

# ELECTABILITY OF ONLINE LEARNING IN THE PERSPECTIVE OF PARENTS AT MI PLUS AL-MAHMUD DURING THE COVID-19 PANDEMIC

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**Abstract:** This research was conducted to know parents' responses to online learning during the Covid-19 pandemic, which was implemented at MI Plus Al Mahmud Bacem following the decision of the minister of education and culture. This research uses descriptive quantitative research. Data collection using a questionnaire instrument, with a sample size of 91 parents of first-class and second class. Based on the questionnaire, 95.6 % of online learning made parents have more time with their children. 85.7 % of online learning made parents more compact with children. 100 % of online learning makes parents get to know their children's attitudes and character better. 45.1 % of online learning does not bother parents, and 49.5% of online learning does not make parents spend more to buy internet quota. While 49.5 % of online learning does not require parent's time, then 49.5 % of online learning does not make people's activities parents are disturbed. Furthermore, 47.3% of online learning does not make it difficult for children to understand learning material, and 40% of online learning does not make children bored quickly. As for 29.7%, online learning makes children more enthusiastic about learning, whilst 22.2% online learning makes children's interest even higher, and 41.1% of online learning with video media makes it easier to understand the lessons children. Then another, 76.9 % of learning online makes the child's learning hour has become flexible. 69.2% of online learning make children are spending more time in playing gadget with friends, 79.1% of online learning makes parents more creative in assisting children to learn.

**Keywords:** Online Learning, Covid-19 Pandemic.

## Introduction

The world is being shocked by an epidemic that until now continues to spread to various countries and claimed many lives. The spread of this outbreak, allegedly originating from a series of pneumonia cases of unknown cause, in the Wuhan area in December 2019. Experts believe that a new type of coronavirus caused this outbreak.<sup>1</sup>

The Covid-19 pandemic or known as the coronavirus is currently a topic of conversation in almost all parts of the world since its appearance in early 2020 until now. Covid-19 is a contagious disease caused by a newly discovered type of coronavirus. Although it mostly affects the elderly (elderly), this virus can affect anyone, from babies to children to adults. This coronavirus can be contagious and infect anyone from the age of infants to the elderly; this virus attacks the respiratory system, causing minor disorders of the respiratory system, severe lung infections, and death. The United Nations that one of the sectors that is affected is there this outbreak is the world of education.<sup>2</sup>

The spread of the coronavirus initially had a profound impact on the world of the economy, which began to weaken, and finally, now the impact is being felt by the world of education. The policies that have been taken by many countries, including Indonesia, also dismiss all educational activities and make the government and related institutions have to present alternatives to the educational process for students and students who are now unable to carry out the learning process or the educational process at an educational institution.<sup>3</sup>

The minister of education and culture issues a circular, which is shown to the head of the main unit. And the head of the technical implementation unit calls for preventive and pacifying measures, such as ensuring the availability of facilities for washing hands with soap (CTPS), disposable cleaning tools (tissue), and hand sanitizers at various locations of the unit and others.<sup>4</sup>

The government's efforts to prevent the spread of the Covid-19 virus, on March 17, 2020, through the Minister of Education and Culture, finally issued a letter regarding the online learning system (in-network) and

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<sup>1</sup> Cakti Indra Gunawan and Yulita` Yulita, *Anomali Covid-19: Dampak Positif Virus Corona Untuk Dunia* (Malang: IRDH Book Publisher, 2020), 18.

<sup>2</sup> Agus Purwanto et al., "Studi Eksploratif Dampak Pandemi COVID-19 Terhadap Proses Pembelajaran Online Di Sekolah Dasar," *EduPsyCouns: Journal of Education, Psychology and Counseling* 2, no. 1 (April 15, 2020): 1–12.

<sup>3</sup> Wahyu Aji Fatma Dewi, "Dampak COVID-19 terhadap Implementasi Pembelajaran Daring di Sekolah Dasar," *EDUKATIF: JURNAL ILMU PENDIDIKAN* 2, no. 1 (April 29, 2020): 55–61, <https://doi.org/10.31004/edukatif.v2i1.89>.

<sup>4</sup> I Ketut Sudarsana et al., *Covid-19: Perspektif Pendidikan* (Medan: Yayasan Kita Menulis, 2020), 36.

working from home (WFH) to prevent the spread of the coronavirus. Based on a circular issued by the government, the learning process in the classroom had to be abolished to follow the government's social distancing policy.<sup>5</sup> To avoid physical contact, to keep the distance between one another premises, teaching and learning activities performed remotely with online media (in the network) or known also by the term "Pembelajaran Daring."<sup>6</sup>

The application and enforcement of online-based learning require both times, morale, and material readiness for both educators and students. Therefore, online-based learning requires time preparation and technology networks that can be accessed easily by students.<sup>7</sup> Besides, students must also be able to use online-based learning media that have been implemented by schools and universities during this outbreak.<sup>8</sup> To fight Covid-19 the Government has forbidden to crowding, social distancing and maintaining physical distance distancing), wear a mask and always wash your hands. Through the Ministry Education and Culture The government has banned universities for carry out face-to-face (conventional) lectures and order to organizing lectures or learning online.<sup>9</sup>

