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Parents Role in Learning of Elementary Students During The Covid-19 Pandemic

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ABSTRACT

A mid of the Covid-19 pandemic, our education should be continued. Therefore, the online learning was being implemented at home so the parents would have a role to make the learning continues. This article aims to analyze parents role in elementary students learning process during the Covid-19 pandemic. The research method is a qualitative approach with descriptive methods. Data obtained from a questionnaire consisting of 17 statements. The population in this study were parents of elementary school students who were affected by the Covid-19 pandemic as many as 60 respondents. The results of this study are the percentage of parents role in elementary school student learning during the Covid-19 pandemic. The conclusion of this article is that parents play a good role in elementary school student learning in the Covid-19 pandemic is as teachers, facilitators, motivators, and influencer. This article can be used as literature and other researchers development material.

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INTRODUCTION

Corona Virus outbreak or called Corona Virus Disease (Covid-19) in Indonesia begin on early March 2020. This outbreak has positive and negative impacts in various fields of life, including education. According to Onyema, et al (2020) Covid-19 causes a disruption in the world of education such as the activity of educators, research activities, parents and also other actors in the field of education. Then, this was followed up by the Indonesian Minister of Education and Culture who issued a policy regarding teaching and learning activities carried out at home online by issuing the Minister of Education and Culture in handbill Number 36962/MPK/HK/2020 as one of the efforts to break the chain of the spread of Covid-19 in Indonesia. In the middle of the Covid-19 pandemic, the government, especially the Indonesian Minister of Education and Culture, sought a

solution by adopting a policy of how to be able to continue and finish the rest of the semester that has been running and not creating a crowd which can risk to transmitting Corona Virus (Covid-19). So, online learning policy was taken by the government to address this. Online learning was taken because it feel more safe to not making some crowds and prevent the virus to spread.

On the learning process, children will always need guidance, supervision, and teaching from the teacher in order to achieve the stated learning goals. This is in accordance with the contents of Republic Indonesian Law Number 14 of 2005 concerning teachers and lecturers that is teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education and secondary education. But since the adoption of online learning, the role of the teacher is taken over by parents. In addition, children also need facilities and infrastructure that support the learning process because children do not know and are not able to fulfill their needs independently. Therefore, the role of parents is needed in the online learning process during the Covid-19 pandemic.

In the learning phase during the Covid-19 pandemic as now all activities are carried out at home, including learning activities. Based on handbill Number 15 the Year 2020 concerning the guidelines for organizing home learning in rimes of emergency spread of Corona Virus disease (Covid-19). The method of learning during a pandemic Covid-19 are divided into two approaches, namely distance learning network (offline) and distance learning in the network (online). Learning offline is done by utilizing the source of learning and media such as television, radio, the module (teaching materials of print), and media available in the environment. While learning online can be done through the application of learning and another portal using the device device or laptop. The role of parents is needed, it cannot be separated from the role of parents as madrasa or the first learning environment before studying at school. Abu Ahmadi stated the role of parents is a complex matter, a human expectation of how individuals behave properly and have family responsibilities (Haerudin, et al., 2020).

The role of parents is needed when distance learning. It is because in the implementation of distance learning the teacher tries to utilize technology in providing material and online learning assignments. However, in its implementation this did not go well because there were many obstacles in the infrastructure such as internet services, signals, smart-phones, etc. which resulted in many students who do not understand and do not feel guided in understanding the lessons that have been delivered. Therefore, the role of parents is needed in distance online learning. Winingsih (2020) stated there are four roles of parents in distance learning, namely parents as teachers, parents as facilitators, parents as motivators, and parents as influences.

During the Covid-19 pandemic, the role of teachers as those who educate, teach, guide, direct, train, assess, and evaluate students must be replaced by parents. Parents are a substitute teacher when their children are at home. According to Umar (2015) parents play the role of educators because parents not only teach but can train their children's skills, what needs to be trained is the child's attitude and mentality. So that it can be drawn an understanding of the role of parents as teachers is the status of parents in their task of educating, guiding, and directing their children. Therefore, parents really

determine the success of learning by creating a comfortable learning atmosphere at home using a fun learning method. Children are guided in working on assignments given by the teacher or can also make a learning hour during a pandemic like this so that learning activities at home can be more directed.

