

Adjustment of Online Learning: The Problem Experienced by Parents, Teachers, and Students during the Covid-19 Pandemic

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ABSTRACT

This study aims to identify problems experienced by teachers, parents, and students in online learning during the COVID-19 period and examine students' completeness in learning without physical interaction with teachers. This research was conducted at MIN 2 and MI al-Amanah Bailang Manado. There were 16 informants: 4 teachers, 6 parents and 6 students. Interview was conducted directly and by telephone. The results showed that while students were at home learning during Covid-19 some parents paid attention and help their children to study. The parents find it difficult to accompany their children to study at home. It is due to their busyness and their inability and knowledge to explain their children's subjects. Completeness of teaching and learning in online learning without physical interaction make the teachers must be concerned about the condition of their students. The students are 'forced' to learn through online media while they do not have adequate facilities at home. Teachers find teaching using online media difficult. It is due to limited ability in using applications such as zoom, e-learning, cloud, whatsapp, and others. Some teachers are not ready to conduct online learning. During the covid-19 period, the student will study if the teachers give an assignment. The parents' supervision makes their children uncomfortable to study at home.

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1. INTRODUCTION

The Covid-19 virus has spread throughout the world, including Indonesia. The World Health Organization named the virus Severe Acute Respiratory Syndrome Corona Virus 2 (SARS-CoV2) and the disease Corona Virus Disease 2019 (COVID-19) (Yuliana, 2020). This virus has impacted on all aspects of human life, including education (Khairuddin, 2020; Yazid & Lie, 2020). One of the direct

consequences of Covid-19 is that students are required to carry out online learning activities. Parents of students also feel the impact, they complain because they are unable to support their children's learning activities from home (Suciati, 2021). Besides, learning time is reduced and student achievement also decreases (Amalia & Sa'adah, 2021).

It is undeniable that the Covid-19 virus has changed all educational arrangements in various countries, including Indonesia, which in this way gives a new face to Indonesian education (El Widad & Bakar, 2021). Along with the implementation of the *social distancing*, many countries decided to close schools, as well as the Ministry of Education in Indonesia closed schools and replaced them with distance learning using an online system (Mendikbud, 2020). Since March, several universities and schools in Indonesia have started implementing policies for online teaching and learning activities or online lectures. All levels of education from elementary schools to universities, both those under the Indonesian Ministry of Education and Culture and those under the Indonesian Ministry of Religion, all have a negative impact because all students are "forced" to study from home because face-to-face learning is abolished to prevent the transmission of COVID-19. Even though not all students have the facilities to study online. There are also many teachers and lecturers who are not used to teaching using internet technology or social media, especially those who live in rural areas.

This situation makes most parents suddenly 'become teachers'. Almost all parents in Indonesia today feel compelled to accompany their children to study from home and sometimes they are required to act as 'teachers' to explain some subject matter that their children do not understand (Purandina, 2020; Zakariyah & Hamid, 2020). They admit that explaining various subjects and accompanying their children to do school assignments is very difficult, especially for parents who only graduated from high school and below (Suherniati & Afifah, 2021).

In the midst of *social distancing* due to covid-19, the choice of online learning has also become an alternative to learning, although it is not easy in practice (Sari et al., 2020). In addition to personal discipline constraints to study independently, facilities and resources must also be adequate (Zainal, 2020). Many parents lack the resources and facilities (learning devices) for distance education, such as cellphones and laptops as well as credit for internet connections (Amalia & Sa'adah, 2021; Yuliani et al., 2020). Jamadi explained several online learning problems faced by students and parents based on the findings of his research, namely feeling bored with the situation that he had rarely left the house for a long time, lack of concentration in learning, weak parental support and encouragement, lack of understanding of online learning methods or applications. , unstable internet network problem (Jamadi, 2021).

The various impacts described earlier also occurred in *Madrasah Ibtidaiyah* (MI or Elementary School) in Manado City. Teachers find it difficult to complete learning with *social distancing* and rely on parents to help students in the distance learning process as determined by the school. On the other hand, parents also find it difficult to control their children because of other activities/bussiness. Without any prevention and correction, these problems will have an impact on the quality of education.

