

Artikel Advantageous Online Learning

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

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1 **Abstract:** Parents' expectations for children's educational attainment must be restrained by Covid-19 in 2020. In Indonesia, the virus has interfered with all levels of school to reform the mode of learning. An immediate decision made by the Ministry of Education was to implement full online learning. This situation uncovers obstacles that children and parents undergo. Even though the advantages of the policies have been perceived and published, the stakeholders need to express the problems too. This paper will exhibit parents' disbelief toward online learning. The survey using questionnaire had been administered to 200 parents of elementary level students of Muhammadiyah Schools in Surabaya, Indonesia. The results show parents' disbelief issues. Online learning is believed as burdensome to parents and children. It is also ineffective in accommodating competencies such as academic, affective, spiritual competencies, as well as talents and interests. Interviews were then conducted to investigate the factors: parents own limited time to assist children in studying, numbers of the family own limited gadget facilities, and children need to meet their teacher directly to understand the lesson. Finally, the implication after parents' disbelief is revealed. Parents were becoming more emotional to the children along with their demotivation to the online learning as well as the lower academic, affective, and spiritual competence.

Keywords: disbelief, online learning, pandemic

Introduction

The coronavirus disease outbreak worldwide first at the end of 2019. Three months after that, it arrived in Indonesia followed by a government declaration that it became a national disaster, exactly on March 2, 2020 (Abdullah, 2020). By the end of 2020, the total number of cases of this disease was 743,198 cases (*GitHub - CSSEGISandData/COVID-19: Novel Coronavirus (COVID-19) Cases, provided by JHU CSSE*). This situation enforced the Indonesian government to act on a new policy. The command for Work From Home (WFH) for sectors of industries and Study From Home (SFH) for students was executed. Approximately 239,000 schools were closed to practice the SFH (Churiyah *et al.*, 2020).

The readiness of the education stakeholders to support the implementation of SFH is required. There is a need to calculate and assess online learning in Indonesia. The school and teachers have to be able to decide the applicable platform for the students. Students and their parents must be synergic to achieve the desired learning outcome. Indeed, before the pandemic outbreak, the concept of digital learning was already maintained in the Indonesian education system. Even though Indonesian Ministry of Education had declared to support online learning

by providing internet connection and learning platforms throughout Indonesia, yet the facilities were not available in the rural areas (Churiyah *et al.*, 2020).

Years before the pandemic infected the nation, the government had contemplated the rate of school-aged internet users. Publishing Regulation Number 65 of 2013a about the Standard Process of Primary and Secondary Education about involving and regulating the utilization of technology and digital learning resources, Minister of Education and Culture of the Republic of Indonesia intended to enhance the learning outcome. It reveals the culture of education in Indonesia has been exposed to digitalization (Sari *et al.*, 2020). The question about digitalization has reached all areas of Indonesia arises as there are 25,203,371 public and private elementary school students nationwide (Badan Pusat Statistik, 2020). The principle conditions that lead to the Indonesian schooling framework's heterogeneous nature are affected by the immense archipelagic areas, a wide assortment of ethnic gatherings, holes in provincial and metropolitan turn of events, and contrasts in the social foundations of every person (Sukmayadi and Yahya, 2020).

The online learning implementation policy is an alternative that is implemented so that students continue to carry out learning activities delivered by the teacher and optimize the role of parents at home in accompanying their children in these learning activities. 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. This research investigates:

1. To what extent do the parents disbelieve in online learning?
2. What are the factors forming parents' disbelief toward online learning?

Literature Review

The utilization of digital tools to establish a virtual classroom (out of the traditional classroom) within a curriculum is the notion of online learning that arranges cyberspace along with the online network and gadget (Wijaya, 2018). Additionally, "... (online learning, open learning, web-based learning, computer-mediated learning, blended learning, m-learning, for ex.) have in common the ability to use a computer connected to a network, that offers the possibility to learn from anywhere, anytime, in any rhythm, with any means". And yet, the way how teachers and students connect and collaborate is an essential part of this kind of learning (Cojocariu *et al.*, 2014, Giatman, Siswati, and Basri, 2020).

