Parents Apprehension Towards Online Learning during the Covid-19 Pandemic

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Abstract

The COVID-19 pandemic has disrupted the school system, posing numerous challenges for teachers and parents. The most significant difficulty is that the educational institution is unable to provide face-to-face learning in the classroom. This makes parents concerned about their children's learning styles and academic performance throughout the pandemic. This study sought to determine whether or not parents are concerned about their children's online English learning, particularly during the Covid-19 pandemic. Research Questions included (1) Do parents worry if their children cannot get good grades in their English subject due to online learning? (2). Do parents worried that their children will not be able to learn English well like in regular school? (3). Was it easy to manage your Children's studying at home? This study is a qualitative research design, and the questionnaires were distributed face-to-face to the parents. There were 30 parents of a 5th-grade student of SD Yapmas Masehi Waingapu who participated in this study. According to the study's findings, 86,7 percent of parents are anxious that their children will not receive a good grade as a result of online learning, and 93,3 percent are concerned that their children would not be able to learn English as well would in a regular classroom. The parents also have a difficult time managing their children to study every day.

Keywords: parents' anxiety, homeschooling, zoom, primary education

INTRODUCTION

In 2019 the world was shocked by an outbreak that spreads rapidly around the world. It is started in Wuhan city in China. "The rise in both signals occurs before the known start of the COVID 19 epidemic in Wuhan in late December. Intriguingly, in the final months of 2019, the COVID-19 virus may have spread to other countries as well." (Platto et al., 2021, p. 20-21).

This coronavirus (COVID-19) pandemic has changed several systems in the world, such as economy, education, social, and politic. Every individual is facing the effect of this pandemic, especially in the education system. Therefore, the principals and the teachers are trying to keep on going with the teaching and learning activities during this pandemic. However, this change has many obstacles and challenges to overcome by the teachers, students, and parents.

The biggest challenge during this pandemic is the educational institution can not have face-to-face class activities. According to new UNICEF data released today, COVID-19 lockdowns have forced the closure of schools for more than 168 million children around the world for nearly a year.

Furthermore, more than three-quarters of the world's children – or one in every seven – have missed more than three-quarters of their in-person learning(2021). Therefore, Indonesia, which is one of the countries affected by the COVID-19, has closed every education institution and changed it to online learning. The Jakarta Post stated that "Indonesia, like many other countries around the world, has been struggling to keep its education system operational since early this year, but with necessary compromises to adapt to the new situation, such as replacing traditional face-to-face schooling with online classes."(2020).

Online classes seem to be an effective solution for schools in Indonesia. However, not all the schools in Indonesia have the opportunity to have online classes because of poor internet connection and not available gadgets. According to CNN Indonesia, "however, the problem is that not all students have gadgets or adequate facilities, so teaching and learning activities at home are hampered" (2020). Therefore, in Sumba Timur, Nusa Tenggara Timur, the system is homeschooling which every week the students will take the assignments from school and do it in their home with the help of the parents, and the next week they will return the assignment and take other new assignments. The head of the education office in Sumba Timur Ir. Yunus D. Wulang, M. Si, stated, "Every Monday the student come to take the work that has been done, and the teacher will give a new assignment" (2020).

This case is not a trivial matter. It requires responsibility from teachers and parents so that students can continue to get an education during the COVID-19 pandemic. Parents are the most desirable and influential means of keeping learning activities going. Henderson & Mapp stated that "Engaging families in their children's education at home and at school is increasingly being recognized as a critical component of sustaining better learning outcomes for children" (2002).

These situations and arrangements, of course, also have an effect on parents who have to remote their children to keep learning during this pandemic. To adapt to this learning system from home, parents are facing many obstacles. "Parents have mixed feelings about remote learning. Some parents are more involved with their children's schoolwork, while others see it as a burden." (Selwyn et al., 2011).

The homeschooling system during this COVID-19 pandemic indeed made parents stressed and worried. According to Brown et al., "The global COVID-19 pandemic is a stressor that emerged outside of the family system, but given the novelty and confusion surrounding this epidemic, many parents and children are likely to view it as a major stressor." (2020). Tirajoh, Munayang, and Kairupan stated that "Parents are more concerned with not doing so, which would have a negative effect on academic performance" (2021).

