents (7%) cannot precisely state the media for their children because they do not accompany the learning process.

The combination of textbook/worksheet and internet sources will be ideal for students online learning. This gives two benefits, the students learn the material from schools for assessments and they can widen their knowledge by using internet sources, as well as the material from YouTube. Currently, YouTube is one of the many alternative media used by most students as an additional, helpful learning resource completion of tasks and as a means of information and entertainment which are also supported by the provision of internet facilities by schools (Purwandari, 2019).

3. Parents Creativity for Online Learning during COVID-19 Outbreak

Parents' creativity is also essential to make joyful learning for children. The creative parents will create more exaggerating learning situation for children. As the example, they can manage the learning time. In the morning, the parents can help students to complete the task from schools. Then, the creative parents can give additional activities out of the book by using other sources. The creative parents can turn the limitations into possibilities in learning. They can use the surroundings as the authentic material for learning media. The researcher asked whether the parents innovate their children learning or not. The result is presented in the following figure.

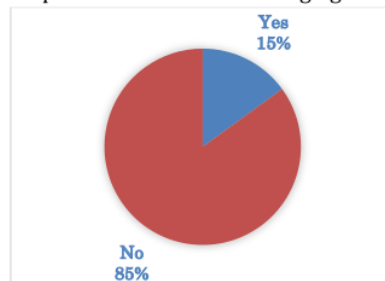


Figure 4. Parents Creativity for Online Learning

Figure 4 implies that most parents do not create innovation for their children's learning. They still use conventional education with textbook-based understanding. They just follow the learning system as in normal condition. They still insist that knowledge is

gained from books and other sources. However, there are still 15% of parents create innovations in accompanying their kids in learning. They use the material surroundings like the stone as the learning math media. They also use English songs to support their children in learning English.

4. The Strategies to Widen the Parents' Learning Concept

The findings show that the majority of parents still use conventional methods in helping their children learning. They use books and worksheets as the primary learning media. When the researcher asked them randomly about learning, they said that learning is completing the tasks and reading books. This activity is useful for reaching the standard score for students. It is also effectively done in the classroom in an everyday situations. However, the school from home needs more creativity in learning. The students will feel bored when they are just opening books and completing the tasks.

The students' boredom can be seen from their low motivation in learning, slower responses to tasks, and low self-esteem in education. This is exacerbated by the condition of parents who have too high expectations of children's learning outcomes. The parents have high demands on children learning process. They want their children to obey their commands and know well as they do at school. These conditions cause problems in the relationship between children and parents. Day by day, this problem can rise to conflicts in a family. In parental involvement, most of the parents are involved in online learning at home, but they cannot play further with creativity and something new for learning to avoid boredom. This situation needs action to widen the concept of learning for parents. As the facilitator and mediators for their primary school children, they have a high role in learning. Learning has a broad definition and process. Learning has complete concepts in daily life. It is not limited to books and worksheets. Therefore, two fundamental concepts have to be understood by parents dealing with learning.

First, the parents combine the material from teachers and their creativity. Innovative education should be one of the main concerns in nurturing and teaching children nowadays (Sáng et al., 2019). In the first step, the parents must list the material from the teachers. They need to know weekly and monthly material. The parents also should prepare other materials to support the learning process. For example, when the material tells about energy (Theme 5 grade 3), the students must learn about it by parents' guidance. The parents can ask them to read the textbook or complete the tasks. After completing the task, the parents can do science experiments to explain the energy changing. Like the other example, when the material is about the islands in Indonesia. Parents can ask children to open Google Earth and enjoy learning together. By this method, the students still learn the material from schools, but they have extra knowledge from the experiment and other activities. Second, the parents can bring the students into real practice education and various learning materials. Results showed that e-learning could improve students' quality of learning according to parents' perception by providing them a wide variety of accessibility of learning materials (Abdallah, 2018).

They use surroundings as the source for learning. There are four primary sources from the surroundings: things, tools, activities, and setting. They can use items in their daily lives as learning sources. As an example, the parents can ask the children to help them cooking. During the cook process, they can learn about shape in English based on the form of food ingredients. They also can learn about substitution and subtraction by using

unions or beans. From these simple activities, a lot of learning processes can be absorbed. The children can learn the material unconsciously because they focus on learning and play. The parents also can use making crafts by using the recycled thing. There are many unused bottles at home. So, they can make it to make decorative bootle. They can pour water into it and use it as musical instruments. By using authentic material found at surroundings, they can enjoy the learning process. The parents should consider that there are many things in life that they can use as learning materials.

The parents also use tools as learning sources. As an example, they can ask the children to sweep the floor. The children can learn the broom's material, and the children can learn how to make a broom, etc. Parents also can give the English vocabulary on it. By this activity, there are two benefits for parents. First, the children learn about the domestic job at home. It leads them to be more independent people by involving in doing the household job. Second, they learn new materials every day by practicing.

The parents can use activities as a learning process. There are a lot of daily activities as a source of children's learning. The parents and their children do daily household tasks such as sweeping, caring for livestock, setting tables, cleaning chairs, watering plants while being given reinforcement about science. As mentioned above, parents can ask their children to help them cook. The children can learn many things, such as spices, how to cut vegetables, types of fire, light a stove, etc. All of these activities give knowledge for children. It is also more effective rather than reading a book. The other activities like going biking together can make them learn about the traffic signs. A lot of activities in daily life can be sources for learning. Parents can connect it to the material given from schools.

Parents also use natural settings or surroundings as learning sources. By asking the children to observe the raindrops, they can learn the process of rain, types of clouds, and floods. A single event can lead to multiple learning sequences. By seeing the mountain or hills, parents and children can learn about forest types, maintain forests from illegal logging, the animals living in the woods, etc. The parents also can give religious aspects like asking the students to be grateful for God's blessings. He creates a mountain and its habitat to be beneficial for human beings. This process is useful for children since they can directly experience the situation.

By this explanation, the most significant movement of parents in widening their concept of learning. Learning is not always reading books or doing tasks and worksheets. If the parents focus on these activities, the teaching-learning process will be so monotonous and boring. This situation leads to students' less motivation in learning. They learn because they have to complete the tasks, not because of the inner reason to know something. By widening their concepts of education, they change their perspective of learning. They also have a rich understanding of knowledge derived from their surroundings. It makes them enjoy learning. Besides, by direct experiences, they can remember what they learned.

D. CONCLUSION AND SUGGESTIONS

The result shows that most of the parents, 82% mothers involved in online learning, and 18% did not engage in the learning process. Most parents used textbooks and students' worksheets as learning sources (48%), followed by both (books and internet sources) 35%, internet sources 10%, and others 7%. In accompanying students' online learning, 85% of parents did not improve

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