

LEARNING PROCESS OF ELEMENTARY SCHOOL STUDENTS DURING COVID-19 OUTBREAK

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Abstract. This research aimed to discover the learning process of elementary school students during the Covid-19 outbreak, this includes problems faced by parents and students, and strategies to overcome these problems as well as suggestions for improving online learning in elementary schools. Data were collected through a survey method by distributing questionnaires about the responses of parents on the process of implementing online learning during the covid-19 outbreak. The results of the survey showed that online learning for elementary school students is less conducive, less effective, and less efficient compared to face-to-face learning interaction. This study enriches the research and knowledge related to online learning at primary school during the COVID-19 outbreak.

Keywords: Learning process, Elementary school, online learning, COVID-19, outbreak.

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INRODUCTION

The COVID-19 is a huge challenge to education systems. Many governments have ordered institutions to switch face-to-face learning to online teaching and virtual teaching (Daniel, 2020). In Indonesia, the Ministry of Education and Culture of the Republic of Indonesia has issued regulation No. 4 of 2020 regarding the implementation of education policies in the emergency period of the spread of the corona virus disease (COVID-19). This regulation is about the cancellation of the National Examination (UN) and the implementation of teaching and learning activities from home (Sutia & Sagita, 2020). This means that learning will be carried out through online learning at all levels of education, including primary schools.

Aparicio, Bacao, and Oliveira, T (2016), divides online learning into two main areas, learning, and technology, where learning is the cognitive process for achieving knowledge, and technology is the tool to support that process. Fauzi and Kusuma (2020) stated that the term of online learning is a learning system that utilizes computer-based internet technology. Online Learning according to Indira and Sakshi (2017) is a learning system that uses various technologies such as web, email, chat, groups, and text, audio, and video conferencing delivered over computer networks to convey instruction. Online learning emphasizes Internet-based courses offered synchronously and asynchronously (Aliyyah, Rachmadtullah, Samsudin, Syaodih, Nurtanto, & Tambunan, 2020).

Online learning has a positive and negative effects. Two positive things about online learning: teachers and students learn various kinds of online modes according to the conditions of the school, and schools are also trying to find the best approach to achieve the most effective and efficient learning objectives (Pujilestari, 2020). Some parents also like online learning because children will be better trained with developing technology and train children to learn independently and solve the problems they face well (Wardani & Ayriza, 2020). Another potential positive of online education was the idea that parents would become more familiar with their children's study habits and consequently more able to play a positive role in their learning (Liu, Black, Algina, Cavanaugh, & Dawson, 2010). For example, children expect to succeed in online learning from being focused and resilient, and evidence shows that parents can

substantially support their children's efforts to develop such habits (Liu et al., 2010).

However, the implementation of online learning has some obstacles. According to Jamaluddin, Ratnasih, Gunawan, & Paujiah (2020), there are two biggest obstacles that students have, namely internet access and limited internet data. Some teachers and students are also not familiar with the applications used for online learning (Arizona, Abidin, & Rumansyah, 2020). In addition, although online learning can increase the involvement of parents in supporting their children's education, the level of the effectiveness of this parental support depends on parents' technological knowledge (Delen, Kaya, Ritter, & Sahin, 2015). Parents who can provide important instructional support of online learning can help their children in searching the information needed, however, the reality is that many parents do not have a good understanding of online learning technology (Delen et al., 2015).

From an economic perspective, some parents feel that online learning requires more funds while the economy is in decline due to Covid-19 (Sutia & Sagita, 2020). In line with that, Rigianti (2020) stated that the obstacles experienced by teachers and students during online learning were related to learning applications, internet networks and devices, learning processing, assessment, and supervision. In addition to the above constraints, problems faced by parents when learning online are ineffectiveness and inefficiency in learning, and inadequate facilities (Rigianti,2020).

Based on the results of Setyorini's research (2020), some of the problems experienced by students, teachers, and parents in online learning activities such as low mastery of technology and lack of guidance in its implementation. Not only that, but sudden disturbances can also make children's focus low as well as parents who are less able to guide their children's learning process that affects children's understanding in learning (Setyorini,2020). Meanwhile, Taliawo (in Irwanto, 2020) states that parents and teachers greatly determine children's learning interests, children's discipline in the learning process and provide guidance and create a pleasant learning atmosphere. Based on this opinion, the support of parents and teachers greatly affects the children's learning process for the better.

Therefore, the role of parents is needed as a substitute for teachers at home in guiding their children during the distance learning process (Cahyati

& Kusumah, 2020). Some of the roles that parents have during Distance Learning according to Cahyati and Kusumah, (2020) are, first, parents have a role as teachers at home, where parents can guide their children in learning remotely from home. Second, parents as facilitators, namely parents as facilities and infrastructure for their children in implementing

	TAB	L/C	mobile phone	BOOK	TV
SUM	35	115	638	26	28
MAX	638				
MIN	26				
MEAN	168.4				

distance learning. Third, parents as motivators, namely parents can provide enthusiasm and support to their children in carrying out learning, so that children have the enthusiasm to learn and get good achievements. Finally, parents act as influences or directors.

