



## Parents' Roles and Perceptions Towards Their Children In Online English Learning During Covid-19

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### Abstract

*This research aims to investigate parents' roles and perceptions towards their children in online English learning during covid-19. The data from six participants of the parents from Junior High School were collected through questionnaires and semi-structured interviews. The result showed that parents' roles in helping their children in online English learning during covid-19 including parents as teacher, parents as facilitator, parents as motivator and parents as directors. Regarding parents' perception of children's English learning viewed from their experiences and challenges, parents showed negative and positive perceptions. In addition, some of the challenges of parents in accompanying children to learn English online, namely parents have limited time, lack of understanding learning materials and the unwillingness of children to follow English learning.*

**Keywords:** English Online Learning, Parents' roles and Perceptions

### Abstrak

Penelitian ini bertujuan untuk menginvestasi peran dan persepsi orang tua terhadap anak dalam pembelajaran bahasa Inggris online selama covid-19. Data dari enam partisan orang tua dari Sekolah Menengah Pertama dikumpulkan melalui kuesioner dan wawancara semi-terstruktur. Hasil penelitian menunjukkan bahwa peran orang dalam membantu anak-anak mereka dalam pembelajaran bahasa Inggris online selama covid-19 meliputi orang tua sebagai guru, orang tua sebagai fasilitator, orang tua sebagai motivator dan orang tua sebagai pengarah. Mengenai persepsi orang tua tentang pembelajaran bahasa Inggris anak yang dilihat dari pengalaman dan tantangan mereka, orang tua menunjukkan persepsi negatif dan positif. Selain itu, beberapa tantangan orang tua dalam mendampingi anak belajar bahasa Inggris secara online, yaitu orang tua memiliki waktu yang terbatas, kurangnya pemahaman materi belajar dan keengganan anak untuk mengikuti pembelajaran bahasa Inggris.

**Kata Kunci:** Peran dan Persepsi Orang Tua, Pembelajaran Bahasa Inggris Online

### Introduction

English is the international language widely used for people worldwide to

communicate between native and non-native speakers (Fatih et al., 2014) and English became one of the subjects taught in the

school. However, after almost two year, Covid-19 still spread in Indonesia. The World Health Organization stated the Coronavirus as a global pandemic in February 2020. Covid-19 causes of human life on the earth and several aspects are disturbed; education is no exception. The Ministry of Education of Indonesia states that the school's teaching and learning process must be stopped. The aim is to reduce the spreading of Coronavirus (Abuhammad, 2020). Moreover, with most schools shut down during pandemics, education has moved to online mode, thereby putting additional weight on parents worldwide (Viner et al., 2020)

Online learning can be an effective solution for activating classrooms even though schools or universities have been closed, given the enormous risks during this pandemic (Herliandry et al., 2020). Most of the term online learning is defined as online learning uses a computer connected to internet access that offers learning that can be done from anywhere and anytime (Cojocariu et al., 2014). The implementation of online learning ensures education is continuous and stops the spread of the Covid-19 virus. However, it does mean that applying online learning does not have challenges.

(Lilawati, 2020) states that the roles of parents in supporting the teaching and learning process during covid-19 outbreaks are parents that can help and guide in the work assignment given by the teacher. Parents are expected to replace the role of teacher at school when the students or their children are learning at home through online learning. According to Winingsih quoted in (Roshonah<sup>1</sup> et al., n.d.) that there are four parental roles during Distance Learning (PJJ) such as parents as a teacher at home, facilitator, motivator, and director. However, some parents do not encourage their children to learn online due to a variety of issues concentrating on the parental issue. Parents have limited teaching English abilities and provide online learning facilities for their children's English skills

(Herliandry et al., 2020). Likewise, that may affect parents including limited language proficiency, unfamiliarity with the educational system, parents' difficulties in understanding the material, difficulties in interest and motivation to teach the child, busy with their work, lack of patience and facilities in teaching children at home. Because of that, the institution's saturation and parents' desire is high to conduct face-to-face meetings at school as usual immediately.

Hapsari, (2021) in the research about parents' role in assisting children in online learning during covid-19, states parents have an essential role in the education of children at an early age; parents play an essential role in providing assistance and encouragement to children so that children can learn to the fullest. Other than that, research explored the perspective of parents of online learning in pandemic covid-19 found the result that parents have difficulty in teaching their children during online learning and difficult to provide an understanding to their children how to learn and so on (Erlina & Rafid, 2021).

This research aims to analyze parents' roles and perceptions of their children learning English through online learning during the covid-19 pandemic because it is essential for parents to be able to control their children when using technology, so their roles for supporting the utilization of online learning by their children are also considered to bolster them. Consequently, parents' perception in the usage of learning is crucial to be noticed (Abdallah, 2018). In this research, the researcher wants to know about parents' roles and perceptions in accompanying their children during study at home.

