

Navigating online learning for citizenship education through parenthood in the digital era

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Abstract

During the pandemic, learning policies have transformed face-to-face to online-based learning. Technology and information play a crucial role in learning infrastructure, sources of teaching materials, tools, learning facilities, and learning media. The activeness of parents in accompanying children dramatically influences the effectiveness of learning activities, which ultimately contributes to maximum results. This research explored the characteristics of parental assistance and the problems that arose in online learning of Citizenship Education subjects in Jaya Mekar Padalarang Village. The results show that the home learning policy is considered burdensome by parents. Some reasons include difficulty managing time between working and guiding children, lack of adequate communication facilities, difficulty understanding lesson material, and inability to use technological devices. In this context, finding solutions or strategies that can help parents overcome these challenges is important. However, it's crucial to stress that with the right support and training, parents can significantly improve their support for their children's online learning. This effort can increase parents' active participation in supporting their children's online learning and inspire a positive change in the online education landscape.

Keywords: Parenthood; Digital Era; Online Learning; Citizenship Education

Introduction

During the ongoing pandemic, there have been significant changes in education policies, especially in the context of the learning process. This policy has led to the limitation and



transformation of the learning process, which previously focused more on face-to-face interaction, which is becoming more dominant in online learning. Learning process changed during the pandemic, and the process was limited from face-to-face to online learning. The existence of classes where lessons are held has been replaced by virtual classes, where the learning environment is all web-based, allowing teachers and students to interact and communicate anytime and anywhere without being limited by space and time (Tadesse & Muluye, 2020; Betthäuser et al., 2023).

The role of technology and information as learning infrastructure, sources of teaching materials, learning aids and facilities, information sources, and learning media can facilitate the learning process because of the sharing of applications and online learning platforms to support the learning process (Garad et al., 2021; Elmi et al., 2024). Regarding online learning, guidance from home, especially from parents, must be considered. Parents have a role in online learning as motivators, facilitators, teachers at home, and influences (Aziz et al., 2022; Jayanti & Indrakurniawan, 2022). Parents play a role in preparing all their children's needs for online learning and accompanying teachers' learning process at home (Sutini, 2021). Besides, parents also act as companions, guardians, developers, and controllers and must be able to create a safe, comfortable, and fun environment for learning. Parents' activeness in accompanying their children will determine how much learning activities will be helpful and meaningful to obtain maximum results (Hornby, 2021).

The younger generation needs attention, guidance, and assistance from parents, educators, and the government. They are highly vulnerable to obtaining negative content or information, especially from social media, which can include cyberbullying, exposure to violent or sexual content, or misinformation, all of which can affect the way they behave (Buckingham, 2015). Therefore, education and advocacy for internet users, especially social media users, is very necessary currently. The control function that can be carried out by the school, coordinating with parents of students and the surrounding community, is not just important, but it's an essential part of collaboration in ensuring a healthy internet for students (Paccaud et al., 2021).

During the online learning period, parents face significant objections and difficulties when guiding their children to study at home. Several research results reveal this, including most parents feeling that the home learning policy is burdensome for various reasons such as difficulty in managing time between work and guiding children and inadequate technology-based learning facilities (Sukatin et al., 2021). The problem with parents in accompanying their children to study from home is that parents cannot guide their children in learning because most of them do not fully understand the material, so they cannot teach their children optimally. They must share online communication tools such as cellphones and have difficulty operating them. Besides, parents do not have enough time to guide their children to study from home because of work (Lee et al., 2022; Pressman et al., 2015). It is difficult to help children understand the material being studied, and it is difficult to divide work time with online learning time and the atmosphere at home is less than peaceful (Pressman et al., 2015). Apart from technical difficulties, there are also important problems in the form Socioeconomic factors of parents that can build good facilities for children (Li et al., 2022).

The problem above occurs to parents in Mekar Jaya Padalarang Village because parents' educational qualifications are an obstacle to assisting children in studying. Data were found that the highest level of parental education was among elementary school graduates, namely almost 80%, which had an impact on employment and sources of income. The following is data on the academic qualifications of parents in Mekar Jaya Village.

Looking at the data in table 2, most of the parents' professions are farmers and laborers, parents spend their daily lives working, so gathering with family, especially children, encounters obstacles, especially because they don't understand technological advancements and how to use them. In the online era, this has a negative impact, especially in accompanying

children. Parents' socio-economic factors are considered to influence children's competence (Hartas, 2011).

Table 1.
Academic Qualifications of Parents in Jaya Mekar Village

| Education Level | Man | Woman |
|---|--------|-------|
| Completed elementary school/equivalent | 2467 | 2387 |
| Completed junior high school/equivalent | 1655 | 1548 |
| Completed high school/equivalent | 1726 | 1649 |
| Completed D-1/equivalent | 19 | 24 |
| Completed D-2/equivalent | 31 | 32 |
| Completed D-3/equivalent | 41 | 36 |
| Completed S-1/equivalent | 77 | 65 |
| Completed S-2/equivalent | 7 | 3 |
| Total | 17,624 | |

(Source: RW 10, 2022).