Many recent studies about the implementation of online learning during the covid-19 outbreak focus on education and COVID-19 pandemic in general (Daniel, 2020) university students' perception of online learning during Covid-19 (Agung, Surtikanti, & Quinones 2020; Basri, et al, 2021), and the role of parents in implementing learning at home during the Covid 19 pandemic (Cahyati & Kusumah, 2020). However, little empirical research was conducted regarding learning process of elementary school students during covid-19 outbreak from parents' perspectives. Therefore, this research aimed to discover the learning process of elementary school students during the Covid-19 outbreak, this includes problems faced by parents and students, and strategies to overcome these problems as well as suggestions for improving online learning in elementary schools. The problems were formulated as follow: How is the learning process of elementary school students during the Covid-19 outbreak? What problems were faced by parents and students? What strategies were to overcome these problems? What suggestions were for improving online learning in elementary schools?

METHOD

This study used a survey method through the distribution of questionnaires to find out the learning process of elementary school students during the Covid-19 outbreak. The questioner consisted of 20 questions. The respondents of this study were 656 parents of elementary school students. The data were collected through questionnaires via google form then it was analyzed using descriptive quantitative data

analysis.

RESULTS

DATA DESCRIPTION

1. Implementation of online Learning During Covid-19 outbreak

Table 1. Implementation of online learning during covid-19 outbreak

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	654	99.7	99.7	99.7
	NO	2	3	3	100.0
	Total	656	100.0	100.0	

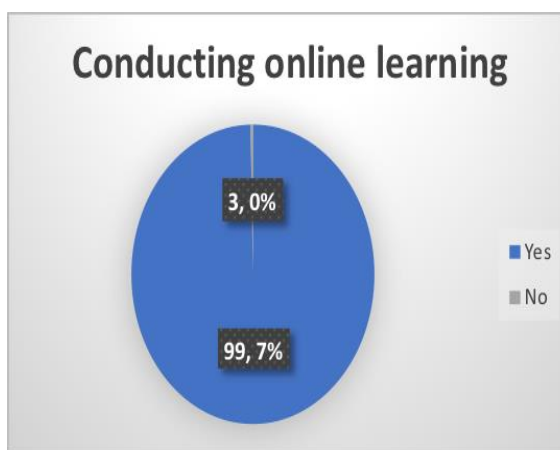


Chart 1. Implementation of Online Learning During the Covid-19 Pandemic

From the survey results, it is known that during the COVID-19 pandemic the percentage of students who carried out online learning was 99.7% while the rest were still doing face-to-face learning with a percentage of 3%. Based on the data above, most of students carry out online learning.

2. Devices or Tools Used in Online Learning

Table 2. tools used in online learning

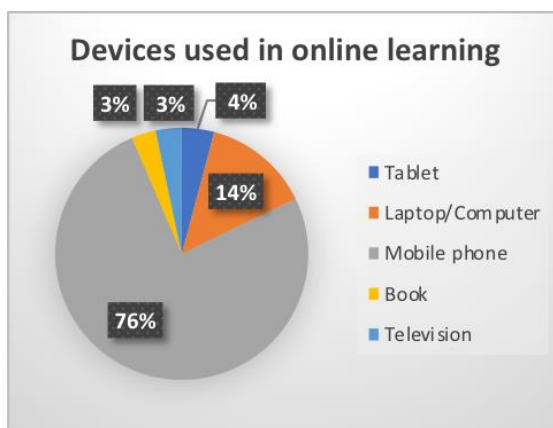


Chart 2. tools used in online learning

Based on the table above, the data description is obtained, namely the maximum with a score of 168.4,

the minimum score of 26, and the average number obtained by 168.4. If presented per item, there were 35 students using TAB as a tool in online learning, 115 students used L/C, 638 students used cellphones, 26 students used books, and 28 students used the TV. The results of the calculation of the highest percentage obtained as much as 76%, meaning that overall students use cellphones as tools/devices for online learning.

3. The most used forms of online learning by teachers during Covid-19

Chart 3 The most used forms of online learning by teachers during Covid-19

The results showed that online learning form was used by the teachers were 2.4% using online platforms with a frequency of 16, then 1.8% doing face-to-face learning with a frequency of 12, then 90.5% teacher conducted non-face-to-face learning with a frequency of 594, and 5.2% teacher conducted a combination of face-to-face and non-face-to-face with a frequency of 32 .non face to face.

