

Students' Psychological and Social Conflict in Online Learning in The Pandemic Era Of Covid-19: Case Study At Elementary Schools In Cilacap, Central Java, Indonesia

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Abstract

Online learning which has lasted for approximately 14 months has an impact on the social and psychological mental conditions of students in all regions of Indonesia, starting from the elementary school, high school and university level. This condition is in line with the issuance of government regulations regarding the learning process during the Covid-19 pandemic. Online learning at the elementary school level will give rise to challenges and problems, including social conflicts. Students and parents who do not understand learning activities at home, and psychological conflicts, including the limitations of students and parents in mastering technology. This research is qualitative research using a case study approach. Data collection techniques were carried out by interviews, observation, and documentation. The subjects in this study were parents and students of elementary schools in Cilacap, Central Java, Indonesia, including SD Al Mujahidin Cilacap Utara, SD Al-Irsyad Cilacap Selatan, and SD Al-Azhar Cilacap Tengah. The collected data was analyzed by using interactive methods, such as simplifying the data, presenting the collected data, and drawing conclusions. As for the result of this study, it was found that parents' social conflicts could not replace the teacher's main role, students became less confident, and the economy of the family became sluggish. In psychological conflicts, students and parents feel bored, learning motivation tends to decrease, and there are limitations in mastering technology. Online learning in the Covid-19 pandemic era is still not a reliable learning strategy. However, whatever students, parents and educators

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conduct in online learning will give contribution in improving the quality of education.

Keywords: Social and Psychological Conflict, Online Learning, Covid-19.

Introduction

The 2020 Covid-19 pandemic gave birth to various kinds of challenges in all aspects of life. The very high spread of Corona virus disease throughout the world has hampered vital sectors in education, health, the economic, social, financial, employment and tourism. This condition will lead to disruption of the stability of the country's resilience in the welfare and prosperity of the people. In the education sector, this will have an impact on disrupting the process of learning activities for students in all regions of Indonesia, starting from the elementary school, middle school, and university level. Disruption of the learning process will affect the social and psychological mental conditions of students, this condition is in line with the issuance of government regulations regarding the learning process during the Covid-19 pandemic (Khadijah, 2021).

Government policies issued through the Ministry of Education and Culture related to regulation of the learning process during the Covid-19 pandemic, including online learning where the learning process is carried out through internet media based on digital applications such as Google Classroom, Google Meet, Zoom Meeting, webex, Microsoft teams, and WhatsApp (Feryl Ilyasa et al., (2020)). Policies in online learning at the elementary school level will cause challenges and problems as well as solutions to problems that must be resolved in several aspects, including the abilities of students and people parents in operating digital devices, unstable internet networks, towers for uneven internet networks, uneven availability of smartphones, availability of internet quota for all students, and students and parents who feel bored during distance learning or online.

Online learning is learning that utilizes multi-media technology. Students can interact with teachers through several applications such as virtual classes, videos, voice messages, online text in the form of animations, e-mail, online video streaming and telephone conferences (Kuntarto, 2017). However, not everyone can understand the teacher's explanation face-to-face, they do not necessarily understand, especially remotely or via an application, it all depends on the characteristics and sincerity of the students. According to Nakayama quoted by Imam Musfi and Abdul Karim, it was revealed that from all e-learning literature, it indicated that not all students would be successful or successful in online learning, due to environmental learning factors and student characteristics (Musofa & Karim, 2021).

Problems and challenges of online learning can make children lazy to learn and like to play. In increasing children's interest in studying at home parents often feel overwhelmed, impatient, emotional, irritable in accompanying their children (AC Michalos, 2014). Some of the obstacles that parents experience in online learning include them not understanding and not being able to explain the learning material assigned by the teacher, parents not being able to build interest and enthusiasm for children to study at home (Rizki & Hanik, 2021). Apart from that, there are also other obstacles that parents feel, such as less stable internet signal, lack of adequate gadgets, and that they cannot operate Android-based cellphones (Cahyati & Kusumah, 2020). These constraints will have an impact on social and psychological students and parents.

Facing these sudden changes can cause changes in the social psyche of children who currently have to stay mostly at home. Even though before the Covid-19 virus outbreak,

children were used to school routines and playing together with their friends (A Tabi, 2020). According to child and adolescent psychiatrist, Renvil Reynaldi, this change in situation has a psychological impact on children, because the things they normally do must temporarily stop. This situation can cause children to become stressed because they have to stay at home for a long time, disrupt activities, and take away the opportunity to explore the environment. Children are not the same as adults. Children's cognitive function or thinking is not as perfect as adults and has limitations. When adults are faced with the situation of having to stay indoors for a long time, they can understand more because they have thought about the impact in the present and the future (Wijayanti & Akbar, 2018).

