THE ROLE OF PARENTS IN ONLINE LEARNING ASSISTANCE FOR ELEMENTARY SCHOOL STUDENTS

AZOLLA AFIFAH KUSUMA WARDANI
Universitas Muhammadiyah Surakarta
Corresponding Author: azollaakw@gmail.com

IKA CANDRA SAYEKTI
Universitas Muhammadiyah Surakarta

Abstract
This research was aimed to explore the role of parents in online learning assistance, identify problems parents encounter, and find a solution. The method used in this research was descriptive qualitative method and case study design. Data collection techniques were conducted by interview, observation, and documentation. The data validity of this research was a triangulation of sources and techniques. The research data analysis technique used interactive analysis; they were data reduction, data presentation, and drawing conclusions. The location of this research was conducted at Public Elementary School of 01 Girilayu. The results of this study were: 1) most of the respondents' parents have carried out their roles as educators, mentors, motivators, and facilitators; 2) the problems faced by parents come from the parents themselves, students, and the environment; 3) most of the parents can overcome the existing problems, even though, a small number of parent respondents are indifferent to the existing problems. The implication could be concluded that the maximum role of parents in online learning assistance will make student learning at home fun and achieve the desired goals.

Keywords: elementary school, online learning, the role of parents

Introduction

Education describes human efforts to get a better life. One form of business that can be done to get a better life is by taking education at school. School is a formal educational institution that has the goal of increasing the knowledge and competence and attitudes of students to improve the current and future standard of living (Irwandi et al., 2016). The existence of the Covid-19 pandemic has brought changes to the current education system in Indonesia. Following with Circular Number 4 of 2020 concerning the implementation of education policies in the emergency period of the spread of Covid-19, it is stated that: Learning activities are carried out at home with an online learning system to prevent the spread of Covid-19.

The consequence of closing schools is that there is learning from home as per government policy so that it has an impact on the transformation of the learning system (Arora & Srinivasan, 2020). Learning from home or often referred to as online learning or online or e-learning is a learning that uses internet technology with accessibility, flexibility, connectivity, and skills by providing distance between students to learn from anywhere and anytime to avoid crowds (Yuliani et al., 2020; Handarini & Wulandari, 2020). For this reason, teachers as the frontline of education must be able to adapt to the changes in the education system above to achieve the true goals of education.

Teachers play an important role in assisting students in school because basically, students need teachers in the process of developing their potential and abilities. Educators or teachers must have academic competencies and qualifications in carrying out their roles as learning agents, have a healthy body and spirit and have ability to achieve the goals and ideals of national education (Amalia & Sayekti, 2016). One of the competencies possessed by teachers is being able to adapt to current educational situations and conditions. Strong coordination between teachers and parents can maximize the implementation of online learning. Based on an initial survey with grade 1 teachers at Public Elementary School of 01 Girilayu explained that there were problems in student learning activities during the pandemic, including poor internet network connections, students finding it difficult to learn, and assignments given by teachers were not completed on time. So that students need parental assistance in the implementation of online learning. This is in line with Prasetyo & M.S., (2021) stated that the role of parents "inevitably" must participate in the real online learning process.

Parents have a very important role in educating children. Parents are the most frequently met with children, thus, parental assistance is needed to coordinate with teachers when children study at home (Epstein & Becker, 2018). Parents are required to be able to provide tutoring for children at home and carry out their role as substitute teachers at school, so, the role of parents in achieving online learning goals is currently very important. Thus, that guidance and direction in the child's learning process at home is a manifestation of the function and role of parents.

During learning at home, it was found that several obstacles resulted in less than optimal student learning outcomes. Based on an initial survey with one of the parents of students at SD Negeri 1 Girilayu who works as a batik maker, it was found that parents have difficulty dividing time between work and accompanying their children to study which makes the parents were not optimal in implementing online learning from home. Reinforced findings from Purwanto et al., (2020) mention that during online learning teachers, students, and parents experienced difficulties during the learning process during the pandemic. The obstacle found such as the lack of mastery of

technology, an increasing cost of data packages, and increase in work for parents in the process of mentoring their children's learning, and an increase in working hours for teachers because they have to communicate and work together with parents, teachers, and school principals. This is in line with Wardani & Ayriza (2021) describe some of the obstacles that parents encounter while accompanying children's learning from home, namely: the difficulty of parents in increasing children's learning interest, the lack of mastery of children's lessons by parents, less time in accompanying children because they have to work, low patience in learning assistance, the reach of internet facilities are still lacking, and the difficulty of parents in applying the device. Based on the background of the problem above and until now there have been no research results on the role of parents in assisting students' online learning, especially at Public Elementary School of 01 Girilayu. The purpose of this research is to describe the role of parents in online learning assistance, identify problems faced by parents, and find solutions.