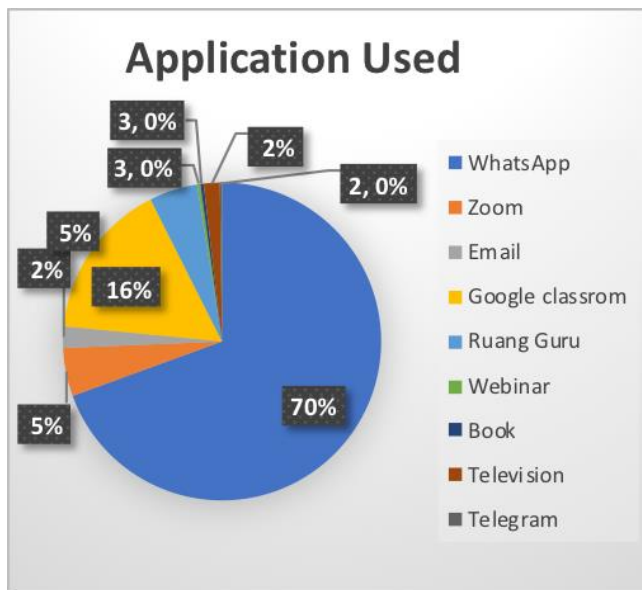
4. Applications used

Table 3. Forms of online learning are most often used by teachers during Covid-19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	e-learning platforms	16	2.4	2.4	2.4
	Face to face	12	1.8	1.8	4.3
	Non Face to Face	594	90.5	90.5	94.8
	Combination of face to face and non-face to face	34	5.2	5.2	100.0
	Total	656	100.0	100.0	

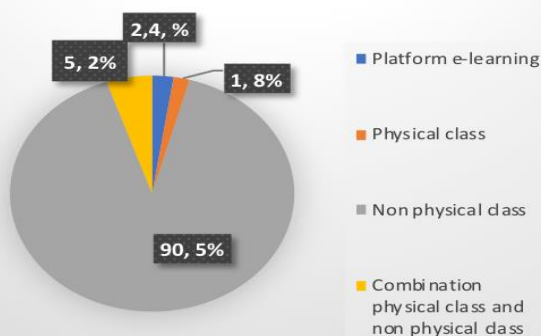
Table 4. Applications used

	Sum	Max	Min	Mean
WA	636	636	2	101.7778
Zoom	45			
e-mail	20			
Google	147			
Ruang Guru (Teacher Room)	45			
Webinar	3			
Book	3			
Telegram	2			



	GOOGLE	RG	ZOOM	WA	E-MAIL	TELEGRAM	T V	BOOK
Sum	147	69	104	514	9	4	2	2

The Most Used Form of Online Learning



5. The Most effective applications

Table 5. The most effective applications

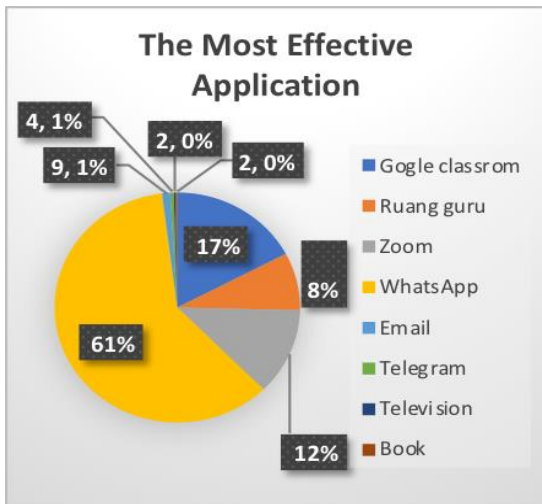


Chart 5. The most effective applications

Based on the table above, the most effective application is Whatsapp and the less effective application are book and television. If presented per item, there are 17% participants choose google classroom as the most effective application, 8 % participants choose Ruang Guru, 12% choose zoom, 61% participants choose Whatsapp, 9,1% participants choose e-mail, 4,1% participants choose telegram, 2% participants choose television, and 2% participants choose book.

6. Are there any obstacles encountered from the use of the application above?

Table 6. Are there any obstacles encountered from the use of the application above?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	213	32.5	32.5	32.5
	No	443	67.5	67.5	100.0
	Total	656	100.0	100.0	

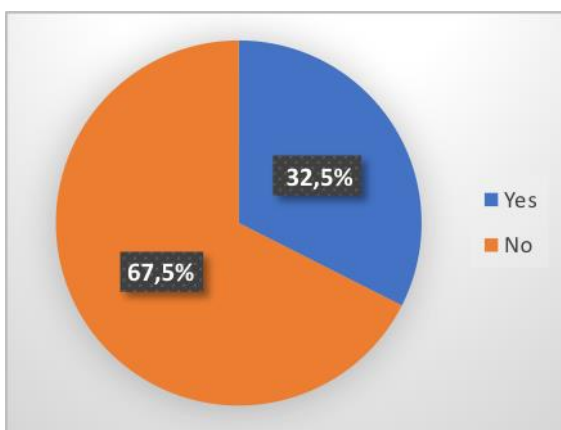


Chart 6. Are there any obstacles encountered from the use of the application above?

The results of the survey above show whether there are obstacles found from the use of the application above, in this case, the results obtained are 32.5% of respondents have problems with the use of applications used, while 67.5% of respondents do not have problems

with using applications during online learning. This means that most students during online learning do not have problems using online learning applications.

