



The Role of Teachers and Student Parents in Online Learning Times Covid-19

Fandi H. Binggo¹

¹Elementary School Teacher Education, University of Muhammadiyah Gorontalo, Indonesia

*Corresponding Author: Fandi H. Binggo
Email: fandi.binggo@gmail.com



Article Info

Article history:

Received 3 March 2022

Received in revised form 25 March 2022

Accepted 30 March 2022

Keywords:

Role of Teacher

Role of Parents

Online Learning

Abstract

This study aims to determine the role of teachers and parents in online learning in the Covid-19 situation of Class VI SD Laboratorium UNG. This research is a descriptive qualitative method by using case study research, and the sample was taken by stratified random sampling with number of samples was 20 respondents. The process of collecting data was done through observation, interviews, questionnaires and documentation. The results of the study show the role of teachers and parents in online learning during the Covid-19 situation has a very important influence. The role of teacher as a motivator, innovator and evaluator during online learning in the COVID-19 pandemic situation. The role of parents in supporting online learning by providing facilities, accompanying and directly supervising their children during the learning process at home. Online learning makes parents closer, knowing the character and learning outcomes of students.

Introduction

Education is of course many things that become components as determinants in policy making in order to produce high-quality education. One of them is educators or so-called teachers, besides that there are several components that make a conducive, stable and quality educational atmosphere, for example the government, teachers, students, parents and the community (Ibrahim, 2015).

Based on Law Number 20 of 2003 concerning the National Education System (Sisdiknas) Chapter II article 3 emphasizes that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings of faith, and devoted to God Almighty, noble, healthy, knowledgeable, capable creative, independent and become citizens of a democratic and responsible (Kum, 2018).

The Covid-19 pandemic is first and foremost a health crisis in the world. Many countries have decided to close schools, colleges and universities. The United Nations (UN) became angry with this fact. The International Organization, which is headquartered in New York, USA, revealed that education is one of the sectors most affected by the Corona virus. Worse yet, it happened in a fast tempo and on a wide scale. Based on a March 7, 2020 ABC News report, school closures have occurred in more than a dozen countries due to the Covid-19 outbreak. According to data from the United Nations Educational, Scientific and Cultural Organization (UNESCO), there are at least 290.5 million students worldwide whose learning activities have been disrupted due to school closures (Purwanto, et al., 2020).

Based on the Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health and Minister of Home Affairs regarding Guidelines for the Implementation

of Learning in the 2020/2021 Academic Year and the 2020/2021 Academic Year during the Covid-19 period. has now implemented a learning from home policy, especially for education units located in the yellow, orange and red zones. For educational units located in the green zone, they can carry out face-to-face learning while still paying attention to health protocols. Learning from Home (BDR) is implemented with the Distance Learning system (PJJ). In its implementation, PJJ is divided into two approaches, namely distance learning in the network (online) and distance learning outside the network (offline). In implementing PJJ, education units can choose an approach (online or offline or a combination of both) according to the characteristics and availability, readiness of facilities and infrastructure (Asmuni, 2020).

UNG Laboratory Elementary School is one of the schools that have felt the impact of Covid-19, where teachers must develop strategies to carry out the online learning process carried out by students from home, online learning which is being carried out for the first time makes teachers adjust what roles are needed by students when learning online is implemented, the teacher's role is very influential on students studying at home, namely eliminating student boredom by providing good motivation, making presentations that attract students' attention and the evaluation given is different from usual (Yao et al., 2020).

The problem that occurs is that many parents of students complain that they have difficulties. So far, parents have given the responsibility for their children's education to school teachers. Due to the current condition, parents have a dual role in the online learning process at home. In addition to the responsibility of educating children, parents are required to accompany their children to learn online at home instead of face-to-face learning. In conditions like today, whether we realize it or not, parents carry out the dual role of education. First, the main role of parents. Universally, parents are required to think about and realize the best education for their children. This obligation is attached to each individual parent. Parent participation is required in the online school process. In short, parents are teachers, representing the school, at home. Where they play a role in administering learning such as preparing online learning facilities, the stage for children to do assignments, report assignments, to take online exams that require motivation from parents.

Methods

Research on the role of teachers and parents in online learning during the Covid-19 era uses a qualitative approach, where this approach tends to lead to descriptive research methods. The type of research used in this study is a case study (life history), namely the role of teachers and parents in online learning during the Covid-19 class VI SD Laboratorium UNG, case study research is carried out to obtain a deep understanding of the situation of the meaning of something from an object. researched. Data collection is done by observation, interviews, questionnaires or questionnaires, documentation. The data in this study were analyzed by means of data reduction, data presentation and verification conclusions.

