Differences in Perceptions Between Parents and Teachers on Online Learning During the COVID-19 Pandemic

Ade Ubaidah[1], Fatayah[2], Yuni Susilowati[3], Ana Merdekawaty[4], Rima Rahmaniah[5], Syaharuddin[6]

[1]Psikologi, Institut Kesehatan Indonesia, Indonesia
[2]Pendidikan Kimia, Universitas Billfath, Indonesia
[3]Keperawatan, STIKes Yatsi Tangerang, Indonesia
[4]Pendidikan Ekonomi, Universitas Samawa Sumbawa Besar, Indonesia
[5]Pendidikan Bahasa Inggris, Universitas Muhammadiyah Mataram, Indonesia
[6]Pendidikan Matematika, Universitas Muhammadiyah Mataram, Indonesia

ade.ubaidah123@gmail.com[1], fatayah.billfath@gmail.com[2], yunisusilo07@gmail.com[3], ana.merdekawati90@gmail.com[4], rimarahmaniah172@gmail.com[5], syaharuddin.ntb@gmail.com[6]

ABSTRACT

Government policy to enforce online learning during the COVID-19 pandemic that is not supported by adequate facilities has become a significant obstacle for students and their parents. Each educational institution has different perspectives and perceptions. Therefore, this study aims to analyze the difference in perception between parents and teachers towards the implementation process and evaluation system of online learning. The data was collected using questionnaires of 17 indicators using the Unified Theory of Acceptance and Use of Technology (UTAUT) model criteria, then distributed online using random sampling techniques to parents and teachers throughout Indonesia at the elementary, junior high, and high school levels so that 118 data were obtained divided into 81 teachers and 37 parents. The results of the student test (t-test) obtained information that there is a difference in perception between parents and teachers, this can be seen from the t-test score of 1,919 with a sig score. 0.057. This is also evidenced by the average teacher response score of 66.19 which means positive, while the average response score of parents is 60.54 which means less positive to the application of online learning during COVID-19. The results of this study are expected to be used as an evaluation of online learning for the government in the future.

— — — — — — — — ◆ — — — — — — — — —

A. INTRODUCTION

The world is currently shrouded in vigilance due to the coronavirus or commonly known as COVID-19. The emergence of the COVID-19 virus was first discovered in Wuhan City, China, in late December 2019. The virus is spreading rapidly to other regions of China and several other

countries including Indonesia. At the beginning of its appearance, this virus is suspected as pneumonia disease with symptoms in general, namely cough, fever, fatigue, and fatigue accompanied by shortness of breath (Syaharuddin et al., 2020). On March 11, 2020, the World Health Organization (WHO) determined that COVID-19 is a global pandemic or epidemic (No & Mona, 2020). The change of COVID-19 status into a pandemic is a sign that the spread of COVID-19 is taking place so fast that many countries in the world cannot be sure to avoid this virus (Suni, 2020).

The virus that has the status of this outbreak can be transmitted through contact with the sufferer but the virus cannot be seen by the naked eye. It is for this reason that some countries including Indonesia decided to impose social restrictions (Santosa, 2020). If in other countries the term social restriction is known as lockdown but in Indonesia, it is known as Large-Scale Social Restrictions (called PSBB) (Herdiana, 2020).

Another effort made by the Indonesian government to minimize and break the chain of COVID-19 spread is by quarantine (Sari et al., 2020). The implementation of PSBB and quarantine in various regions changed the mobility rate of the population. During the PSBB period, almost all activities that were originally carried out in a face-to-face manner, are now carried out with an online system. PSBB appeal is addressed to offices, schools, campuses, and other activities that can cause crowds (Permadi & Sudirga, 2020). The emergence of the terms Work from Home (WFH), Learning from Home (called BDR), online learning, and so on have many impacts both positive and negative. The impact of the COVID-19 outbreak is seen in almost all lifelines, including in the world of education that inevitably makes BDR an alternative learning activity during the pandemic (Syafrida, 2020).

