THE PERCEPTION OF PARENT'S ABOUT ONLINE LEARNING USING PROCESS EVALUATION MODEL IN TEJAKULA DISTRICT

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ABSTRACT

Online learning has been implemented as an alternative to face-to-face learning. The learning process was carried out from home online. Learning at home causes parents to be involved in the learning process of their children. Parents' perspective is needed in knowing the implementation of online learning. This study uses descriptive qualitative research methods. The data was generated using interview instruments and questionnaires with a focus on the process evaluation model. The purpose of this article is to find out the perspective of parents on the online learning process during a pandemic situation. The sample taken is 20 parents of students who are implementing the online learning process in Tejakula sub-district. The results showed that parents were able to provide motivation to students during the learning process. However, there are some obstacles that they cannot control when contributing to learning.

Keywords: *Online learning, parents perception, process evaluation model*

INTRODUCTION

The spread of the coronavirus (covid-19) has begun to affect the education field. According to Churiyah & Sakdiyyah (2020) as cited on Chavez et al., (2020) Covid-19 is known as a virus that has the ability to be easily transmitted and spread to other humans. In a short time the spread of the corona virus has grown globally throughout the world. As is well known, this incident has entered the global scope. This causes unrest for all people in the world and many fields are affected by this pandemic. Education is one of the areas affected by this virus. Education involves a learning process between students and teachers which is sure to create a crowd and meet face to face with one another. As stated by Churiyah & Sakdiyyah (2020), to minimize the development and spread of the virus, face-to-face activities that include a lot of people are now starting to be limited by strict protocols. Likewise with the educational process which has also begun to be quite affected by this

pandemic, (Churiyah and Sakdiyyah 2020). This is also agreed by Khan (2021) ac cited on Nicola et al., (2020) Corona virus has become a major nuisance and difficulty for the whole world, especially in the education system. To minimize the spread of this virus, the education system must participate in prevention by not carrying out learning activities as usual. In addition, Face-to-face learning is starting to be considered to reduce the risk of spreading the virus, (Adnan 2020). To overcome this, online learning is also starting to be considered as an alternative that can be done to replace the face-to-face learning process, (Bao, 2020) as cited on (Demuyakor 2020). Online learning is the right choice to support students' needs for education with several advantages, which are students can learn from anywhere, and anytime, (Agaton and Cueto 2021). Viewed from the other side, this online learning requires students to study at home and only receive passive guidance from the teacher through laptop, computer, and

cell phone intermediaries (Khan 2021) as cited on (Dai and Lin, 2020).

To support this online learning process, parents continuously have a bigger role to play in guiding their children while learning from home, (Sari and Maningtyas 2020). As is well known, online learning is facilitated by technology, where students carry out all learning activities from home by utilizing technology. This causes parents to have a very large role to facilitate and support the student learning process. It is important for parents to understand deeper than psychosocial needs and pay more attention to their children during the learning process from home (Sari & Maningtyas, 2020). Students have made school their second home, where they can meet friends and play freely. They have also started to socialize with children and other school members. This will have an impact on children having the desire to return to school and being a bit fussy when studying at home, (Sari and Maningtyas 2020) as cited on (Sari et al., 2020). They will feel bored quickly when learning at home.

After online learning has been run for more than a year, many researchers have conducted research related to online learning. Research by Demuyakor (2020) in Ghana in China with the research subject of international students was carried out to determine student satisfaction with online learning. The study was conducted by providing an online survey with the findings that the majority of students supported online learning that had been carried out, students had good knowledge of learning materials, the online learning process required a lot of money to buy internet quota during its implementation, and the internet

connection owned by students was very slow from the student dormitory. Luthfi and Hamdi (2020) in their research also discusses online learning in science subjects at the Yogyakarta level. This study uses interview instruments and questionnaires with a focus on CIPP (Context, Input, Process, Product). The subject study was two principals, five science teachers, and 267 students in grades VII, VIII, and IX at the state junior high school or SMPN 9 Yogyakarta and the Islamic Junior High School (Madrasah) Nurul Ummah Tsanawiyah or MTs), Kotagede, Yogyakarta. From the study conducted, several results were obtained, namely (1) viewed from the input context, the online learning process has been supported by internet access facilities, scheduling, procedures and the ability of good science teachers. (2) Viewed from the aspect of the process, learning is in the good category. (3) in terms of product, the quality of learning outcomes and support from the application of the online learning system are in good categories.