Not a few parents are not ready for this kind of learning model, parents or guardians of students must learn to understand this kind of learning, parents, or guardians of students must learn to understand the material provided by the teacher. Because of this social standard, the teacher must establish active communication with the teacher. If there are learning problems at home, parents can ask the teacher for help via their existing

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<sup>5</sup> Keep your distance to reducing physical contact that has the potential to transmit disease is known as social distancing, David M. Bell, "Nonpharmaceutical Interventions for Pandemic Influenza, National and Community Measures," *Emerging Infectious Diseases* 12, no. 1 (January 2006): 88–94, <https://doi.org/10.3201/eid1201.051371>. Controlling infectious diseases can be done by minimizing contact between people infected with susceptible people. Peter Caley, David J. Philp, and Kevin McCracken, "Quantifying Social Distancing Arising from Pandemic Influenza," *Journal of the Royal Society Interface* 5, no. 23 (2008): 631–39.

<sup>6</sup> Sudarsana et al., *Covid-19: Perspektif Pendidikan*, 37–38.

<sup>7</sup> Ruth Colvin Clark and Richard E. Mayer defines e-learning as a delivery of instructions done using a computer by means of CD-ROM, internet, or intranet with criteria that content submitted is relevant to the object learned, using the method sample instructions or practical guides to make it easier for students, using written and image media in delivering content and method, and last is build new knowledge as well abilities in individuals or organization. Ruth C. Clark and Richard E. Mayer, *E-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning* (John Wiley & Sons, 2016), 13. Agrees with Allan J. Henderson defined e-learning is distance learning using computer technology (usually internet). Allan J. Henderson, *The E-Learning Question and Answer Book: A Survival Guide for Trainers and Business Managers* (AMACOM Div American Mgmt Assn, 2003), 2.

<sup>8</sup> Taufiq A Gani, Putri Wahyuni, and Afrillia Fahrina, *Antologi Dari Bumi Paguntaka: Covid-19: Dampak Dan Solusi* (Banda Aceh: Syiah Kuala University Press, 2020), 36.

<sup>9</sup> circular Kemendikbud Dikti No. 1 year 2020.

cellphone. What is needed from the parties related to this matter is patience. Support, motivation, sincerity, and patience from parents or guardians of students are needed in this online learning model. Although parents or guardians can provide education to children as well as assist their children in completing assignments given by the teacher.

The problem that arises in this learning system is that the amount of time, cost, energy from parents or guardians is consumed to assist their children in completing school assignments, besides the ability to divide time and solve problems appropriately is also an effect of success on the assigned task by the teacher. Through this kind of learning model, the parents can eventually know the character of the child who is all unknown. Thus, how important the support or motivation of parents is to their children. The problems that arise because of this learning model are: 1) if parents or guardians are not able to improve their knowledge, skills, and abilities in understanding current communication technology, this learning model cannot be implemented properly. 2) Parents or Guardians of students who are very busy with their work will be an obstacle in realizing the achievement of the four skills and knowledge. 3) If the parents or guardians do not agree with the school, the learning objectives will not be achieved.<sup>10</sup>

This research uses the descriptive analysis method with a quantitative approach. Sudjana explained, "Descriptive research is research that tries to describe a symptom, event, event that occurs in the present."<sup>11</sup> This type of research is based on the second basic question, namely *how*. This study not only examines the problem itself, but also other variables related to the problem. In more detail, because these variables are described on their factors to get better results, this research was conducted by drawing samples.<sup>12</sup>

This research is intended to describe the response of parents to online learning during the Covid-19 period. The population and sample of this study were the parents of students of MI Plus Al-Mahmud Bacem grade 1 and 2, totaling 91 people. The data collection technique used is a questionnaire instrument, the questionnaire itself is a data collection tool for research purposes, a questionnaire is used by circulating a form containing several questions to several subjects (respondents) to get written responses,

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<sup>10</sup> Tim Dosen Bahasa Indonesia FKIP UMM, *Kesatuan Dalam Keberagaman: Paradigma Mutakhir Bahasa, Sastra, Dan Pembelajarannya*, ed. Sugiarti Sugiarti and Eggy Fajar Andalas (Malang: UMM Press, 2020), 47.

<sup>11</sup> Nana Sudjana and R Ibrahim, *Penelitian Dan Penilaian Pendidikan* (Bandung: Sinar Baru Algensindo, 2001), 10.

<sup>12</sup> W. Gulo, *Metodologi Penelitian, Cetakan Keenam* (Jakarta: Grasindo, 2010), 19.

the questionnaire provides an overview of the answers given by the subject (respondent). Both anonymous (anonymous) and anonymous.<sup>13</sup>

In this case, the researcher circulates a questionnaire using google form media, which contains 15 questions with two answer choices "Yes or No". The questions raised aim to determine the response of parents to online learning during the Covid-19 pandemic. The following are questions asked by researchers to respondents:

