THE ROLE OF PARENTAL SUPERVISION IN THE IMPLEMENTATION OF ONLINE LEARNING

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Abstract

During the Covid-19 pandemic, many countries have implemented online learning. This study provides an overview of how the role of parental supervision in the implementation of online learning. This research uses descriptive method by distributing questionnaires using google form. The sample criteria are parents aged 30-45, the data taken from parents are parents who have school children and who live in Bogor, Indonesia. With a sample of 50 people. The questionnaire was distributed online via the WhatsApp application. The results showed that there were 50 respondents with a percentage of 67,14% and it can be concluded that the role of parental supervision in the implementation of online learning is in the medium category.

Keywords: *covid 19; online learning; parental supervision role.*

1.   INTRODUCTION

During the Covid-19 pandemic, based on data from UNESCO, more than 160 countries have implemented online learning (A. Abidah et al., 2020; S. Bhamani et al., 2020). No parent thinks of educating their children at home, but the Covid-19 pandemic has changed the way of life which has caused changes in the education system in the world (A. Kolak et al., 2020; L. S. Pek et al., 2020; B. Husain et al., 2020).

There have been many trainings for teachers in overcoming the problems of online learning now (J. S. Zweig & E. T. Stafford, 2016). Not only teachers need to receive training but parents also need to be taught how to provide emotional support when children are studying at home. Because when parents supervise their children in the implementation of learning, they will spend time together to create a comfortable learning atmosphere (S. Bhamani et al., 2020; G. Wang et al., 2020). Parents must also have the skills to manage their behavior while their children are learning at home (K. Bearss et al., 2015). With a background that is still underserved (such as in rural areas and low socio-economic status) resulting in a lack of utilization of parental training to help children's learning process (B. Ingersoll et al., 2015).

Parental involvement and supervision is defined as family activities and attitudes to support their children's

learning both at home, at school and in the community (T. E. Smith & S. M. Sheridan, 2019; M. Costa & L. Faria, 2017; B. Hardie, 2021). Another finding which states that parental supervision in the use of technology such as gadgets when learning is carried out at home is expected to support the progress of children's achievements. Parents' participation in learning activities at home can maintain relationships and communication between children and parents (A. Veas et al., 2019; M. Smahelova et al., 2017; P. Eva N., 2016). Parental supervision when children study at home has been considered a protective factor, especially in early childhood to adolescence (D. Moreno-Ruiz et al., 2019; I. M. L. Flanagan et al., 2019). Parents sometimes demand more from their children excessively which then causes guilt in children and is not enthusiastic about learning (E. Calandri et al., 2019). Parents usually tend to apply obedience to raise their children. In the USA parental support and control is fairly widespread. It was found that African Americans tend to apply strict parenting styles, while Latinos tend to be more obedient and polite. Of course, this parenting culture does not only exist in

the USA, it can even exist across countries (J. M. Ispa et al., 2004; M. M. Kotlaja, 2020).

From previous research, it is said that the involvement and supervision of parents in the implementation of online learning is categorized as good. The results of the analysis found that 57% of parents were at the undergraduate level of education. The involvement of parents in accompanying their children during online learning with a percentage of 83% is included in the good category (D. K. Sari & R. T. Maningtyas, 2020). Although there has been previous research on the role of parental supervision in the implementation of online learning. In the current state of the Covid-19 pandemic, which requires children to study at home, parents must provide more time to help their children learn and provide learning facilities. This study takes the problem of how the role of parental supervision in the implementation of learning in the network? Thus, the purpose of this study was to analyze the role of parental supervision in the implementation of online learning.

2. RESEARCH METHODOLOGY

A.　RESEARCH MODEL

The research was carried out from March to October 2021. The type of research conducted is descriptive method. The purpose of this study was to analyze the role of parental supervision in the implementation of online learning.

B.　PARTICIPANTS

Parents with age category 30-45 years. Parent data taken are parents who have school children and who live in Bogor, Indonesia. With a sample of 50 people.