In distance learning, parents also act as facilitators. Parents as facilitators means that parents provide a variety of facilities both facilities and infrastructure for children's needs in the implementation of learning at home or distance. Sardin, Rosmia, & Mutamam (2019) stated parents as facilitators have an important role because parents must provide all the facilities a child's needs to achieve competence, skills and potential that children want to develop. Parents in providing facilities for children's learning activities must be able to understand the needs of children. Because the needs of each child are very different, especially at each level. For example there are children who already need electronic media with software that supports it, but there are also children who do not need such needs. Parents besides facilitating in learning activities must also facilitate the interests and talents of children in accordance with their wishes so that children can develop (Anuragga, 2019).

Online learning that is done online makes children bored and decreased enthusiasm so it is not enthusiastic in learning. This can be caused by several factors, one of which is the boredom of learning because they cannot discuss with friends or can also be caused online learning is more directed at giving assignments by the teacher. According to Abu Ahmadi (Haerudin, et al., 2020) the role of parents is complex, a human expectation of how individuals behave properly and have family responsibilities. Therefore the role of parents in an effort to provide motivation so that children remain enthusiastic in conducting learning activities at home is needed.

The success of the learning process in children is characterized by developments in several aspects, namely cognitive, affective, psychomotor aspects. The cognitive aspect is a subject that deals with cognition with the ultimate goal of knowledge. Affective aspect is a matter that is related to psychic, soul, and feel for the goals of character building. While the psychomotor aspect is a mental and psychological process related to physical activity (Haryadi & Aripin, 2015). According to Bloom & Krath Wohl cognitive aspects are including knowledge, understanding, application, synthesis, and evaluation. Affective aspects consisting recognition, response, appreciation, organization, and practice. Psychomotor aspects consist of several scopes, namely imitation, use, accuracy, sequencing, and naturalization or making natural movements (Hamzah, 2012).

In school learning, cognitive aspects will developed by learning and children interaction with teachers or having a discussion with friends. Interaction with friends at school will develop affective and cognitive aspects such as cooperation, helping others, friendship and competition (Nurkholis, 2020). Since the online distance learning policy is implemented, all aspects must be taken over by parents so that children's development is not hampered. Influence of parents is needed such as directing children to learn through platforms that can provide education such as educational videos from YouTube or from an online learning provider application. Therefore, the children cognitive aspect will continue to develop. Affective and psychomotor aspects can be developed by directing children with good habits such as exercising every day as well as maintaining parents' attitude themselves when interacting with their children. The behavior of parents and family at home was very crucial on cognitive, affective and psychomotor

development, a positive and comfortable home atmosphere must be created so that the child develops well.

This article contributes to the literature amid a pandemic with the role of parents in distance learning applied to elementary school students and other researchers to be used as literature and research development material. There are four roles of parents in distance learning, namely parents as teachers, parents as facilitators, parents as motivators, and parents as influences. The four roles go hand in hand, where in distance learning children need a teacher from their parents as a substitute for the teacher at school in the online learning process. Children need parents' facilities and guidance in distance learning. Children also need encouragement from the closest people, especially parents and activities that can have a positive impact on cognitive, affective, and psychomotor aspects of children.

METHODOLOGY

The method of making this article is a qualitative approach with descriptive methods. Sugiyono (2015) states that a qualitative approach is a research method based on positivism that is used to examine natural objects. In this qualitative approach, researchers are the key instruments. Descriptive method is research that aims to describe the data by analyzing the data obtained as to get a clear picture. The object of this study is the parents of elementary school students so that the response data obtained which are then systematically described. To find out the role of parents in primary school student learning during the Covid-19 pandemic, then the researchers conducted a study using data collection techniques that spread questionnaires containing 17 statements related to the role of parents in elementary school student learning during the Covid-19 pandemic and obtained 60 respondents as parents of elementary school students. The data in this study were in the form of a questionnaire that was processed by reading and studying. The next step in the analysis of this data is to carry out the stages of data reduction, data presentation, and drawing conclusions supported by the study of relevant documents.