This study discusses the learning situation during 'offschool' with an online learning system. More specifically, the researchers analyze the experiences and responses of students, teachers and parents and the learning activities carried out by students during the covid-19 pandemic, whether learning without physical interaction between teachers and students could achieve learning objectives.

The purpose of this study is to identify problems with online learning methods through the experiences and responses of parents accompanying their children to study during the covid period, the teachers as well as at MI School in Manado and evaluate the completeness of learning objectives from online learning without physical interaction between teachers and students.

2. METHODS

This research was conducted at MIN 2 Bailang and MI Al-Amanah Cempaka Manado. The research approach uses a qualitative case study method to describe in detail aspects that have important values related to the experiences and responses of parents accompanying their children to study at

home, teacher activities and learning activities carried out by students at home during the COVID-19 pandemic.

In this study, the collected data are generally in the form of experiences, attitudes, views, words, actions, and writings. Words or conversations with interviewees, namely teachers, parents, and students of MIN 2 Bailang and MI al-Amanah Cempaka Manado city during the covid-19 pandemic. The data are all information that is known regarding all matters relating to the research objectives, which are taken into consideration to solve research problems (Idrus, 2009).

The data source in qualitative research is named as "social situation" which consists of three elements, namely place, actors, and activity (Sugiono, 2017). Data sources are also known as informants. Determination of informants is adjusted to the quality and depth of information that meets the following criteria: 1) Informants who master or understand something through the enculturation process. The informants still have a connection with the activities being researched; 2) Informants are willing to be questioned; and 3) Informants convey information honestly. Overall, the informants deserve to be used as resource persons. Based on these considerations, the data sources in this study were teachers, parents of students and students at MIN 2 Bailang and MI al-Amanah Cempaka Manado.

Table 1 Informants Profile

No	Informants	Sum
1	Teachers of MIN/MI	4
2	Students' Parents	6
3	Students	6
	Sum	16

Data collection was carried out from June 2020 to March 2021 through interviews, observations, and documentation. Observation is the activity of recording phenomena that are carried out systematically related to the behavior of individuals or groups. Observation not only records or documents an event, but also considers it to a certain scale (Arikunto, 2006). In this study, observations were made of various behaviors and teaching and learning activities of teachers, parents, and students during COVID-19.

Interviews were conducted a little different from usual, namely interviews, not all informants were asked face-to-face directly, because some of them did not want to be met in person, so they were asked for information by telephone. It is defined as a discussion between two or more people with a specific purpose. Interview activities were carried out freely and data collection by interview was carried out partly face-to-face and the rest by phone based on their willingness. There were 16 informants who were selected based on their willingness and ease of access to get the required data.

In this study, the data were analyzed since the determination and formulation of the problem. It is continued during data collection in the field until the completion of data collection, and data analysis when writing the research results. The stages are data collection, data reduction, data display, and verification or conclusions.

3. FINDINGS AND DISCUSSION

Learning and teaching are two inseparable things in educational activities (Triati, 2019; Tyler, 2013). Teaching and learning require an interaction between educators and students. Teaching and learning activities are directed to achieve certain goals that have been formulated before. The achievement of the goals or success of its process is largely determined by the interaction between various components of education, namely the process of interaction between students and educators, learning materials, teaching methods, learning strategies, and resources in a learning environment.

Teaching and learning are a two-way process. In teaching, the subject is the teacher, while the students do the learning. Educators carry out their duties based on educational and teaching theories

that determine the success of education. For constructivists, teaching is not an activity of transferring knowledge from teacher to student, but rather an activity that allows students to build their own knowledge. According to constructivists, a teacher acts as a mediator and facilitator who helps the student learning process run well, so the most appropriate term used in this sense is learning (Hermawan, 2017). In the context of the covid pandemic with an online learning model, this definition is more appropriate to apply.

Teaching goals will be achieved through active collaboration between teachers and students to achieve them. The activeness of students is required physically and psychologically. Physically active without mentally, the learning objectives are difficult to achieve. It is tantamount to students not learning because they do not feel the changes in themselves. Learning is essentially a "change" that occurs in a person after carrying out learning activities (Djamarah & Zain, 2006).

