

**AN ANALYSIS OF PARENTS' PERCEPTION ON
ONLINE LEARNING DURING COVID-19 AT TK
POTEUMEUREUHOM IN ACADEMIC YEAR
2020/2021**

Skripsi

Submitted In Partial Fulfillment of the Requirements for the Degree of Sarjana
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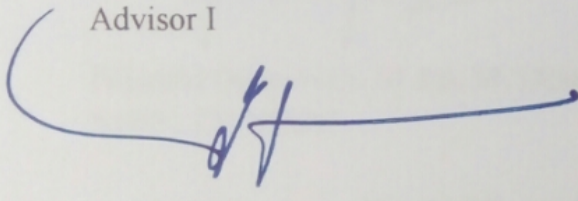
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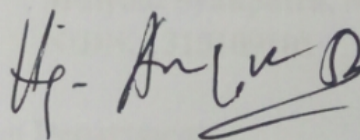
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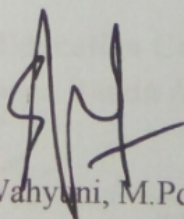
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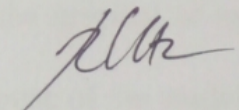
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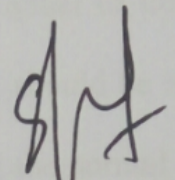
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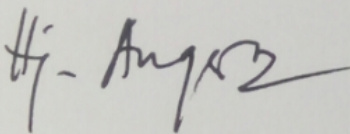
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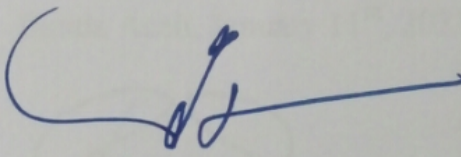
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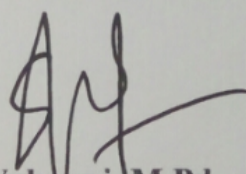
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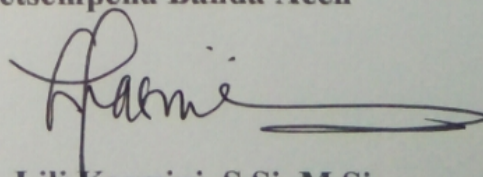
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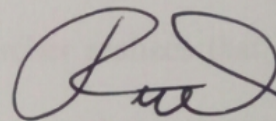


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DECLARATION

The writer hereby declare that this script in completely my work. Information in this script has been obtained and presented in accordance with academic rule and ethical conduct. I also declared that, as required by these rule and conduct. I have fully cited and refenced that all material and result are original to this work. I agree that the original of my paper deposited in the library should be accessible for the purpose of the study and research, in accordance with the normal condition established by the librarian for care, load or reproduction of the paper.

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This research was conducted as an effort to find out the responses and challenges of parents in online learning to their children, kindergarten students of Poteumeuruhom in Academic Year 2020/2021 Banda Aceh.

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ABSTRACT

Warman, R. A. 2021. *An Analysis of Parents' Perception on Online Learning during Covid-19 at Tk Poteumeuruhom*. Thesis, English Education Department, STKIP Bina Bangsa Getsempena Banda Aceh. Advisor (I) Mulyadi Syahputra, M.Pd & Advisor (II) Hijjatul Qamariah, M.Pd, M.TESOL

One of the consequences of the existence of Covid-19 is using an online learning system as a solution to make education is continued although under Covid-19 situation. The difference between online learning and face-to-face has invited some perceptions and also obstacles to the implementation. In this study focus on the perception and the obstacles that face by the parent of student at Tk Poteumeuruhom Banda Aceh. The researcher used qualitative research where the population is the parent of student at Tk Poteumeuruhom and the sample in this research best of purposive sampling technique. The instruments that were used in this research are questionnaire and interview. The data analysis in this research used analysis interactive. The result of the research found negative perception and three obstacles face by the parent, namely lack of time, financial aspect, and lack of skill.

Keywords: *Parents' Perceptions, Parents' Obstacles, Online Learning*

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CHAPTER I INTRODUCTION

In this chapter, the researcher explained some points that related to the theoretical of the study. Those points are the background of the study, the research question of the study, the aims of the study, and the definition of key terms.

1.1 Background of the study

Education has important either in life or world progress. According to Aggarwal (2010: 5), education is the complete development of individuality so that it can make an authentic contribution to human lifestyles in its high-quality potential. Aggarwal (2010: 5) extended the statement that education means enabling the mind in a change process to be better than it before.

Education is a valuable asset and must be maintained from generation to generation. According to Mubarak (2019: 7), it is because it can bring renewal to the person, community, nation, and even the world. Besides, based on *Sisdiknas National Education System Laws* state that education is conscious and planned business to realize the learning process at learning to learn actively develop its potential to have religious, spiritual power, self-control, personality, intelligence, the noble, and skills necessary, community, nation, and country.

However, almost all the education in every country has an identical system. It can be proven through the education system in Indonesia that is similar to Japan. Sukasni and Efendy (2017: 184) emphasized that formal education in Indonesia is primary (early and elementary), secondary and tertiary. The education system in Japan also has three levels of informal education that are an elementary school, middle school, and high school (Achmady and Shobahiya

2008: 76). But the difference that always presents because of individuals, cultures, and countries' aspect (Achmady and Shobahiya 2008: 89). Therefore is not bizarre if there are some controversies about how the education system is structured.

Education in general ahead of an institution such as a school where the students come to the school sits on the chair in the room, listen follow the teacher's instruction, and learn based on a curriculum. Normally, all aspect that is needed in the learning process was designed in a curriculum. There are some components of an education program in a curriculum that has been planned such as components like the purpose, content, organizations, and strategy (Budiman, 2015: 15). In other words, everything that essential in the learning process was answered by the Ministry of Education and Culture through the development of the curriculum.

Based on the explanation above it should be underlined that the curriculum can be perfectly implemented when in normal education. However, education is not always presented in a normal situation. The problems that made education abnormal for several reasons, the most influential reason is the existence of Covid-19, it has forced several changes in the education such as in learning process usually carried out in the school was changed to online learning. Based on the statement and reality, some developments were conducted by the government through the ministry of education and culture.

Online education is one thing as an innovation in the education world that will anticipate the problem in the learning process. Online education (Virtual Learning) is a kind of teaching-learning that delivers learning material to the

students through internet media, intranets, and other electronic (Hartley 2001: 1). According to Molinda (2005: 182) online learning can be defined as an effort to connect learners with their study sources. Although, the distance between students and teachers is separate. Kamba (2009: 67) defines that e-learning as a network phenomenon that facilitates both revision and distribution. Virtual learning can be interpreted as a new generation of learning distance which has long been known that even virtual learning is now the sixth generation said by (Connolly & Stansfield 2006: 52).

Furthermore, online learning was presented as a result of the transformation paradigm in education. Where in learning traditional paradigm was understood as an interaction between teacher and students directly in one room or place. In the modern era education was change and online learning is one of the innovations that were resented by the modern era.

However, the character is different between traditional and new paradigm. According to Waryanto (2006: 13), the characteristic of new paradigm such as (1) using electronic technology services, (2) using the advantages of computer (media digital and computer networks), (3) using self-learning materials, (4) administration of education can be seen at any time on the computer. Online learning only a complement of learning education activity.

The virtual learning concept is developed not to replace face-to-face learning in the class. Besides, Syarif (2012: 236) stated that the combination of virtual learning with face-to-face learning will increase the quality of the learning, improving the effectiveness and efficiency of education. Therefore their obstacle

was present when online learning created a learning center in the educational activity. This obstacle is very likely to occur because education, which is usually under the supervision of a teacher, has now shifted to parents.

Based on Nunan (2011:4-5), said young learner is students aged over three years and under fifteen years old. While Siswanto (2017: 31) is divided into young learners in four classes as well as; pre-school students ages 2-4 years old, primary students ages 5-7 years old, intermediate students ages 8-10 years old, adolescent student 11-14 years old. Students under fifteen years old have different roles in learning, in support of the difference in their characteristics. In general, the characteristic of a young learner is more active but less concerned. Therefore it should be appropriate education for young learners to be given to the educationalist. While in the fact learning online that was implemented includes young learner, where the teachers only send the material while teaching is done by parents, this case brings many perceptions from the parents who have a double role now.

According to Goldstein (2010: 5), perception is the experience constantly of people about something. Perception means a conclusion and interpretation of any information or message from people's experiences about an object, and event, (Yuniarti 2017: 15). In short, perception can be interpreted as a view of situations, objects, and people. The results of the perception can be positive or negative is depending on the perception seen from whose point of view. While Dananjaya (2019: 10) divides perception on positive and negative. Firstly, positive perception is a perception that described or interpreted the incentive positively. Secondly,

negative perception is a perception that described or interpreted the incentive negatively.

Parent perception is an important aspect of a young learner. It can be motivation and also it can be a reason for the failure of education. It supported Dananjaya (2019: 10), where perception can be positive and also negative. In online learning for the young learner, parents taking the role of an instructor for their children. When parents have more portion than educationalist in teaching-learning for a young learner the problem is coming. One of thing aspect that influences problems comes because in general, children “young learner” is be trusted by the teacher.

The preview study is taking by many researchers about how parent perception in young learning education. Adjoining, research that was conducted by Surya in 2015 with title “Parent Perception in Learning of Physical Education for Four Grade Student’s at SD Negeri Mlati 1 Sleman, Yogyakarta”. Based on the data analysis which found, that able to close parent perception in learning of physical education are good perceptions, less good perceptions, excellent perceptions, and not a good perception. The author also said there is three-factor that influence the result of parent perception, such as; attention factor, experience factor, and knowledge factor.

Another preview study was conducted by Abdallah in 2018 with the title “Parents Perception of e-learning at Abu Dhabi Schools, United Arab Emirates”. The result of this research is described there are less satisfied with the parents for e-learning implementation. The less satisfaction of the parents to e-learning

caused several things as well as in content aspect, learning procedure aspect, less of time, etc.

Based on the previous study have been done by another researcher about parent perception for young learner. Hence, the researcher analyzed parent perception particularly in online learning for young learners. Besides that preliminary study through informer that was done by the researcher about parents' perception during online learning at TK Poteumeureuhom. The research conduct with the title **“An Analysis of Parent Perception on Online Learning during Covid-19 at TK Poteumeureuhom in Academic Year 2020/2021”**

1.2 The research question of the study

This research was conducted to find the answers to the following question:

1. How is parents' perception of the online learning process for their children (young learner)?
2. What are parents' obstacles in assisting their online learning during process covid-19 at TK Poteumeureuhom?

1.3 The aims of the study

This study was conducted to obtain information related to the research question. The goal of this study is:

1. Discovering the parents' perception toward online learning for their children (young learner).
2. To know the parents' obstacles in selecting and playing online process learning during covid-19 at TK Poteumeureuhom.

1.4 The scope of the study

Some aspects are analyzed in the research activities. Therefore, so to avoid the large scope of discussion, the study will be limited to the parent perception and parent obstacle in the teaching process of level of the kindergarten at TK Poteumeureuhom. Therefore the researcher will select 25 parents' who parents' on the distance learning process at kindergarten school.

