PARENTS' PERCEPTIONS OF PRIMARY SCHOOL TOWARDS ONLINE LEARNING DURING THE COVID-19 PANDEMIC PERIOD

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Abstract: The problem of this thesis was concerned to Parents' Perceptions of Primary School towards Online Learning during the COVID-19 Pandemic Period: A Case Study in SD N 9 Lubai Ulu. The objective of this study was to find out The Parents' Perceptions of Primary School towards Online Learning and to find out the factors that influence the student's ability in writing descriptive text of the eighth-grade students of SD N 9 Lubai Ulu. The writers used descriptive method to conduct this study. Then, the population of this study was all of parent of students at SD N 9 Lubai Ulu. Next, the writers used simple random sampling technique to get the sample; the total of the sample was 86 parents. The writer used test and questionnaire in collecting the data. Based on the finding, the writers concluded that the students' parents of SD N 9 Lubai Ulu thought that using Whatsapp as platform online learning during the COVID-19 Pandemic Period was not effective for their children. Most of them gave negative answer for each statement. The answer of strongly disagree and disagree were become their major answer of the questionnaire given. Based on the mean score of perception, the students' parents of SD N 9 Lubai Ulu was in disagree category. It's mean that using online learning platform, by whatapps application is not suitable for primary school.

Keywords: *perceptions, online learning, WhatsApp*

INTRODUCTION

According to the United Nations Educational, Scientific and Cultural Organization (2020), as many as 1,186,127,211 learners were affected across the globe, or about 67.7% of the total enrolled learners from 144 country-wide closures, and nations had to change their learning systems due to COVID-19.

Changes in learning systems force schools to implement distance education or online learning, e-learning, distance education, correspondence education, external studies, flexible learning, and massive open online courses (MOOCs). The same conditions and rules apply in the United States. According to the Centers for Desease Control and Prevention (2020), e-learning plans have been implemented, including

digital and distance learning options, as feasible and appropriate to ensure the continuity of education for students during the COVID-19 pandemic.

According to (Himat et al., 2021) In the same way, e-learning is a system of learning based on technology which use electronic technologies in order to access educational curriculum or materials outside the traditional classrooms or educational campus. The Indonesian government's implementation of large-scale social restrictions has impacted the routines of the community and students in the learning system. Distance learning or using online systems have provided solutions for schools that are starting to implement the School from Home (SFH) system. SFH is a program that migrates the learning process from school to home. Based on the instructions of the Ministry of Education and Culture, schools are to organize online learning to provide a meaningful learning experience for students without being burdened with the demands of achieving all curriculum requirements. In this, SFH considers the health and safety of students, educators, education staff, and the community.

Online learning emphasizes Internet-based courses offered synchronously and asynchronously. Synchronous learning is a form of learning with direct interactions between students and teachers while simultaneously using online forms such as conferences and online chat. Meanwhile, asynchronous learning is a form of learning indirectly (not at the same time) using an independent learning approach. Some subject matter is designed and displayed on LMS on Moodle, or email systems, blogs, online discussions, Wikipedia, videos, articles, and other platforms. According to (Himat et al., 2021) The use of web-based learning is not a new phenomenon in some parts of all over the world. As well as, the use of online learning attracted the attention of all educational contexts, particularly when the government of all countries closed schools and universities due to COVID- 19.

Based on the writer pre observation was done on 7th March 2021 to some students' parents of SD N 9 Lubai Ulu, it was found that there were various problems have included the provision of school infrastructure, such as an Internet network that all schools have not enjoyed previously, especially in Lubai Ulu village, as well as the cost of purchasing expensive data packages.According to (Harsasi & Sutawijaya, 2018) Student satisfaction is important in the evaluation of distance learning as it is related to the quality of online learning and student performance. Interaction is a critical indicator of student satisfaction; however, its impact has not been tested in the context of other critical student- and class-level predictors. Although the Indonesian government recently issued a regulation that school operational funds could be allocated to buy data packages, schools still could not fully enjoy online learning. In addition to data packages, bad signals are obstacles in the implementation of learning. Often students are late in collecting and completing assignments, and even do not understand the material has become a significant problem for students. Another problem is that the involvement of uneducated parents with children, so they cannot assist children in understanding subject matter that is not understood or conveyed well by a teacher. Collaboration between parents in elementary schools is necessary for the implementation of online learning because parent mostly own support hardware such as cellular phones or laptops. as a matter of fact, some students' parents of SD N 9 Lubai Ulu could not support hardware such as cellular phones or laptops for their children since they just have enough money to

buy it, for them giving their children food must be the first one than buying cellular phones or laptops.