C.　DATA COLLECTION TOOL

This study uses a closed questionnaire through the Google Form platform. This research instrument was developed from the indicators, namely; Provide learning facilities, supervision and use of study time, assistance in the learning process, and help with learning difficulties. This research instrument uses a Likert scale with a score of 5 choices, namely; Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

The analysis used is descriptive statics. Answers from respondents were analyzed using the percentage formula as follows:

$$P = \frac{f}{N} \text{ x } 100\%$$

Explanation:

f　　: frequency

N　　: total number of respondents

P　　: percentage number

The qualifications for the range of values for parental supervision in the implementation of online learning are presented in table 1 (D. K. Sari & R. T. Maningtyas, 2020).

Table 1. The Range of Values Of Parental Supervision In The Implementation of Online Learning

Score	Qualification
91-100	Very good
75-90	Well
60-74	Medium
40-59	Not good
<40	Very bad

After disseminating questionnaires to students, the researchers then scored a category on each item of answer from the respondent. The scoring used can be.

3. RESULTS AND DISCUSSION

A. Results of parental supervision aged 30-45 years

The Parental Supervision Research was taken in Indonesia, namely the Pamijahan area of Bogor, based on indicators that include providing learning facilities, supervision and use of study time, assisting the learning process, and helping learning difficulties. These four indicators were asked to parents as many as 50 people and can be seen in table 2.

Table 2. Questionnaire Results Are Based On Indicators

Number	Indicators	Total Respondents	Percentage of Parental Supervision	Category Parental Supervision
1	Provide learning facilities	Strongly agree = 43 Agree = 60 Neutral = 23 Disagree = 55 Strongly Disagree = 69	Strongly agree = 22% Agree = 30% Neutral = 12% Disagree = 28% Strongly Disagree = 35%	Very Not Good
2	Supervision and use of study time	Strongly agree = 41 Agree = 96 Neutral = 53 Disagree = 53 Strongly Disagree = 19	Strongly agree = 21 % Agree = 48% Neutral = 27% Disagree = 27% Strongly Disagree = 6%	Not good
3	Learning process assistance	Strongly agree = 57 Agree = 153 Neutral = 31 Disagree = 5 Strongly Disagree = 4	Strongly agree = 29% Agree = 77% Neutral = 16% Disagree = 3% Strongly Disagree = 2%	Good
4	Helping learning difficulties	Strongly agree = 62 Agree = 59 Neutral = 42 Disagree = 50 Strongly Disagree = 37	Strongly agree = 31% Agree = 30% Neutral = 21% Disagree = 25% Strongly Disagree = 19%	Very Not Good
	Total Respondents 50			

Table 2 explains that 50 respondents who filled in the indicator providing learning facilities, 43 who answered strongly agree with a

percentage (22%), who answered agree 60 with a percentage (30%), who answered disagreed as much as 55 with a percentage (28%), and those who answered strongly disagree were 69 with a percentage (35%). It can be concluded that indicators of providing learning facilities get very not good results.

For indicators of supervision and use of study time, 41 respondents who answered strongly agree with a percentage (21%), who answered agree were 96 with a percentage (48%), who answered disagreed as many as 53 with a percentage (27%), and those who answered strongly disagree as many as 19 with a percentage (6%). It can be concluded that the indicators of supervision and the use of learning time get not good results

For indicators of learning process assistance, those who answered strongly

agreed were 57 with a percentage (29%), who answered agreed were 153 with a percentage (77%), who answered disagreed as much as 5 with a percentage (3%), and those who strongly disagreed were as many as 4 with a percentage (2%). It can be concluded that the indicators of the learning process assistance get good results.

For indicators of helping learning difficulties, 62 respondents who answered strongly agreed with a percentage (31%), who answered agreed were 59 with a percentage (30%), who answered disagreed as much as 50 with a percentage (25%), and those who answered strongly disagree as many as 37 with a percentage (19%). It can be concluded that indicators of helping learning difficulties get very not good results.