According to Imam al-Ghazali, educators or teachers have a high degree; they are expert in their field; they are serious in teaching not just chasing wages from their teaching job (Hermawan, 2017). His view emphasizes that professionalism and enthusiasm or seriousness in teaching are absolute requirements to achieve learning objectives namely knowledge, skills, and experience in the formation of their personality.

Artur Reber (1998) defines learning in two senses: 1) Learning is the process of acquiring knowledge; 2) Learning is a relatively permanent change in response potentiality which occurs because of reconfirmed practice. In line with him, Winkle provides a definition of learning as a mental process that leads to a mastery of knowledge, skills, habits, or attitudes which are all acquired, stored and implemented thus lead to progressive and adaptive behavior (Winkle, 1983). Meanwhile, Imam al-Ghazâl emphasized the meaning of learning as an effort to get closer to Allah. Al-Ghazâl did not justify learning with worldly goals. In this case, al-Ghazâl stated that the result of knowledge is getting closer to Allah, the Lord of the worlds, and connecting with high angels and gathering with the spirit world. All is majesty and respect instinctively.

Based on all the information above, all these opinions focus on cognitive and psychomotor aspects, namely learning as an effort to gain knowledge, skills, and attitudes to produce changes in knowledge and behavior. In the learning process, students need a teacher in obtaining their knowledge, although there is no opinion found that confirms the important of physical interaction between teachers and students. It means that there are no problems on online learning during this Covid-19 period if the learning objectives are achieved, namely changes in students' knowledge and behavior in a better level.

Although, there are some opinions that interpret learning activities as individual interactions with their environment, but in this case, there is no need for the learner to have direct physical contact with the teacher. The environment in this case is other objects that allow individuals to gain experiences or knowledge, either new experiences or something obtained before but raises attention back to the individual so that it allows interaction.

Distance Learning regulated in Law no. 20 of 2003 article 1 paragraph 15, it is explained that distance learning is education in which students are separated from educators and learning uses various learning resources through communication technology, information, and other media. In its implementation, distance learning is divided into two approaches: distance learning in the network (online) and distance learning outside the network (offline) (Asmuni, 2020).

The online learning system is a learning system without face to face directly between teachers and students but using the internet network/online. Teachers and students learn together, at the same time, using various applications, such as whatsapp, telegram, zoom meeting, google meet, google classroom, quipper school, *ruang guru*, and other applications (Asmuni, 2020).

Distance learning (online) causes many problems and obstacles for teachers, parents, and students. These obstacles are not only limited to facilities and infrastructure in the form of learning media such as cellphones, laptops, quotas, and access to an adequate internet network, but also in the form of human resource constraints for teachers, parents, and students. The consequence is that teachers experience obstacles in carrying out the teaching and learning process. Teacher difficulties are communicating with parents and students and limited learning time. Parents' difficulty is their

capability to accompany their children to study at home to complete the tasks given by the teacher. Meanwhile, students' difficulties are the more difficult to understand the material delivered by the teacher over a distance and their bored feeling because of studying at home. These problems are clearly illustrated from the results of interviews with teachers, parents, and students in the next explanation.

The true meaning of teaching as a process of directing, guiding, regulating or organizing the environment around students so that it can encourage students to carry out the learning process (Syarbini, 2014). Learning is also said to be a process of providing guidance or assistance to students in carrying out the learning process (Pane & Dasopang, 2017). Thus, if the nature of learning is interpreted as "change", then the essence of teaching is regulation.

Parents' experiences and responses

Adding a burden to parents

For one of the parents of MIN 2 Bailang students, their new task of assisting children to study at home is quite troublesome. Previously, they just need to control their children's homework assigned from school. But now, they must understand the whole material and explain it to their children who is at fourth grade until their children understand and do the assignments given by the teacher via WA.

"For me, study at home is very difficult because it adds to the workload. If my child can't complete the task given by his teacher, I must try to explain it then" (interview with Irma's parents via telephone, 13/8/2020).

Another parent stated that:

"Initially, I was excited to accompany children to study at home, especially doing the assignments given by the teacher through the WA group, but after a while I got bored too. Even lately the teacher never asked or gave assignments" (interview with Edi's parents via telephone, 13/8/2020).

"I have accompanied children several times to do assignments given by the teacher. Ya..., if there is no homework, most of them just spend time playing" (interview with Siti's parents via telephone, 20/8/2020).

