Collaboration between Parents and Teachers in Overcoming the Difficulties of Students in Learning Online during the Covid-19 Period

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Abstract
This research is motivated by a phenomenon that occurs in the field where the lack of good cooperation between parents and the school is evident in some parents only fully giving up the responsibility of educating or studying their children to the school, parents are busy working outside the home due to economic limitations. This study aims to reveal the collaboration between parents and teachers in overcoming the difficulties of students learning online during the Covid-19 period. This type of research uses quantitative research with a descriptive approach. The research subjects were 81 parents of students of SMA Negeri 2 Tilatang Kamang. The instrument used was a questionnaire with a Likert scale model using percentile analysis techniques. The results of this study indicate that the collaboration between parents and teachers is in the good category with an average percentage of 72.84%. Details of each aspect (1) The meeting between parents and teachers during Covid was in the quite good category. (2) School communication with parents is in good category. (3) improving children's learning outcomes is in the good category. (4) Home visits are in the good category. (5) School visits are in good category. (6) Providing data to each other is in the good category. Based on the results of the study, it is recommended that counselors increase parent-teacher collaboration by compiling a counseling program related to parent-teacher collaboration in overcoming student learning difficulties online.

Keywords: Collaboration, Parents

Introduction

The covid-19 pandemic has closed almost all facilities, including teaching and learning activities. Policies made by the government to tackle the spread of covid-19 include limiting activities so that schools are temporarily closed. The home learning program is implemented independently. The existence of this policy makes parents again strengthen their role to become the first and foremost educators for children.

The impact of covid-19 is that many events and activities that have been planned in advance are canceled, communication between communities is reduced, community relations are tenuous, people who are sick are expelled for fear of Covid-19, activities outside the home are lonely, places worship and schools are closed. (Ramelia, Rusdinal and Firman, 2021)

With the existence of Covid, there will be an independent learning system recommended by the government, so the main supporting factor is family involvement in educating children. Especially with the application of the online learning system, parents are expected to be the people who help the learning process of children at home (Fatmi, Firman and Rusdinal)

Parents must be aware of their roles and responsibilities in the educational process of their children, because the involvement of parents in providing education and monitoring children's development

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will affect children's learning outcomes. Education is a means to develop students' self potential which is carried out consciously and planned to realize learning facilities and the learning process so that students actively develop their potential (Fauzana, Firman & Riska 2019). According to Mizanul, ilmi & Yusri (2020) the implementation of education in schools can help students to develop their potential optimally. Quality education is the key to the progress of a nation that can create quality and productive human resources (Saputri & Ilyas, 2020). Improving the quality of education in the current era of technology and information requires that each individual be able to prepare himself through skills (Sukmawati, Neviyarni, Syukur & Said, 2013). For this reason, parents must know how the academic development and behavior of their children both at school and outside of school. Therefore, there must be a collaboration between parents and teachers.

According to Juntika (2011) Collaboration is collaboration between various parties in realizing educational goals, both from within and from outside educational institutions. This collaborative relationship is not limited to professionals at school but also includes parents. Thus, teachers in schools should strive to develop communication with parents, invite parents to plan educational goals for their children and offer school counseling program services.

Parents play an important role in providing education to their children. Not only education, parents play an important role in providing education to their children. A good and close relationship between parents and children will make children motivated and more confident in learning. Attention, love and motivation of parents are the needs of children that must be fulfilled as mental capital to achieve achievements in school and in society. Motivation greatly influences student learning (Fitri, Ifdil & Neviyarni, 2016).

This can tell us how very important and responsible parents are for children's learning achievement because the roles and responsibilities of these parents are one of the factors that affect student achievement in school. The factors that affect student achievement in schools are internal and external factors. First, internal factors, namely factors that exist within students such as: physical, spiritual, intelligence, emotional and motivation. The two external factors are factors that come from outside themselves, such as: the family environment and the school environment. At this time, parents lack awareness in establishing good collaboration between parents and teachers at school. Some parents only fully hand over responsibility for children's learning education to the school.

