PARENTS' PERCEPTION OF OFFLINE SCHOOLS DURING THE COVID-19 PANDEMIC

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ABSTRACT

When Covid-19 began to enter Indonesia, the entire school process was immediately switched to an online method. Various efforts have been made by parents to deal with online schools, which unwittingly affect their mental condition, which so far has never accompanied children to learn from home. Therefore, the Indonesian government continues to strive to improve the quality of education during the pandemic. This study aimed to determine parents' perceptions of offline schools during the Covid-19 pandemic. The method used was descriptive with a questionnaire given to 67 mothers. The results were that most mothers (88.1%) felt that online learning reduced children's learning capacity. Most mothers (25.7%) complained that the absorption of material was less effective and maximal, 65.7% of mothers felt that offline learning should be implemented immediately because direct interaction with teachers was considered more comprehensive and effective, and 70.1% of mothers allowed their children to study offline during the pandemic with strict health protocols. Almost all respondents (97%) stated that offline schools can develop children potentially better than online schools. Most mothers (70.1%) felt that their children can maintain health protocols while at school if they are allowed to go to school offline.

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INTRODUCTION

The World Health Organization (WHO) had officially declared that the Covid-19 pandemic was global, affecting many people around the world at the same time. Responding to the increasingly widespread development of the spread of Covid-19, these activities were focused to help to enhance the recovery of the situation in various sectors, in this case, we focused on the health sector which can affect the quality of children's education in the pandemic era. By holding this activity, students were expected to be able to transform the knowledge and knowledge that had been obtained in college to increase and expand the knowledge of the community, especially parents in the context of managing stress in dealing with children when online schooling and preparing for the transition to a hybrid school. When Covid-19 began to enter Indonesia in early March 2020, immediately the entire teaching and learning process was shifted from the offline method to the online method. This gradually became a problem for several parties, including parents. Various

efforts had been made by parents to deal with the online school situation, which unwittingly affected the mental condition of parents who had never directly accompanied their children in learning from home. There were many pros and cons among parents who wanted their children to go to school immediately so that their children could obtain complete materials and can concentrate, but due to circumstances that were not possible, the parents must make several sacrifices so that children could still get their rights. in the study. Several studies state that offline learning is more effective than online learning. Offline learning produces better and more effective academic achievement than online learning. Differences in access and quality during online learning can lead to gaps in learning achievement, especially for children from different socio-economic backgrounds because not all parents can provide the same facilities. Apart from parents who can't all provide the same facilities, schools do the same. Not all schools take part in preparing online activities. There are still many schools that only abort their obligations without seeing the quality of the material given to their students. If this continues for the next few years, children will lose an important time in gaining knowledge. As of the time, this article was written, it has been a year and a half since the school has been conducted online. Important times for children will pass without any benefit. This is what scares parents because the teaching and learning process in schools is not optimal and children do not fully get their right to study. The Minister of Education has tried as it should in dealing with this problem, however, to face this problem requires strong cooperation between the government, parents, schools, and the children themselves so that results can be maximized in undergoing online schooling. If we only rely on one

aspect, it will not be able to run smoothly as it should because all aspects have a very important role in the continuity and success of the teaching and learning process during this pandemic. Even though parents, children, and the school are tired and want schools to be opened immediately so that students can go to school as usual under normal circumstances, the government is still very worried about the safety and health of children because after all, children, especially school students The basics have not been able to fully comply with and apply very strict health protocols, especially if the children meet with their peers after being separated for a long time. This is what the government is still considering regarding the safety and health of students and teachers.

In this activity, an online webinar was held, with educational materials with the theme "Parents' Perception of Offline Schools During the Covid-19 Pandemic" by Dr. Risa Etika, dr., Sp. A(K). Besides being given the material, there will be a question and answer session and discussion with the presenters. Before and after the presentation of the material, participants were given a pre-test and a post-test on the 2 materials through a google form. After the webinar event, an infographic will be presented containing the success of the event, via Instagram social media.