This study explored the perceptions of primary school parents of online learning as an impact of school from home during the COVID-19 Pandemic in Indonesia. There are plenty of research findings and theoretical articles which support social media as a tool to enhance teaching and learning experiences (Polat, E. S., and Khutorskoy, 2000; Sampson, 2003). At the same time, they also lead to many challenges that hinder the use of social networking for general social interaction and particularly in education as well. Thus, the social networking coin presents two faces having many potential benefits and uses on one side and some significant challenges on the other, which need to be addressed. These challenges will lead to help the users to strengthen their social networking experiences and to decide the appropriate use of these sites, maybe for a particular academic purpose and resolving the problems. According to (Himat et al., 2021) Furthermore, the problem of this study was that most of the learners claimed during COVID-19 that they do not have zeal with distance learning, and even many students do not want to participate on the process of online learning as well many students claimed that they do not have access to internet even laptops and smartphones in order to access online learning.

1. Concept of Online Learning

Online learning is the use of telecommunication technology to deliver information for education and training. According to (Kuo et al., 2013) It seems important for online learners to possess high Internet self-efficacy to complete required tasks for an online course delivered through the Internet. The great advantages of online learning include liberating interactions between learners and instructors, or learners and learners, from limitations of time and space through the asynchronous and synchronous learning network model (Polat & Khutorskoy, 2000; Sampson, 2003). Online learning's characteristics fulfill the requirements for learning in a modern society and have created great demand for online learning from businesses and institutes of higher education. Online learning is a useful tool for enhancing the quality of teaching and learning. Online learning is an "innovative approach to education delivery via electronic forms of information that enhance the learner's knowledge, skills, or other performance" (Moralista, 2020).

2. The Perceptions of Online Learning

According to (L. Smart & J. Cappel, 2006) E-learning has grown tremendously over the past several years as technology has been integrated into education and training. Then, according to (Lase et al., 2021) The Covid-19 pandemic has caused changes in patterns of interaction and activity in almost all aspects of human life, including the education sector. Concerning education, the Covid-19 pandemic has disrupted students' lives in various ways, which is a particular challenge for students. (Husain et al., 2020) states that there is no doubt that the Indonesia government takes out obvious steps to tackle this phenomenon; it started by announcing the regulation of large-scale social restrictions until the newest regulation is implemented, such as new normal regulation. Beside that, the parents also think what is the stude (Harsasi & Sutawijaya, 2018) Student satisfaction is important in the evaluation of distance learning as it is related to the quality of online learning and student performance.

Warner (2014, p.99-100) found that parents' perception with online education at the elementary and secondary levels included five aspects:

a. School-level technology support is related to overall student satisfaction with online education at the elementary and secondary levels. If online schools can reproduce with permission of the copyright owner. Further reproduction prohibited without permission. Maintain a technology support help desk to ensure that students are not frustrated by the inability to access their assignments due to technical problems, student satisfaction can be enhanced. Poor internet connection is already a problem in the country ever since the pandemic began up until the need to shift to online education became a pressing necessity (Cuaton, 2020:1). School-level technology support included: (a) technology support at school is prompt, (b) technology support at school is courteous, (c) technology support at school is effective, and (d) technology support at school is available when we need it.

b. School-level instructional support has an effect on student satisfaction with online education at the elementary and secondary levels. This emphasizes the importance of prompt, appropriate teacher feedback, timely communication regarding progress, and respect for individuality to student satisfaction. School-level instructional support included: (a) Teacher is available for assistance when needed, (b) Teacher gives prompt feedback, (c) Teacher give appropriate, helpful feedback, (d) Teacher adequately measures and reports academic progress, (e) Teacher shows respect to students' individual differences, and (f) Teacher knows his/her strengths and weaknesses.

c. The quality of the online curricular programs is associated with student satisfaction with online education at the elementary and secondary levels. The development and use of high quality online courses that are free of technical problems is important to student satisfaction. Online curriculum programs included: (a) the online curricular programs at school are visually pleasing, (b) the online curricular programs at school are free of technical problems, (c) the educational content of the online curricular programs are of high quality, (d) logging on to the online curricular programs at school is efficient, (e) the online curricular programs at school are easy to navigate, and (f) the online curricular programs allow to work independently.

d. Opportunities for social interaction are related to student satisfaction with online education at the elementary and secondary levels. Although online students do not interact with their peers at the same level as in traditional classrooms, providing some opportunities for peer interactions is important to student satisfaction. Social interactions included: (a) the social opportunities available through my child's school are adequate in quantity, (b) the social opportunities available through my child's school are adequate in quality, (c) my child feels like part of a community at his/her school, (d) my child has made friends through his/her school, and (e) my child does not miss going to school every day.

e. Overall satisfaction included: (a) students are able to learn at his or her own space in this school, (b) students are able to learn at his/her appropriate own level in reproduced with permission of the copyright owner. Further reproduction prohibited without permission. this school, (c) I feel comfortable providing assistance to my child when a teacher is not available, (d) my child is learning as much or more than if he/she was in a traditional school setting, (e) administrative support at my child's school is adequate, (f) overall, I am satisfied with my

child's experience in online education at this school, and (g) I would suggest an online school to other parents for their children.

METHODOLOGY

This research method, the researcher used descriptive method and focused on finding the perceptions of primary school parents towards online learning during the COVID-19 Pandemic Period: A Case Study in SD N 9 Lubai Ulu. Descriptive research takes a problem or centers the attention to the actual problems when the research is run. The population of this study was all the students' parent of SD N 9 Lubai Ulu. The writer determined the sample size of this study by using Slovin Sampling Formula. To collect the data in this study, the writer used a ready-made questionnaire. The writer used the formula of percentage to get the parent's percentage score of perception.

