# CHAPTER I
# INTRODUCTION

## A. Background

The world is currently being hit by a disease outbreak, namely the coronavirus. The existence of Covid-19 takes away all the freedom that has been. At the beginning of March 2020, this disease began to spread in Indonesia and was the beginning of a major change that affected the entire life of society in all fields, including education. To prevent the spread of Covid-19, on March 24 2020 the Minister of Education and Culture of the Republic of Indonesia, issued circular number 4 of 2020 concerning the implementation of educational policies during the spread of Covid-19, in that letter that learning activities were originally carried out in a face-to-face at school, turning into online learning by utilizing existing technology and applications.

Online learning is the use of internet networks in the learning process (Iman, 2016). Online or in a network is connected to the internet. Online learning is a student learning effort by using a network or internet-connected to their respective devices. The implementation of this online learning is a solution to keep realizing the goals of education in Indonesia amid the Covid-19 Pandemic and an effort to break the chain of spreading the Corona Virus. The Covid-19 pandemic that hit Indonesia caused drastic changes to the education system. Where within in the past, teachers and students had been capable of interact carefully with each different. Now, they are

handiest capable of connect thru applications that are supported via networks on their respective devices. This online learning was applied at all levels of education, from elementary school to college, as well as the subjects. All lessons are conducted online, including in English.

Azleen (2008) found that students generally feel reluctant to learn English, and some even fear or hate English. This hurts the quality of English learning in schools. There is an assumption that English is the most difficult language to determine among other languages. Nowadays, English learning is just implemented utilizing learning applications such as Zoom, Google Meet, Google Classroom, or Whatsapp in the learning process.

In online learning, teachers and students are expected to be able to take advantage of all existing technology or learning applications to carry out learning and use the internet to find additional material because teachers are no longer free to provide detailed information on their students. Both teachers and students are creative and innovative in learning during the Pandemic. In this situation, people are rolled out by the times, where to like it or not, we deserve to try to balance ourselves and adjust the situation.

Online learning is expected to be effective to be applied during the Covid-19 Pandemic. It is far away from what was expected. In other words, it is inversely proportional to what happened. Based on the observations at one of the schools in the Sidenreng Rappang Regency, namely SMP Negeri 10 Batu Satap, it was found that there was an imbalance between what was the goal of online learning and the reality

that the teachers and students felt. Online learning, which is a policy that must be implemented, causes various assumptions from students and teachers. Consequently, if it continues, there will be educational failures that occur in the area. So that, several things need to be analyzed or explored more deeply about the impact or the expectation of the teachers and students from the implementation of this online learning.

Researcher is interested in examining more deeply online learning with the title ‘Students’ and Parents’ Voice during Pandemic Learning’**.** With this research, the researcher will explore the opinions and expectations of teachers and students. Besides, this research will also explore the parents’ role in the students’ online learning.

## B. Problem Statement and Research Question

Online learning that was implemented during the pandemic is a policy that must be applied by all the schools. The hope that online learning can effective is not in line with the existing reality. This raises several problems experienced by teachers and students.

Based on the statement above, the researcher formulates the questions as follows:

1. What is students' and teachers' perception about online learning during a pandemic?
2. How is the role of students' parents during pandemic learning?

## C. Objective of the Research

Based on the problem statement, two questions are supposed to be answered in this research. Therefore, the researcher formulates the response as follows:

1. To know the students' and teachers' perceptions about online learning during the pandemic.
2. To provide some information about parents' participation related to online learning at home.

## D. Significances of the Research

The significance of this research is separated into two components of significance, namely theoretical significances, and practical significances.

1. Theoretical significances, the result of the research is expected to be useful information to describe what is online learning, the advantages, and disadvantages of online learning.
2. Practical significances

   There are practical significances which are expected by the researcher as follow:

   a. For the government, this research can be a consideration in issuing policies regarding future learning.
   b. For the next researcher, this research can be a source of reference for conducting or developing research related to different conditions.

## E. Scope of the Research

The scope of the research is restricted by discipline, content, and activity.

1. By discipline, this research is limited to the field of English learning, in terms of how students and teachers think about English online learning.
2. By content, this research is restricted to the qualitative method which focuses on the condition and produces several theories as to the result of the research. In this research, the researcher will probe teachers and students at SMP Negeri 10 Batu Satap who experienced the impact of the application of online learning, as well as the influence of parents in supporting online learning.
3. By activity, the researcher will look for the sample by doing observation, after that, the researcher will doing an interview, and the last is data analysis.

# CHAPTER II

# REVIEW AND RELATED LITERATURE

This chapter will be explained about previous research findings, some pertinent ideas, and a conceptual framework.

## A. Some Previous Related Research Findings

There are some previous studies related to this research, as follows:

1. (Hariyati, 2020) found that online learning is the right effort to implement during a pandemic, which can make it easier for teachers to carry out learning activities and train students to study independently at home. But, besides that, it was also found that even though online learning can be applied, it cannot make learning effective, especially in English lessons.

   Learning English which is carried out online, is not effective in achieving learning objectives and students find several obstacles in implementing the English learning they receive so that English learning cannot develop.

2. (Rahayu, 2020) concluded that the teacher gave a positive response about the convenience obtained from the application of online learning during the pandemic. Although, they found various problems in the online learning process.

   More than half of the teachers who as the object of the study expressed their disapproval of the effectiveness of online learning during its implementation. Regardless of all that, teachers still show the right attitude in using technology when teaching.

3. (Irawan & Dwisona, 2020) found that students were psychologically affected by this online learning. Students feel bored with online learning after two weeks of studying from home.

   The biggest worry is several students have parent's low income, while during online learning they have to buy a quota to be able to attend lessons. Emotional disturbances also felt by students were marked by changes in mood due to too many tasks that were deemed ineffective. The implementation of online learning also disturbs the mental health of students, wherein in this tough condition, they need more attention and assistance in doing assignments and during the learning process.

4. (Rasmitadila et al., 2020) in their research, concluded that teachers as learning designers must be innovative in designing learning, especially during the Covid-19 pandemic. The learning framework that is designed should consider the background of students, especially the economic situation of their families, as well as the experiences and learning needs of students in implementing the national curriculum during a pandemic so that the learning provided does not overwhelm students and seems to impose circumstances.

   This study also shows that, in designing online learning, a varied strategy must be in harmony with a more flexible national curriculum, adequate technological readiness, and collaboration between all elements of education for the success of this online learning.

5. (Bahasoan et al., 2020) in their research concluded that online learning carried out during the Covid-19 pandemic was effective and inefficient. It is

said to be effective because of the compelling circumstances to implement an online learning system to prevent the spread of the virus. However, it is not efficient because the costs are too much compared to face-to-face learning.

The cost of buying a quota is very draining on the economy because smooth access to learning activities on the learning application drastically drains the internet quota. The most commonly used application is Whatsapp because it is considered cheaper and can be accessed by students wherever they are because it does not need a fast network.

6. (Radha et al., 2020) in their research, found that there were generally positive thoughts from students about this online learning, but many of them did not want it. They just like face-to-face learning or traditional learning. However, during this pandemic, there is only one choice, namely online learning, so that inevitably this must continue. Given that time is also moving forward, in the future online learning will be an inevitable choice as technology develops.

   This research also shows that online learning has become popular among students around the world, especially during the lockdown period due to the Covid-19 pandemic.

7. (Mardiah, 2020) concluded that doing online learning is the only way that is most relevant to be applied during the covid-19 pandemic. Access learning that can be done from home by teachers and students and prevent the spread of the virus from spreading widely. However, there are some undeniable obstacles in implementing this system. Meetings between teachers and students that do not take place as usual cause less effective learning.

8. (Krishnapatria, 2020) found that some students can accept and like this online learning because it fits with their learning style which is fairly familiar with using the internet when studying.

   The presence of online learning is good news where we can keep up with the times that have relied a lot on the internet and networks. It's just that the change in learning activities from face to face to learning that seems so sudden and unprepared makes me mentally unprepared to accept and adapt. With the attitude of learning slowly and understanding the situation, this condition will be put to good use.

9. (Yulia, 2020) concluded that the very fast and uncontrollable rate of spread of the coronavirus affected the education system both in Indonesia and other countries. For learning to continue, face-to-face learning must be abandoned and then switch to an online learning system that uses internet access so that it can be accessed from home.

   The most important thing that educators must pay attention to is how to innovate and utilize all available sources and media to set strategies to improve learning even though it is carried out only online, so there will be hope that this online learning will lead to the expected reality.

