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Parent's Strategy in Formation of Student Character During Online Learning

Faridatul Lailiyah [1)]*, Sarmini [2)], Sugeng Harianto [3)]

1,2, 3) Faculty of Social Science and Law, State University of Surabaya, Indonesia

Abstrak

Perubahan pola pembelajaran dari tatap muka menjadi berbasis teknologi (daring) menimbulkan permasalahan, salah satunya dirasakan oleh orangtua. Selama pandemi Covid-19 orangtua dituntut untuk tetap melaksanakan pembentukan karakter siswa selama pembelajaran daring dan menyelesaikan perekonomian keluarga. Tujuan penelitian ini adalah untuk memberikan strategi dalam menyelesaikan permasalahan terkait pembentukan karakter siswa selama pembelajaran daring. Desain penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Penelitian dilakukan kepada orangtua siswa UPT SMP Negeri 6 Gresik. Data dikumpulkan melalui observasi dan wawancara mendalam dan data dianalisis menggunakan teori Sosialisasi Peter L. Berger dan Thomas Luckman. Hasil penelitian menunjukkan bahwa strategi yang dimaksud dalam penelitian ini adalah serangkaian upaya yang dilakukan orangtua untuk menyelesaikan permasalahan yang terjadi dalam pembentukan karakter siswa selama pembelajaran daring. Strategi yang dimaksud meliputi dua cara yakni eksternal dan internal. Secara eksternal orangtua mengoptimalisasikan modal sosial di lingkungan sekolah seperti guru, kepala sekolah, warga sekolah, dan masyarakat dalam menyelesaikan permasalahan, termasuk pembentukan karakter siswa selama pembelajaran daring.

Kata Kunci : *Strategi Orangtua, Pembentukan Karakter, Pembelajaran daring, Covid-19*

Abstract

Changes in learning patterns from face-to-face to technology-based (online) cause problems, one of which is felt by parents. During the Covid-19 pandemic, parents are required to continue to carry out student character building during online learning and complete the family economy. the purpose of this study is to provide strategies in solving problems related to the formation of student character during online learning. This research design uses a qualitative approach with a case study method. The research was conducted on parents of UPT SMPN 6 Gresik students. The data were collected through observation and in-depth interviews and the data were analyzed using the Socialization theory of Peter L. Berger and Thomas Luckman. The results of the study indicate that the strategy referred to in this study is a series of efforts made by parents to solve problems that occur in the formation of students' character during online learning. The strategy in question includes two ways, namely external and internal. Externally, parents are expected to optimize social capital in the school environment such as teachers, principals, school residents, and the community in solving any problems including the formation of student character during online learning.

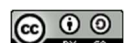**Keywords:** Parents Strategy, Character Building, Online Learning, Covid-19

*Corresponding author:
E-mail: alamatemail@gmail.com*

INTRODUCTION

Corona Virus Disease 2019 (Covid-19) has infected millions of people worldwide, can cause death, and is designated a global pandemic (Karlsen et al, 2015; Cucinotta, 2020; Lloyd-Sherlock et al., 2020; Sohrabi et al., 2020; Watkins, 2020). In the last two years, the Covid-19 pandemic has had a significant impact on social life. The enactment of policies on working from home, physical distancing, and other regulations have an impact on life in all sectors, including education. In the education sector, the government limits face-to-face learning, especially from mid-2020 to August 2021 and replaces it with learning from home/online (Arora & Srinivasan, 2020; Aji, 2020). Classroom learning that is carried out in a network with a wider reach and can be held anywhere (Bilfaqih & Qomarudin, 2015)

This was done to reduce mobilization and prevent the spread of Covid-19 in the school environment by considering the health and safety of students, educators, education staff, and the community (Rasmitadila et al, 2020). After August 2021, several regions began implementing face-to-face learning by limiting the attendance of teachers and students and tightening health protocols. However, not a few regions still fully implement online learning. This condition shows that not all schools are ready for the consequences that arise when learning is carried out face-to-face (Firdaus et al, 2020; Tang et al, 2021).