## Methodology

Narrative inquiry was used as a method in conducting the research. Clandinin and Connely, (2006) describe narrative inquiry approach as "narrative is both phenomenon and method. Narrative

names the structured quality of experience to be studied, and it names the patterns of inquiry for its study. This research investigated parents of Junior High School students in Karawang. The researcher conducted the research used semi-structured interview and questionnaire as the instrument of data collection. In analyzing the data, the researcher used thematic analysis from (Braun & Clarke, 2006). It was done by the researcher to find parents' roles in helping their children's online English learning and their and also parents' perceptions towards English online learning.

## Findings and Discussions

### 1. Parents' roles in helping their children's English Online Learning

In gaining the data from the parents, the researcher gained the data through interviews to describe parents' knowledge towards online learning, parent's roles in helping children's online English learning and also parents' perceptions towards their children's online English learning during pandemic covid-19. In terms of what are parents' roles in helping their children in online English learning are specifically described through the following sub theme based on the interview and questionnaire guideline, such as:

#### a. Parents' knowledge on online learning

In obtaining the data regarding the roles of parents in helping their children towards English online learning, it is important to explore parents' understanding of online learning. The following are the results of interview transcripts in terms of parents' knowledge of online learning;

*"..online learning is learning that uses technology and networks in the process of learning and also helps teachers to teach students from a distance" (SM).*

The others parents also said;

*"Yeah.. generally, I know that online learning is about the learning process from distance by using technology tools like gadgets and the internet for my child to learn" (NH).*

*"It's learning through the internet and technology like handphones and computers and also internet" (MZ).*

Based on the answers above, apparently parents know the term of online learning and it can be concluded that online learning is a learning process using technology such as computers, smartphones and internet access and also can be done through distance. This finding is similar to Gonzalez and Louis (2018) online learning is defined as learning that can be done from distance and is assisted by devices, for instance, smartphones, computers, tablets, laptops, and all laptop devices require an internet connection.

#### b. Parents as teacher at home

The following are the parents' quotes from interview questions that showed their way as a teacher at home to ensure their children do the English assignment or homework that is given from the teacher. It can be proven below;

*"Usually, I asked about my child's assignment if he didn't finish his homework, I said that he must do the homework or the task properly. In case, I think that everything should be done as fast as well" (RN).*

*"I personally, always pay attention to anything about my child's learning process. I also really care about her education. That's why I always asked about her assignment everyday" (LS).*

Based on the parents' answer, the way parents ensured the children's online English learning process was different. There were the parents who made their children do the task properly. Besides, there

were also the parents who helped and guided their children step by step till they could finish their assignment.

Furthermore, the role of parents as a teacher not only could ensure the children's assignments but also evaluate the children's understanding in learning English through online. Hence, the quotes from the parents below;

*"Actually, I seldom evaluate my son's understanding in English but usually I ask what he got from the English material, or I ask how far that he understands about the English lesson that was given from the teacher at school, that's it"*(SM).

*"Usually, I'll ask my child's score in English, if he got a good score it means that he can understand the English subject, meanwhile if he got a bad score it means he can't understand the material. Other than that, I'll also review my child's understanding about English so that's the way I evaluate it"*(MZ).

Based on the result of the interview above, parents as a teacher at home have the same way to evaluate their children in online English learning. their children's understanding in online English learning. The parents reviewed their children's understanding by considering children's scores in line with Siregar (2013) that states one of four ways for increasing the role of parents in children's education, namely parents are asked to check their children's scores and assignments. Other than that, parents were asking the material that their children got from the teacher during online learning and asked them to do the task that they got from the teacher properly to know their understanding.

#### **c. Parents as facilitator that providing learning facilities**

Parents' role as facilitator is seen on how parents facilitate children's learning tools to support online English learning tools to make their children successful in online English learning during the pandemic.

TW explained:

*"I provided a comfortable place for my daughter, sometimes small things happen suddenly but it's not a problem. I always protect my child while learning make sure there is no something wrong about that"* (TW)

In addition, the others parents also explained;

*"I facilitated smartphones as learning tools to help my son in online learning. In addition, I give him the English book or dictionary or anything that he needs in online English learning"* (SM)

*"...I provided laptop and wifi to support my child's online learning successfully without lack of internet connection"* (LS)

The result of the interview transcript showed that parents provided comfortable learning, smartphones, laptops and wifi as the learning tools to make their children successful in online English learning during the pandemic and (Qomaruddin, 2017) states in his research that the willingness of parents to provide adequate learning facilities with what children need in their learning activities, is a help which is great for children to study harder and in turn will achieve great achievements.