The researcher focus on analyzes of the parent perception and the parent obstacle face in the teaching process in online learning at kindergarten school academic years 2020/2021.

1.5 Significance of the study

The researcher trusts this research will be used for the parents, the kindergarten school, the college, and another researcher.

1. Parent

As a focus research subject surely in this research is showing some real perception of the parents' about online learning for kindergarten students'. Therefore, this research is to help parents.

2. Kindergarten school.

The result of this study is expected to use as additional information about the actual perception of the parent with online learning so that it can further adjust the learning materials given to the student.

3. The collage

The results of the study are used as an additional study of educational research especially of parents' perceptions on the implementation of online learning.

4. Another researcher

The results of this study are expected to attract other researchers to research parents' perceptions. Then from this study, other researchers can propose to assume several information about parents' perception, especially in students of a kindergarten school. In addition, this research is a reference for other researchers.

1.6 The definition of key terms

To avoid misconception and to know the term used in this research, in this study several terms are clarified as follow:

1. Perception

Perception is brain activity in interpreting something that is received by human senses (Sugiartono in Dananjaya 2019: 5).

2. Online learning

Online learning (e-learning) is part of distance learning whereas online learning is part of e-learning (Udan and Weggen in Utami 2020: 35).

3. Young learner

Sarah Philips in Aufa (2018: 19) stated that young learner is students which have a range age of 6-12 years old.

4. Covid-19

Coronavirus disease 2019 (COVID-19) is a type of virus (SARS-CoV2) that is known to originate from Wuhan, China, and was discovered at the end of December 2019.

CHAPTER II

LITERATURE REVIEW

This chapter presents the result of reviewing some theories that are relevant to the topic of the study. These reviews are expected to serve as important background information to support the study and the discussion of findings. The literature review consists of parent perception of online learning.

2.1 Young learner

Hidayati (2009: 5) defines students as children who have aged seven years and have not started compulsory education and have not started reading. While other explanation of Young learner to be four levels such us: Pre-school student ages 2-4 years normally still at kindergarten school, Primary student ages 5-7 years, Intermediate students ages 8-10 formally at elementary school, and the last early, adolescent student ages 11-14 formally at Junior high school (Siswanto 2017: 31).

Moreover, Siswanto (2017: 31-32) said, characteristics of young learners that they tend to be keen and enthusiastic learners, and they need physical movement and activity as much as stimulation for their thinking, and the closer together these can be the better. Additionally, Siswanto (2017: 32) clarified the characteristics of children or young learners are already very good in interpreting meaning without necessarily understanding the individual word, children take good pleasure in finding and creating fun in what they do, and children have a ready imagination, children words are full of imagination and fantasy, and it is more than simply matter of enjoyment.

Some of the above explanations have explained the characteristics of the young learner in general while in the context of learning can be seen from Suyanto. The characteristics of young learners proposed by (Suyanto, 2010:15) consist of some points, they are:

1. Having egocentric attitude

Egocentrism or egocentricity is an attitude where the point of view of a problem is seen only in one's view without seeing the point of view of others. In line with Gromova, and Alimbekov (2015: 573) said, egocentrism is a misunderstanding by the person that the existence of other points of view is possible, and also confidence that the psychological organization of other people is identical to his own. Another explanation, egocentrism also can appear as an inability to know and consider information from people contradicting their own experience (Gromova and Alimbekov 2015: 573). Besides, Novitasari and Prasetyo (2020: 18) Egocentric is a concern that is too concerned with one's response so that it does not care about responses other than oneself.

Based on some of the explanations above, it can be concluded that Egocentric is an attitude that does not see the point of view of others and tends to focus on what is felt by oneself. Meanwhile, the cause of an Egocentric attitude is a lack of understanding and knowledge. Heo et al (2011: 735) Egocentrism is an attitude that can occur at all age levels but the causes are categorized the same, namely due to a lack of knowledge and experience.

Meanwhile, another explanation by Nisa (2018: 9), three aspects help the present egocentric attitude, such as fear of you (person), spoiled attitude, and personality that has not grown well.

As explained by Heo et al (2011: 735) before, egocentric can occur at all age levels. At the adolescent level, egocentric behavior can be seen from selfishness and opinion. According to Nisa (2018: 8), the egocentrism of adolescents is the inability to distinguish abstract thoughts of oneself from others. Egocentrism adolescent is an adolescent concern for thoughts and feelings (Kail in Nisa 2018: 8).

While egocentrism or egocentricity in young children will cause differences in the way they respond to their learning, they tend to relate what they learn to themselves. For example learning 'I' phrases such as 'My family, my home ...' They will pay more attention to words related to them or anything that sticks to themselves.

Egocentric attitude is very difficult to avoid, and it needs to be underlined that egocentric attitude can be in positive form, and also negative form. Even in ASD children, an egocentric attitude is still found. Referring to the research conducted by Rahayu in 2016 with the title "Kematangan Emosi pada “ASD” Siswa Berprestasi Kelas VA Sd Negeri 4 Wates", egocentric attitudes were found in students in one class. Students who excel in certain situations and conditions still show an egocentric attitude and want to be dominant, such as when expressing opinions and exploding in responding to things such as not being able

to accept when their friends overtake tasks by yelling aloud so that they are less accepted by others.

2. Difficult to distinguish the concrete and abstract

Concrete and abstract are abilities or ways of thinking that are different from one another or can be said to be opposites (antonyms). According to Rahardi (2009: 67) "concrete words are words that point to objects that can be chosen, heard, tasted, touched, or smelled". In other words, the concrete word is a word that can be sensed through the human sense organs. The same concept that explains by Soedjito and Saryono (2011: 70) "concrete words are words that refer to objects that can be seen, heard, tasted, and or smelled". Meanwhile another definition by Kusumawardhani (2015:14), a concrete concept is a concept that directly refers to objective reality.

Based on the understanding of the experts above, it can be concluded that the word concrete is a word that refers to a real object that can be seen, touched, felt, smelled, or heard.

Meanwhile, the definition of abstract as has been briefly described earlier is one that has an understanding that is opposite from the concrete meaning. Soedjito and Saryono (2011: 70) Abstract words are words that refer to properties, concepts, and ideas.

As for the difficulties faced by young learners in this case because children still have high imagination in their lives. The world of children is full of inconspicuous things, so they think that all the good things around them are real and live like humans.

3. Feeling bored quickly

Boredom is often defined as a light, unpleasant, or maybe painful affective state, drive, or psychological experience that creates a private disengaged from what goes on around them, which entails a mixture of dissatisfaction, disappointment, annoyance, inattention, lack of motivation to pursue previously set goals and impaired vitality (Kruk & Zawodniak 2018: 177). As for the consequences of boredom, it can be big or small but will not cause problems like other forms of emotion, for example, emotions of anger (Kruk & Zawodniak 2018: 177).

In the learning process children only has to concentration about 10-15 minutes in receiving a lesson. More than that time they will be bored and try to find something interesting for them, so they will noisy and disturbing the other students. For example as research conducted by Kruk and Zawodniak with the title “Boredom in Practical English Language Class”

As for boredom, it can be caused by several things that are considered unattractive to students or ordinary because they already have prior knowledge about the same thing. According Kruk and Zawodniak (2018: 178-179) define five theories in uncovering the causes of student boarding. Such as 1) under-stimulation, 2) forced effort, 3) control-value theory of achievement emotions, 4) attention theory of boredom proneness, 5) emotion theory.

Under-stimulation by Larson & Richards, establishes a link between boredom and situations where learners are exposed to unchallenging, repetition-oriented tasks, which results in the experiencing of under-arousal.

A forced effort by Hill & Perkins, boredom is shown as emerging from being forced to put a lot of cognitive effort into a task regarded by the learner as monotonous and thus contributing to their frustration.

Control-value theory of achievement emotions by Pekrun, Tulis & Fulmer, boredom is described in terms of valence and activation, the former referring to whether or not the emotion is positive and pleasant, the latter concerning emotions as driving action or deactivating and leading or preventing emotional withdrawal.

Attention theory by Barnett et al, boredom proneness is proposed that boredom is caused by attention deficit understood as poor attention control and inability to self-regulate and sustain attention.

Emotion theory by Eastwood et al highlights the individual's difficulty in realizing and understanding their own emotions as one of the sources of boredom.

Based on some of the theories above, the researcher can conclude that the cause of boredom in young learners is due to their high curiosity, and their egocentric attitudes aspect. In high curiosity, young learners always young students demand new things and condemn the repetition of the same thing even though they do not know it completely. Whereas in the egocentric case, young students will be more inclined to follow their understanding, so they will quickly get bored if it is not appropriate or they feel forced.

4. Like a story

The story is an alternative to approach young students because most students like a story. Young learners usually use stories as a tool to train their

imagination. Through the story, children will more learn about how to gather and receive a message from the story. According to Mutiarani and Izzah (2015: 73), young learners bring themselves into a story when they are done recognizing the characters in a story and trying to tell in a narrative or illustration. This is also the reason for an approach to learning for young students, namely storytelling is present.

5. The active thinker

They are happy to learn something, they are learning by doing, for example singing a song by moving their part of the body to define the expression said.

Meanwhile, according to another opinion, the characteristics of young learners are based on two age groups: five to seven-year-olds, and Eight to ten-year-olds (Scott and Ytreberg 2010: 1). Based on two ages are almost the same character, for example, they can plan activities, they can argue for something and tell you why they think what they think, they can use logical reasoning, they can use their imagination, they have views about what they like it and they don't like it, and they both ask other people things they don't understand. It's just that the researcher sees the difference between the two age groups at the level of the way they convey it, where the age group of eight to ten-year-olds will be more critical.

2.2 Parents involvement in children education

In Kamus Besar Bahasa Indonesia (2005: 269) it is stated that parents mean father and mother. Parents are men and women who are married and consciously have the responsibility of being the father and mother of their

children (Munir 2010: 2). Meanwhile, according to Hendri (2019: 60), parents are an object that is first in the environment of children and as parents, they have the responsibility to educate.

Martinez (2015: 7) defines parents are one aspect or parent that has a role in supporting student academic achievement. Moreover, according to Muchuchuti (2015: 26), the role of parents in child development conducted, the result of this research has revealed three reasons that influence children's achievement, one of those reasons is parents have the opportunity on children learning. Because of that parent's influence children achievement.

Yawman et al (2019: 940), children whose parents are more involved in their education have high academic performance in examinations. Al-Fadley et al (2018: 121) said, aside from the role of the teacher, parents' efforts have a big influence on children's education. However, children's achievement in learning is not always influenced by their parents. Even, some studies were failed to reveal the relationship between parents and children's academic achievement. The study explained that the research was unsuccessful due to inconsistencies.

The importance of parent involvement for children's education is evidenced to assumption parent involvement is a vital space educational in children education (Bartolome et al 2017:48, Patrikakou 2016: 16, Erdener 2016: 151). In addition agrees to Khan et al (2019: 224) the positive educational performance of children is outcomes by the confidence in his/herself and the confidence is growing at-home environment where parents an actor.