The impact of COVID-19 on education is considerable. The impact is inseparable from the positives and negatives. Online learning done by students and teachers is sometimes a difficult obstacle to guess. While online learning is constrained by signals that cause slow access to information (Henry, 2020), students who access mobile phone signals must share with their brother or sister due to limited ability, not to mention if teachers who check students' assignments digitally need a large file storage space (Rigianti, 2020). Behind the problems and obstacles posed by online learners applied, educators are required to think creatively to create interesting learning models and methods (Siahaan, 2020). In addition, this online learning encourages educators to always develop themselves. Because online learning that uses a lot of digital access requires educators to be able to manage to learn digitally / online. In terms of parents, online learning students raise pros because they minimize the transmission of COVID-19 and cons because the need becomes increasing including quotas for online learning, the majority of which see a lot of learning videos, then in terms of time sometimes parents have to accompany their children to do tasks from dominant teachers, not all parents understand the material delivered.

Behind the pros and cons of online learning done by teachers are intended to be able to complete learning tasks and objectives in accordance with the learning syllabus contained in the teacher's administration book. Online learning is very different from face-to-face learning, wherein face-to-face learning the two-way communication process is very likely to occur, but when online learning two-way communication between teachers and learners is sometimes not maximal in line with the constraints that have been presented before. In face-to-face learning, students can freely ask in detail and even re-explain on the board, but it is different from online learning because the space to ask questions and explain is very limited (Ananga & Biney, 2017).

Online learning dilemmas experienced by teachers, learners, and parents are mounting. On the one hand, students do not understand certain materials but on the other hand, teachers must

continue to move forward in achieving learning targets. Online learning that finds many obstacles in it often makes the learning is not maximally given but teachers must complete all learning competencies Here is, the active role of learners who collaborate with parents or families is needed.

Based on the problems expressed about the current situation faced by the world of education and the situation that requires teachers, students, and parents to be ready in a new learning atmosphere that is online learning. Therefore, the purpose of this study was to analyze the difference in perception between teachers and parents of students towards the online learning process during the COVID-19 pandemic using the Unified Theory of Acceptance and Use of Technology (UTAUT) model.

B. METHODS

This research is quantitative research. The subjects of the study were teachers and parents of students. Data collection through the dissemination of questionnaires or questionnaires online (URL: http://bit.ly/3b5utcl) with random sampling techniques. The research stages are as follows:

1. Compiled a questionnaire based on the criteria of Unified Theory of Acceptance and Use of Technology (UTAUT) with a total of 17 indicators using a 4-option Likert scale, namely strongly agreeing, agreeing, disagreeing, disagreeing).
2. Spread the poll to respondents through WA group, Telegram, and Facebook.
3. Filter the data strictly by taking samples from parents and teachers only
4. Tabulating the data and determining the value of each respondent in intervals of 10-100 based on the poll score that has been obtained. Further determining the category of perception of teachers and parents of students using the ideal average formula and ideal deviation standard with is $\overline{X}_i$ the ideal average, SD_i is the ideal deviation standard, X_{max} is the highest grade, and X_{min} is the lowest value.

$$\overline{X}_i = \frac{1}{2}\left(X_{max} + X_{min}\right)$$
$$SD_i = \frac{1}{6}\left(X_{max} - X_{min}\right) \quad (1)$$

From formula (1), we get:

$$\overline{X}_i = \frac{1}{2}\left(100 + 25\right) = 62,5$$
$$SD_i = \frac{1}{6}\left(68 - 17\right) = 12,5$$

So obtained categories according to table 1 below.

Table 1: Respondent Perception Category

No	Category	Interval (Value)
1	Very Positive	$N > 75$
2	Positive	$62,5 < N \leq 75$
3	Less Positive	$50 < N \leq 62,5$
4	Negative	$N \leq 50$

5. Perform data analysis with student test.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\dfrac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}\left(\dfrac{1}{n_1}+\dfrac{1}{n_2}\right)}} \qquad (2)$$

t is the t-count value, $\bar{x}_1$ is the teacher's average score, $\bar{x}_2$ is the average parent's score, n1 is the number of teachers, n2 is the number of parents of the student, S_1^2 is the variance of teacher data, S_2^2 is the variance of the student's parent data.

But in this study, the research team used SPSS software in data analysis with Compare Means → Independent Samples T-Test option.

6.   Interpreting data and withdrawing conclusions.

C.   RESULT AND DISCUSSION

Based on the results of the dissemination of the questionnaire obtained information that respondents who have successfully filled the questionnaire as many as 118 people divided from teachers as many as 81 people and parents of 37 students. The distribution of data according to Table 2.