Results and Discussion

The role of teachers in online learning at SD Laboratorium UNG

The Teacher's Role as a Motivator

Based on observations and interviews conducted at SD Laboratorium UNG that the teacher's role as a motivator in online learning is very important because students will feel bored, lazy and do not follow online learning when students carry out these activities continuously, so the motivation given by the teacher is very useful for students. with the hope that students will continue to be enthusiastic and happy in carrying out online learning carried out by schools,

this is in accordance with the opinion (Galuh HW2020: 22) that teachers as motivators should be able to encourage students to be passionate and active in learning. Motivation can be effective when carried out by paying attention to the needs of students. The teacher's role as a motivator is very important in educative interactions, because it involves the essence of the educator's work that requires social skills, concerning performance in personalization and social socialization.

Based on the results of the research and theoretical studies above, the researcher concludes that the teacher's role as a motivator is quite difficult because the motivation is carried out remotely to students, but students still need the motivation given by the teacher so that teachers have students who are in great need of teachers, so that students continue to work. enthusiastic and active in learning.

The Teacher's Role as an Innovator

Based on observations and interviews conducted at the UNG Laboratory Elementary School that teachers as innovators are very much needed in online learning today where teachers are required to continue to provide the latest innovations to make students carry out online learning, at UNG Laboratory Elementary School various innovations are made by teachers to make students carry out online learning including, the application that is used makes it easier for students and the information technology used is more attractive so that students who do online learning feel happy with the innovations made by the teacher. In accordance with the statement put forward by (Indah W & Itsni, 2020) that in this online learning, teachers should master and update the methods applied. Because the learning method during a pandemic is different from the pre-pandemic method. A teacher must be smart in choosing what method is suitable for use in learning and it is hoped that students will not get bored.

Based on the study of research results and theoretical studies, the researcher can conclude that the teacher's role as an innovator is very important in online learning at this time where teachers must create new things so that students are happy and not bored in carrying out online learning, teachers must provide innovative attract attention so that students continue to be interested in learning in the implementation of online learning.

The Role of the Teacher as an Evaluator

Based on observations and interviews conducted, it was found that the role of the teacher as an evaluator or evaluation in online learning is very necessary, this is to measure the extent to which students understand the explanation of the material provided by the teacher. Evaluation is usually carried out to become a benchmark for the assessment given to a student in the learning that is being carried out, at SD Laboratorium UNG, evaluation is more often carried out on assignments or tests sent by the teacher and carried out by students, after being done, they are given assessment according to student work. This is in accordance with the opinion expressed by Ardianto (2017) that the teacher's role is to collect data or information about the success of the learning that has been carried out. Which has a function to determine the success of students in achieving predetermined goals or determine the success of students in absorbing the material and to determine the success of teachers in carrying out all of them.

Based on the study of research results and theoretical studies, the researchers concluded that the teacher's role as an evaluator or evaluation in online learning has a very important role, because the evaluation carried out can see the level of understanding of the material being taught to students has been understood or not, in addition to The evaluation carried out on students caused the teacher not to find it difficult to determine the assessment because it was in accordance with the results of working on assignments or tests carried out by students.

Teacher Constraints during Online Learning

Based on observations and interviews conducted at the UNG Laboratory Elementary School, the obstacle that is often faced by teachers at UNG Laboratory Elementary School is internet access which has problems when online learning takes place, this is because the internet network in the UNG Laboratory Elementary School area is very difficult to access because The location of the school and the residence of the fifth grade students of the UNG Laboratory Elementary School are in remote villages, this is in accordance with the opinion expressed by (Aji, 2020). That the internet network is really still not evenly distributed throughout the country and not all educational institutions enjoy the internet network well. So that the internet network does not cover the media used when learning online.

Based on the study of research results and theoretical studies above, the researcher concludes that with the obstacles faced by teachers in online learning, namely access to the internet network that has problems or obstacles, causing online learning to be less than optimal at SD Laboratorium UNG. However, poor internet network access does not discourage teachers or students from continuing to carry out online learning so that it runs smoothly and well.

The Role of Parents in Online Learning

The Role of Parents as Teachers at Home

Based on observations and interviews, it can be concluded that the role of people during online learning is very much needed where parents are required to be a substitute teacher for their children in terms of learning. There are some parents who think being a teacher for their children at home during a pandemic is very easy, this is because the educational background of the parents is adequate while for parents who have limited education it is the most difficult thing where parents become teachers for their children. This fact is in accordance with the opinion Cahyati & Kusumah (2020) that parents consider that learning at home is still considered to be able to improve the quality of children's learning, but there are some parents who think that learning at home is not beneficial for children. , because at school children can interact directly with teachers and socialize with their friends.

