Self-Efficacy and Parents' Perspectives of Elementary School Students in Online Learning during Covid-19

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Abstrak

Penelitian ini bertujuan untuk mengetahui Self-Efficacy dan perspektif orang tua sekolah dasar dalam pembelajaran online selama COVID-19. Metode survei diterapkan dalam penelitian ini dengan teknik random sampling untuk orang tua di Jawa Barat. Partisipan yang diikutsertakan dalam penelitian ini adalah 95 orang tua siswa sekolah dasar. Instrumen yang digunakan adalah angket terbuka dan tertutup. Secara keseluruhan Self-Efficacy orang tua tergolong sedang yaitu 45,98. Self-Efficacy orang tua di sekolah dasar negeri lebih tinggi daripada di sekolah dasar swasta. Namun secara inferensial, tidak terdapat perbedaan yang signifikan antara efikasi diri orang tua di sekolah dasar negeri dan swasta. 55% orang tua menilai pembelajaran online efektif. Untuk siswa, 44% orang tua merasa siswa kesulitan memahami materi pembelajaran online di rumah. Di sisi lain, 82% orang tua merasa penilaian siswa terbantu dalam belajar dari rumah. 93% orang tua merasa mudah mengakses pembelajaran online. 68% orang tua puas dengan pembelajaran online selama COVID-19. Dengan demikian, pembelajaran online merupakan jembatan dalam kegiatan pembelajaran dengan pemanfaatan teknologi masa depan selama COVID-19. Pendidik juga dituntut untuk menciptakan pembelajaran interaktif melalui platform pembelajaran online dan dengan kerjasama dari orang tua di rumah.

Kata Kunci: Self-Efficacy, Perspektif Orangtua, Pembelajaran Online, Covid-19

Abstract

This study intends to investigate the self-efficacy and perspectives of primary school parents in online learning during COVID-19. The survey method was applied in this study with a random sampling technique for parents in West Java. Participants included in this study were 95 parents of elementary school students. The instruments applied were open and closed questionnaires. Overall, parental self-efficacy was moderate, namely 45.98. Parents' self-efficacy in public primary schools was higher than in private primary schools. However, in inferential, there was no significant difference between the self-efficacy of parents in public and private primary schools. 55% of parents rated online learning as effective. For students, 44% of parents felt that students had difficulties understanding online learning materials at home. On the other hand, 82% of parents felt student assessments assisted in learning from home. 93% of parents found it easy to access online learning. 68% of parents were satisfied with online learning during COVID-19. Thus, online learning is a breakthrough in learning activities with the use of future technology during COVID-19. Educators are also required to create interactive learning through online learning platforms and with the cooperation of parents at home.

Keywords: Self-Efficacy, Parent's perspective, Online Learning, COVID-19

INTRODUCTION

The emergence of COVID-19 since the end of December 2019 in China has had a significant effect in various fields resulting in limited human activities around the world. The education sector cannot be separated from the influence of COVID-19, the influence of COVID-19 makes it diverted into learning at home to avoid transmission of this virus. If people don't pay close attention to the spread of COVID-19, the world will lose a lot of people (Buheji & Buheji, 2020). COVID-19 can affect anyone, the latest data from the USA shows that COVID-19 deaths are highest in the elderly, while it is much lower in the young and middle-aged (Gheysarzadeh et al., 2020; Gulia & Kumar, 2020).

In Indonesia, cases of COVID-19 are already very high. Currently, 3.833.541 new cases are positive, and 116.366 confirmed dead (08/14/2021) (Komite Penanganan COVID-19 dan Pemulihan Ekonomi Global, 2021). The high number of cases since its emergence in early March has made educational institutions make online-based learning at home guided by teachers from virtual technology media and parental guidance, this was under the instructions of the Minister of Education and Culture Letter Number 36962 / PMK.A / HK / 2020 dated 17 March 2020 regarding Learning Online and Working from Home in the Context of Corona Virus Disease (COVID-19) Prevention.