In the case of the Covid-19 Pandemic in Indonesia, the traditional classroom has been replaced by the virtual classroom (the movement of school activities to home) as the government declares large-scale social restrictions. The term that has been acknowledged nationwide is the study from home (SFH). The mode of the SFH is the organization of synchronous and asynchronous learning (Rasmitadila *et al.*, 2020). The application of e-learning portals such as google classroom or Microsoft 365 provides a new atmosphere for students in learning asynchronously. Meanwhile, for the sake of the safety and health of educational stakeholders, application named Zoom or Google Meet are frequently used to facilitate synchronous learning.

Methodology

¹ This study explores parents' disbelief toward online learning and its factor. Specifically, 200 parents of the elementary level of Muhammadiyah Schools (SD Muhammadiyah) in Surabaya, Indonesia were involved in this research. The questionnaire (surveying parents'

disbelief) had also been validated by using SPSS and expert validation before the administration. A pilot test administered to the same number of parents from non-Muhammadiyah schools was done to make the questionnaire reliable. The survey was conducted by administering an online questionnaire (by utilizing google form) spread via parents' WhatsApp contacts. The contacts were accessed after receiving research permission from Muhammadiyah Elementary Schools Principals. Demographic data of the respondents were also collected through this survey.

Further data were collected using the online one-on-one interview. Making use of the Zoom Meeting application, the interviews were held by randomly choosing 12 parents. Questions about factors underlying the disbelief toward online learning were asked within 15 minutes interview. All data finally were coded by NVivo.

Data gained from the demographic questionnaire show multi-background respondents. There are 87.0% females and 13.0% males with range of age: 20-29 years old (4.0%), 40-49 years old (33.0%), and 50-59 years old (2.5%). Their education background are senior high school (45.5%), bachelor degree (47.0%), and master/magister (3.5%). Their occupations are varied: civil servant (5.5%), teacher (7.5%), entrepreneur (12.0%), employee of private company (20.0%). Proficiency in using the gadget is proficient (32.0%), very proficient (7.0%), quite proficient (53.5%), and not proficient (7.5%). 47.5% of parents were adapted to online learning.

Findings & Discussion

The results show a positive tendency toward online learning. The center points of findings are that parents **do** believe 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. Moreover, parents believe that this cyberspace learning becomes burdensome to their children. Surprisingly, there are 7.5 % of parents disbelieve their role in assisting the children is important to the learning completeness. Meanwhile, 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.

Table 1
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 online learning is burdensome to the children	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%

In terms of the factors underlying parents' disbelief, they stated that online learning is the best solution to be applied during the pandemic, yet they still expected that the government can organize the offline learning as they believe that online learning has not supported the achievement of their children's competence. 42.5% out of 200 parents do not believe that online learning can still help children achieve their competencies (the ability to think, remember, explain, and solve the problem). In the interview, 10 out of 12 parents stated that the children need to see the teacher directly to ensure themselves to comprehend the lesson. The online learning via zoom meeting has not fully accommodated that desire. Respondents said that when children could not understand the lessons their teachers conveyed through virtual meetings; the parents had the role of explaining back to the children. However, the limited knowledge (parent 1) and patience (parent 3, 6, and 5) of parents is an obstacle in teaching children. There are some subjects that not all parents are able to explain (parent 1, 3, 4, 5, 7, and 8). Therefore, even though there is assistance from parents without being accompanied by the abilities of the parents in the subject matter, the child still does not understand the subject matter which results in the child's low learning completeness (parent 6, 9, and 10). One parent confirmed that she argued with her child as her child objected to her order to finish his school tasks. She said, *"I will report this (her child did not finish the school tasks) to your teacher!"* The child said, *"I hate school from home. I'd rather go to school than study at home."* Moreover, the mother then said that she agreed with her child as she neither teach nor overcomes child's problem on the certain lesson such as 'Culture, Arts and Craft', Javanese language, and Math (parent 1).