Based on the results of research and theoretical studies, the researchers concluded that the role of parents as teachers at home is quite easy and can improve learning for children's learning, but there are some parents who have difficulty becoming teachers at home due to the educational background of the students' parents. inadequate, this becomes an obstacle for people to act as teachers at home, in addition to parental education, parental work is also difficult to guide children to study at home, so that children do their own learning to fulfill their obligations as a student.

The Role of Parents as Facilitators

Based on observations and interviews obtained that parents fulfill student facilities to support online learning carried out by schools, parents need to prepare facilities for students such as cellphones (mobile phones) and internet networks, which are the main things for the implementation of online learning in schools. UNG Laboratory Elementary School, however, some parents who have economic limitations make parents have to try to fulfill the facilities in the implementation of online learning, this is in accordance with what was stated by (Handayani, 2020) that the reality is what happens to people in the area. because of their economic limitations it is difficult to buy mobile phones. Based on these obstacles, parents have to try so that the facilities needed by their children can be met.

Based on the results of research and theoretical studies, the researchers concluded that parents had prepared facilities for the implementation of online learning such as mobile phones and internet networks and others needed for the implementation of online learning carried out by schools. However, there are some students who choose not to do online because of the economic conditions of the family who are less able to meet the facilities for children to do online learning.

The role of the teacher as a motivator

Based on observations and interviews obtained that motivating children is quite difficult for parents to do, this is because parents are not accustomed to motivating their children to learn because when attending school face-to-face teachers who continuously motivate students continue to be enthusiastic in learning, with online learning because Covid-19 makes parents have to motivate their children to take part in online learning carried out by schools, so parents must try various ways to motivate students to continue to follow online learning and do the assignments given by the teacher. this is in accordance with the opinion (Handayani 2020) the role of parents in motivating children's learning, and providing motivation in doing school assignments. In order to keep the spirit of learning and do the work, parents have their own way from easy to difficult ways to motivate their children to learn.

Based on the results of the research and theoretical studies above, the researchers concluded that the role of parents in motivating online learning found difficulties because it was the first time it was done, but parents have their own ways to motivate their children to continue to follow online learning and do the assigned tasks. by the teacher.

Parental Obstacles in the Implementation of Online Learning

Inadequate Facilities

Based on observations and interviews obtained that the facilities used in online learning are android-based mobile phones, mobile phones for some parents are already owned and even supported by sophisticated systems, which make students ready to carry out online learning, but some parents Those who are less able to buy these online facilities must try hard in various ways so that their children can participate in online learning. Based on the obstacles, parents ask for convenience from school teachers so that their children continue to carry out online learning. teachers and schools provide convenience so that students can continue to study online by using various applications that can be accessed by students anywhere. This fact is in accordance with the opinion (Handayani, 2020) that what happens to people in the area due to economic limitations they have difficulty buying cellphones. parents so that deficiencies in online learning can still be met properly.

Based on the results of the research and theoretical studies above, the researchers concluded that in the implementation of online learning, the most important facility is mobile phones provided by parents, although with various efforts from parents so that students carry out online learning carried out by schools.

Lack of Material Understanding by Parents

Based on observations and interviews obtained with inadequate educational backgrounds for some parents, it is difficult for parents to understand the material from the teacher's explanation during online learning conducted by students. Based on these obstacles, some parents decide not to accompany and supervise students in the implementation of online learning, in addition to the inadequate educational background of parents, the work parents do is the reason parents do not supervise their children in online learning. this is in line with the opinion (Handayani,

2020) that online learning, many parents do not understand the material provided by the school or teacher, parents consider the task given looks difficult so they are difficult to convey to children.

Based on the results of the research and theoretical studies above, the researcher can conclude that parents are the main part so that the learning carried out by the school obtains the results as expected, so it is necessary to cooperate between teachers and parents so that students are able to carry out online learning from home. However, parents of students have difficulties including the background of education and the demands of the work of parents who are done every day.

Difficulty of Parents in Cultivating Children's Interest in Learning

Based on observations and interviews conducted, it was found that fostering interest or pleasure for students in carrying out online learning is quite difficult, this is because students are still complacent with the holidays caused by the covid-19 pandemic, but at the beginning of online learning which was carried out what the school does, the students are very enthusiastic because they do different activities from the usual day. This is in line with the opinion (Handayani 2020) that interest as a whole provides strength to learn, therefore the first thing that is important in learning is to grow interest in learning. so to encourage students to stay happy doing online learning, parents must provide extra understanding and accompany students when doing online learning carried out by schools.