10. (Kusumaningrum, Triwiyanto & Budiarti, 2020) The results of the study indicate a significant influence between distance learning and student self-learning. Distance learning has the advantage of being flexible, making it easier for students to learn with the guidance of teachers and parents. Distance learning requires student learning independence as a predictor

variable which is proven to have an influential relationship in the student learning process.

Based on the explanation above, the researcher concluded that both teachers and students considered that online learning was the right step that could be taken. So, that learning could continue amid the widespread spread of Covid-19. However, this cannot be considered an effective effort to implement. Both teachers and students have difficult challenges in adhering to this government issued online learning policy. However, each step taken has its advantages and disadvantages. The best thing that can be done is to do the best for the continuity of education in this country in particular, and the world in general.

## B. Some Pertinent Ideas

In this chapter, the researcher will explain some pertinent ideas that include perception, learning situation during the pandemic, and teacher and parent's role in education.

### 1. Perception

#### a. Definition of Perception

Voice is interpreted by sound. But in this study, voice has a very broad and deep meaning. Voice refers to the point of view of students and teachers, their perceptions or opinions, expectations, and what they want from the learning system implemented during the COVID-19 pandemic.

Perception is broadly interpreted as a form of thinking about something that forms a certain pattern of attitudes (Hariyati, 2020). Robbins & Judge (2008:

175) state that perception is defined as a process in which individuals interpret and organize their sensory impressions to give meaning or impressions to the environment. Perception is defined as a process in which individuals interpret and organize their sensory impressions to give meaning or impressions to the environment. perception is also a process of the entry of information or messages into the human brain (Slameto, 2010).

Perception is a view of what a person experiences or feels, both from himself and the things that happen in his environment. According to Irwanto (2002), after individuals interact with perceived objects the perception results can be divided into two, namely:

1) Positive Perception, perceptions that describe all knowledge and responses that are continued with their utilization efforts.
2) Negative Perception, which describes all knowledge and responses that are not in harmony with the perceived object.

It can be said that the perception both positive and negative will always affect a person in acting. And the emergence of a positive perception or negative perception all depends on how the individual describes all his knowledge of a perceived object.

**b. Process of Perception**

According to Mulyana (2020), the process of perception consists of three stages namely as follows:

1) Selection is the process of filtering by the senses against external stimuli, the intensity and type can be many or few.

2) Organization, namely the process of organizing information so that it has meaning for someone. This is influenced by several factors, such as experience, the value system adopted, motivation, personality, and intelligence. The organization allows us to structure and give coherence to our general knowledge about people and the social world, providing typical patterns of behavior and the range of likely variation between types of people and their characteristic actions and attributes. perception in this stage enjoys two characteristics. First, the organizing process gives human perception structure. we always put raw stimuli and put them into categories. The second, process shows that human perception processes stability. that isis to say, after we select stimuli and put them into categories, the selected stimuli become durable.
3) Interpretation is the translation of perception in the form of behavior as a reaction.

**c. Factors Influencing Perception**

According to Walgito (2004), several factors influence perception, namely as follows:

1) Perceived object

The object gives rise to a stimulus that hits the sense organs or receptors. Most of the stimulus can come from outside the individual who perceives it or comes from within the individual concerned.

2) Sense organs, nerves, and nervous system centers

Sense or receptors are tools for receiving stimuli. The stimulus is transmitted by the sensory nerves to the central nervous system, namely the brain as the center of consciousness.

3) Attention

To realize or in making perceptions requires attention which is the main step as a preparation for making perceptions. Attention is the concentration or concentration of all individual activities at something or a group of objects.

These factors make individual perceptions different from each other and will affect individuals in perceiving an object, stimulus, even though the object is the same. The perception of a person or group can be very different from the perception of another person or group, even if the situation is the same. Differences in perception can be traced to the existence of individual differences, differences in personality, differences in attitudes, or differences in motivation. The process of forming this perception occurs within a person, but perception is also influenced by experience, learning process, and knowledge.

Perception is not much different from opinion, opinion arises from a feeling of restlessness and gives birth to various feelings that each person experiences. This opinion can be in oral form or written based on what the individual feels. This opinion can be the thoughts, complaints, hopes, or anything that someone feels (Wikipedia, accessed on 20 April 2021).

According to Emory S. Bogardus, voice or opinion is divided into six, which is:

a) Personal opinion

   Personal opinion is an individual interpretation of a problem that is not in common with others.

b) Private opinion

   The private opinion is a personal opinion, it's just that in this private opinion, the opinion is not conveyed directly. Private opinions are only in the mind and heart of the thinker.

c) Group opinion

   Group opinion is someone's opinion that comes from the values or norms that have been agreed upon in their group. Group opinions are divided into majority opinions and minority opinions.

d) Coalition opinion

   Coalition opinions are formed due to external influences requiring a combination of opinions.

e) Consensus opinion

   A consensus opinion is an opinion generated from the discussion process. Consensus means consensus resulting from joint considerations to reach an agreement.

f) General opinion

   The general opinion is an opinion rooted in traditions and customs, developed from the past to the present.

Based on some of the opinions above, it can be concluded that the voice meant here is all the views of the teacher and students. This view can be in the form of what they feel and experience during online learning, as well as their wishes and hopes regarding learning during this pandemic.

**2. Learning in Pandemic Situation**

Learning is a process that results in long-lasting behavioral change, which from practice or other forms of experience naturally produces a variety of behaviors in certain ways and certain capacities (Schunk, 2012: 3). In-Law no. 20 of 2003 concerning the National Education System states that "Learning is a process of interaction between students and educators and learning resources in a learning environment".

In learning, the thing that happens is a behavior change (knowledge, attitudes, and skills) as a result of student interaction and the learning environment. From this understanding, two elements explain learning, namely changes in behavior and the results of interactions. With these two indicators, it can be concluded that someone who has learned is marked by a change in behavior. So, it must be understood that the change in behavior experienced by students is the result of learning.

Zais in Curriculum 'The Principles and Foundation' cite two definitions of learning which are essentially the same as the previously stated notions, namely: (1) "A relatively permanent change in response potentiality which occurs as a result of reinforced practice", and (2) "A change in human disposition or

capability, which can be retained, which is not simply ascribable to the process of growth".

**a. Learning during pandemic**

The pandemic that is currently hitting the world is the coronavirus. Reporting from Wikipedia, this virus was first identified in December 2019 in Wuhan, China. The World Health Organization (WHO) declared the International Concerned Public Health Emergency regarding Covid-19 on January 30, 2020, and then declared a pandemic on March 11, 2020.

In early March, Covid-19 began to spread in Indonesia. This very rapid spread made the government issue policies to prevent a wider spread. In the field of education, an online learning system has been implemented so that learning is not hampered during a pandemic.

Education is important for human life, even though it is hit by a pandemic, learning must continue so that the nation's future generations can continue to learn. During the Covid-19 pandemic, various alternatives were tried so that learning could continue. This is not only happening in Indonesia but also in various other countries. The system that later became the best way to go is online learning.

Online learning is carried out in individual homes, by utilizing existing learning technologies and applications. The teacher carries out his duties, as usual, providing learning material by conducting video conferencing with students. Not only using video conferencing, but several other applications are also used by

teachers in supporting learning such as Google Classroom, WhatsApp, Telegram, Edmodo, Zenius, and so on.

Learning through video conferencing such as Zoom, Google Meet, Skype, Cisco Webex, and so on, is carried out exactly as during face-to-face learning, except that students and teachers remain in their respective homes. The teacher explains the material by utilizing the features contained in the application in question, such as slide shows, and file sharing, so that students can listen to the material well.

However, in the use of video conferencing, the required network access should be fast and wasteful of quota. So, it becomes anxiety for students to take part in this online learning. Not only that but not all regions also have an internet network.

Considering that the distribution of technology and networks in Indonesia is not evenly distributed and adequate, then in some areas, of course, it is not possible to apply online learning. Therefore, in some areas where it is really difficult to access the network, a teacher visit system is implemented. The teachers will provide learning to their students by forming small groups that will be taught at one time, of course, this is done while still complying with health protocols and in areas that are still classified as COVID-19 safe zones.