The social impact for students if online learning is not managed properly and does not receive proper guidance from parents and teachers is not impossible to reduce children's enthusiasm for learning. According to Novita Tandry, the psychological condition of parents at home greatly affects children who are adapting at home. If parents do not want to make peace with this situation and always show unstable emotions in front of their children, they will experience something similar. Gradually this condition makes it difficult for children to comprehend the lessons given by the teacher and they will feel pressured while at home (Tandry, 2013). Based on research conducted by Purwanto on an exploratory study of the impact of the covid pandemic on the online learning process starting from elementary schools to tertiary institutions under the Ministry of Education and Ministry of Religion, all of them had a negative impact because students were forced to study at home and face-to-face learning was abolished for Covid prevention -19 (Agus Purwanto et al., 2020).

Based on research conducted by Syahria Anggita Sakti, the obstacles experienced by students, teachers and parents in online learning are limited mastery of technology, unstable internet networks, variations in teaching materials that are still lacking, and working hours that are not limited to students (Sakti, 2021). Then, research conducted by Nika Cahyati and Rita Kusumah found that the role of parents is very necessary for the learning process of children during learning from home, the role of parents is also very necessary to provide education to their children who still cannot understand about the pandemic that is currently endemic. to remain silent at home so as not to get infected and transmit this pandemic outbreak. Parents feel learning at home is very effective to implement but that does not mean learning at school is not more effective than learning activities at home, this is because learning at home tends to give more assignments that can be assisted by parents at home. Learning at home is considered to be able to improve the quality of learning as well as learning at school and learning at home. Learning at home is also considered to have more spending on pulses and internet quota to support the learning process. As an effort to break the chain of transmission of Covid-19, many parents consider that parents can increase the closeness of the relationship with their children and parents can see firsthand the development of their children's abilities (Cahyati and Kusumah, 2020).

The implementation of online learning during the Covid-19 pandemic shows that there are various obstacles faced by students, teachers and parents. The problems of students and parents are manifested by the limited mastery of information technology and limited student supervision, for students they do not take part in learning, supporting facilities and internet access are not smooth. Whereas for parents, learning restrictions accompany children during online learning (Mubin, 2021).

Based on the explanation above, this study aims to determine social conflict and student psychology in online learning during the Covid-19 pandemic era in elementary schools. This article will describe online learning during the Covid-19 pandemic in elementary schools as a

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strategy that has not been optimal in its implementation. However, online learning in the Covid-19 era will improve the quality of education in Indonesia.

Literature Reviews

Competition in the era of globalization is getting tougher with the opening of partitions between countries through cyberspace. To survive in such conditions, students must have competencies that are relevant to the demands of the globalization era. Competitive human resources in the industrial era 4.0 are not enough with old literacy in the form of writing, reading and arithmetic, but require data literacy, technology literacy and human literacy (Risnita and Sohiron, 2019).

Third, fifth and sixth grade students, are middle childhood and late childhood or ages 6-12 years. When reaching middle and late childhood, a child is more reflective and strategic in his emotional life, but children at this age have the ability to show genuine empathy and higher emotional understanding (Al Thompson, CL, et al., 2007). Etymologically conflict is a quarrel, a fight, a dispute about opinions or desires; or difference; opposition opposite to; or clash with. According to *Kamus Besar Bahasa Indonesia*, "conflict" means strife; and dispute; (Center for Language, 2008). Meanwhile, according to the sociology dictionary, conflict means the overt struggle between individuals or groups within a society, or between nation states (David Jary & Julia Jary, 1991). The word "social" means anything that can be used as a reference in interacting between humans in the context of a society or community as an abstract social reference that contains symbols related to understanding the environment and functions to regulate actions that are raised by individuals as members. social society must include more than one individual who is bound to a unit of interaction because more than one individual means that there are rights and obligations of each individual that function mutually with each other (Sarlito, 2016).

Social conflict is a form of effect or effect that occurs because of something. The influence in question is the result that occurs in society, either because an event affects society or other things. Social conflict in studying at home online is also difficult for some children to follow who need explanation through direct interaction with the teacher besides the loss of opportunities to play with peers which is one of the fun things for school-age children (Fatma, 2015).

Psychology is formed from two words: "psyche" which is defined as soul, and "logos" which is defined as science. From these two words comes the word psychology which means the condition of the soul which is studied through a science. Individual behavior itself does not occur independently but because of a pattern of social ties between individuals and other people, so that psychology is more accurately defined as a science that studies individual behavior as a result of patterns of interaction with the environment (Surya, 2020).