#### **d. Parents as motivator that providing motivation children's learning activities at home**

The third component of parents' roles are parents as motivators. Parents can give encouragement and support for their children in carrying out learning,

The following quotes are illustrating how the parents motivate their children during online English learning.

*"I said to my child that I will help him if he feels difficulty in learning English and I will give reward if he gets a good score, because*

*I think as parents we have to give the best for our children.” (SM)*

*“I will always give positive words or praise to tell that she did a great job and it is fine to take a rest and won’t to learn but I will always tell that she can continue her work when she is ready and try to do it slowly.” (LS)*

In addition, the way parents appreciate their children during online English learning. These statements can be seen in the following transcript.

*“Giving her positive words such as say [thank you, you did well] that can build her enthusiasm for learning English, because I thought that learning through online during a pandemic is not easy. We need a lot of patients and keep our mood also, that’s the things that must appreciate because that my child can through it” (TW)*

*“Usually, I give her compliments or maybe if I want to give something to her. I’ll give small reward, such as the food that she likes or small things that she wants but not too often because it will become habit” (LS)*

Based on the result of the interview transcript above, parents gave compliments or positive words and also gave small things to motivate and appreciate their children in English language learning. giving positive words or a prize as the reward to their children to make them enthusiastic in English learning. In fact, praise can be a tool to foster a child's good behaviour, pump self-confidence, make children feel loved, valued and motivated (Emi’s research, 2019).

#### **e. Parents as influences or directors**

The roles of parents as directors such as managing children’s learning time, preparing children’s learning needs, parents become role models for the children and also direct children’s focus in learning. The result of interview below;

*“Actually, I let my son manage his time by itself, but also I have a role as parents in order to make the learning process better. Usually, I asked about his learning schedule and asked about the assignment that he should complete, if he hasn’t done it, I don’t allow him to do anything else” (SM)*

*“The way I manage my child’s time is just asking my daughter to set her priority during learning through online. By assessing what needs to be done within a given timeframe, tasks can be rated according to their importance. Setting priorities for each day or weeks can help my daughter accomplish her goals” (MZ)*

Based on the result of the interview transcript it can be concluded that parents’ let the children manage their time itself and also the parents remind their children’s priority as the students to carry out their obligations first. . It was in line with Novrinda et al. (2017) defines parents' role as a behaviour related to parents in holding certain positions in the family in which they function as caregivers, mentors, and educators for children.

In addition, the following quotes are illustrating how parents direct the children in order they can focus on online English learning.

*“Usually, before he does online English learning or does anything that takes concentration, I’ll turn off the television, or if others are watching it, I make sure that my son is far enough away that he can’t be distracted by it. Also, with everything that can interfere with his concentration” (NH)*

*“I asked my daughter to remove all distractions and or the things that can potentially interfere with concentration while learning, and pay attention to what she learns. As a parents, I won’t disturb her or turn on the TV or make any noise” (TW)*

The parents’ statements above showed that the way parents direct their

children's focus while online English learning is through removing the things that potentially will distract children's concentration such as turn off the television or make any noise. In addition, they also try not to disturb their children while learning. It makes the children keep their focus and learn.

## 2. Parents' perceptions towards their children in Online English Learning

The second purpose of this research is to find out the parents' perceptions of their children in online English learning during covid-19 pandemic. The findings of these subsections are mostly taken from the parents' answers in the interview process. Respectively, the perceptions subsections will be presented in two points or categorizations, including the parents' parents' experiences and parents' challenges on their children in online English learning during covid-19 pandemic.

### a. Parents' experiences in guiding children online English learning

Factor that influences the perceptions of the perceiver is experiences. Experience factors greatly contribute to how someone perceives a situation. Emerging from the interview results, the participants stated that their experiences in guiding their children during online English learning, can be proven below;

*"I felt happy and exhausted...I felt happy because I can accompany my son but I felt exhausting too because I don't understand the English language and I cannot help him in doing his assignment or homework" (RN).*

*"Sometimes it feels hard to guide her during the learning process. When it is hard to understand the lesson, I'll try to make her understand step by step. Besides, it is also quite exciting. I feel like when I guide and accompany her, I can have a really good experience together with her and be closer with each other" (LS).*

Based on the parents' answer above, RN (participant 1) and LS (participant 6) show the positive experiences. The parents admitted that they felt happy in guiding their children during online English learning. LS stated that online learning increased her relationship with her daughter. In contrast, some of the parents felt differently from others, they felt exhausted in guiding their children. It was proven from the parent's below;

*"It is quite difficult and confusing because my child doesn't want to put so much attention and he should always be guided through the process of learning because this online learning made my child uneasy to understand the material" (NH).*

*"I felt so stressed. I have to divide my time also with my own work, I don't like this online learning and I thought that my daughter unhappy too, there are so many obstacles" (MZ)*

Based on their stories, parents had a negative emotion related to guiding their children in the online English learning process. NH said that online learning is quite difficult and confusing, she also said that her son doesn't want to pay so much attention and is uneasy about understanding the material. In addition, MZ explained that she felt stressed because she must divide her time with her own work and thought her daughter was unhappy because she found many obstacles. Thus, most of them felt exhausted because the lesson was hard to understand and they couldn't help their children maximally.

