

Parent's Role in Online Distance Learning during the Covid-19 in Sorong City, West Papua

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Abstract.

The imbalance in the social structure in Emile Durkheim's opinion is at least influenced by three factors, namely equilibrium, external and consensus. The Covid-19 pandemic that befell mankind from various directions has caused a rigid shift in student learning. Where initially, educators had a big role in student learning completeness during the education level. However, after this outbreak there was a shift in function. Teachers do not fully play an active role in student learning completeness. However, sometimes the parents at home take the role. Therefore. The purpose of this study was to analyze parent's role in online distance learning. The results of this study state that: 1). The teacher only functions as a giver and receiver of tasks; 2) Parents apart from being caregivers of students at home, they also have a dual task,

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I. INTRODUCTION

Since the issuance of Government Regulation Number 21 of 2020 concerning large-scale social restrictions in the context of handling covid-19, a circular letter from the Minister of Education and Culture number 36962 / MPK.A / HK / 2020 has been added regarding online learning or abbreviated as DARING and work from home, of course, in axiomatic manner, the role of parents in accompanying the learning process of students at home becomes very central and increasingly complex.

If we look further, in Law Number 20 of 2003 concerning the National Education System (SISDIKNAS) in the second part regarding the rights and obligations of parents, article 7 point 1 states that parents have the right to obtain information about the educational development of their children. However, the reality in the field after the COVID-19 pandemic turns out that there has been a shift in duties and functions, namely parents are no longer the recipients of regular student education progress reports but change their function as mentors, teachers, assistants (facilitators) and often even play roles as students who do all the tasks given by the school.

Of course, in the philosophical aspect, it does not become a fundamental problem because the task of education is a humanitarian task and has become a shared responsibility between educational institutions, educators, parents and students as students. However, when viewed from the perspective of educational management, of course, this is outside of the educational provisions, especially regarding the achievement of the learning process (learning outcomes) which consists of core competencies and basic competencies at each level of education [1].

In addition, empirically, in the perspective of the world of education, the role of parents is in the realm of nurturing, providing a living, and fulfilling all the needs of students while the provision of formal education, teaching and scientific skills is the full authority of educational institutions through the role of teachers or educators [2].

This is something that has been true time by time in the world of education regardless of the alternation of curricula along with the succession of ministers. However, the essence of education remains in this corridor, namely the process of providing knowledge, training soft skills and hard skills of students [3], forming knowledge insights is the main task and responsibility of an educator as regulated in SISDIKNAS Number 20 of 2003.

Based on the foregoing, the purpose of writing this article is to see how far the role of parents is in learning during the Covid-19 pandemic in Sorong City, West Papua.

II. METHODOLOGY

This study uses a qualitative type using a field research approach based on two reasons. First, the problems studied in research on the role of parents in online learning during the Covid-19 pandemic require a number of field data which are contextual and in accordance with the real conditions of parents and students. Second, the choice of this approach is based on the linkage of the problem being studied with a number of primary data from the research subject which cannot be separated from their natural background, without any engineering and outside influences. This is in line with Moleong that "qualitative research is a research procedure that produces qualitative data in the form of written and spoken words from the behavior of the people being observed" [4]. On this basis, this research can be classified into qualitative-naturalistic research. Cresswell defines qualitative research as follows: Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher build a complex, holistic picture, analysis words, report detailed views on informants, and conducts the study in a natural setting. [5]

This opinion explains that qualitative research is based on a traditional research methodology by investigating social or humanitarian problems. The researcher creates a complex picture, a comprehensive picture, analyzes words, reports the views of the informants in detail, and conducts research in natural situations. **Research locations,**

this research will be conducted in several educational unit institutions that are considered to be potential for research with various aspects of consideration including: the level of teaching and learning participation of students, the types of distance learning options used and coordination between parents, teachers and student subjects. Research Subjects, Parents spread across various educational institutions in Sorong City. The purpose of the research subjects in this article is the parties who are the research targets or sources who can provide the selected information purposively with regard to certain objectives. This is in line with Lincoln and Guba's opinion that: In qualitative research there is no random sample but the objective sample is identified from the sample design that appears, sequential selection, continuous adjustment of the sample and selection ends when there is a repeat [6].

