ADVANTAGEOUS ONLINE LEARNING DURING COVID-19 PANDEMIC: WHY PARENTS DISBELIEVE?

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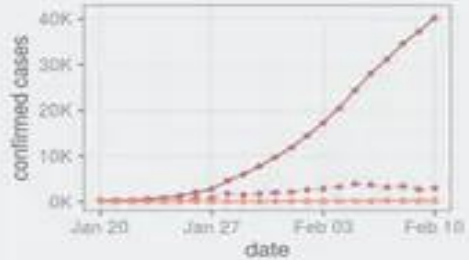Muhammadiyah University of Surabaya, Indonesia

CORONAVIRUS OUTBREAK
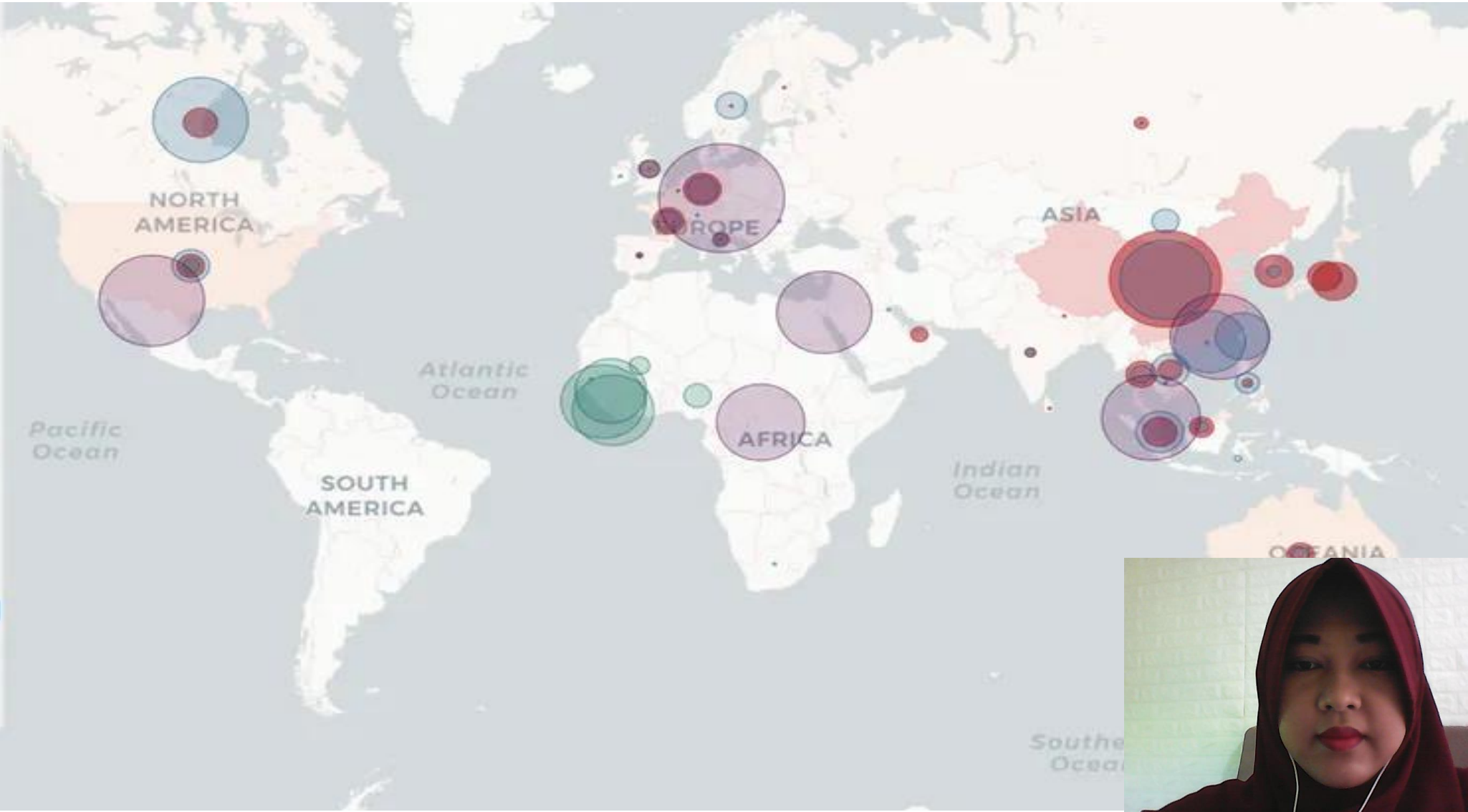
WFH & SFH

- 239,000 schools were closed to practice the SFH (Churiyah *et al.*, 2020)