One of the roles of parents is an educator for their children as explained by Hendri (2019: 60) in the previous paragraph. Therefore parents will certainly make opportunities for the different condition of children on learning. Bariroh (2018: 99) argues which external and internal factors influence the learning achievement of children, the parent is one part of an external factor because of that parents' involvement is influenced children education. In line with Pillay (2017: 1) these common school outcomes of the children is a result of some factor such as socio-economic environments, including parental involvement and quality of schooling, one would assume that children's housing needs are an essential part of academic success, since they need a safe and healthy environment that is conducive to learning.

Based on the explanation above, the role of parents is a behavior related to parents in holding certain positions in family institutions that function as caregivers, mentors, and educators for children. In parallel with Sakila (2018: 32) "The human growth in a family as the smallest unit in social life is an essential human resource for the nation development"

2.3 Perception

Perception is an experience about an object, an event obtained by inferring information and translating messages obtained from experience. Several concepts regarding the perception of the experts are included in the researcher's effort to provide a more detailed explanation of perception.

According Keraf in Siregar (2013: 12) perception is a process in which we interpret and regulate stimulus patterns in the environment. Perception is the

process of observing someone that comes from continuous cognition to new information from their environment, said Siregar (2013: 13). In other words, it can be interpreted as "perception" which is the ability of humans to respond to conditions or situations that occur to the respondent. Besides, perception is a process from the results of observations and events at certain times either through the senses such as sight, smell, and feelings which are then interpreted (Siregar 2013: 13).

Perception is the ability to differentiate the difference between one object with another, to classification objects that almost the same or similar objects, then to able to focus on the top of one object (Sarwono 2009: 51).

In addition, based on the explanations above another explanation which are a bit different that has been given by Dananjaya (2019: 70) said, perception is selecting, organizing, and translating what happens to the world.

Siregar (2013: 13) supported the process of perception goes through the following stages: 1) Reception of stimuli, 2) The process of selecting stimuli, 3) The process of organizing, 4) The process of interpretation, 5) The checking process, 6) The reaction process. Based on the explanation, that able see perception is not an instant perception of an even, meanwhile perception is need process from the zero points when object receiving an event to the point of responsiveness.

A perception resulting from the process of receiving treatment to make an attitude towards the treatment, everyone has different conclusion although the accepted treatment is same. The different perception is acceptable due to certain

differences. Support by Dananjaya (2019: 8) object, receptor (senses or central nervous systems), and attention of human are factors to the difference of perception.

1. Object

Factors object in human perception it able to see all aspect that comes by external from persons as a recipient of the treatment and indirectly that will influence the perception.

2. Receptor / senses / central nervous system

If the object factor is an external factor, the receptor factor can be interpreted as an internal factor where it can be from the soul, and brain of a human.

3. Attention

Attention factors also take part to influence human perception. It can explain when humans focus on the specific thing it will be easier for humans to take a perception.

Another explanation comes from Dananjaya (2019: 9) said there are internal elements and external elements that affecting of perception. First, internal elements including learning process, attitude, personality, feelings, individual, the desire of hope, prejudice, attention (focus), physical condition, mental disorders, value, and need, along with interest and individual motivation. Second, external elements including intensity, size, repletion, family background, information got intelligence, and surrounding culture.

In addition, Siregar (2013:13) argued that at least several factors influence the existence of perception: first, the condition of the individual as a sense, which can be a factor from within the individual himself, such as thoughts, feelings, and points of view, past experiences, perceptions, levels of intelligence and expectations and expectations of the individual himself. Second, the perceived state of an object, namely the characteristics displayed by the object, psychological, physical, or situation. Whereas Pratiwi (2018: 41) said, there is an internal factor and external factor that influence perception.

It can be concluded positive or negative a perception of people is to see of depending on how the knowledge is in the field. It is in line with Dananjaya (2019: 10) stated that one's positive perception is caused by individual satisfaction, individual knowledge, sciences of experience to the perceived object, while the negative one is vice versa.

2.4 Online – Learning

According to Rana (2014: 21) states “e-learning covers a good set of applications and processes like computer-based learning systems, Web-based learning systems, virtual classrooms, and digital collaborative learning GroupWare packages. Online learning is only a complement to the world of education. In line with Kamba (2009: 66) online learning is a function of accessibility, efficiency, and quality of learning and services as well as remote changes and collaboration. Thornton et al Yee (2011: 26) said online learning is tools or media that effectively flexible with how, as it is used.

Distance learning, also called distance education, e-learning, and online learning, a form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication. According to Munir (2009: 18) definition of distance learning is when the learning process does not occur in the form of face-to-face contact between the teacher and the learner. Another researcher said, “Distance learning may be a rapidly expanding environment which allows users the pliability of operating outside of the constraints of your time and place” (Chaney in Gilbert 2015: 3).

2.4.1 Types of distance learning

There are diverse ways of classifying the types of e-learning. According to Arkorful and Abaido (2014: 399), there have been some classifications based on the extent of their engagement in education. Some classifications are also based on the timing of interaction. Arkorful and Abaido (2014: 399) divided e-learning into two basic types. Such as: consisting of computer-based, and internet-based e-learning.

According to Arkorful and Abaido (2014: 398) consisting of computer-based, it means the use of a full range of hardware and software generally that are available for the use of Information and Communication Technology and also each component can be used in either of two ways: computer-managed instruction and computer-assisted-learning.

Internet-based e-learning is a further improvement of computer-based learning, and it makes the content available on the internet, with the readiness of

links to related knowledge sources, for examples e-mail services and references which could be used by learners at any time and place as well as the availability or absence of teachers or instructors (Arkorful and Abaido 2014).

2.4.2 Advantage and Disadvantages of E-Learning (Distance Learning)

Objects, methods, and others certainly have advantages and disadvantages, positive and negative, good and bad. Both sides vary there is more positive side than negative side, and whereas.

1 Benefits of E-Learning (Distance Learning)

The advantage of e-learning is its ability to specialize in the requirements of individual learners. For instance, Arkorful and Abaido (2014: 401) said the benefits of e-learning in education is to specialize in the requirements of individual learners as a crucial think about the method of education instead of on the instructors', or educational institutions' needs.

According to Al-Maqri (2014: 649) number of benefits of E-learning like flexibility, accessibility, and convenience will enable learners to access the material anywhere and study at their own pace and place.

Another explanation by Westberry in Al-Maqri (2014- 649) indicates that E-learning's benefits include supporting higher levels of student cognition, fostering learner reflection and knowledge processing, and leveling the playing field between participants.

2 Weakness of E-Learning (Distance Learning)

According Olievera et al (2018: 143), the issues in distance education are of internal and external order and include among them:

- The quality of education itself, which is also a factor to be overcome in traditional education,
- The hidden costs, which often are not classified correctly and may generate future problems,
- Misuse of technology and this problem is relevant to educational institutions and students,
- The attitudes of teachers, who cannot adapt to the ways of teaching required by distance education, and
- The attitudes of students, who must be more committed than the students of traditional teaching.

2.4.3 E-Learning (Distance Learning) on Kindergarten School

The situation of the pandemic that occurred in the world, including the education world has forced the system of change and the way of learning. Online learning or distance learning is the way used in this situation. Even if in the fact online learning is not good to be able to replace face-to-face.

Based on an explanation before here the researcher present several schools that apply online learning as a way to anticipate learning that it can continue. For instance Tk Duta Kasih, The method used by this school is to use Whatsapp media, where the teacher assigns assignments to students (Ningsih 2020: 5).

Another previous study also by Ayuni et al (2020), The application used by the teacher in implementing online learning in Kindergarten is WhatsApp Group and several schools use the Zoom Application. There is one school that

carries out learning while at home by watching TVRI broadcast television that has been recommended by the government. This research was conducted in kindergartens at Kota Pariaman, Sumatera Barat through the WhatsApp application. The result of this research is described that parent perception is good in online learning. It can be concluded from the readiness and availability of parents in supporting online learning such as providing cellphone facilities and internet packages to their children, and also parent's perception can be seen both from the availability of assisting.

CHAPTER III RESEARCH METHOD

This chapter is related to the way this research is consists of some sections. The first section presents the formulation of the problem. In the second section, the design of the present research is explained. The third section explains where data will collect and who the participants are. The fourth sections explain the data that will be collected. The fifth section describes the data collection procedures.

3.1 The Research Design

The general approach to research falls into two categories, qualitative research, and quantitative research. Research design is the set of methods and procedures used in collecting and analyzing data for the research. In this research, the researcher uses the descriptive qualitative method. Qualitative research is about events, conditions, or situations presented through describing and interpreting. Qualitative study is the multi-method in attention, involving an interpretive, naturalistic method to its subject count said (Erisda 2017: 34). Another explanation, Qualitative research is observing people in the environment, interacting with them, and interpreting their opinions about the world around them (Nasution 2003: 5).

Qualitative research aims to understand the phenomena of what is experienced in holistic subjects, and by a description in the form of words and language, in a natural special context, and by tapping into various scientific methods (Meleong 2007: 6). Supported by Sugiyono (2017: 2-10) qualitative

research is a way to describe the phenomena with data presented not in form of numbers but of words and pictures.

While the characteristics of qualitative research, according to Kaelan (2010: 5) are: 1) based on natural conditions, 2) researchers as instruments, 3) descriptive, 3) qualitative methods, 4) more concerned with process than results, 6) prioritizing direct data, 7) positive data, 8) prioritizing emic perspective, 9) emphasizing contextual details, 10) conducting analysis since the beginning of the study, and 11) inductive data analysis.

Based on the description above, the researcher used qualitative research in carrying out research data collection on "An Analysis of Parent Perception on Online Learning for the young learner". The researcher understands qualitative research is very suitable in collecting the research data carried out to parents in response to online learning. According to Siyoto and Sodik (2015: 28), qualitative methods are methods that reveal various uniqueness's that exist in individuals, groups, communities, or organizations in daily life in a comprehensive, detailed, and scientifically accountable manner.

3.2 Location of Research

The research was conducted at TK Poteumeureuhom. This school is one of the Kindergarten schools in Banda Aceh. The location of the school is on Jl. Prof, Ali Hasyimi No. 1 Lamteh, Kec. Ulee Kareng, Banda Aceh City, Aceh.

3.3 Participants of Research

According to Sugiyono (2011: 80), Participants are the scope that the researcher wants to research in the form of objects or subjects that have qualities

and characteristics that are considered important by the researcher to study and draw conclusions. Another explanation by Arikunto (2010: 173) stated that the population is the entire research subject.

In this study, the researcher selected 25 parents of kindergarten students at TK Poteumeureuhom as the subjects of data collection in the instrument questionnaire and 4 parents of every parent's categories in the instrument interview by the researcher. Therefore, in choosing research subjects, the researcher needs a method. The method used is purposive sampling, in which the researcher uses his judgment deliberately in selecting members of the population who are deemed to be able to provide the necessary information or sample units that match certain criteria desired by the researcher. Arikunto (2010: 183) explains that purpose sampling is carried out not based on strata, random, or area but based on the existence of certain objectives. Likewise, according to Sugiyono (2010: 85) Purpose Sampling is a sampling technique with certain considerations. The criteria for sampling as a resource are:

1. The number of the sample should be balanced between parents (father and mother) who both are workers, with parents (sample) whose only father or mother is a worker.
2. Educational background of parents, where the number of parents who have education above senior high school must be balanced with the number of parents who have education only in junior high school and below.