Data collection technique, In qualitative research, to obtain accurate and representative data and information, data collection techniques that are deemed appropriate are needed, in which the researcher acts as the main instrument (key instrument) that integrates with data sources in natural situations (natural setting). This is in accordance with Nasution's opinion that: Researchers are key instruments, namely researchers who act as direct observers to be able to understand the meaning of human interactions, read facial movements, explore the feelings and values contained in the respondent's words or actions [7]. The collection of data and information in this study was carried out in various ways and techniques from various sources, both human and non-human. According to Lincoln and Denzin's opinion that "data collection techniques in qualitative research are participatory observation techniques, interviews, documentation, and literature" [8]. The four techniques are expected to complement each other in obtaining the required data. As for the explanation of some of these techniques will be described as follows: **Observation**, according to Nazir that "observation of how to collect data using the eye, without the help of other standard tools for this purpose" [9]. Furthermore, according to Creswell, "observations made in qualitative research are observations in which the researcher goes directly to the field to observe the behavior and activities of individuals and institutions in the research location" [10]. **Interview**, The interview technique is a data collection activity in qualitative research using interview guidelines. According to Satori and Komariah that "interview is a data collection technique to obtain information that is extracted from direct data sources through conversations or questions and answers" [11]. Interviews must be conducted by researchers to research subjects to obtain the necessary data. A researcher can use interviews according to the conditions of the subjects involved in social interactions who are considered to have adequate knowledge and know the information needed to obtain data used to answer the focus of the research. **Documentation Studies**, Creswell argued that "data collection in research was carried out through public documents, private documents, and audio-visual materials". These public documents are newspapers, magazines and office reports. The private documents referred to are diaries, diaries, letters and e-mails. Meanwhile, audio-visual

material documents are photos, objects, art, videos, tapes or all kinds of sound (sound). The choice of this technique is based on the idea that in addition to the data obtained from oral sources, to factually convince them, the oral data sources can be complemented by supporting data such as written, voice (video), and pictures or photos. Documentation study is a complement to the use of observation and interview techniques. The documentation used by researchers in this study is to use a tape recorder and digital camera which are needed at the time of the research.

Study of literature, argues that "literature is material that is published regularly or periodically". Furthermore, according to Green [12] that: A literature becomes a study document in a literature study because it has criteria that are relevant to the focus of the study, what is meant is relevant is something that is contained in the document that can help the author in solving the need for information. Documents are considered relevant (relevance) if they have the same topic, or are related to the subject under study (topical relevance). what is meant by relevant is something that is contained in the document which can assist the author in solving the need for information. Documents are considered relevant (relevance) if they have the same topic, or are related to the subject under study (topical relevance). what is meant by relevant is something that is contained in the document which can assist the author in solving the need for information. Documents are considered relevant (relevance) if they have the same topic, or are related to the subject under study (topical relevance).

Literature study is carried out by reading, studying, analyzing, and understanding books relevant to the problem under study. This is intended to obtain theoretical data that can support the correctness of the data obtained and to support the reality that applies to research.

Data Processing and Analysis Techniques, in this study, data processing and analysis through the process of compiling, categorizing data, looking for the contents of the various data obtained with the intention of getting their meaning. Data obtained and collected from informants through the results of observations, interviews, and documentation studies in the field to be further described in the form of reports. Qualitative data analysis consists of three activities carried out simultaneously, namely: data collection, data reduction, presentation of data and drawing conclusions. Data reduction is the process of selecting, focusing, simplifying, abstracting and transforming "rough" data from field notes. Data reduction is a form of data analysis that aims to sharpen, classify, focus, remove unnecessary, and organize data to obtain final conclusions. Data presentation is done by presenting a set of information arranged in a simplified, selective form in an easy-to-use configuration so as to provide the possibility of decision making. Miles and Huberman also stated that after the data was presented in a good and organized manner, it was necessary to draw conclusions or verification [13]. simplification, abstraction and transformation of "rough" data obtained from field notes. Data reduction is a form of data analysis that aims to sharpen, classify, focus, remove unnecessary, and organize data to obtain final

