

CHAPTER I

INTRODUCTION

This chapter presents: 1) research background, 2) problem identification, 3) research limitation, 4) research questions, 5) research objectives, and 6) research significances.

1.1. RESEARCH BACKGROUND

Pandemic covid-19 has brought various problems in today's life. The year of 2020 seems to be a hard year not only for some parties, but also for almost all people around the world. The world seems to have ground to a halt because of this global-issue. Everything has stopped, projects have been delayed, workplaces closed, and schools shut down. This pandemic without a doubt has changed human's life in various segmentations. Especially in the context of education, where everyone has been forced to move from conventional learning into online learning (Putri et al., 2020). Currently, online learning is the best alternative solution as keeping schools open poses a safety risk for students. Yet, it does not mean that online learning is free from the problems and challenges. Students' readiness, teachers' competences, learning requirements, learning facilitations, and even parents' supports are some of the most common challenges faced in online learning during pandemic covid-19 itself (Aboderin, 2015; Andersson, 2008; Gillett-Swan, 2017; Jacobs, 2013; Tuan Nguyen, 2015)

Online learning indeed is not a new thing in nowadays education. Online learning is an extended version of distance learning, a learning model that has been existed since years ago (Jacobs, 2013; Rana, Rajiv, & Lal, 2014; and

TuanNguyen, 2015). Online learning is a learning model that allows both instructors and students to meet virtually anytime and anywhere. It is supported by the enhancement of today's technologies. People can learn and teach from their home, minimize the sense of direct meeting. Whether it is agreeable or not, seemingly, the future of education will be on the online learning itself. It is based on the technologies' development which is rapidly in every country. The sense of Revolution Industry 4.0 also contributes a lot on this notion (Nanos & James, 2013).

Coming back to covid-19 pandemic and its discussion to online learning, it indeed portrays to us that people cannot deny the advancement of technology in all sectors. It appears in all life-sectors, as we all depend on the technology also. Ready or not, we have seen that education is also influenced and slowly changed by the technology (Nanos & James, 2013; Tantri, 2018; and Tuan Nguyen, 2015). The notion of changes here seems to in line with the technology; yet, does the human also change? Does human accept the changes in education itself? Some might say yes, but there are also numerous parties tend to declare refusal. In many situations, the existence of technology even becomes so problematic for the humans themselves.

Due to various variables, online learning literary drives on various experiences toward every party in education; teacher, student, and even parent (Brown, Te Riele, Shelley, & Woodroffe, 2020; De Giusti, 2020; Fedina et al., 2017). Researches around online learning's experiences and challenges have been broadly investigated (Aboderin, 2015; Andersson, 2008; Gillett-Swan, 2017; Jacobs, 2013; Sarvestani, Mohammadi, Afshin, & Raeisy, 2019; Sun & Chen,

2016). Most of them portray that online learning requires times to adapt, technological comprehension, and high-motivation as well. As experiences faced tend to be varied, the perception occurs toward online learning inclines to be so varied as well (Agarwal & Kaushik, 2020; Agung & Surtikanti, 2020; Gupta, Shrestha, Shrestha, Acharya, & Pandey, 2020; Khan, Vivek, Nabi, Khojah, & Tahir, 2021; Mohalik & Sahoo, 2020; Rusmiati et al., 2020; and Wijayanengias & Claretta, 2020). However, most of the investigated online learning perception takes an emphasis on students' point of view. Hence, investigating the online learning perception from the other viewpoint, parent for instance, seemed to be interesting to be conducted.

Seeing the parents' perception viewpoint carries potential discussion, preliminary interviews have been done to 5 parents in Panji Village, Buleleng, Bali-Indonesia for the sake of digging out information regarding parents' online learning perception's tendencies. Panji Village was chosen purposively because of researcher's limitation and convenient to conduct research at this place. The interviews have been done unistructural, so that any supporting preliminary-data can be obtained. The results portrayed all observed parents should accompany their children during online learning situation, especially for the parents who have primary school students. In this pandemic situation, this circumstance indeed produces problems for the parents because their time and energy have to be allocated for accompanying their children instead of for working. Meanwhile, if they could not work properly in this chaos-situation, they probably could not fund the family economy, which affect their children's education as well.

Without a doubt, the preliminary results have portrayed that parents' role in their children education is really essential. Parents literary is the main financial and psychological support of their children's education. Most students are still depended on their parents to fund their study. Parents also influence the children's psychology, especially when the children's learning goals are well-supported by them. Somehow, parents also take a role as the second teacher at home, who accompany and guide their children during learning. It happens especially in the context of primary school children that needs to be more guided and accompanied during the online learning conducted (Putri et al., 2020).

A big question further appears, why do primary school students need extra guidance from their parents during online learning occurred? Putri et al. (2020) mention that the main reason underlying this issue is that primary school students mostly do not have enough competence to construct learning material autonomously. Many studies prove that primary school students incline to perceive their understanding in learning if only they are guided by someone (Rusmiati et al., 2020; Wargadinata, Maimunah, Dewi, & Rofiq, 2020; and Wijayanengtias & Claretta, 2020). When they do not understand the topic either the flow of talk being presented by the teacher, primary school students incline to feel so disorganized toward the lesson being learned. Hence, it is really important to guide and accompany them for the sake of preventing error and long-term misconception.

