

## Original Research Paper

## Family support in carrying out online learning during the Covid-19 pandemic

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### Abstract

The Covid-19 pandemic brought changes in learning methods, where the government issued regulations requiring education stakeholders to implement distance learning or online learning to reduce the incidence of Covid-19. The policy issued is not an easy thing for students, teachers, and families to live. Therefore, family support is one factor determining the achievement of online learning. This study aims to determine family support in the implementation of online learning for students during the Covid 19 pandemic. The research method used is exploratory descriptive using a cross-sectional approach. The research was conducted in June 2021 at the Faculty of Nursing, Universitas Cendekia Abditama. The instrument used was a list of questions or questionnaires with a number of research samples was 144 respondents. The results showed that family support in online learning in the information aspect was in the good category (54.9%), in the emotional aspect in the good category (58.3%), family support in the appreciation aspect (52.8%), and family support in the instrumental aspect in the good category (60.4%). Family is a good supporter of an online learning process.

**Keywords:** COVID-19; family support; online learning

### 1. Introduction

Corona Virus Disease 2019, commonly abbreviated as COVID-19, is an infectious disease caused by SARS-CoV-2, a type of coronavirus. People with COVID-19 can experience fever, dry cough, and difficulty breathing. COVID-19 has been in public attention since its appearance was detected in China in the city of Wuhan, Hubei Province, for the first time in early 2020. The death of thousands of lives due to this virus made it the center of attention of many countries, including Indonesia, so WHO, on March 11, 2020, designated this outbreak as a global pandemic. This pandemic has made most people change their daily activities from personal activities to organizations. The COVID-19 pandemic has also affected educational activities in various countries, including Indonesia.

Education is one of the important pillars in the development of a country. Educational institutions in every country during the Covid-19 pandemic are required to adapt to the pandemic situation. Several researchers in various countries have widely studied the implementation of education during the pandemic. Based on data from UNESCO (2020), more than 160 countries have implemented Lockdowns, including Indonesia. The government and educational institutions are required to be able to develop learning methods during a pandemic.

Schools in Indonesia were entirely closed following the government's implementation of community activity restrictions (PPKM) in 2020. The education office makes rules to carry out the learning process at home. Online learning methods make a difference for students and teachers.

The university is one of the higher education levels that also conducts online learning during the COVID-19 pandemic. In carrying out its role as a higher education institution, the university must



implement the online learning process creatively and innovatively. The success of learning in students is also influenced by the learning methods applied by lecturers and the support provided by families when learning is carried out at home.

Family support in accompanying children's success while studying at home becomes very central. In line with this, WHO (2020) released various guidelines for parents in accompanying their children during the pandemic. The family is important in caring for children's education, protection, and upbringing. On the other hand, parents face various challenges from the new mode of virtual setting learning: instruction delivery, unsatisfactory learning outcomes, financial difficulties while working for a family during the lockdown, struggles with the use of technology availability, and personal issues on health, stress, and learning styles (Agaton & Cueto, 2021). The process that families go through is certainly not easy. Families are required to be able to adopt or adapt to online learning in response to a sudden pandemic such as Covid-19 without encountering many problems and challenges (Katimpale et al., 2022).

The survey was conducted online, involving 206 students at ten universities in Indonesia. The data were analyzed descriptively, and the findings showed the discomfort and difficulty of students in carrying out online learning during the covid-19 pandemic (O'Sullivan et al., 2021). Another data found is that the E-Learning process at UNP has run well and can meet the learning outcomes that have been set (Giatman & Basri, 2020).

Another research result is that the online learning system carried out during the Covid-19 pandemic was effective and efficient (Bahasoan et al., 2020). The success of online learning certainly cannot be separated from the readiness of the students themselves in facing learning, the readiness of teachers to provide online learning, and the readiness of families to provide support when online learning is implemented (Mo et al., 2021). More than one-third of students surveyed were dissatisfied with the online learning experience. Further investigation was conducted to explore and identify the factors behind student dissatisfaction with online learning: distraction and reduced focus, psychological problems, and management issues (Maqableh & Alia, 2021).