Based on the results of the research and theory above, the researcher concludes that in order to foster student interest in learning so that they continue to enjoy participating in online learning, parents must continue to guide, supervise and understand so that online learning is carried out properly.

Difficulty of Parents in Operating the Cellphone

Based on observations and interviews, it was found that there were some parents who did not understand how to operate mobile phones, this was caused by the varied backgrounds of educators and the work of parents, so this created obstacles in helping students to be able to operate cellphones in online learning. This statement is in accordance with what was stated by (Handayani, 2020). that in online learning, not all parents are able to operate gadgets because some parents are still not technology literate. It is undeniable that parents sometimes choose their children to be able to operate cellphones while parents are not interested in being able to operate cellphones with the Android system, the reason is quite simple because Android cellphones are too complicated for parents to use.

Based on the results of the research and theoretical studies above, the researchers concluded that parents are one of the supporters so that online learning is good and smooth for students, but in practice it turns out that parents have obstacles, where parents of students who do not know how to operate mobile phone systems android to help their children in doing online learning, even though the operation of android phones is the most important thing for the implementation of online learning for students.

Limited Internet Access

Based on observations and interviews, it was found that internet access which is used to support online learning has problems (loading) this interferes with students in terms of learning, besides the location of the residence of students' parents who are in rural areas makes network access for implementing online learning very difficult, making it difficult for students to learn. parents must continue to supervise students so that they are fluent in carrying out online learning, this

fact is in accordance with the opinion (Handayani, 2020) That the diverse Indonesian archipelago causes not all areas to be reached by internet services and the distribution of internet networks is slow at any time. This makes teachers and parents have to work together so that online learning continues smoothly and has the desired results. Based on the results of the research and studies above, the researchers concluded that limited network access for rural areas makes it difficult for students and teachers to access online media, this makes teachers and parents have to work hard to keep students engaged in online learning so they don't get bored easily waiting. with an unstable internet network.

Conclusion

Teachers' roles in online learning may be inferred to have a significant impact on the implementation of online learning, such as the teacher's position as a motivator, an innovator and an evaluator, according to the findings of study and debate. Students will greatly benefit from this position during the present Covid-19 era, since instructors' methods of teaching are quite different from those used in the past. Activities will still run into major and minor roadblocks, such as the difficulties instructors have while studying online, such as unstable internet connectivity, which necessitates pausing and restarting online learning sessions. The adoption of online learning proceeded swiftly and successfully because schools, teachers, and parents worked together. The economic level of parents has an impact on the online learning process, particularly in terms of providing the facilities required for online learning, and internet connectivity is less consistent since most of the parents' dwellings are located in rural areas. Some pupils in remote locations find internet learning challenging since their parents are unfamiliar with the subject matter and do not know how to use a smartphone.

References

- Aji, R. H. S. (2020). Dampak Covid-19 pada Pendidikan di Indonesia: Sekolah, Keterampilan, dan Proses Pembelajaran. Salam: *Jurnal Sosial dan Budaya Syar-i*.(7), 5, 395-402.
- Ardianto, A. (2017). Peranan Guru Sebagai Evaluator dalam Meningkatkan Hasil Belajar PAI SMPN 2 Sinjai Barat (Doctoral dissertation, Universitas Islam Negeri Alauddin Makassar).
- Asmuni, A. (2020). Problematika pembelajaran daring di masa pandemi covid-19 dan solusi pemecahannya. *Jurnal paedagogy*, 7(4), 281-288.
- Cahyati, N., & Kusumah, R. (2020). Peran orang tua dalam menerapkan pembelajaran di rumah saat pandemi Covid 19. *Jurnal Golden Age*, 4(01), 152-159.
- Handayani, T. (2020). Peran orangtua dalam membimbing anak pada pembelajaran daring di desa ngrapah kecamatan banyubiru tahun pelajaran 2019/2020.
- Ibrahim, Y. (2015). *Deskripsi kompetensi mahasiswa program studi pendidikan geografi dalam menyelesaikan soal prediksi ujian nasional mata pelajaran geografi*. Skripsi, 1(451410074).
- Purwanto, A., pramono, r., asbari, m., hyun, c. C., wijayanti, I. M., & putri, r. S. (2020). Studi eksploratif dampak pandemi covid-19 terhadap proses pembelajaran online di sekolah dasar. *Edupsycouns: Journal of education psychology and counseling*, 2(1), 1-12.
- Yao, J., Rao, J., Jiang, T., & Xiong, C. (2020). What role should teachers play in online teaching during the COVID-19 pandemic? Evidence from China. *Sci Insigt Edu Front*, 5(2), 517-524.