**3. Teacher and Parent's Role in Education**

Teachers are professional educators in their fields who have the main task of educating, teaching, guiding, giving directions, providing training, giving assessments, and conducting evaluations to students who take their education

from an early age through formal governmental channels in the form of elementary to secondary schools (Law of the Republic of Indonesia No. 14 of 2005 Article 1 Paragraph 1)**.**

The role of parents is a set of behaviors of two fathers and mothers in working together and responsibly based on their offspring as role models of children since the formation of conception or zygote is consistent with certain stimuli in the form of body shape and attitude moral and spiritual and emotional independent children (Maulani in Indah Pratiwi, 2010: 15)**.**

Teachers and parents are two things that cannot be separated from students and are the driving force of the students themselves. Teachers and parents must work together in improving student learning outcomes, without one of them, students may lose their way. Teachers are the parents of students when they go to school. At school students are taught knowledge and manners. Then at home, parents follow up on the results of the learning that has been given by the teacher.

Parents as encouragement for students in taking less ons, without their support, students can be bored and not enthusiastic about learning, especially during the pandemic, where students only learn from home. They need support and guidance from their parents to get through the difficult times of self-study, not to mention the pressure of the assignments they received.

## C. Conceptual Framework

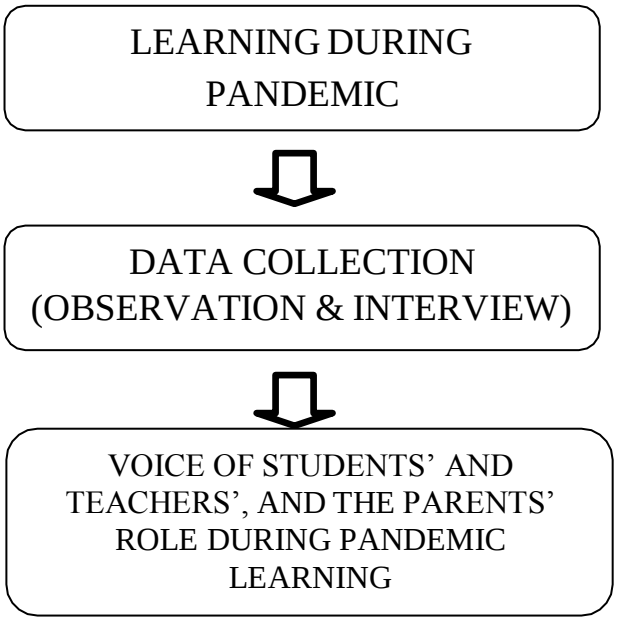



Figure 1. Conceptual framework

This research aims to know the voice of students and teachers during online learning which has become government policy during the pandemic. The results of this study will be taken into account whether or not this online learning is effective. This study will also collect information from the parents of students about their roles as long as their children participate in online learning. Data collected from this study through a process of observation and direct interviews with the parties concerned, in this case, students, teachers, and parents of students.

# CHAPTER III

# RESEARCH DESIGN

## A. Research Method

This research will apply qualitative research. The method used in this research is the case study method. A case study method enables a researcher to closely examine the data within a specific context (Zainal, 2007). (Yin, 2014) defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not evident; and in which multiple sources of evidence are used.

The case study method is used to investigate or dig deeper into a case from various perspectives, be it a person, agency, or organization. In line with what the researcher will study, the researcher uses a case study method in his research. Researchers will seek information from various perspectives both teachers, students, and parents regarding online learning during the pandemic. How did they experience learning during the pandemic, and why there is a discrepancy between the objectives of implementing online learning and how they have felt so far.

## B. Research Participant

Participants in this study consisted of students and English teachers at SMPN 10 Batu, as additional reinforcement will be presented by some of the students' parents themselves. Participants will be selected for several reasons such

as the increase and decrease in learning outcomes during the pandemic, how much interest in online learning is, and the management of online learning carried out by teachers. Then, the selected sample will be followed up with interviews to get in-depth information about their responses to learning during the pandemic.

## C. Data Collection

In this research, the researcher will use the steps for collecting the data, as follow:

### 1. Observation

As a first step, researchers will observe students and teachers at SMPN 10 Batu using a questionnaire. These observations are in the form of their responses to learning that took place during the pandemic. In making these observations, researchers easily obtained information because they experienced firsthand how the learning situation was during the pandemic so that the information obtained was purely from what they felt. After that, the researcher ask a several simple questions to get a participant.

### 2. Interview

After making observations, and selecting several participants who can be used as samples for research, the next step is an interview. In the interview process, the researcher will ask the participants several questions directly or face-to-face, but if the situation is not possible, an online discussion will be conducted. There are several types of interviews to get research information (Hayati, 2019), including personal interviews, structured interviews, unstructured interviews, and

semi-structured interviews. However, what researchers will use later are semi-structured interviews.

Semi-stuctured interviews were conducted by researchers and respondents to obtain detailed information. Even so, in conducting semi-structured interviews will using draft questions so that the discussion does not widen everywhere and the interview can discuss what the researcher wants from the respondent.

**3. Documentation**

All activities carried out by researchers during the research will be presented in the form of documentation. Reporting to the Big Indonesian Dictionary (KBBI), documentation is a process of collecting, processing, and storing information in the field of knowledge, which provides or collects evidence related to information, such as quotes, pictures, recordings, videos, and other reference materials. With the existence of research documentation, the data presented is considered accurate and true.

## D. Technique of Data Analysis

Qualitative data analysis is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing, looking for and finding patterns, finding what is important and what is learned, and deciding what to tell others (Lexi & M.A., 2010). Data analysis is important because, with this, it will produce research conclusions.

The data analysis technique used by researchers in this study refers to the data analysis model of (Miles & Huberman, 1994), which consists of three

activities, namely data reduction, data display, and conclusion drawing/verification.

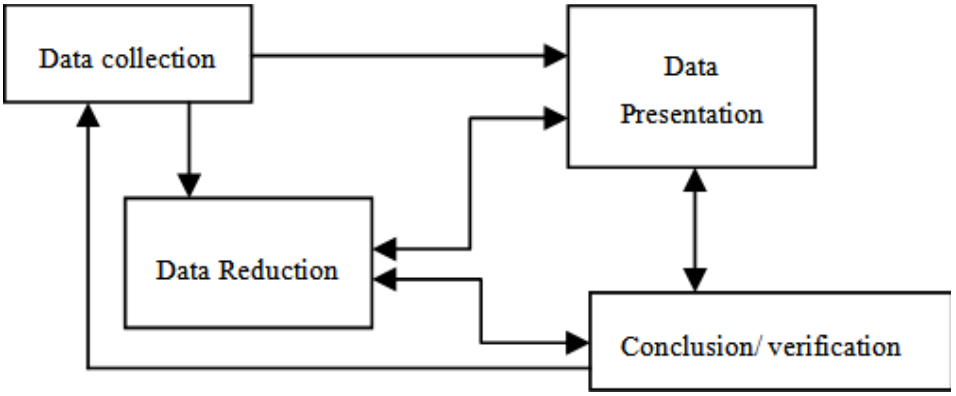



Figure 2. Models of data analysis Miles and Huberman

**1. Data Collection**

Data collection is the most important step in research. Where the main goal in research is to obtain data. Therefore, without this data collection phase, research is meaningless. Data collection can be done in various settings, sources, and various ways.

**2. Data Reduction**

Data reduction is a process of simplifying, classifying data, and removing unnecessary data, thus producing meaningful information and making it easier to conclude. The purpose of data reduction is to simplify the data obtained during field data mining and ensure that the data processed is data that is within the scope of the study.

**3. Data Display**

In data display, data will be arranged systematically and categorized according to its type. The form of display data can be in the form of narrative text

(in the form of field notes), matrix, graphic, or chart. Through the presentation of the data, the data obtained can be easily understood.

**4. Drawing Conclusion/Verification**

Drawing conclusions and verification is the final stage in data analysis techniques. This stage aims to find the meaning of the data that has been collected so that the relationship between the data and the research problem statement can be seen. The verification is intended to ensure that the conclusions produced are still in line with the research objectives.

## E. Validity and Reliability

Validity tests in research emphasized validity and reliability tests. Validity is the accuracy or alignment of data reported by researchers with data that occurs in the object of research (Sugiyono, 2017: 267). In qualitative research, the data is declared valid if the data reported with the actual data that occurs in the field does not have a difference. However, the truth of data reality in qualitative research is singular but plural and depends on human construction, in this case, that every human being has different thoughts and opinions.

The reliability and validity of the analytical data in this research will be tested using triangulation. This technique is defined as checking data from various sources to confirm data or findings that have been obtained previously, so that accuracy is found in the data that has been collected with data obtained from these sources.

# CHAPTER IV

# FINDINGS AND DISCUSSION

## A. Findings

This study aims to obtain the voice of students' and teachers' about learning in this pandemic situation. This research will also know about the parents' role while their child learning at home.