This webinar activity was expected to increase the knowledge of webinar participants regarding parental perceptions of offline schools during the Covid-19 pandemic and increase parents' preparation for offline school transitions. The author helped educate parents regarding offline school preparation. Learning that is usually carried out offline in schools is now done with online learning from home, which is where students continue to study but learn from home using

communication media. Students still meet with the teacher and their friends, but the meeting is only limited to visualization on a cellphone or laptop screen, as well as the teaching and learning process is also carried out online. Online learning is learning that eliminates time and distance with the help of an internet-based digital platform that can support learning to be carried out without any physical interaction between educators and students (Irwansya et al. 2020). The use of this new method in the teaching and learning process requires a long adaptation, even today there are still many obstacles that occur including limited knowledge of the use of technology by parents and the limited ability of parents, especially mothers in teaching their children, this is following the statement Haerudin, 2020 that the limited use of technology is one of the obstacles in the online learning system. Lestari and Gunawan, 2020 also expressed the same thing that not all parents can operate gadgets because some parents are still not technology literate. Adaptation in learning at home does not only occur in children, parents, especially mothers as substitute teachers at home also experience adaptation. This phenomenon was revealed in the results of the author's simple interview with several mothers who complained about the difficulty of teaching and supervising children studying at home, starting from filling out school assignments, supervising children when online learning was taking place, plus if children did not obey their parents because of the learning atmosphere when they were learning at home is different from studying at school to household chores that must also be completed, apart from concerns about the threat to the coronavirus. This is in line with the opinion of Okmawati & Tanjak in Yulianingsih et al, 2020, that not all parents are ready to do homework as well

as become substitute teachers during learning from home.

MATERIALS AND METHOD

This study uses a descriptive method by distributing questionnaires given to participants of the 'TETRAGON' webinar via google form at the time of registration. The targets of this study were mothers with children who attended online schools during the Covid-19 pandemic. The questionnaire regarding parents' perceptions of offline schools during the Covid-19 pandemic consisted of 8 questions. Then the data is processed and interpreted using a frequency distribution diagram.
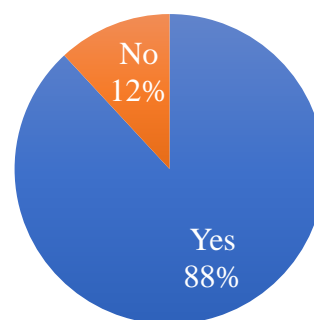
RESULTS

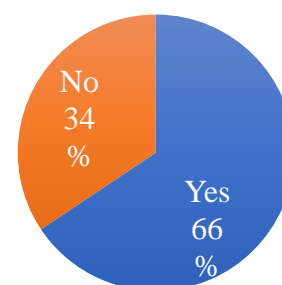**Figure 1. Diagram of whether online schools reduced children's learning capacity**

Figure 2. Diagram of whether children should immediately start learning at school offline
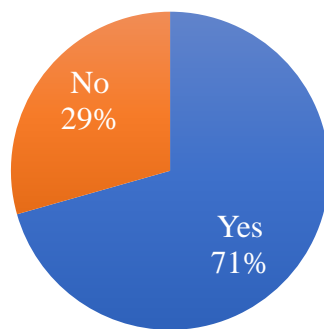
Figure 3. Diagram of whether mothers who allow their children to study offline during the pandemic with the health protocol
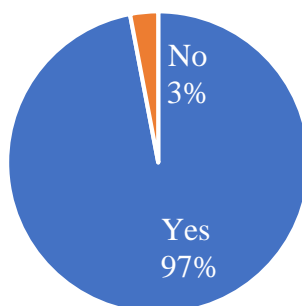

Figure 4. Diagram of whether mothers feel that offline schools will develop children potentially better than online schools

In the questionnaire, the mother felt that online schools reduced children's learning capacity (See Figure 1). The majority of respondents, as many as 59 people (88.1%) feel that online school learning reduces children's learning capacity. However, 8 people (11.9%) did not think that online schooling resulted in a decrease in children's learning capacity. According to the questionnaire about mothers feeling that their children should immediately start learning at school offline (See Figure 2), the majority of respondents, namely 44 people (65.7%) felt that offline school learning should be implemented immediately, while the remaining 23 people (34.3%) still felt that online learning still has to be continued. According to the results of a questionnaire

about mothers who allow their children to study offline during the pandemic with the health protocol (See Figure 3), the majority of respondents, namely 47 people (70.1%) allowed their children to study offline at school during the pandemic while still following health protocols and another 29.9% did not allow it. Their children return to offline learning at school. The results of the questionnaire about mothers feeling that offline schools will develop children potentially better than online schools (See Figure 4) show that, out of a total of 67 respondents, 65 people (97%) answered that offline schools can develop children's potentially better than online schools.

DISCUSSION

In the questionnaire, the mother felt that online schools reduced children's learning capacity (See Figure 1). The majority of respondents, as many as 59 people (88.1%) felt that online school learning reduces children's learning capacity. However, 8 people (11.9%) did not think that online schooling resulted in a decrease in children's learning capacity. This was in line with research by Magdalena, 2020, which concludes that online learning is very influential on the development of student learning.

