

Advantageous Online Learning During Covid-19 Pandemic: Why Parents Disbelieve?

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Highlights

The online learning during covid-19 pandemic was believed as burdensome to parents and children.

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: online learning, disbelief, pandemic

Introduction

The first global outbreak of coronavirus disease occurred 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).

Assignments, blended learning, e-learning, online learning, or other comparable techniques must be used to let students learn from home. The function that schools or teachers typically play in at-home learning is likely to change and more or less be assumed by parents. In order to ensure that teaching and learning activities continue to operate smoothly even while children are at home, teachers must connect with parents more frequently. On the other hand, parents

are expected to play the role of teachers at home and actively participate in their children's learning (Purnomo et al., 2022).

Many schools throughout the world are restricting student-teacher engagement, pushing them to use technology to continue providing an education (Kingsbury, 2021). 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 the Indonesian Ministry of Education had declared to support online learning by providing internet connection and learning platforms throughout Indonesia, the facilities were not available in 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, the 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 of digitalization has reached all areas of Indonesia as there are 25,203,371 public and private elementary school students nationwide (Badan Pusat Statistik, 2020). The principal 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 & 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. Online learning is a teaching and learning method that utilizes computers, smartphones, and other gadgets to take place via the Internet. It is the creation of educational content using the internet and technologies which are required for online learning (Fry, 2001 in Predyasmara et al., 2022).

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?

The use of technology to establish a virtual classroom (instead of a traditional classroom) within a curriculum is the concept of online learning, which organizes the digital age as well as the online network and device. (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).

Parental engagement is divided into two areas at home and in interactions with the school. When learning is done offline, these two categories are typically out of sync. Parents who have children in school firmly think that everything is the school's and the teacher's duty, and they carry this belief over to their engagement at home (Purnomo et al., 2022).

Regarding the Covid-19 epidemic 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, applications named Zoom or Google Meet are frequently used to facilitate synchronous learning.

In order to gain a comprehensive understanding of the diverse circumstances faced by parents in fulfilling their crucial responsibilities in facilitating their children's participation in online learning, it is imperative to delve further into the dynamics of trust and parental response towards the implementation of online learning. This deeper exploration will enable parents to effectively collaborate with teachers in fostering the development of their children's character. Parents who possess an understanding of the significance of their involvement in their children's education will persist in providing educational guidance to their offspring. The COVID-19 pandemic has underscored the significance of individuals not being entirely reliant on educators, so imparting a valuable lesson.

Method

This study explores parents' disbelief toward online learning and its factors. 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 was administered to the same number of parents from non-Muhammadiyah schools to obtain the questionnaire reliable. The results of the pilot test were utilized to create reliability scales and to find other problems with the survey's information (McNamara et al., 2021). 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 School principals. Demographic data of the respondents were also collected through this survey.

Further data were collected by using the online one-on-one interview. To learn about people's attitudes, ideas, opinions, experiences, understanding, intentions, feelings, or meanings, one-on-one interviews are a useful technique to use; to compare with questionnaire-based data collection, interviews can be far more flexible in their approach and elicit much more information. (Bullock, 2016). By utilizing 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%). The education background of the respondents 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 and Discussion

Findings

The results show a positive tendency toward online learning. The central 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 backgrounds mention this negative mood toward 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 in the effectiveness of online learning depending on the time spent with their children. 5% of parents then disbelieve that parents' role in assisting their 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	43.5%
4	achieve affective competence (honesty, responsibility, discipline, courtesy, self-confidence)	40.5%
5	I believe that online learning can still accommodate children to achieve spiritual competence (the ability to worship) 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%
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In terms of the factors underlying parents disbelief, parents stated that online learning is the best solution to be applied during the pandemic, yet they still expected that the government can organize 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 problems). In the interview, 10 out of 12 parents stated that the children need to see the teacher directly to ensure they to comprehend the lesson. 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 can 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 the child’s problem on 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 the 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).

Discussion

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). According to the interview's findings, the parents observed how their kids struggled with the amount of homework they were given in practically every subject and the learning activities they were doing at home. This situation has instilled doubt among parents over the potential good effects of at-home online schooling on their children's cognitive and psychosocial development. Moreover, due to the inadequate conditions for online learning at home, parents may become quickly frustrated as they are faced with the daunting task of maintaining their children's educational progress, which demands an exceptional level of calmness and patience. There have been more instances of child abuse in Indonesia as a result of online learning during the pandemic. The study emphasizes the necessity for parents and educators to be knowledgeable about the possible dangers of online education and to take precautions to avoid child abuse (Suyadi and Selvi, 2022).

One additional obstacle pertaining to distance learning is the accessibility of communication technology, which plays a crucial role in facilitating this endeavor. Access to sufficient electronic gadgets and reliable internet connectivity poses a challenge for many children. Indeed, the presence of the condition among children is conditional upon the diverse circumstances of their respective parents. Difficulties remain in our comprehension of childhood 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. The preparedness of technology in accordance with the national humanist curriculum, support and collaboration from all stakeholders, including the government, schools, teachers, parents, and community, were factors in the success of online learning in Indonesia during the COVID-19 epidemic (Rasmitadila et al., 2020).

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). For parents, online education presents difficulties (Bhamani et al., 2020). Some families might not have access to the technology needed to engage in online learning, such as computers or reliable internet connections. Parents realized that the issue was more closely tied to a lack of learning discipline at home, more time spent helping their kids study at home—particularly for kids in primary school under the fourth grade—a lack of technical skills, and increased internet costs (Putri et al., 2020).

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 their 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.

The trust of parents in the efficacy of online learning can be reinforced through the following improvements. Firstly, it is necessary for the educational institution to do enough preparation in relation to the completion of online learning. Pandemic conditions permit academic activities to be conducted online at any time; therefore, the teacher's role should be optimized even if the learning activity is conducted from home.

The kid's self-control is likewise not very excellent. Self-regulation serves to manage thoughts and feelings to enable goal-directed activity, regulate behavior, control impulses, and handle problems constructively therefore parents and instructors need to develop students' self-regulation from a young age.

Students must still perceive the teacher's presence to alleviate parent worries regarding monitoring of their children's studies. Then, it needs to be pointed out that not all parents have the capacity to accompany their kids' learning because of additional responsibilities and commitments, such as their roles as employers and they must go to office. Therefore, parents and teachers must engage in as much communication as possible to prevent miscommunication.

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