Researchers carried out the collection process based on the procedures described in the previous chapter, namely observation, interviews, and documentation. At the observation stage, the researcher asked some simple questions about the learning carried out during the pandemic to 21 students from various classes at SMP Negeri 10 Batu Satap. Based on the results of these observations, the researcher then selected 8 students to continue at the interview stage.

The researcher conducted semi-structured interviews with 8 students, an English teacher, and 5 parents of students, to get answers to the research questions that had been formulated. The interviews were collected through the voicemail feature of the Whatsapp application and visited the respondent's house. Then, the results of the interviews were transcribed and analyzed. The questions asked at the time of the interview were questions related to research.

This session will be divided into 2 parts, the first is about students' and teachers' voices during pandemic learning, and the second is about parents' role in their child learning.

**1. Students' and teacher voice about the learning during pandemic**

Interviews to students and teachers were conducted at different times, adjusted to their willingness and readiness. Based on the interviews conducted, the researchers found the following results:

a. Students' voice during pandemic learning

In the interview process, the researcher started by asking about student responses in dealing with learning during the pandemic. Where they are used to doing face-to-face learning and studying with their friends at school since the pandemic everything has changed completely. Some students admitted that it was difficult for them to go through, but three of them said they were trying to accept the situation because, in addition to the difficulties they experienced, there were also things they could enjoy. It can be seen from the transcription of interview:

> *"Menurut saya, belajar online itu menyenangkan meskipun kurang efektif seperti saat belajar tatap muka. Tetapi mengingat adanya pandemi, kita harus tetap semangat belajar. Ada juga keuntungan yang kita dapat dari belajar online, seperti waktu belajar lebih singkat."*
> "In my opinion, online learning is fun even though it is less effective than face-to-face learning. But given the pandemic, we must keep the spirit of learning. There are also advantages that we can get from studying online, such as shorter study time."

> *"... tetapi, baiknya juga adalah tidak perlu jauh-jauh ke sekolah untuk belajar, cukup dirumah dan melalui hp saja."*
> "... however, the good thing is we did not go all the way to school to study, just at home and through cellphone."

> *".... mengenai pembelajara saat ini yaitu daring, menurut saya bisa dibilang efektif dan bisa juga dibilang tidak. Untuk efektifnya karena saya bisa mengikuti pelajaran dengan nyaman, karena saya bisa mengenakan pakaian senyaman mungkin, baju tidur ataupun mukena saja, bisaki juga sambil makan, sambil lakukan sesuatu kalau ada jeda belajar..."*

> "... regarding learning today, namely online, in my opinion, it can be said to be effective or not. To be effective, because I can take lessons comfortably because I can wear comfortable clothes, nightgowns or mukena, can also eat while eating, while doing something when there is a break from studying…"

During learning in the pandemic period, namely online learning, several applications become their learning media.

> "Aplikasi yang saya gunakan yaitu Google Classroom dan Whatsapp."
> "The applications I use are Google Classroom and Whatsapp."
>
> "Whatsapp, Classroom, dan Zoom. Paling sering Whatsapp."
> "Whatsapp, Classroom and Zoom. Mostly Whatsapp."
>
> "Whatsapp, kadang Telegram."
> "Whatsapp, sometimes Telegram."

The response indicated that the applications that supported their learning process during the pandemic were Zoom, Whatsapp, Telegram, and Google Classroom, but the top application was Whatsapp.

Furthermore is about the problem that students' faced during this pandemic learning. The first is about their learning outcomes, some students admitted that they experienced a decrease in learning outcomes while implementing the online learning system that was valid during the pandemic.

> *"Yang saya rasakan, hasil belajar saya menurun. Karena kenapa, saya sulit untuk belajar sendiri dan materi yang diberikan juga sulit untuk saya pahami, jika ingin bertanya kepada guru, tidak terlalu bebas untuk bertanya seperti saat belajar tatap muka, dan juga lebih sering hanya diberikan tugas, bagaimana bisa mendapatkan nilai bagus jika tidak tahu cara mengerjakan tugasnya."*
> "What I feel, my learning outcomes are decreasing. Because why I find it difficult to study on my own and the material given is also difficult for me to understand, if I want to ask the teacher, I am not too free to ask questions like when studying face to face, and also

more often I am only given assignments, how can I get good grades if I don't know how to do the task."

*"Yang sangat saya rasakan adalah penurunan hasil belajar, karena saya menjadi suka menunda nunda sesuatu untuk dikerjakan atau dipelajari sampai akhirnya kadang lupa kalau ada pelajaran yang harus dipelajari kembali."*
"What I feel is the decline in learning outcomes, because I become like to put off postponing something to be done or studied until eventually sometimes I forget that there are lessons to be learned again."

Based on the response, it can be seen that the factor of decreasing student learning outcomes is caused by the teacher not being optimal in delivering the material so that students find it difficult to understand the material. Aspects of declining learning outcomes are also not only caused by the teacher, but also the internal factors of the students themselves. During the pandemic, students experience a change in attitude, where they become unmotivated and underestimate the lessons given by the teacher.

The interview above is in contrast to the other participants. As long as students are diligent and keep in mind their responsibilities as students, they will do the assignments given and try to learn to understand the material given.

*"Dampak pembelajaran daring ini untuk hasil pembelajaran saya, bisa dibilang memuaskan karena saya selalu mengusahakan untuk mengerjakan tugas sebelum tenggang jadi guru selalu memberi penilaian yang memuaskan."*
"The impact of online learning on my learning outcomes can be said to be satisfying because I always try to do my assignments before the grace period, so the teacher always gives a satisfactory assessment."

*"Selama proses pembelajaran online saya mengalami sedikit peningkatan, karena materi yang disampaikan ibu guru bisa saya pahami."*

> "During the online learning process, I experienced a slight improvement, because the material presented by the teacher could be understood by me."

Meanwhile, other participants did not experience the impact of the face-to-face learning system change to online learning.

> *"Untuk dampaknya kak tidak terlalu besarji, paling soal atau tugas yang diberikan oleh guru yang kurang dipahami. Kalau masalah nilai meningkat atau menurun, tidak adaji, aman aman saja."*
> "For the impact, Sis, it is not too big, most of the questions or assignments given by the teacher are not understood. If it is a matter of increasing or decreasing value, nothing, it is safe."

The second thing that students' faced in this pandemic learning is their obstacles while studying. The main obstacles experienced in online learning are inadequate internet and network quotas.

> *"Kendala selama masa pembelajaran online yaitu jaringan dan kuota internet yang cepat habis."*
> "The obstacle during the online learning period is the network and internet quota that runs out quickly."

> *"Yang utama adalah jaringan."*
> "The main thing is the network."

> *"Kendala yaitu jaringan dan juga keadaan sekeliling yang kadang membuat kita tidak konsentrasi belajar."*
> "The obstacle is the network and also the surrounding conditions that sometimes make us not concentrate on learning."

The statement regarding the constraints in terms of comfort was also in line with the responses of other participants, who also felt disturbed by activities around the house so they could not focus or concentrate while studying.

> *"Untuk kendala yang saya alami saat belajar yang pertama adalah jaringan, kedua hp atau laptop yang kurang mendukung, dan yang ketiga adalah gangguan yang ada disekitar dan dirumah."*

> "For the obstacles, I experienced while studying, the first was the network, the second a cellphone or laptop that was less supportive, and the third was interference around and at home."

> *"Ketenangan saat belajar, karena saat belajar dirumah itu banyak yang mengganggu dan membuat kebisingan sehingga kita tidak bisa fokus."*
> "Calm while studying, because when studying at home there are many who disturb and make noise so we can't focus."

More specific problems were also described by other participants. The student said that the obstacles in learning were caused by not being able to understand the explanation given by the teacher.

> *"...masalah pemahaman materi saja yang kurang bagi saya diproses pembelajaran daring ini."*
> "...the problem of understanding the material that is lacking for me is processed by this online learning."

> *"Untuk hambatannya kak contohnya seperti ada materi yang tidak terlalu saya pahami kak. Kan sekarang ini untuk pembelajaran online guru cuma kasi materi, setelah dibaca materinya, langsung diberi tugas kak, biasanya kalau ada materi yang kurang saya pahami disitumi kendalanya, jadi kesusahan ka kerja tugas."*
> "As for the obstacles, for example, like there is the material that I don't understand, Sis. Right now, for online learning, the teacher only gives material, after reading the material, you are immediately given an assignment, Sis, usually, if there is a material that I don't understand, there are problems, so it's difficult for you to work on assignments."

Although they face many obstacles, there is also a positive side of this online learning for students. They argue that online learning does not cause all the negative things for learning.