3.4 Research Instrument

The instruments were used in this research were interviews and questionnaires. The first questionnaire is a data collection technique that is done by giving a set of written statements to the respondents to be answered. According to Riduwan (2011: 71) questionnaire is a tool for collecting data by a writer which contains questions that will be responded to by research subjects. Meanwhile, the definition of the questionnaire was said by (Sukardi 2014:76).

The second instrument is the interview. There are three kinds of interviews; free or unguided interview, guided interview, and free guided interview. In this research, the researcher used a guided interview because that the researcher has been prepared questions before conducting the interview. The interview aims to get more valid data from the object of research and to get the information about parent perception of online learning for young learners. The interview was conducted with the parents of kindergarten school students at TK Poteumeureuhom.

Data collection is one of the important points in a study because it is included in a goal in a study. According to Hardani et al (2020: 20-21), Data collection techniques are the most strategic step in research, because the main purpose of research is to get data. Besides, Hardani et al also said, "Data is the evidence collected by researcher to answer the research question". The types of data of this research focus on qualitative research data, which forms of words, sentences, and spoken, not in number. Qualitative data were obtained through

various kinds of data collection techniques, namely interviews and questions. The researcher collects the necessary data by carrying out two data collection techniques.

3.4.1 Questionnaire

According to Arikuntun (2002: 128), states, "Questionnaire or a questionnaire is a number of questions or statements that are used to obtain sample information in the sense of his report or things he knows about". According to Sugiyono (2009: 142), "Questionnaire is a technical data collection is done by giving set questions or written statements to respondents to answer".

The data collection was done by distributing a set of specific questionnaires to the respondents who have been determined. The set of questions contained in the questionnaire was a modification of previous studies. The respondents were asked to provide appropriate answers to questions that described the obstacles and challenges of parents in online learning to young learners.

3.4.2 Interview

In the interview section, the researcher conducted face-to-face research with participants or can interview them using the telephone media, either individually or in groups. This research through interview data is expected to produce how parents perception to online learning. Types of interviews include a structured interview, semi-structured interview, and unstructured interview (Sugiyono, 2018: 233). The difference between these three types of interviews is in the question design that will be given to the participant, where the structured interview is the form of the question and the answer has been provided by the

researcher, Semi-structure interview is researcher give the participants the freedom to answer (opinions and ideas), and unstructured interview is an interview does not use interview guidelines where the question will be directed when the interview is conducted.

These interviews, of course, require generally semi-structured questions designed to produce views and opinions of the participants (parents). In general, discussion of interviews who researcher provides in the form of questions, including:

1. How perceptions of parents about relationship parent with children in online learning during Covid-19?
2. How perception of parents about learning inventiveness in online learning during Covid-19?
3. How parents' perception about student productivities in online learning during Covid-19?

3.5 Techniques of Data Collection

In conducting the study, there were some steps that have been employed as follows:

- 1 The researcher asked permission from the chairperson of TK Poteumeureuhom Banda Aceh and permission from the parents.
- 2 Interviewing the parents to get additional information on the parents' perception of online learning.
- 3 Recording and transcribing of the observation and interview.

- 4 Provide questionnaire sheets that contain questions about parents' obstacles in online learning to their children.
- 5 Presenting the result of the study.

3.6 Data Analysis

Analyzing data refers to processing the data that have been collected by the researcher. The objective is to make the reader understand the essential important point and meaning of the data. According to Hardani et al (2020: 161), Data analysis is the process of systematically searching for and compiling interview transcripts, field notes, and other material that researchers collect to increase researchers' understanding of the object of research and to enable researchers to present what researchers have found to others (readers).

Hardani et al (2020: 163) divided into three streams of activities that occur simultaneously. The three lines are (1) data reduction, (2) display data, and (3) drawing conclusions.

1. Data reduction

The first step in analyzing qualitative data involves data reduction. Data reduction means summarizing, choosing basic things, focusing on important things, looking for themes and patterns (Sugiyono, 2014: 247). Data reduction is part of an analysis that sharpens, classifies, directs, removes unnecessary, and organizes data in such a way that conclusions can be drawn and verified. In this study the data filtered by the researcher by removing things that were deemed unnecessary from the results of interviews and questionnaire that conducted by the

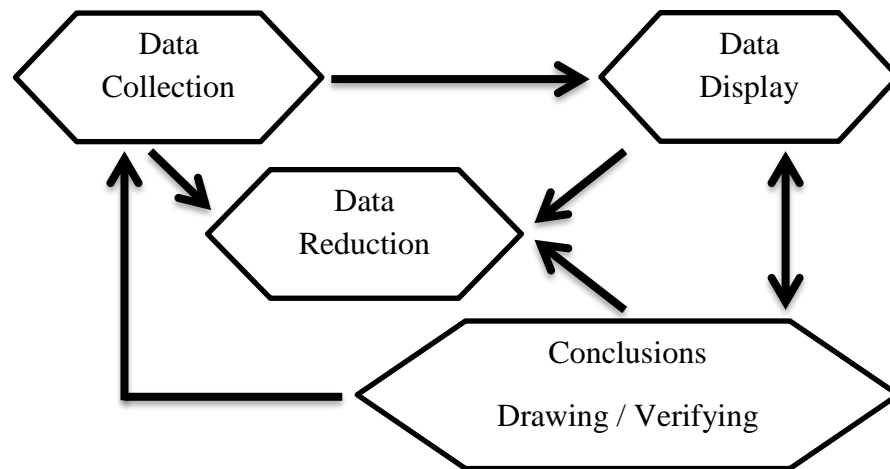
researcher to the participants (parents) regarding their perception including obstacle in online learning to the young learners.

2. Data Display

The second step is to display data wherein this step the researcher would displayed data from the results of research that has been carried out after passing the data filtering stage for things that are deemed unnecessary so that in this step the data is in the form of important points so that it is easier for the researcher to conclude. According to Hardani et al (2020: 167), data displays are organized collections of information that provide the possibility to draw conclusions and take action.

3. Conclusions (drawing and verifying)

The final step is drawing conclusions and verification. In this step, the initial conclusions present forward are still in impermanent characteristics, and change if no evidence is found strong support at the next stage of data collection. But if the conclusions that present forward at an early stage are supported by valid and consistent evidence when the researcher returns to the field of collecting data, then the conclusions present forward were credible conclusions.



Picture 3.6. Analysis Interactive Sugiyono (2016: 338)

3.7 Data Validity

According to Moleong (2016: 320-321) data validity is where every data that describe should base on criteria, that is: 1) demonstrates correct value, 2) provides a basis on which research results can be applied, and 3) allows external decisions to be made about the consistency of procedures and the neutrality of findings and decisions. Another explanation by Sugiyono (2016: 363), data validity is a means of measuring the correctness of research data with the actual conditions experienced by the object of research. In qualitative research, there are several ways to test the correctness of the data, one of which is the Triangulation technique, where to gain confidence, data is checked using more than one instrument. According to Moleong (2016: 326-344), to validity data in a qualitative method, there are several techniques such as:

- 1 Increasing the research time, qualitative research is research that places the researcher himself as an instrument, therefore increasing the research time

until data saturation is found, in this case, it means an attempt to obtain the correctness of the data by increasing the duration of the research conducted by the researcher, so it is hoped that data will be obtained more valid. Apart from that, increasing the duration of the study is believed to reduce the possibilities, among others: 1) interference from the impact of the researcher on the context, 2) error of the researcher, 3) unusual events or temporary effects.

- 2 The persistence of observation is that the researcher makes observations only on the factors that are believed essential point (prominent) on a continuing basis.
- 3 Triangulation is data checking techniques by utilizing other methods and ways. The triangulation technique is differentiated into four kinds, namely: sources, methods, investigators, and theories.
- 4 Peer checking (through discussion) is a method of publishing temporary data obtained by the researcher through holding discussions with others in the form of discussions. The advantages (purpose) of this technique are: 1) generate critical views, 2) check data hypotheses, 3) develop next steps, and, 4) provide comparisons.
- 5 Negative case analysis, researchers asked to collect data that contradicts with data collection that have been found by researchers, and then comparisons will be made between them.

- 6 Member checking is a technique that almost the same as the triangulation technique, the difference between them is, in member checking is a technique where the checker is the participant of the research self.
- 7 Auditing, the audit process for an effort to validate the data the researcher is placed as a person who will determine the most relevant auditor with the study case. The audit process requirements include several steps that can be taken in auditing, namely: pre-entry, determining auditable matters, formal agreements, and finally determining the validity of data (Halpern in Maleong 2016: 339).

In this study, the researcher has used a triangulation technique in data validity. The researcher believes that the choice of triangulation technique was relevant in the effort to validate the data with the situation, time, and condition of the place as well as the object of research focus. Triangulation is divided into several parts that can be used by researchers, including sources, observers, methods, and theories. Therefore, the researcher in this study will be used triangulation techniques by utilizing data sources as an effort to validity data.

The steps that the researcher could be taken in source triangulation techniques include:

1. Comparing observational data with interview data,
2. Comparing what people say in public with what they say in private,
3. Comparing what people will say about the research situation with what they say over time,

4. Comparing people's circumstances and perspectives with various opinions and the views of people such as ordinary people, people with middle or high education, wealthy people, government officials,
5. Comparing the results of the interview with the content of a related document.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research finding and the discussion of research based on the data found by the location through investigation. The discussion focus on the data analysis obtained from the parent.

4.1 Research Finding

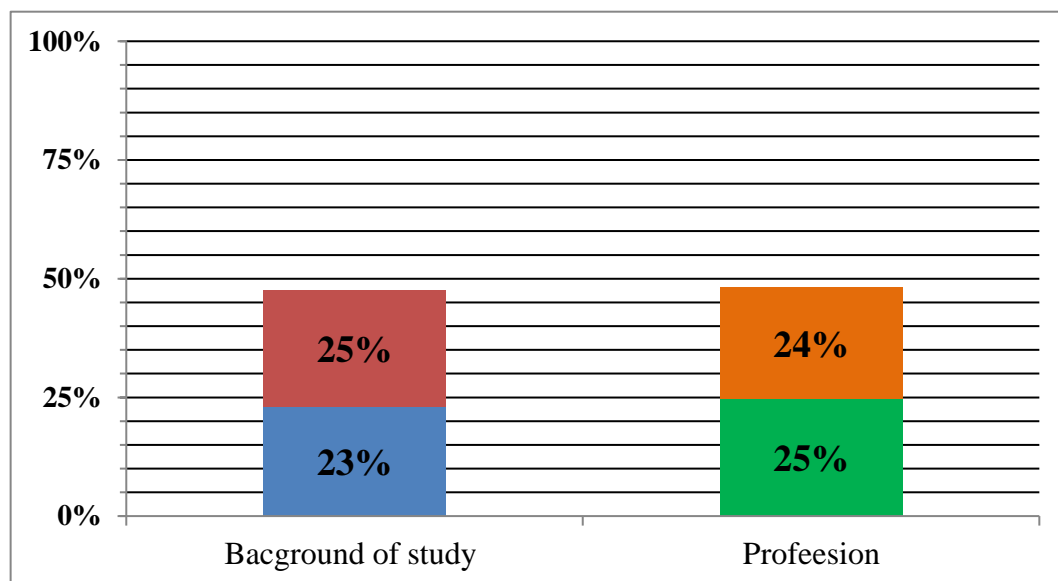
The data that present in this research were taken from the questionnaire and interview instruments to parents that have been conducted by the research at Tk Poteumeureuhom Banda Aceh. In this presentation, the researcher presented the data based on the result of both of the instruments.