RESULT AND DISCUSSION

Based on the instructions of learning during a pandemic Covid-19 in handbill No. 15 of 2020 about Guidelines for the Implementation of Learning from the House in Times of Emergency the Spread of Corona Virus Disease (Covid-19) there is a guide mentoring learning by the parents so that the obtained statement presented in the questionnaire to generate the data as below.

Table 1. Results Table Questionnaire of the Role of Parents in Elementary School Student Learning in the Covid-19 Pandemic Period

No	Statement	Category				
		Very Agree	Agree	Doubtful	Disagree	Very Disagree
1.	Online learning is more beneficial than face-to-face learning	1	7	13	34	5
2.	I discuss with the teacher	5	42			0

No	Statement	Category				
		Very Agree	Agree	Doubtful	Disagree	Very Disagree
	to plan inclusive learning according to my child's condition			7	6	
3.	Online learning is effective for the Covid-19 pandemic	14	36	4	5	1
4.	I guide children while learning during the Covid-19 pandemic	16	40	1	3	0
5.	I help children with their assignments during the Covid-19 pandemic	13	41	1	5	0
6.	I agreed on a way to communicate with the school	10	42	6	2	0
7.	I prepared a learning tool	13	36	5	6	0
8.	I make sure the place and learning facilities are comfortable	14	42	2	2	0
9.	I prepare time to support the learning process	14	40	4	2	0
10.	I discuss with teachers about challenges and obstacles during online learning	15	36	5	3	1
11.	I make sure children are ready to take part in learning	11	43	5	1	0
12.	I make sure the children filled out the activity sheets as daily learning monitoring material	13	41	3	2	1
13.	Online learning can make it easier for me to control and see the child's development	8	29	14	8	1
14.	I motivated children during the Covid-19 pandemic	19	38	2	1	0
15.	I collect photos of activity sheets and assignments every day	12	35	6	6	1
16.	Online learning can improve my relationships and communication with children	16	31	10	3	0
17.	I encourage children to be	14	42	2	2	0

No	Statement	Category				
		Very Agree	Agree	Doubtful	Disagree	Very Disagree
	active during the learning process					

(Source: The handbill of the Ministry of Education and Culture No. 15, 2020)

Based on data obtained from the questionnaire, it can be seen that online learning according to elementary school students' parents is not more beneficial than face-to-face learning. This agrees with Haerudin, et al. (2020) which states that learning is not more beneficial to be done at home because students cannot interact directly with the teacher and can't discuss with his friends. On the other hand parents continued to plan an inclusive learning with teachers so that online learning will be effective for the Covid-19 pandemic. Inclusive learning has a learning design that can accommodate all the needs and obstacles that are very diverse from students (Sunanto & Hidayat, 2016). The concept of inclusive learning views children as entitled to education so they need support in learning, the education system adapts the needs of children, utilizing the resources that are around children. Therefore, parents must be able to plan an inclusive learning with teachers an remind that various obstacles was faced by families during the Covid-19 pandemic which can have an impact on children's learning.

In the implementation of online learning during the Covid-19 pandemic, parents of elementary school students have guided and assisted children in doing the assignments given by the teacher. Based on the statement number 1-5 on the questionnaire obtained 82% of the parents have a role as a teacher. As the opinion of Kurniati, Alfaeni, & Andriani (2020) that parents play the role of teachers in assisting students to learn at home. With the conditions of learning from home parents as teachers must know ways to learn and play with children. Parents must be able to understand how their children learn because they learn differently. Parents also need to be able to direct their children to play in safe and pleasant conditions, and have educational value. In other words, parents have implemented play activities while learning by utilizing available resources.

Utilization of available resources, especially facilities that can support student learning activities. Learning facilities are everything both facilities and infrastructure so the learning activities can run smoothly, effectively, and efficiently. The fulfillment of this learning facility is intended to clarify the information or material that will be obtained, attract the attention of students in learning so the students will be passionate in learning, and can make a variety of situations in learning and made no boring reaction from students. Parents in distance learning agree with the school about how to communicate and prepare learning tools that can be used during the online learning process.

