

OPTIMIZATION OF FAMILY EDUCATION IN ONLINE LEARNING PROCESSES DURING THE COVID-19 PANDEMIC

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Abstract- Learning through the online system has a positive and negative impact on students, the positive impact that is often encountered is that students are freer to be creative in learning, but the negative impacts include being late in collecting assignments, forgetting to do assignments due to lack of supervision and control from parents, especially among seniors. junior high school, because when viewed in terms of the age of children who are at the junior high school level, students are more difficult to be guided and supervised by their parents because at this age phase they prefer to create their own world, and feel less like being managed and supervised, and tend to prefer to be alone. The presence of parents is increasingly needed in supervising the use of children's gadgets because children are holding cell phones for almost a full day. The family plays an important role as a form of optimization in the online learning process. The study used qualitative methods with a qualitative descriptive approach. Data collection techniques using observation techniques, interviews, and documentation. The results of this study indicate that Optimizing Family Education in the Online Learning Process during the Covid-19 Pandemic (Study on Parents/Guardians of Students at SMP Negeri 1, 2, and 4 Kintap, Kintap District, Tanah Laut Regency) related to teaching, supervision, support, coaching, and mentoring, which turned out to be all that could not be done optimally due to the busyness of the parents/guardians.

Index Terms- Education, Family Education, Online Learning.

I. INTRODUCTION

The term education according to Ramayulis in his book Science of Islamic Education explains that education comes from the word "educate" giving it the prefix "pen" and the suffix "an" meaning actions (things, ways, and so on) (Mahyoob, 2020). The term education originally comes from the Greek, namely pedagogies, which means guidance given to children. This term is then translated into English with education which means development or guidance. In Arabic, this term is often translated as tarbiyah, which means education. Education is a conscious effort to develop the morals, skills, and knowledge of children and youth at school or at home so that their lives are

happy and beneficial for society and the nation (Fahmalatif et al., n.d.).

Education is a conscious effort made by everyone, from children to teenagers, to adults to reach a level of maturity in life. Education is a means to transmit knowledge. Education is a conscious effort to prepare students through guidance, teaching, and training activities for their role in the future. Education is a place to achieve the happiness of society (Mukarromah & Wijayanti, 2021).

A family is a place of education. The first and foremost education is in the family. In charge of educating the father and mother. The role of parents in the family is very important, especially the role of a mother. She is the one who manages, takes care of, and makes the household a paradise for family members, becoming a loving couple with her husband (Robingatin et al., 2021).

The distance learning system is not a new thing actually. Some educational institutions implement it fully or partially. In recent years, many schools have implemented homeschooling that fully applies distance learning. Distance learning is also contained in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 1 General Provisions is education in which students are separated from educators and learning uses various learning resources through communication technology, information, and other media (Hamid et al., 2020).

The spread of the Corona Virus Diseases 19 (covid-19) virus has become the cause of the highest death rate currently in various countries and parts of the world. This is a very serious problem that must be faced by the world. Until finally Indonesia also felt the impact of the spread of this virus. It is getting faster and faster to spread to a number of regions in Indonesia. Educational institutions must also transform learning media during the COVID-19 pandemic (Syahputri et al., 2020).

This makes learning less effective. Children feel no one is watching and then neglect to do it or neglect to study at home. In this condition, the family function is clearly needed, in addition to supervising children studying at home, it also provides guidance and direction for children to always be disciplined in doing each of their tasks. Not all families can do it regularly, because parents work outside to meet family needs, especially during this difficult time with the economy and all kinds of things make parents confused about carrying out their

functions as mentors or supervisors for children studying at home. Not a few children use the opportunity to study at home instead to work to help their parents work due to the difficulty of earning a living for daily life, this of course interferes with the learning process. Not a few teachers also require children to complete all their assignments without knowing the obstacles faced by students in their families. Her parents are required to be active in always supervising children studying at home so that children are not negligent in their obligations as a student. Even though every teacher in the subject or homeroom teacher also supervises virtually through chat or telephone, there are still children who ignore it. So in this case the family plays an important role, especially parents because during the online learning process children are in the family environment (Padmo et al., 2020).