"Lately, I noticed that there was no more homework from the teachers, so it was difficult to get children study at home. Their cellphones were mostly used for playing games" (interview with Ain's parents via telephone, 21/8/2020).

The impact of too long offschool or Work From Home (WFH) makes it difficult for parents to get their children study. The children are lazy to study independently at home, especially if there is no special attention from parents to accompany, direct and guide them to learn. They spend their most time to play games and watch TV. This situation, of course, is very worrying if this pandemic still exist. Informants are mostly women because the mothers are the one who accompany their children the most to study at home.

The difficult to control children

Based on parents' observations during this distance learning, their children are not serious about doing the assignments given by the teacher through WA. The parents would prefer their children to study at school. Meanwhile at home, parents who act as teachers to explain the material, children do not obey them.

"I think that children are more obedient to teachers when it comes to studying just like child who looks lazy at home even though I forced him to study (interview with Sudiono Wakijon Iksan, a teacher at MIN 2 and MI al-Amanah Bailang Manado, Manado, 12/8/2020).

It is in line with the parents' statement:

"My child is in class III at MIN 2 Bailang. Alhamdulillah, he can complete all the tasks given by the teacher himself. Only occasionally he asks me if he doesn't understand. Huh... the child, it must be a bit difficult to manage" (interview with Irma's parents via telephone, 13/8/2020).

All the statements from the informants above show that parents find it difficult to organize, direct and assist their children, even though they care about their children's learning. However, it is a bit unfortunate because their guidance and learning assistance partly depends on the tasks given by the teacher through online media that mostly using WA. When there is no task from the teacher, the parents act passively, do not provide mentoring or study guidance.

Similar statements were made by many informants. Generally, they claim to help and guide their children in completing the tasks given by the teacher through WA, but this situation only lasted during the early weeks. Lately, parents are no longer paying attention to their children's learning because there are no assignments. Even communication from the teacher is also rare. The teachers give the tasks that must be completed by students. Sometimes, there is no explanation that make the students hard to understand. These tasks may be closely related to the curriculum targeted by the teacher. One of the requirements for distance learning is that it must be fun for students. Thus, it indeed needs the creativity of teachers in designing learning to be fun, uplifting, generates motivation and critical power. Perseverance and foresight of teachers are required in making learning strategies. If the teachers just cram the students with assignments, of course, it is very burdensome and makes students bored.

Meanwhile, the educational program broadcasted on TVRI did not help enough the students' learning because the program did not attract their attention at all. Some parents admitted that children prefer to watch soap operas on a TV station around 9 am to noon. The effectiveness of this program still needs evaluation.

Most parents stated that they have difficulty directing or telling their children to study during this offschool such as children are difficult to learn, and parents also do not know about the material for their children. If there is an assignment from the teacher, they are enthusiastic to do the assignments.

"Indeed, now children play more. Almost all day is spent in front of the TV or playing with friends" (interview with Siti's parents via telephone, 20/8/2020).

Not all parents respond well to learning at home because not all parents can accompany their children to study at home as stated by some parents:

"I paid attention that my child study at home, but I don't understand the material." Then the researcher asked whether she paid attention to the assignments given by the teacher. Then, she answered "I don't know how to do it". As additional information, Ms. M is a housewife who has graduated from just elementary school (interview with Murni's parents via telephone, 19/8/2020). "Our children can complete their own schoolwork. They understand more about using cellphones than us. Just search on the internet if they find the difficulties, so it doesn't bother us as parents. We provide the internet access once a week. We hope it will return to as before soon, so that the children don't play too much" (interview with Rahmat Butuo, parents of a student via telephone, 19/8/2020).

Dividing work time to guide children to study

Parents' participation in supporting the success of distance learning is certainly very important. However, sometimes the parents face dilemma namely when they have to work (as laborers, farmers, fishermen) so they cannot accompany their children to study at home. Moreover, while parents are at home, they don't have the ability to teach. Those are problems faced by the parents at the research location.

Some parents admit that it is very difficult and forced to accompany their children to study at home. They must help their children to do assignments and supervise them even though the parents have an important job.

"I hope this situation will return to normal soon. I'm tired of doing my child's schoolwork, because if he/she doesn't understand the homework, he/she asks me and I must look for answers on the internet" (interview with Halimah, a student's parent via telephone, 24/8/2020).