The data findings showed that parents had positive and negative experiences. In positive terms, the parents admitted that they felt happy in guiding their children during online English learning and online learning increased the relationship between parents and children. Meanwhile, parents had negative experiences related to guiding their children in the online English learning process. Parents said that online

learning is quite difficult and confusing. Thus, most of them felt exhausted because the lesson was hard to understand and they couldn't help their children maximally. This is in line with (Cahyati et al., 2020), which states that during online learning, many parents lack understanding of the material provided by the teachers

#### **b. Parents' challenges in guiding children online English learning**

The challenges of parents in guiding English learning can also affect the perception of parents in children's online English learning. Emerging from the interview results, the participants express their challenges in guiding their children during online English learning, can be proven below;

*"My challenges are I don't understand English lessons and also divide my time between work and my child" (LS)*

*"I can't monitor my child fully, because I have to go to work and I feel my child lacks attention" (NH)*

As seen from the parents' answers above, it can be concluded that they have the same challenges, namely they found it difficult to divide their time between work and guiding children in online learning, so they feel less attention to children.

*"...I'm not good at English, so I can't help her in doing her homework or assignment" (TW)*

*"..only if the tasks given are too. It's hard, sometimes my child gets emotional. My child sometimes asks me, but the material is also difficult. I don't understand it." (RN)*

Based on the story above, TW (participant 5) has difficulties in guiding her child because she is not good in English and cannot help her child in doing homework or assignments. Moreover, RN (participant 1) also found her challenges that her son feels emotional because the lesson is difficult and

she can't help because she lacks understanding of the English language. Furthermore, the other parents also explained their challenges below;

*"...he is a little bit lazy in learning, especially online. That's the challenge for me as a parent to keep my child's mood in learning in order to make him want to learn" (SM)*

*"..my child didn't want to involve in online learning ... and she felt so bored with learning English online ,so that is challenging for me" (MZ)*

Based on the interview transcript above, parents explained that their children felt so lazy and bored in involving online English learning, it became a challenge for parents in maintaining the mood of their children in order to make them involved in the learning process.

Regarding the parents' perceptions there were three challenges that parents faced in guiding their children online English learning. First, parents had limited time in guiding their children, the findings showed parents were difficult to divide their time and guiding their children in online English learning. Similar findings were also found in (Yulianingsih et al., 2020) which state parents do not have enough time to accompany their children to study at home because they are busy with their own work. Second, another challenge that the parents faced is lack of understanding the English lesson. (Herliandry et al., 2020) state parents have limited teaching English abilities and provide online learning facilities for their children's English skills. In addition, for the last challenge, the parents explained that their children felt so lazy and bored in joining online English learning, it became a challenge for parents in maintaining the mood of their children in order to make them involved in the learning process. The findings showed in (Wardani & Ayriza, 2020) research that in the learning process at home, children experience anxiety, stress,

sadness, boredom, and other feelings that reduce children's interest in learning. For children, this is where the role of parents is needed so that children have self-regulation so that they are able to teach themselves in an effort to provide reinforcement internally. When the child has begun to build reinforcement within himself according to the learning tasks he undergoes this will have a significant impact on the child Subarto in (Kusumaningrum et al.,2020)

### Conclusion

Parents' roles in helping their children learn English; parents as teachers, parents as facilitators, parents as motivators and parents as directors. Parents showed their roles as teachers by asking children about learning difficulties, teaching and helping the children with English lessons, ensuring children do the assignments and evaluating children's understanding. In addition, related to parents as facilitators, most parents have provided children's learning facilities, including provided nutrition and vitamins, adequate learning tools and a comfortable learning atmosphere. Other than that, parents gave their best in motivating their children during online English learning and also directing the children to gain the learning goals. Therefore, because of those roles, parents can help their children during online English learning to create the success of learning during covid-19 pandemic.

Meanwhile, there were two aspects related to parents' perceptions towards their children's online English learning. In terms of parents' experiences, parents stated that English online learning can increase parents' and children's relationship. In contrast, parents also explained that online learning is quite difficult and confusing. Other than that, parents stated their challenges in guiding their children during online learning such as parents' limited time in guiding their children, parents' lack of understanding the material, and children's unwillingness in online learning. Based on the explanation, it can be concluded that parents had positive

and negative perceptions towards their children in online English learning.

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