Table 1. The Statement Asked in the Questionnaire

| No  | Question   |
|-----|--|
| 1.  | Online learning allows me to have a lot of time with my children                                       |
| 2.  | Online learning has made me bond with my children  |
| 3.  | Online learning made me get to know the attitudes and character of children more closely               |
| 4.  | Online learning doesn't bother me  |
| 5.  | Online learning doesn't cost me more to buy an internet quota  |
| 6.  | Online learning doesn't take up my time  |
| 7.  | Online learning does not make it difficult for my child to understand the subject matter               |
| 8.  | Online learning does not make it difficult for my child to understand the subject matter               |
| 9.  | Online learning does not make my child bored quickly   |
| 10. | Online learning makes my child even more enthusiastic about learning                                   |
| 11. | Online learning made my child's interest in learning even higher                                       |
| 12. | Online learning using learning video media makes it easy for my child to understand the subject matter |
| 13. | Online learning makes my child's study hours flexible (adjusts my free hours)                          |
| 14. | Online learning makes my child spend more time on <i>gadgets</i> (cellphones) than playing with peers  |
| 15. | Online learning makes me more creative and motivated in assisting children in learning                 |

<sup>13</sup> Bagja Waluya, *Sosiologi: Menyelami Fenomena Sosial Di Masyarakat* (Bandung: Grafindo Media Pratama, 2007), 95.

Data analysis is calculated using the percentage formula as follows:

$$P = \frac{F}{N}$$

Information:

P = Percentage sought

F = Frequency

N = Number of respondents

The percentage is then interpreted based on the following interpretation criteria:

Table 2. Interpretation Criteria

| Percentage           | Category      |
|----------------------|---------------|
| $85\% \leq P$        | Very positive |
| $70\% \leq P < 85\%$ | Positive      |
| $50\% \leq P < 70\%$ | Less positive |
| $RS < 50\%$          | Not positive  |

### Online Learning

The terms of online learning and online learning are used to convey the same meaning. Online is a term in Indonesian, while *online* is a term in English. Based on the large Indonesian language dictionary (KBBI), online means in the network, connected via computer networks, the internet, and so on. Online learning is the use of the internet to access material, to interact with the material, instructors, and other learning, to get support during the learning process to acquire knowledge, create understanding, and to develop from the learning experience. Online learning is a learning material that is presented on a computer. Online learning can be interpreted as an instruction between teachers and learners that is built on a network via a computer or other electronic device.<sup>14</sup>

Online learning can be categorized into two, namely:<sup>15</sup> synchronous dan asynchronous In synchronous Learning, students engage in online learning with the teacher through video and voice streaming at the same time. In this case, the teacher has previously agreed on the learning time. Teachers can directly interact with learners and answer questions when questions are presented.

<sup>14</sup> Gani, Wahyuni, and Fahrina, *Antologi Dari Bumi Paguntaka: Covid-19: Dampak Dan Solusi*, 39.

<sup>15</sup> *Ibid.*, 40.

Meanwhile in Asynchronous (Collaborative) Learning, learners can participate in online learning at a time that can be determined by themselves which means that the teacher will not be able to respond directly to questions that arise. In this case, the flexibility of time is obvious.

### **Parental Responses towards Online Learning**

The role of parents emerged because of the spread of the Covid-19 virus outbreak. So that changing the system or learning design that has been made by educators and will be carried out by not only educators and students but there is a role for parents in learning in this system. Parents or guardians of students can be called *non-honorarium* (unpaid) companion teachers. The role of parents or guardians of students is very dominant for students who sit in kindergarten to the elementary school level.

Teachers need to communicate actively with parents or guardians of the students for learning online is still done well. Besides, teachers must transfer the culture or learning habits at school to their homes and parents. The tasks given by educators should be able to motivate parents or guardians of students to carry out learning activities. Parents or guardians of students are also required to master the simplest communication technology, which is to be able to use smartphones properly.<sup>16</sup>

Parents do have a dual role in the online learning process at home. In addition to the responsibility of educating children, parents are required to assist children to learn online at home as a substitute for face-to-face learning. In conditions like today, whether we realize it or not, parents play a dual role in education. Parents are required to think about and realize the best education for their children in any way. This duty or obligation is attached to each parent and will take turns doing the same thing across generations. The presence of their children is a source of pride and at the same time a successor to the hope and the future of the family. Society and country.<sup>17</sup> Another thing that must be considered is the use of smartphones to support learning online is an addiction to using a smartphone. Several studies have shown this indications of gadget addiction due to excessive use. So that it can raises concerns about the negative effects on the use of gadgets and social media such as the possibility of being exposed to incorrect and inattentive information during learning due to playing the media social.<sup>18</sup>

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<sup>16</sup> Tim Dosen Bahasa Indonesia FKIP UMM, *Kesatuan Dalam Keberagaman: Paradigma Mutakhir Bahasa, Sastra, Dan Pembelajarannya*, 45.

<sup>17</sup> *Ibid.*, 47.

<sup>18</sup> Shabnoor Siddiqui and Tajinder Singh, "Social Media Its Impact with Positive and Negative Aspects," *International Journal of Computer Applications Technology and Research* 5, no. 2 (2016): 71–75.