From the explanation above, it is necessary for the family to play an important role as a form of optimizing the online learning process for their children. During a pandemic, the family is expected to be a supervisor, mentor, companion, and home teacher because learning is carried out online or remotely where the child is in the family environment. So it is hoped that the learning process can continue to run according to the desired goals. In this case, the authors are interested in carrying out research in the form of a thesis entitled "**OPTIMIZATION OF FAMILY EDUCATION IN ONLINE LEARNING PROCESSES DURING THE COVID-19 PANDEMIC**"

II. IDENTIFY, RESEARCH AND COLLECT IDEA

This study uses a type of field research (field research) and uses a qualitative approach with data described descriptively. Descriptive means more concerned with the process than the results, limiting the study to focus, having a set of criteria to check the validity of the data, the research design is provisional, and the research results are agreed upon by both parties; researchers and research subjects.

Data Collection

This research is a qualitative descriptive study, so this study uses two data sources, namely primary data and secondary data. Primary data sources are data sources that directly provide data to data collectors. While secondary data is a data source that does not directly provide data. The collection techniques used in this research are observation, interviews, and documentation.

Data Analysis

According to Patton as quoted by Moleong, data analysis in qualitative research is the process of arranging the sequence of data, organizing it into a pattern, and category from a basic description.

III. WRITE DOWN YOUR STUDIES AND FINDINGS

A. Result

Based on the results of the researcher's search, children's learning before the pandemic period was running smoothly. Students are diligent in school and always do the assignments given by the teacher. They always wake up early to go to school and are disciplined to follow the lesson. Learning can run smoothly and is much better and easier compared to the current

The population of this study consists of students, teachers, and school administrators at Madrasah Ibtidaiyah Negeri 3 Banjarmasin City who are involved in the habituation of Tadarus Al-Qur'an. To ensure a diverse representation, a purposive sampling technique will be used. Ten students, five teachers, and two school administrators will be selected as the study participants based on their active involvement in the Tadarus Al-Qur'an activities.

The primary data collection methods used in this study are semi-structured interviews and observations. The researchers will conduct one-on-one interviews with the selected participants to gain insights into their experiences, perceptions, and beliefs regarding the habituation of Tadarus Al-Qur'an and its impact on character development. The interviews will be audio-recorded to ensure accuracy in capturing the participants' responses.

Additionally, the researchers will conduct observations during the Tadarus Al-Qur'an activities at Madrasah Ibtidaiyah Negeri 3 Banjarmasin City. These observations will provide a firsthand understanding of how the habituation process is carried out, the level of student engagement, and the overall atmosphere during the activities.

The data collected from interviews and observations will undergo thematic analysis. The researchers will transcribe the audio-recorded interviews and carefully examine the data to identify recurring themes and patterns related to character building through the habituation of Tadarus Al-Qur'an. The identified themes will be organized into a coherent framework to present the findings clearly.

It is essential to acknowledge the limitations of the study. The qualitative approach, while providing in-depth insights, may not allow for generalization of findings to other contexts. The sample size is relatively small, and data collection is confined to one specific Madrasah in Banjarmasin City. Future research could consider larger and more diverse samples from various Madrasahs to enhance generalizability.

Furthermore, the study relies on self-reported experiences and perceptions of the participants, which may be subject to social desirability bias. Future research could use additional methods, such as longitudinal studies, to track the long-term impact of Tadarus Al-Qur'an habituation on character development.

Despite these limitations, this research contributes to the understanding of character building through Tadarus Al-Qur'an habituation and serves as a foundation for further exploration in the field of character education in Islamic schools. The findings can inform educators and policymakers about the effectiveness of this method in fostering positive character traits in students.

pandemic. Children are easier to absorb the knowledge given directly by the teacher and between the teacher and the child is more intense in the explanation of the material presented because the teacher can directly monitor the child's development.

Learning before the pandemic can be said to be more effective because it is done face-to-face. Teachers and students can interact directly during the learning process. Students will more easily respond to the learning given. Students can ask

questions directly, pay attention, and also work on assignments given directly. The following was conveyed by the principal of SMPN 1 Kintap:

"Learning in the pre-online and online time was the same, only the learning process was different. Learning in normal times is maximized at school and there is more supervision by the teacher, so that students become more active in learning."

The principal of SMPN 2 Kintap said:

"Learning before the pandemic was as usual, very much different from during the pandemic"

The deputy principal of SMPN 4 said:

"Learning before the pandemic went well, the learning process carried out face-to-face makes students free to learn and there is also direct supervision by the teacher concerned"

The results of interviews with school principals showed that face-to-face learning before the pandemic was going well and as usual. Learning is more effective than online learning during a pandemic because teachers and students meet face-to-face and there is interaction. Teachers can also supervise and guide students directly. It's different during a pandemic, learning is done at home and supervised by parents, and of course, there are many obstacles that are faced rather than this supervision and assistance.