Since then, many schools have shifted the learning process to online learning at home so that learning could still be carried out. Online learning involves information, instruction, or interaction via the internet using teaching materials and tools such as web-based resources, email, and videos (Lamb & Callison, 2005). The benefits of online learning are increased access to teachers that is easier, mass use, and optimal, increased flexibility for teachers, increased efficiency, and innovation (Fitriyani, Fauzi, & Sari, 2020; Lips, 2010). Furthermore, online learning was considered effective and quite flexible as long as it was used at home by elementary students with their parents. With the flexibility of online learning based on the concept of time, students have the opportunity to engage in learning, do assignments, and participate in communication with the class on their schedule. Online learning is easy to adapt to busy student lives so it is more accessible and saves time (Serdyukov & Serdyukova, 2012). Online learning is learning carried out using internet network facilities and electronic media that can share, communicate, and interact in the distance learning process between teachers and students more effectively and efficiently. Based on this, the government enforces online learning. Learning media can use applications such as WhatsApp, Zoom, Edmodo, and so on as needed. Online learning conducted at home will certainly require the help of parents. However, the teacher couldn't expect more from his parents. The research said the effect of parental involvement on student achievement in online learning was not the same as in school (Liu, Black, Algina, Cavanaugh, & Dawson, 2010). Some things that cause students to mistakenly complete assignments are parental attention that was not maximal (Gais & Afriansyah, 2017). Thus, parental guidance at home has a major effect on student achievement.

Learning problems that arise at home could affect the perspectives of various parents. Perspective is the ability to think about problems and decisions in a way that makes sense without exaggerating their interests (Jesslin & Kurniawatu, 2020). Some have a positive perspective or vice versa. Parents' perspectives came from culture, values, and norms, as well as the surrounding environment which was implemented in children (Hanifa & Sulistiyani, 2020). The perspective of parents based on the description above was influenced by the surrounding environment which was a factor of self-confidence in their ability or self-efficacy (SE) of parents. SE is people's beliefs about their ability to produce designated performance levels that affect their daily activity (Muqodas, Putri, Yuliyanto, & Agustin, 2020). This suggests that parents who have high SE may have a positive perspective. In line with these factors, SE is influenced by personal experiences, experiences of other people and the environment, verbal persuasion, and psychological indexes (Bandura, 1977). Parental SE was defined as a parent's belief in their ability to effectively support and manage their child's development and success (Ardelt & Eccles, 2001). Concerning the perspective of parents, the low SE of the parents gives rise to parental

depression (Cutrona, Cole, Colangelo, Assouline, & Russel, 1994). However, when parental SE was high, parents were more likely to provide a healthy and nurturing environment for their children (Pennell, Whittingham, Boyd, Sanders, & Colditz, 2012). When a parent's perspective on children's learning development was high, parents with high SE were more competent in learning interactions with their child than parents with low SE and vice versa (Hess, Teti, & Hussey-Gardner, 2004). Based on this description, the importance of measuring and developing SE and the perspective of elementary school students' parents through online learning during COVID-19. Meanwhile, the problem raised in this study was how SE and the perspective of parents in online learning at home during COVID-19.

METHODS

This type of research is applied to a survey method. The research subjects were 95 parents of students in public and private elementary schools in West Java, Indonesia. The instrument used was survey data. The data analysis technique uses a Likert scale with four categories, namely: strongly disagree, disagree, agree, and strongly agree. Before being used for data analysis, the SE scale was changed from an ordinal scale to an interval using the added rating scale method. Then for parental perceptions, the analysis technique is based on inductive content analysis. Based on the category of respondent coding process including; Open coding, the researcher recorded the responses that emerged from the respondents, categorized, grouped based on the respondent's main code, and made an abstraction, at this stage, the researcher made an overview based on the grouping obtained. Then the responses were analyzed using descriptive statistics, while the closed questionnaire was analyzed using descriptive statistics and inferential statistics to obtain the average difference between SE and the Mann-Whitney U test.

RESULT AND DISCUSSION

Parental Self-efficacy in Online Learning During COVID-19

SE achievement of parents is seen from the final scale average. The criteria for attaining the SE of the parents were classified using the combined criteria of the Benchmark Reference Assessment and Normative Reference Assessment. Descriptive Analysis of Parental Self-Efficacy Achievement in terms of overall and type of school. The final scale recapitulation of SE parents based on all respondents is presented in Table 1:

Table 1
Recapitulation of Parents' Self-Efficacy Achievement based on Overall

Final Scale	Learning	Lowest Score	Highest Score	Average
SE Parents	Online * COVID-19	17	100	45,98

Table 1 informs that the achievement of parents' SE during online learning is moderate. Furthermore, the final SE scale recapitulation based on the type of school was contained in Table 2 as follows:

Table 2
Recapitulation of Parental Self-Efficacy Achievement by Type of School

Final Scale	School	Lowest Score	Highest Score	Average
SE Parents	Public	17	97	46,57
	Private	17	100	29,73