That in learning, the cooperation of parents and teachers is needed in order to overcome children's learning difficulties. Parents are the key to children's success, especially in overcoming learning difficulties at home. Likewise, the teacher has the right to know the level of learning difficulties of children at school. For schools that want good results from children's education, collaboration between teachers and parents is needed (M Ngalim Purwanto, 1994). With the collaboration and efforts of parents and teachers, it will make it easier for children to gain knowledge and can overcome children's learning difficulties.

Based on interviews conducted on December 4, 2020 with five students of class X IPS 2, online it was revealed: 1) Three students experienced difficulties because they did not concentrate, had difficulty understanding lessons, could not divide their time and assignments were not understood. In addition, some students while studying online after taking the absence immediately go back to sleep or do other activities. They said they did not like distance learning because they did not understand what they were learning. The material described by the teacher is different from the assignments made by students. The duration of this online learning is very short, which is 30 minutes, so students do not understand what they are learning. 2) Two more people help their parents to complete homework, resulting in delays when class hours have started and a lack of support from local people while studying online. Lack of learning facilities such as data packages and teaching materials also causes difficulties in learning. If the teacher teaches students online with a zoom meeting, only a portion of the students participate due to limited data packages and weak signals. Difficult internet connection is also an obstacle in learning for students living in rural areas.

Another problem is that many students lack the willingness to repeat or recall lesson material at home so that they do not have achievement targets in learning, do not have self-preparation before learning so they are lazy to participate in learning, like to cheat on friends' assignments, chat with friends

during the learning process takes place and even sleeps and goes in and out of the classroom while the learning process is taking place (Amelia & Taufik, 2021).

Furthermore, based on interviews with three teachers at SMA Negeri 2 Tilatang Kamang regarding the collaboration between parents and teachers in overcoming student learning difficulties, each teacher complained when learning was using zoom meetings because few took part in learning on the grounds that they did not have quotas and difficult signals, the teacher had contacted the parents of students but there was no good response due to economic factors. Parents also find it difficult to buy quotas for their children because of the economic situation and places where it is difficult to reach signals, making it difficult for their children to attend lessons

Based on interviews with three parents of students, data was obtained that some parents complained about the data package due to economic factors that decreased during Covid-19. Parents also cannot help children with assignments because they do not understand the lesson and cannot supervise their children while studying because other work is done at the same time.

If this condition is allowed, then the students 'learning difficulties will be more and more unresolved, which in the end will lower the students' learning outcomes under KKM Starting from these problems, special personnel are needed to overcome them, the special personnel in question are BK teachers.

BK teachers in schools have a role in providing guidance in 6 areas of service, (1) in the field of personal service guidance; (2) social guidance; (3) tutoring; (4) career guidance; (5) family guidance; (6) in the field of religious guidance (Prayitno 2004). In this case, to overcome student learning difficulties, the field of tutoring is needed by providing various types of guidance and counseling services.

In guidance and counseling, there are ten types of services, among others, (1) orientation services; (2) information services; (3) placement and distribution services; (4) content control services; (5) individual counseling services; (6) group guidance services; (7) group counseling services; (8) consulting services; (9) mediation services; (10) advocacy services (Prayitno, 2004). Of the ten types of services above, it can be used for parent-teacher collaboration to overcome student learning difficulties, namely information services and individual counseling services, teachers can inform students of problems experienced in learning so that parents can help overcome student learning difficulties.

Starting from the problems that have been described, the researcher is interested in conducting research with the title "Collaboration between Parents and Teachers to Overcome Student Difficulties in Online Learning in the Covid-19 Mass."

Method

This research uses a quantitative approach with descriptive research type. The subjects of this study were the parents of students at SMA Negeri 2 Tilatang Kamang. The sample size is 81 parents of students with purposive sampling technique. The research instrument was a learning independence questionnaire with a Likert scale model. Data were analyzed using descriptive analysis with percentage techniques and to see the difference using the difference test with the help of the SPSS version 20.0 program.