## **Electability of Online Learning at MI Plus Al-Mahmud during the Covid-19 Pandemic: Parent's Perspective**

The COVID-19 pandemic is a heartbreaking disaster for all inhabitants of the earth. All human life on earth is disturbed, without the exception of education. Many countries have decided to close schools, colleges, and universities, including Indonesia. Coronavirus or coronavirus is a large family of viruses that cause mild to moderate upper respiratory tract infections, such as flu. Many people are infected with this virus, at least once in their life. Based on a circular from the minister of education and culture of the Republic of Indonesia, number 4 of 2020 concerning the implementation of education policies in the emergency period of the spread of *Corona Virus Disease* (Covid-19). The learning system is carried out through a personal computer (PC) or laptop that is connected to an internet network connection. Educators can learn together at the same time, using groups on social media such as WhatsApp, Telegram, Instagram, zoom applications, or other media as learning media.<sup>19</sup> Implementation of online learning requires facilities as support, such as smartphones, laptops, or tablets that can be used to access information wherever and whenever.<sup>20</sup>

The consequences of the Covid-19 outbreak in the world of education, teaching, and learning activities (teaching and learning activities) which are usually carried out face-to-face must be replaced by an online system, where students studying at school are transferred to learning from home. Even though studying from home, students still study in school. It is just that in the present it requires learning tools or media in the form of the internet and electronic devices and others. At the time of learning from the homes of MI Plus Al Mahmud students, materials such as studying at school were also provided in the form of learning videos that can be accessed on YouTube.

This research is a descriptive study to describe the response of the parents of MI Plus Al-Mahmud students towards online learning during the Covid-19 pandemic. The research results obtained are as follows:

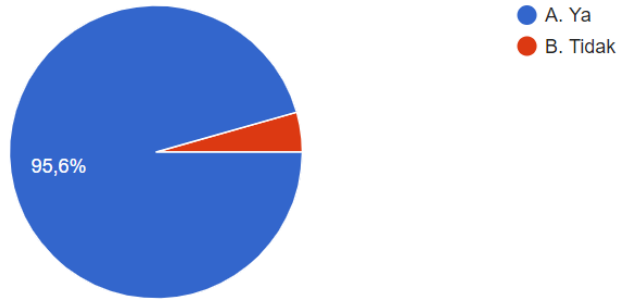
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<sup>19</sup> Sri Gusty et al., *Belajar Mandiri: Pembelajaran Daring Di Tengah Pandemi Covid-19* (Medan: Yayasan Kita Menulis, 2020), 61.

<sup>20</sup> Joanne Gikas and Michael M. Grant, "Mobile Computing Devices in Higher Education: Student Perspectives on Learning with Cellphones, Smartphones & Social Media," *The Internet and Higher Education* 19 (October 1, 2013): 18–26, <https://doi.org/10.1016/j.iheduc.2013.06.002>.



1. Online Learning Allows Me to Have a Lot of Time With My Children



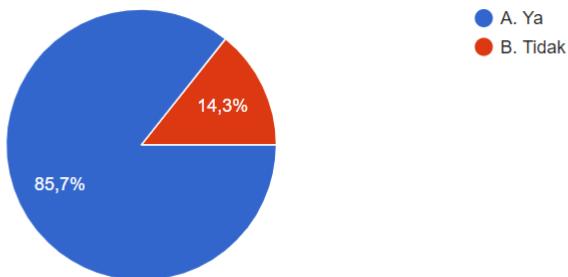
On the first question, he received a score of 95.6% for the answer "YES." This shows that online learning during the Covid-19 pandemic did make parents have a lot of time with their children, they could accompany and guide children when learning. According to Sucipto and Raflis in their book defines guidance is all activities that a person does to others to assist due to difficulties so that the person can overcome his difficulties with full awareness.<sup>21</sup> Parental guidance is the process of providing psychological assistance to their children (students) so that they can help children recognize themselves and their potential, their environment, and be able to overcome their life problems and be responsible.<sup>22</sup> Therefore, the role of parents is to create learning or learning activities that are conducive to a pandemic and of high quality, parents must take advantage of the impact of this outbreak to provide more guidance to children who are currently doing online learning in House. When at school, children receive guidance from their teachers. So when at home, children should get guidance from their parents.

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<sup>21</sup> Sucipto Sucipto and Raflis Raflis, *Profesi Keorangtuan* (Jakarta: Rineka Cipta, 2000), 36.

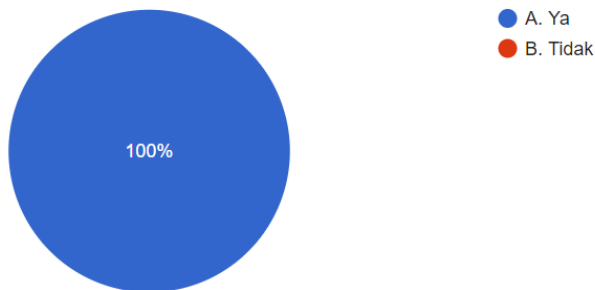
<sup>22</sup> M. Ngalim Purwanto, *Ilmu Pendidikan Teoretis Dan Praktis* (Bandung: Remaja Rosdakarya, 2019), 97.

2. Online Learning Makes Me More Cohesive with the Children



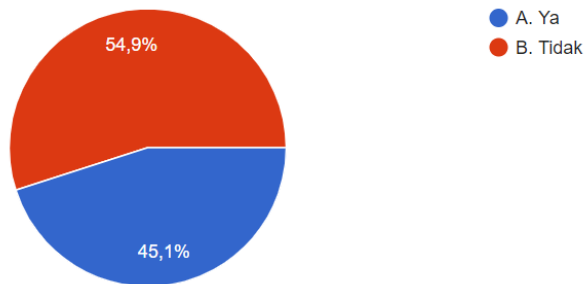
The second statement, get a score of 85.7% with a very positive category. Parents and guardians of students agree that online learning during the Covid-19 pandemic can make them more compact with children because they spend a lot of time with them, they can exchange information about many things so that they have many activities and are similar in many ways. Solidarity can be realized through learning activities while playing with children. During the Covid-19 pandemic, which limited our activities and tended to spend a lot of time doing activities at home, parents, and children had better understand each other's character and character. When we get to know family members, it will be easier to find solutions and solutions to problems that arise in dealing with learning situations online. In the task - the task of the teacher, for example, one of them is asking for the cooperation between parents and children to complete the task. Cohesiveness makes children feel closer to their parents. As the opinion explains that maintaining, cohesiveness with children can affect children's growth and development, children grow into better personalities, and negative things will not affect them.