Those academic qualifications have an impact on the parents' most dominant occupation, namely farming and agricultural labor as well as being a craftsman, one of which is making mortars.

Table 2.
Types of Work for Jaya Mekar Village Residents

| Type of work | Man (person) | Woman (person) | Number of people) |
|---------------------------------------|--------------|----------------|-------------------|
| Farmer | 1677 | 924 | 2601 |
| Laborer | 863 | 455 | 1318 |
| Migrant workers | 0 | 0 | 0 |
| Government employees | 315 | 136 | 451 |
| Craftsman | 28 | 18 | 46 |
| Breeder | 64 | 0 | 64 |
| Mechanic | 17 | 0 | 17 |
| TNI | 67 | 3 | 70 |
| POLRI | 38 | 0 | 38 |
| Small, medium and large entrepreneurs | 588 | 34 | 622 |
| Traveling trader | 296 | 105 | 401 |
| Government company employees | 135 | 105 | 240 |
| Retired | 387 | 314 | 701 |
| Total | 4,475 | 2,094 | 6,569 |

(Source: Jaya Mekar Village 2021).

Data on parents who have student children in Jaya Mekar Village, Padalarang District, West Bandung Regency can be seen in table 3.

Table 3.
Number of Students in RW 10 Mekar Jaya Village

| No | Education level | Amount |
|----|-----------------|--------|
| 1 | Elementary/MI | 43 |
| 2 | SMP/MTS | 45 |
| 3 | SMA/MA | 20 |
| | Total | 108 |

(Source: RW 10, 2022)

In logic, it would be unfortunate if children had problems carrying out online learning at home, especially in the topic "Pancasila and Citizenship Education (PPKn)." In this case, the delivery of the subject also experiences problems during the online period at home. The aim of the subject is for students to have the ability to participate actively and responsibly and act

intelligently in social, national, and state activities, as well as anti-corruption activities. Citizenship education has a broad scope, starting from democracy education and human rights education. Citizenship education aims to educate the younger generation to become democratic citizens and develop citizens who understand and can carry out their rights and obligations as a citizen.

This research explored the dynamics and challenges of online learning for citizenship education by people in Jaya Mekar Padalarang Village. We felt compelled to investigate these problems, especially regarding technology-based learning assistance, so that it can contribute to understanding the role of parents in supporting learning during the pandemic as efforts to overcome obstacles that may arise.

The formulation of the problem in this research was the dynamics and challenges of online learning for citizenship education by people in Jaya Mekar Padalarang Village. The theoretical benefit is that it provides a theoretical contribution by describing the dynamics of parental assistance in the context of online and face-to-face learning so that the research results become a guide for understanding the critical role of parents in children's education in the digital era, reminding of the importance of continued assistance even though learning has returned to traditional forms, like face to face. The practical benefit is that it provides insight into the role of parents in supporting online citizenship education learning, especially in overcoming the limitations of technology-based learning assistance tools. Practical implications include providing concrete suggestions to increase the effectiveness of mentoring, even with limited resources.

The novelty of this research is that it focuses on the reality of the low socio-economic environment in Mekar Jaya Padalarang Village. In this context, this research details parents' specific challenges in accompanying their children, emphasizing the lack of technology-based learning assistance. The results can be a valuable reference for further research on empowering parental assistance in similar communities.

Method

This research employed a qualitative approach, a scientifically suitable method for social sciences, including education. The significance of this approach lies in its ability to build knowledge through understanding and discovery. It is research and understanding process that investigates social phenomena and human problems, providing a deeper comprehension of the subject matter (Creswell, 2017).

In this case, researchers also observed how parents in Mekar Jaya Padalarang Village accompanied their children to study online at home with various limitations they had in Citizenship Education subjects. Researchers utilized key informants, individuals who have a deep understanding of the community and can provide valuable insights, such as [specific key informant], to open access to lead researchers to members of the target group so that they can find a real empirical picture of the research objectives. The data collection technique for this research was carried out by collecting research data from interviews with parents who live in RW 10, Mekar Jaya Mekar Padalarang Village, a total of six parents, with the criteria being parents who have school age children and their children.

Result and Discussion

This research was conducted in Jaya Mekar Village, Chair of RW 10, with parents and children attending primary and secondary education. Jaya Mekar Village is one of the villages located in Padalarang District, West Bandung Regency, which borders the north of Padalarang Village, the south of Kertajaya Haleuang, the east of Kertajaya Padalarang, the west of Mount Masigit. Jayamekar Village monographic data in 2020 shows that the total area reached 456,867 ha, based on land use; the dry land area was 401.2 ha, paddy fields were 55,667 ha, and plantation land was 7 ha. Indeed, this illustrates how parents have sources of income from local natural conditions, such as farming, gardening, and agricultural labor, among other things.