Results and Discussion

Based on the results of data processing, the results of the research can be explained as follows:

1. **Parents' Meeting with Teachers during Covid-19**

    Based on the research results, it is known that the meeting between parents and teachers during Covid-19 was in the "good enough" category with a percentage of 55.56%. This means that parents have had meetings with teachers during Covid-19 and attended meetings that have been determined by the teacher. The general description of the results of the research on the meeting between parents and teachers during covid-19, namely:

Table 1. Parents' Meetings with Teachers during Covid-19

Kategori	Interval	F	%
Sangat Baik	≥27	0	0,00
Baik	≥22-26	36	44,44
Cukup Baik	≥17-21	45	55,56
Kurang Baik	≥12-16	0	0,00
Tidak Baik	≥6-11	0	0,00
Jumlah		81	100,00

Based on table 1, the research data that has been carried out shows that the meeting between parents and teachers during Covid-19 was in the quite good category (55.56%). In addition, there are 36 parents of students who are in the good category (44.44%).

According to M Ngalim Purwanto (2004) Every year schools always hold registrations to accept new students, this opportunity can be used by school principals and teachers to hold meetings with parents of students. In addition to the time for registration, which can also be used to ask questions about their children by the principal, it is better if parents are asked to come to a meeting with the teachers on the first day of school. During the meeting, instill awareness of the importance of the role of teachers and parents in overcoming children's learning difficulties. During the Covid-19 pandemic, parents also held online meetings.

2. **Teacher Communication with Parents**

Based on the results of the research data analysis that has been done, it is found that school communication with parents is in the good category (67.90%). This means that communication between teachers and parents during Covid-19 runs smoothly. The general description of the results of the communication research between teachers and parents is:

Table 2. Teacher Communication with Parents

Kategori	Interval	F	%
Sangat Baik	≥32	5	6,17
Baik	≥26-31	56	69,14
Cukup Baik	≥20-25	20	24,69
Kurang Baik	≥14-19	0	0,00
Tidak Baik	≥7-13	0	0,00
Jumlah		81	100,00

Based on table 2 above, it is known that school communication with parents is in the "good" category obtained by 56 parents (69.14%). In addition, there were 5 parents (6.17%) in the very good category, 20 parents (24.69%) in the good enough category.

School communication with parents must be built for the progress of children's learning, in addition there will be a harmonious relationship between parents and schools in order to advance education. With the existence of school communication with parents can arrange education for children. A list of grades or report cards that are distributed each semester to students can also be used as a liaison between the school and the parents. Schools can send a warning letter or ask for help from parents whose child's report cards are not good, or vice versa if their child has a specialty in a subject, so that they can be more active in developing their talents (M Ngalim Purwanto, 2004).

3. **Improve Children's Learning Outcomes**

Based on the results of the research data analysis that has been done, it is found that improving children's learning outcomes is in the good category (70.37%). This means that parents help their children when they have difficulty learning and motivate them to study

hard. The general description of the research results to improve children's learning outcomes, namely:

Table 3. Improving Children's Learning Outcomes

Kategori	Interval	F	%
Sangat Baik	≥53	3	3,70
Baik	≥43-52	57	70,14
Cukup Baik	≥33-42	21	25,93
Kurang Baik	≥24-32	0	0,00
Tidak Baik	≥12-23	0	0,00
Jumlah		**81**	**100,00**

Based on table 3 above, it is known that improving children's learning outcomes is in the "good" category as shown by 57 parents (70.14%). In addition, there are 21 parents (25.93%) who are in the good enough category, 3 parents (3.70%) in the very good category have improved children's learning outcomes.

With the involvement of parents in children's learning, it can improve children's learning outcomes by supervising children during learning and providing motivation to children so that children can learn well (M Ngalim Purwanto, 2004).

4. **Home Visit**
Based on the results of the research data analysis that has been done, it is found that the children's home visits are in the good category (46.91%). This means that parents are very happy when the teacher makes home visits because it is useful for overcoming children's difficulties. The general description of the results of home visit research is:

Table 4. Home Visits

Kategori	Interval	F	%
Sangat Baik	≥17	17	20,99
Baik	≥14-16	38	46,91
Cukup Baik	≥11-13	26	32,10
Kurang Baik	≥8-10	0	0,00
Tidak Baik	≥4-7	0	0,00
Jumlah		**81**	**100,00**

Based on table 13 above, it is known that home visits are in the "good" category indicated by 38 parents (46.91%). In addition, there were 17 parents (20.99%) in the very good category, 26 parents (32.10%) in the good enough category.

