



# Parental Involvement in Online Learning During the Covid-19 Pandemic

Yunulius<sup>1,\*</sup>, Lydia Lestari<sup>2</sup>, Engla Wita<sup>3</sup>

<sup>1,2,3</sup>Universitas Budi Darma, Medan, Indonesia

## Article Information

### Article History:

Submit: 06 Agustus 2022

Revision: 12 Agustus 2022

Accepted: 23 Agustus 2022

Published: 30 Agustus 2022

## Keywords

Parents; Online learning; Covid-19; Pandemic; Learning

## Correspondence

E-mail: [yunuliusyunus@gmail.com](mailto:yunuliusyunus@gmail.com)\*

## A B S T R A C T

The Covid-19 pandemic that occurred in various regions, resulted in changes in aspects of life, one of which was education, and parental involvement in online learning which made parents closer and more involved in assisting children to study at home. The purpose of this study was to measure the role of parents during their children's learning activities at home and to measure the level of achievement of learning outcomes during the pandemic. The results of this study parents are involved in learning and have difficulty using the internet, parents are less able to guide and understand the material manually so they cannot be optimal in teaching children and there are no cellphones so with the cooperation of parents and teachers to encourage, motivate and provide innovations/facilities in guiding and directing children so that they are not bored and even stressed in learning during the pandemic to achieve student achievement results.

This is an open access article under the CC-BY-SA license



## 1. Introduction

Covid-19 is a deadly virus that quickly spreads throughout the world, including Indonesia. Initially, this outbreak originated in Wuhan, China's Hubei province, which then slowly spread throughout the world. In Indonesia alone, on July 21, 2020, the virus infected 89,869 people with 4,320 deaths, and 48,466 recovered patients. With the occurrence of Covid-19, changes in activities from various sectors of human life today, one of which is education for school children, so the government has decided to lock down in other words, be laid off and close all access and limit community activities which make the coronavirus spread everywhere.

During the pandemic the school decided to carry out the online teaching and learning process. (Pertiwi et al., 2021) In response to this, the government has decided to implement policies to break the chain of the spread of the corona virus-19, one of which is locking or quarantining and also limiting community activities and policies of the education office to change the online learning system. Educational agencies or schools involve parents to work with schools in supervising children to improve their achievement results. With online learning, of course, there are various obstacles, ranging from internet quotas, poor signals, ineffectiveness, and so on.

Online learning cannot be separated from the role of parents to supervise their respective children. People who are busy working, lack attention, or have difficulty guiding their children, are a new problem in learning today. The participation of parents has a great influence because parents are required to be able to supervise their children during learning (Pertiwi et al., 2021) To facilitate

children's learning activities during this pandemic, the government of the education office decided to study at home and involve parents playing an important role in educating and directing children, providing cognitive skills, mental and physical health education, and improving the psychological health of families during this pandemic.

To expedite the process of teaching and learning activities carried out online, the teacher has prepared WhatsApp, Google Classroom, Email, Zoom, E-Learning, or other applications and according to the direction of the Ministry of Education and Culture can be carried out. Assignments are given by the teacher daily according to the schedule of certain subjects and learning hours. work independently at home and so on for the following days and parents always monitor and side by side with the teacher closely. There are still few studies or studies on parental involvement in a pandemic situation like this, so this is very important to explore.

This is not an easy matter for all elements of education, especially parents when facing the transition to this learning system so there are many obstacles to the learning process. Apart from students, teachers, and parents also have a big impact on online learning. The three obstacles are schools always involve parents and teachers always working together or communicating to achieve maximum learning outcomes. Some of the reasons underlying the importance of parental involvement in education are to be able to communicate well with parents about the activities carried out by children during online learning. In addition, it also contributes to the achievement of children's developmental tasks, both in cognitive aspects and other developmental aspects. Based on this explanation, the purpose of this study was to describe the involvement of parents in parental involvement in assisting children's learning during the Covid-19 pandemic. (Adevita & Widodo, 2021).

## **2. Research Methods**

The research method used in this research is literature study, which is often referred to as library research. A literature study involves searching for references related to reading, taking notes, collecting data, and processing research materials. The literature study or literature study method is used to find and collect research data from data sources of journal documents, articles, and the internet (Harapani, 2020). The ultimate goal of this literature study method is to understand the factors that influence the development of information technology.

## **3. Results and Discussion**

Parents have a very vital role in the process of implementing online learning. This is not without reason, it has been widely reported through various media as well as research results that show various negative events from the online learning process involving parents. Most parents are not ready to face online learning so it can trigger violence against children. Some parents also experience problems related to time problems, where they are not able to take the time to participate in accompanying children in the online learning process.

In addition, parents worry about the negative influence of gadgets on their children, such as addiction to gadgets, pornography, violent content, games, and other negative things. Seeing the magnitude of the challenges faced by parents in the implementation of online learning. Giving motivation is very important to support the online learning process of students at home, motivation can be in the form of encouraging students, it can also be in the form of praise praising the work of students. In addition to always providing direct motivation to children in the WhatsApp group, I also always advise each parent to participate in providing the role of parents in children's online learning, namely: 1) Ensuring the child's condition, 2) Providing facilities needed for a child, 3) Creating a comfortable atmosphere, 4) Becoming a role model for children, 5) Motivating children, 6) Communicating with teachers.