Various problems arise amid online learning, namely the interaction of teachers and students cannot be done directly (Teguh, 2015), students cannot socialize with peers, and the more dilemmatic thing is the lack of social control from parents (Nord, 2013; Adams, 2013). 2020). Whereas during online learning, parents are required to be able to guide children, be able to replace teachers and be able to guide children while studying from home (Wardani & Ayriza, 2021).

What is more important is that parents also have a duty must instill the character of students during online learning. The policy was implemented to make parents aware that character building is not only the task of the teacher but also the duty of parents as actors in conducting primary socialization. In addition, online learning can also strengthen and restore the role of the family in educating children, providing cognitive skills, mental education, and improving the quality of family psychology (Mann et al., 2004; Wyatt Kaminski et al, 2008).

However, in reality, the cultivation of character in the family has not been a serious concern by parents and seems neglected because it can lead to various educational praxis (Greece, 2017). This can be proven from the findings in the field which show that parents have difficulty controlling students during online learning and parents think that during online learning, character building is solely the task of the teacher. This condition shows that parents, both father, and mother, need a solution to the problems they face. Based on this, the purpose of this research is to provide strategies in solving problems related to the formation of student character during online learning. Therefore, research on parenting strategies in shaping student character during online learning is important.

Parents have an important role in the formation of students' character (Pratiwi, 2018). This is because parents directly contribute to the pattern of reconstruction of the child's personality as a result of system interactions and behavioral patterns between parents and their children (Anwar, 2013; Koesoema, 2012). The success of the formation of student character depends on the stimulus carried out by parents during the education process (Setiardi, 2017). One way is to choose the right parenting pattern to apply (Subianto, 2013). Positive parenting affects the involvement of parents in shaping children's character (Diana et. al, 2021). Mothers and fathers have duties and roles in educating children to create cooperation and balance (Sunarni, 2018). Long-term character cultivation is to form teenagers who are mature in thinking and behaving (Aryyandhika, 2013).

During online learning, parents have an important role to be actively involved in the formation of students' character. This is done as a step to create habits and shape students' awareness to become responsible individuals (Nurazizah, 2021). In addition, parental involvement also plays a role as student control when studying from home, because it can affect student success during the online learning process (Puspita, 2021). Online learning is also a way to restore the role of the family as the primary educator, primary learning resource, and substitute teacher for students while studying from home (Epstein & Becker, 2018).

Online learning is internet-based learning and gives rise to various types of interactions in the learning process (Moore, Dickson-Deane, & Galyen, 2011). Its implementation requires equipment such as laptops, computers, android-based mobile phones to be able to access the information needed (Gikas & Grant, 2013). Internet-based learning has become a demand in recent years (He et al, 2014). Various online platforms to support distance learning have emerged such as Google classroom, Google meets, Schoology, Edmodo (Enriquez, 2014; Sicat, 2015; Iftakhar, 2016) WhatsApps (So, 2016), Facebook, and Instagram (Kumar & Nanda, 2018). The use of technology has a major contribution in the world of education, including in the implementation of online learning (Korucu & Alkan, 2011).

RESEARCH METHODS

The research approach used is qualitative with the case study method. This rate search focuses intensively on one particular object that is studied as a case, namely family strategies in building student character during online learning. According to Cresswell (2018), a case study is a research that explores a bound system or a case that occurs over a certain period through period detailed data collection from various reliable sources of information.

The research subjects were parents of UPT SMP Negeri 6 Gresik students. The criteria for parents/guardians of students come from livelihoods in the non-essential and critical sectors. The livelihoods included in the non-essential sector in this study are teachers and office employees, while the livelihoods included in the critical sector are traders, farmers, waiters, fishermen, factory workers, and entrepreneurs. The arguments for selecting the subject are 1) differences in family livelihoods can determine the formation of student character, 2) families are obliged to continue to instill character in students during online learning. The research location is in the Sidayu District, Gresik Regency.