5.1.1 Data Finding of Questionnaire

The questionnaire was conducted from November 27th until December 2th 2020. The researcher did give the questionnaire to the parents through school. In the questionnaire research made ten statements related to obstacles and response of the parent during online learning implementation for their children as young students at TK Poteumeureuhom Banda Aceh. In the instrument questionnaire that was given to the parents through school, the researcher provided 30 copies of the Questionnaire. However, only 25 copy questionnaires can be collected.

The questionnaire data collected by the researcher were further divided based on four categories of the parent, namely the junior high school and below, senior high school and above, both of parent are worker, and only one of the parent is a worker. Here is a diagram of parents' perception about online learning during covid-19 based on every category of the parent.

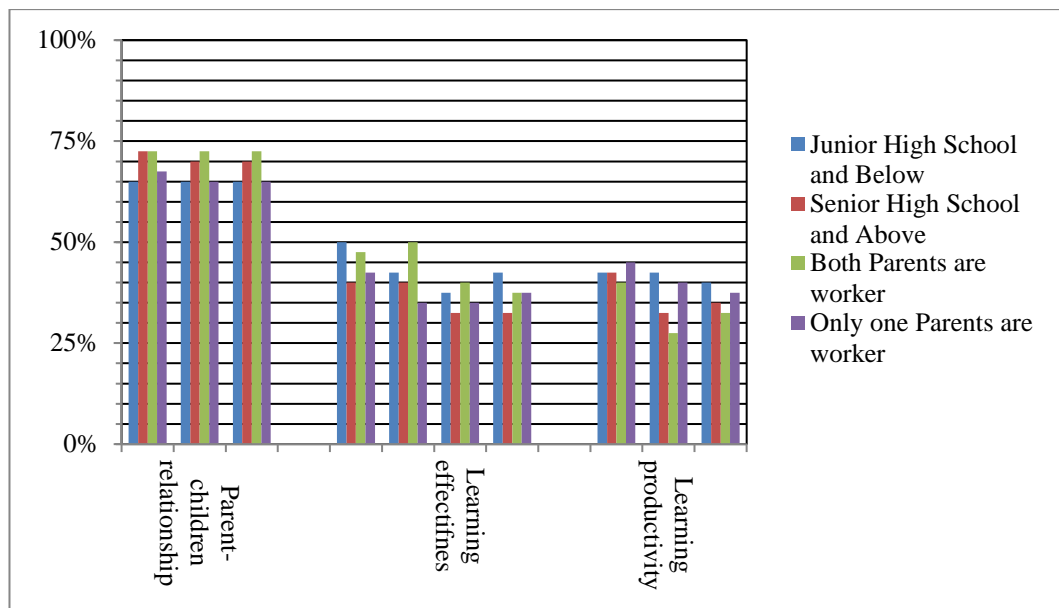
Picture 4.1 Diagram Category of Parent Perception



Pictures 4.1, is a diagram of the data found by researchers from research that has been conducted using an instrument questionnaire. The four categories of parents (sample) chosen by the researcher are junior high school and below, senior high school and above, both of parents are worker, and only one of the parents is a worker. The first category is education where the blue color is parents' perception of junior high school and below, however, the red color is parents' perception of senior high school and above. The second category is the profession of parent where green color both of parent are worker, and orange color is draw data of only one of the parent is a worker.

Picture 4.1 is drawing about parents' perception with online learning during Covid-19 based on each category of parents then in picture 4.2 below, it draws about parents' perception based on every aspect such as Parent-Children relationship, learning effectiveness, and Learning productivity.

Picture 4.2 Diagram Category of Statement



In the instrument questionnaire, the researcher made 10 questions about three types during online learning, which were then given to the parents to get their perception about online learning. The four colors that are in each column are the four parent categories. The questions taken by Dina (2020) are as follows:

1. Online learning allows me to spend a lot of time with my children.
2. Online learning makes me closer to children.
3. Online learning makes me know the attitudes and character of children more closely.
4. Online learning does not bother me.
5. Online learning does not cost me more to buy internet quota.
6. Online learning does not take up my time.
7. Online learning does not interfere with my activities.
8. Online learning does not make it my child difficult to understand the subject matter.

9. Online learning does not make bore my child.

10. Online learning makes my child even more enthusiastic about learning.

While in pictures 4.1 and 4.2 there are percentages on the left of the diagram. The percentage is a measure of the responses given by each category of parents regarding online learning, in this study the researcher divided it into four levels, namely:

1. 0%-25% interpreted as a response strongly disagree with using online learning,
2. 26%-50% interpreted as a response to disagree with using online learning,
3. 51%-75% interpreted as a response agree with using online learning and
4. 76%-100% interpreted as a response strongly agrees with using online learning.

According to 10 questions asked by the researcher using a questionnaire instrument, three topics can state the researcher, namely the first, parents' perception regarding online learning during covid-19 by relationship aspect of the parent with children. This explanation describes the results of the parents' perception to questions 1 to 3 with the results showing the agreed value.

Second, parents' perception of online learning is seen from the aspect of learning inventiveness, were in this aspect, the researcher found that negative responses from parents to online learning can be seen from the value of parents' responses to questions 4 to 7 with low scores or at the level of disagreement.

Third, parents' perception is regarding student productivities in learning during online learning. According to the perception of parents seen from the results of the study using an instrument questionnaire, it was found that parents disagreed with online learning. Parents' negative perception can be seen from the low scores given by parents in questions 8 to 10, which disagree.

According to the research data findings presented through picture 4.1 and picture 4.2, the researcher can provide the following explanation the responses of parents who are seen according to the four categories chosen by the researcher in this study have almost the same responses, namely in the disagreed range (26%-50%).

However, in this study, the researcher concluded that the results of parents' responses according to the four categories of online learning through a questionnaire were included in the category of disagree (26% -50%) although there are several questions asked who are responded to with positive responses or with agreed (51%-75%) answers to questions 1 to 3 which have the relationship of parents with children during Covid-19.

5.1.2 Data Finding of Interview

The data in this study were taken from the results of interviews conducted by the researcher via cell phones with parents of Tk Poteumeureuhom students regarding their responses to online learning at Tk Poteumeureuhom. The time for collecting data in the interview instrument via cell phone was not the same for each participant. The difference in data collection time is adjusted to the free time of each participant.

In this study, the researcher interviewed one participant from each participant category that the researcher had determined. The first category is junior high school and below with participant Ibu Nila Wati, the second category is senior high school and above with the participant Ibu Vera Maqfira, S. Kep, the third category is both of parent are worker with the participant Ibu Cut Mawar, the fourth category is only one of parent are worker with participant Ibu Yani.

1. What is the online learning system that you do with your child, are you trying to match that like learning process at school or in your own way?

In the first interview questions that were given by the researcher to the four determined categories, the researcher found different responses, the first and fourth categories had the same response regarding online learning that they did with their children, as parents online learning that they did to their children is completely follow the rules and material of the school.

The reason that the researcher found was from the results of the interviews that have been conducted on these two categories because it has been directed by the teacher or the school regarding what parents should do. According to Mrs. Yani there was a material given by the teacher at school about what to do at home.

R1: In school, because according to material that has been given by the school.

'Disekolah, karna kan ikut materi sekolah'.

R4: Incidentally, yesterday there was a material given by the teacher at school about what to do at home, so it's like what the teacher from the school gave, like that I taught it to my child.

‘Kebetulan kemarin ada dikasih ini sama ibuk disekolah materinya apa yang harus dikerjakan dirumah, jadi seperti yang disuruh sama ibuk disekolah saya ajarin sama anak saya’.

In contrast to the two previous categories of parents regarding how online learning they do to their children in online learning, these two categories insert their ways of teaching their children.

The reasons they give why they insert their way of teaching their children in online learning are based on the situation of their children. However, the addition of the "their way" meant by parents here is only at certain times when their child has almost lost their control. It can be concluded that both categories of parents prioritized using school-directed methods before using their methods.

R2: As his parent, I prioritize following the procedures that have been given from the school, but not only from school but learning more than following the rules of the school, like that.

‘Em kalau untuk Sultan sendiri itu memang ee..saya sebagai orang tuannya saya lebih mengutamakan ikut bagaimana prosedur yang diberikan dari sekolah, namun tidak hanya dari sekolah saja, tapi belajarnya lebih banyak diandingkan mengikuti peraturan dari sekolah, seperti itu’.

R3: Sometimes I equate it like in school too, sometimes if he does not like it, understood that the children are different from their own parents. So I used my own way.

‘Yah.. Terkadang saya samakan kayak disekolah jugak, terkadang kalau dia enggak, namannya juga anak-anak kan kalau sama orang tua sendiri dia beda. Yah jadi saya pakai cara sendiri’.

2. Is learning at home help your child's learning process?

In this second question, the four categories disagree if online learning helps learning for their children, the reasons they give are different, including the first parent category because online learning is not optimal, the second and fourth parent categories due to the situation, the third parent category due to lack of time (work).

R1: Actually not too satisfied in online, because right, e ... it is not optimal in my opinion if study in online.

'Ini belajar saya, sebenarnya kurang puas, kalau daring ini, karna kan, e.. apa iya kurang maksimal kalau menurut saya sekolah, cara pembelajaran daring'.

R2: Actually, in my opinion, it is not enough, because um ... the difference is like, if they are at school, maybe they have more friends, so if they are studying online it's a little bit less, because it is not very effective, moreover, he is still a child, he still likes playing, so just learning less enthusiastic.

'Sebenarnya kalau menurut saya kurang sih iya, karna emm... kalau bedanya gini, kalau disekolahkan mungkin mereka lebih banyak teman gitu jadi kalau untuk belajar daring agak kurang sedikit sih, karna kurang efektif jugak kali iya, karna apalagi dia kan masih kecil, masih suka bermain, jadi belajarnya kurang semangat aja'.

R3: Well, actually, for me it does not work because I do not have time to teach my children at home, because I work from the morning when I come home at night my child is already sleeping.

'Yah sebenarnya sih kalau bagi saya enggak karna sayakan kerja iya..karna saya gak ada waktu untuk ngajar anak dirumah, karna saya kerjanya dari pagi pulangny malam, kalau saya pulang anak udah tidur'.

R4: So far, when I taught him ... Just where is he a bit, not really following it because maybe because he does not have friends, maybe.

'Selama ini sih, waktu saya ajarin..Cuman dia agak kekmana iya, enggak terlalu mengikuti karena mungkin sendiri dia iya'.

3. What do you think if studying at home continues until an undetermined time?

The response of parents from the four categories if online learning continues is disagree, factors that influence parents' disapproval include children who are more diligent in school, their parents do not have time, and the Covid-19 situation has started to improve.

R1: In my opinion, it's better in school.

