

INVESTIGATING THE OBSTACLES OF PARENTS IN ACCOMPANYING THEIR CHILDREN DURING LEARNING FROM HOME AT SMP CATHOLIC DON BOSCO TOLITOLI

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ABSTRACT

This research aims to know the obstacles experienced by parents in accompanying their children during learning from home at SMP Catholic Don Bosco Tolitoli. This research is descriptive qualitative. Researcher used interviews with parents to collect the data. There were 6 parents of Catholic junior high school student Don Bosco as the sample. The results of this research show that in general the obstacles of parents in accompanying children during learning from home are difficult to provide technology facilities, bad networks as obstacles, do not have enough time in accompanying children learning from home, children are not focused on learning, parents are difficult to explain the material.

Keywords: Investigating, The Obstacles of Parents, Learning from Home.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui kendala yang dialami oleh orang tua dalam mendampingi anak mereka selama belajar dari rumah di SMP Katolik Don Bosco Tolitoli. Penelitian ini bersifat deskriptif kualitatif. Peneliti menggunakan wawancara dengan orang tua untuk mengumpulkan data. Sampel sebanyak 6 orang tua siswa SMP Katolik Don Bosco. Hasil penelitian ini menunjukkan bahwa secara umum kendala orang tua dalam mendampingi anak selama belajar dari rumah adalah kesulitan untuk menyediakan fasilitas teknologi, jaringan buruk sebagai kendala, tidak memiliki waktu yang cukup dalam mendampingi anak belajar di rumah, anak-anak tidak terfokus pada pembelajaran, orang tua sulit dalam menjelaskan materi.

Keywords: *Investigasi, Kendala orang tua, Belajar dari rumah .*

Introduction

Nowadays, the world is shock by the outbreak of corona virus (Covid-19). As for the consequences cause by covid-19, that is impacting the world of education. The government has been implementing online learning since March 2020 by using learning tools such as google Meeting, google classroom, Zoom, Microsoft teams, Edmodo, Telegram, Mesenger, and Whatsapp application. The use of Whatsapp application in Indonesia is increasingly popular, this is what underlies many schools using Whatsapp as a means of learning during the Covid-19 pandemic. In an effort to support the continuity of the learning process, Whatsapp can be used as a learning media so that the learning process can still be carried out without being limited by space and time.

Moreover, Whatsapp is one of the internet-based applications that allow each user to share various kinds of content according to its supporting features. Larasati in Rahartri (2019: 151), Whatsapp is an application to send messages to each other instantly, and allows us to exchange pictures, videos, photos, voice messages, and can be used for sharing information and discussion. Whatsapp has a simple and easy to use look so it is in demand by all circles, ranging from teenagers to adults. Perception is a process that occurs in the mind to conclude or interpret the information obtained related to its interpretation of the environment. Kuncoroningrat (2011: 99) stated, perception is the whole process conscious human mind in drawing on the surrounding environment. Everyone can have different perceptions, this happens because of the influence of differences in the ability of the senses, experience and knowledge possessed by a person.

Based on the background above, the formulation of the problem can be written as follow analyze what are the teaching skill that implemented by English students in microteaching course?

Method of the Research

The design of this research used qualitative research. The technique of collecting data used questionnaire and interview. The participant of this research was the eighth grade of SMP Katolik Don Bosco Tolitoli. The total numbers of the participant were 6 students.

Findings

a. Result of Interview

The Obstacles of Parents in Accompanying Their Children During Learning From Home

1. Difficulty in Providing Technology Facilities

In times of a pandemic like now, the family's economy is very shaken. In addition, the government's policy requires that all learning be transferred to the home. Indirectly, parents are required to provide facilities for children to learn from home, but not all parents are able to provide it. Based on the results of interviews of researcher with parents as follows:

“sometimes we never know what it is on a cellphone, because indeed all of us parents don't have sophisticated cellphones. The second is that with this learning system, it means that parents are indirectly required to prepare facilities and infrastructure, namely sophisticated mobile devices. Not all of them are necessarily able to prepare it, so sometimes it's difficult for us to control it.”

“kadang kala kita nda pernah tau apa itu di HP, karena memang kita semua orang tua ini tidak memiliki HP yang canggih. Yang kedua bahwa dengan sistem pembelajaran ini artinya secara tidak langsung orang tua itu diharuskan untuk menyiapkan sarana dan prasaran yaitu alat HP yang canggih. Belum tentu semua itu mampu untuk menyiapkan itu, sehingga memang kadang kala kita itu kesulitan untuk kontrol saja susah.” (F, JULI 22, 2021)

In providing learning facilities, the sixth parent feels the obstacle to provide facilities in the form of smartphone which becomes the main facility in doing learning from home. Because the economy of parents is different so that it becomes

an obstacle. With that situation make parents and children feel difficulty in getting online learning information.

"lack of pulse."