conclusions. Data presentation is done by presenting a set of information arranged in a simplified, selective form in an easy-to-use configuration so as to provide the possibility of decision making. Miles and Huberman also stated that after the data was presented in a good and organized manner, it was necessary to draw conclusions or verification. simplification, abstraction and transformation of “rough” data obtained from field notes. Data reduction is a form of data analysis that aims to sharpen, classify, focus, remove unnecessary, and organize data to obtain final conclusions. Data presentation is done by presenting a set of information arranged in a simplified, selective form in an easy-to-use configuration so as to provide the possibility of decision making. Miles and Huberman also stated that after the data was presented in a good and organized manner, it was necessary to draw conclusions or verification. Data reduction is a form of data analysis that aims to sharpen, classify, focus, remove unnecessary, and organize data to obtain final conclusions. Data presentation is done by presenting a set of information arranged in a simplified, selective form in an easy-to-use configuration so as to provide the possibility of decision making. Miles and Huberman also stated that after the data was presented in a good and organized manner, it was necessary to draw conclusions or verification. Data reduction is a form of data analysis that aims to sharpen, classify, focus, remove unnecessary, and organize data to obtain final conclusions. Data presentation is done by presenting a set of information arranged in a simplified, selective form in an easy-to-use configuration so as to provide the possibility of decision making. Miles and Huberman also stated that after the data was presented in a good and organized manner, it was necessary to draw conclusions or verification. selective in a user-friendly configuration that allows for decision making. Miles and Huberman also stated that after the data was presented in a good and organized manner, it was necessary to draw conclusions or verification. selective in a user-friendly configuration that allows for decision making. Miles and Huberman also stated that after the data was presented in a good and organized manner, it was necessary to draw conclusions or verification [13].

Data collection, In this study, the researcher recorded and recorded all the necessary data on various types of data and data forms in the field objectively and as it was in accordance with the results of observations, interviews, documentation, and literature studies. **Data Reduction,** In this study, the reduced aspect is data obtained from the field or research location related to the theme and focus of this research. **Display Data,** After the information and data obtained from the field are reduced, then the writer displays the data, which is presenting the data briefly and clearly. This is intended to be able to see the overall picture of the research results or certain parts of the research results. **Conclusion / Verification,** As the final step of the data processing and analysis process is drawing conclusions that are intended to find meaning, meaning, explanation of the data that has been analyzed by looking for important things. This conclusion is drawn up briefly and clearly in order to make it easier for various parties to understand it.

III. DISCUSSION

Parent's Role

In the Big Indonesian Dictionary, Role has the meaning as a device of behavior that is expected to be owned by someone in a position in society [14]. Meanwhile, according to theorists, Role is defined as: 1), a complete understanding of the human expectation of how to behave from an individual in certain social conditions according to his status and position in society [15]. 2) Dynamic aspects related to the position of status, so that when a person has carried out his obligations and received his rights, in essence he has carried out his role. 3) As for Abu Ahmadi in Muthoharoh, conceptually that role is understood as part of the main task that must be carried out, the expected pattern of behavior, part of one's function in one strata of the work group [16] and leadership [17].

Based on the role definition above, the researcher draws a conclusion that what can be understood from the role definition is a model played by individuals or groups in social conditions and situations in society in which a person or group carries out their main duties and functions as an obligation that must be carried out and in carrying out these obligations, the group or individual has its own characteristics or characteristics [18]. In addition, there is reciprocal interaction, meaning that the interaction of that role has an impact on the surrounding environment, both in personal life, in the family, and in the social aspect.