> *"Yang saya sukai saat pembelajaran online karena saya dapat mengatur waktu saya, kapan mengerjakan tugas sekolah, membantu orang tua, dan lain-lain ..."*
> "What I like about online learning is that I can manage my time, when to do schoolwork, help my parents, etc "

> *"Yang saya sukai adalah jika tidak paham penjelasan dari ibu guru saya bisa mencari penjelasan lain dari internet atau youtube, saya bisa cari penjelasan-penjelasan lain yang mudah saya pahami daripada cara guru menjelaskan ..."*
> "What I like is that if I don't understand the explanation from the teacher, I can look for other explanations from the internet or youtube, I can look for other explanations that are easier for me to understand than the way the teacher explains ..."
>
> *"...hal yang saya sukai, pembelajarannya lebih santai, tidak terlalu memaksa ..."*
> "... the thing I like, the learning is more relaxed, not too pushy..."
>
> *"Seperti yang saya sebutkan tadi, hal yang saya sukai dari pembelajaran daring ini yaitu kenyamanannya, dimana saya dapat belajar dan mengerjakan tugas dimanapun dengan nyaman dan mengenakan pakaian apapun, serta tidak adanya gangguan dari luar seperti kadang teman-teman suka bercanda dikelas ..."*
> "As I mentioned earlier, what I like about this online learning is its convenience, where I can study and do assignments anywhere comfortably and wearing any clothes, and there is no interference from outside like sometimes friends like to joke around in class... "

From the results of the interview, we can realize that the implementation of online learning during this pandemic has a negative and positive side at the same time. As for these two things, of course, it is returned to the individuals who become them, how they can adjust to the existing conditions.

Another topic of the interview session was in terms of students' assessment of the effectiveness of the learning they received during the pandemic. Most of the students gave a good assessment of the learning they received, one student gave a moderate assessment, and two students admitted that the learning was not good because it was difficult to understand the subject matter and the tasks they did were just to complete the grace period given by the teacher without proper understanding deep into the material.

> *"Menurut saya pembelajaran online ini bagus, karena baik itu pembelajaran online ataupun offline pasti masing-masing ada kelemahan dan kelebihannya, jadi untuk sekarang ini yah pembelajaran online bagus."*
> "I think online learning is good, because both online and offline learning, each has its strengths and weaknesses, so for now, online learning is good."

> *"Menurut saya bagus, dari segi kenyamanan mengikuti pembelajaran daring."*
> "I think it's good, in terms of the convenience of participating in online learning."

Not only that but other students gave the same assessment but with different opinions. Other students also admitted that online learning is good in terms of technology, where they can develop their knowledge of technology from the applications they use when studying.

From this, we can note that the current learning system does not always have a bad impact on students. On the other hand, there must be strong cooperation between all parties involved so that learning can run well without any party experiencing difficulties.

Based on the results of the discussion, students expressed some of their opinions on learning so that they could be followed up for the smooth learning they got. Both in terms of the explanation of the material by the teacher, as well as a leeway in providing a grace period for assignments.

> *"Saran saya untuk ke guru, gurunya lebih memberikan banyak penjelasan, tidak langsung memberikan tugas karena saya selama ini kesulitan karena langsung diberikan saja tugas tanpa penjelasan. Guru hanya menyuruh mencari penjelasan diluar atau di media-media lain, dan mencari penjelasan diluar itu banyak memakan waktu sedangkan deadlinenya sudah dekat, jadi usaha kita untuk belajar semakin sedikit, sehingga yang kita pikirkan hanya deadline dan mencari cara yang cepat untuk mengerjakan tugas dibandingkan mau betul-betul memahaminya."*

“My advice to the teacher is that the teacher gives more explanations, doesn't give assignments right away because I've been having trouble because I've just been given assignments without explanation. The teacher only tells us to look for explanations outside or in other media, and looking for explanations outside of that takes a lot of time while the deadline is near, so our efforts to learn are getting less, so what we think is only about the deadlines and looking for quick ways to do the task instead of wanting to understand it."

*“Saran saya kak, akan lebih bagus lagi kalau guru bukan cuma memberikan materi dan tugas kak, akan lebih baik jika dilengkapi dengan penjelasannya, baik dari video youtube atau voice note, karena dengan penjelasan kak pasti murid murid lebih bisa memahami apa yang diberikan oleh guru.”*
"My advice, Sis, it would be even better if the teacher didn't just provide material and assignments, Sis, it would be better if it was equipped with an explanation, either from a YouTube video or a voice note because, with your explanation, the students would be able to understand what the teacher was giving ..."

*“Saran saya untuk para guru agar memberikan kelonggaran dalam memberikan tugas dan memberikan penjelasan yang lebih terhadap setiap materi, karena jika hanya diberikan materi dan tugas bagaimana kami bisa memahami materi tersebut. Nah, disinilah peran guru agar bagaimana bisa memberikan penjelasan yang lebih lagi agar kami betul betul paham materi yang disampaikan. Dan sangat saya harapkan bahwa guru jangan hanya menilai tugas dari siapa yang cepat kumpul, karena kalau hanya itu bisa saja dengan mudah cari saja jawaban di internet, tetapi betul-betul menilai jawabannya sehingga tau bagaimana pemahaman kami sebagai siswa.”*
“My advice for teachers is to give leeway in giving assignments and provide more explanations for each material, because if only given materials and assignments how can we understand the material. Well, this is where the role of the teacher is so that we can provide more explanations so that we understand the material presented. And I hope that teachers don't just judge assignments from those who get together quickly, because if that's the only thing, it's easy to find answers on the internet, but assess the answers so that they know how we understand them as students."

Students expect teachers to be more observant in providing assessments during learning during this pandemic because several aspects need to be considered rather than just grades. In addition, students also explained that the teacher had to be consistent with the applied learning schedule.

> *"..., dan keinginan saya agar pembelajaran itu bisa berjalan seperti biasanya, maksud saya sekolah dari senin sampai sabtu, dan setiap hari pelajaran itu diajarkan sesuai jadwal dan guru juga tidak mengubah ubah jadwal mengajar nya agar kita sebagai siswa tidak pusing besok belajar apa lagi karena jadwalnya selalu berubah."*
> "..., and my wish is that learning can run, as usual, I mean school from Monday to Saturday, and every day the lessons are taught according to the schedule and the teacher also doesn't change the teaching schedule so that we as students don't have to worry about what else to study tomorrow because the schedule is always changing."
> *"Saran saya yaitu jika bisa jam daring disesuaikan dengan jadwal yang ada, sehingga tidak terjadi jam pelajaran yang bertabrakan."*
> "My advice is if the online hours can be adjusted to the existing schedule so that there are no colliding lesson hours."

Not only about learning and teachers, but the researchers also mentioned the involvement of parents in the learning process that students do at home. As it is known that in online learning, students spend time at home, so the parties who are expected to be involved in their learning are parents. Based on the results of interviews, students said that parents have a very important role in their learning so far, both in terms of meeting learning needs and helping in the learning process.

> *"Peran orang tua sangat besar bagi saya, karena kalau ada materi yang kurang saya pahami kak sama mereka ka bertanya. Sekarang juga kak kan pembelajaran online, jadi yang dibutuhkan sekali itu adalah kuota, nah kuota ini orang tua yang biayai terus, jadi sangat banyaklah hal yang mereka lakukan untuk saya."*
> "The role of parents is very big for me because if there is the material that I don't understand, you can ask them. Right now, you

> are learning online, so what you need is a quota, now this quota is the parents who continue to pay for it, so there are a lot of things they do for me."
>
> *"Menurut saya, orang tua saya sangat berperan penting dalam proses pembelajaran saya, karena dirumah orang tua menjadi guru saya, mereka menyampaikan pengetahuan yang mereka ketahui dan memberikan dukungan."*
> "In my opinion, my parents play a very important role in my learning process, because at home my parents become my teachers, they convey the knowledge they know and provide support."

However, not all students feel the same way. Parents do have a role for them, but they cannot get it freely, there are several obstacles experienced by students so that parents cannot help optimally. Students stated that their parents also had limited understanding of the material and other activities so they could not always accompany them when studying.

> *"Orang tua saya jika tidak memiliki kesibukan, mereka akan membantu saya dalam belajar dimasa pandemi ini, tetapi itu juga tidak maksimal karena kadang mereka juga tidak paham mengenai pelajarannya."*
> "If my parents are not busy, they will help me in studying during this pandemic, but it is also not optimal because sometimes they also don't understand the lesson."
>
> *"... tetapi terbatas juga karena orang tua saya tidak terlalu paham pelajaran bahasa Inggris. Orang tua juga tidak bisa selalu menemani saya belajar karena terkadang tidak sama ka tinggal."*
> "... but it's also limited because my parents don't understand English. My parents also can't always accompany me to study because sometimes it's not the same when you live."