The role of parents in motivating children in online learning, and the existence of motivation in learning motivation can encourage and influence and change behavior. With motivation, it can encourage actions such as learning, and moving to work on tasks related to learning, it can be seen from the size of the motivation, if the motivation is large, the work will quickly apply and vice versa. Motivation also leads to actions to achieve desired goals such as getting big grades, getting a class ranking, getting a diploma, or even getting a prize.

Motivation is important because it becomes a factor causing learning to facilitate learning and learning achievement. Learning motivation determines the success or failure of children's learning activities. Sometimes parents who don't care about children's learning activities do not motivate children to learn and make children not have a strong interest and drive in learning. Which will cause children to be lazy to study, not following directions from the teacher, not doing assignments, and playing cool, even children have no encouragement to follow lessons. When learning online at home, parents are the motivators for children.

With the motivation that a child has to learn, it will lead to a positive direction. Children will be happy to read, have more knowledge and understanding, and have learning skills not only through learning from school but from the environment or experience, children can learn from anywhere as long as there is motivation in the child. Giving motivation to children should not only be given when they succeed or the child does good deeds, but also when the child feels difficult.

#### 4. Conclusion

Teachers must always pay attention to aspects in the implementation of online learning, such as providing meaningful learning experiences, not burdening students with various tasks, paying attention to the interests of each child, paying attention to each other's facilities and access to learning, and providing feedback from each student. -each task that has been completed by students.

#### References

- Adevita, M., & Widodo. (2021). Peran Orang Tua Pada Motivasi Belajar Anak Dalam Pembelajaran Daring Di Masa Pandemi Covid-19. *Jurnal Pendidikan Luar Sekolah*, 5(1), 64-77.
- Asmuni, A. (2020). Problematika Pembelajaran Daring di Masa Pandemi Covid-19 dan Solusi Pemecahannya. *Jurnal Paedagogy*, 7(4), 281. <https://doi.org/10.33394/jp.v7i4.2941>
- Cahyati, N., & Kusumah, R. (2020). Peran Orang Tua Dalam Menerapkan Pembelajaran Di Rumah Saat Pandemi Covid 19. *Jurnal Golden Age*, 4(01), 4-6. <https://doi.org/10.29408/jga.v4i01.2203>
- Harapani, A. (2020). Pengaruh Kuliah Daring Saat Pandemi Covid-19 Terhadap Kemampuan Mahasiswa. 8.
- Nofianti, R. (2020). Peran Orangtua Dalam Pendampingan Pembelajaran Daring Anak Usia Dini di Masa Pandemi Covid 19 Di Tk Islam Ibnu Qoyyim. *Jurnal Ilmiah Abdi Ilmu*, 13(2), 19-30. <https://journal.pancabudi.ac.id/index.php/abdiilmu/article/view/1096/968>
- Orangtua, P., Pembelajaran, D., Dimasa, D., Role, T. H. E., Parents, O. F., Online, I. N., & Daring, L. (2021). *Cendekiawan*. 3(1), 1-7.
- Pertiwi, L. K., Febiyanti, A., & Rachmawati, Y. (2021). Keterlibatan Orang Tua Terhadap Pembelajaran Daring Anak Usia Dini Pada Masa Pandemi Covid-19. *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini*, 12(1), 19-30. <https://doi.org/10.17509/cd.v12i1.26702>
- Po, B., & Map, M. A. P. (2021). 特集論文 1, † 2 3. 12(1), 1-7.
- Suban Waikelak, K., Fakhruddin Arrozy, A., & Rahmani, L. (2021). Pembelajaran daring pada masa pandemi COVID-19: Bagaimana dukungan peran orang tua? *Jurnal Ekonomi, Bisnis Dan Pendidikan*, 1(3), 240-250. <https://doi.org/10.17977/um066v1i32021p240-250>
- Susanti, L., Maula, L. H., & Pridana, R. E. (2020). Peran Orang Tua Terhadap Pembelajaran dalam Jaringan (Daring) Selama Pandemi Covid-19. *Jurnal Persada*, 3(2), 75-79.
- Tim May, Malcolm Williams, Richard Wiggins, and P. A. B. (2021). No. 01Title. 1996, 6.
- Utami, E. (2020). Kendala dan Peran Orangtua dalam Pembelajaran Daring Pada Masa Pandemi Covid-19. *Prosiding Seminar Nasional Pascasarjana*, 471-479. <https://proceeding.unnes.ac.id/index.php/snpsasca/article/download/637/555>

Zulfitria. (2020). Pentingnya Peran Orang Tua dalam Pendampingan Pembelajaran Daring di Masa Pandemi Covid-19. *Prosiding Seminar Nasional Penelitian LPPM UIMJ*, 2-6. <https://jurnal.umj.ac.id/index.php/semnaslit/article/view/8797/5152>