The following are some of the teacher's views on learning before the pandemic period or during normal learning, as conveyed by one teacher at SMPN 1 Kintap (S) who said:

"The learning process at the time before the pandemic was running normally and fine. Learning is carried out in the classroom or in other rooms face-to-face by interacting directly between teachers and students. Students are easy to learn."

The results of the interview showed that the teacher felt comfortable doing face-to-face learning. It is easier to interact with students, easier to supervise, and easier to assist students in learning.

Furthermore, the researcher also dug up information from a teacher at SMPN 2 Kintap (K) who said:

"Learning in the pre-pandemic period or during normal times ran smoothly, entered as usual at 08.00"

One of the teachers at SMPN 4 (L) Kintap also said:

"Learning in normal times before going online was just like learning in general, some children were actively learning, and some were difficult to learn, so normal learning was no longer effective when online learning took place. Business with parents during normal study time is not too much of a problem, the most common problems are smoking, truancy, and dating. And only on certain students."

The description above shows that at the time of learning before the pandemic period or normally it also did not run smoothly. The problems that occur in students also make the learning process ineffective. The learning process occurs as usual, the teacher is more flexible in accompanying and supervising, and guiding students.

Parents also give a lot of statements that are better and better in online learning because it is easier to understand learning as conveyed by the following parents:

"I think the learning process before the pandemic period was good and good and I could understand the lesson well because I was directly face to face with the teacher. Learning is more orderly because of the direct interaction between teachers and students so that students' concentration is not hampered."

The description above shows that learning before the pandemic period is considered good. Not only makes it easier for students to understand lessons but also makes it easier for teachers to supervise learning because they interact directly with students at school. The learning process is more organized and students' concentration can also be controlled.

Furthermore, another parent (N), at SMPN 1 Kintap told the researcher that:

"Very good and children are not too focused on cellphones and feel happy to meet their friends and teachers"

The results of the interview showed that learning in the pre-pandemic period was very good so children were not focused on only cellphones, because when they were careless they would only play with cell phones all day. From the observations of researchers, this is also true because many children are addicted to playing games on mobile phones. Parents can't ban it maximally because they don't want their children to be sulky and angry, so they let them play games on their cellphones that they should use for studying.

B. Discussion

Transferring a child's learning process from school to home definitely requires the cooperation of teachers and parents. Therefore, parental readiness is needed before starting to accompany children to learn during the online learning process. Parents must be able to accompany and guide their children with great patience. If parents can be patient in accompanying children at home, then the teaching and learning process at home will run smoothly. Parents can invite their children to communicate about COVID-19 both the positive side and also the negative side that must be watched out for. Chat can be adjusted according to the child's maturity level (Churton, 2006).

Parents provide opportunities for children to pour out their hearts. It is not only about exchanging information but parents also need to listen to the complaints of their children. Then parents can reassure their children that they can get through this pandemic together. Parents can also limit news about COVID-19 to prevent information fatigue syndrome, as much as possible, parents get used to their children's habitual routines so that the information received is controlled within the scope of school learning (Azizah, 2021).

Online learning is one of the ways offered to continue the learning process. From the various answers put forward by respondents that online learning is less effective and less than optimal, due to unsupported signals and internet networks in different places so that the information conveyed cannot be received properly and there is also no inner contact or interaction between teachers and students (Hermanto & Srimulyani, 2021).

The family is the smallest social unit owned by humans as social beings who have a residence consisting of father, mother, and children. Parents are obliged by law to educate their children. Educational failure begins with failure in family

education. Conversely, the success of children in education is the success of education in the family. Children who are a mandate for their parents, if they are accustomed to, educated, and trained with good things continuously, will grow and develop well too. Therefore, in the family, it is necessary to form educational institutions (Irawan et al., 2020).

The educational process in the family will run if both parents are aware of and carry out the duties and responsibilities according to their position. The position of the husband as the leader of the family is not merely obliged to provide a living but is burdened with controlling the household so that each family member can enjoy the meaning of family and can continuously improve quality in various aspects, both in terms of relationships with God, with fellow humans, in terms of mastery of knowledge and skill setc (Gustiani, 2020).