7. the obstacles that parents experience in using the application

Table 7. the obstacles that parents experience in using the application

	Economic limitation etc	signal	misunderstanding	packages	none
Sum	13	68	41	55	502
Max	502				
Min	13				
Average	135,8				

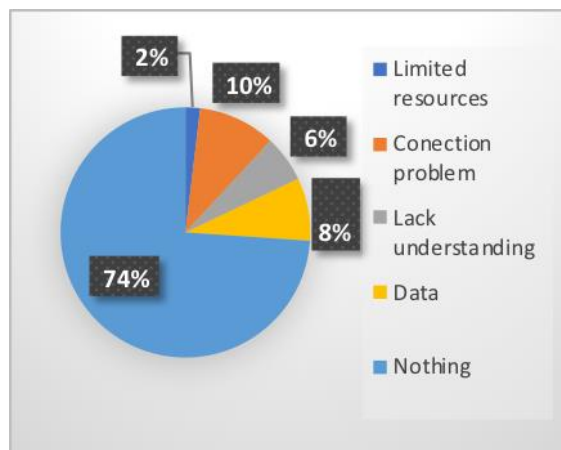


Chart 7. What obstacles do parents experience in using the application?

The survey results above show the percentage of several reasons that constrain respondents in using the application, including economic limitations as many as 13 people with a percentage of 2%, as many as 68 people with a percentage of 10% having signal problems, there is a score of 6% with a total of 48 people having problems due to lack of understanding, 55 people with a percentage of 8% having problems with data packages, the last 502 people with a percentage of 74% did not have any problems with the applications used in learning, meaning that overall students did not have problems or obstacles in participating in learning during covid-19 outbreak.

8. Problems parents face when their children learn online

Table 8. Problems parents face when their children learn online

	EFFECTIVE & EFFICIENT	non-existent facilities
Sum	341	327
Max	341	

Min	327	
average	334	

53% by coordinating. Solving problems is the main step that needs to be taken to launch something that you want to do, in this case, the many choices of parents to coordinate the situation as a form of overcoming the problems of children learning online.

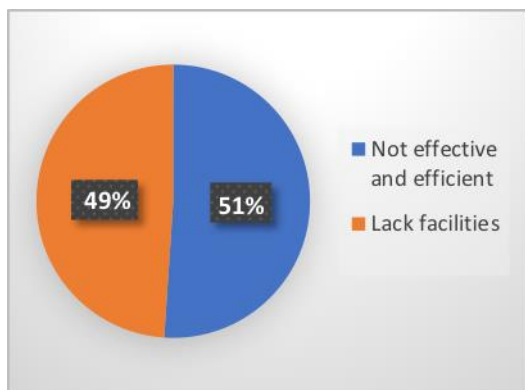


Chart 8. Problems parents face when their children learn online

Based on the data in the table above, shows the percentage of problems faced by parents when their children participate in online learning, namely 49% have problems in the effectiveness and efficiency of students in learning then 51% have problems in terms of non-existing facilities. For this reason, online learning cannot be carried out continuously because there are still problems faced by parents.

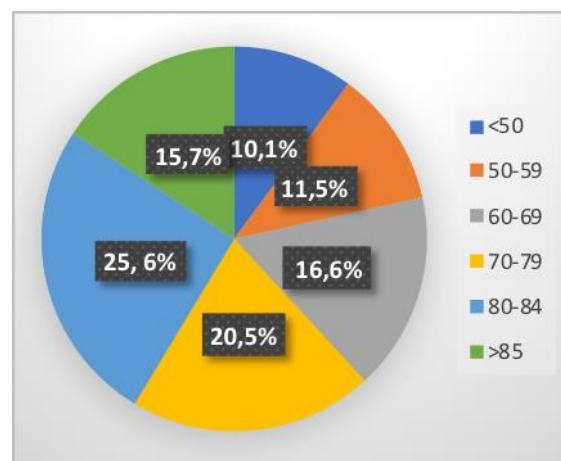
9. strategies that parents use to overcome the problems above

Table 9. strategies that parents use to overcome the problems above

	MOTIVATING	COORDINATION
Sum	311	344
Max	344	
Min	311	
Average	327.5	

10. Children's level of understanding when learning online Percentage of Understanding

		Freque ncy	Perce nt	Valid Percent	Cumu lative Perce nt
Va lid	<50	66	10.0	10.1	10.1
	50-59	75	11.4	11.5	21.5
	60-69	109	16.6	16.6	38.2
	70-79	134	20.4	20.5	58.6
	80-84	168	25.6	25.6	84.3
	>85	103	15.7	15.7	100.0
	Total	655	99.7	100.0	
Mi ssi ng	System	2	.3		
	Total	657	100.0		



10. Children's level of understanding when learning online

Table 10. Children's level of understanding when learning online

Based on the data in the table above, it can be described the results of the percentage of students' understanding in online learning during covid-19 including the following students with an understanding level below 50 amounted to 10%, then students with an understanding level of 50 -59 amounted to 11.45%, then students with an understanding level of 60 -69 there are 16.64%, then students with an understanding level of 70-79 there was 20.46%, besides students with an understanding level of 80-84 there was 25.65 %, and finally students with an understanding level above 85 were 15.73%. From these results, it can be seen that overall students can understand lessons when learning online but the level of students understanding learning is influenced