During online learning, students begin to follow the learning process from home. The researchers discussed the student's perspective regarding online learning that had been implemented. In their study, Maatuk et al (2021) discussed how the perspectives of students and teaching staff of the Information Technology (IT) faculty at Benghazi University during the pandemic, related to the implementation and use of E-Learning at state universities. The research was conducted using a questionnaire instrument with the findings of several problems, challenges, and the benefits gained during the use of E-learning as a substitute for traditional learning. Yan et al., (2021) conducted a survey study in Guangdong Province of

China with 1,170,769 Chinese students who were carrying out online learning as research subjects. The findings of this study indicate that there are significant differences in student learning experiences throughout the school year, thus increasing online learning is very much needed.

Online learning that is carried out at home causes parents to indirectly have involvement. Related to this, several researchers conducted a study related to the parents' perspective on online learning that had been implemented. Agaton and Cueto (2021) in his study discusses the life experiences of parents in the Philippines while being supervisors of learning, tutors, and home schooling teachers of their children. This study was conducted by conducting a survey, and it was found that parents face challenges during online learning such as visual management, delivery of received instructions, unsatisfactory student learning outcomes, financial difficulties, inability to master technology well, stress and children's learning styles to understand the material. Bhamani et al (2020) also conducted research related to the parent experience of online learning. This study was carried out using descriptive qualitative method and 19 parents were the research subjects. From the study, it was found that parents are able to adapt well in the online learning process and can support the needs of their children. From research conducted by Agaton and Cueto (2021), we can see that the role of parents is very large in the online learning process. Sari and Maningtyas (2020) conducted research related to the involvement of parents in distance learning during the pandemic. The study was conducted using an online survey method by distributing questionnaires via Google form with the research subject being parents who have children aged 3-6 years. From the study conducted, it was found that 25 or 57% of parents had a good category in their involvement.

In this case, parents are expected to be directly involved and able to make children feel comfortable in the online learning process by accompanying and guiding students. Parents will indirectly replace the role of the teacher at home while at home. This is because there are still many students who are not familiar with the online learning process and do not pay attention to what the teacher says. Accompanied by their parents, they will better understand the material presented and be able to carry out the instructions given by the teacher with the guidance of their parents. In addition, providing learning facilities related to digital and internet is an additional task for parents. In its application, there are still many parents who have problems and are unable to follow online learning properly.

As for some of the obstacles faced by parents while accompanying their children in the learning process. They have inability to understand the material, lack of ability to motivate their children to take part in learning well, having many things and work to be done, impatience in dealing with children in learning, lack of facilities owned to follow the learning process to problematic internet connections, (Smith et al. 2016). Khan (2021) adds that parents still have difficulties in adapting to technology. They feel they do not have adequate technology skills to help their children in carrying out online learning. This causes dissatisfaction from parents with their ability to participate in the

online learning process, (Smith et al. 2016). In addition, there is a sense of disappointment that parents have when they are not able to guide and accompany their children to focus during online learning, (Khan 2021). Evaluating the learning process of students who are accompanied by parents is necessary. This is supported by Boettcher and Conrad (2016, p. 178) as cited on Luthfi and Hamdi (2020) which state that process evaluation will make it easier for teachers to observe psychomotor residuals more deeply and can modify learning styles. This can provide additional understanding of how to carry out learning, so that the learning process carried out will not be boring, (Arshavskiy, 2017, p. 58) as cityn on (Luthfi and Hamdi 2020)

This research has a novelty in the research and evaluation areas used. Tejakula sub-district is the target area of this study. This area is the eastern part of the Buleleng district which is still relatively remote which has been doing online learning. It will be interesting to know how the online learning process takes place there. Therefore, this article will discuss parents' perceptions of online learning that has been carried out during the pandemic situation using process evaluation.