The focus of this research is the family strategy in shaping the character of students during online learning. The character of the students formed is discipline, honesty, and responsibility during online learning. It was chosen because the character becomes a problem during online learning.

Data collection techniques used are questionnaires and interviews. Questionnaires are used as observations related to the problems studied as well as supporting data. Interviews were used as primary data collection to eight parents of students which were conducted directly. Determination of the number of research subjects based on data saturation.

Data analysis refers to Miles and Huberman, namely data reduction, data presentation, and decision making. Data reduction is to group aspects based on related elements including the formation of student character. The presentation of the data is done descriptively according to the research problem. Conclusions are made as to the final step regarding the meaning of the data that has been collected.

RESULTS AND DISCUSSION

To find out the strategies that parents must do in forming students' character during online learning. So, several stages are explained before going to the subject, namely, first, an explanation related to parental problems in the formation of student character during online learning; second, an explanation regarding the importance of the role of parents in the formation of students'

character, and finally the main discussion, namely the strategy of parents in forming students' character during online learning. The following is a complete description of each stage:

1. Problems with parents in shaping students' character during online learning

Changes in learning patterns from face-to-face to indirect learning pose a dilemma for families, especially parents. On the other hand, distance learning seeks to revitalize the role of parents in child care, not only in economic fulfillment, children's education ranging from infrastructure costs but also parenting and parental control as the first and foremost place for children to receive an education.

This is in line with Law number 20 of 2003 article 1 paragraph 13 regarding the national education system which states that informal education comes from family and environmental education, then clarified in article 27 paragraph 28, namely the form of educational activities by families and the environment carried out independently. But on the other hand, this learning becomes a dilemma because parents have a dual role not only focusing on economic needs but also dividing time and roles to assist and control children during the learning process. This can be proven from the following excerpts from the statements of research informants:

> *"I can't accompany my children when studying at home because I don't know the learning materials and since Covid-19, I've also started helping my husband work" (Z, 40 years old)*

> *"Kids studying at home are testing my patience, he says he is studying and doing assignments but when taking report cards there are many tasks that have not been done" (J, 40 years old)*

> *"I only graduated from high school, I don't know the development of children's school materials now. There are many routines in the store, so I fully trust the children. I just prepared the necessities" (L, 51 years old)*

This condition shows that the readiness of families, especially parents, during distance learning is not only measured by material but also non-material needs. Academic knowledge, thinking skills, patience, and choosing the right parenting pattern are challenges for parents. Especially in the implementation of character education in the family. The family is the main institution forming the pattern of attitudes, behavior, and identity of children. In addition, the family is also responsible for the psychological and sociological needs of children. Families with democratic parenting tend to be more relaxed, parents accompany their children even though they don't help much because of limited knowledge, internet access, and mastery of technology. This can make children learn more enthusiastically. This can be proven from the following statement of the research subject:

> *"If I study with him, my grades are good, but when I'm busy and I can't help study, my grades drop. Since knowing that, even though I don't know the material, I still accompany him. I understand that he is already stressed enough to study in this way.." (N, 43 years old)*

Meanwhile, in families that apply permissive parenting, parents are freer to learn, give full trust to children to learn because parents are more focused on meeting family needs, and consider their child's learning process to be the full responsibility of the teacher. In contrast to families who apply authoritarian parenting, parents act as role models for children and believe that children do not have much life experience, so parents must regulate and direct their children according to their wishes. In the context of inculcating social character during distance learning, excessive social control is shown by families who apply authoritarian parenting, as revealed by the following research subjects.

> *"...before online school, you must be ready, you can't be late, you can't be late to do or collect assignments, you have to excel even though you go to online school, you can do your assignments right away.." (W, 37 years old)*

Such conditions indicate that parenting patterns determine the character of children through habits instilled by parents. Thomas Lickona explained that raising children makes character development a priority and should direct children in a firm, consistent, and rational way and

provide reasons behind the demands made by parents (Lickona, 2013). This is emphasized by Berger and Luckman (1990) that the inculcation of character carried out by families, both parents and guardians of students is a form of the socialization process that is first received by students from childhood to early adolescence. So that the choice of parenting patterns is important to form a good personality in children.