'Kalau menurut saya lebih bagus disekolah'.

R2: Emmm... in my opinion I do not agree if it continues online, eehh ... if you can emm, hopefully, this corona will end quickly and, we see it has been said there is no more, who is exposed to corona, just hope it will be as soon as normal.

'Emmm... kalau mennurut saya sih kurang setuju kalau berlanjut daring terus iya, eehh...kalau bisa emm, mudah-mudahan corona ini cepat berakhir dan, kita liat pun sudah dikatakan gak ada lagi, yang terpapar corona, cuman berharapnya iyah segara manual ajalah seperti biasa'.

R3: For me, I do not want to, because it's like I said I did not have time.

'Kalau bagi saya, yah maunya jangan, karna kan kayak say bilang tadi saya gak ada waktu'.

R4: If I don't agree, because if I see children eem..ee .. They are more diligent at school than at home, maybe because at school they are crowded with their friends.

'Kalau saya enggak setuju karna kalau dilihat anak eem..ee..rajin disekolah dari pada dirumah, mungkin karna disekolah rameh-rameh' sama kawannya'.

4. What kind of dilemmas do you get when teaching your child to study at home?

The dilemma that parents often get in online learning for the first and third parent categories is in managing the time between teaching their children at home with their other activities such as work.

R1: Time, set a time.

'Waktu, mengatur waktu'.

R3: Well, that was because I worked early in the morning when I back home at night, I waited until nighttime like when we taught him that he was sleepy.

'Yah itu tadi karna saya kan kerjanya pagi pulangny malam, nantik sampai waktu malam kayak pas kita apa ajarkan dia udah ngantuk'.

In other categories of parents, namely the second and fourth categories, the dilemmas they encounter during learning at home include their children getting bored quickly in learning at home, it is difficult to instruct their children.

For example, as found by Mrs. Yani's dilemma in online learning is that her child easily feels bored while studying at home.

R2: There are many, for example, there are some assignments given by the teacher, such as recording video, video about learning, to be sent to the teacher, he feels ashamed as if he "does not want to record, mama" like that, because of that sometimes his assignments are late to send, because of him. Do not want to take record video, like that.

'Banyak sih, contohnya emm minsal ada sebagian tugas yang diberikan guru untuk minsalnya dia dividioin, video tentang pembelajaran lah, untuk dikirim sama guru dia kayak malu sendiri kayak "gak usah dividioin lah mah" gito jadinya eem malu jadi kadang tugasnya telat dikirim, karna dianya gak mau dividioin, gito'.

R4: When we are at home we are told to study just for a while, he does not want to more, it's hard at home.

'Kok dirumah iitulah kita suruh belajar Cuma sebentar aja habis tu, udah dia gak mau lagi, susah kalau dirumah'.

5. What do you think that studying at home can increase your child's learning productivity as well as studying at school?

On this question, respondents or parents from the four categories agreed that online learning did not increase the productivity of their children. The reason given by each category is that schools are better than home because in school their children are handled by teacher, at home they are not perfect due to the lack of time the parents have.

R1: Well no, we only help at home, at school the teacher is better understands than us, at that house the mother only helps teach something he needs that he is not biased, but when he is at home, we should focus, right?

'Yah enggaklah, enggak karnakan kalau disekolah, kita dirumah itu cuman membantu, disekolah itukan guru lebih mengerti, dirumah itu ibunya cuman membantu minsalnya mengajarkan hal-hal yang perlu dia yang dia gak bisa, tapi kalau udah dirumah itu, kita fokuskan, kan gitu'.

R2: Um, maybe not, it is not a hundred percent yes. Because I am also busy working, my husband is like that, sometimes I go home early in the evening, so children at home sometimes learn less than they do at school

if in a normal school in the afternoon studying at school and at night he can study extra at home, like that.

'Emm, mungkin tidak, bisa dikatakan tidak seratus persen iya. Karna saya pun sibuk kerja, suamipun begitu, kadang saya pergi pagi pulang sore, jadi anak dirumah kadang lebih sedikit belajarnya dari pada disekolah aktifkan, nantik siangnya pulang malamnya belajar lagi, gito'.

R3: If I have time, I can. But in this case, I do not have more time to decline because I did not have time to teach my child.

'Kalau minsalnya saya ada waktu yah bisa tapi inikan gak ada waktu lebih menurun karna gak sempat saya ajarkan'

R4: Not increasing.

'Endak meningkat'

6. What are the advantages and disadvantages that you can find during your child's learning process at home?

In the four categories, parents said there were many disadvantages in learning at home, including their children not wanting to study, parents did not have enough time when parents had time children did not want to study. However, behind the many disadvantages, the researchers found advantages regarding learning at home from the responses of parents like Mrs. Nila Wati said we are better with the children more in emotionally closer in learning at home.

R1: If we are close, we are better with the children more emotionally closer, but this is too long, it is been too long at home, but for reasons of goodness, health, yes, whether we want to or not follow government regulations. It is just like that, if you say actually many disagree, that's how it is.

'Kalau dekat iya, kita lebih apa yah sama anak lebih secara emosional lebih dekat, cuman kan ini kan waktunya udah sangat lama gitu, udah terlalu lama kan dirumah, tapi kan karna alasan untuk kebaikan, kesehatan iyah, mau gak mau ikutin aturan pemerintah. Kan gitu cuman kalau dibilang sebenarnya banyak gak setuju, gitu ajah'.

R2: Indeed, during Covid-19 there might be a few positives-negatives, yes, you can say positive if I was not close to him before, and if there is a school assignment maybe I don't know that, because there are other household people who help too, yeah that's the side of the advantages and

disadvantages, I am closer to him, I know better "oh my child turns out like this". If where before maybe I didn't know 100 percent now I know him better.

'Memang disaat covid-19 ini mungkin ada sedikit positif-negatifnya iya, bias dibilang positifnya jika yang dulunya saya kurang dekat dengannya, dan kalau pun ada tugas sekolah mungkin saya kurang tau begitu, karna pun ada orang rumah lainnya juga kan yang bantu gitu, yah itulah sisi kekurangan dan kelebihanannya, saya lebih diekat dengannya, saya lebih tau "oh ternyata anak saya ee begini". Yang dulunya mungkin saya enggak tau seratus percent sekarang saya sudah lebih mengenal dia'.

R3: Well, if you say the advantages there are no advantages, it's more of a disadvantage, even children sometimes oh don't want to study at home, they say they don't want to because this is using a cellphone, ah so I used to fear him with a cellphone because he was almost addicted to hp. Suddenly learning via cellphone yeah he's afraid of the cellphone.

'Yah, kalau dibilang kelebihan tidak ada kelebihan, lebih banyak ke kurangnya, anak pun kadang-kadang oh gak mau belajar dirumah, katanya gak mau, karna kan ini pakai hp, ah jadi dulu saya pernah takutin dia sama hp, karna dia apa udah ketagihan sama hp. Tiba-tiba belajar lewat hp iyah dia takut sama hp'.

R4: The disadvantages are too more, when at home, what is it if he is told to be like material at school, he doesn't want this, doesn't want a video with his mother, Usually there is a video recording, like memorizing the surah or prayer he does not want to do.

The advantages if at home not... if at school I see I think I want.

'Kekurangannya banyak cuman kalau dia dirumah,, em apa yah, kalau disuruh kayak materi yang disekolah, dia gak mau ini, gak mau video sama ibunya, kan ada video nantik waktu apa, pembelajaran hafalan surah gitu kan ataupun doa dia gak mau'.

'Kelebihannya.....kalau dirumah enggak..kalau disekolah dilihat kayaknya mau dia'.

7. How your respond whit the material provided by the teacher then give

it for you to teach to your child during the learning process at home?

In online learning, the material sent by the teacher or school to the parents of students to be taught to their children is very interesting according to the four categories of parents that have been studied by researchers.

R1: Yeah interesting, just because we are basically not kindergarten teachers, it is a little difficult.

'Iya menarik, cuman karna kita besiknya bukan guru tk, agak gimana gitu iya'.

R2: Emmm .. how is it, If it is possible that the lesson is interesting, it is impossible for the teacher to give a lesson that is not interesting from school, maybe because even my ability is not being taught, not a teacher, the lessons are interesting, the media is also sent interesting too, it just depends on the way the parents are, like me so teaching my child may not be good, not quite right. So it can be said that not reaching a hundred percent works, but if the media sent to the parents of students is good. *'Emmm.. bagaimana iyah kalau memang mungkin pelajarannya menarik iyah, gak mungkin guru kasi pelajaran yang gak menarik dari sekolah gitu kan mungkin karna pun saya sekil saya bukan diguru bukan pendidik gitu, pelajarannya menarik media juga yang dikirim menarik juga, cuman iya tergantung kaya tadi cara orang tuannya, kayak saya gitu mengajarkan anak saya mungkin kurang bagus, kurang tepat, begitu. Jadi bias dikatakan enggak mencapai seratus persenlah itu berhasil, tapi kalau media yang dikirim ke orang tua-orang tua siswa itu udah bagus.'*

R3: I think it's good, in fact, the material is very good, well that's what we said earlier because I don't have the time it's not the person who goes to school, it's not the material if the material is very good. I admit that it is good, but that's because I did not have time to teach, that is his weakness. Sometimes children teach themselves, open their cellphones with them, like for example a rainy prayer, I don't have time because of work ". *'Menurut saya bagus, malah sangat bagus iya materinya, yah cuman itulah yang kayak kita bilang tadi, karna saya tidak ada waktunya bukan orang yang sekolahnya, bukan materinya kalau materinya sangat bagus. Itu saya akui bagus, cuman itulah karna saya gak sempat mengajarkan, itulah kekuaranggannya. Kadang-kadang anak belajar sendiri dia, bukak hp dengarnya, kayak contohnya minsalnya doa hujan, saya gak sempat gak ada waktu karna kerja'.*

R4: If the material is good, it's just because at home maybe not this yes ... why ... I don't really want him ... to do it, because alone, no friends want him ... what ... because there must be a friend. *'Kalau materinnya bagus, Cuma karna dirumah mungkin enggak ini iya..apa.. enggak terlalu mau dia.. kerjain, karna sendiri , gak ada kawan yang mau dia ...apa...karna harus ada kawan gi tu'.*

8. Have you ever had difficulty guiding your child to study at home? If yes, can you explain what the difficulties were and when did they occur? If not, explain how you do not have difficulty guiding your child to study at home?

The difficulties that parents found in learning at home from interviews included the difficulty of parents getting their children to study, parents did not have free time to work.

R2: My child, if with me he is not too scared. If with the teacher he is not as familiar as with me at home, so if with me, he mostly playing than studying, he likes to be lazy, it's known he is still a kid, for example, suppose that in the first hour and thirty-five minutes he still wants but after that, he going to play more, like that.

‘Jadi kan anak saya mungkin kan kalau dengan saya dia tidak terlalu takut kali iya. Beda kan kalau dengan guru dia mungkin tidak sedekat seperti dirumah gitu, jadi kalau sama saya dia kebanyakan lari kesana lari kesini begitu, pas saya lagi ajak ngobbrol, belajar yuk buat video atau belahajar baca-baca surat minsal seperti itu kan dia ekk lebih malas-malasan gitu, wajar sih, minsalnya ada satu jam belajar, dalam satu jam itu palingan tiga puluh lima menit dia masih santai mendengar lebih dari situ dia manjat manjat kursi terus lari lari, begitu’.