RESEARCH METHOD

This study uses a descriptive qualitative method by exploring the experiences of parents related to the online learning process at home during the pandemic, (Bhamani et al. 2020). From the qualitative data obtained, the researchers were analysed and described by describing the data. Describing the data in this case will provide a clear picture of a phenomenon or social event that occurs. In collecting data, this study uses an evaluation model process as a reference for collecting data. The data collection process used interviews and questionnaires as instruments. Each question item from this instrument is made based on the process evaluation model. This study targets the parents of selected junior high school students. In this case, 20 parents of students were used as a sample who became representative respondents who participated in the study. In addition, the resulting interview and questionnaire data will be coded because the identity of the respondents regarding the opinions they give will be kept confidential.

FINDINGS AND DISCUSSION

The result of the data based on the respondents who have answered the questionnaire related to the evaluation of the online learning process in the Tejakula district. Its shows that in the online learning process parents are able to motivate students to learn, but they are still not fully able to overcome the obstacles experienced. The total respondents in this study were 20 parents of students from Tejakula District.

Table 1. The Result of the Questionnaire

No	Question	Strongly Agree	Agree	Hesitant	Disagree	Very Disagree
Q4	I am able to motivate my children to study very well.	3	17	0	0	0
Q9	I am able to overcome the obstacles experienced by my child in participating in online learning activities	0	7	0	10	3
	Total	3	24	0	10	3

From the results of the Q4 questionnaire data related to how students' learning motivation shows that 85% or 17 parents answered agree with the question given. They agreed to be able to provide good motivation to learn for their children when the learning process was carried out at home. The remaining 3 parents or 15% of them showed a better response by choosing "strongly agree" to the given statement. Thus, it can be seen that parents agree and are able to motivate their children during the online learning process. The following is a response percentage chart from the Q4 evaluation process:

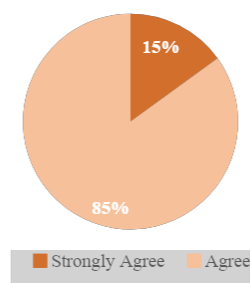Process Evaluation Model towards Online Learning from Parents in Tejakula District (Q4)

Chart 1. The Percentage of Respondents in Q4

Data from the Q9 questionnaire shows the evaluation process related to the ability of parents to overcome the obstacles their children have. From the data generated, 3 parents or 15% of them chose "very disagree" to overcome the obstacles faced during the online learning process. 10 parents or 50% of them also voted "disagree" with the statement given in Q9. Meanwhile, 3 of them chose "agree" and showed that they were able to handle the obstacles their children experienced during online learning. From these data, the ability of parents to overcome the obstacles experienced by students is still lacking, only 15% of them are able to overcome the obstacles they face. The following is a data chart from the Q9 evaluation process:

Process Evaluation Model towards Online Learning from Parents in Tejakula District (Q9)
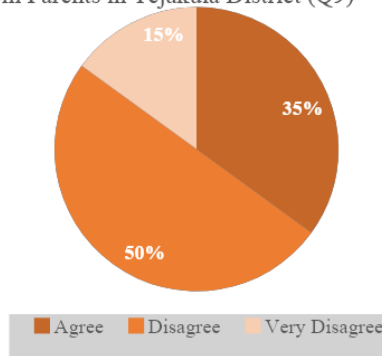
35%

50%

15%

■ Agree ■ Disagree ■ Very Disagree

Chart 2. **The Percentage of Respondents Q9**

From the data generated from Q4 and Q9 it can be seen that in the learning process, parents are able to support the learning process by motivating their children. This can be seen from Q4 which shows that parents choose "agree" and "strongly agree" with the statement given. On the other hand, from the Q9 statement, parents tend to choose "disagree" and "very disagree". Even so, there are still 15% of those who choose "agree" which indicates that they are able to handle the problems encountered during online learning.

Discussion

Parents have an important role in the online learning process, especially in guiding and facilitating students. Indirectly parents participate in the learning process. They involve themselves in every activity and online learning

process that is carried out from home. Not only that, they also have duties as adults to work to earn money and be responsible to their families. In this case, it can be seen that the role of parents is very important in the online learning process. The participation of parents in online learning will give them the opportunity to see and know how online learning takes place. So that they will have a perspective on online learning that is carried out during this pandemic situation. Parents of students commend the decision made by the government to minimize the development of COVID-19 and prioritize the health, welfare and safety of citizens, (Agaton and Cueto 2021). Respecting the government's decision, parents understand the closure of educational institutions and the opening of face-to-face classes. They support the government's plan for the online learning process as an alternative choice of learning. Parents consider online learning as an opportunity for them and their families to be closer. Smith et al., (2016) added that parents have fully participated in carrying out their roles during online learning. They sometimes feel that they have acted as teachers at home to guide their children.