“kekurangannya pulsa.” (OLT, JULI 16, 2021)

In learning from home, the main facilities are smartphone and pulse or data packages. Because online learning uses applications that can only be used when having a data packages. First parents feel the obstacle to buying pulse or data packages for online learning. If smartphone does not have a data packages, the child cannot get learning information and cannot do the assignment given through the application.

2. Bad Network as an Obstacle

The reach of internet services in each region is different. Sometimes in certain areas the internet service is fast, in other areas it is slow or intermittent. This can be one of the triggers of disrupted online learning, so children become slow to get information about learning or even the worst possibility of children not at all getting information about learning on that day. Based on results of the interview of the researcher with parents as follows:

"If for the shortcomings, maybe the children are limited to listening to the explanations of the teacher, directly plus usually the network. If the Dapalak area here is the network is somewhat often error, so usually intermittent. Usually the children are confused if for example there is a assignment from the teacher who doesn't really understand."

“kalau untuk kekurangannya mungkin anak-anak itu terbatas untuk mendengarkan penjelasan-penjelasan dari gurunya, secara langsung ditambah lagi biasanya jaringan. Kalau bagian Dapalak sini kan jaringannya agak-agak sering kali error, jadi biasanya terputus-putus. Biasanya anak-anak bingung kalau misalnya ada tugas dari guru yang agak tidak terlalu mengerti.” (MN, JULI 16, 2021)

In online learning, the quality of internet services becomes a much needed thing when learning will be implemented. The second parent explained that in the area where he lives, internet services often experience disruption, so it becomes an

obstacle. With the disruption of internet services children become difficult and confused when receiving lessons given because children become limited to getting material from teachers.

“network problem of course.”

“masalah jaringan tentunya.” (BY, JULI 20, 2021)

Poor internet service becomes one of the obstacles in online learning. As the third parent said, internet service becomes an obstacle when the children wants to do learning from home.

“disadvantage network is difficult”

kukurangannya jaringannya susah” (E, JULI 20, 2021)

Based on the responses from the fourth parent, one of the obstacles to learning from home is internet services. Because there are some areas where it is difficult to get good internet service.

3. Not Having Enough Time to Accompany Children Learning from Home

In learning from home, the role of parents is very important because the role of the teacher is now transferred to parents. Indirectly, parents are demanded to provide time to accompany their children to learn. But there are some parents who do not have enough time to accompany their children to learn with various jobs. Based on results of interviews of researcher with parents as follows:

"Time constraints, just a matter of time. The time is not optimal because we are working.”

“kendala waktu,soal waktu saja. Waktu yang kurang maksimal karena kami bekerja.” (BY, JULI 20, 2021)

Based on the interview results from the third parent, another obstacle for parents in assisting their children to learn from home is the matter of time. For working parents, it is very difficult to allocate time to accompany their children to study. When the teacher's role is transferred to parents, that's where parents have to prepare everything, one of which is time.

"Sometimes I don't have time, busy taking care of household chores"

“kadang waktunya gak sempet, sibuk ngurusin pekerjaan rumah tangga” (E, JULI 20, 2021)

The obstacle of not having much time to accompany children to study is also felt by mothers who take care of household chores. As felt by the fourth parent, it is difficult to manage the time when the priority household work is added to the task as a teacher at home.

"The shortcomings may be busy, sometimes uncontrolled children are learning."

“kukurangannya mungkin sibuk, kadang tidak terkontrol anak-anak itu belajar.” (HCP, JULI 22, 2021)

Based on the results of interviews with fifth parents, the time constraint in accompanying children is very pronounced. Lack of time to accompany children so that children cannot be controlled properly in the learning process from home.

4. Children Not Focused on Learning

In accompanying children to learn from home, parents must be good at seeing the children's mood. Growing a children's learning interest in learning becomes a new assignment for parents. This is a problem for some parents. Based on results of the interview of researcher with parents as follows:

"Sometimes it's just parents, usually children don't want to listen to learn. So parents have to put more pressure on them to study."

“kadang kalo cuma orang tua, biasa anak-anak tidak mau dengar untuk belajar. Jadi orang tua harus lebih tekan lagi untuk suru mereka belajar” (OLT, JULI 16, 2021)

Based on the results of interviews with the first parent, another obstacle that is felt when accompanying children to learn from home is that it is difficult for children to be directed to study. This makes parents have to do more to make children focus on lessons.

“The problem is that ordinary children sometimes play more, it's usually difficult to force them to study. Sometimes they prefer to play, but we as parents also have to force our children to study at the right time.”

“kendalanya anak-anak biasa kadang-kadang lebih banyak bermain, biasanya susah juga untuk dipaksa belajar. Kadang-kadang mereka lebih suka bermain, tapi kami

sebagai orang tua juga harus paksa anak-anak untuk belajar pas diwaktu-waktu belajar.” (HCP, JULI 22, 2021)

Children's interests are sometimes difficult to control, especially when learning is diverted at home so that children are not well controlled to study. This obstacle is also felt by the fifth parent. Children are more interested in playing so that parents have to force their children to learn.

