

Parents' Perceptions of the Learning System During the Covid-19 Pandemic at SMA Negeri 8 Longgar, Aru Islands Regency

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Abstract. *The objective of this research was to understand parents' perspectives on the education system for SMA Negeri 8 Loose students amid the Covid-19 pandemic. This study collected data through interviews, observation and documentation using a qualitative methodology. The findings of this study suggest that parents' perceptions of a good answer are that they can hang out with their children to strengthen their bond and personally monitor their children while they are learning. Parents expressed concern that online learning during the Covid-19 outbreak was impacting the quality of their children's learning. Meanwhile, the children's positive responses indicated that online learning was fun because someone was always there to help them when they had assignments from the teacher. The negative response is that students struggle to understand the teacher's assignment. As a result, parents must provide additional encouragement and attention to their children so that their learning activities continue to run smoothly even if they are not in front of the teacher as usual.*

Keywords: *Perceptions, Parents, Learning, Covid19.*

INTRODUCTION

The primary issue presented by the COVID-19 pandemic is its global impact on health (Tuerah et al., 2023). Consequently, educational institutions across various nations were compelled to shut down (Mesra, Umaterate, 2021). A New York-based international organization discovered that the coronavirus outbreak significantly affected the education sector (Mesra, Hidayat, et al., 2022). Moreover, this disruption unfolded rapidly and on a large scale. ABC News reported that several countries initiated school closures on March 7, 2020, in response to the Covid-19 outbreak. UNESCO data reveals that a staggering 290.5 million students worldwide experienced disruptions in their learning activities due to these widespread school closures (Purwanto et al., 2020).

Covid-19 epidemic has affected students not only in elementary, middle and high schools (Mesra, Waldi, et al., 2022), Additionally, this situation extends to higher education institutions, such as colleges or universities. Due to the adverse effects of the coronavirus on all education levels overseen by the Indonesian Ministry of Education and Culture and the Indonesian Ministry of Religion, there is a compulsion to engage in remote learning (from home) to mitigate the risk of COVID-19 transmission. Nevertheless, adapting to online learning is not a familiar experience for all pupils and students. (Mesra, Mononege, et al., 2022).

The appeal first sparked concerns about its implementation. Some individuals support this approach because it ensures the safety and security of students (Lanawaang & Mesra, 2023). The remaining respondents believed that the government was still not ready to implement the BDR policy. This is in

accordance with the findings of the KPAI survey which revealed that interaction between teachers and students through Learning From Home was low. Only 20.7% of contacts were quantitative; the remaining 79.9% only consist of activities such as giving and collecting assignments (Pattisamallo et al., 2023).

To assist their learning during the online learning process, students need extensive supporting infrastructure (Wangi et al., 2023). Learning technology is an alternative learning resource that is increasingly being used by educators (Mesra et al., 2023). However, most teachers are still familiar with the use of technology in online learning. This might be a problem if the Study From Home policy is implemented (Lutfi, 2020). On the other hand, the use of online learning media such as Zoom Meeting and Google Classroom can optimize the online learning process and improve the quality of student learning (Mesra, 2022).

This is important because the collaborative process between instructors and children in schools is reduced (Sumual et al., 2023), and their responsibilities are replaced by parents. According to research by Afdal and Yustika in (Afdal, 2021), there needs to be collaboration between parents and students in online learning at home. Furthermore, parents must play a role in helping students' literacy in the online learning process (Hadiyanto et al., 2020).

Students must be able to overcome the challenges faced in learning (Mesra, 2023), especially online learning, during the learning process. In overcoming student difficulties through understanding challenges, especially problems that require cognitive abilities (Lubis et al., 2019). However, there are several learning hurdles that students face during the learning process which are referred to as learning obstacles (Lutfi, Juandi, et al., 2021). Furthermore, students are required to be able to correlate the content they learn with their environment during the learning process so that learning is contextual (Lutfi, Kusumastuti, et al., 2021). As a result, the need for online learning is increasingly sophisticated.

Learning process at SMA Negeri 8 Longgar, Aru Islands Regency. From 2020 until now, we still use e-learning (online learning). This strategy will of course have a direct impact on children because it will reduce learning activities outside of school. For example, during face-to-face learning at school.