Table 3. Results of The Questionnaire Overall Parental Supervision During Online Learning Ages 30-45 Years Old

Parents	Category	Percentace of parental supervision
50	Medium	67, 14%

Table 3 shows the overall results of 50 respondents with a percentage of

67.14%, from these results tend to be quite good, but children's learning at

home still experiences several obstacles such as the lack of learning facilities that parents provide, and parents who are not ready to provide learning at home (A. Zakso & I. Agung, 2021; A. Garbe et al., 2020). Parental involvement and support is the most important factor for children's achievement while studying at home, some children are still not equipped with technological facilities for online learning (J. Borup at al., 2014; C. Drane et al., 2020; P. J. Pikulski et al., 2020).

B. Discussion

From research that agrees (A. Zakso & I. Agung, 2021) that currently there are still many parents who are not ready to help and accompany their children during learning at home and this results in the role of parental supervision being in the poor category in implementing online learning Parents with unequal education levels and lack of school socialization to prepare for online learning which makes it difficult for parents to accompany their children to study at home. Research that agrees with another from (L. S. Pek & R. W. M. Mee, 2020) parental supervision has an influence on the achievement of their children, but there are still many parents who are less involved in their children's

education. Parents who are busy because they have to work and other parents find it difficult to be able to help children in the learning process. Problems that often arise related to the lack of parental supervision are also communication between parents and teachers, the importance of communication for better parental involvement (S. Kocyigit, 2015). Teachers need to provide direction on the relationship between parents and their children regarding involvement in education. So that parents can plan better to help their children in learning (L. S. Pek & R. W. M. Mee, 2020; P. J. Pikulski et al., 2020). There are barriers that teachers feel in informing parents about children's activities because parents are too busy, and sometimes parents don't want to listen to bad things about their children (S. Kocyigit; 2015). In online learning, the relationship between parents and children is very important to help online learning. Not only parents but schools are also a major factor in children's academic achievement (L. Lara et al., 2019; V. J. Hotz & J. Pantano, 2015; J. Sebastian, J. Moon, & M. Cunningham, 2016).

Parents are responsible for providing children's academic needs such

as comfortable learning places and school supplies, parents should be involved in supervising children by communicating with each other with teachers and parents should support learning activities at home and help children to develop academic and social skills at the same time home learning (L. H. Waters et al., 2011). Learning in this network has facilitated and made the learning process simple and flexible. Everyone can easily access the internet and use technology when online learning is implemented, but there are still parents who help their children to study at home who do not understand the use of technology, this is called underdeveloped technology (A. K. Abdallah, 2018). However, online learning has problems in its implementation, for example when online learning some teachers only copy teaching materials and the lack of interaction between teachers and students results in less effective teaching performance, some children are also less controlled by parents. Therefore, independent learning cannot be applied (B. Husain, et al., 2020; L. Zhou et al., 2020). Supports research that the positive and negative impacts during a pandemic are many children who experience

feelings of anxiety, worry, and even depression due to the implementation of this online learning. Because children cannot meet face to face with teachers, their peers at school. Studies reveal that feelings of depression, anxiety towards children increase gradually during the Covid-19 pandemic (S. Tang et al., 2020; X. Tang & D. Wong, 2018; M. M. Barker et al., 2019; D. Xu et al., 2020). This shift from face-to-face learning to online learning makes parents very worried about their daily lives, uncertainty about when their children will return to school for normal learning again (A. Garbe et al., 2020; S. J. Daniel, 2020).