3. Online Learning Makes Me Get to Know More Closely the Attitudes and the Character Of Children.



The third statement gets a percentage of 100%. This shows that with online learning, parents or guardians of students can get to know the attitudes and character of children who previously spent many children's activities at school with teachers and peers because of the covid virus, which makes children study at school. Home (online) with parents and things will certainly arise in children and parents due to this situation. Parents need to know the child's attitude and character; this is done so that parents can direct the child and guide the child to positive things. Parents have an important role in character education for children because parents are the closest children to children. Besides, parents are the first educational institutions for children. Parents are the smallest miniature of society, which is obliged to educate their children to become moral and ethical societies.<sup>23</sup>

#### 4. Online Learning Doesn't Make Me Hassle



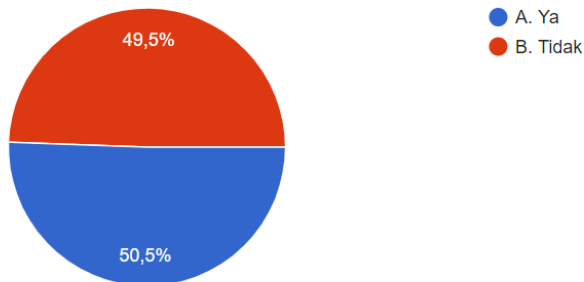
In the fourth statement, the percentage was 54,9 % of parents did not feel inconvenient, and 45.1 % felt that it was a hassle when they had to supervise and assist their children to learn from home. Unavoidable the condition of learning from home online is indeed an additional job for parents. They have to be extra in guiding their children to ensure that their children learn. This is what makes parents feel that the child's inconvenience when studying with them, and the child will make many reasons for delaying the learning. While the parents want their children to complete the assignments immediately because there are still many other activities to do. Parents must become impromptu teachers, they must direct their children if they do not understand the subject matter received, many parents also complain about the difficulty of children's

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<sup>23</sup> Machful Indra Kurniawan, "Tri Pusat Pendidikan Sebagai Sarana Pendidikan Karakter Anak Sekolah Dasar," *PEDAGOGIA: Jurnal Pendidikan* 4, no. 1 (January 1, 2015): 41-49-49, <https://doi.org/10.21070/pedagogia.v4i1.71>.

material because this is what most parents have difficulty assisting children to learn.

5. Online Learning Doesn't Cost Me More to Buy Internet Data



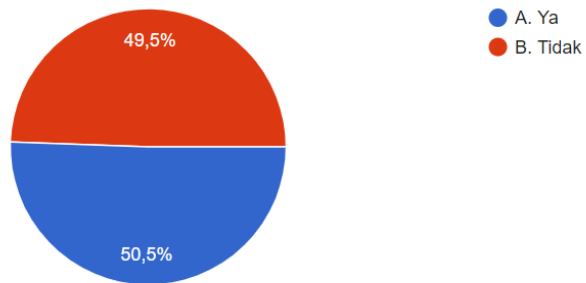
The fifth statement is that 49.5 % of parents do not spend more to buy internet quota, and 50.5 % of parents have to spend more to buy internet quota. From the results of the response, 50.5% made parents spend more to facilitate internet quotas for online learning. It is undeniable that internet quota is a basic requirement that must be provided when carrying out online learning. Many parents finally decide to subscribe to internet wifi to save money from buying an internet credit quota. The online learning in educational institutions MI Plus Al-Mahmud is done through video learning. School's official youtube channel shows the video. Therefore, it has been ascertained all students MI Plus Al-Mahmud should have an internet network or internet quota to keep learning and requires more internet connection when compared to other schools at the same level.

Online learning in its implementation uses the internet network by utilizing information technology. Therefore, some parents feel they have to pay more to buy the internet quota because data usage is more than usual.<sup>24</sup>

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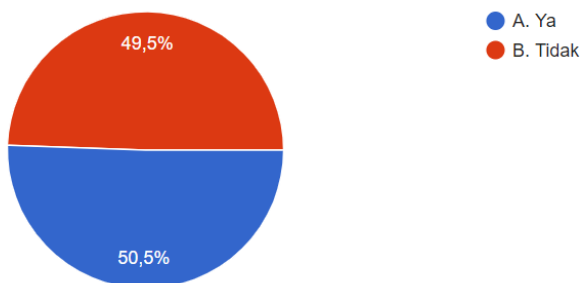
<sup>24</sup> Minanti Tirta Yanti, Eko Kuntarto, and Agung Rimba Kurniawan, "PEMANFAATAN PORTAL RUMAH BELAJAR KEMENDIKBUD SEBAGAI MODEL PEMBELAJARAN DARING DI SEKOLAH DASAR," *Adi Widya: Jurnal Pendidikan Dasar* 5, no. 1 (April 1, 2020): 61-68, <https://doi.org/10.25078/aw.v5i1.1306>.