Literature Review

The role of parents

A role is something that is played or carried out (Departemen Pendidikan Nasional, 2014). Roles are defined as behaviors that are expected to be possessed by people who are domiciled in society (Torang, 2013). Meanwhile, parents are people who are older or older people. Parents are the first and foremost educators for their children. It is said to be the first educator because children get education for the first time before children receive other education. It is said to be primary because it has a deep influence on the child's life later in life (Abdullah, 2014). Parents should educate their children. The role of parents is the methods used by parents that are closely related to the views of parents regarding the tasks that must be carried out in raising children (Abdullah, 2014).

The role of parents is very influential in the family to create emotional bonds with children, create a safe atmosphere at home so that the home is a place to return to, provide discipline and improve children's behavior, create good communication between family members (Wahib, 2015). Harjati (2013) explains that the role of parents in the family consists of an educator, motivator, a friend, supervisor, and counselor. Based on the explanation above, it can be concluded that the role of parents is a function or part of the main task held by parents to carry out in educating their children. In this study, the role of parents is limited to the role of parents as educators, mentors, motivators, and facilitators when students learn at home.

Online learning

The Covid-19 pandemic is the first and foremost health crisis in the world. Lately, the whole world is being shocked by the emergence of a pandemic outbreak caused by a virus known as Covid-19 (Corona Virus Diseases). This virus initially began in Wuhan, China, and spread to various parts of the world. So that on March 11, 2020, WHO declared the Covid-19 outbreak a global pandemic? Impact the spread of Covid-19 in Indonesia continued to increase until the government issued Circular Letter Number 4 of 2020. Based on the Circular, it was stated that: that learning activities are carried out at home with an online learning system. Online learning is an alternative provided by the government so that the learning objectives set by the school can still be carried out

even though learning activities are carried out from home. Even learning carried out in elementary school during the pandemic uses online learning through parental guidance. Online learning is learning that utilizes networks for interaction, reading, and writing which are carried out at the same time but in different spaces with the help of various technologies and multimedia (Sanjaya, 2020). The characteristics of online learning are allows students to learn without having to go to the classroom, and learning can be scheduled according to an agreement between the instructor and students, or students can determine the desired study time for themselves (Mahnun, 2018).

The Covid-19 condition that continues to improve makes an indirect impact on parents who can always accompany their children's learning, especially for elementary school-aged children. In practice, online learning has many complaints from students, parents, and teachers. Some of the obstacles that parents experience while accompanying children to learn from home, namely: lack understanding of the material by parents, parents' difficulties in fostering children's interest in learning, not having enough time to accompany children because they have to work. , parents are impatient in accompanying children while studying at home, parents' difficulties in operating gadgets, and obstacles related to internet service coverage (Wardani & Ayriza, 2021). Therefore, efforts must be made to minimize the obstacles faced by parents in assisting children to learn from home, so that online learning can run optimally.

The role of parents in online learning assistance

There are four roles of parents in mentoring distance learning models (Efendi, 2020). The first role is educator, parents as educators in distance learning can be understood as mentors and teachers for their children during the pandemic. As mentors/teachers in learning at home, parents must understand the characteristics of their children, children's learning styles, and learning strategies that make it easier for children to understand the material being taught, besides that parents need to develop cognitive, social, and skill aspects. There are three learning styles of children, namely visual where the learning model is by showing or visualizing, audio, namely the child prefers to use the sense of hearing to learn, and kinesthetic is a learning model with movement (Bobby in Mulia, 2019).