From research results (A. Garbe et al., 2020) parents need some training programs, teachers and schools or government should organize some training related to effective online learning at home for parents. This method can be done by providing resources and providing an understanding of what platforms are supporting when learning on this network is carried out. Parents also need support to control themselves and their emotions so that when accompanying their children they are able to do their best to support their child's learning process. Positive attention and

giving love in everyday life, especially during the Covid-19 pandemic, is a very important moment for families (D. Ahmed et al., 2020). The involvement of parents in the implementation of learning in the network can positively affect the success of their children's learning by facilitating, regulating the child's learning environment and assisting the child. Although the roles of parents and teachers are not the same, the implementation of online learning can be a great time for parents to help and support their children when they are learning (L. Y. Tay, 2021). While in research (D. K. Sari & R. T. Maningtyas, 2020) the role of parental supervision is in the good category. The results showed that the education level of the parents was also quite good because the parents were at a higher education level. Since the implementation of learning in the network, parents spend more time with their children, this makes it easier for parents to accompany their children while studying at home. Many parents agree that they are the ones who help their children in completing school assignments, the influence of the role of parental supervision on the implementation of online learning during the Covid-19 pandemic is very high.

Research (H. Clark et al., 2021) also stated that almost all parents support the school closure policy during the Covid-19 pandemic. The priority of parents today may be to think about the health and safety of their children. This research was conducted at a time when the Covid-19 pandemic was still spreading rapidly, this made parents support school closures. This section discusses how parental involvement can have a positive impact on children by facilitating children's needs, good interactions, managing children's learning environment and time, and helping their children's difficulties when implementing online learning (J. Borup et al., 2014; Joyece L. Epstein, 1987).

The main concern of parents is supervision and good care for their children (T. Vuorinen, 2018). Although parental involvement is an important factor in the implementation of online learning (S. Dettmers et al., 2019). There is a framework for parental involvement, namely parenting, communicating, and creating a positive home environment that supports children's education (X. Ma et al., 2015). A number of other studies have also stated that it is important to see children's involvement in online learning

(J. Borup et al., 2014; L. Y. Tay, 2021). Parents state that online learning does not work effectively if children are not involved, but some parents show freedom when accompanying their children to learn (H. Curtis & L. Werth, 2015). Reflecting on this case, it is important for parents to consider how to increase knowledge to help their child's difficulties while studying at home. For example parents can use technology to increase their knowledge and as a communication tool. Parents must be physically present in supervising and accompanying their children from an early age and must teach their children to be open to whatever activities they do (I. M. L. Flanagan et al., 2019). Parents have to overcome the challenges of school closures which result in their children having to study at home for extended periods of time. Meanwhile, some parents are powerless in dealing with their children to be involved in the implementation of online learning (S. Bhamani et al., 2020); Z. Xie and J. Yang, 2020; J. Xia, 2020). Study by (A. Zakso and I. Agung, 2021; N. Ahmad, 2017) found that there is a relationship between parental supervision and child achievement. In this case, parents are

expected to participate in supporting the child's learning process at home and at school. Some parents are aware of and have taken action to support their children's learning activities such as providing a place to study or buying books. In terms of communication, parents usually tend to ask about their children's activities. However, the involvement of parents in the learning process such as supervising their children when reading, helping and guiding children to complete school assignments only reaches a medium level (N. Ahmad, 2017).

Children and youth are full of ideas, passion and hope for the future. Not only parents, even children do not accept the current situation (H. Clark et al., 2020). Although these findings focus on parental supervision in the implementation of online learning which is still not good, the role of parental supervision in other cultures will vary. Therefore, family culture is formed where they live (M. M. Kotlaja, 2020).

4.   CLOSING

In learning activities in the network requires an adequate system and well-designed learning materials. Without it,

all learning in the network cannot run properly (Z. Xie & J. Yang, 2020).

The results of the study found that the role of parental supervision in the implementation of online learning was quite good and how the role of parental supervision in the implementation of online learning had an impact on their children's academic achievement. Parental supervision when it can be seen by how parents provide learning facilities, communicate both with children and with teachers, manage their children's study time and help their children with difficulties when learning online. There is a lot to consider in online learning such as motivation, relationships, and mental health. Disadvantages in learning in the research environment are very diverse there is no common parent and child experience, the impact of online learning cannot be underestimated (C. Drane et al., 2020; P. J. Pikulski et al., 2020). Future research is expected to be able to investigate more deeply how families with different cultures can provide supervision and assistance to children when studying.

ACKNOWLEDGEMENTS

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