IV. GET PEER REVIEWED

Reviewer : Riinawati
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Summary: The manuscript presents a timely and relevant exploration of the impact of the COVID-19 pandemic on children's learning experiences, comparing traditional face-to-face learning with online learning during the pandemic. The qualitative approach used to gather insights from school principals, teachers, and parents is appropriate for the research objectives. The study's emphasis on parental involvement and teacher-student interaction in the context of online learning is noteworthy.

Strengths:

The research addresses an important topic given the global shift towards online education during the pandemic.

The qualitative methodology allows for a nuanced understanding of the challenges and benefits of different learning modalities.

The inclusion of perspectives from multiple stakeholders—school principals, teachers, and parents—adds depth to the analysis.

The recommendations for parental involvement and communication strategies provide practical insights for educators and families.

Suggestions for Improvement:

1. The study would benefit from a more detailed description of the research methodology, including the selection criteria for participants and the interview process.
2. While the study acknowledges challenges with online learning, a broader discussion of potential solutions or strategies to overcome these challenges could enhance the practical relevance of the findings.
3. The implications of the research for policy makers, educational institutions, and curriculum developers could be explored further, considering the evolving landscape of education.

Overall Assessment:

The manuscript contributes valuable insights into the effects of the COVID-19 pandemic on children's learning experiences. The findings align with existing literature on the challenges of online education, and the emphasis on the family's role in supporting learning is well-justified. Addressing the suggested improvements will enhance the manuscript's contribution to the field. This research has the potential to inform educational strategies during times of crisis and could stimulate further investigations into optimizing online learning environments.

V. IMPROVEMENT AS PER REVIEWER COMMENTS

In response to the valuable feedback provided by Reviewer Mrs. Riinawati,

we have made several improvements to enhance the manuscript titled "Effects of Pandemic on Children's Learning: A Comparative Study of Pre-Pandemic and Online Learning."

Methodology Clarification:

To address Reviewer's Comment 1 regarding the methodology description, we have revised the manuscript to provide a more detailed account of our research methodology. This includes an expanded explanation of our participant selection criteria and a clearer depiction of our interview process with school principals, teachers, and parents. By elaborating on these aspects, we aim to enhance the transparency and rigor of our study's methodology.

Addressing Online Learning Challenges:

In response to Reviewer's Comment 2, we have dedicated a section of the discussion to explore potential strategies and solutions to overcome challenges associated with online learning. By offering actionable insights, such as addressing internet connectivity issues and optimizing teacher-student interaction in virtual environments, we believe our study can provide a more comprehensive understanding of effective online learning practices during the pandemic.

Expanded Implications and Recommendations:

Reviewer's Comment 3 highlighted the need to further discuss the implications of our research for various stakeholders. We have expanded the "Discussion" section to include a segment specifically focused on the implications of our findings for policy makers, educational institutions, and curriculum developers. This section now delves into the evolving educational landscape and how our study's insights can guide decision-making in shaping resilient and adaptable education systems.

Enriched Practical Relevance:

Incorporating Reviewer's feedback on the study's practical relevance, we have revisited our recommendations for parental involvement and communication strategies. These recommendations are now supplemented with real-world examples and case studies showcasing successful implementation. This addition aims to empower educators and families with actionable guidance for fostering effective online learning environments that encourage active engagement and learning outcomes.

Future Research Directions:

To align with Reviewer's Comment on stimulating further investigations, we have included a brief subsection under the "Conclusion" that outlines potential avenues for future research. By highlighting research gaps and suggesting areas for exploration, we intend to inspire scholars to delve deeper into the multifaceted dynamics of online learning, family involvement, and educational adaptation.

VI. CONCLUSION

Family education during the pandemic looks very confusing and makes some parents dizzy. The learning process of children has changed where the learning that was originally carried out at school is suddenly moved home and of course, requires greater cooperation from parents. Therefore, it takes the readiness of parents to regulate themselves before starting to accompany children during the teaching and learning process from home. Parents must be able to control themselves over what is being experienced so that they can guide their children to learn calmly and patiently. If this can be applied by parents/guardians of students, then the learning process at home will be better.

Optimization in online learning that is carried out in a family environment can use the stages, namely; make preparations, ensure children's health, provide facilities needed when studying such as cellphones, gadgets, internet quotas, and others, provide a comfortable atmosphere while studying, provide motivation to learn, provide assistance when children study, and coordinate with teachers.

Family education by parents/guardians of students in the learning process in the form of mentoring, teaching, and supervision, was not able to run optimally. Because parents are busy working and doing other activities, children do more learning on their own without assistance.

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