- There is a need to calculate and assess online learning in Indonesia.

- Students and their parents must be synergic to achieve the desired learning outcome.
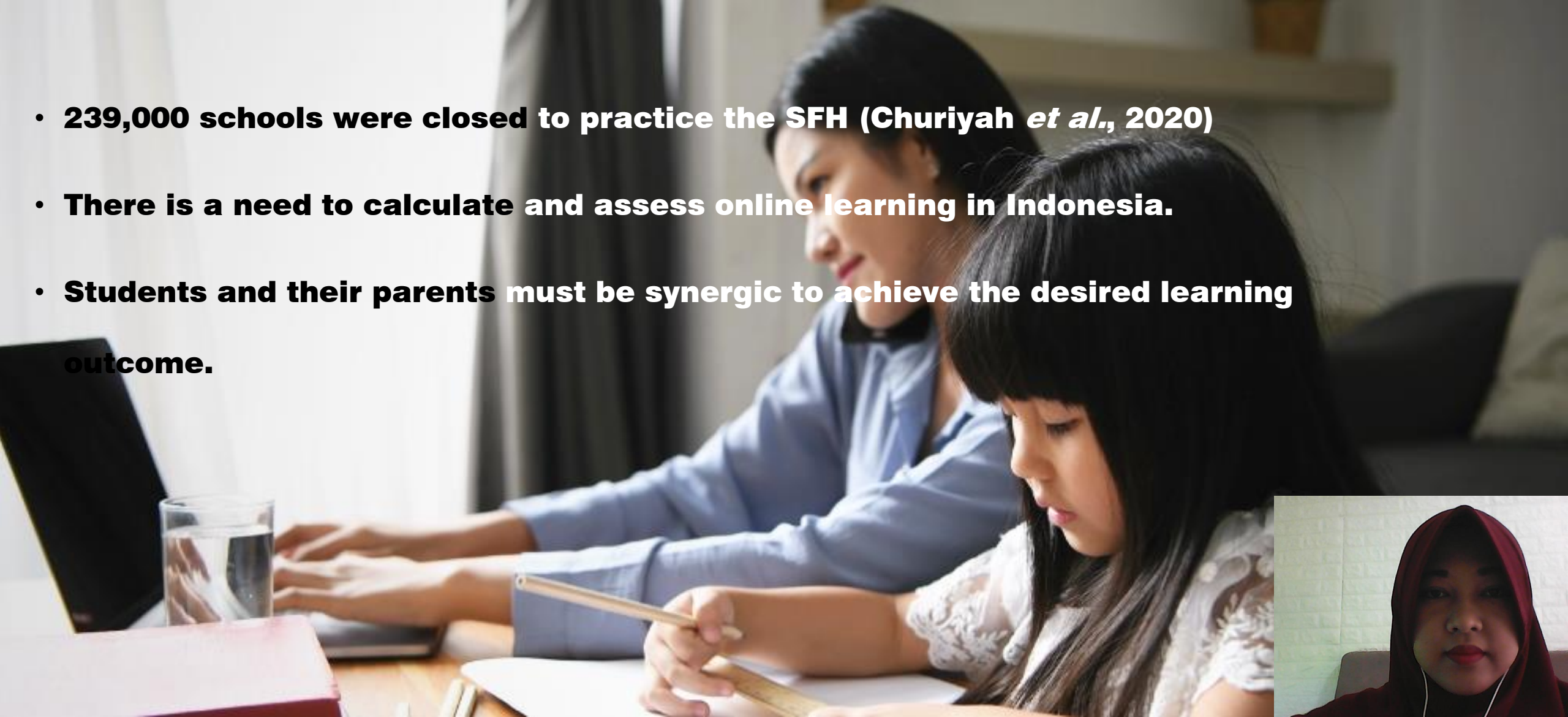
This study aims to determine the parents' belief as a pillar of the Muhammadiyah cadre in the implementation of online learning in Muhammadiyah elementary schools during the Covid-19 pandemic.
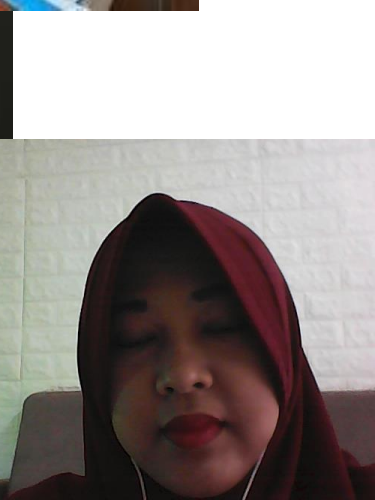
METHOD