The second role is a motivator; parents can provide continuous motivation in distance learning. Motivation can arise with rewards, a conducive learning environment and interesting activities. The third role is a facilitator; parents must provide facilities or conveniences for their children in distance learning, such as providing necessities or equipment that supports learning such as preparing a comfortable learning place, adequate learning equipment (HP/computer, internet network, books, and writing utensils). Parents must be able to present various learning resources that support learning such as textbooks, magazines, newspapers, YouTube, or videos from teachers. The fourth role is an inspiration, parents at home being a model for their children who can be nurtured and imitated. Parents can be the originator of creative and innovative ideas that can be done by children. Through parents, children can learn how to speak, act and do their daily lives at home. Therefore, the explanation of the role of parents above, in this study the role of parents is limited as an educators, mentors, motivators, and facilitators when mentoring students' online learning.

Methodology

Research design, site, and respondents

This research used a descriptive qualitative approach. Descriptive qualitative research is research that is focused on describing and analyzing phenomena, events, social activities, behavior, beliefs, understandings, and views of a person individually or in groups (Sukmadinata, 2012). This study used descriptive qualitative research to find the widest possible data with online research efforts, followed by collecting the data obtained, compiling, classifying, and interpreting the meaning of the data related to the role of parents in mentoring students' online learning. Thus, the general objectives of this study can be achieved. The research design used in this research is a case study. The case study was defined as a type of approach in research that examines one case and is carried out intensively, in-depth, in detail and comprehensively (Sutama, 2019). The reason for using this design is we want to know, describe, analyze, and identify the form of the role of parents in mentoring online learning for students, especially in elementary schools during the Covid-19 period. The location of this research was Girilayu village which was located in the school and the house of the respondent who attends in Public Elementary School of 01 Girilayu. The research respondents consist of students' parents or guardians as the first informant, teacher as the second informant, and students as the third informant.

Data collection and analysis

Data collection techniques were carried out by interview, observation, and documentation. The interview is a data collection technique by asking questions to respondents and recording respondents' answers (Mahmud, 2011). In-depth interviews were conducted with all research sources. This interview was conducted to obtain more in-depth information about the form of the role of parents in assisting children's online learning from home during the pandemic that has been carried out by parents, identifying problems encountered by parents, and finding solutions in the online learning mentoring process. Observations are carried out to control and check how far the results of the interviews were following the facts. Documentation is carried out to provide strong evidence of the research findings.

Test the validity of research data used triangulation of sources and techniques. Triangulation in credibility testing can be interpreted as checking data from various sources in various ways and at various times (Sutama, 2019). The triangulation of sources in this study was data from parents of students, teacher of grade 1, and grade 1 students of Public Elementary School of 01 Girilayu. While triangulation techniques used in this study are interviews, observation, and documentation. The data analysis technique used interactive analysis from Miles & Huberman in Sutama (2019) these include: a) data reduction, which is derived from raw data collected and then reduced by researchers, b) the stage of presenting data, researchers do it in the form of a narrative text, which is then adjusted to the research results with relevant theories and research, and c) drawing conclusions, namely looking for the meaning of the data collected as the research findings according to the research topic.

Findings

Based on the data collection that we conducted at Public Elementary School of 01 Girilayu related the role of parents in online learning assistance for grade 1 students during the pandemic. The findings showed that the online learning that has been carried out has used WhatsApp application on the device as a learning tool based on the results of interviews with two informants who stated:

> "The online learning system in this school is carried out without direct face-to-face meetings between teachers and students, Ms.

In line with one informant who stated that:

> "Electronic learning facilities for children using an Android phones with the Whatsapp group application".

Reinforced again with a statement from informant three who stated that:

> "Learning is no longer done at school, but using handphone with the Whatsapp group application".

Thus, the research findings at Public Elementary School of 01 Girilayu could be concluded that online learning is carried out using android phone with the WhatsApp group application as a learning tool because it is more universal and simple to use than other applications. In addition, most parents carried out their duties as a companion for online learning for students. Research at Public Elementary School of 01 Girilayu showed that there are 4 forms of parental roles when students learn from home, including parents as educators, mentors, motivators, and facilitators. The role as an educator showed in understanding children's characteristics, children's learning styles, and children's learning strategies, instilling positive behavior, maintaining and ensuring children to implement a clean and healthy life as well as being a role model for children. The role as a mentor showed in assisting to children when experiencing difficulties, guiding children in learning, and assisting children in doing school assignments. The role as a motivator showed in giving encouragement/motivation to children to learn, giving rewards when children succeed in learning, and giving punishment when children get unsatisfactory results. The role as a facilitator showed in providing good learning facilities for children, providing learning resources, creating a comfortable environment for children, and facilitating joint activities while at home.