R3: The difficulty is because I don't have time. We're working with people.
‘Kesulitannya yah itu, karna sayakan gak ada waktu. Kita kan kerja sama orang iya’.

R4: Many difficulties because he doesn't want to because his alone
‘Banyak kesulitan karna dia gak mau iya, karna sendiri’.

However, from the three categories of parents, there is one category that says they have no difficulty in online learning, namely the first category is Mrs. Nila Wati.

R1: Oh no
‘Oh endakk...’

9. Has your child ever enthusiastic about the learning process at home and what were the lessons at home like, so that your child was enthusiastic about learning?

According to the level of enthusiasm of the students according to the four categories of parents that had been studied, depending on the parents, some of the children are enthusiastic but the parents do not have time, some students want to study in one model only, some students study mediocre because the home situation is not as busy as the school.

R1: Emm... because there is a time, if it is him, as usual, just replace it at home, not like usual at school. Well, that's it.

'Emm...karnakan memang ada waktunya, kalau memang dia, seperti biasa, cuma kan gantinya dirumah, enggak kayak biasa disekolah. Yah gitu lah'.

R2: Emm ehh ... sometimes he remembers me some time, normally I get used to school in the morning, at eight o'clock, it's all gone when it is active, sometimes he is erratic, sometimes gets up quickly, sometimes not, later I wake up that morning but when he remembers he also reminds sometimes also me, but mostly the master (me).

'Emm ehh .. kadang dia ingatin kadang juga saya, minsalnya biasakan sekolah pagi kan jam delapan sudah pergi semua kalau udah aktif gitu, kadang dia kan gak menentu kadang cepat bangun kadang enggak, nanti saya bangunkan pagi begitu tapi kalau dia lagi teringat dia juga mengingatkan kadang juga saya, tapi kebanyakan orang tuannya (saya)'.

R3: If he is invited to study for the minute, like yesterday I took a day off, I invite him to study, he is excited to want him to study, it's just because I don't have time, but maybe I don't work, he wants.

'Kalau dia diajak belajar minsalnya kayak kemaren saya libur, saya ajak belajar dia semangat mau dia belajar, cuman karna saya gak ada waktu ini, tapi mungkin saya gak kerja bias, mau dia'.

R4: If at least he wants to draw, the others who write are a bit lazy.

'Kalau minsalnya menggambar itu dia mau, yang lain yang tulis-tulis tu agak males gitu'.

10. If you were given a choice between learning children at home (online) or learning at school (normal) even in a covid-19 situation, then which would be your choice as a parent? And what is the underlying reason!

Regarding better learning at school or home, the four categories of parents have different views. The third and fourth category of parents chose to learn in school even though it was in covid conditions. The reason given by these two categories is because children just around in school so for that they prefer to do learning at school.

R3: Choose school.. Yes because he doesn't go anywhere from home straight to school.

'Pilih disekolah.. Iya karnakan dia gak ada kemana-mana dari rumah langsung kesekolah'.

R4: Prefer in school! Even though Covid is now getting better.

'Lebih pilih disekolah! Walaupun covid karna sekarangkan sudah mulai mendingan'.

The second category of parents if given a choice between studying at school or home in Covid conditions, he said depending on the situation, the site here that can be analyzed by researchers from the parents' answers is if there are still cases of Covid in the area or city where the parents are, then he is more choose to learn at home, but if there are no positive cases of covid in the place (city) he lives, it is better to study at school.

R2: Emm maybe, in my opinion, it depends, from the current situation, because what we see is why tourist attractions are allowed, but not schools. However, from my principle, it would be better if schools were opened as usual even though they had to follow health protocols, like that. But if there are still people who are exposed to it or it's increasing, what can we do ... well, you have to go online, that's the situation. But hopefully sooner to normal as usual.

'Emm mungkin kalau menurut saya iyah tergantung iya, dilihat dari situasi saat ini, karna yang kita lihat kenapa tempat wisata dibuka

diperbolehkan, tapi sekolah enggak. Namun kalau dari prinsip saya iya alangkah lebih baiknya sekolah dibuka seperti biasa walaupun harus mengikuti protocol kesehatan, seperti itu. Tetapi kalau memang masih ada yang terpapar atau makin meningkat, yah mau gimana lagi.. yah harus daring, iyah dari situasi lah. Tapi berharap semoga lebih cepatnya ke manual seperti biasa'.

However different responses and choices are given by the first category of the parent. He revealed that if he was still Covid, he would prefer to study at home rather than at school.

R₁: At home.
'*Iyah dirumah..*'

4.2 Discussion

In the research finding, the researcher explains the description of parents' perception of online learning for their children as students of TK Poteumeureuhom Banda Aceh in the academic year 2020/2021.

In the discussion session, the researcher tried to justify the description of the research finding through questionnaire and interview based on the following explanation:

1. The perception of parent on online learning at home for their children

Perception of the parent based on the result by both instrument questionnaire and interview has been found negative parents' perception data. Implementation of online learning for children in a kindergarten school is there commonly needs control from the parent. A negative result of parent perception from data research that was found is explained below. Some factors influence the perception of the parent, including:

1. Learning effectiveness

In online learning or learning at home is often considered ineffectiveness. The learning ineffectiveness that takes place is not caused by the poor learning material from the school but rather the learning process carried out. According to the results of the researcher's interview with the parents, the fourth category of parents agreed to give answers that the learning material provided by the school was very interesting. Learning material from school is interesting as evidenced by the behavior of parents when teaching at home to their children they prioritize material from school rather than using their material in teaching their children. Although at certain times they need to add their way such as searching education videos beyond learning material given by the school, that supporting and trying to make learning successful.

The factor that makes online learning is ineffectiveness when learning takes place children are difficult to be managed, for example when learning children sometimes do not focus, such as playing more than learning, then children easily feel bored because the situation at home is different from the situation in school.

The ineffectiveness of online learning during Covid-19 also because parents should spend more money to facilitate their child's learning. The additional money spend is that parents sometimes need additional internet quota to support learning for their children. The relation between ineffectiveness of online learning and parent spend more money on online learning during Covid-19 is when a parent needs more additional material to make learning running well.

The last is time factor influence to ineffectiveness in online learning where it has taken a lot of time for parents' activity, where usually in learning normal their education children was handled by the school so that parents find it easier to carry out their activities or working and their children education certainly is effective

The difference of parents' categories is not influenced parents' perception toward online learning. Where the parent categories have the same perception toward time factor is brings ineffectiveness to children's education. For example, in the parent "both parents are a worker (R3)" categories can teach their child when they back home on the night, and sometimes they did not teach their children because their children were sleepy.

Moreover, other evidence that drawing parents' disagree if online learning is effective for children is also explained in picture 4.2. In picture 4.2 four categories of parents were deciding to disagree toward online learning is effective. The ineffectiveness of online learning was bringing in negative perceptions to parents.

2. Learning productivity

The negative responses of parents from learning at home do not make their children increase in learning productivity. If as usual in normal situations their child's productivity increases because their child gets lessons from school and also gets additional learning from their parents while at home. Besides that online learning influence the children's productivity because based on parents' perception the children is difficult to understand the subject matter, then online

learning also makes children boring in the learning process because they do not have a friend like in the school. The same problem also influences children less enthusiastic about learning because that made children difficult to understand the material even though the material provided by the school is very good.

Based on the characteristic parent, junior high school and below (**R1**), online learning during Covid-19 for children is make child lack productivity than face-to-face and also children are disinterest to online learning. The lack of productivity and children disinterest that had of this categories parent, because they believed face-to-face system is better than online learning, and also in normal education their children has double education from the teacher during at school likewise at home from the parent.

The second and fourth categories parent, senior high school and above (**R2**), and only one of parent are worker (**R4**) have the same arguments. That is based on the data that have been found this category parent also assumes disinters and lack productivity in the education of their children in online learning during Covid-19. The different reasons in **R2**, and **R4**, with **R1** where in this category parent factor situation at the school that made children lack productivity and did not interest when learning in the home. Extensively, school situations that parents assume are factor friends and factor professional teachers at school.

The third category of the parent, both of parents are worker (**R3**), this parent category perception in the children lack learning productivity and did not interest about online learning. The problem that has by the parent because the parent has a lack of time is because of the impact of the parent is a profession.

In short, based on the description above about negative perceptions, aspects, and also some of the factors that influence the negative perceptions of parents, it clearly explains the existence of negative perceptions of parents towards online learning. Unforgettable according to picture 4.2, there is one aspect that makes parents respond is positively toward online learning, it is the aspect of the realization of parents and their children increases during online learning. This is arguably the only advantage of online learning. The reasons why this aspect can get a positive response from parents include parent said during online learning is increase their relationship with children based on parent categories. Through online learning, parents get to know their children better.

Based on Picture 4.1, overall the four categories of parents regarding online learning during Covid-19 are negative. Even though there are aspects of the relationship that provide benefits for parents and children during online learning during Covid-19.

2. The obstacles faced by the parent on online learning at home for their children

According to the data, there are some obstacles. When viewed from the percentage results. Some obstacles were found by the parent when teaching their children in online learning ways.

1. Lack of time

The biggest parents obstacle faces in the online learning system is the time management between teaching their children and working. The time management problem that has been faced by parents in the first and three

categories of the parent in online learning during Covid-19 is an unresolved problem by the parent. In hence, to minimalizes this impact of the problem, parents provide media in the form of educational videos on their cellphones and give to their children in the hope that their children can learn by themselves when parents working. This is in line with previous study was conducted by Abdallah in 2018 where lack of time aspect influences the less satisfied of the parents.

The other option to minimize the lack of time of parents' problems is to adjusting children learning time. Ultimately children learning time is based on parent time, but unfortunately, based on the result of the interview this way did not run well because when the parent has time to teach their children on the night the children already fall to sleep.

2. Financial aspect

Online learning means every learning activity use helps network. Even though in the learning process children are taught by parents directly but the matter that has been sending by school or teacher have to download and also when their children have assignment parent also need internet to submitted. In addition, parents have to search for other matter to help to learn successfully and that need internet quota. Obviously, all aspect that has been of parents is spending more money. The four categories of parents that have been determined by the researcher have the same obstacles to online learning. The difference between them only comes from the high and low disagree points that are given by them.

3. Lack of skills

The skill of parent is also reasons of another problem present, for example when the parent cannot explain the matter that actually designed in the interesting matter by school and teacher in a good explanation it makes children quickly bored. This boredom can also be because children only like certain lessons, such as the problem faced by Mrs. Yani (R4) is that the child is only excited when learning to draw. The problem that has by Mrs. Yani with his children because children feel lazy when learning something that he did not want to learn at home.

In the fact, other categories are also felt the same obstacle one of the aspects that make online learning do not run well because they are not kindergarten professional teachers. The difference reasons only come from (R3) in this parent category argues obstacle did not come because of lack of skill but time factor effect.