Seeing it from the parents' point of view, several questions indeed attempt to appear as the effect of the narrated circumstances. Some of them are: *How do they perceive online learning during accompanying their children in the learning*

activity? Do they think online learning during covid-19 pandemic brings better than harm toward their children's education? As a students of education department, who will be a teacher as well in the future, this case inclined interesting to be investigated for the sake of understanding parents' perception toward their children's experience in online learning. As a party that supports their children's education, it is important to know how parents perceive, feel, and assume about online learning. It seems to be essential because as a teacher, we need to make sure that the learning activity created can be well accepted by both students and also parents. Parents and students must perceive the meaningful feeling in joining the learning activity itself. Thus, if the learning activity is not well-perceived yet, it further can be used as one of evaluations to enhance and revise the activity created.

Taking into account, this research was conducted in the purpose of revealing parents' perception of their primary school children's experience in online learning during covid-19 pandemic. This research was urgent to be conducted the main issue brought by the research had occurred almost everywhere. It took an emphasis on parents' point of view because it seemed to get little attention by other researchers. Numerous studies around this topic have been identified, but most of them focused on the students' viewpoint only. Moreover, the parents' perception aspect was viewed unique to research because it tends to affect their children's education, both directly and indirectly. Hence, this research further could extend data, sources, and information around online learning especially from the parents' point of view. This research offered an

interesting case as a pioneer for the further research in the similar setting or condition.

1.2. PROBLEM IDENTIFICATION

Covid-19 pandemic brings many effects toward various sectors, education is one of them. During covid-19 pandemic, especially in Indonesia, education has been done in online learning for the sake of minimizing the risk of spreading corona-viruses. Hence, students learn from home which is somehow also guided and accompanied by their parents. Accompanying children in online learning commonly occurs in the scope of primary school student, as they tend to need more attention and explanation in learning. However, this issue literary drove an interesting case, regarding the parents' perception itself toward their primary school children's experience in online learning. As the party who supports their children's education, knowing how parents perceive the online learning based on their children's experience become one of the evaluation materials for the teacher in performing better learning-activity in the future. Investigating parents' perception on their primary school children's experience in online learning during covid-19 pandemic further became interesting and urgent to be conducted.

1.3. LIMITATION OF THE STUDY

This research was limited to figure out parents' perception on their primary children's experience in online learning during covid-19 pandemic. The setting was limited in a specific area, particularly in Panji Village, Buleleng, Bali, Indonesia. It was selected based on the researcher convenient purpose to conduct

research on that setting. Moreover, it was based on the geographical reasons as well since the researcher has been lived in that setting for more than 20 years. Hence, the researcher has firm knowledges regarding the setting chosen.

Moreover, it was limited on the online learning in general. It was conducted without any strict limitation on specific subject, English for example. In accord to the unstructured interview toward several primary school teachers at Panji Village, it was known that English and other subjects were not included in their curriculum. Moreover, there were only a little number of teachers in some observed schools, which made the schools had different policies and adjustments from each other. As an English education student, the researcher further could not explore the discussion around English learning, teaching, and implementation due to the circumstances occurred.

The research was done in the form of case-study, so that the research content was adjusted to the design itself. The research participant was limited into 2 parents only, certainly that have primary school children. It was limited into 2 parents or the sake of gaining a deep and focus discussion regarding to the topic being investigated. Both setting and participants was chosen purposively. Especially for the participants, where they were chosen based on the convenient and economical aspect. Both participants were chosen with different economic situation, one with low-economic condition and the other with high-economic condition. Hence, it was expected able to at least portray the situation occurred in both low and high economic family in Panji Village. As the participants only including 2 parents only, the final results were limited as it did not generalize the

obtained data into the other similar setting. Yet, it focused to describe circumstances in the observed setting and participants only.

1.4. RESEARCH QUESTIONS

The research questions being formulated are, as follow:

1. What are primary school parents' perceptions of their children's online learning experience during covid-19 pandemic?
2. What challenges do primary school parents encounter in supporting their children's online learning during the covid-19 pandemic?

1.5. RESEARCH OBJECTIVES

The objectives of this research will be:

1. To investigate the primary school parents' perceptions of their children's online learning experience during covid-19 pandemic.
2. To figure out the challenges that primary school parents encounter in supporting their children's online learning during the covid-19 pandemic.

1.6. RESEARCH SIGNIFICANCE

1. Theoretical Significance

The further offered findings were expected to be able to extend and enrich the theories, data, and information around challenge in online learning topic, especially on the scope of parents' challenges. Also, this research was expected to support the empiric of the previous studies of experts and researchers.

2. Practical Significance

A. For Parents in General

This research was expected to be used as a review for enormous parents outside to further realize and know challenges in accompanying their children in online learning as well as managing the challenges faced.

B. For Teacher in General

This research was expected to be used as one of the evaluation materials regarding to the implementation of online learning during the Covid-19 Pandemic.

C. For Other Researcher

This research was expected to be used by the other researcher as one of their reference and data sources about the topic of challenges in online learning. Also, the further findings could be used to conduct other researches in the similar covered topic.