Parents who have the responsibility to control their children's learning behavior also pay attention to the results of English lessons which are quite worrying for parents. One of the most significant subjects in our educational system is English. It may be demonstrated through the Indonesian government's concrete measures that English is covered in the curriculum. It means that the Indonesian government expects its pupils to be able to communicate in English (Pustika, 2019). Considering relevant elements such as parents' ideas and attitudes, parents may be in the best position to impact a student's learning. (Cojocariu & Mares, 2014) According to Sugarman and Lazarin, "Lack of access to digital devices and internet, parents' limited capacity to support home learning, insufficient remote learning tools and preparation for teachers, and school–family language barriers were among the most important barriers to ELs' participation" (2021). They also stated that "After five months or more without regular opportunities to listen, talk, write, and read

in English, ELs may experience setbacks in their language growth.". This could be a barrier for parents who do not have English background.

The aim of this study was to see (1). Do parents worried if their children cannot get good grades in their English subject due to online learning? (2). Do parents worried that their children will not be able to learn English well like in regular school? (3). Was it easy to manage your Children's studying at home?

METHODOLOGY

This study is a descriptive qualitative study, which means the aim is to determine the descriptive outcome of the collected data and its interpretation as the final result. Process-oriented approaches are used to grasp, view, explain, and establish a hypothesis on a phenomenon or set in descriptive qualitative research. It is a method for describing and giving meaning to life experiences that is systematic and subjective. The researcher used qualitative descriptive to find out parents' apprehension towards online learning during the COVID-19 pandemic. According to Creswell (2003), the "Qualitative method is used to emphasize the understanding and exploring of individual or group problems as social issues."

Participant

This research was conducted at SD Yapmas Masehi Waingapu, Sumba Timur. Specifically, the researcher chose 30 parents of the 5th-grade students as the samples. Requested respondent demographic information included: Name, gender, age, education level, and job. See charts below:
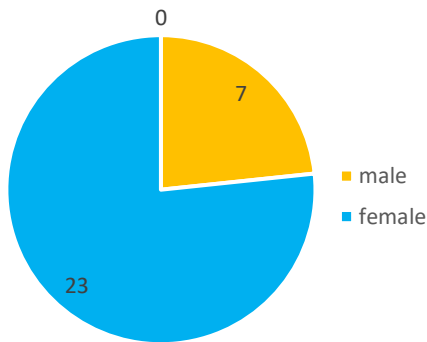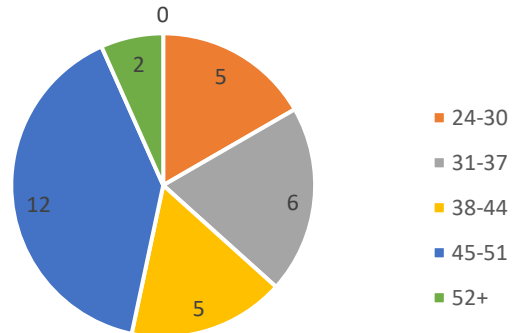
Chart 1: Gender
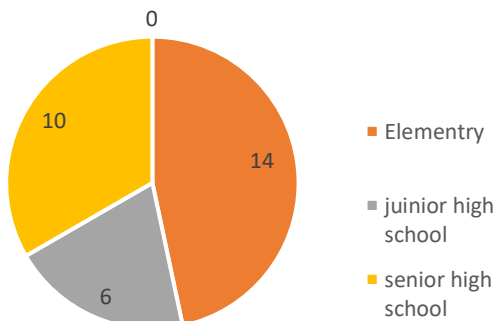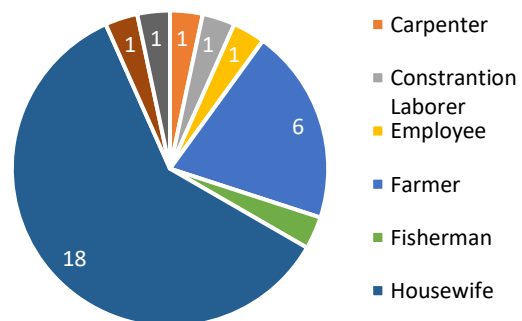