On the other hand, parents experience many obstacles that parents face during the online learning process (Dong, Cao,

and Li 2020). The most common problem is a poor internet connection. The research location was conducted in Tejakula district with internet signal access that was still not good. In addition to connections, parents must also facilitate their children with internet quota used during the online learning process.

The internet connection is the most common problem for my child, he has difficulty downloading materials or finding other sources of material (P11, P12, and P16). I ran out of data when I sent my assignment, so I had to buy additional quota again (P13, P17)

The obstacle is not only internet connection faced by parents, they are also confused when their children do not understand the material and use of technology. They can't be of much help when they encounter a problem like this.

The most difficult thing is when children ask questions and I don't understand the material, so sometimes I learn to participate. Sometimes I asked him to ask his friend or teacher. (P1, P2, P3, P4, P5, P7). The other difficulty is when they learn how to send it, they keep asking me how to send it, while I don't know how to send it. I don't know how to use technology. (P6)

Parents also often doubt that their children study or only play on their cell phones. They feel they can only trust them and support their learning process.

It's hard to make sure they study well or even just play on cell phones (P15).

Many of them use the online learning process to not help their parents and only play with their cell phones.

Children use learning as an excuse not to help their parents. They couldn't help with the sweeping, now I say just study. We also need to monitor whether they are really learning or playing "Tik-tok" or games. (P8, P9)

Parents have other responsibilities in their lives such as working and taking care of the family. With this online learning, it requires parents to pay more attention to their children at home. So as a parent, to meet the needs of children during online learning will expend more energy when compared to learning done by teachers at school. Parents cannot take responsibility for their children. They feel concerned and feel that they cannot play their role well because they are busy with work and other responsibilities in their family. This sometimes causes them to feel unqualified to support their children in carrying out online learning.

I can't because I don't understand how to use a cellphone or the material. I often tell my children to ask their friends or ask them to search on Google. In addition as a parent I need to handle many other things and work that I need to do as

well, so I can't monitoring them 24 hour (P1,P3,P4,P5,P6,P8).

No, because the economy is down so I'm having a hard time dealing with it (P11, P12, P13, P14, P17, and P20).

. They helped with finding English courses and facilitated learning very well.

It can be handled. I advise my child to take free English lessons or look for other videos that are similar to the material provided so that he understands better. I can still handle it by providing the facilities needed during the online learning process (P15, P16, P18, and P19)

In its implementation, parents encounter many obstacles that they must control. But parents have many other responsibilities to attend to. This causes many of them to not be able to overcome the obstacles experienced by their children. On the other hand, they have also tried to help overcome these obstacles by providing quotas, facilitating and finding places for their children to take courses. Judging from the parents' perception, they are still not able to handle the obstacles they face, but they are trying their best to support the online learning process that is being implemented.

The role of parents in their children's learning process becomes an additional obligation for them. By holding learning at home, parents have full control over their child's development. In this case, parents

are satisfied with the decision made by the government to minimize the development of Covid-19. They also trust the decisions taken by the government for the welfare, health and safety of its citizens (Agaton and Cueto 2021). During its implementation, parents have directly acted as teachers at home to support their child's learning process (Smith et al. 2016). They have tried their best to help and facilitate the learning process carried out. In conclusion, 50% of parents are very poor, 35% are unable to overcome the obstacles faced by their children's learning process during the pandemic. On the other hand, 85% of them are fully capable of motivating their children and supporting the online learning process.

Limitations of this research are in the subject and area of research. The research subjects were only 20 people as representatives of two junior high schools in Tejakula sub-district. Suggestion for future researchers by developing research subjects in different areas with different school levels. In addition, further researchers can also conduct research on perceptions of other subjects who are still in the field of education and undergoing online learning, such as teachers, principals, and students. Thus, the data found has a wider coverage.

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