Table 2 showed the SE achievement of parents in public schools was higher than parents of private schools. In the public-school group, the SE achievement of parents is in moderate criteria, while the SE achievement of private school parents is classified as low. The following figure showed the differences in the SE achievement of parents in terms of the type of school shown in Figure 1:
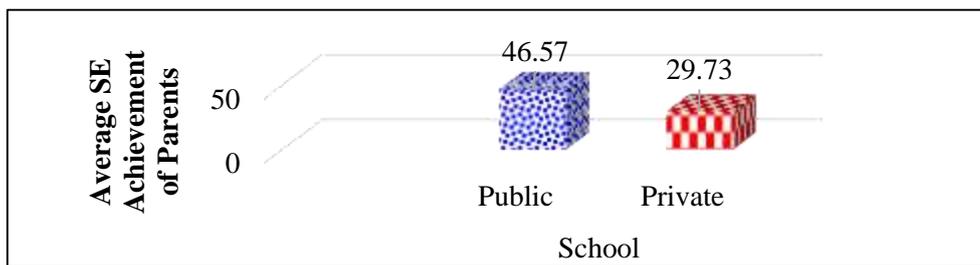
Correlation between social skills and GPA

Figure 1. Average Parents' Self-Efficacy Achievement in terms of School Type

Inferential Analysis of Parents' Self-Efficacy Achievement

Descriptively, it was revealed that the overall SE achievement of parents towards online learning was moderate, and based on the type of school, the SE achievement of parents in public schools was higher than the private schools for online learning during COVID-19. Furthermore, to know the difference in SE achievement of parents in public and private schools, the mean difference test was carried out using the Mann-Whitney U test. The recapitulation of the test results for the difference in the average SE achievement of parents based on online learning in terms of school types can be seen in Table 3 as follows:

Table 3
Recapitulation of Parents' Difference in Average Self-Efficacy Achievement

Schools	Mann-Whitney U	Z	p-value (sig.1-tailed)	Note
Public Private	732,000	-,165	0,434	H_0 accepted

Based on the analysis of Table 3, the average SE achievement of parents' p-value is 0.434>0.05, so H_0 is accepted. This means that if you look at the type of school, the SE achievement of the parents of public elementary school students is not a significant difference from the SE of the parents of private elementary school students.

Parents' Perspectives on Online Learning During COVID-19

Online learning was understood by parents as learning that utilized internet media facilities with various media applications used in online learning at home. The COVID-19 condition requires parents to accompany their children during online learning. There was no choice regarding the learning system used because the only learning system that could be applied during the COVID-19 period was to use online learning to prevent the transmission of COVID-19 to students. This was by the parent's perspective on the implementation of online learning, parents assess online learning needs to be applied in learning during the COVID-19 era. Parents' judgments are quite diverse in assessing the necessity of implementing this online learning. Parental assessments regarding the effectiveness of online learning as shown in Figure 2 below:
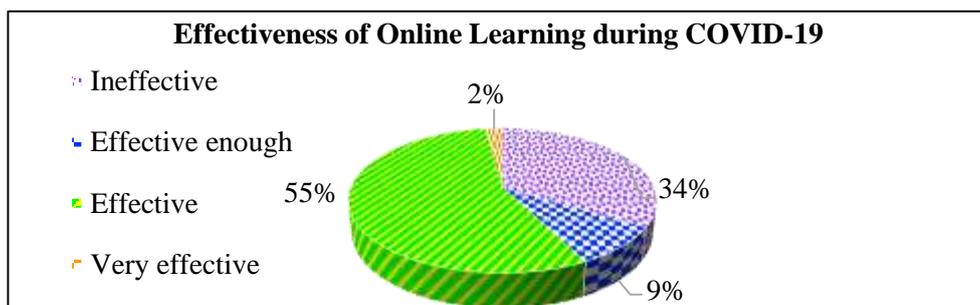