The results of interviews with students showed that most of the students thought that online learning made them bored and had difficulty in learning. Even though they stated that, but only by online learning they could continue to learn. Among the obstacles they experienced were network and quota problems, but the more specific thing that hindered them from learning was being disturbed by the

activities around them when carrying out learning, this was in the form of commotion or the presence of people passing by in front of them. Not only that, during online learning, the students admitted that it was difficult to understand the material because the teacher only gave assignments without an in-depth explanation of the material provided, so students were unable to absorb the material provided properly.

Based on the implementation of online learning that students get, some students give a good assessment of the learning system. No matter how hard they refuse, only the online learning they can continue learning amid the Covid-19 outbreak. They also claim to be able to operate technology by understanding some of the applications used during the learning process, there are also several other media that support understanding when studying material. In addition, of course, the role of parents is very meaningful for students during online learning. From the interviews, students admitted that their parents had played an important role so far, not only by buying internet quota, their parents also accompanied and helped them when there was a material that did not understand. However, this is certainly limited because parents do not fully understand all the material they are learning, and also their parents do not always spend time teaching them because they have to work.

b. Teachers' voice during pandemic learning

Students are not the only parties who feel the impact of online learning, but also teachers. The following are the results of interviews conducted with English teachers regarding learning during the pandemic. The teacher stated that

the transition of the learning system from face-to-face to online learning made all parties confused, especially from the readiness of students to take part in online learning. Students must have devices such as Android to be able to take part in learning, but the fact is that this pandemic period is also attacking from the economic point of view of the parents of students so that not all parents can meet the needs of their children to do online learning.

> *"Tentu dalam memenuhi pembelajaran daring, hal yang harus dipenuhi yaitu android, karena itu merupakan penunjang pertama. Nah kita ketahui bahwa orang tua siswa dalam memenuhi kebutuhan ekonominya, pasti berbeda-beda. Jadi dalam memenuhi kebutuhan anak-anak mereka, ada yang bisa memenuhi dan ada juga yang tidak bisa memenuhi, jadi sebagai pendidik harus bijaksana dalam menanggapi hal tersebut, jika ada kesulitan untuk mengikuti pembelajaran daring, kita tidak memaksakan dan mencarikan solusi yang lainnya."*
> "Of course, in fulfilling online learning, the thing that must be fulfilled is android, because it is the first support. Now we know that parents of students in meeting their economic needs must be different. So in meeting the needs of their children, some can fulfill them and some who cannot, so as educators, we must be wise in responding to this, if there are difficulties in participating in online learning, we don't force it and look for other solutions."

In addition, in the implementation of online learning, it is not only students who face problems related to network access but also the teacher. Based on interviews, the teacher said that in carrying out online learning, he was faced with the difficulty of giving lessons because some students could not take online learning because they did not have an Android. In addition, teachers are also constrained in terms of network access because they live in areas that are not covered by the network.

> *"...Kemudian, bagi saya pribadi, kebetulan saya tinggal didaerah yang akses jaringannya tidak ada jadi sangat sulit untuk memberikan pembelajaran daring."*

> "… then, I happen to live in an area where there is no network access so it is very difficult to provide online learning."

On the other hand, to follow up on problems such as the absence of network access, or some students do not have androids, the teacher makes alternatives so that students can continue to study by making home visits.

> *"Yah karena beberapa hal yang saya sebutkan sebelumnya dan tidak bisa kita paksakan kehendak kepada siswa untuk memenuhi kebutuhan pembelajaran dimasa pandemi, maka kita adakan kunjungan rumah, dimana kita mendatangi siswa yang tidak memiliki akses jaringan atau android, kemudian diajar secara langsung dirumahnya."*
> "Well, because of some of the things I mentioned earlier and we can't force the will on students to meet learning needs during the pandemic, then we hold home visits, where we visit students who do not have a network or android access, then teach them directly at home."

Student visits are intended for students who really cannot participate in online learning. The teacher will go to the student's house and give lessons as usual.

> *"Tentunya disikapi secara bijaksana, kita tidak bisa memaksakan mereka untuk mengikuti pembelajaran jika memang mereka tidak mampu untuk itu. Tentunya dari segi orang tua juga, tidak bisa dipaksa untuk memenuhi kebutuhan pembelajaran daring anaknya, karena bisa saja untuk kebutuhan sehari-hari saja mereka pas-pas, apalagi jika ditambah untuk membelikan anaknya kuota internet. Maka dalam menyikapi hal tersebut, bagi siswa yang betul-betul tidak bisa mengikuti pembelajaran daring, kita lakukan kunjungan rumah agar mereka bisa tetap belajar."*
> "If it's handled wisely, we can't force them to take lessons if they can't afford it. Of course, from a parent's perspective, they can't be forced to fulfill their children's online learning needs, because they may just barely fit their daily needs, especially if they add an internet quota for their children. So in response to this, for students who really cannot participate in online learning, we make home visits so that they can continue to study."

Teachers always try various ways so that all students can continue their learning even though they are in difficult situations. In terms of learning outcomes, the teacher admitted that as a result of online learning, students experienced a decrease in learning outcomes. The decline in learning outcomes is not only caused by problems that are often complained of such as quotas, networks, and androids but also factors from the misuse of android use and self-discipline in learning.

> *"... dimasa pandemi ini, hasil belajar siswa menurun. Penyebab menurunnya hasil belajar siswa selain daripada masalah jaringan, kuota, maupun tidak memiliki android, juga disebabkan karena siswa cuek atau malas, karena kebanyakan saat ini siswa menggunakan android tapi tidak digunakan untuk belajar, sebaliknya digunakan untuk hal lain, seperti diketahui bahwa saat ini lagi maraknya game online. Jadi jika siswa sudah bermain game, maka mereka lupa untuk belajar, ditambah lagi kurangnya bimbingan dari orang tua."*
> "... during this pandemic, student learning outcomes are declining. The cause of the decline in student learning outcomes apart from network problems, quotas, or not having an Android, is also caused by ignorant or lazy students, because most students currently use Android but are not used to study, instead it is used for other things, as it is known that at this time again the rise of online games. So if students are already playing games, then they forget to study, plus there is a lack of guidance from parents."

Based on this statement, the teacher then relates the role of parents who are considered important in supporting learning that is carried out only from this home. The teacher believes that parents must be the control of their children at home so that they follow the lesson well.

> *"Tentunya peran orang tua sangat penting yah, dimana pada pembelajaran daring ini kita sebagai pendidik hanya memberikan mereka pelajaran dari rumah sehingga orang tua lah yang diharapkan perannya dalam menggantikan kami mengawasi anak mereka belajar dirumah."*

> "Of course the role of parents is very important, wherein online learning we as educators only give them lessons from home so that parents are expected to play a role in replacing us with supervising their children studying at home."

Moreover, in the interview process, the researchers provided an opportunity for teachers to convey things that became their hopes, especially as teachers with honorary status, the burden of teaching during this pandemic is more cornering them.

> *"Harapan kami sebagai tenaga pendidik dimasa pandemi ini, yaitu agar adanya regulasi atau cara lain terkait pembelajaran daring tersebut, yang dimana kami belum bisa sepenuhnya dalam menerapkan pembelajaran tersebut mungkin karena kami berada di daerah terpencil yang terkendala oleh akses jaringan. Kemudian harapan kami sebagai guru honorer yaitu pemerintah tidak boleh melupakan nasib kamu sebagai guru honorer apalagi dimasa pandemic ini. Dan yang paling penting adalah semoga pandemi ini segera berakhir, supaya kami bisa melakukan pembelajaran tatap mula lagi."*
> "Our hope as educators during this pandemic is that there are regulations or other methods related to online learning, which we have not been able to fully implement the learning process, maybe because we are in remote areas where network access is constrained. Then our hope as honorary teachers is that the government should not forget your fate as honorary teachers, especially during this pandemic. And the most important thing is that this pandemic will end soon so that we can do face-to-face learning again."