6. Online Learning Doesn't Take Up My Time



Next is the sixth statement, get a percentage of 49.5, 6% of online learning does not take their time, and 50.5 % of the 91 respondents who chose that online learning can be time-consuming them. Parents with a myriad of activities should take the time to their children during the learning in the network (*daring*) at home due to the impact of the pandemic Covid-19. Parents must motivate and guide their children so they do not get bored quickly while learning from home. Most of them do not feel it is taking up their time because they feel that accompanying their children to study is necessary as parents. The result of this percentage shows that there are also many parents or guardians of students who feel that their time is consumed to accompany children to study. Children when learning alone accompanied by their parents will feel bored quickly and tend to delay learning this. Also has an impact on the increased time needed by children to completing the learning process so that the time for parents to assist children in learning also increases.

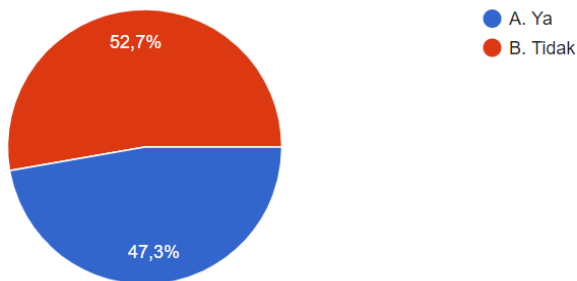
7. Online Learning Doesn't Disturb My Activities



The seventh statement gets a positive percentage of 49.5 %, and 50.5% with a negative percentage. The difference of only 5 % shows that

many parents are disturbed by the condition that causes children's learning to act at home or online. Learning online is undeniably disruptive to parents' activities. Even though they can still do activities while supervising or accompanying their children when online learning is being carried out, but with limited circumstances.

8. Online Learning Does Not Make My Child Difficult to Understand Learning



The eighth statement, getting a percentage of 52.7% of parents thought that online learning made it difficult for their children to understand the subject matter, and 47 %%% chose that online learning made it difficult for their children to understand the material. Online learning is carried out the same as learning in general, it's just that it is done online at home, there is no face-to-face, this is what makes children lazy to learn, they are only faced with material that they have to learn independently at home, through their laptop screen or cellphone screen. Many parents who are supposed to accompany their children to study ultimately cannot master the material because they think the material for children today is very different from what they were in their past. According to Ashari, many teachers apply online learning in various ways, some use the concept of online lectures, some continue to teach in class as usual but are recorded with videos, which are then sent to the students' WhatsApp group.<sup>25</sup> The MI Plus Al-Mahmud educational institution in the online learning strategy also applies this. However, mostly a boy will remain difficult to understand the material because children at the rate of MI or SD indeed faster capture if the teacher explains the material directly.

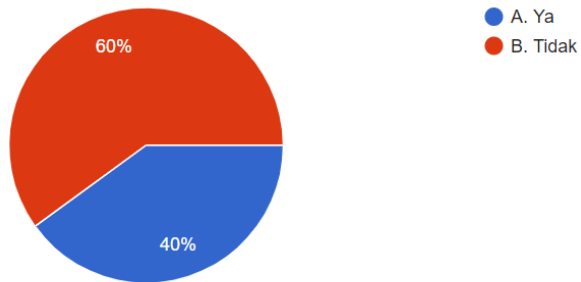
This is in accordance with the opinion of the research results of Sharon E. Smaldino, et al. that in online learning teachers and students

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<sup>25</sup> Dewi, "Dampak COVID-19 terhadap Implementasi Pembelajaran Daring di Sekolah Dasar."

can access documents electronics to enrich their knowledge. Students inside online learning can participate active while studying because of learning online provides tools interactive learning.<sup>26</sup>

9. Online Learning Does Not Make My Children Get Bored Quickly

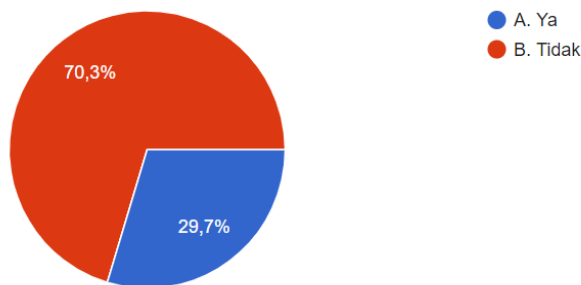


In the ninth statement, getting a percentage of 60 % of parents thought that online learning did not make their children bored quickly, and 40 % thought that online learning made their children bored quickly. Parents who think that learning in the network (online) does not make her feel bored. Online learning (daring) is flexible, can be accessed anytime and anywhere, so it is quite fun learning. As Sobron's opinion states that online learning makes students happy, they can listen through an Android cellphone, laptop, or computer, not just listening to books.<sup>27</sup> Meanwhile, according to parents who agree that online learning can make children quickly bored, because they cannot study together with their peers and cannot meet face to face with the teacher. According to Aulia Luqman Aziz, an education expert at the University of Brawijaya in the opinion that good learning is learning that is done face-to-face with the teacher and his friends. With this interaction, students will get benefit from the social, cultural, ethical, and moral maturation process.