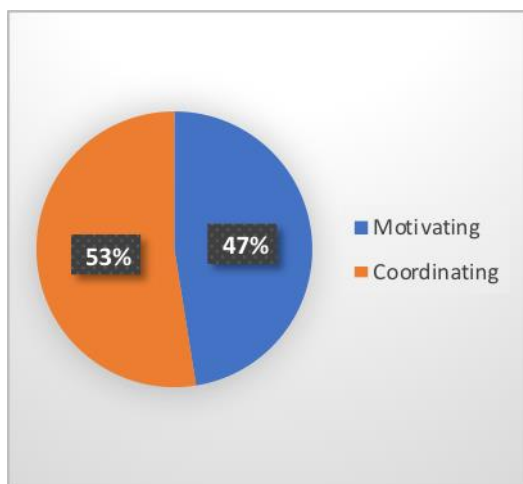


Chart 9. strategies that parents use to overcome the above problems

Based on the results of a survey of parents overcoming children's problems in participating in online learning, namely 47% by encouraging children,

by several factors so that there are students who have low, medium, and high understanding.

11. Percentage of liking online compared to face-to-face

Table 11. Percentage of liking online compared to face-to-face

Online Face to face					
		Freq uenc y	Perce nt	Valid Perce nt	Cumu lative Perce nt
Valid	Yes	83	12.7	12.7	12.7
	No	573	87.3	87.3	100.0
	Total	656	100.0	100.0	

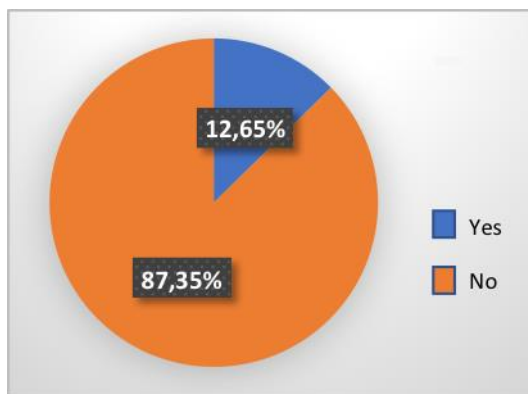


Chart 11. Percentage of liking online compared to face-to-face

Based on the survey results, there are 87.35% of parents prefer their children to study directly with teachers at school compared to learning online, but there are some people who agree that their children learn online, this can be seen from the survey results, namely, 12.65% of parents agree their children study online. From the results of the data obtained, students overall prefer face-to-face learning to online learning.

12. What parents like about children learning online

Table 12. What parents like about children learning online

	NOTHING	MORE TRAINED
sum	560	96
Max	560	
Min	96	
Average	328	

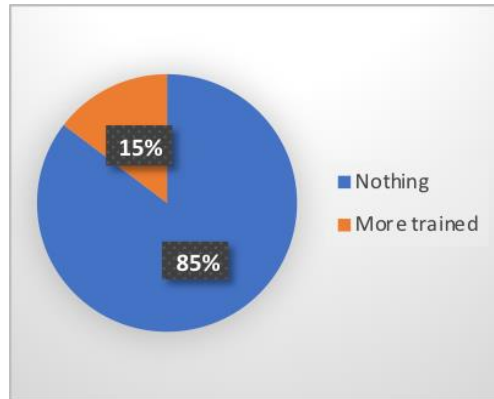


Chart 12. What parents like about children learning online

Based on the results of the survey above, it shows that the reason why parents like their children to learn online was 15% because children become more trained to be independent in learning, while 85% there was no reason for parents to like their children learning online. This is because most parents do not like their children to follow online learning.

13. The learning process that children prefer

Table 13. The learning process that children prefer

More preferable					
		Freq uenc y	Perce nt	Valid Perce nt	Cumu lative Perce nt
Valid	face to face in class	593	90.4	90.4	90.4
	Online at home	63	9.6	9.6	100.0
	Total	656	100.0	100.0	

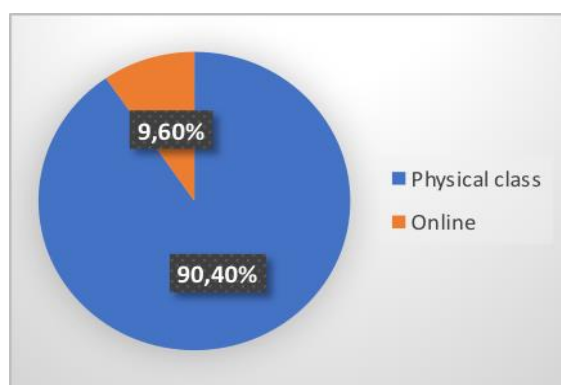


Table 13. The learning process that children prefer

Based on the results of the data obtained when conducting the survey, it can be described that 593 students prefer the face-to-face learning process directly in class if it is made in the form of a percent, it amounts to 90.40% while 63 students like the online learning process at home with a percentage of 9.60%. In this case, overall students who took the survey preferred the face-to-face learning process directly in class with the teacher.