Additionally, children who are not motivated to be more creative are children whose parents have to work in the office during the pandemic. Parents cannot fully support their children to study and children cannot use gadgets due to limited facilities at home. In the case of children who are entrusted to their grandparents while their parents are working, they still cannot attend virtual classes or do tasks freely because their grandparents do not understand gadget technology for online learning. This limitation has demotivated children (parent 1 and 2). What has happened is that the child has not been able to fully operate a laptop or smartphone either to access the e-learning portal, zoom meeting application, google classroom, or Microsoft 365. To access this portal, children still need parental assistance. For example, in assignment collection, the teacher asks students to upload files or photos of assignments to Google Classroom. Respondents with children who are in 1st to 4th grade, still experience problems in this process (parent 1, 2, 3, 4, 6, 7, and 11). While children in 5th – 6th grade are better at operating gadgets, parents only act as supervisors and reminders for children to complete school assignments. Thus, parents who believe that the effectiveness of online learning is compromised by the time parents have to spend with their children are those who have children in 5th and 6th grade and are accustomed to operating the gadgets (parent 5, 8, 10, and 12).

Furthermore, even though 56.5% of parents believe that being honest, responsible, polite, and confident have been accommodated by online learning, yet several parents do not say so. One of the examples they share in the interview is that “*My kid’s being dishonest as he attended the zoom class meeting wearing incomplete uniforms. He wears the shirt with no trousers,*” (parent 6). The other issue that came up is about children’s responsibility. They still need their teacher to be active in reminding them to submit the assignment or other tasks like doing prayer (salah) and memorizing sentences (ayat) of Al Quran. Children are negligent in performing the prayers they routinely do at school, such as dhuha prayers, noon prayers, and memorizing the Al Quran. The teacher reminded the guardians through WhatsApp group that in the end, it was the parents who got the responsibility of passing on reminders from the teacher to the child. If parents are busy, especially those who are not WFH, all of that will be neglected. Finally, the child cannot attain spiritual competence (parent 5, 8, 9, and 12).

The implementation of online learning in Indonesia is revealed by this research. Parents not only stand on the positive side of online learning but also share how they have struggled against the difficulties in assuring their children to be well educated in the covid-19 pandemic.

This research has revealed that online learning is burdensome for them. Parents have a scope of thoughts regarding learning and tutoring: parents characterized their job as offering help and support to their youngsters, parents’ eagerness for this job might be a consequence of the working class test since common parents may characterize schools as liable for showing academic abilities and require the consolation to see their homes and networks as settings for imparting to class (Lareau, 1989 in Shumow, 1997). Difficulties stay in our comprehension of childhoods in the 21st century and in coordinating technology into kids’ learning habits (Dong, Cao, and Li, 2020). In this research, parents and children undergo challenges in exploiting technology (gadgets and the internet). Ordinarily, technology can decidedly affect the instructive experience of the student when it is utilized as a learning apparatus (Skelton, 2016). Joseph (2012) in Skelton (2016) based her examination with educator understudy dyads on this reason to direct a work area research study that reviewed the accessible writing. She found that the utilization of technology expanded in general admittance to data expanded correspondence, and assisted the students with working freely.

Two things are consistent in 21st-century teaching: parents are required to be essential for their children’s schooling, and technology is accessible and improving as educating/learning devices (Skelton, 2016).

Conclusion

Parents and students have experienced new things in the new normal nation. Even though advantages are found in the new model of school, online learning is also revealed to have circumstances. 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 academic, affective, spiritual talents and interests. Parents own limited time in assisting children studying, each family owns limited gadget facilities, and children need to meet the teacher directly to understand the lesson 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 lower academic, affective, and spiritual competence. Accordingly, the authorities should consider the results of this study for immediate improvement and more support for parents.

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