There were problems and solutions or efforts made by parents when accompanying children to study at home that makes children can learn optimally. There were three indicators problems faced by parents when carrying out their roles, they are: 1) problems from the parents themselves, namely time constraints, lack of parental patience, lack of parental understanding of the subject matter, lack of knowledge of children's character and learning styles, and availability limited gadgets; 2) The problems of the students are the lack of focus and enthusiasm for learning and always want to play; 3) Problems from the environment are signal/network constraints and wasteful internet quota.

Based on findings in the field, efforts that can be carried out are always patient with children's behavior, understanding character, giving advice and understanding to children, understanding subject matter, inviting children to discuss, and consulting with teacher, taking children to tutoring centers, not getting bored to continue motivating in persuading children to learn, providing the best facilities for children, temporary cellphones are used to take turns while the children are studying and waiting for the internet network to improve. The findings of the research on the role of parents in online learning assistance at Public Elementary School of 01 Girilayu will be presented in diagram 1.

Diagram 1. *Results of research on the role of parents in online learning at public elementary school of 01 girilayu*
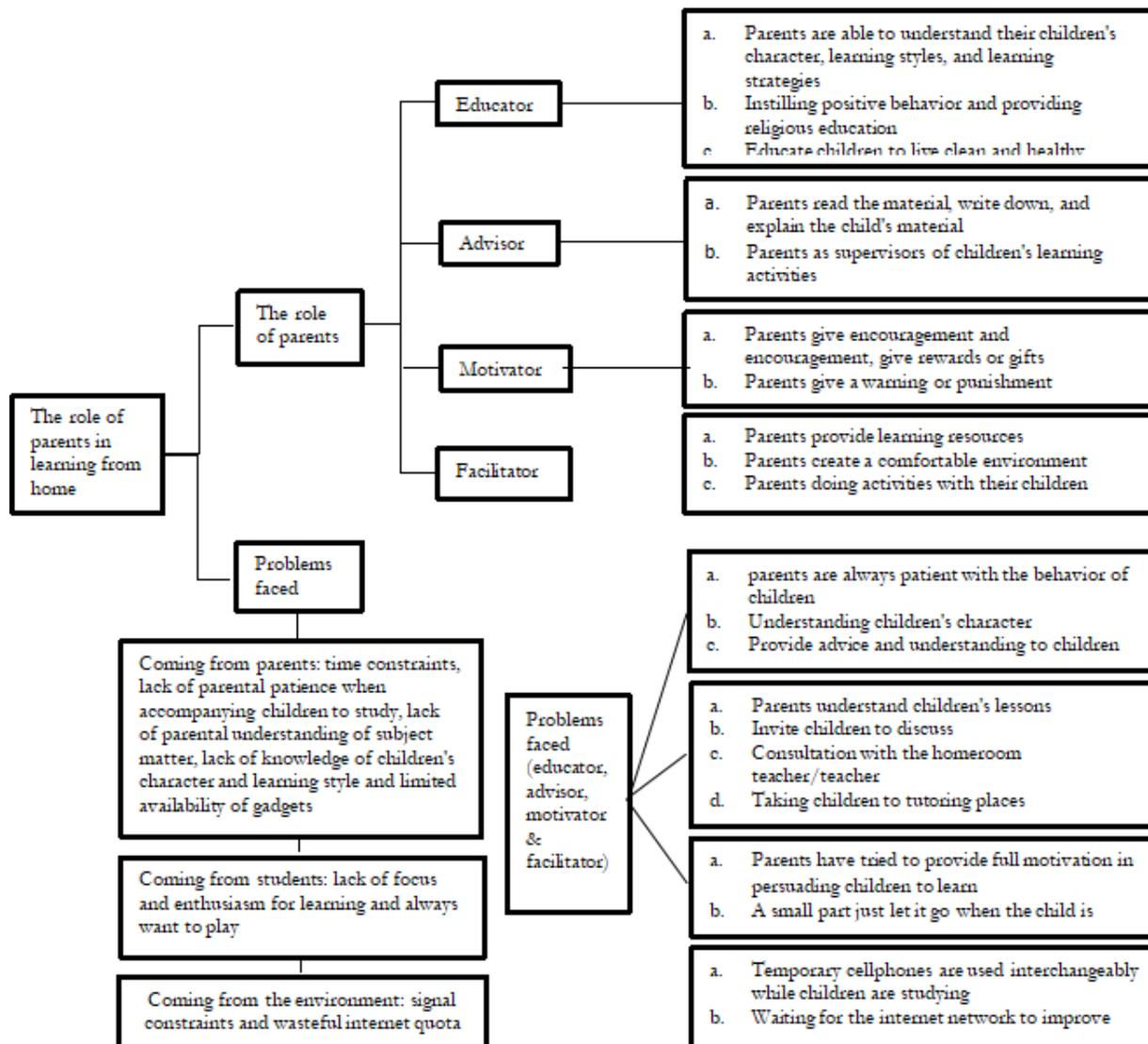
Discussion