"I think the current situation is very inconvenient for parents. The parents are forced to pay attention to their own children's learning. Besides, it is also difficult for parents to find work" (interview with Ain, a student's parent via telephone, 21/8/2020).

The statements above emphasize that not all parents help and guide their children to study at home. There are many reasons: 1. limited ability and knowledge of parents; They are difficult to play a role as a teacher to explain material that is not understood by their children. 2. Parents' business at work; They have a job for life 3. less concerned about their children's learning; Some of them don't care about their children learning. The treatment and attitude of parents in dealing with online learning situation is also related to the educational background and economic conditions of the parents. The better the level of education and economic situation, the better the attention and concern of parents on their children's learning.

The positive thing of offschool is that parents can monitor and supervise their children fully. Parents who pay attention to their children will find it easier to communicate and guide their learning so that psychologically there will be a closer relationship between the two. Even parents can control the use of cellphones or gadgets for useless things.

The success of learning during this pandemic is largely determined by the participation of parents. Therefore, parents must be able to adapt first, become 'teachers' accompanying or mentoring their children at home, create a comfortable learning and communication atmosphere so that students feel valued. Parents who become companions at home are role models for students in facing current problems (Prabowo et al., 2020). More complex problems will arise in the future. This pandemic period is only a test to remind parents that the main responsibility for children's education is in their hands, not only teachers. Based on the research in the field, the parents who accompany their children to study are mostly mothers. The mothers spend more time with their children than their fathers, including when studying, helping to provide understanding, doing assignments, and interacting with teachers.

Parents, teachers, and students must cooperate to achieve the desired learning objectives. Covid-19 has made parents, teachers, and students aware that education and teaching do not only take place in schools, but in all places (Santoso & Santosa, 2020). A good education requires the synergy of these three components. Without cooperation, it is impossible to realize an effective education regardless of its form. The experience of teaching and learning during the COVID-19 pandemic has taught many things and of course it must continue to be developed in the future, including in normal times.

Based on the information, views and experiences of parents accompanying children to study at home, it gives a signal that direct physical interaction between teachers and students greatly affects students' enthusiasm and learning. Even the physical presence of teachers greatly determines students' ability to understand the subject matter given. Thus, online learning outcomes cannot replace face-to-face learning.

Teachers' experiences and responses during the covid-19 period

Not ready to face distance learning

Every educator is required to provide teaching and learning to students even in abnormal conditions (learning from home). The teachers need to design new learning models by maximizing electronic technology or available online media such as whatsapp, telegram, instagram or other social media. There are also many innovations that teachers can do so that learning activities continue. With the implementation of the distance learning system, the covid-19 pandemic should not hinder teaching and learning activities. The teachers can give assignments that stimulate students so that learning goals are still achieved. To find out the activities of teachers during the 'offschool' of the COVID-19 pandemic, below are some of the results of interviews with MI teachers.

"The current situation, I as a teacher feel concerned to see the condition of my students, because they are forced to learn through the media, while they do not have sufficient facilities at home. They go to school is a grateful, how can the parents provide all facilities of online learning" (interview with Sudiono Wakijon Iksan, a teacher of MIN 2 and MI al-Amanah Bailang Manado, Manado, 12/8/2020).

"I tried to give assignments through the WA group that I created with the parents of students. Initially, many responded well. But over time, no one responded. We have some trouble in learning using online media. Maybe we are not used to it. We are still more comfortable learning through face-to-face or directly". Mrs. EK added her comment: "not all parents and students are good at using internet technology media or its equivalent" (interview with Ekawati, a teacher at MIN 2 and MI al-Amanah Bailang Manado, Manado, 9/8/2020).

Some teachers feel how difficult it is to be a teacher in this situation. Not all teachers are ready to carry out online learning. Many teachers are confused about how online learning is. Even though they feel overwhelmed in carrying out their duties in online teaching, they try to run it with all the limitations. They are very aware of the existing situation. They are very aware of their responsibilities as teachers in schools. Thus, in any situation, they do it so that students continue to learn and follow instructions from a distance, even using whatever platform such as Whatsapp groups and others.