This change in online teaching methods is new, and families have an important role in implementing online learning. Students will often do learning at home and need supervision and support from a family for several aspects in doing their learning (Kaligis et al., 2020)

## 2. Research Methods

The method used in this study is a descriptive survey. The survey design provides a quantitative picture of student tendencies, attitudes, and opinions as respondents. This research was conducted on Universitas Cendekia Abditama nursing students from June to November 2021. This study uses a qualitative descriptive approach to explore nursing students' life experiences regarding distance / online learning and family support in implementing Online Learning. The respondents of the study were a total sample of 144 students. Data were collected using online surveys. The questionnaire describes the purpose of the study, the anonymity of the answers, the confidentiality of the data, instructions, and questions about the demographic profile of respondents and family support questions; Family information support, family emotional support, family appreciation support, and family instrumental support. Instruments are shared with students via a Google form link. The validity of the questionnaire was tested on 30 people who were not included in the sample. The trial results using the product moment obtained an r-value of 0.274 above the r table. Then the question item was declared valid. The collected data were analyzed using univariate and bivariate analysis using the Chi-Square test approach.

Data collection using research instruments in the form of questionnaires. The contents of the 28-question questionnaire with eight questions are data on respondents' characteristics and 20 questions

about family support. The respondents' data consisted of age, education level, gender, place of residence, father's occupation, mother's occupation, parents' income, and parents' education level. The questions in the questionnaire about family support based on Friedman & Marilyn (2013) include information support, emotional support, reward support, and instrumental support.

### 3. Results and Discussion

Data characteristics of respondents are mostly aged 17-21 (89.6%). Most respondents were first-year students (36.8%), and college students were also spread out in the second and third years. The largest respondent gender was female (84.7%). Most students live with parents (81.9%). Most student fathers work as private employees (30.6%), and more than half of mothers are unemployed (66.7%). The average family income is in the range of Rp1,500,000 - Rp. 3,000,000 (33.3%). More than half of parents' education levels are high school (62.5%). The results of respondent data characteristics are in Table 1.

**Table 1. Frequency distribution of respondent characteristics**

Characteristic	Frequency (n)	Percentage (%)
<b>Age</b>		
17-21 Years	129	89.6
>21 Years	15	10.4
<b>Residence</b>		
Parents	118	81.9
Brother	6	4.2
Boarding house	20	13.9
<b>Father's occupation</b>		
Civil Servants	21	14.6
Private	44	30.6
Entrepreneurial	40	27.8
Not Working	8	5.6
Other	31	21.5
<b>Mother's occupation</b>		
Civil Servants	16	11.1
Private	8	5.6
Entrepreneurial	13	9.0
Not Working	96	66.7
Other	11	7.6
<b>Income</b>		
< 1.500.000	27	18.8
1.500.000-3.000.000	48	33.3
> 3.000.000-5.000.000	45	31.3
> 5.000.000	24	16.7
<b>Parents' Education Level</b>		
College	22	15.3
SMA	90	62.5
SMP	24	16.6
SD	8	5.6

Family support data consists of informational, emotional, rewarding, and instrumental support. Family information support data is more than partially good (54.9%). Family emotional support is more than partially good (58.3). The results of family appreciation support were more than partially

good (52.8%). The results of instrumental family support were more than half good (60.4%). Family support data is in Table 2.

**Table 2. Family Support in online learning**

Family Support	Frequency (n)	Percentage (%)
<b>Information</b>		
Good	79	54.9
Bad	65	45.1
<b>Emotional</b>		
Good	84	58.3
Bad	60	41.7
<b>Appreciation</b>		
Good	76	52.8
Bad	68	47.2
<b>Instrumental</b>		
Good	87	60.4
Bad	57	39.6

The results showed that families supported children during the COVID-19 pandemic and the implementation of online learning at home. Family support can be provided because of the family's awareness of their duties and functions while implementing online learning. Friedman & Marilyn (2013) states that the family has a role in parenting, including in school. The results of this study are by the existing theory that family support is related to children's learning achievement or a child's ability to understand learning (Feinberg et al., 2022). Children can understand online learning well if the family provides good support.