Figure 2. Parental Assessment of the Effectiveness of Online Learning

Based on Figure 2, more than half of parents feel online learning was effective (57%) and nearly half of parents feel that it was still ineffective (43%) during the COVID-19 period. Online learning, which was still rated as less effective, requires further improvement because online learning was the right solution at this time. There were still parents who think online learning has not been effective because students find it difficult to understand the topic, namely 44% of students find it difficult to understand the material. The difficulty was caused by students not being used to interacting with online learning. This means that SE was important in the ability of parents to guide students in understanding online learning. The high difficulty was shown in Figure 3 below:
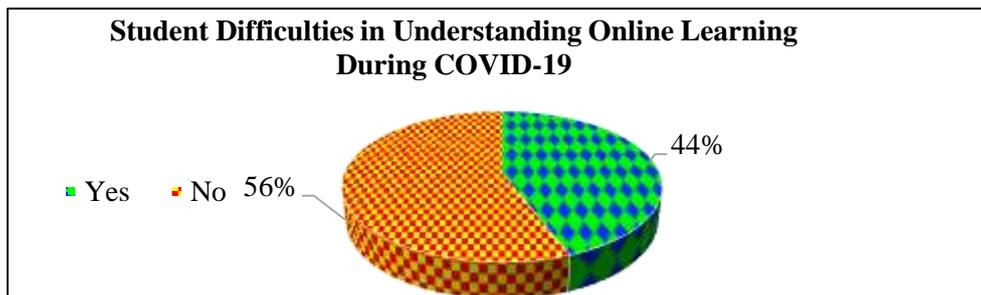

Figure 3. Students' Difficulties in Understanding Material during COVID-19

However, more than half of parents said online learning was effective and very effective, this was evident from a survey conducted by 82% of parents acknowledging online learning helped students receive online learning during COVID-19 which could be seen in Figure 4 below:
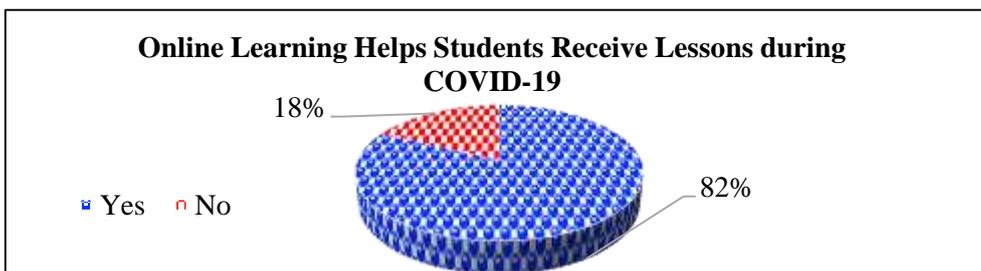

Figure 4. Online learning helps students receive course material

Figure 4 showed that 82% of parents' perspectives on online learning could help students received learning the material well and were considered effective in online learning during COVID-19. The applications used in the learning process are very diverse. The use of interactive and diverse learning media aims to achieve the learning process. WhatsApp seems to be the most widely used, it seems that it didn't seem right to be called a learning medium because WhatsApp is only a medium of communication that is easy to use. This is by the effectiveness of online learning which was the only system that can be used during COVID-19 and was accessible online learning. A survey of parents regarding the ease of access to learning is shown in Figure 5 below:

Figure 5. Easy access to online learning by parents

From Figure 5, 93% of parents assess online learning as easy to access, so that students can receive teaching materials well. This was because parents are on average able to guide their children because it could be seen from the ease with which the application was used and the work of the parents, most of them were housewives. In line with the effectiveness of online learning along with parental satisfaction. Regarding the satisfaction of students' parents during online learning, it can be seen in Figure 6 below:
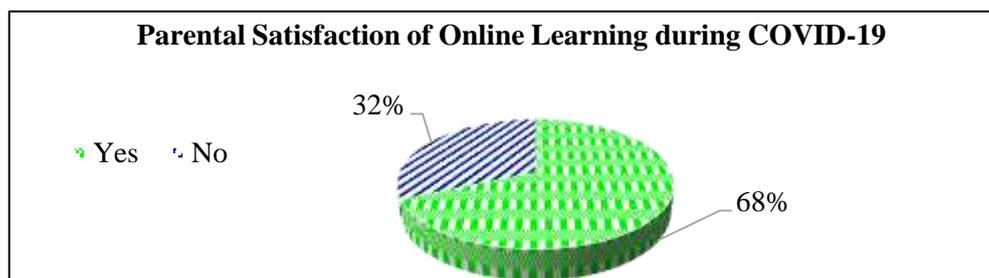

Figure 6. Parental Satisfaction with Online Learning

From Figure 6, 68% of parents are satisfied with online learning and 32% of parents are dissatisfied.