Based on the results of interviews, it was found that during the implementation of online learning, teachers also experienced difficulties as felt by students. The problem of inadequate network access is one of the inhibiting factors for teachers. The teacher also stated that as long as online learning was applied, student learning outcomes decreased. This happens due to the lack of internet access and quotas, in addition, students use smartphones to play online games and the frequency for studying is reduced. From these cases, students

become lazy and indifferent to lessons and end up with a decrease in learning outcomes. Not only that, based on teacher reports, there are some students who do not have smartphones. To ensure that all students continue to receive the same lessons during the pandemic, the teacher makes home visits for students who do not have smartphones or do not have network access at home. Teachers visit students' homes and teach them directly, while still adhering to health protocols.

**2. Parents' role during pandemic learning**

In this finding, data were collected through semistructured interviews with 5 parents of students. Interviews were conducted online through the Whatsapp application and at the parents' homes of students, with different times adjusted to the readiness and willingness of participants to be interviewed. There were several topics discussed in the interviews with parents, such as responses to the prevailing learning, the impact of learning on children, and the involvement of parents in their children's learning process.

In the interview process, before discussing more deeply about children's learning, the researcher first asked about parents' responses to learning that took place during the pandemic. The responses from parents were quite varied, some responding that their children were worried that the learning would not be good.

> *"Menurut saya pembelajaran online adalah pembelajaran yang kurang efektif, mengapa saya katakan kurang efektif karena pembelajaran online membuat kami sebagai orang tua kewalahan dalam mengajar anak kami dirumah. Selain itu, kami juga sebagai orang tua merasa khawatir anak kami kecanduan gadget."*
> "I think online learning is less effective learning, why do I say it is less effective because online learning makes us parents overwhelmed in teaching our children at home. In addition, we as parents are also worried that our children are addicted to gadgets."

> *"... saya secara pribadi tidak setuju dengan sistem sekolah yang hanya dikasi tugas atau kerjaan lewat Whatsapp terus disuruh ngumpulin tugasnya, itukan tidak menjamin anak akan mengerjakan tugas berdasarkan kemampuannya sendiri."*
> "... I don't agree with the school system that is only given assignments or work via Whatsapp and is constantly told to submit assignments, that doesn't guarantee that children will do assignments based on their abilities."

In addition, parents also conveyed bad things that happened to their children during the implementation of online learning. The findings from the interview are the loss of self-discipline from children during learning at home, and children are attacked from a mental point of view.

> *"Perkembangan anak saya selama mengikuti pembelajaran online menurut saya mengalami penurunan, dikarenakan semangat belajar anak saya menurun, dan yang kedua stres mengikuti pembelajaran karena pelajarannya itu monoton."*
> "My child's development during online learning, in my opinion, has decreased, because my child's enthusiasm for learning has decreased, and the second is stress from participating in learning because the lessons are monotonous."

> *"Anak saya menjadi terlalu bebas selama mengikuti pembelajaran online karena tidak seperti disekolah yang ada aturannya kapan waktunya belajar, kapan harus istirahat dan bermain. Ketika belajar dirumah saja, setelah belajar online anak anak jadi bebas melakukan kegiatan lainnya, bebas i bermain karena tidak ada atur i."*
> "My child becomes too free during online learning because unlike in schools, there are rules when it is time to study when to rest and play. When studying at home, after learning online, children are free to do other activities, free to play because there are no rules."

However, some parents say the opposite. They say that during online learning, their children become better individuals and there is self-improvement.

> *"Baik, karena kapasitas belajarnya lebih banyak, dan masa pembelajarannya juga lebih sedikit jadi tidak membuat anak cepat lelah."*
> "Good, because the learning capacity is more, and the learning period is also less so it doesn't make children tired quickly."

> *"Anak saya masih tetap mempertahankan prestasinya."*
> "My son is still maintaining his achievements."
> *"Dia jadi lebih rajin membaca dan mencari informasi di media apapun untuk menyelesaikan tugas secara online dan muncul juga rasa ingin tau ketika ada hal yang tidak dipahami."*
> "He becomes more diligent in reading and looking for information in any media to complete assignments online and he also appears curious when there is something he doesn't understand."

This statement can certainly work because of the support and involvement of parents in the learning process of their children. Several parents said that so far, they have always encouraged their children to stay enthusiastic in learning and help their children learn.

> *"Sebagai orang tua kita harus ikut berpartisipasi untuk menjadi motivator bagi anak untuk menggantikan peran guru di sekolah yang tidak terlalu mereka dapatkan karena hanya belajar dari rumah."*
> "As parents, we have to participate to be a motivator for children to replace the role of teachers in schools which they don't get because they only learn from home."

> *"... sebagai orang tua ikut andil dalam mendampingi anak belajar dan membantu anak kami dalam mengerjakan tugasnya sampai selesai, semampu dan sebisa kami sebagai orang tua."*
> "... as parents, we take part in assisting our children in learning and helping our children to complete their assignments, as much as we can as parents."

> *"Dengan memberikannya dukungan sepenuhnya supaya lebih semangat dalam belajar."*
> "By giving him full support, he will be more enthusiastic in learning."

Not only that, but parents also always try to meet their children's learning needs and give appreciation for the little things that have been achieved.

> *"Ketika semangat anak sedang menurun saat belajar online, sebagai orang tua kita dapat memberikan motivasi bukan hanya dengan nasihat, namun kita juga membantu menciptakan suasana belajar yang menyenangkan. Cari tau apa yang memicu anak jadi malas*

> *atau enggan belajar dirumah, selain itu dengan memberikannya penghargaan terhadap setiap hasil yang ia dapatkan."*
> "When children's enthusiasm is decreasing when learning online, as parents we can provide motivation not only with advice, but we also help create a fun learning atmosphere. Find out what triggers the child to be lazy or reluctant to study at home, in addition to giving him an appreciation for every result he gets."
>
> *"... kami juga selaku orang tua selalu menyiapkan sarana dan prasarana untuk membantu pembelajaran dirumah agar anak kam i bisa fokus belajarnya."*
> "... we also as parents always prepare facilities and infrastructure to help study at home so that our children can focus on their studies."

Based on the results of interviews, it was shown that while carrying out online learning, students spent their time at home. So that makes parents have a role as a substitute for teachers at home in accompanying and supervising their children's learning. However, from the interviews, parents disturbed of their children during the implementation of this online learning. Parents are worried because they spend a long time using smartphones, they are worried that their children will be addicted to these objects. There are also parents who add that during online learning, their children become freer because they are not bound by rules like when doing face-to-face learning at school. Regarding the development of children, some parents admitted that their children had decreased learning outcomes, but there were also those who said that so far, their children had become more diligent in accessing learning through media available on the internet. Not only that but there are also say that their children still maintain their rankings even though they do online learning. Of course, this happens because of the encouragement and support from parents. Parents said that they tried to

provide facilities and infrastructure that could support their children's learned so that they could study well.

## B. Discussion

In this part, the researcher will discuss the research findings. There are two aspects proposed in this study, the first is discussed about students' and teachers' voice during pandemic learning and the second is about the role of parents during their children's learning at home. The results of the research findings will be discussed, as follows:

### 1. Students' and teachers' voice during pandemic learning

a. Students' voice during pandemic learning

Researcher asked students' responses about learning during the pandemic, the online learning system. The results of the interviews revealed a various views of students on the learning they got. All participants provide arguments according to what they feel and experience. Most of them feel that there are difficulties and things that not fun when participated the online learning, but one of them admits that even though it is difficult, this is the only way so they can continue the study during this covid-19 pandemic.

Furthermore, the problems experienced by students when joined the online learning are internet and network quotas. This is in line with previous research by (Krishnapatria, 2020) which found 64.3% of the sample experienced problems in financing internet quotas to participate in online learning and poor networks that affected student participation in learning. The same thing was also found by

(Sikirit, 2020) based on data from parents and students, the obstacles that students got when studied from home are network access and other learning devices such as cellphones and laptops. It can be concluded that the universal problem of online learning is network, which is made this online learning ineffective.

In addition, the students also commented about the impact of online learning system. Most of the students experienced decrease in their learning outcomes, this happened because the lack of understood by the material provided. The researcher also found same thing as the research conducted by (Rahmi, 2020), where students did not fully understood the material provided because the less explanation of teacher and immediately gave them assignments or questions.

Furthermore, convenience during learning is really important so students can absorb learning well. Based on the findings, students said that the surrounding environment was one of the obstacles when doing learning. Sometimes, when doing learning there is noise, there are several people doing other activities, so that it makes them unfocused and interferes with concentration. The same thing was also conveyed in research (Irawan & Dwisona, 2020), which stated that students' mental health will be much different when they do online learning. The tiredness when they have to complete various tasks and feel down to always at home without outside activities, making their mental sometimes disturbed. So it requires more attention to have not brought a bad impact. Supported from family and the surrounding environment can have a good influence on them, therefore it must be ensured that they feel a comfortable environment and support their learning.

