

Chapter One

Introduction

This chapter provides the introduction of the study with several listed significant points. First, background of the research explains the reason as to why the researcher was intrigued to explore the roles of parents and teachers in supporting elementary student's online learning process during the COVID-19 pandemic. Identification of the problem explains the problems which arise during the online learning process. Delimitation of the problem consists of the research focus related to the roles of parents and teachers in supporting student's learning. The research questions serving as the guidance for the analysis are also presented in this chapter. Furthermore, the objectives of the study describe the specific objectives or purposes of the research. Last but not least, the significance of the study as well as the chapter organization conclude the section of the chapter.

Background of the Research

In early 2020, the world encountered the incidence of severe infections with unknown causes known as COVID-19 (Handayani, 2020). As a result of the COVID-19 pandemic, various policies have been implemented to break the chain of virus transmission in Indonesia, including the education policy which demands the teaching and learning process to implement an online system (Siahaan, 2020).

The Ministry of Education and Culture of Indonesia requires that the teaching and learning process to be carried out online. Online learning is a form of contemporary learning innovation, in the sense that it applies the latest learning model which was not encountered in the past. Learning innovation as well as network-based learning ease the teaching and learning process by creating learning that is easy to implement, such as transforming long distance to be

close, abstract aspect to be concrete, and long time period to be short (Khadijah, 2020).

Moreover, online learning is an abbreviation of deep learning system network that is carried out remotely where the teachers and students are not required to meet face-to-face.

In addition, online classes require learning activity. Learning activity is a process of interaction or reciprocal relationship between teachers and students in the learning process. Teachers hold a significant role in the teaching and learning activities because they are considered as one of the most crucial components of education in improving the quality of education (Mulyasa, 2004). The role of the teacher is the key to functioning school. The main tasks and functions of teacher are indeed complex, exceeding the complexity of the main tasks and functions of other managers. This is because teachers must be able to act as educators, managers, administrators, supervisors, and leaders (Syarifudin, 2008). The teacher's task is centered on educating with an emphasis on providing direction and motivation for achieving both short-term and long-term goals. Moreover, teachers should provide facilities for achieving goals through an adequate learning experience and help the development of personal aspects such as attitudes, values, and self-adjustment; thus, teachers do not only act as a transmitter of knowledge, but they also hold responsibility for the overall personality development of students during the teaching and learning process (Mulyasa, 2011).

The role of a teacher in a school highly determines the quality of education nowadays. Teachers are at the forefront of creating qualified human resources because they directly deal with students in the classroom through teaching and learning activities. A teacher is expected to be able to make quality students, in terms of academics, skills, emotional, and spiritual. A teacher should directly accompany, guide, and supervise student in school through face-to-face

meetings; however, the current condition is changing due to online teaching and learning activities.

In addition, teaching instruments must be prepared by teachers in online learning, such as smartphones, internet, laptop, weekly learning implementation plans, daily learning implementation plans, and student's worksheets. Afterwards, the teachers prepare the online classes using various applications, such as WhatsApp, Google Classroom, Email, Zoom, YouTube, and other online applications. As stated by Sobron et al. (2019), the preparation that teachers must prepare in online learning is the first adequate facilities and infrastructure, such as Wi-Fi, laptop, and projector screen. Besides, teachers are also required to communicate with parents because the learning is carried out online. Therefore, the teachers will be able to distribute the materials for student's learning to their parents and parents could prepare the stationery, smartphone, and task for their children at home.

In this case, parents are required to ensure that their children conduct the learning process properly at home. By coordinating with the teacher, learning activities at home can be conducted with the teacher providing material to be studied and various tasks to be completed. If there are several aspects that are not understood by the students, they can consult their teacher right away. Therefore, these activities are carried out using online learning media agreed upon previously (Wardhani, 2020).

Regarding the online learning process conducted at home, parents hold a significant role in optimizing online learning. In this case, parents are required to build effective communication with their child and to help child understand what they learn during online learning delivered by the teacher. Moreover, parents are required to accompany their children during the learning process to create focus and supervision of the learning process. In addition, parents also hold a

role to foster high learning motivation. Without a sense of motivation to learn, the online learning process will not run optimally. Based on these statements, it is implied that the parents' roles are challenging because they act like teachers for students at home.

Furthermore, parents are most responsible for their children since the beginning until they grow as adult. Parents' have an obligation to care for and maintain the continuity of their children's lives also to meet the basic needs of children. According to Anggono (2011), the basic needs of children include physical-biomedical needs (nurturing), emotional, affectionate needs, and the need for mental stimulation for the learning process of the children. The role of parents is considered as crucial in education because the first and foremost education starts from the family environment where parents are the main key to the occurrence of an education in the family itself. The role of parents in children's education, according to Hasan (2010), is to provide basic education, attitudes, and basic skills, such as religious education, characters, manners, affection, a sense of security, the basics for complying with regulations, and habits installation.

Moreover, parents are demanded to be responsible of the first education for their children as it contributes to the children's success in education, especially the development of children's behavior at school because it is strongly influenced by parents in the family environment. Parents hold full responsibility in the development of behavior and education of children; thus, parents cannot entrust education completely to the school (Saepudin & Ulfah, 2014). On the other hand, education outside the family is not in the sense of relinquishing parental responsibilities in the education of children, but it is done solely by parents. However, the limited knowledge possessed by parents due to the nature of science that continues to develop throughout the time may hinder parents' role in their children's education. In addition, parents tend to be busy

working to fulfil family needs which encourages them to ask for help from other parties for their children's education (Umar, 2012).