Other research results state that the role of parents in learning biology during a pandemic is as educators (80%), supervisors (75%), and counselors (70%) (Diyah & Afrizal, 2021). These results prove that families support the educational process during online learning. These results are the results of research that researchers have conducted.

The COVID-19 pandemic requires families to be able to carry out family support as educators well at home. Families are expected to provide support in learning for children at home. Family support during online learning will make children enjoy the learning process because the learning atmosphere is more relaxed, academic achievement can be improved by active learning, and learning is more student-centered because it has support from family. The challenges are incompetence, academic integrity, learning environment, and family burden (Bdair, 2021).

Families, as the main support providers in children's education, will certainly prioritize the success of children's education even though the situation is in the midst of the COVID-19 pandemic. Research of Rahmadani et al. (2021) shows that families provide full learning support to teachers in online learning during the COVID-19 pandemic. Teachers become motivated to improve their teaching skills. The support provided by the family will require children to adapt to existing learning methods by influencing children's habits in the implementation of online learning.

Online learning will certainly challenge students, teachers, and families. Children and adolescents experience maladaptive health effects, including feelings of social isolation, depression, anxiety, and increased maladaptive behaviors (O'Sullivan et al., 2021). The family and the child will have a bad relationship if the family cannot carry out its support properly. Expected family support includes emotional, informational, appreciation, and instrumental support.

The level of education of parents influences the support provided by families during online learning. The study found that more than half of parents' education levels are high school. A good

level of parental education will increase parents' awareness of the importance of mentoring, increasing understanding of children's mentoring in learning. The results of other studies stated that no association was found between self-isolation and student life or academic satisfaction, which was explained by the specific nature of the learning experience from home. This condition will be a challenge for families to improve their knowledge and skills in accompanying children to learn online (Ibrahim et al., 2020)

The role of a mother also influences good family support. Working mothers or not will also affect the amount of support provided. Non-working mothers will have more time to accompany their children to study at home compared to working mothers. Non-working mothers make it possible to provide assistance to their children while studying from home during the COVID-19 pandemic. Providing support to children in implementing online learning for working mothers will certainly be a challenge.

Online learning during the Covid-19 Pandemic presents challenges for students, teachers, and families in mastering IT. The results stated that students revealed various obstacles they encountered when using IT platform applications for online learning (Al-Kumaim et al., 2021). Parents' education level and family income also influence family IT mastery. Online learning makes families challenged in mastering IT, so they tend to refuse or even reject online learning for three main reasons; lack of online learning, lack of self-regulation of children, and their lack of time and professional knowledge in supporting children, so this situation makes families suffer (Dong & Li, 2020).

Good family support, such as information support about online learning, gives children the opportunity to express their feelings when learning online. Another support that can also be given is to appreciate the positive things children have done when doing online learning. Moreover, families also provide infrastructure support needed by children during learning (Li & Xu, 2022). This is to the results of research conducted by researchers. The effectiveness of education implementation during the pandemic was followed by various education policies implemented to overcome the pandemic, including the closure of national schools, the postponement of class reopening, and the application of various learning modalities. On the other hand, parents face various challenges from new modes of learning in virtual settings: instruction delivery, unsatisfactory learning outcomes, financial difficulties while working for families during lockdowns, struggles with technology use and availability, and personal issues with health, stress, and learning styles (Wilczewski et al., 2021)

#### **4. Conclusion**

Family support in implementing online learning during the Covid-19 pandemic, which is more than part of it, is good. Support provided by families in the form of informational aspects support regarding the online learning process, instrumental aspects of the availability of supporting facilities in the online learning process, emotional aspects in the form of the existence of parents and their education to children during the teaching process and aspects of appreciation where parents give positive appreciation to their children during online learning. The family is the main support provider in children's education.

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