Chart 2: Age

Chart 3: Education level

Chart 4: Job

Instrument

Researchers used a questionnaire to obtain information from the sample, which included parents' apprehension of online classes and anxiety about their children's learning behavior, especially in English subjects. After designing 35 multiple-choice questions (strongly agree, agree, neutral, disagree, and strongly disagree), the researcher distributed questionnaires to 15 parents of 5th-grade students of SD Inpres Padadita. The researcher distributed the questionnaire face-to-face with the respondent if the respondent needed additional explanation about the question. The data is inputted in Ms.Excel to facilitate the measurement of validity and reliability in the SPSS program. Validitas adalah penilaian akurasi (Louangrath & Sutanapong, 2018) dan Reliability adalah penilaian konsistensi (Davidhofer et al., 2005). Data were calculated using SPSS 25 software using the Cronbach Alpha (Cronbach) method. Reliability testing using Cronbach's Alpha test is carried out for instruments that have more than one correct answer (Adamson & Prion, 2013). This instrument includes a questionnaire and an essay (Yusup, 2018). According to Wiratna Sujarweni (2014), "All elements or items in the study questionnaire might be tested for reliability at the same time. The Cronbach Alpha value is used to make decisions in the reliability test: if it is greater than 0.60, the questionnaire is considered trustworthy or consistent; if it is less than that, it is considered unreliable or inconsistent.

RESULTS

As a result, out of 35 questions, there are only 20 valid and reliable. These questions are divided into two parts, parental apprehension, and English learning. The results of the calculations can be seen in the Cronbach's Alpha Table 1 and Table 2 below:

Table 1: The reliability value of "Parents apprehension"

Reliability Statistics	
Cronbach's Alpha	N of Items
,882	12

Table 2: The reliability value of "English learning"

Reliability Statistics	
Cronbach's Alpha	N of Items
,863	8

The value of parents' apprehension and English learning are more than 0.06 as the standard of reliability. With the results of a very good reliability value, the researchers rearranged the questions

that were valid and reliable. The researcher finally distributed a questionnaire with 20 questions to the sample, namely parents of grade 5 students at SD Yapmas Masehi Waingapu. Each answer given by the respondent is labeled with a Likert scale. In favorable questions, a score of one means strongly disagree, a value of 2 disagrees, a value of 3 is neutral, a value of 4 is agreed, and a value of 5 strongly agrees. In unfavorable questions, a value of 1 means strongly agree, a value of 2 means agree, a value of 3 is neutral, a value of 4 disagrees, and 5 strongly disagree. The analysis is done by looking at the frequency of each respondent's answer. See Table 3 below.

Table 3: Total percentage of sample's answer for each question.

Code	%
X1	90% strongly disagree that they are comfortable with learning from home.
Y2	80% strongly agree that it is very important for their child to learn English
Y3	96,7% strongly agree that they always support their children in learning English
X4	86,7% strongly agree that they have difficulty getting their children to study every day
Y5	86,7 % strongly agree that they are worried if their child can't learn English well like in regular school
X6	93,3% strongly agree that they are worried if their child doesn't get good results because of studying from home
X7	83,3% agree that they are afraid that their child will not develop in knowledge if they study from home
Y8	90% strongly agree that they really want their children to get good grades in English lessons
X9	86,7% strongly agree that they feel stressed because their children want to learn if they are forced
X10	86,7% strongly agree that they are worried because their child doesn't want to study every day
X11	90% strongly agree that they feel stressed because they prefer to spend time playing than studying
Y12	83,3% strongly agree that they really hope that their child can master English well
X1P2	93,3% strongly agree that they feel stressed because their work is disrupted because they have to help their children to study.
Y2P2	90% agree that their children love to learn English
Y3P2	86,7% strongly agree that English will be very useful for their children's future
X4P2	90,0% strongly agree that they hope that their child will continue to develop in knowledge even though learning from home
X5P2	93,3% strongly agree that they often find it difficult to allocate time to work or help their children with chores.
Y6P2	83,3% strongly agree that they really want their children to be able to learn English well even though they are studying at home
X7P2	96,7% strongly agree that they really want the COVID-19 pandemic to end soon so their children can go back to school.
X8P2	86,7% disagree that usually, their children do their homework the day before they are submitted.