In Arthur S. Reber's view, educational psychology is secondary level psychology, which deals with theory and problems. Educational psychology is useful in the following aspects: 1) Application of learning principles in the classroom, 2) Curriculum development and renewal, 3) Examination and evaluation of talents and abilities, 4) Socialization and processes and interactions of these processes with utilization cognitive domain, 5) Implementation of teacher education (Romadona & Arif, 2021).

Psychological conflict is a positive or negative influence that arises as a result of a stimulus and response that works on a person. This influence appears in behavior and attitudes

by individuals which can have effects both directly and indirectly (Permatasari, 2021). Psychological conflict is a reaction to shocking experiences, such as conflicts that can cause feelings of anxiety and stress that trigger victims to react. Psychological conflict can be seen as the result of a stimulus and response that works on a person

Covid-19, which is currently becoming a frightening specter all over the world, is not only dangerous for the physical condition of individuals, but this virus also infects individuals psychologically. The Covid-19 pandemic infects individuals psychologically by causing excessive anxiety, fear and worry. This pandemic has the effect of psychological pressure originating from the social environment which forms excessive anxiety that affects bodily functions (Nurkholis, 2020).

Online learning that is carried out at home, parents and family is a priority for replacing teachers in schools. The family is a place or mediator of functioning in understanding and expressing emotions. The family is the smallest unit of society consisting of the head of the family and several people who gather and live in a place under one roof in a state of interdependence. Family and parents are the closest people who can be asked for advice, relying on the complaints experienced by them in their lives, especially the online learning process. In addition, socially, the family can also act as an obstacle to the implementation of online learning on orders given to children when online learning takes place (Fauzi, 2021).

Research Methodology

This research was conducted at Cilacap Elementary School, Central Java, Indonesia, which included Al Mujahidin Islamic Elementary School in North Cilacap, Al-Irsyad Cilacap South Elementary School, and Al-Azhar Elementary School in Central Cilacap. The research method used is a descriptive qualitative method with a case study approach where researchers continuously interact with the theoretical issues studied with the data that has been collected (Robert K. Yin, 2022) with a focus on social and psychological conflicts in online learning process in the era of the Covid-19 pandemic. Data collection techniques were carried out through interviews with parents, and students from SD Cilacap, Central Java, Indonesia, which included SD Al Mujahidin Cilacap Utara, SD Al-Irsyad Cilacap Selatan, and SD Al-Azhar Cilacap Tengah; (2) Observations are made by observing the online learning process; (3) Documents used are written excerpts from documents and field notes compiled by researchers at the research location. Data analysis techniques were carried out using interactive methods by simplifying the collected data, presenting data, and drawing conclusions. Triangulation of data testing using the check technique by using different data collection techniques on the same informant.

Result And Discussion

The results of identifying social and psychological conflict problems of students and parents in the online learning process during the Covid-19 pandemic era (a case study at Cilacap Elementary School, Central Java, Indonesia) found that online learning during the Covid-19 pandemic era at the elementary school level was still not a learning strategy. reliable. However, whatever students, parents and educators do in online learning will contribute to improving the quality of education in Indonesia.

Social Conflict: Discussion of social conflict in online learning in the Covid-19 pandemic era faced by educators, students, and parents in online learning in the COVID-19

pandemic era. The social impact of parents cannot replace the teacher's priority role, students lack self-confidence, and the family economy becomes sluggish.

According to research findings during an interview with Mrs. Safitri, the social conflict that parents feel is that they have not been able to completely replace the teacher's role in accompanying their children to adapt to learning at home. This is because most parents do not master supporting material in the learning process of students, cannot monitor the application of religious character values during home learning, and parents feel that their time is running out for activities and work starting from 7 AM to 4 PM so the frequency of the time they meet with their little child.

According to research findings during an interview with Mrs. Siti, the social conflict that is felt is that elementary level students in online learning still need study assistance with the teacher. Because most parents cannot understand and master the material taught by the teacher, children are less enthusiastic about participating in online learning.

According to research findings during an interview with Mrs. Dina, the social conflict that is felt during online learning is that the internet quota allotted from the government of 30 gigabytes can only be used for 2 to 3 online learning meetings. Not all heads of households get internet quota, so like it or not they have to take one month's living expenses allotment which has an impact on their economic downturn.

According to research findings during an interview with Dita, a student, the social conflict that occurs in online learning at home is the large number of assignments from the teacher every day. However, parents are dominant in completing tasks, so children will experience dependence on other people, lack of confidence, and are less independent in completing tasks.

According to research findings with Budi, another student, the social conflict that is felt in online learning is that he tends to close himself to his parents. He is more focused on gadgets after completing 90 minutes of learning activities. In a day the gadget is used for online games with friends, while the time to collect assignments via Google form is limited to 21.00.