Based on this analysis, it is known that the character contributed by the family comes from the pattern of parenting and interaction in the socialization process carried out by parents and children during distance learning. In families who choose democratic parenting, the characters that are reflected during distance learning are a sense of responsibility, honesty, discipline, and independence. In families who choose an authoritarian parenting pattern, the characters that are reflected during distance learning are the lack of responsibility, stubbornness, lack of confidence, and difficulty to manage in children, although not all of them reflect bad characters most of them show this reality.

2. The importance of the role of parents in the formation of student character

The cultivation of student characters carried out by parents during online learning was influenced by character planting before the pandemic. Data before the pandemic showed that the inculcation of students' character when they were at home was determined by the choice of parenting styles of students' parents/guardians and was also influenced by the awareness of parents to continue to carry out character education for students.

Consciousness is meant not only in normal conditions but also in abnormal conditions like today. In this abnormal situation, parents/guardians of students can play the same role or not much different from the conditions before the pandemic. Starting from social control in students, mentoring students while studying, to instilling character. However, changes in student learning patterns during the pandemic have strengthened the assumption of parents to entrust their children's education, including character, to teachers in schools. This reality is reflected in the statement of one of the following informants:

> *"The condition is not good, I focus on meeting the needs of my family. My child's problem is left to the teacher. I don't know anything, the important thing is that I control my children regarding assignments and exams" (J, 40 years old)*

Parents also feel the same way about the changes that have occurred to students since distance learning was implemented. These changes are 1) students' sleeping hours are changing because they work late due to network problems when they are done in the afternoon/evening, 2) students' enthusiasm for learning is reduced, 3) they start lying, saying they are studying on gadgets but in fact, they are playing, 4) waking up early in the morning to waking up in the afternoon because they feel that they don't have to go to school and don't have to go to school, 5) the value of report cards decreases, 6) dares not to do the assignments given by the teacher, 7) their emotions are not controlled or easily emotional and easily stressed because they feel more work than the material explained by the teacher, and 8) dare to cheat on his friend's assignments.

This condition was also felt by almost all of the informants and was strengthened by the results of observations showing a significant change shown by students during distance learning. For this reason, it is important to continue to instill character during distance learning. Characters that are considered relevant to be strongly instilled are discipline, honesty, and responsibility. This is by the following statements by the informants:

> *"...looking at the current conditions, it is necessary to strengthen the character of discipline (to organize oneself in the current condition), honest (to keep doing their work and submit on time), and responsibility (to learn to consider the risks of the actions taken" (L, 51 years old)*

This directly or indirectly shows that the implementation and inculcation of the character values of discipline, honesty, and responsibility are starting to fade in the families of UPT SMP Negeri 6 Gresik students during learning amidst the Covid-19 pandemic.

3. The strategy of parents in the formation of student character

The strategy used by parents in forming students' character during online learning is to optimize social capital in the social environment. The parties referred to in social capital are parents/guardians of students, teachers, school principals, and the community (school residents). This is done so that the socialization process carried out by families and schools does not experience significant inequality.

Parents carry out their duties as parties who carry out primary socialization to students from birth to adolescence in the family and school environment as parties who have the authority to carry out formal secondary socialization. The goal is to be actively involved in inculcating student character in any conditions including during distance learning as a result of the spread of Covid-19. The social capital component contains several things such as social networks, values/norms, trust, participation, and cooperation.

Social networks contain social relationships that allow an activity to run effectively and efficiently (Nirfadhilah, 2016). Norms are rules that serve as guidelines for behavior in society and can be said to be concrete values. Things that are attached to norms include ways, habits, behavior, and customs (Soekanto, 2010). In social capital, norms are values contained in social networks (Putnam, 2000).