Forms of the role of parents in online learning assistance for grade 1 students during the pandemic period at public elementary school of 01 Girilayu

Based on the research findings, it was illustrated that online learning at Public Elementary School of 01 Girilayu used the WhatsApp application on the device as a learning tool because more universal and simpler in use than other applications. In line with the results of research from Prasetyo & M.S., (2021) showed that the online learning process by elementary school teachers in Bogor uses WhatsApp as the teacher's main online learning application. The advantage of online learning using WhatsApp Group made parents accompanied their children to study so that the relationship between parents and children is closer (Dewi & Laelasari, 2020). However, according to Daheri et al., (2020), the WhatsApp Group application is less effective for online learning. Therefore, efforts that can be made by teachers, parents, and students can re-evaluate the use of the application. Thus, it could be maximized by using other applications to support more effective learning activities.

In diagram 1 the results of the research on the role of parents in online learning at Public Elementary School of 01 Girilayu showed that there are 4 indicators of the role of parental assistance, namely as educators, mentors, motivators, and facilitators. First, as an educator, parents are expected to be able to understand the character and learning style of children and know the right learning strategies for children. This was in line with Mulia (2019) revealed that learning will be more effective and efficient if you understand the character and learning style of children or students. Similar things from Wardani & Ayriza (2021) who stated that knowing and providing appropriate learning strategies for students will be able to encourage improving their learning outcomes. Therefore, it was hoped that parents knowing the character, learning style, and strategies of children in learning can maximize their learning outcomes.

Respondents' parents have instilled positive behavior and provided religious education to children, such as instilling disciplined and consistent behavior, obeying non-formal rules made by parents, reminding prayer times, studying, and involving children for TPA/recitation in the local environment. This statement was reinforced by Wardani & Ayriza (2021) which said that as an educator, parents can provide discipline and improve children's behavior, religious and moral values, encourage children to participate in positive activities. In addition, the respondent's parents also instilled in the students themselves to get used to living healthy and clean. For example, following health protocols, they were washing hands with soap, keeping a distance and using a mask every time you leave the house. This statement was the same as Safitri & Harun (2021) showed that implementing a clean and healthy life for children can be done through regular exercise and adequate rest, providing them with nutritious food, and adhering to health protocols when leaving the house.

Research findings also described parents as role models or role models for children. For example, parents exemplify discipline, study on time, pray five times a day, be polite, and can show empathy to others. This was in line with Rakhmawati (2015) which said that children will imitate the behavior habits and attitudes of parents shown to children, both positive and negative which parents do repeatedly. This was reinforced by Kurniati et al., (2021) who stated that parents are models or living examples for their children, so that the dominant activity of children in the house, children will always see the role model of the parents.