This home visit will strengthen the relationship between the school and parents. In addition, home visits by teachers to students' homes can also be done to discuss the difficulties the school is experiencing with its students. Thus, when visiting students' homes, parents will indirectly feel happy and close to their parents. So that parents openly provide information about their child's life at home. This is very helpful for teachers in providing guidance in schools (M Ngalim Purwanto, 2004).

5. **School Visits**
Based on the results of the research data analysis that has been done, it is found that school visits are in the good category (55.56%), the proof is that when called to the parent's school they fulfill the invitation. The general description of the results of school visit research is:

Table 5. School Visits

Kategori	Interval	F	%
Sangat Baik	≥17	5	6,17
Baik	≥14-16	45	55,56
Cukup Baik	≥11-13	29	35,80
Kurang Baik	≥8-10	2	2,47
Tidak Baik	≥4-7	0	0,00
Jumlah		81	100,00

Based on table 5 above, it is known that school visits are in the "good" category indicated by 45 parents (55.56%). In addition, there were 5 parents (6.17%) who were in the very good category, 29 parents (35.80%) were in the good enough category, 2 parents (2.47%) were in the unfavorable category for school visits.

Schools can invite parents to attend various activities. Such as activities to commemorate Islamic holidays, exhibitions of student work, competitions. In addition, schools can also hold meetings with parents when entering a new school year or new student registration. This opportunity can be used by the school to hold meetings with parents. In addition to the time of registration, which can be used to ask everything about children, it is better if on the first day of entering school the parents have a meeting with the teacher. With the presence of parents at school can also help overcome the problems that are being experienced by their children (M Ngalim Purwanto, 2004)

6. **Give each other data**

Based on the results of the research data analysis that has been done, it is found that giving data to each other is in the good category (56.79%). This means that the teacher informs the frequency of student attendance and delivers the child's progress report. The general description of the results of the research provides data to each other, namely:

Table 6. Providing Data to Each Other

Kategori	Interval	F	%
Sangat Baik	≥27	8	9,88
Baik	≥22-26	46	56,79
Cukup Baik	≥17-21	27	33,33
Kurang Baik	≥12-16	0	0,00
Tidak Baik	≥6-11	0	0,00
Jumlah		81	100,00

Based on table 15 above, it is known that giving each other data is in the "good" category shown by 46 parents (56.79%). In addition, there were 8 parents (9.88%) who were in the very good category, 27 parents (33.33%) were in the quite good category.

With the collaboration between parents and teachers, the needs of each party will be very easy to fulfill, such as the teacher's need for background data on children. Teachers need information about the background of students to facilitate the teaching and learning process in schools. On the other hand, parents can easily get data from teachers about their children at school. Therefore, the collaboration will make it easier for both parties to communicate (M Ngalim Purwanto, 2004).

Conclusion

Based on the results of research on the collaboration between parents and teachers in overcoming the difficulties of students learning online during the Covid-19 period at SMA Negeri 2 Tilatang Kamang as a whole is in the good category. 1). Collaboration between parents and teachers overcoming the difficulties of students learning online during the Covid-19 period in the aspect of

meeting parents with teachers is in the quite good category. 2). Collaboration between parents and teachers overcoming the difficulties of students learning online during the Covid-19 period in the aspect of school communication with parents is in the good category 3). Collaboration between parents and teachers overcoming the difficulties of students learning online during the Covid-19 period in the aspect of improving children's learning outcomes is in a good category. 4). Collaboration between parents and teachers overcoming the difficulties of students learning online during the Covid-19 period in the aspect of home visits is in the quite good category. 5) Collaboration between parents and teachers overcoming the difficulties of students learning online during the Covid-19 period in the aspect of school visits is in a good category. 6). Collaboration between parents and teachers overcoming the difficulties of students learning online during the Covid-19 period in the aspect of providing data to each other is in a good category.

Suggestion

Based on the conclusions of the research results, the researchers provide some suggestions as follows: 1) For BK Teachers Based on the results of the study, it is known that the level of collaboration between parents and teachers in overcoming the difficulties of students learning online during the Covid-19 period is in a good category. Therefore, it is hoped that guidance and counseling teachers can help increase collaboration between parents and teachers in compiling counseling programs related to parent-teacher collaboration in overcoming student learning difficulties online learning. 2) For Further Researchers For further researchers it is suggested that further research can be developed with space a wider scope.

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