5. Parents is Difficult to Explain the Material

During the learning process is transferred to the home, the teacher distributes more materials and assignments online to their students. This is a problem for parents. Because when children feel they do not understand the material given, they will indirectly ask their parents and parents are required to explain the material that the children does not understand. Based on results of interviews of researcher with parents as follows:

“The material is hard to explain”

“materinya susah dijelaskan” (E, JULI 20, 2021)

Based on the results of the interview, the fourth parent felt that there were obstacles in accompanying children to learn from home, it was difficult to explain the subject matter given by the teacher. This happens because the teacher only sends materials and assignments without providing an explanation of the material

"Well, usually children are confused if for example there is a job/assignment from a teacher who doesn't really understand so sometimes parents who are often parents are also confused about how to explain this."

”Nah biasanya anak-anak kan bingung kalau misalnya ada pekerjaan/tugas dari guru yang agak tidak terlalu mengerti jadi kadang-kadang orang tua yang seringkali orang tua juga kadang pusing mau jelaskan ini bagaimana.” (MN, JULI 16, 2020)

. Based on the results of the interview, the second parent also felt difficulties in explaining the material to the child. This is very felt when children feel confused with the material given to children without any explanation, so parents also feel dizzy when they cannot explain the material to children.

Discussions

Based on the results of the interview data, we can take the points in this situation. Some schools are already facing changes in the education system, the learning process, the evaluation process, the assessment process are all done from home. This means that the role of the teacher in learning is transferred to the parents. This means that parents are given a deeper task in accompanying children to learn from home. However, this creates several obstacles for parents in accompanying their children to learn from home.

The first obstacle is that parents have difficulty in providing technology facilities. There were 2 parents who said this was an obstacle in assisting their children to learn from home. Because not all parents have a higher economy, so it is difficult to provide these facilities. Facilities in the form of smartphone and pulse or data packages are the most important things in learning from home, because when these are not available, it is difficult for children to get information about the lessons given.

The second obstacle is a bad network or internet service. From the results of the interview, there were 3 parents who said that poor networks were an obstacle in accompanying children to learn at home. This happens because not all areas where you live have good internet service. When the learning process is carried out, parents must provide a place that has a good network so that children can follow the learning process well.

The third obstacle is that parents do not have enough time to accompany children to learn at home. From the interviews, there were 3 parents who had the same problem. For parents who work in an office, managing time to accompany their children to learn at home is very difficult. It is the same with housewives, when housewives are busy with household chores, it is very difficult to accompany their children to learn from home. Because they do not have help to do household chores and accompany children to learn at home.

The fourth obstacle is that children are not focused on learning. In learning from home, parents have a new task in accompanying children to learn, which is to be more patient when children are more focused on playing than lessons. These obstacles make parents more assertive in accompanying and directing children to focus on lessons. This is

not easy to do when the child has focused on the game, so for 2 parents it becomes one of the obstacles in accompanying the children to learn.

The fifth obstacle is that parents is difficult to explain the material. From the results of the interview, there are two parents who has obstacles in explaining the subject matter to the child. This happens because the teacher only sends material and only gives assignments to children without giving an explanation. Parents who have a less educational background feel difficult obstacles when required to explain material that is not understood by the children.

Conclusion

Overall, based on the findings and discussion in the previous chapter of the obstacles of parents in accompanying their children during learning from home in SMP Catholic Don Bosco Tolitoli it can be concluded that there are 5 kinds of obstacles that parents feel in accompanying their children during learning from home, 3 the kinds of advantages of learning from home that are felt by parents and the 5 roles of parents in accompanying children to learn from home, namely:

5 obstacles from parents in accompanying their children during learning from home:

1. Difficulty providing technology facilities.
2. Bad network as an obstacle.
3. Not having enough time in accompanying children to learn from home.
4. Children are not focused on learning.
5. Parents is difficult to explain material.

Suggestion

1. For the Parents

It is hoped that parents can play an active role in accompanying their children in carrying out learning from home. Parents are also expected to be able to motivate children to be more enthusiastic in learning from home so that they can achieve the goals of learning.

2. For Teachers

It is expected that teachers can build good communication with parents in order to assist parents in providing material explanations to children. And it is hoped that teachers can provide direct explanations for students who have problems in the form of poor networks so that they can still achieve the goals of learning.

3. For researchers

The next researchers should be able to deepen and develop next research on the obstacles of parents in accompanying children during learning from home. Considering the research conducted has not fully been able to find the obstacles of parents in accompanying children during learning from home. Likewise, in the process of data collection should use techniques that are considered more optimal in obtaining the required data.

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