However, from the various obstacles, there are also positive sides that students got from the online learning system. Students feel more relaxed in doing online learning, because they can study anywhere by wore clothes that make them comfortable. The same thing was also expressed by (Mulyani, 2020), there are several advantages obtained from the application of online learning, such as flexible learning, increasing students' understanding of the use of technology and learning applications, and help students learn independently by studied material through various media available on the internet such as google, youtube, and so on.

In the last interview, the researcher asked about anything they would like to add, or suggestions from the learning they have received. Most of them said that the teacher should provide more explanations about the material so they could understand. They also stated that the teacher be consistent with the lesson schedule that has been set.

Despite experienced various unpleasant things, students claimed grateful to be able to learn in the midst of the covid-19 outbreak. In addition, there is the biggest support from parents so the students remain enthusiastic in learning. The students admitted that their parents had a very big role in online learning during this pandemic. Previous research (Emi, 2019) also concluded that during online learning, parents play a very important role in their children's learning, it can be said that the learning outcomes achieved by their children are the result of their parent's efforts.

As a result, the researcher concluded that the problem of online learning is not limited to networks and quotas. More than that, students actually experienced more specific things. During online learning, they are disturbed while studying because of unsupportive home conditions such as noise, people who interfere with concentration, and various other activities. Unlike a conducive school environment, learning from home actually divides students' focus. Apart from that, during the implementation of online learning, teachers often give assignments rather than explained the material to students, so students felt difficult to understood the material and were more concerned about the speed of completed their assignments. When this continued, there is unacknowledged gained by students, other than only completed the task deadlines.

b. Teachers' voice during pandemic learning

The application of online learning does not only have an impact on students, as well as on teachers. When students are constrained by quotas and networks to participated the learning, teachers also feel the same thing so they cannot provide maximum learning. Based on the findings, online learning becomes a burden for parents to provide learning facilities for their children, so teachers try to be wise in understanding students' limitations. Not all parents can afford to buy smartphones for their children, so this is one of the biggest obstacles for teachers in implementing online learning. This is also stated in previous research by (Setyawan, 2019), he stated that the challenges in online learning are a fact, students and teachers are faced with the problem of internet access and some of the students did not have a phone to joined the class.

Teachers always try to make the lessons learned by students well and evenly, but teachers cannot force parents to provide learning facilities if they are unable. The alternative that the teacher does is home visits. Home visits are intended for students who do not have a smartphone or network access at home. By doing home visits, teachers can teach students who missed lessons because they cannot follow online learning. This is in line with previous research conducted by (Supena & Umboh, 2020), showing that home visits are a strategy used by teachers to carried out learning during the pandemic, while still adhering to health protocols when visitied student homes.

In addition, during online learning, student learning outcomes are reported was decreased. Based on the teacher's explanation, some students are addicted to playing online games so they do not have time to study. Smartphones should be used by students to access lessons or study independently by utilizing various learning media available on the internet, but in fact students spend their time to playing games and other things that do not support their learning.

Online learning currently limited teachers in monitoring students, so that the role of parents is very helpful in supervised their children to use the smartphones properly. Parents can also accompany their children during the learning process so that children are more focused when learning. It same as the previous research by (Daniela, 2021) concluded that student learning outcomes when learning from home depend on the participation of parents at home who provided support, accompany to learn, and supervised their child activities.

However, a different study was produced by (Krishnapatria, 2020) and (Rahmi, 2020), they found that although students did learning from home and parents help them to learn, they still faced some difficulties. It is because the limitation of their parents to understand all the material especially for mathematics and English. Not also that, several of parents also did not to operate the technology better.

Overall, it is concluded that the application of online learning is not effective in all schools. Some schools may be able to do well, but there are schools that are not fully capable of implementing this. Despite trying to apply, both students and students will have difficulty. There are similarities with research conducted by (Rahayu, 2020) showed data that teachers disagree about the effectiveness of online learning. They argue that this learning results is low or lack of intensity of communication that occurs between teachers and students.

Based on the results above, the researcher concluded that implementing of online learning is not just about to followed the government rules. But more specifically the readiness of all the instruments involved in. Even schools implemented the online learning, the teacher is a person who will try to followed the system and overcome various problems.

**2. Parents' role during pandemic learning**

The COVID-19 pandemic has paralyzed all aspects of life. Especially education, not only teachers and students are caught in the difficult situation, but also student parents. Learning is did from home, students spend their time at home and study. Enter the learning in homes it made the teachers cannot monitor their

students while learning, so parents is needed to supervised their children while studied at home.

Based on the results of interviews conducted by researchers, it was found that most the parents did not agreed with the applied of learning system. There are parents concern about the online learning, a similar situation is also described in research (Tirajoh & Munayang, 2021), where parents are disturbed by the applied of learning system because they have not been able to adapt, economic factors during pandemic covid-19 also made the parents difficult to facilitate their child to learned.

Being involved in the learning process of children is a new obligation for parents during the pandemic. Parents become substituted teachers as companions and supervised their children during learning. However, not all parents take higher education so that they can provided maximum learning for their children. Some parents find it difficult to undersood their children's lessons. For this reason, parents hope that their children can immediately did face-to-face learning. According to them, That is the most effective and maximum learning to do.

As a result, the role of parents during online learning is very important. Ensure that their child absorbs the learning well is a parent's job. Parents must create a comfortable environment, away from noise and other activities that can disturb children while studied. Student learning outcomes during the pandemic are the parents' efforts to support their children. To increase the students development, teachers and parents should establish good communication, in order to exchange ideas.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

Based on the findings above, it can be concluded that both teachers and students experienced difficulties in implementing online learning. The main obstacle to did online learning is network access and quotas. But more specifically, students are disturbed by the surrounding environment when doing learning at home. It in line with the previous research conducted by (Irawan & Dwisona, 2020), that the surrounding environment can be the biggest supporter of online learning continuity. The comfort and mentality of students are important things that must be considered during pandemic learning. Conducive and comfortable environmental conditions can increase student learning concentration which will affect learning outcomes so it can be improved.

Not only that, during online learning students admitted that they had difficulty understanding the material. So, the material that is not well absorbed by students and makes their learning outcomes decrease. Based on the teacher's explanation, during online learning, students become lazy and ignorant about lessons due to their addiction to playing games. This causes significant changes to student learning outcomes.

The inhibition of online learning is also caused by some students who do not have smartphones, this causes them to not get lessons evenly. Therefore, in addition to providing online learning, teachers also make home visits for students who cannot access online learning.

The implementation of online learning also has an impact on the anxiety of students' parents. Parents are worried if often used smartphones while studied, their children will be addicted to these objects. In addition, parents play an important role in their children's learning during the pandemic. They accompany, supervised, and help their children when they had difficulties in learning. However, being limited knowledge and understanding of technology is an obstacle for parents to help their children in learning.

## B. Suggestion

Based on the result of the research, the researcher then formulates some suggestions. For the teacher, the researcher hopes that the teacher can be more sensitive about the obstacles for students in participated the online learning. We know that it is a difficult situation, but with intense communication between students and teachers, it can be solved. Teachers should also be more innovative in providing learning, think a various strategies to made the learning not monotonous, and do class reflection to find out the mistaked to improved the effectiveness of learning.

For the student, the researcher hopes that students can advance themselves to adapted the circumstances. Maintain good communication with teachers, and the most important is used the technology for positive activities. Technology plays an important role in supporting learning today, so made the best use of technology to provide benefits in learning.

For the next researcher, there are still many things that need to be studied regarding pandemic learning, so this research can be a reference to continued that study more. For the overall problem, researchers cannot explore more about this research because of the limitations that researchers had, such as:

1. Time, the period of one month that the researcher has is not enough to examine the various problems that exist. What's more, in conducting research there are some unavoidable obstacles so one month is a very short time.
2. Energy, doing work alone is a difficult thing to do. When conducting research alone, researchers realize that help from others is needed. So that researchers realize of limited in energy to conduct research and the research results produced are not adequate.
3. Costs, no matter how small the activities to do, we already need a fee. Limitations in terms of funding are a major obstacle experienced by researchers in maximizing the research do.
4. Respondents, researchers have limited respondents in conducting more studies on learning during the pandemic. The condition with the Covid-19 limiting the movement of researchers in reaching a wider range of respondents to explore data, so that researchers hope that in the future researchers can research more respondents to thoroughly explore the problems that occur.

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