There are many platform arise to make online learning easier and fun such as zoom, e-learning, cloud, watsapp, and others. But not all teachers, parents and students are familiar with those platforms. But like it or not, it must be done. Many students ask their friends to help. The teachers and parents do too. The positive thing, because of the demands of the current conditions, teachers, parents, and students can gradually use technology, especially in learning. In this advanced technology, parents, students, especially teachers are always required to have the ability to utilize technology. The implementation of a distance learning policy or WFH, it forces students, parents and teachers to have skill at learning to use digital to support the achievement of learning goals.

Assignment as a method of distance learning

Most teachers understand online learning by giving assignment and collecting them online. In fact, the real purpose of learning from home is to provide regular learning activities for students to keep learning. By studying at home during the pandemic 'offschool', the hope is that when children return to school they will still have the enthusiasm to learn and not forget school lessons. But in fact, children get a lot of work to do at home. As a result, tasks pile up and the children feels bored and tired.

"To be honest, most of the learning materials are in the form of assignments that have to be completed at home by the children. At first, I enjoyed this distance teaching, but after a while I felt bored staying at home all the time. I wanted to get back to teaching as soon as possible. If this situation happened for long is dangerous for students. Maybe when they enter school, they will not know anything anymore". HMZ added "it is not effective at all. The students still find the difficulties in face-to-face learning, this online learning will be worse" (interview with Hamzah, a teacher at MIN 2 and MI al-Amanah Bailang Manado, Manado, 9/8/2020).

Whatever the reason, the teacher as the spearhead of the implementation of teaching and learning activities is required to be able to adapt to any circumstances, including during the covid-19 pandemic. Learning difficulties caused by the pandemic must not dampen the enthusiasm of teaching teachers.

"I spend most of my time working at home, teaching remotely. What if most children don't have the facilities? In my opinion, for the elementary school level, children and parents are not ready for online learning. It might be more suitable for high school students and college students because they can learn independently" (interview with Hamzah, a teacher at MIN 2 and MI al-Amanah Bailang Manado, Manado, 9/8/2020).

Based on the information from parents and the teachers above, not all students and parents can learn from home well, many parents are overwhelmed with accompanying, directing and providing understanding to their children in preparing impromptu materials. The teachers have extra working hours to check the work of the students. Teachers, students, and parents experience sudden changes and are unprepared for the situation of learning from home.

Facilities and infrastructure

Generally, they are not ready to face the changes in distance teaching and learning using technology. Beside the huge internet costs, many teachers and parents still find it difficult to organize and use distance learning media and systems using modern technology in their children's learning. To accompany children's learning at home, some others have problems due to busy work. Although slightly, there are also parents who appreciate the efforts of teachers because they have experienced how difficult it is to teach. Teaching and learning activities based on the recognition of parents and teachers are still far from ideal. Generally, they expect learning to be carried out directly, face-to-face between teachers and students in the school.

Moreover, some teachers, especially senior teachers, have the limited facilities at home and the inability to use online learning support devices. They need workshops or webinar to assist them in online learning. This situation will affect the quality of learning outcomes. In addition, an additional fee is required to buy internet quota because all online media require a good network connection. Besides, the teachers began to feel bored because spend a lot of time to work at home.

Regarding the scoring of student test results, based on the admissions of some teachers, they do the scoring of students unideally. In other words, even though the students do not understand or lack mastery of the subject matter, many teachers are forced to pass the students due to standardized assessments. Otherwise, the students won't go to the next level of class.

Students' experiences and responses

Lazy to study

Students' learning conditions during covid-19 pandemic do not mean that learning activities stop. The students are expected to be able to develop their learning online. So, the synergy among parents, teachers, and students to face the Covid-19 pandemic is needed. To explore the learning experiences of MI students during covid-19, the researcher recorded the interviews as follow:

Offschool is fun. I can play and watch Tv a lot. When the teachers asked about some subject matter, I answer, "if I forget, I open the book to remember". The teachers asked many things including studying at home during offschool. They stated that study if the teachers give an assignment (interview with Salwa, a student of MIN 2 and MI al-Amanah Bailang Manado, Manado, 26/8/2020).