There are many challenges faced during online learning, ranging from technical problems to problems encountered during the learning process, such as networking, quite high quota fees, technological gap syndrome (technological stuttering), operating the Google Meet application, Google Classroom, and E-learning with procedures. In fact, some students often turn off the camera and microphone during class, even though when the teacher is explaining, students should turn off the microphone so as not to disturb the teacher when explaining other things and not disrupt learning.

SMA Negeri 8 Longgar Aru Islands Regency is one of the high schools in Aru Islands Regency. SMA Negeri 8 Longgar Aru Islands Regency is one of the schools that is classified as developing, has good facilities such as good classrooms, school grounds, library and laboratory. State High School 8 Longgar, Aru Islands Regency has 11 teachers, and has approximately 47 students in class X while 59 students in Class XI and 39 students in Class XII.

The problem faced by students at SMA Negeri 8 Longgar is that the teacher will carry out e-learning based learning in each subject for students such as those in the normative, adaptive and productive subject groups. However, in the process of implementing e-learning based learning, there were several obstacles encountered by students, based on information obtained from teachers and students at SMA Negeri 8 Longgar, Aru Islands Regency. Among them, there are 11 teachers and 47 students in Class learning process for Class There are 39 students who use cellphones, 28 students who don't use cellphones, 11 students.

RESEARCH METHOD

This study employs a qualitative research methodology (Sugiyono, 2019) with a descriptive research design. Qualitative research studies scientific events as experienced by research subjects without using engineering. This is descriptive research that defines goods based on reality. Descriptive research consists of

a thorough description of a real-world situation. This descriptive research aims to describe the learning process at SMA Negeri 8 Longgar during the Covid-19 outbreak.

The interview method is used to collect information directly from data sources through conversation or question and answer. Observation strategies in qualitative research require direct observation of objects, situations, contexts, and their meanings to collect data.

RESULTS AND DISCUSSION

Perception is (Jayanti & Arista, 2018) the process by which each person understands information about their environment through sight, hearing, appreciation and emotion. As a result, each individual has a different point of view. Implementation of Learning during the Covid-19 Pandemic.

The results of the interview with Mr. Kristian said that,

"... In SMA Negeri 8 Longgar, we continue to implement the online learning system as a response to the Covid-19 pandemic. Moreover, SMA Negeri 8 Longgar is strictly adhering to health protocols amid the ongoing health crisis."

The results of interviews with the 3 informants at the research location agreed that at State High School 8 Longgar they were still learning online. The following is an explanation of the online learning system at SMA Negeri 8 Longgar.

According to his opinion, the results of the interview with Mr. Kristian were,

"...we as parents about the online learning system or online school, we as parents are still hesitant because from our point of view as parents the online learning system usually causes our children or students to not understand the lessons."

Then, according to him, the results of the interview with Mrs. Renara were,

"...In my view, virtually all disciplines engaged in education amid the Covid-19 pandemic, utilizing online teaching methods implemented by each respective teacher. Additionally, each teacher established an online learning community for their specific subject. "Some subjects refrain from conducting online learning and instead emphasize the adoption of health protocols. These measures include handwashing, mask usage, hand sanitizer utilization, and maintaining physical distance. These precautions are implemented in every subject that opts not to proceed with traditional learning during the Covid-19 pandemic."

Quality of Learning during the Covid-19 Pandemic

As we all know, the Covid-19 outbreak has changed contact and activity patterns in almost every aspect of human life, including at school. Amid the coronavirus outbreak, government-mandated online learning is the best way to curb the spread of infection. The popularity of online learning is on the rise, particularly amidst the Covid-19 pandemic, as students have limited alternatives to pursue education other than engaging in online study methods.

Results of the interview with Mrs. Selestina. K as follows,

"...that the quality of learning during the Covid-19 pandemic for students at SMA Negeri 8 Longgar (Mrs. Tisni) at the research location from the informant said that there was still quality of learning during the Covid-19 pandemic for students at SMA Negeri 8 Loose."

Based on the results of interviews with 2 informants at the research location, they were of the opinion that teachers faced obstacles when providing material to students during the Covid-19 pandemic among students at SMA Negeri 8 Longgar.