DESIGN AND PROCEDURES

The research design process proposed by the writers. The research design includes the following processes:
1. Problem identification and selection
2. Formulate research problems and make hypotheses
3. Building investigations and experiments
4. Selecting and defining variable measures
5. Choose the sampling procedure and technique used
6. Develop tools and techniques to collect data
7. Making coding, as well as editing and processing data
8. Analyzing data and selecting statistical procedures
9. Research report research results

So, based on the research design described above, then the writers arrange the research procedures in this study are as follows:
1. Source of Problem

   The writers conduct a preliminary study to determine the phenomena that occurred as a source of problems in this study. Phenomena in this study, there are many students feel uncomfortable in learning process. This can be seen from the existence of complaints from training participants related to facilities that are still inadequate, so that it can interfere with comfort and activities learn how to teach. This will certainly affect the quality of service training.
2. Problem Formulation

   In finding the formulation of the problem requires careful consideration mature because the purpose of this research can answer the research problem so the research will not go well if the problem has not been carefully formulated. Then the formulation of the problem raised in This research is "What was the perception of primary school parents towards online learning during the COVID-19 Pandemic Period: A Case Study in SD N 9 Lubai Ulu?"
3. Relevant Concepts, Theories and Relevant Inventions

   The next researcher examines relevant theoretical references regarding facilities management and training service quality. Meanwhile, there are relevant previous research findings that can support hypothesis as an additional study to answer the problem formulation proposed research.

DATA COLLECTION AND DATA ANALYSIS

Furthermore, the writers determine the research method as a tool to use as a guide for conducting research in answering hypotheses study. In this study, the research method used is descriptive method with a quantitative approach.

Develop Research Instruments. The preparation of research instruments, the instruments in this study are in the form of questionnaire. This instrument is carried out on certain populations who have set by the writers. Because the population is too broad, while writers have limited time, funds and energy, so writers use samples taken from the population. Before the instrument is used, writers conducted validity and reliability tests to measure the consistency of the measuring instrument used. Next do research to obtain data by distributing questionnaires/questionnaires. After the data is collected, it is then analyzed by doing the following: processing data using certain statistical formulas to answer problem formulation and hypotheses that have been proposed. As for the writers analyze and take samples to conduct research on the first, the writers obtained from the completed questionnaire/questionnaire data. Then, the writers obtained from questionnaire/questionnaire data obtained filled out by the students.

FINDINGS AND DISCUSSION

Based on the result of questionnaire given to 86 parents of students at SD N 9 Lubai Ulu it was found that the mean score of the perceptions of primary school parents towards online learning during the COVID-19 Pandemic Period of school level technology indicator was 2.20, it meant that the perception was in disagree category. The mean score of the perceptions of primary school parents towards online learning during the COVID-19 Pandemic Period of school level instructional support indicator was 2.21, it meant that the perception was in disagree category. The perceptions of primary school parents towards online learning during the COVID-19 Pandemic Period of online curriculum program indicator was 2.29, it meant that the perception was in disagree category. The perceptions of primary school parents towards online learning during the COVID-19 Pandemic Period of social interaction indicator was 1.83, it meant that the perception was in strongly disagree category. The perceptions of primary school parents towards online learning during the COVID-19 Pandemic Period of overall education program indicator was 2.28, it meant that the perception was in disagree category. The result of questionnaire from five indicators was presented on the table 1.

Table 1 The result of questionnaire of Five Indicators

No	Indicator	Mean Score
1	School-level technology support	2.2
2	School-level instructional support.	2.21
3	Online curriculum programs	2.29
4	Social interactions	1.83
5	Overall Educational Program	2.28
Total		10.81
Mean		2.162

CONCLUSION AND SUGGESTION

The conclusion of this study contains answers to the formulation of the problem has been proposed previously in this study. Moreover, in conclusion of this study, the writers also add implications and recommendations based on research findings, this is as feedback from the writers to researched organization

Based on finding the researcher concluded that the students' parents of SD N 9 Lubai Ulu thought that the implementation of online learning during the COVID-19 Pandemic Period was not effective for their children. Most of them gave negative answer for each statement. The answer of strongly disagree and disagree were become their major answer of the questionnaire given. The mean score of the perceptions of primary school parents towards online learning during the COVID-19 Pandemic Period of each indicator was about 2.16, it meant that the perception was in disagree category.

In this result of study, the researcher wanted to give the following suggestions for parents, teacher, parents and the other researchers.

1. SD N 9 Lubai Ulu shoud give Technology support at school.
2. The teacher of SD N 9 Lubai Ulu should give appropriate, helpful feedback.
3. The parents also can encourage their children into the success in which caring them to achieve the result expectedly in academic.
4. Other researchers can conduct the research by using personality traits to the other variables or conduct the same variables to the different sample to get the better result.

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