Second, the role of parents in accompanying online learning is to be a mentor, such as

reading material that is not understood, writing down, and explaining according to the ability of parents. This was in line with Umar (2015); Winarti (2020) parents are expected to always guide learning continuously for their children. Efforts to assist children in doing school assignments can be done in various ways, including helping children when learning difficulties, helping the learning process, and even exploring learning through online tutorials (Kurniati et al., 2021). Parents were also supervisors of children's learning activities by measuring how much children understand the subject matter. If the child did not understand the lesson, then the actions given by the parents are playing the learning video, re-explaining the material, and re-evaluating the tasks the child is doing. This finding was in line with Yulianingsih et al., (2021) stated that parents also have a role as supervisors during online learning. The findings were also reinforced by Wardhani & Krisnani (2020) parental supervision during the online learning process is very important to achieve satisfactory learning outcomes. So, parents could provide supervision and attention to their children before, during learning, and after learning.

Third, providing motivation or encouragement to learn for children cannot be separated from the role of parents both during offline and online learning. But, the role of parents as motivators during online learning will be higher than when children study at school. This was in line with Lilawati (2020); Rumbewas et al., (2018) stated that parents are expected to always motivate and encourage children's learning, and be able to divide study time, and parents must provide motivation for children to do assignments at home so that the work is maximized. The form of giving parental motivation to children for the spirit of learning can be through the provision of rewards or prizes. This finding was in line with Nurhasanah (2020); Wahidin (2019) which stated that parents can provide continuous support such as giving gifts, creating a comfortable learning environment, and activities that attracted children's interest in learning. Parents also give warnings and punishments when children's learning outcomes are not satisfactory, such as reducing pocket money, and confiscation of cellphones for a certain period. This finding was in line with Wahidin (2019); Mannan & Rahman (2020); Abdillah (2020) who stated that punishment is an alternative to open children's enthusiasm for learning during a pandemic. So it could be said that punishment or punishment can improve the learning outcomes of children or students during parental assistance in the online learning process of the current pandemic.

Fourth, as a facilitator, they tried to provide various facilities to support children's learning programs, including stationery, worksheets, theme book packages, and electronic devices used to access the internet such as cellphones, laptops, etc. This was in line with Umar (2015) which mentioned that the role of parents, namely providing adequate children's learning facilities to support learning outcomes. Similar things from Iftitah & Anawaty (2020); Anggraeni et al., (2021) concluded that the role of parents as facilitators during online learning is that parents assist to children, bridge the interaction between children and teachers, and provide online learning support facilities. Parents also have a responsibility to create a conducive home environment so that children can learn comfortably. This is also in line with Raraswati (in Kurniati et al., 2021) revealed that one of the roles or parents is to create comfortable learning conditions for children to study at home, instill good morals, and improve children's learning outcomes. In addition, parents and children can do activities together such as cleaning the house, studying together, telling stories, doing assignments and playing together while at home. This finding is also reinforced by Kurniati et al., (2021) said that the fun activities that parents do with their children can keep their children's interest and mood in learning while at home.

Problems encountered by parents in assisting online learning for grade 1 students during a pandemic at public elementary school of 01 Girilayu

In diagram 1, the research findings showed that there were three problematic indicators that parents encounter in assisting children's online learning. First, problems that came from the parents themselves, such as the lack of time to accompany children to study. This was in line with Wardani & Ayriza (2021) showed that the demands of having to work so that they do not have enough time to guide children to learn. In addition, the lack of patience of parents in accompanying children to study makes the role of parents as online learning companions not maximized. Children who tend to be active and unruly require a higher level of parental patience. This was in line with Primasari & Zulela (2021) which showed that parents become more saturated, emotional, and irritable when accompanying children to learn. So that by understanding the characteristics and learning styles of children beforehand, parents could condition the child's mood in participating in online learning. Furthermore, parents' lack of understanding of the subject matter became an obstacle in assisting children in learning. The breadth of understanding of children's learning materials by parents would help the implementation of the child's online learning. This was in line with Anggraeni et al., (2021); Irma et al., (2019) who stated that the lack of understanding of parents' material results in non-optimal education at home. So as a form of parental effort in dealing with these problems, namely by looking for other learning resources such as using Google or asking the teacher.