Learning capacity or intelligence, according to Nurihsan (2014) is the potential ability of a child to meet the needs and problems of his or her life or as a skill to solve problems as well as the ability to adapt and learn from everyday life experiences. This decline in children's learning capacity may be worsened by the obstacles that are often experienced during online schooling. For example, not all students use cell phones independently, the parents are not able to accompany the children

to study optimally, as well as less stable and limited time-use internet network. In online learning, teachers find it difficult to monitor student attitudes when studying at home (Cahyanto, 2021). These become obstacles for children to develop their learning capacity. According to a questionnaire about how mothers felt when their children study online at home during the pandemic, the majority of respondents felt that their children's attitudes had changed during online schooling. A total of 18 respondents (25.7%) complained that the absorption of material was less effective and maximal when children went online. In addition, 12 respondents (17.14%) felt that children became less enthusiastic, bored, and bored, then 11 respondents (15.7%) felt that children became unfocused and had difficulty concentrating when studying. Another behavior change that was complained about was that children often play with the gadgets, they were easily emotional and their child achievement decreases. On the other hand, 4 respondents (5.71%) felt that their children have adapted well and preferred online school because they could spend more time with their children.

These results were in line with the research of Grover (2021) who conducted an assessment of the impact of online schooling on changes in children's physical and psycho-behavioral perception by their parents. The majority of the 289 parents considered online schooling to be uncomfortable and unsatisfactory and that their children had poor attention and concentration and lower learning levels in the theoretical and practical aspects of the subject. Other behavioral problems reported were stubbornness (36.3%), demanding behavior (30%), tantrums (27.3%), and manipulative behavior (27%). Children also spend more time surfing the internet and online competitions. Astuti et al. (2020) in

their research found that the implementation of online learning activities was still not optimal and not effective.

In 2014 Priatna said that children's mental abilities develop gradually from simple to complex things, from concrete things to abstract things. Of course, it was very natural for a child to have difficulty in adaptation during the Covid-19 pandemic because changes in habits and policies occur very quickly and fluctuate following the development of Covid-19 cases.

According to the questionnaire about mothers feeling that their children should immediately start learning at school offline (See Figure 2), the majority of respondents, namely 44 people (65.7%) felt that offline school learning should be implemented immediately, while the remaining 23 people (34.3%) still felt that online learning still had to be continued.

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In the questionnaire about the mother's reasons for the answers above there were respondents who felt that offline learning at school should be implemented immediately, arguing that direct interaction with teachers was considered more comprehensive and effective for children's learning (34.1%), children need a new atmosphere and interact directly with friends/others (27.3%), and children were more focused and disciplined in learning when school was offline (22.7%). Some argued that preparation for the promotion exam was more serious if the school was offline, and character education can only be obtained through offline schools.

All respondents answered online learning should still be continued, arguing that children's health is the main priority. Almost half of the respondents (47.8%) who answered "No" to this question were worried about the situation and the spread of Covid-19 in Indonesia. Other respondents reasoned that offline schools were too risky for children (34.8%) and assumed that the condition of schools that had not been able to implement health protocols properly and correctly (13%) and there were parents who only followed expert advice (4.3%).

Both online and offline schools certainly have their advantages and disadvantages. The policy of studying at home (online school) in educational institutions causes major disruptions, such as student learning, interference in assessment, cancellation of assessments, opportunities to get jobs after graduation, cancellation of public assessments for qualifications in job selection (Aji, 2020). Several strategic steps were able to overcome these obstacles, including improving the quality of teachers in mastering digital technology, using more varied and interactive online learning media to reduce student boredom in learning, and trying to provide learning materials the day before class started to students, and involving students' parents intensely for communication and coordination in supervising and assisting students at home (Cahyanto, B, et al, 2021). In addition, important policies and government budgets were also needed to deal with the impact of Covid-19 on education in Indonesia (Aji, 2020).

The Indonesian Pediatrician Association (IDAI) issued several recommendations and directives to address the government's plan to open schools during the pandemic. One of the recommendations made was that face-to-face schools had not been recommended because of the worrying situation and spread of Covid-19 in Indonesia. If face-to-face (offline) schools continue, children and parents were given the freedom to choose between online and offline learning methods. Due to the unpredictable duration of the Covid-19 pandemic, teachers and schools were advised to look for innovations in the teaching and learning process, such as utilizing outdoor learning or the outdoors.