Discussion

The research findings that have been described are in line with previous studies. Some of these studies showed that the attainment of parental SE in private schools has not developed due to parents having busy jobs to increase their income, this often occurs for parents in private schools, because the economic background of parents in private schools was higher than that of public schools in general (Timbó, Marçal, Lima, Remígio, & Medeiros, 2019). It was also found that evidence in the social and emotional domains is a factor in adult SE, only 4.5% of parents in the school show a level of concern and SE (Juhaidi, 2019). Besides, the SE of parents in public schools appears to be higher due to the well-developed SE factor. Parents in public schools prefer to play than parents in private schools (Bloch & Wichaidit, 1986). Playing is fun, and pleasure is a psychological factor which is a factor from public school parents that make SE develop. Furthermore, the factor of social experience and parental care in state schools encourages the high SE of parents in public schools. Only 19% in public schools did not care about school activities and 12% in private schools say they did not need to provide ideas or suggestions about the school, because for them the school is doing a very good job (Gera & Hoti, 2012).

There was no difference between parental SE in public and private schools due to a development in parental SE in private schools. Parents in private schools usually pay more attention to both the school and the teachers. The data showed that parents in private schools are more likely to interact with teachers (Joshi, 2014). This interaction made parents in private schools understand the success of teachers in teaching. This will develop aspects of the social experience of SE that support influencing parents. Support from the closest people and acceptance of the environment fosters parental SE that affects parents' perspectives on online learning so that parents accept the situation and can actively guide children's independence (Anisa & Muliasari, 2017).

It was also found that the overall SE achievement of parents had moderate criteria. Similar results were found in the SE of the parents of kindergarten preschool students in the good category (Khodijah, Muryani, & Sari, 2018). Besides, there are only 11.54% of parents did not play a role in tutoring their children because they could not convey knowledge, and the low SE of the parents for learning children (Sari, Yanzi, & Nurmalisa, 2017). This achievement was made possible by the collaboration between parents and teachers. By collaborating with parents and teachers, many goals will be achieved, such as improving social relations and SE for parents and children (Purwati, Helaluddin, & Nur, 2020).

Online learning becomes an information medium in learning in emergencies through the use of technology media to bridge someone's learning (Dhull & Sakshi, 2017). From the perspective of parents, most parents feel that online learning must be done, given that in an emergency like this, online learning is also effective in the

COVID-19 era, which can have a positive impact to be continued in future learning (Brogan, 2000), and could familiarize students with learning actively and independently by learning online.

Supporting figure 4 this online learning could improve the quality of effective learning to provide understanding and experience to students in the learning process online(Picciano & Seaman, 2007), (Picciano & Seaman, 2007), this is also because the teacher uses interesting and diverse learning media so that learning is carried out well for students during COVID-19. In addition, the findings state the ease of access in accessing online learning such as the use of the most frequently used WhatsApp application. The ease of online learning was supported by the use of various platforms ranging from written discussion learning to virtual face-to-face learning (Herliandry, Nurhasanah, & Kuswanto, 2020).

Based on figure 6, parental satisfaction in online learning is because many parents understand the meaning of online learning which is of course based on the parents' confidence to be actively involved in guiding students at home (Sha, Schunn, Bathgate, & Ben-Eliyahu, 2016). These findings indicate that COVID-19 has a major impact on changes in the learning process. In this case, online learning has until now been seen as effective in the COVID-19. The results of this study are in line with the findings in Figure 2, which explains that online learning is effective in schools during emergencies such as COVID-19. One of the effects of online learning is that students' attitudes towards online learning are more positive during the last week of school than during the first week (Knowles & Kerkman, 2007). Online learning provides students with new experiences in online learning as well as having great experiences to get used to facing new challenges by having effective time management skills and working independently (van den Berg, Joffe, & Porto, 2016). To make this a success, of course, requires SE from parents to provide support in guiding and motivating students to launch online learning at home during COVID-19 (Fan & Williams, 2010). So online learning is expected to have an impact on increasing SE parents in guiding and motivating students for future learning (Green, Walker, Hoover-Dempsey, & Sandler, 2007).

CONCLUSION

Overall, the SE achievement of parents of elementary school students in online learning during COVID-19 was moderate. Based on the classification of the type of school, the SE achievement of the parents of students in public elementary school is higher than that of parents of students in private elementary school. However, based on the average difference test, there was no significant difference between parents' SE achievement in public and private elementary schools during online learning in COVID-19. Based on the perspective of the parents, most parents felt that online learning was effective. Most parents saw students having difficulty understanding the course material through online home learning. However, online learning was thought to help students learn and parent guide students. Parents find it easy to access online learning at home by teachers because teachers use various applications according to the conditions of the parents. Most parents are satisfied with online learning at home. Online learning was considered to have an impact on the implementation of learning during COVID-19 and future learning breakthroughs. Online learning was an effective solution for teachers in implementing learning that can be accessed anytime and anywhere and can still develop learning by considering parents as implementers of learning at home because teachers are only scenario planners and learning content developers.

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