14. reasons for liking the online learning process

Table 14. reasons for liking the online learning process

	Discussion	Consultation	Save Costs	Health	Independent
Sum	235	166	32	121	92
Max	235				
Min	32				
Average	129.2				

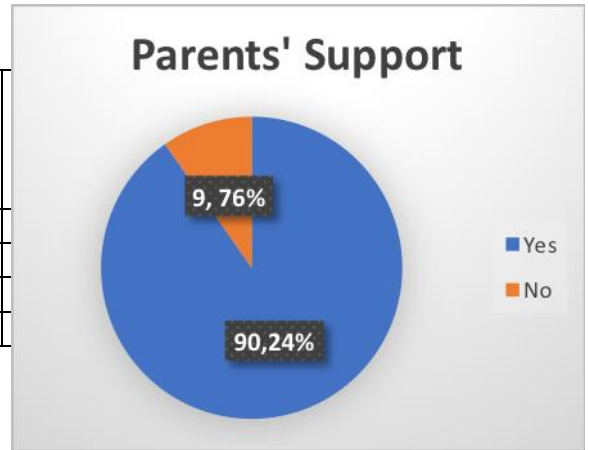


Chart 15. Parental support for children during study online at home

Based on the survey results, it can be described that 90.24% of parents provide support for children during online learning at home and 9.76% of parents do not provide support for children during online learning. Overall, parents provide every support to students for the smooth education of their children.

Table 16. Forms of support from parents

	FACILITY	UNDERS TANDING	none
sum	369	246	48
max	369		
min	48		
average	221		

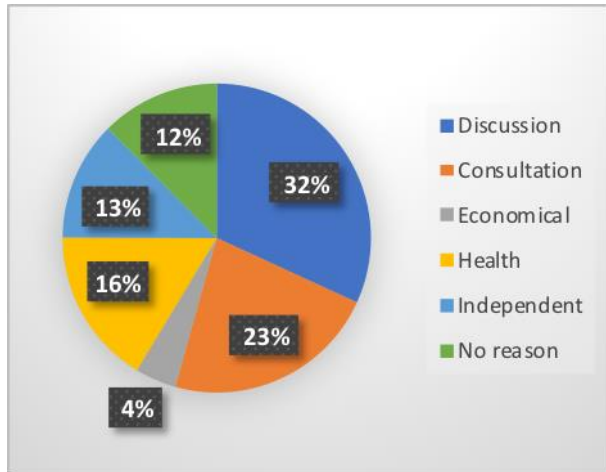


Chart 14. reasons to like online learning

Some of the reasons children prefer the face-to-face learning process in class were described by the results of survey data in the form of the following percentages: 32% conduct discussions, 23% conduct consultations, 4% because they are cost-effective, 16% because of health, 13% are more independent, 12% no reason. This means that various reasons make students like the face-to-face learning process in class, only a small number of students do not have a reason why they like the direct learning process.

15. Parental support for children during study online at home

Table 15. Parental support for children during study online at home

Parental Support					
		Freque ncy	Perce nt	Valid Perce nt	Cumulativ e Perce nt
Valid	Yes	592	90.1	90.2	90.2
	No	64	9.7	9.8	100.0
	Total	656	99.8	100.0	
Missin g	Syste m	1	2		

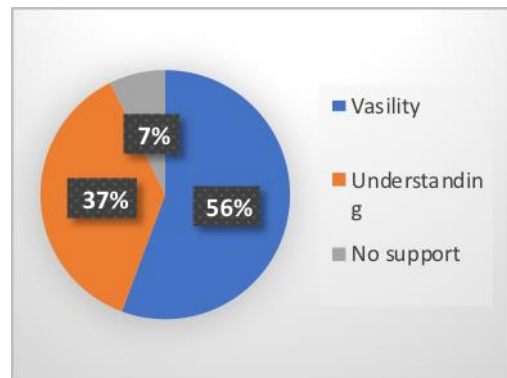


Chart 16. Forms of support from parents

The amount of parental support in the implementation of online learning is illustrated from the results of the previous survey, among the forms of support provided by parents, namely 56% through facilities, 37% through understanding, 7% no support. Overall students get material and moral support, only a few students do not get support in the implementation of online learning.

17. Teacher support for children during online learning

Table 17. Teacher support for children during online learning

Teacher Support

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	612	93.2	93.3	93.3
	No	44	6.7	6.7	100.0
	Total	656	99.8	100.0	
Missing	System	1	.2		
Total		657	100.0		

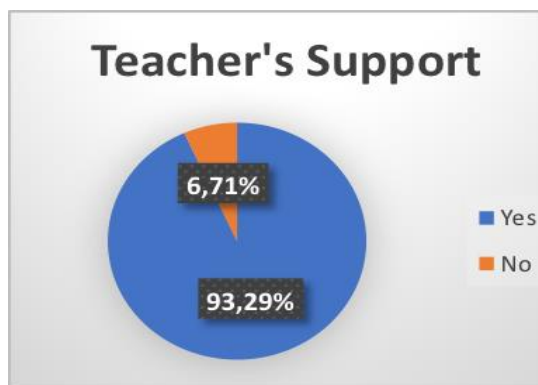


Chart 17. Teacher support for children during online learning

Based on a survey during the teaching and learning process, 93.29% of students received support from teachers when studying online, while the remaining 6.71% did not receive support from teachers during the learning process in the COVID-19 outbreak situation. In this case, most students get support from teachers and some do not get teacher support during the online learning process.