According to the results of a questionnaire about mothers who allow their children to study offline during the pandemic with the health protocol (See Figure 3), the majority of respondents, consisting of 47 people (70.1%) allowed their children to study offline at school during the pandemic while still following health protocols and another 29.9% did not allow it. Their children returned to offline learning at school. These results were in line with the research of Lasé et al. (2020) which stated that 78.21% of parents hoped that the distance learning process was not extended and the government was expected to reopen schools for the remainder of the 2020/2021 school year.

Previous research stated that 45% of children had a desire to return to school offline (Grover et al., 2020). In class, students could interact directly and could learn together with their friends. Limited resources such as quotas were also a problem in learning, both for children and for teachers. Teachers were overwhelmed to teach from home and had a desire to return to school so that they could interact with their students. In addition to taking time to prepare materials, teachers also could not monitor the learning progress of their students. Parents, in this case, had limitations in providing facilities for their children in online schools, mainly due to increased work and economic productivity (Lase et al., 2020). Lack of understanding of

the material from parents, difficulties in increasing children's interest in learning, insufficient time to accompany children, impatience in accompanying children, and lack of understanding regarding gadgets were common obstacles for parents (Wardani & Ayriza 2020).

The results of the questionnaire about mothers feeling that offline schools will develop children potentially better than online schools (See Figure 4) showed that, out of a total of 67 respondents, 65 people (97%) answered that offline schools could develop children's potentially better than online schools. This is in line with research in India conducted by Grover et al. (2020) which stated, that from 289 subjects, 80.6% of children had low concentration and attention during online school. Respondents of this study also stated that schools conducted online were also less comfortable (81.7%) and unsatisfactory (78.5%).

The growing interest in learning in children was a difficulty that parents felt while accompanying children to study at home during the covid-19 pandemic. In learning activities at home, children experienced stress, boredom, and anxiety where the role of parents was needed so that children could exercise self-control over themselves. Parents could discuss with children related to learning, rules, provide direction so that children could still excel at home (Wardani & Ayriza 2020). The role of parents as motivators to increase children's interest and motivation was most felt by children when they were given responsibility and trust related to their talents or self-potential to be developed (Lilawati, 2020).

The results of a questionnaire about mothers feeling that their children can maintain health protocols while at school if later allowed to go to offline school, shows that the majority of research respondents (70.1%) felt that the children can maintain health protocols while at school if he is allowed to go to school offline. Another 29.9% were still unsure that the children could adhere to health protocols properly.

Before face-to-face lessons were carried out, it was better to carry out socialization of face-to-face lessons to children, especially regarding health protocols in schools that must be adhered to prevent the spread of exposure to Covid-19. Several things that must be considered in the offline learning process were mandatory use of masks, temperature checks, no physical contact such as shaking hands, routine hand washing, the distance between students in class, classroom arrangements, and preparation from schools that must be mature (Agustina, L & Adi, GS, 2021).

The suggestions and expectations of parents if later schools may be opened for offline learning are quite varied. The majority of respondents (59.7%) stated that there must be a strict supervision of health protocols that must be implemented by all parties, both teaching staff and students. As much as 28.35% of the respondents hoped that children could study well and maximally stay with teachers and friends at school, while 20.89% suggested there were restrictions and arrangements for the time and number of students who come to school. There were other suggestions such as that offline schools were expected to be held when conditions were completely safe for all parties, especially students (5.97%), bringing supplies from home to meet children's nutritional needed while at school, and maintaining quality and cleanliness (2.98%). Parents also had hoped that the pandemic will end soon and there will be no force to those who were not ready to carry out schools offline.

CONCLUSION

Parents felt that online school learning reduces children's learning capacity because the absorption of the material is less effective and maximal when children go online. The majority of parents felt that offline school learning should be implemented immediately because direct interaction with teachers is considered more comprehensive and effective for children's learning and can develop their children potentially better than online schools and will allow their children to study offline at school during the pandemic while maintaining strict health protocols and their children can maintain health protocols. This online learning method during the Covid-19 pandemic may not be completely perfect and many sacrifices have been made by parents, schools, and the government. However, due to the safety of students and teachers, it is not yet the right time to reopen schools because the number of cases of Covid-19 is increasing. Although the suggestions and expectations of parents vary widely in asking for the reopening of schools, parents also have hope that the pandemic will end soon and not force those who are not ready to carry out schools offline. It is hoped that the next researcher can use this research as a basis or foundation in researching the same topic.

ACKNOWLEDGMENTS

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