Note: See the validity of each question in appendix 1 and 2. Match the code above.

Discussion

Based on the results of the data analysis above (Table 3), which is the finding to answer the research questions. The first is, (1) do parents worry if their children cannot get good grades in their English subject due to online learning? According to the data, it appears that parents have separate concerns if their children are unable to achieve good marks because they study at home,

particularly in English subjects. There are 14 parents who only have an elementary school diploma. This is undoubtedly a strain for parents who are assisting their children in completing English assignments. According to Hurtado Torres & castañeda Peña (2016), "Parents could be potential helpers in their children's EFL learning." English classes demand a lot of practice in order to improve skills. "EFL success necessitates only communicative practice and proficiency develop through practice and social interaction" (DOLGUNSÖZ, 2021). According to (Raharjo & Pertiwi, 2020), "The achievement of English language skills is divided into two categories: oral and written communication. Listening and speaking are oral languages in this situation, whereas reading and writing are written languages. The students should be able to listen, speak, read, and write in the target language". Therefore, if parents are not able to help their child's development in English lessons, the results obtained will also be unsatisfactory. This could make parents worried because, according to the data above, there are 90% agree that their children love to learn English and 86,7% agree that English will be useful for their children's future. As a result of the influence of parental attitudes, cognitive and emotional support, and task orientations, children, assume a range of positive roles in EFL learning and EFL homework when parents assist in the completion of a student's EFL assignments (Hurtado Torres & castañeda Peña, 2016).

The second research question is, (2) Do parents worry that their children will not be able to learn English well like in regular school? The research finding shows that parents are concerned that their children will not be able to learn English in regular schools. Although parents are a child's first teachers, if parents find it difficult to split their time between work and assisting their children with a task, their child's development may not be as expected. "Parents' attitudes have a critical impact in their children's development of favorable attitudes about learning English (Getie, 2020). Parents play an important role in their children's academic success, and their contributions are critical to improving education (Amaral 2007). According to Getie (2020), communication between classmates in English has a high value for the development of students' English proficiency, which letter determines their attitudes. It shows that parents also worried because their children could not interact with their classmates like in regular school.

The third research question is, (3). Was it easy to manage your Children's studying at home? In managing children to keep learning, it turned out that parents had difficulties during the COVID-19 pandemic. As a result, parents are less comfortable with the home learning system. Sprang and Silman (2013) and Spineli et al. (2020) claim that "While quarantine increases the amount of time that can be spent with loved ones, it also places a significant strain on parents' shoulders, as they are expected to play an educational role while simultaneously trying to live their own lives and meet their daily work obligations. This situation has raised the likelihood of parents experiencing stress and bad emotions, potentially having a cascading effect on their children's well-being. Moreover, it was found that their children preferred time to play rather than study. This can be a burden for parents as they expect their child to continue to thrive despite learning from home. As a result, it's more difficult for stressed parents to recognize their children's needs and respond sensitively (Abidin, 1992; Scaramella et al., 2008).

CONCLUSION

The COVID-19 pandemic that has changed the world's education system has clearly seen an impact, especially on parents. According to the data obtained, parents really hope that their children will continue to develop and achieve good results during the pandemic. Parents also really hope that their children can learn and develop their knowledge of English. Therefore, a change in

the mindset of parents is needed to be able to deal with them. Hoover-Dempsey et al. (1992) stated that parental self-efficacy refers to the beliefs and beliefs of parents that they are able to help their children, in this case helping children in academic activities. They also believe that their thoughts and actions will have an impact on their children's development. Children whose parents are involved, enthusiastic, ready to learn quickly, and are determined from an early age because parents will pay attention to their children's learning development and will do their best not to disappoint them (Sapungan & Sapungan, 2014). Children will be able to grow themselves, learn, and accomplish with the help of their parents' support and compassion (Novianti & Garzia, 2020).

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