Comfortable places and facilities such as conducive and attractive atmosphere are also prepared by parents to support the learning process. Besides that, parents have discussed with the teacher about the challenges and obstacles in raising and facilitating the interests and talents from the children. This agrees with Anuragga (2019) that parents also have an important role in facilitating the interests of children in accordance

with the wishes of their children. As many as 91% of the parents have a role as a facilitator that can support learning online shown in the statement of the numbers 6-10. This agrees with Sardin, Rosmia, & Mutamam (2019) which stated parents as facilitators have an important role because parents must provide all the facilities a child needs to achieve competence, skills, and the potential that children want to develop. With the facilities support, it can increase children's enthusiasm in learning and make their learning progress more enjoyable.

Ningrum (2019) argues that the role of parents in motivating is not just words but with other forms that are able to arouse children's enthusiasm in learning that is by paying attention to the child's condition both psychologically and physically. This is important because in an interaction in the field of education can be influenced by the characteristics possessed by educational actors, these characteristics can take place in the physical and psychological family (A'la, 2016). In addition, parents are required to understand and be able to overcome learning difficulties in children, engage in children's learning activities, and provide learning facilities that support children's learning. From statement 13 in the questionnaire, as much as 62% of parents more easily control the development of the child during the online learning to ensure the children follow the learning and fill in the activity sheets learning. As well as monitoring the learning activities are expected to encourage or motivate children to stay motivated to do learning activities at home. Katz, Kaplan, & Buzukashvily (2011) state that with the involvement of parents in student learning at home will be able to influence the level and quality of parental involvement therefore it can affect motivation in children. According to Jimmy (2017) parents have the role of growing stimuli or motivations that come from outside which will naturally motivate children.

From the statement number 11-14 obtained the data as much as 90% of the respondents were parents of primary School students has been instrumental as a motivator for his son during the pandemic Covid-19. Karmawan, Supardi, & Donatianus (2012) stated that children need to be motivated to learn to be more excited and excited so that they have achievements in learning. Forms of motivation that can be given by parents can be in the form of gifts, praise, or punishment. Gift giving can increase self-confidence, excitement, and motivation while praise can encourage children to study harder. The punishment that can be applied is not always a punishment that is harsh but can be in the form of punishment that has educational value such as memorizing the material that has been learned. In this case parents have influence in the development of attitudes that are educational for children.

Parents as an influence is indicated by the influence of parents on cognitive, affective, and psychomotor aspects in children. During learning online collaboration between teachers and parents is very important because teachers can know the development of their students through communication with parents. This happens because parents more often communicate with children, with increasing intensity of communication with children can make it easier for parents to know cognitive development, affective, and psychomotor children. In an effort to improve aspects of development in children through tasks that are received every day by children and are required to collect activity sheets can help parents in monitoring the child's development. So that parents play an important role in this regard in order to improve child discipline. The role of parents as an influence of 89% indicates that parents have played a role as an influence by training children to have an enterprising attitude towards learning which can improve children's knowledge is an effort to develop

cognitive aspects. Then the affective aspects can be done by parents to train children to have an obedient character in undergoing health protocols during the Covid-19 pandemic. And the psychomotor aspects can be applied by parents with a healthy lifestyle through regular exercise and maintain cleanliness and nutritious food-eating in order to make children have a healthy physical and psychological.

CONCLUSION

Covid-19 pandemic causes students learning to be carried out remotely or at home. With distance learning, children must be accompanied by their parents in learning. Primarily in elementary school students where they can not fulfill their needs in learning independently. In distance learning, parents have a role as a teacher, facilitator, motivator, and an influencer. More than 80% of parents in the Covid-19 pandemic have performed their role of being a teacher who guides their children in learning at home. Supporting facilities are also provided to make learning progress take a place. Parents have also realized that children need motivation because parental influence is very important in their children's learning.

From these conclusions this article can be used by parents of elementary school students to find out the role parents should have done during the Covid-19 pandemic. For other researchers to be used as literature and research development material on the role of parents in elementary school student learning during the Covid-19 pandemic.

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