18. forms of support from the teacher

Table 18. forms of support from the teacher

	FEEDBACK	MOTIVATION
Sum	294	329
Max	329	
Min	294	
Average	311.5	

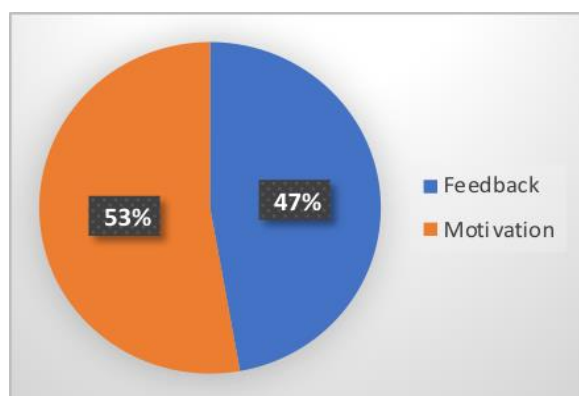


Chart 18. forms of support from a teacher

The form of support that students get during the learning process is described based on the survey results. From the results of the data obtained 53% of teachers provide support in the form of motivation and 47% of teachers provide support to students in the form of feedback during the online learning process. This

means that most students can carry out online learning with full support from the teacher in the process of implementing their learning.

19. Differences between online and face-to-face learning

Table 19. Differences between online and face-to-face learning

	TDK EFFICIENT &	NOT CONDUCTIVE
Sum	348	310
Max	348	
Min	310	
Average	329	

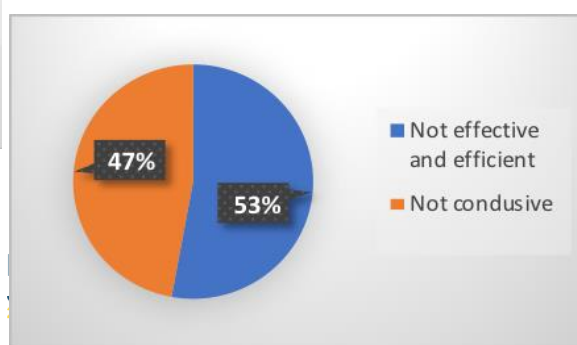


Chart 19. Differences between online and face-to-face learning

The table above explains that there are differences between children learning online at home and face-to-face at school, in this case, the results obtained are that 47% of students are not conducive to online learning and 53% are not effective and efficient online learning. The acquisition of this data illustrates that parents feel many shortcomings as long as children participate in online learning both in the process and in the results.

20. Suggestions for improving the implementation of online learning in elementary schools

Table 20. Suggestions for improving the implementation of online learning in elementary schools

	FACILITIES	CHILDREN'S NEEDS
Sum	315	351
Max	351	
Min	315	
Average	333	

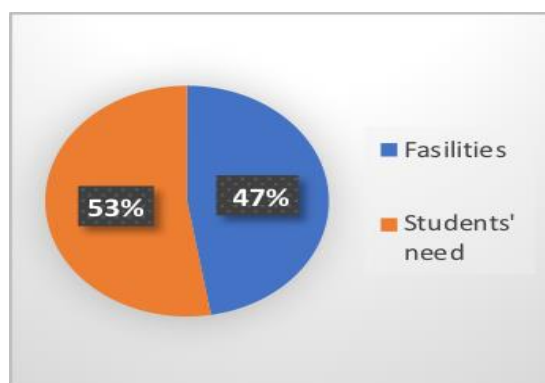


Chart 20. Suggestions for improving the implementation of online learning in elementary schools

The survey results in the chart above state the percentage level of parental advice in improving the implementation of online learning in elementary schools, the results data acquisition are 53% of parents suggest a meeting or increasing the needs of their children, in addition, 47% of parents suggest to provide adequate facilities and relieve students in the process of implementing online learning from elementary schools. These results illustrate that the high expectations of students to meet the needs and facilities of elementary school to support the implementation of online learning well.

DISCUSSION

The influence of covid-19 on the education of elementary school students cannot be denied, the learning process is carried out by updating concepts, methods, and strategies so that they can undertake online learning well. Rusdian (in Marbun, 2020) stated that teachers, lecturers, educators, and parents must be familiar with changing learning from conventional to online forms during the covid-19 outbreak. This is because 99.7% of students carried out online learning during Covid-19 epidemics. The implementation of online learning employ technological devices/tools to make online learning run well, from the results of the respondents' data, it was obtained that all students used cellphones as tools/devices for online learning, but a small number of students used other devices/tools such as TAB, L/C, books, and TV. Mobile is an electronic telecommunications device without using telephone wires but utilizing GPRS, EDGE, 3G, and HSDPA signal networks (Marbun,2020). Based on learning needs, learning support applications are easy to use when using a mobile phone (Marbun,2020). Therefore, students prefer mobile phones as devices that help in online learning.