- Survey
- 200 parents of the elementary level of Muhammadiyah Schools (SD Muhammadiyah) in Surabaya, Indonesia
- Questionnaire
- Interview (12 parents)

RESULT

- The results show a positive tendency toward online learning.

- The center points of findings are that parents disbelieve that online learning can accommodate their children's pedagogic, affective, and spiritual competencies as well as talents and interests.

- 52.5% of parents from various background mention this negative mood toward the learning.

- Parents believe that this cyberspace learning becomes burdensome to their children.

- 7.5 % of parents disbelieve their role in assisting the children is important to the learning completeness.

- 7% of parents mention their disbelief toward the effectiveness of online learning depends on their time spent with the children. 5% of parents then disbelieve that parents' role in assisting the children during online learning is essential.

Percentage of Parents' Disbelief

No	Statement	Percentage of disbelief of 200 Parents
1	I believe that online learning policies are the right solution to be implemented during pandemic	15.5%
2	I believe that online learning can still accommodate children to achieve knowledge competencies (the ability to think, remember, explain and solve problems)	42.5%
3	I believe that online learning can still accommodate children to achieve affective competence (honesty, responsibility, discipline, courtesy, self-confidence)	43.5%
4	I believe that online learning can still accommodate children to achieve spiritual competence (the ability to worship)	40.5%
5	I believe that online learning can accommodate students to develop their talents and interests.	52.5%
6	I believe that by using technology in online learning, children are motivated to be more creative in completing tasks.	36%
7	I believe that the role of parents is essential in assisting children to learn online.	5%
8	I believe that children's learning completeness in online learning depends on parental assistance.	7.5%
9	I believe that children are not overwhelmed by online learning	51.5%
10	I believe that the effectiveness of online learning is compromised by the limited time parents have to spend with their children	7%

Conclusion

Parents have reasons to disbelieve online learning as the best solution applied in the pandemic. The learning is believed as burdensome to parents and children. It is also ineffective in accommodating competencies such as cognitive, affective, spiritual, talents and interests.

Parents own limited time in assisting children studying, each family owns limited gadget facilities, and children need to meet their teacher directly to understand the lesson.

Those are the factors beyond the disbeliefs.

Eventually, parents were becoming more emotional to the children along with their demotivation to the online learning as well as the ability to achieve cognitive, affective, and spiritual competence.

Accordingly, the authorities should consider the results of this study for immediate improvement and more support for parents.