According to her opinion, the results of the interview with Mrs. Tisni were,

"... for the quality of education at State High School 8 Longgar, it is very good. The quality of learning is also very good. The quality of students who achieve is also mostly good and the quality of education is also good, for example in every subject. In our opinion, the quality of learning during this pandemic is quite good. "It's not good because not all students don't have mobile devices to use during online learning and there are also students who can't apply online learning."

Results of the interview with Mrs. Selestina. K in his opinion is,

"...well, in our opinion, the quality of learning now and before is very different because previously the learning system took place in schools but now the learning system is a little less good because the learning system during the pandemic has changed, namely the learning system is carried out online".

How to Learn During the Covid-19 Pandemic for Students at SMA Negeri 8 Loose

During the pandemic, online learning is the current solution. Students are engaging in online learning exercises to combat the spread of Coronavirus and comply with official directives. Parents are the first educators of their children/students. Children are educated at home for the first time by both parents.

Results of the interview with Fransina. R in his opinion is,

"...well, the way of learning during the Covid-19 pandemic is indeed a bit different because at State High School 8 Longgar, there are two learning systems, namely a home learning system and also a learning system outside the home because students and teachers follow the system recommended by government because of the Covid-19 problem."

Results of the interview with Mrs. Selina. L in his opinion is,

"...in my opinion as a teacher, the quality of the learning system is now a little different because there is already a learning system that is carried out at home because it follows a learning system that concerns Covid-19. There are also some of us teachers who make it a habit to look after students at school."

Attributes of students engaged in online learning endeavors include (Hasanah et al., 2020):

1. Eagerness for learning among students: In self-directed learning, there is a notable and elevated level of student enthusiasm throughout the learning journey. The parameters for gauging a comprehensive grasp of content during online education are set by the students themselves. Independence is crucial for students to explore and uncover knowledge, leading to varying learning accomplishments based on each student's individual efforts.
2. Technological literacy refers to students' proficiency in utilizing technology, which is crucial for their unrestricted engagement in learning activities. Convenience stands out as a major benefit of online learning, making it essential for students to grasp the intricacies of technology. Online learning heavily relies on tools such as computers, cellphones, and laptops. Notably, numerous programs and features employed in online learning have emerged due to advancements in technology during the fourth industrial era
3. Interpersonal communication skills are vital for success in online learning, demanding that students acquire proficiency in both communication and interpersonal abilities. Establishing connections and interacting with fellow students necessitate strong interpersonal skills. Despite the solitary nature of online learning, the inherent social aspect of humans makes it imperative to cultivate interpersonal and communication skills in various social contexts.

4. Self-study skills constitute a notable benefit in the realm of online learning. Given the emphasis on independent learning in online education, students play a crucial role in exploring, uncovering, and forming their own insights during the learning journey. Independent learning is defined as the active engagement of students in identifying the necessary knowledge and gaining mastery over the learning process. Motivation becomes a key factor in enhancing the efficacy of the online learning experience, especially when students are engaged in solitary study.

CONCLUSIONS AND SUGGESTIONS

At SMA Negeri 8 Longgar, Aru Islands Regency, parents' views on the learning system amid the Covid-19 pandemic indicate that an ideal response involves parents being able to gather with their children to reinforce family bonds and directly supervise their studies. Parents have voiced apprehension that the shift to online learning during the Covid-19 outbreak may have implications for the quality of their children's education. Meanwhile, the children's positive responses show that online learning is fun because there is always someone to help them when they have assignments from the teacher. The negative response is that students struggle to understand the teacher's work. As a result, parents must provide additional encouragement and attention to their children so that their learning activities continue smoothly even though they are not in front of the teacher as usual.

Researchers suggest further research to expand the features of this research, such as learning conditions in other types of pandemic conditions. After that, perhaps it will be studied from other points of view, such as the point of view of affected communities, people directly affected by certain disease pandemics, the government's point of view, students of course, and so on. The findings of this research can be used by society in general, relevant governments and also academics to develop their knowledge or for the benefit of developing scientific disciplines. Furthermore, experts or academics may be able to provide input or conduct additional studies to ensure that similar incidents do not happen again in connection with the pandemic in relation to the learning process.

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