During the COVID-19 pandemic, teachers used non-face-to-face learning forms with a percentage of 90.5%, this is because this form of learning allows students to learn without having to interact directly with other people so that they are protected from covid-19. Siregar (in Widiyino, 2020) stated that to anticipate the corona virus-19 the government set a policy so that people stay at home, work, worship, and study at home.

The results of the data obtained by several students during online learning, they did not have many obstacles in using online learning applications, this was calculated with a percentage of 67.5%. While the rest have problems because they are not used to learning using technology so that the transition to online learning makes children not ready. But according to Milman (in Firman, 2020) the use of digital technology allows teachers and

students to be in different places during the learning process, meaning that there are new circumstances in the implementation of the learning process.

The reasons that hinder students in using the application include economic limitations, signals, lack of understanding, and data packages. This becomes an obstacle for students in carrying out the online learning process because technology services tend to use data and networks. When conducting teleconferences via zoom, sometimes the signal is not smooth, and sometimes parents complain because they cannot explain in detail the discussion of the material by the teacher and the impatience of parents to accompany children to learn online. Rigianti (2020) states that the obstacles experienced by teachers and students during online learning are learning applications, internet networks and devices, learning processing, assessment, and supervision. Apart from the above constraints, the problems faced by parents when learning online are the learning process is not effective and efficient and also lack of facilities.

To deal with problems related to online learning, there is a need for strategies to overcome them, seeing from the survey results there are many choices of parents to overcome the problem by coordinating the situation of children when learning online, not a few parents also choose to overcome them by encouraging children to learn online. The positive attitude shown by parents provides inner relief both in the learning process and the results achieved by the child.

Regarding the level of understanding of children during online learning, overall they can understand well, but some children receive fast, average, and low learning. This happens because of several factors that affect the learning process of children. According to the results of the research Setyorini (2020) stated that some of the problems experienced by students, teachers, and parents in learning activities such as low mastery of technology and lack of guidance in its implementation. Not only that, disturbances that suddenly appear make children's focus low, and parents are less able to guide the child's learning process. This is an influence on children's understanding of learning. During online learning, parents feel many things, from the survey results as a whole, parents certainly preferred their children to learn face to face compared to online learning. This is because there were many difficulties for parents to help children to understand learning when the learning process was conducted online, not only that learning carried out less optimally therefore students did not fully understand what was being learned. This statement is also supported by the opinion of Cahyati (in Wardani & Ayriza, 2020) which states that parents consider the tasks given to students too difficult consequently they are difficult to convey to their children. However, a small number of parents like

their children to follow online learning (Wardani & Ayriza, 2020).

To achieve maximum learning, parents want their children to take face-to-face learning interaction in the classroom for several reasons parents: easier for children to have direct discussions, get good consultations, being cost-effective, because of health, and being independent (Wardani & Ayriza, 2020). Although parents are happy that their children learn face-to-face, the current condition cannot be avoided so that parents can only help their children's education by supporting them in every online learning activity they undertake. The forms of support that need to be provided by parents include facilities that help smooth online learning activities, then help provide understanding regarding learning materials that are difficult for children to understand. This support is very necessary for children when learning online, with the fulfillment of all this support, there is a possibility that children can carry out and understand learning well. So that parents' concerns about their children's low knowledge during online learning will be resolved. Not only support from parents, but children also need support from teachers during online learning in this Covid-19 situation. The support from the teacher also affects the implementation of learning well, the form of support provided by the teacher can be in the form of feedback or motivation that moves children to be enthusiastic about participating in online learning. According to Uchino (in Saragi, 2016) states that a pleasure, attention or help is a form of support that children receive from individuals in their families. While Taliawo (in Irwanto, 2020) stated that parents and teachers greatly determine children's learning interests, children's discipline in the learning process and provide guidance and create a pleasant learning atmosphere. Based on this opinion, the support of parents and teachers greatly affects the children's learning process for the better.

For almost one year, children undergo online learning, some differences are felt by parents between children studying online with children learning face to face. This difference can be seen from the results of a survey to parents of students where children are not conducive to online learning and are also not effective and efficient in the implementation of online learning compared to face-to-face learning. According to Purwanto (in Simatupang, 2020) stating that online learning is carried out less efficiently, children become less concentrated and find it difficult to understand lessons, besides asking questions and discussing are quite difficult to do when learning online.

CONCLUSION

In conclusion, some differences are felt by

parents as long as children learn online with children learning face-to-face. This difference can be seen from the survey results to parents where children are not conducive to online learning and are also not effective and efficient in the implementation of online learning compared to face-to-face learning. Therefore, to improve the implementation of online learning in elementary schools, there must be an increase in facilities from elementary schools, and parents as much as possible must try to meet the needs of children so that online learning is carried out evenly.

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