Therefore, the definition of Parent's role consists of father and mother. Parents have an important role in guiding and accompanying their children in both formal and non-formal education. Parent's role can affect children's development in cognitive, effective, and psychological aspects. Based on this understanding, it can be concluded that Parent's role is the method used by parents or families in carrying out their duties in caring for, educating, protecting, and preparing children in social life. Parent's role is very important in the development of children both from cognitive, effective and psychomotor aspects. Besides that, Parent's role is also very important in the family.

In addition, Parent's role in education is very important to determine the success of their children's education. The first and foremost educators are parents. Nur Hasanah stated that "Parent's role in education is as an educator, driver, facilitator and guide" [19]. The following is an explanation of Parent's role: 1) Educators: first and foremost educators are parents by striving for the development of all children's potential, both affective, cognitive and psychomotor potential. 2) Pusher (motivation): the driving force or impetus to do something. Parents play a role in fostering children's motivation. 3) Facilitator: parents provide various learning facilities such as a place to study, tables, chairs, lighting, books, stationery, and so on. 4) Advisor:

Learning

Learning comes from learning skills. Here are some experts' perspectives on understanding learning. In the Guidance of Learning Activity WH Burton argues that learning is a process of changing behavior in individuals because of the interaction

between individuals and individuals with their environment so that they are able to interact with their environment [20]. Meanwhile, Ernest R. Hilgard in *Instruction to Psychology* defines learning as a change in activity, a reaction to the environment. HC Witherington in *Educational Psychology* explains the notion of learning as a change in personality that reveals itself as a new pattern and reactions in the form of skills, attitudes, personality habits or an understanding [21].

Gagne Berlinger defines learning as a process by which an organism changes its behavior as a result of experience. Harold Spears put forward the notion of learning in a more detailed perspective. According to Spears in Bernstein, learning is to observe, to read, to imitate, to try something them selves, to listen to follow direction (learning is observing, reading, imitating, trying something on itself, listening and following the rules) [22]. Meanwhile Singer defines learning as a relatively constant change caused by a practice or experience that reaches a certain situation [23]. Gagne has put forward his perspective on learning [24]. One definition of learning that is quite simple but easy to remember is the one put forward by Gagne: "Learning is relatively permanent change in behavior that result from fitting experience or purposeful instruction [25]. Learning is a past or from learning that is intended / planned. these characteristics are the special characteristics of the Papuan people [26].

Experience is obtained by individuals in their interactions with the environment, either unplanned or planned, resulting in relatively permanent changes. Learning is a complex process which contains several aspects. These aspects are: 1) Increasing the amount of knowledge, 2) The ability to remember and reproduce, 3) There is the application of knowledge, 4) Summing up meanings, 5) Interpreting and relating it to reality and 6) Change as a person learning as described above, it can be concluded that learning is a mental activity (psychic) that takes place in interaction with the environment which produces changes that are relatively constant.

Researchers obtained data in the field that parent's role in DARING learning during the Covid-19 pandemic from the total educational institutions in the City of Sorong-West Papua starting from kindergarten, elementary, junior and senior high school levels. Researchers found that the most prominent parent's role in online learning is at least those who have children at the kindergarten and elementary school level, as well as the middle and high school levels, such as the very minimal parent's role in online learning. But this does not mean that parents have no more role at the junior and senior education unit level. This can be seen in the table below:

The Percentage of Parent's Role in Daring Learning at Education Unit Level

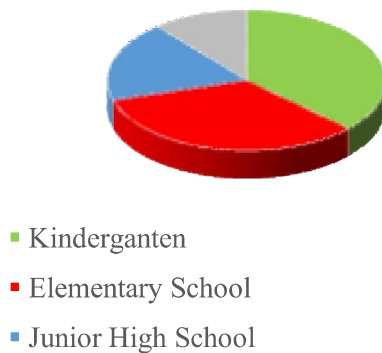


Fig 1. Parent’s Role in DARING Learning at Education unit level (Source: Researcher Observation Results)

The data above then appears several views of the results of the research, namely in general and the outline is that parents as caregivers and providers have high awareness in this pandemic era in overseeing the educational process for student subjects even playing a role more than the educators in schools. In addition, parents of students always ensure the educational process continues as usual through communication with the teacher board at educational institutions while still paying attention to health protocols, both distance learning activities are carried out online, offline or sometimes using both methods, which of course If we compare that we will get very minimal awareness of education supervision before the Covid-19 pandemic.