<sup>26</sup> Sharon E. Smaldino et al., *Instructional Technology and Media for Learning* (New Jersey: Pearson, 2008), 183.

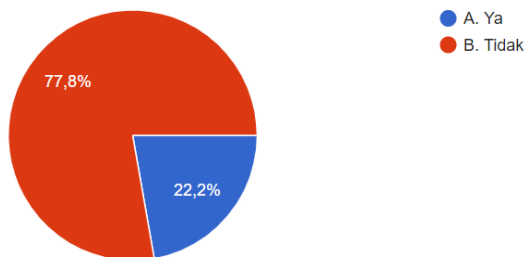
<sup>27</sup> Bayu Sobron A. N, "PERSEPSI SISWA DALAM STUDI PENGARUH DARING LEARNING TERHADAP MINAT BELAJAR IPA," *SCAFFOLDING: Jurnal Pendidikan Islam Dan Multikulturalisme* 1, no. 2 (September 3, 2019): 30–38, <https://doi.org/10.37680/scaffolding.v1i2.117>.

### 10. Online Learning Makes My Children More Enthusiastic to Learn



The next statement is the tenth statement, getting a percentage of 29.7 % of parents to respond that online learning makes their children more enthusiastic about learning, and 70.3 % responds that online learning does not make their children enthusiastic about learning. Online learning can be used as a variation of the learning model; learning is not always done in a direct face-to-face manner. Online learning is an innovation in the world of education in responding to the challenges of the availability of various learning resources. With online learning, students can interact with teachers through various applications such as WhatsApp group, Edmodo, Zoom, Google Meet, and Google Classroom. 70.3% of student guardians or guardians answered “No” indicating that their children doing online learning at home make their children lazy and not excited about learning this may be influenced by different situations they experience, they usually go to school to study with peers and meet their teachers. Due to the Covid-19 pandemic, they have to be at home and have limited activities and this affects the psychology of children and ultimately makes children lazy to learn because they are bored with monotonous parental teaching methods or methods.

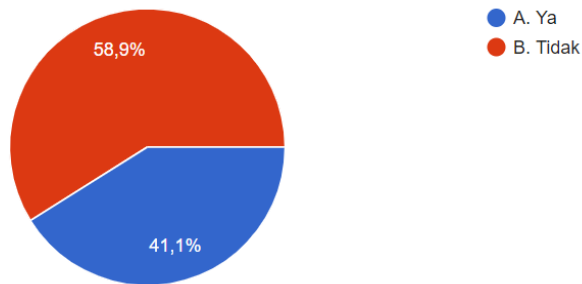
### 11. Online Learning Makes My Child's Learning Interest Higher





The next statement is the eleventh statement, getting a percentage of 77.8% of parents responding that learning does not increase children's interest in learning. Moreover, 22.2% of online learning increases children's interest in learning. This shows that the strategy of the MI Plus Al Mahmud institution that carries out learning through learning videos uploaded on the school's youtube channel, as a variation of the learning model, learning is not always done directly face-to-face. Less makes children interested in learning. This must be responded to immediately and found a solution so that children's learning interest in the Covid-19 pandemic situation increases so that children's achievement increases as well. Also, there must be cooperation between parents and teachers to provide stimulus to parents to create learning situations that make children improve in learning.

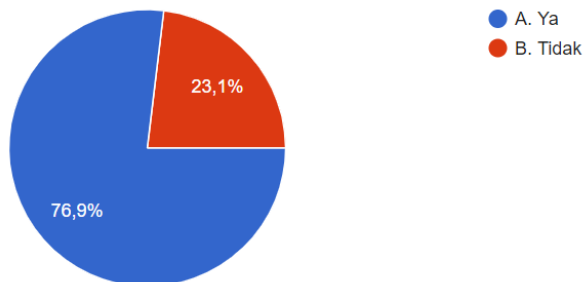
12. Online Learning Using Video Learning Media Makes My Children Easy to Understand the Learning Materials



The next statement is the twelfth statement, getting a percentage of 41.1 % of parents responding that online learning using instructional videos makes it easy for children to understand the learning material. Moreover, 58.9 % responded that online learning using video learning media did not make it easy for their children to understand the learning material. Online learning with instructional video media is an innovation in the world of education carried out by the MI Plus Al-Mahmud institution in providing learning material during the Covid-19 pandemic in responding to the challenges of the availability of various learning resources. Many parents feel that learning using video learning media makes it difficult for their children to understand the learning material, the material presented in the learning video is usually only the most important and is conveyed as short as possible to minimize internet network usage. However, this situation can be minimized with more in-

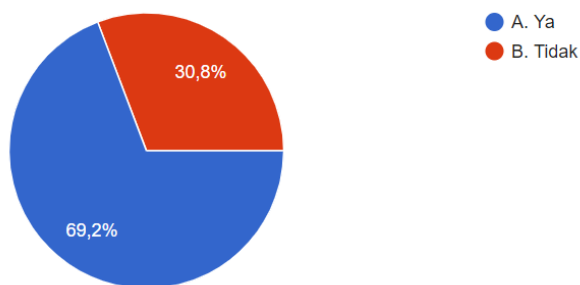
depth and creative guidance from parents who are currently very important in dealing with learning that is done at home.

