

Constraints of parents in accompanying children in distance learning (pjj) in bungursari village

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ABSTRACT

At present, Indonesia does not seem to be completely free from the Covid-19 emergency. This can be seen from the number of schools that implement distance learning (PJJ) to prevent the transmission of the virus. However, the implementation of this PJJ seems to have various obstacles from the perspective of parents, teachers, and students. The purpose of this research is to find out the obstacles of parents in accompanying their children in distance learning in the village. Researchers used qualitative methods with data obtained through the distribution of questionnaires. The results showed that some of the obstacles experienced by parents include difficult learning methods, technology limitations, difficult children to manage, and time constraints.

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Introduction

Currently, Indonesia does not seem to be completely free from the Covid-19 emergency (Aprianti & Sugito, 2022). This can be seen from the number of schools that implement distance learning (PJJ) to prevent the transmission of the virus. Distance Learning or abbreviated PJJ is a learning system that is carried out online without having to come to school. In this system, students can carry out their learning activities from home at an agreed time between teachers, parents, and students.

Distance learning is education that takes place over the Internet (Light, et al., 2022). It is often referred to as "e-learning" among other terms. However, distance learning is just one type of "online learning" - a general term for any learning that takes place across distances rather than in a traditional classroom.

PJJ, also referred to as web-based learning or electronic learning (e-learning), is the acquisition of information that occurs through innovation and electronic media. In basic terms e-learning is characterized as "electronically initiated learning". Usually, e-learning is carried out on the Internet, where students can obtain learning materials via the online web under any conditions and regardless of their location. E-Learning most often occurs in the form of online courses, online degrees, or online programs (Sutini et al., 2020).

However, the implementation of this PJJ cannot be separated from the obstacles experienced by both teachers, parents, and students themselves (Samsiadi & Romelah, 2022). The shift from traditional classroom and face-to-face instructor training to computer-based training in virtual classrooms makes for a different learning experience for students. Their resistance to change does not allow them to adapt

to the PJJ learning environment, while they need time to get used to the Course Management System (CMS) and computer-based educational methods. Students with “traditional” mindsets find it difficult to adapt; however, they need to accept new learning circumstances with an open mind and heart. Understanding the benefits of PJJ and even discussing it with their peers can change this mindset and better prepare students for online classes (Sutini et al., 2020).

From a parent's perspective, they experience obstacles, especially regarding mentoring children's learning (Wachyuni, Sulistyaningtyas Hospital, T. Yuniarti & Hasanah, 2022). Especially in rural areas, parents often do not respond to assignments given by teachers to students online, but the parents or guardians of these students corner the teacher by complaining about the lack of assignments from the school. (Imam Tabroni et al., 2022). This is due to the lack of effective communication between teachers and guardians of students so that there is a need for increased communication to discuss the level of learning of students. Another obstacle experienced by parents is the limited time in accompanying their children to study because of their daily activities, so that their children's PJJ activities are not optimal. (Imam Tabroni et al., 2022).

Based on the problems above, this study aims to further analyze the obstacles faced by parents in assisting children in distance learning (PJJ) in rural areas. With this research, it is hoped that there will be a solution regarding the problems faced by parents regarding child learning assistance during PJJ.

Method

The research methodology is a reference technique for finding and processing the data to be analyzed. The method used in this research is a qualitative method. According to Sugiyono (2013), qualitative method is an analysis that emphasizes on text descriptions, where data is obtained through a collection of certain populations as well as supporting documents that reinforce the findings, to be analyzed and drawn into conclusions. The data from this study were obtained through the distribution of questionnaires to the selected respondents.

Results and Discussion

The following is a summary of the results of the questionnaires distributed to 20 respondents regarding the obstacles parents face in assisting children in distance learning (PJJ) in the village.

Table 1.

Questionnaire Recapitulation

No	Question	Respondents Response	
		Yes	Not
1	Do the online learning methods currently applied have many difficulties?	18	2
2	Do parents have obstacles in using internet technology to support learning activities?	12	8
3	Are children difficult to manage during PJJ?	10	10
4	Do parents have limited time when accompanying their children to carry out PJJ?	11	9
Total		51	29

From the 4 (four) questions above, there were 20 respondents who were randomly selected to answer the questions, so that there were a total of 80 answers for all the questions. The interpretation is as follows:

1. In the first question related to the many difficulties with the current online learning method, 18 respondents answered YES, while 2 respondents answered NO.
2. In the second question related to the obstacles experienced in using internet technology to support learning activities, 12 respondents answered YES, while 8 respondents answered NO.

3. On questions related to children who are difficult to manage during the PJJ, 10 respondents answered YES, while 10 respondents answered NO.
4. On questions related to the time constraints of parents in accompanying children to carry out PJJ, 11 respondents answered YES, while 9 respondents answered NO.

So that from a total of 4 questions, 51 votes were obtained YES answers, while 29 NO votes, which indicates that parents dominantly have obstacles to the implementation of PJJ from various factors.

There is no easy way to solve the problems parents face with virtual learning (Sholikah & Hanifah, 2021). We have all learned how to organize our day and make the best use of learning at home in the most challenging of situations. This will require a learning-as-you-go approach, adapting to children's special needs, and working with them as shared stakeholders in their success.