Lack of knowing the character and learning style of children also affected the weakness of growing children's interest in learning. This was related to the good or bad mood of the child in participating in learning at that time. This finding was reinforced by Wardani & Ayriza (2021); Mulia (2019) which stated that the teaching and learning process will be effective and efficient if parents understand the character and learning style of children or students. Another problem that parents felt in assisting their children to learn online is the limited number of gadgets. Not a few parents have not provided a personal cellphone for their children because still underage, even for school purposes. This caused the cellphones owned by parents to be used together or interchangeably for children's online learning. Similar to Prasetyaningtyas (2020) who stated that the existence of an online learning policy causes the use of Android cellphones to become the main media for learning and the emergence of new learning obstacles due to the limited number of cellphones for children. For this reason, parents are expected to be wiser in making decisions that are tailored to the needs of children in online learning.

The second problem came from students, including lack of focus and enthusiasm for learning. The level of focus and enthusiasm for learning for each student was different. This relates to being aware and independent of children in understanding the importance of learning. This was in line with Wardani & Ayriza (2021) stated that growing and creating children's interest in learning is an important role in carrying out learning activities, especially at home. Here, parents can play an active role in growing awareness and independence of children's learning from within. In addition, the feeling of children who always want to play is also an obstacle for parents in accompanying online learning. The most dominant factor in this problem is the psychological condition of children who feel bored and bored when they are at home. This finding is also reinforced by Prasetyaningtyas (2020); Wardani & Ayriza (2021) said that the cause of the decline in children's enthusiasm for learning is feeling bored and thus reducing children's interest in learning.

The third problem came from the environment, namely signal or network constraints.

Online learning policies cannot be separated from the network conditions around the students' homes. This was in line with Wardani & Ayriza (2021); Rigianti (2020) stated that the obstacle in online learning is the lack of internet service coverage. Looking back on policies from other countries, namely the Chinese government has established and developed several national projects to prepare online learning infrastructure in schools and create school projects or online formal education Wang et al., (2009). For this reason, it is hoped that the government can immediately act in overcoming network problems for online learning. Another problem that parents encounter in their efforts to assist children in online learning is the waste of quota/internet. Without a quota or internet, cell phones cannot be used to support students' online learning. This was in line with Daheri et al., (2020); Anggraeni et al., (2021) who showed that online learning requires a large internet quota and must be stable so that learning can run smoothly. Reiterating that parents have an obligation as facilitators, they are required to provide a sufficient quota for children to learn online. This finding is also reinforced by Wardhani & Krisnani (2020) stated that to carry out online schooling which is not known for sure how long, parents should provide a stable and sufficient internet quota, or even subscribe to a WiFi network even though it is not cheap so that the online learning process can be carried out by their children smoothly.

Efforts to overcome problems in online learning assistance for grade 1 students during a pandemic period at public elementary school of 01 Girilayu

In diagram 1, the research findings showed that there are several efforts to overcome the problems of assisting children's online learning. First, parents as educators, namely parents are always patient with their behavior that is not stable or fast-changing. This was in line with Lilawati (2020) who stated that impatience is an error in educating children, and until now not a few parents are impatient to educate their children, this is very concerning because one of the responsibilities of parents is to shape, direct, educate, and guide children fully love and patience. Parents also always try to understand the character, learning style, and learning strategies of their children. This finding is reinforced by Mulia (2019) which revealed that the effectiveness and efficiency of learning will increase if parents understand the character and learning style of children or students. In addition, parents can also provide direction or advice and understanding to children regarding the importance of learning. It would be nice for parents not only to tell their children to study who don't know what learning is for, but parents can instill in their children how important it is to study and go to school even from home. This finding is reinforced by Wardani & Ayriza (2021) who stated that fostering interest in learning in children plays an important role in carrying out learning activities or activities, especially studying at home.