Another obstacle is faced by Mrs. Yani (R1) in online learning is submitting assignments. They have a little difficulty guiding their children in sending children's assignments to the teacher. According to information obtained by researchers, the school is to maintain active learning from the school or the teacher asking parents to send 'hafalan' assignments in the form of video recordings, but sometimes children do not want to be recorded. So parents have difficulty in how to send their child's assignment in the form of 'hafalan' in video form.

The last problem found by the parent in online learning is the relationship between parents with children was bring obstacles to the parent. Because children are lazy when studying at home because who teaches them at home is their parent, it will be different from the school there who teach them is the teacher. They will feel more responsible to learn if the teacher that teaches them.

4. Habits

The last problem is that parents have to change the habits that have been instilled in their children, for example, previously parents kept their children away from using mobile phones because of the bad consequences that the mobile phone would give. Nonetheless, now learning requires then to a mobile phone. As a consequence, the children are not to use mobile phones. Therefore the learning process is not running well.

BAB V

CONCLUSION AND SUGGESTION

This chapter presents the summary of this research, the conclusion of an overall view of what has been discussed in the previous chapters, and some suggestions that hopefully be useful and give additional information.

5.1 Conclusion

According to the research that has been done about the parent's perception in online learning during covid-19 at TK Poteumeureuhom Banda Aceh academic year 2020/2021, the researcher concludes that:

The parents' perception of the student at TK Poteumeureuhom is negative. The differences in parents' backgrounds did not affect their responses to online learning implementation for their children special at kindergarten school level. The fourth category of parents in this research include Junior high school and below, senior high school and above, both parents are worker and only parent is worker in this study considers online learning with negative perceptions. Negative responses were also given on the grounds are: Online learning was not effective and Online learning did not increase children's productivity even though how good the matter that designed.

The obstacles that are found by parents in the implementation of online learning for their child as a student at TK Poteumeureuhom during Covid-19 are three obstacles. First is lack of time, second is the financial aspect, and third is lack of skills. The different parent categories resulted in several obstacles and there was also the same obstacle faced by the parent.

5.2 Suggestion

Based on the data created, the researcher suggests that the look for other solution rather than giving learning process to the parent. Online learning that has been done so far has made negative responses for parents because online learning interferes with parental activities. Apart from that, the school's way of sending interesting learning materials to parents to be their children must also be further emphasized because good learning matter will not be effective if it is delivered badly.

Based on the conclusion above, the researcher hopes that this research can be continued by the researcher to study how to resolve the problem of online learning, and the researcher hopes there is a solution of how to the connected student with professional teacher although in online learning or Covid-19 situation.

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KEPUTUSAN
WAKIL KETUA BIDANG AKADEMIK
SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN (STKIP)
BINA BANGSA GETSEMPENA BANDA ACEH
NOMOR: 2335/133018.1.1.01/SK/XII/2019

Tentang
PENUNJUKAN DOSEN PENGKAJI PROPOSAL SKRIPSI

- Menimbang : a. Bahwa untuk kelancaran penulisan skripsi bagi mahasiswa, perlu diberikan secara kontinue dan intensif.
b. Bahwa untuk keperluan tersebut perlu ditunjuk Dosen Pengkaji Proposal Skripsi dan ditetapkan dengan surat keputusan.
- Mengingat : a. Surat Edaran Dikti No. 298/D/T/1986, tanggal 10 Februari 1986 tentang proses dan bimbingan Skripsi/Karya Tulis Akhir Mahasiswa.
b. Hasil Rapat Kerja Senat STKIP Bina Bangsa Getsempena Banda Aceh tanggal 14 Februari 2017 tentang Prosedur dan Pembimbing Skripsi dan Hasil Rapat Kerja STKIP Bina Bangsa Getsempena Banda Aceh tanggal 27-28 Februari 2017.
c. Buku Pedoman Penulisan Karya Tulis Ilmiah Program Pendidikan Sarjana (S-1) pada STKIP Bina Bangsa Getsempena Banda Aceh tahun 2010.

MEMUTUSKAN

Menetapkan :

Pertama : Menunjuk Saudara : Mulyadi Syahputra, M.Pd sebagai **Pengkaji I**

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Program Studi : S1 Pendidikan Bahasa Inggris
Judul Proposal : An Analysis Of English Curriculum In Ministry Industry at Ten Grade Students Of SMK- SMTI Banda Aceh Academic Years 2019/2020

Kedua :

Dengan Ketentuan

1. Bimbingan harus dilaksanakan dengan kontinue dan penuh rasa tanggung jawab dan harus sudah selesai selambat-lambatnya 6 (enam) bulan terhitung sejak Surat Keputusan ini dikeluarkan.
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Pada Tanggal : Jumat, 27 Desember 2019

Wakil Ketua Bidang Akademik



Mik Swiradace, M.Mai
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**SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN (STKIP)
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- Mengingat : a. Surat Edaran Dikti No. 298/D/T/1986, tanggal 10 Februari 1986 tentang proses dan bimbingan Skripsi/Karya Tulisan Akhir Mahasiswa.
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MEMUTUSKAN

- Menetapkan :
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Judul Skripsi : **An Analysis Of Parents' Perception On Online Learning During Covid 19 At TK IT Al Abraar in Academic Year 2020/2021**

- Kedua : Dengan Ketentuan:
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Ditetapkan di : Banda Aceh
Pada Tanggal : **Rabu, 11 Nopember 2020**
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TEMBUSAN:

1. Ketua Program Studi
2. Yang bersangkutan
3. Arsip



**YAYASAN PENDIDIKAN GETSEMPENA
SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
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IZIN MENDIKNAS NO. 138/D/O/2003
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Banda Aceh, 27 Januari 2021

Nomor : 063 / 133018.1.5/PPM / I / 2021

Perihal : Surat Keterangan telah menyerahkan Artikel JIM

Lembaga Penelitian dan Pengabdian kepada Masyarakat dengan ini menyatakan bahwa:

Nama Mahasiswa : Rahmat Aditia Warman
NIM : 1611060026
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : An Analysis of Parents' Perception on Online Learning
During Covid-19 at TK Poteumeuruhom in
Academic Year 2020 / 2021

Dengan ini menyatakan bahwa nama yang tertera di atas telah mengusulkan artikel ilmiah mahasiswa yang memenuhi syarat:

1. Telah mendapatkan persetujuan dosen pembimbing 1 dan pembimbing 2 untuk dipublikasikan pada Jurnal Ilmiah Mahasiswa
2. Telah dilakukan pengecekan kesamaan (similarity) dengan batas maksimal 20%
3. Artikel dibuat terdiri dari 4000-6000 kata dan mengutip minimal dua jurnal internasional dan 10 jurnal nasional

Dengan demikian mahasiswa yang bersangkutan telah dapat mengikuti ujian sidang sarjana untuk periode Ganjil bulan Jan tahun 2021.

Demikian surat keterangan ini dikeluarkan, semoga dapat dipergunakan dengan sebaik-baiknya. Atas perhatiannya kami ucapkan terima kasih.

Ketua Lembaga Penelitian dan
Pengabdian Masyarakat



Kemala Sari, M.Pd.
NIDN 0127088602

Tembusan:

1. Ketua STKIP Bina Bangsa Getsempena
2. Wakil Ketua I Bidang Akademik



PEMERINTAH KOTA BANDA ACEH
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IZIN PENELITIAN
Nomor:074/A2/2406/2020

TENTANG

IZIN PENGUMPULAN DATA SKRIPSI
DI TK POTEUMEUREUHOM KOTA BANDA ACEH

Dasar: Surat Wakil Ketua I Bidang Akademik (STKIP) Bina Bangsa Getsempena Banda Aceh Nomor:1044/133018.1.1.01/PN/XI/2020 tanggal 17 Nopember 2020, perihal izin melaksanakan penelitian skripsi.

KEPALA DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA BANDA ACEH
MEMBERI IZIN

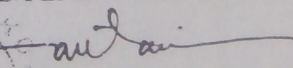
Kepada :
Nama : **Rahmad Aditia Warman**
NIM : 1611060026
Prodi : S1 Pendidikan Bahasa Inggris
Untuk : Mengumpulkan data pada TK Poeteumeureuhom Banda Aceh dalam rangka menyusun skripsi yang berjudul:
"An analysis Of Parens' Perception On Online Learning During Covid 19 At TK Poteumeuruhom in Academic Year 2020/2021"

Dengan ketentuan adalah sebagai berikut:

1. Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
 2. Bagi mahasiswa yang bersangkutan supaya menyampaikan foto copi hasil penelitian sebanyak 1 (satu) eksemplar ke Dinas Pendidikan dan Kebudayaan Kota Banda Aceh.
 3. Surat ini berlaku sejak tanggal 20 Nopember s.d 20 Desember 2020.
- Demikianlah surat ini disampaikan untuk dapat dipergunakan semestinya.

Banda Aceh, 20 Nopember 2020 M
04 Rabiul Akhir 1442 H

An. KEPALA DINAS PENDIDIKAN DAN
KEBUDAYAAN KOTA BANDA ACEH
KABID PEMB. PAUD DAN PNF,


Drs. MUHAMMAD
PEMBINA
NIP. 19680715 199403 1 010

Tembusan:
1. Wakil Ketua I Bidang Akademik (STKIP-BBG)
2. Yang bersangkutan;



TAMAN KANAK-KANAK POTEUMEUREUHOM

Jln.T Iskandar Kampung Lamteh, Kecamatan Ulee Kareng, Banda Aceh

Nomor : 09/HI/TK PT/2021

Lamp : -

Hal : *Keterangan Selesai Melakukan
Penelitian di TK Poteumeureuhom*

Kepada Yth,
Wakil Ketua I Bidang Akademik
STKIP Bina Bangsa Getsempena
Di -

Tempat,

Dengan hormat,

Sehubungan dengan surat permohonan izin pengumpulan data penelitian dari Wakil Ketua I Bidang Akademik Sekolah Tinggi Keguruan dan Ilmu Pendidikan Bina Bangsa Getsempena Banda Aceh, Kepala Sekolah TK Poteumeureuhom dengan ini menerangkan bahwa:

Nama	: Rahmat Aditia Warman
NIM	: 1611060026
Program Studi	: Pendidikan Bahasa Inggris
Judul	: "An Analysis Of Parents' Perception on Online Learning during Covid-19 at Tk Poteumeureuhom Banda Aceh in Academic Year 2020/2021"

Maka dengan ini kami sampaikan, bahwa benar mahasiswa di atas telah selesai melakukan penelitian sebagaimana di harapkan.

Demikianlah surat keterangan ini kami keluarkan dengan sebenarnya untuk dapat di pergunakan seperlunya.

Banda Aceh, Januari 2021



NIP.1962113019870322002

AUTOBIOGRAPHY



Rahmat Aditia Warman was born on March 17th, 1996 in Desa Laayon, Simeulue, Aceh. The only child of Mr. Sahirman and Almh. Nurmawaty, started primary school education at SD N. 11 Teupah Barat in 2003-2009, junior high school at SMP N. 2 Teupah Barat graduated in 2009-2012, senior high school at SMA N 2 Teupah Barat 2012-2015.

In 2016, he continued his education at the STKIP Bina Bangsa Getsempena Banda Aceh high school with a major in English education and graduated in 2021.