According to the experts' statements mentioned, the role of parents and teachers are believed to be crucial; hence, there is a need for in-depth research on said problem due to current different conditions compared to previous normal conditions. In fact, online learning can be hampered due to several factors and there are also obstacles experienced by teachers. Nowadays, teachers must innovate learning material by combining learning materials that can fulfill children's learning needs during online learning. They must also be able to ensure that learning materials can be conveyed effectively to students which requires effective coordination with the students' parents at home. These problems have sparked interest in conducting this research entitled "The Role of Parents and Teachers in Supporting Elementary Student's Online Learning during the COVID-19 Pandemic." Therefore, this study aimed to investigate the roles of teachers and parents in supporting student's learning in one private Islamic elementary school.

Identification of the Problem

One of the problems that arose regarding the online learning conducted at one private Islamic elementary school was limited facilities. There were several teachers who found it difficult to get internet access when they teach resulting in not optimal online learning process. The facilities provided by the school to support online learning activities were also considered as not sufficient because the school only provided a few computers and a limited Wi-fi network to support the online learning activities; hence, several teachers could not teach at school. In addition, because students are not familiar with online learning before, it has an impact on students because students feel that the implementation of online learning do not run effectively. Not all students have gadgets to support online learning. To carry out online learning, a

supportive gadget is needed where all students and parents of students do not necessarily have gadgets. Even if parents of students have gadgets that support it, it is not necessarily that parents of students and students are able to access platforms that support the learning process which platforms are still unfamiliar because they have never used that platform. Another problem was a number of students did not have interest to learn during the online learning; thus, teachers should be more innovative yet educative to get students' attention.

The next problem was lack of coordination between teachers and parents during the implementation of the online learning process. Similarly, parents at home were occupied with their own activities; thus, they were unable to accompany children's learning intensively. Moreover, not all parents were able to explain the lesson to their children. Various kinds of parents' personal activities can cause less awareness of their role as parents in guiding and directing their children in student's learning process. In conclusion, the roles of parents and teachers are required to support student's learning during the COVID-19 pandemic.

Delimitation of the Problem

Limiting a problem is used to avoid broadening the subject matter so that research is more focused and easier to discuss. The first limitation of the problem in this study is that the broad scope only includes information about the characteristics of elementary school students including characteristics psychometric development and academic development. Online learning including characteristic of online learning and the challenges of online learning. The role of parents as teacher at home, motivator, facilitator, and role model. The last one, the role of teachers as motivator, facilitator, innovative technology facilitator, proactive educator, learning assistance, and as a learning assessor in supporting elementary student's online learning during the COVID-19 pandemic.

Research Questions

The research formulated two research questions as the research guideline. The questions are:

1. What are the roles of parents in supporting student's learning during the COVID-19 pandemic?
2. What are the roles of teachers in supporting student's learning during the COVID-19 pandemic?

The Objectives of the Research

Based on the research questions mentioned, the objectives of the research are:

1. To find out the role of parents in supporting student's learning during the COVID-19 pandemic.
2. To find out the role of teachers in supporting student's learning during the COVID-19 pandemic.

The Significances of the Research

The research was intended to find out the contribution of the role of parents and teachers in supporting student's learning during the COVID-19 pandemic. This research is expected to provide positive impacts on various aspects for teachers, parents, and future researchers.

For the Teachers

This research is expected to be used to analyze the roles of teachers in the online learning process during the COVID-19 pandemic. Several roles that teachers can play are required so that student learning goals can be achieved. Increases teacher creativity, allowing them to implement

online learning innovations and can help teachers to develop teacher professionalism through the use of online learning as a learning medium.

For the Parents

It is expected that the results of this study provide an overview for parents regarding the online learning process followed by students in the classroom through students' needs and learning motivation, so that parents can maximize their role in children's education.

For Future Researchers

This research is expected to be a reference for ideas to improve the learning process, especially in improving the role of parents and teachers for the students. This study is also expected to contribute to the development of science, as well as to add insights and information for future researchers who are interested in the study of education, specifically regarding online learning.

Organization of the Chapters

This research contains five chapters. Chapter one consists of the background of the research, identification of the research, delimitation of the problem, research questions, objective of the research, and the significance of the research. Chapter two is the literature review that provides the definition of online learning along with its characteristics, advantages and disadvantages; parents' roles in supporting student's online learning; and teachers' roles in supporting student's online learning. This chapter explains the theories related to the overview of the roles of teachers and parents in the online learning process for children.

The research methodology is covered in the third chapter. This chapter describes how the researcher conducted the study. The methodologies, instruments, participants, settings, and data

collection procedure along with the way of data examination are all covered in said chapter. The findings and discussion consisting of results of the data analysis are presented in chapter four. Last but not least, the conclusion and recommendation are included in chapter five that covers several recommendations as well as the general answers to the research questions. The recommendations aimed to teachers, students, parents, and other researchers are included in the last chapter.