Trust is the most important element capable of creating social capital (Fukuyama, 2002). In social capital, trust is recognized as a process to carry out the vision/mission and the process of social interaction that is intertwined in the activities carried out and can be seen in real terms (Hasbullah, 2006). Participation is the involvement of individuals and groups in certain activities (Dwiningrum, 2015). In social capital, the aspect of participation is a must-have component in establishing social relationships in a network and is the key to success in building social capital (Hasbullah, 2006).

Cooperation is a reciprocal relationship that is realized in social life based on common interests (Suranto, 2011). In social capital, the aspect of cooperation is a component for building networks in social relations. These five elements are one of the efforts in optimizing social capital in school education. The goal is to improve the quality of schools. Parents and schools become actors who have important roles and functions in shaping character by the ideals of the nation and state. This proves that social capital has an important role when applied in everyday life because it can help provide basic skills, form social-minded people, and help prepare children for the next life. The process that is passed as a parenting strategy in character building during online learning is detailed in table 1 below.

Table 1. Optimization of Social Capital as a Parent's Strategy in Cultivating Character During Online Learning

No	Element	Description
1	Social Network	a) Social networks are obtained by establishing social relations between parents and the school as well as other parties who come from various resources in improving social relations. This is evidenced by the end-of-year meetings with school committees, principals, teachers, staff, community leaders, and parents b) **During online learning**, the character shown from social networks is the inculcation of responsibility to students because social control is carried out by both parties. School is carried out by homeroom teachers and BK teachers while at home it is carried out by parents and close relatives.

2	Value/Norm	a) The values / norms that apply are contained in school regulations that must be obeyed by school residents and can be used as a differentiator with other schools in shaping the character of students, while parents play a role in controlling children when they are at home. b) **During online learning**, the characters shown from the values/norms are discipline, honesty, and responsibility. Although in practice it is still not optimal, because this element is more emphasized in the selection of parenting patterns and interactions in the family while school is a reinforcement of values / norms that occur in the family.
3	Trust	a) Trust is built on the number of school achievements and the quality of existing resources. These assessments and considerations are often used by families and communities to send their children to school and wish to be involved in every program in the school, such as supporting the school to become one of the environmentally-based schools. b) **During online learning**, this element of trust does not have much impact on the formation of student character, but rather on the awareness of parents that education is not only the duty and obligation of the school but also that the family has an important role in children's education. Fulfillment of facilities, facilities, and infrastructure is not enough if parents are not involved in the child's learning process, whether face-to-face learning or not
4	Participation	a) Participation is built from the involvement of school residents starting from the principal, teachers, employees, students, and parents to make important decisions and foster a sense of belonging to the school. In this case, the involvement of all parties is carried out, maintained, and developed together to improve the quality of schools b) **During online learning**, the character shown from parental participation can foster discipline and responsibility in students because parents and teachers are aware of their respective duties and roles.
5	Cooperative	a) Cooperation is built from the relationship that exists between the principal and the teacher, the teacher and the teacher, the teacher and the student, the school and the student's guardian, the teacher and the student's guardian. In this case, the collaboration that is built not only supports school programs but also the learning process that is currently being carried out online. b) **During online learning**, the character shown is the collaboration between parents and the school, namely fostering an honest attitude and student responsibility in doing assignments and the learning process.

Based on table 1, shows that the optimization of social capital between parents and the school is an important component to do. This is evident, during online learning when parents and schools carry out the five components in social capital character building can occur and still require new habits and adaptations to perpetuate these strategies. In addition, other involvements that parents must do are being willing to be actively involved during the learning evaluation process and social control during online learning. It is important to provide reports on student progress when studying from home to teachers at school.

CONCLUSION

Based on the results of this study, it can be concluded that the strategy referred to in this study is a series of efforts made by parents to solve problems that occur in the formation of student character during online learning. The strategy in question includes two ways, namely external and internal. Externally, parents are expected to optimize social capital in the school environment such

as teachers, principals, school residents, and the community in solving any problems including the formation of student character during online learning. Internally, parents must also be willing to be actively involved during the learning evaluation process and social control during online learning. It is important to provide reports on student progress when studying from home to teachers at school.

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