Obviously, parents weren't always as tech savvy as they are today. However, like it or not, they need to be aware of how they can direct their children to progress at home through networked learning media. Parents who do not know about innovation are encouraged to learn, otherwise it will affect their children not being able to join online examples. Until now, there may have been many parents who stopped pretending to help their children progress at home because of the inability to dominate innovation and the inaccessibility of learning assets and media. Teaching materials that have been prepared by educators to assist the educational experience, namely teaching materials that students must do are recorded in hard copy, sound, and video. Parents should have the option of downloading the material and directing their children to handle it. So, parents must dominate innovation and have the option to direct their children to study at home.

There are many limitations that are seen during learning, one of which is time constraints, teachers may only need two hours per day to go with students to study, parents must give time to their children to go with them to study at home. Regardless of how busy parents are, they must give time to their children because the learning system using devices (sophisticated phones) must be followed by parents to study at home, because minors must be regulated, controlled, in the use of tools. . If parents do not give time to their children to accompany their children to study at home, it will cause unwanted things, for example, children cannot concentrate seriously, play online games, open unhelpful sites. learning. However, the use of technology will certainly affect the development of children. This challenge makes it very important for parents to provide opportunities to ensure their children participate in learning, considering that the web-based learning framework is not yet ideal. and the results achieved are not the same as concentrating in the frame of mind to deal with. Web-based learning is very limited in understanding and delivery, then parents play a role in helping their children by consistently following each ordered example and ensuring that their children can do the tasks given by the educator, so they can follow the exercises. study well and get the best score. This challenge makes it very necessary for parents to provide opportunities to ensure their children participate in learning, considering that the web-based learning framework is not yet ideal. and the results achieved are not the same as concentrating in the frame of mind to deal with. Web-based learning is very limited in understanding and delivery, then parents play a role in helping their children by consistently following each ordered example and ensuring that their children can do the tasks given by the educator, so they can follow the exercises. study well and get the best score. This challenge makes it very important for parents to provide opportunities to ensure their children participate in learning, considering that the web-based learning framework is not yet ideal. and the results achieved are not the same as concentrating in the frame of mind to deal with. Web-based learning is very limited in understanding and delivery, then parents play a role in helping their children by consistently following each ordered example and ensuring that their children can do the tasks given by the educator, so they can follow the exercises. study well and get the best score. and the results achieved are not the same as concentrating in the frame of mind to deal with. Web-based learning is very limited in understanding and delivery, then parents play a role in helping their children by consistently following each ordered example and ensuring that their children can do the tasks given by the educator, so they can follow the exercises. study well and

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Related to this, there are several things that parents must pay attention to in accompanying their children when carrying out PJJ. Parents should understand that children are not used to sitting in one place for long periods of time, and we may forget about it. At school they have a structured schedule that gives them plenty of movement in recess, walking through the halls, talking to classmates, and many other ways lost in virtual learning. It's not healthy to spend an excessive amount of time sitting (which is something we parents will remember well too). Make sure the kids get some movement throughout the day. Stretching in the middle of a lesson and taking a walk around the house are good enough to start.

All students have different attention spans. This was thoroughly tested in a virtual learning setting. In addition, paying attention to Zoom calls, which lacks many of the emotional and physical cues of face-to-face instruction, puts a heavier cognitive load on students. Make sure your child gets a "brain break" between lessons. This time let their minds relax and refreshed.

PJJ classes may be a little pushy, but it's the best the school can do. But that's not enough. And as I stated in the previous point, children don't get as much movement in virtual learning as they do in school. Lack of physical exercise can lead to physical illness, and reduce attention span and cognitive function. On the other hand, repetitive physical activity during school can increase a child's attention. Encourage children to exercise before they start studying, and of course after school. This may be a bit of a fight, as they may feel like jumping into a video game as soon as school instruction is over. But sitting down to stare at a screen after a long day at it isn't ideal.

Many students will skip school. The excitement of class, meeting with their friends, the daily activities of school life – everything they used to do has been replaced by sitting in front of a computer screen in their own home. With these conditions, students can begin to feel a sense of alienation that affects their ability to learn. Keep an open dialogue with your child about their feelings. If possible, help them stay in touch with their friends (though let's face it, their generation is way ahead of us at that). The point is to be present, patient and understanding, and help out as much as possible.

Conclusion

Based on the results of the discussion above, it can be concluded that distance learning (PJJ) using online-based technology has many difficulties that are seen by parents. Parents at home replace the task of educators at school, educators only help children learn through materials or teaching materials that have been prepared through learning media for students. Parents are the ones who take part in functioning at home to train their children to progress at home (Tabroni & Purnamasari, 2022). Challenges faced by parents in web-based learning, for example, constraints and media assets, time constraints, innovation authority. Parents can never again fully hand over responsibility to educators in learning exercises, but parents must have the option to guide, assist and direct their children to have the option to participate in web-based learning, so that their children are not left behind in learning. learn and can complete all school assignments. given by the teacher.

To overcome this, at least there are several things that the author has conveyed to assist children in PJJ including paying attention to the situation and condition of children that they cannot sit for hours to attend class. Give children time to rest their minds when they feel tired. Do not force children to continue to focus on the material presented, give them space and then ask them to slowly return to learning. In this way, it is hoped that distance learning can run more effectively, both for parents, teachers, and the children themselves.

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