Table 2: Respondents' Data Distribution

Category	Level	Number
Teacher	Kindergarten	20
	Elementary School	10
	Junior High School	15
	Senior High School	36
Parents	Kindergarten	1
	Elementary School	11
	Junior High School	2
	Senior High School	16

From the results of data tabulation obtained a list of data frequency distribution according to Figure 1 and Figure 2 below.
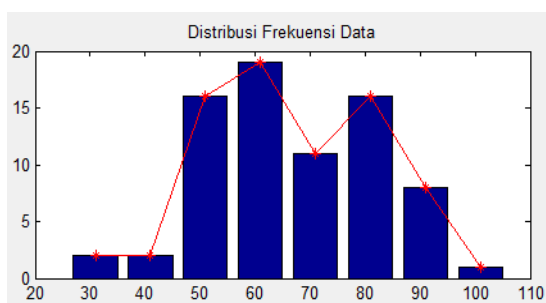
Figure 1. Distribution of Frequency of Teacher Poll Results
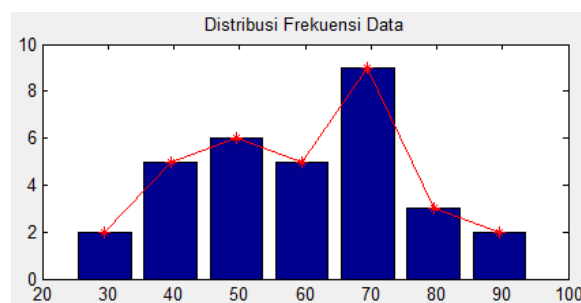
Figure 2. Distribution of Frequency of Parents Poll Results

Figure 1 and Figure 2 provide information that the average teacher response is 66.19 while the average teacher response is 60.18. This proves that parents' response to the online learning process is no higher than the teacher's response. Furthermore, data analysis is carried out using SPSS. The SPSS output corresponds to Table 3 and Table 4.

Table 3: Output SPSS of Group Statistics

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Questionnaires	Teacher	81	66.1942	15.19684	1.68854
	Parents	37	60.1754	17.09186	2.80988

Table 4: Output SPSS of Independent Samples Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Questionnaires	Equal variances assumed	.709	.401	1.919	116	.057	6.01879	3.13696	-.19436	12.23195
	Equal variances not assumed			1.836	62.998	.071	6.01879	3.27820	-.53218	12.56976

Table 3 shows that the average teacher response score is 66.19 which means positive, while the average response score of parents is 60.54 which means less positive. If the data is aligned, a value of 63.18 is positive. Furthermore, in Table 4 obtained a t-test value of 1,919 with a significance value (sig.) of 0.057 which means greater than the value of 0.05 (5%). This indicates that there is a difference in perception between the teacher and the student's parents. The perception of parents in less positive categories indicates that most parents do not agree with the learning methods implemented by teachers during the COVID-19 pandemic, this is in line with the results of the study Lutfiah (2020) which explains that parents have a negative perception of online learning, then Lase et al., (2020) also, it is stated that online learning as a form of social distancing has added to the burden of parents economically, where the learning process of students is not supported by adequate facilities and facilities, so that the delivery of materials from teacher to student is not maximal. In addition, Anggianita et al. (2020) also said that online learning is not suitable for use at the elementary school level. Because basically elementary school children's learning is still centered on teachers, there are still many teachers who lack understanding in science and technology let alone traditional teachers so that online learning becomes un attractive, as well as the lack of supporting facilities and infrastructure such as android and quotas.

On the other hand, there are also parents who agree or give a positive perception of online learning, because it is considered as an effort to break the chain of COVID-19 spread (Sabiq, 2020), (Sit & Assingkily, 2020). This can be seen from the data collected as many as 53% of teachers and 51% agreed and strongly agreed.

D. CONCLUSION AND SUGGESTIONS

The results of the data analysis showed that there are differences in the perception of parents of students and teachers. First, from the average value of parental perception belongs to a less positive category, while the perception of teachers belongs to the positive category. Second, it can be seen from the t-test value of 1,919 with sig. 0.057. The writing team recommends that every parent should continue to provide support and supervision to their children during the learning process during the COVID-19 pandemic to continue social distancing in order to break the chain

of COVID-19 spread. Furthermore, teachers should optimize the use of applications or e-learning that have cooperated with the government to make it easy to access and free for students.

REFERENCES

Ananga, P., & Biney, I. K. (2017). Comparing Face to Face and Online Learning. *MIER Journal of Educational Studies, Trends & Practices*, *7*(2), 165–179.