13. Online Learning Makes My Child's Study Hours Flexible



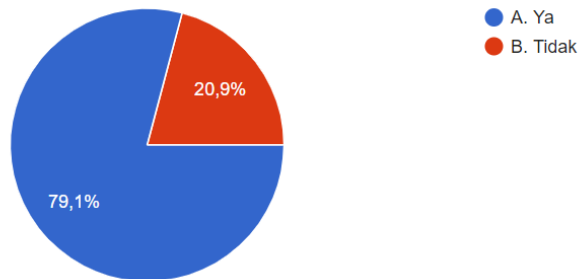
The next statement is the thirteenth statement, getting a percentage of 76.9% of parents responding that online learning makes their children's learning hours flexible (adjusting their free hours). This cannot be denied because the situation that forces children to learn with uncertain time (flexible) and a good and effective learning process is the assistance and guidance of parents as a substitute for the role of teachers in pandemic situations. Activities and activities of parents who before the appeal and policies of the minister of education and culture in facing a pandemic situation made them have to add to their already busy activities with activities to guide and assist children in learning. Due to the density of activities and activities, parents must be smart in dividing their time and understanding children's psychology in the learning process to get maximum and appropriate results.

14. Online Learning Makes My Child Spend More Time with Gadgets than Playing with Peers



The next statement is the fourteenth statement, getting a percentage of 69.2% of parents responding that online learning makes their children spend more time on gadgets (cellphones) than playing with peers, 30.8% of online learning makes their children play with peers, rather than spending time with the gadget (handphone) compared. Online learning that utilizes social media such as WhatsApp, Instagram, YouTube, zoom. What can be accessed using the internet through gedged (android cellphones, computers, laptops) makes children spend a lot of time with gadgets (cellphones) to access the material provided by the teacher. Again, the role of parents as mentors and supervisors is needed to limit and control the unnecessary use of the gadget.

15. Online Learning Makes Me More Creative in Accompanying Children Learning



The last statement is the fifteenth statement, getting a percentage of 79.1% of parents responding that online learning makes them more creative in assisting children to learn, 20.9% who respond disagrees that online learning makes them more creative in assisting children to learn. Learning during the Covid-19 pandemic requires parents to know that student guardians have a task besides the main task of being parents, namely as educators. As educators, they are required to have skills or expertise in accompanying and supervising children studying at home. Those who rely solely on learning from the teacher are now required to be able to create a comfortable situation in children's learning, this makes them more creative in terms of accompanying their children so that children do not get bored easily and the material provided by the teacher can be maximally absorbed. It is necessary to

know that the challenge of online learning is one of the skills in using it technology from both educators and students.<sup>28</sup>

From this description, it can be understood that the parents of the students at MI Plus Al-Mahmud do not have a clear tendency in determining whether online learning is in the good or bad category for their children. This is evidenced by the results of the questionnaire which can be said to be still 50:50. on the one hand, online learning is considered good for suppressing the spread of the Covid-19 virus and at the same time as improving the delivery of education today. but on the other hand, there are several things that are a direct impact of online learning, including dependence on gadgets and decreased enthusiasm for children's learning. There needs to be further research to ascertain how this online learning impacts students, both in their cognitive and affective, as well as their psychomotor domains.

## Conclusion

Based on these results, the percentage obtained from the 15 questions given to respondents in the study were parent's guardians in MI Plus AL Mahmud students grades 1 and 2 many different m there are positive and negative. It cannot be denied that the Covid 19 pandemic microscope, which makes learning children's teachings that were previously carried out in school, becomes learning with an in-home network system by the stipulations of the minister of education and culture causing many problems and new habits for parents, children, educators, and institutions education. From the research, it was found that 95.6% of online learning made parents have a lot of time with their children, and 85.7% of online learning made parents more cohesive with their children. 100% of online learning made parents get to know their children's attitudes and character more closely; besides 45.1%, online learning does not bother parents. 49.5% of online learning does not make parents spend more to buy internet data, and 49.5% of online learning does not take up parents' time, also 49.5% of online learning does not make parent's activities are disturbed. 47.3% of online learning does not make it difficult for children to understand learning material. While 40% of online learning does not make children bored quickly, and 29.7% of online learning makes children more enthusiastic about learning, also 22.2% of online learning makes children's interest even higher.

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<sup>28</sup> Aan Hasanah et al., "Analisis aktivitas belajar daring mahasiswa pada pandemi Covid-19," 19, <http://digilib.uinsgd.ac.id/30565/>. The existence of technology provides a lot positive influence on learning. Nurul Lailatul Khusniyah and Lukman Hakim, "EFEKTIVITAS PEMBELAJARAN BERBASIS DARING: SEBUAH BUKTI PADA PEMBELAJARAN BAHASA INGGRIS," *Jurnal Tatsqif* 17, no. 1 (July 10, 2019): 19–33, <https://doi.org/10.20414/jtq.v17i1.667>.

41.1% of online learning with video media makes it easier for children to understand lessons, then 76.9% of online learning makes children's learning hours flexible. Last, 69.2% of online learning makes children spend more time gadgets than playing with friends, and 79.1% of online learning makes parents more creative in assisting children in learning. The parents of the students at MI Plus Al-Mahmud do not have a clear tendency in determining whether online learning is in the good or bad category for their children

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