Second, parents as mentors, namely parents can try to understand the child's subject matter as well as possible. This was in line with Irma et al., (2019) who stated that the lack of understanding of learning materials by parents causes non-optimal education at home. So as a form of parental effort in dealing with these problems, namely by understanding the child's subject matter first, looking for other learning sources such as using Google or asking the teacher. Another effort to deal with parental problems when accompanying children to learn online is to invite children to discuss. This finding was reinforced by Kurniati et al., (2021) who stated that through interaction, parents can understand the child's preferences, parents can also voice their intentions and desires and encouragement to the child. So that with this communication, children can be more open to their parents, or parents are also more open to their children. Furthermore, the efforts made by parents in

maximizing their role as mentors for children when learning online are consulting with the homeroom teacher/teacher. Parents and teachers are important agents in the success of children's growth and development during the pandemic through a collaborative learning process at home (Khadilkar et al., 2020). Parents also take their children to tutor or private lessons at home. This finding is reinforced by Toresano (2020); Wardhani & Krisnani (2020) shows that online learning requires cooperation between parents and their children, when parents are less than optimal in accompanying children to study, they will include children in tutoring or can bring private teachers to their homes. So that by involving children in tutoring or calling private lessons at home, the assistance of children when studying is not lacking.

Third, parents as motivators, namely most parents have tried to provide full motivation in persuading children to learn, and a small proportion just let it go when children are reluctant to learn. This was in line with Rumbewas et al., (2018) who stated that parents can always encourage to learn and divided study time, and parents must provide motivation for children to do assignments at home so that the work was maximized. In addition, research findings show that there are a small number of parents who let their children be lazy to study. This shows that the self-awareness of parents to always motivate children is somewhat lacking. One effort that can be done is as a teacher/school party to encourage and advise parents to continue to provide encouragement or motivation for children to continue learning by utilizing social media such as WhatsApp video calls, google meet, and zoom. The importance of teacher coordination with parents would also have an impact on the implementation of online learning. This finding is reinforced by Wardhani & Krisnani (2020) stated that coordination or cooperation between teachers and parents is very important to avoid misunderstandings in providing the best education. So hopefully with good coordination between teachers and parents can make parents aware that giving encouragement and motivation to learn is very necessary for their children.

Fourth, parents as facilitators. Efforts that could be made by parents when there were limitations on gadgets or Android cellphones in facilitating children's online learning are using cellphones interchangeably. A similar thing by Prasetyaningtyas (2020) stated that the existence of an online learning policy caused the use of Android mobile devices to become the main media for learning and the emergence of new learning obstacles due to the limited number of cellphones for children. Parents could also gave personal cellphones to their children, where their use remained under parental supervision. So that children can be more flexible in updating learning resources through these media, both from e-books, Google, videos, and others. In addition, regarding network constraints when learning online, which can be overcome by providing WiFi at home. This finding is reinforced by Daheri et al., (2020); Wardhani & Krisnani (2020) stated that to carry out online schooling, which is not known for certain for how long, parents should provide a stable and sufficient internet quota, or even subscribe to a WiFi network even though it is not cheap so that the online learning process can be carried out by their children well.

Conclusion and Recommendations

Based on the explanation above, research on the role of parents in assisting students' online learning during the pandemic can be concluded that most parent respondents have carried out their roles as educators, mentors, motivators, and facilitators. The problems faced by parents came from the parents themselves, students, and the environment. Efforts that can be carried out are always

patient with children's behavior, understanding character, giving advice and understanding to children, understanding subject matter, inviting children to discuss, and consulting with teacher, taking children to tutoring centers, not getting bored to continue motivating in persuading children to learn, providing the best facilities for children, temporary cellphones that used to take turns while the children are studying, and waiting for the internet network to improve. The limitation of this research is we did not use a large number of research subjects and the result of the documentation are not maximized due to the impact of the pandemic.

The implication for students is in the maximum role of parents to accompany the learning process, they will be able to create a pleasant learning atmosphere so that they can achieve the desired academic achievement. Parents are expected to provide good assistance and provide motivation to students then makes learning takes place as expected. Suggestion for school principals should be able to provide socialization about the importance of the role of parents as a companion for children's online learning through WhatsApp video calls, google meet, zoom, or other social media. For parents, they should be able to consult with the teacher and are expected to guide children according to their needs and provide the best facilities in the implementation of online learning. For teachers to be able to provide interesting and fun learning innovations. Suggestions for further researchers if they want to do relevant research to continue and develop research using research subjects in greater numbers, expand the object of research, and explore widely research documentation to strengthen research data.

Acknowledgment

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