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## Parents' perceptions of implementation of distance learning in elementary school during the Covid-19

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### Abstract

The high spread of COVID-19 cases has prompted the government to take a policy of implementing online learning in all educational institutions in Indonesia. This study aims to describe the perceptions of parents about the application of distance learning during the Covid-19 pandemic. We used a quantitative descriptive design. A total of 120 parents participated in this research. Sample technique with purposive random sampling. Analysis of frequency distribution data with univariate analysis. Data collection techniques by filling out a questionnaire via a google form. The results showed that the majority of learning used a mobile phone (73,4 percent). Although there was still 10 percent who do not have a personal mobile phone. There was 53 percent of parents do not interact with their teachers and

78.3 percent said the internet costs were high budget. Some of the obstacles that parents found in this distance learning process were: lack of understanding of the subject matter, difficulty to increasing interest in learning, limited time to accompany children to study, impatience when accompanying children, limited internet network internet quota purchase fee. In conclusion, Parents' perceptions of the distance learning system are considered ineffective. Cost and parental time constraints are the dominant factors in implementing a distance learning system. Suggestion. For the future, the distance learning system can accommodate teachers, students, and parents using information technology-based learning systems. Prepare student learning methods to develop from conventional methods to IT-Based education.

**Keywords:** Parents' Perceptions, Covid-19, Distance Learning System

### Introduction

The spread of covid-19 that is so fast throughout the world and causes many deaths, forces the governments of all countries to take important policies and steps. The main focus of the policy is to strengthen the health system, economy, and education system<sup>[1]</sup>. The education system in more than 212 countries worldwide has been directly affected by the Covid-19 pandemic. In just 3 weeks, around 3.5 billion students were out of school in 212 countries. As many as 5.9 billion educational institutions around the world are affected by Covid-19 ranging from Kindergarten to Doctoral Program levels all carry Distance Learning<sup>[2]</sup>.

Distance Learning is a teaching and learning process that is carried out by using various communication media<sup>[3]</sup>. Distance Learning is one of the Indonesian government's policies to prevent and reduce the transmission of Covid-19. The policy is regulated in Decree Number: 36962 /MPK.A/HK/2020 dated March 17, 2020, by the Minister of Education regarding the regulations for working and studying from home. The application of distance learning is still an obstacle in Indonesia. Distance learning runs optimally only in urban areas that are supported by good internet access and communication technology. Distance learning is not optimal in areas where internet coverage is still weak. However, the exact data on which schools have problems has not been officially released.

The implementation of distance learning at the kindergarten to junior high school level is the focus of the Indonesian government. They need supervision and parental mentoring processes during learning. In elementary schools, the role of parents is very necessary, because the learning process of elementary school students has a pattern that depends on the character of the students<sup>[4]</sup>. In this study, we wanted to know the perceptions of parents of elementary school students in the suburbs of Pekanbaru, Riau Province about the application of this distance learning system.

### Method

We used a quantitative descriptive design. A total of 120 parents participated in this research. Sample technique with purposive random sampling.

Data collection techniques by filling out a questionnaire via a Google form. The data collection process during July 2020. Analysis of frequency distribution data with univariate analysis.

### Results and Discussion

Of the 120 respondents, there were mothers (65 percent), and fathers (35 percent) who participated in this research. Based

on age characteristics, the majority of parents are in productive age (20-35 years) as much as 76.7 percent. The majority of respondents' jobs are not working 40 percent. The majority of Senior high school (35 percent). In this study, the distance learning process asked about: learning media, material understanding, parent-teacher interaction, and the process of parents accompanying during this learning (Table 1).

**Table 1:** Parents' Perception of Distance Learning Implementation

No	Kategori	Yes		No	
		Total	Percent	Total	Percent
1	Media used				
	1. Laptop/computer	32	26,6	88	73,4
	2. Mobile phone	88	73,4	32	26,6
2	Ownership of media used	108	90	12	10
3	Easy to Understand Learning Materials	36	30	84	70
4	Parent interaction with teachers	56	46,7	64	53,3
5	The internet costs need a high budget	94	78,3	26	21,7
6	Parents accompany students	80	66,7	40	33,3
7	Helping children doing homework	87	72,5	33	27,5

Total sample: 120 subject

Based on table 1, shows that the majority of learning uses a mobile phone. Although there is still 10 percent who do not have a personal mobile phone. There is 53 percent of parents of students do not interact with teachers at school. There is 78.3 percent who said the internet costs need a high budget during this distance learning. Distance learning is designed to serve learners in a large variety of educational backgrounds, ages, and places of residence. Thus distance learning to overcome the limitations of distance, place, and time in carrying out the learning process. Therefore, distance learning has different characteristics from the conventional education system. This characteristic is the physical separation between teacher and learner activities and there is no face-to-face presence, resulting in limitations in the learning process<sup>[5, 6]</sup> Distance learning has become a national and international imperative by combining all available resources. Then to ensure that education continues during this difficult time<sup>[7]</sup>. This distance learning system must also pay attention to learning media and curriculum development<sup>[8]</sup>. A learning system like this can also increase student anxiety<sup>[9, 10]</sup>. Therefore this distance learning process needs to be evaluated and developed on an ongoing basis.

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### Conclusion

Parents' perceptions about the distance learning system are considered ineffective in its application. Constraints related to cost and parental time are the dominant factors in the application of this distance learning system. Suggestion. There is a need for a distance learning system that can accommodate all the needs of teachers, students, and parents in an information technology-based learning system. Prepare student learning methods to develop from conventional methods to IT-Based education.

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