Based on what researchers have described in this previous background, several views of the research results emerged, namely 1) with this pandemic, teacher’s role as educators has been taken by parents in various lines, teachers only function as providers and recipients of assignments; 2) parents as caregivers of students have a double duty in addition to providing supervision, acting as facilitators and mentors at home as well as acting as initial assessments / assessors before the tasks are handed over to teachers at school. At least the two results of this study are then present with the aim of providing a balance and overcoming the abnormal situation in the midst of the Covid 19 pandemic in the realm of the world of education so that everything can run as it should.

Furthermore, parent’s role in online distance learning also has an impact on student motivation. Based on the data that the researchers got in the field, it can be seen that student learning motivation during the Covid-19 pandemic can be said to be quite good. Even though there are about twenty percent more students' motivation to study is

still lacking due to several reasons, one of which is the lack of direct control from educators at school because it is only an assignment.

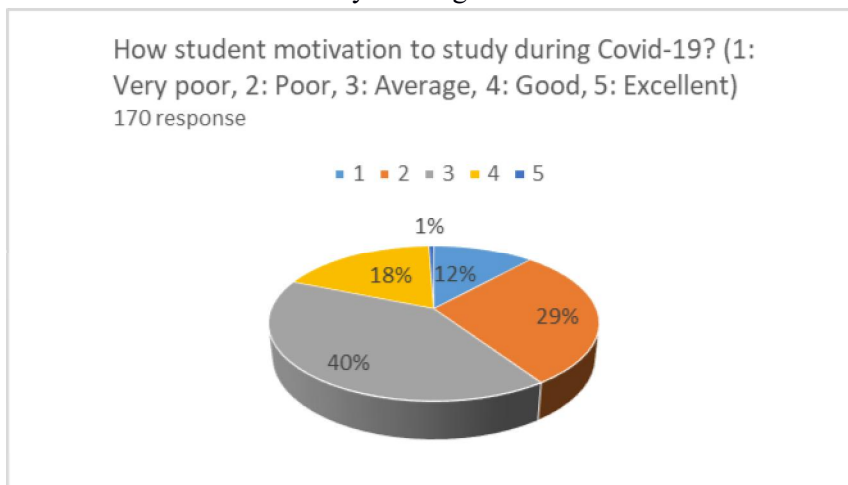


Fig 2. Student Motivation to Study During Covid-19

The existence of social changes that occur in world education [27] people who carry out the research results of the researchers above, namely regarding the shift in the role of education from an educator to parents, is also supported by the theory proposed by (Emile Durkheim, in which he stated that the implementation social changes in society that are not indicated by an imbalance in the social structure so that at least the system must strive for three things by 1) balance, as was done by parents in learning in this pandemic era where it does not support them to go to school as usual. 2) external factors, of course, in this situation the external cause of the change in social structure is the Covid-19 pandemic. 3) consensus, namely in this case there is an agreement between parents and educators in the education unit to conduct distance learning both boldly and offline and everything is done with work from the regulatory house which the researcher has outlined the background of this research proposal.

IV. CONCLUSION

Education is a humanitarian task and has become a shared responsibility between educational institutions, educators, parents and students as students. The role of parents in education is very important to determine the success of their children's education. The first and foremost educators are parents. Therefore. In the context of education, parents also have a role in being educators, drivers, facilitators and mentors.

Parent's role as caregivers and providers has a high awareness during the Covid-19 pandemic, namely in guarding the education process for their children at home, sometimes even playing a role more than the educators in schools. Of course, if we compare the high role of parents during the Covid-19 pandemic with the conditions before as usual, of course there will be very visible differences.

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