Researchers have conducted direct interviews regarding how parents accompany students in learning. It was found that parents generally have low education, namely only elementary school education, so they think that technology is essential but need to learn how to use it. They are not interested in exploring it. Furthermore, the resource persons whom the author contacted were Mrs. NS, Mrs. UD, Mrs. MS, Mrs. R, Mrs. N, and Mrs. Ny. Parents' obstacles in guiding online learning are significant and often overwhelming. These include work, poor economic conditions, limited quota leading to inadequate internet access, and limited ownership of cellphones/gadgets. However, parents are trying their best to continue to accompany their children during the online learning period for Citizenship Education subjects according to their knowledge and continue to facilitate according to their abilities. Their struggles are real, and it's important to recognize and understand the challenges they face in ensuring their children's education, even amid their own limitations.

Figure 1.
Parents are Helping Their Children



It was found that parents generally need a better understanding of technology because they feel that their education level could be higher. Parents are constrained apart from economic factors, namely the availability of technological devices and internet network access problems because they look at the geographical structure of Mekar Jaya Padalarang Village. However, parents still assist during their busy lives after working to the best of their ability, even with minimal understanding and technology, because they feel responsible for their future education; even though parents are only laborers, children should not have jobs like them. This aligns with research results that children are a gift, so parents have the responsibility to fulfill children's needs, such as teaching children, guiding them, and fulfilling their needs, including responsibilities regarding faith, material, physical, intellectual, social, and so on. This responsibility is called education (Fatmawati & Solikhin, 2019). Parents always try to accompany students to achieve optimal result.

Based on the research results, most respondents, 62%, do not have internet access, and not owning a device is dominated by low education levels. The biggest obstacle for rural communities in accessing the internet/ICT is the lack of perceived benefits, the use of which is not easy, and the lack of time to study due to the large amount of time and workload (Ferrari et al., 2022).

Online learning is a learning activity used as a substitute for face-to-face learning using technology and internet networks. Tremendous technological advances have changed how people communicate, interact, work, and learn. Digital literacy, virtual learning and e-learning can potentially enhance learning. Parents are one of the keys to student success, where parents act as mentors for children at home. The role of parents in online learning activities is as a teacher at home, where parents can guide their children in online learning, as a facilitator, motivator, and director or influence (Suryani, 2023). Parents as educators have an essential role in their extensive duties and responsibilities towards all family members, namely the formation of character and manners, training skills and household provisions, and the like.

The role of parents is vital in guiding children in online learning by providing direction and supervision. Parents should have good character in guiding children studying at home, namely having digital or literacy skills. Literacy is the ability to use language and images in reading, writing, listening, and managing information related to social situations, and digital is all forms of words, images, videos, and all existing applications explained on computers (Keefe & Copeland, 2011). Digital literacy is essential for developing technology skills, understanding how to access online information, and learning social responsibility when interacting on social networks (Lee, 2014). Belshaw says that an essential element of digital literacy is cognitive ability, namely, a person's skills regarding computers and information technology and an understanding of internet concepts (2012, pp. 206-219).

The role of parents must be more active in guiding children in online learning. In the Citizenship Education subject, according to information from one of the children's teachers, children have decreased both in terms of attention, completed tasks, and children's activeness in learning. Researcher interviews with NS regarding the use of online learning applications, i.e., Zoom and Google Classroom, needed help understanding how understanding because they were unfamiliar with the application. Cell phones can be shared and used together if several school-age children are in one family. If there is a conflict in the school schedule, one of the children is forced to give in and not participate in online learning, which can significantly impact online learning. The material cannot be delivered optimally. Obstacles also arise in children, namely focusing on something other than studying. The child's mood is sometimes challenging to get along with studying, and he always wants to play, especially games. Therefore, parents feel that the online learning system could be more optimal, apart from children having less difficulty understanding the material and obstacles in assisting children's learning at home. However, parents' efforts, despite their limitations, always give their best, providing an understanding regarding norms, disciplinary attitudes, and what behavior can be done or not. Citizenship Education is essential to be taught in schools in Indonesia as a medium for forming intelligent, skilled, and characterful citizens who are loyal and committed to the pluralistic nation and the state of Indonesia.

Conclusion

Online learning, now a common alternative to traditional face-to-face education, is greatly supported by technology and the internet. Advancements in these areas have transformed communication, work, and education. Digital literacy and e-learning tools can enhance student learning; parents are crucial in this process. They serve as mentors, motivators, and role models, and their involvement in online education is essential. Parents must actively participate in their children's education, providing guidance and support despite economic, educational, and digital literacy challenges.

In Mekar Jaya Village, parents face difficulties related to these factors, but their role as educators remains vital. They need good character and digital skills to effectively guide their children, especially in subjects like Citizenship Education, which is crucial for fostering responsible and informed citizens. Active parental involvement is necessary for shaping children's values and ensuring they develop into beneficial members of society.

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