Some students said:

"We like to have offschool like now and sometimes we study" (interview with Zidan, a student of MIN 2 and MI al-Amanah Bailang Manado, Manado, 26/8/2020)

It is fun to have offschool. We may forget about the lesson. We haven't studied for a long time" (interview with Haikal Sapali, a student of MIN 2 and MI al-Amanah Bailang Manado, Manado, 26/8/2020).

The pleasure was shown by their playful expressions when the students were interviewed. Unfortunately, it is not along with the learning activities at home during offschool. They are shy when the reseacher asked what lessons they are often studied at home. Blushingly, they said 'forgotten'.

"It's good to take a vacation because I don't study. But I'm just tired at home because my parents ask me to work all the time. Even, I help my mom sell cakes". Talking about lessons, he stated that if he doesn't go to school, he stops studying. "It's fun like this, I'm free to play with my friends. I still remember some verses of Qur'an that I still memorized" (interview with Galip Ramadan, a student of MIN 2 and MI al-Amanah Bailang Manado, Manado, 26/8/2020).

Not all students like to be at home. Some students prefer to be at school because there is more socialization between fellow students there. Students also want face-to-face learning so that they can gather with their peers more often.

"I prefer to go to school, I don't have friends at home even though it's good to be at home because I don't study. However, I miss meeting my friends. I want to wear the school uniform again" (interview with Muh. Taanggung, a student of MIN 2 and MI al-Amanah Bailang Manado, Manado, 26/8/2020).

"I don't like being at home. My parents always ask me to study. It is not free to play. If I don't want to study, I will be scolded. I have many friends at school who play a lot" (interview with female students at MIN 2 and MI al-Amanah Bailang Manado, Manado, 26/8/2020).

Spending time for playing

Most students experience online learning during offschool. They admitted that they felt better offschool because they could play and watch TV, rarely studied. Moreover, some students did not study at all during the offschool. As a result, many students do not understand the lesson. Some even admit that they have forgotten at all. The students find it difficult to study online without adequate facilities and infrastructure such as computers, laptops, cellphones, internet etc.

Although a slight, some students prefer to go back to school to play with more friends. Their bored because of long offschool make them want to return to school immediately. They must help their parents work because they stay all day long at home. Some parents are forced to continue learning at home with mediocre facilities. Their inability in using technology to support online learning and complete the assignments can cause depression. Simultaneously, they increase creativity to develop their knowledge and skills. Besides, their habit learning face-to-face at school that enable them to interact and play with their peers and this situation will indirectly affect their learning absorption. They are not used to online learning.

The concept of E-learning or online learning, so far, has not received a good response from educators, even if, mostly are only universities or colleges. Nonetheless, Covid-19 has changed the views of many people. It is pretty accurate what Luthra & Mackenzie (2020) said that there are four ways how covid-19 change the way of future generations education. First, educational processes around the world are increasingly interconnected. Second, it redefines the role of educators. Third, it is important to teach the life skills in the future. Fourth, it increases the role of technology in supporting education.

4. CONCLUSION

The emergence of the Covid-19 forces the teachers, students and students' parents experience online learning. The students must study at home. Some parents pay attention and help their children studying at home during the offschool. They find it easier to communicate and guide their students' learning so that there is a closer relationship between the two. However, sometimes parents find it difficult to deal with children who are not serious about learning. The students' laziness and disobedience make it hard to study at home. Even, some parents are busy in their work. In addition, teachers are concerned about the condition of their students. The students are 'forced' to learn through *online* while they do not have sufficient facilities at home. The teachers also have the difficulties in using applications to support their teaching. They are not used to use some platforms that emerge today such as Zoom, E-learning, Cloud, Whatsapp etc. The students carried out learning activities at home during the COVID-19 pandemic. Some students feel relaxed to study at home because they are freer to play and watch TV. Most of them do learning activities if there the teachers give an assignment. Some students prefer to study at school. They feel pressured studying at home because they feel forced to study continuously. Their parents closely monitored them, so they are not even free to play. They hope to study at school quickly, because have more friends at school. They miss meeting and playing with their friends.

Thus, the teachers must be more creative and innovative in presenting material and giving assignments to students with this online system. Each school must make technical guidance programs and webinars related to the use of online learning media. Teacher training oriented to changing the

teacher paradigm of learning methods, starting from planning, implementing, to evaluating learning outcomes.

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