Anggianita, S., Yusnira, Y., & Rizal, M. S. (2020). Persepsi Guru terhadap Pembelajaran Daring di Sekolah Dasar Negeri 013 Kumantan. *Journal of Education Research*, *1*(2), 177–182. https://doi.org/10.37985/joe.v1i2.18

Henry, A. R. (2020). Kendala Guru Dalam Pembelajaran Daring. *Jurnal Pendidikan Dan Pembelajaran*, *20*(1), 98–99.

Herdiana, D. (2020). Implementasi Kebijakan Pembatasan Sosial Berskala Besar (Psbb) Sebagai Upaya Penanggulangan Corona Virus Disease 2019 (Covid-19). *DECISION: Jurnal Administrasi Publik*, *2*(2).

Lase, D., Ndraha, A., & Harefa, G. G. (2020). Persepsi Orangtua Siswa Sekolah Dasar di Kota Gunungsitoli Terhadap Kebijakan Pembelajaran Jarak Jauh pada Masa Pandemi Covid-19. *SUNDERMANN: Jurnal Ilmiah Teologi, Pendidikan, Sains, Humaniora Dan Kebudayaan*, *13*(2), 85–98. https://doi.org/10.36588/sundermann.v13i2.46

Lutfiah, S. Z. (2020). Persepsi Orang Tua Mengenai Pembelajaran Online di Rumah Selama Pandemi Covid-19. *Dealektik*, *2*(2), 69–73.

No, V., & Mona, N. (2020). Konsep Isolasi Dalam Jaringan Sosial Untuk Meminimalisasi Efek Contagious (Kasus Penyebaran Virus Corona Di Indonesia). *Jurnal Sosial Humaniora Terapan*, *2*(2), 117–125. https://doi.org/10.7454/jsht.v2i2.86

Permadi, P. L., & Sudirga, I. M. (2020). Problematika Penerapan Sistem Karantina Wilayah Dan PSBB Dalam Penanggulangan Covid-19. *Jurnal Kertha Semaya*, *8*(9), 1355–1365.

Rigianti, H. A. (2020). Kendala Pembelajaran Daring Guru Sekolah Dasar Di Banjarnegara. *Elementary School: Jurnal Pendidikan Dan Pembelajaran Ke-SD-An*, *7*(2). https://doi.org/10.31316/esjurnal.v7i2.768

Sabiq, A. F. (2020). Persepsi Orang Tua Siswa tentang Kegiatan Belajar di Rumah sebagai Dampak Penyebaran Covid 19. *Ilmu Pendidikan Pkn Dan Sosial Budaya*, *4*(1), 1–7.

Santosa, A. (2020). Improper social distancing practices: sample cases in Indonesia. *MEDISAINS*, *18*(2), 41. https://doi.org/10.30595/medisains.v18i2.8415

Sari, A. G., Sudarmanto, H. L., & Murty, H. (2020). Kebijakan Pemberlakukan Karantina Wilayah Sebagai Antisipasi Penyebaran Corona Virus ditinjau dari Undang-Undang No. 6 Tahun 2018 Tentang Kekarantinaan Kesehatan. *Jurnal Transparansi Hukum*, *3*(2), 1–23.

Siahaan, M. (2020). Dampak Pandemi Covid-19 Terhadap Dunia Pendidikan. *Jurnal Kajian Ilmiah*, *1*(1), 73–80. https://doi.org/10.31599/jki.v1i1.265

Sit, M., & Assingkily, M. S. (2020). Persepsi Guru tentang Social Distancing pada Pendidikan AUD Era New Normal. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *5*(2), 1009–1023. https://doi.org/10.31004/obsesi.v5i2.756

Suni, N. S. P. (2020). Kesiapsiagaan Indonesia Menghadapi Potensi Penyebaran Corona. *Pusat Penelitian Badan Keahlian DPR RI*, *XII*(3), 14–18.

Syafrida, S. (2020). Bersama Melawan Virus Covid 19 di Indonesia. *SALAM: Jurnal Sosial Dan Budaya Syar-I*, *7*(6). https://doi.org/10.15408/sjsbs.v7i6.15325

Syaharuddin, Emilia Silvana Sitompul, Deni Apriansyah, Awaluddin Hasrin, Sri Mulyono, & Sumarni. (2020). Direction Analysis of Student Research Topics During Covid-19 Pandemic. *IJECA (International Journal of Education and Curriculum Application)*, *3*(3), 181–185.