According to research findings during an interview with another student, Andi, the social impact of learning at home that he felt was that he did not get pocket money, in contrast to face-to-face learning. Therefore, the allowance was diverted to buy quotas for learning activities via Google Meet .

Psychological Conflict: This discussion will discuss the main psychological impacts faced by educators, students, and parents in online learning in the era of the COVID-19 pandemic. The main psychological impact on the object of psychological conflict research is that students and their parents feel bored, learning motivation tends to decrease, and limitations in mastering technology.

According to research findings during an interview with Ms. Sarwi, the psychological conflicts felt by students with online learning for about 14 months will have an impact on children starting to get bored, bored, lazy to do assignments, lose time playing with friends, assignments given by teachers online and not everyone old can master the technology.

According to research findings during an interview with Ms. Atun Hurmudi, the psychological conflict that students felt was that they were only given time to collect

assignments given by the teacher online until 21.00. After studying, children only spend time playing games with their friends, while there are many assignments given by teachers online, sometimes many children's assignments are not sent on time, not to mention children who forget and parents who do not understand technology.

According to research findings during an interview with Ms. Rama Riana, with online learning children tend to learn instantly just by looking at Google, children learn only with assignments, parent and child cellphones are owned together so that sometimes they are late in sending assignments up to one week, and children's assignments tend to parents who send, even though parents are not proficient with technology.

According to research findings during interviews with a student, Fadlan, he felt bored and bored because he could not meet friends, there were many assignments every day, and the teacher only sent material without explanation. He also couldn't operate the gadget to send assignments so he had to be assisted by his parents, while his parents came home from work at night, so he was late in sending assignments.

According to research findings during interviews with another student, Ahnaf, he did not feel enthusiastic about learning in online learning. There is only one gadget and it is brought by parents to work so they cannot attend lessons, and in sending assignments they have to wait for their parents to come home from work, as well as parents who do not understand technology.

Online Learning in the Era of Covid-19

After conducting observations and interviews at SD Cilacap, Central Java, Indonesia included Al Mujahidin Islamic Elementary School, North Cilacap, Al-Irsyad South Cilacap Elementary School, and Al-Azhar Elementary School, Central Cilacap. In the process of online learning activities in the Era of Covid-19. Initially, the teacher used the WhatsApp group to deliver material or send assignments to students, but since July 2019 they have started using a school management information system that is connected to the Android operating system using it three times a week. Each class uses Zoom Meet, Google Meet, and Google Classroom because each student's internet quota is limited.

Learning activities start from 7.30 AM to 11.30 AM. The teacher asks students to join Google Meet, instructs students to pray and checks their attendance. Then the teacher instructed the students to open the textbook. The teacher delivers the material and asks students to read the material and ask if there is anything they do not understand. The teacher instructs students to work on the questions in the theme book and asks students to work on assignments, then the assignment is photographed and sent to the teacher's WhatsApp personally.

According to research findings during an interview with Mrs. Windu, online or distance learning for elementary school students has not run optimally. Not all students have gadget facilities. This will have an impact on the achievement of learning outcomes. However, the output of online learning can be a new strategy in dealing with the Covid-19 pandemic. Students and parents can understand the importance of using technology and parents can control the tasks given by the school.

According to research findings during an interview with Mrs. Dwi, online learning can be a learning strategy in using technology. Even though not all parents have adequate facilities, online learning can at least equip students and parents to be technologically literate in order to improve the quality of learning in schools, both in rural and urban areas.

According to research findings during an interview with Mrs. Umi, in online learning, media strategies that can be used during a pandemic are attractive visual media, for example the use of powtoon media to convey learning material to support successful learning with a duration of 90 minutes, so that students are interested in participating in learning because it is not monotonous. The success of online learning will have an effect on the quality of learning with the familiar use of technological tools.

Discussion

Social conflict in online learning in the era of the Covid-19 pandemic was faced by educators, students and parents in online learning. The social conflict faced by parents is that they have not been able to fully replace the role of the teacher in accompanying their children to adapt to learning at home. Most parents do not master supporting material in the learning process of students, cannot monitor the application of religious character values during learning at home and parents run out of time for work activities starting from 7 AM to 4 PM so the frequency of meeting with children is small. Another social conflict is the internet quota allotment provided by the government of 30 gigabytes is only enough for 2 to 3 meetings. Not everyone also gets a quota, so inevitably they have to take one month's living expenses, this has an impact on the economic downturn.

According to Fitri Ariana Putri, the Covid-19 pandemic is considered to be able to change people's communication patterns, which usually can be done face-to-face, now must be done virtually thanks to the government's social distancing policy. This pandemic will grow new fields such as virtual communication. The effect is that educators, students and parents must communicate through online media. Virtual or online communication is now a new way for people who think creatively to remain productive in the midst of a pandemic (Putri, 2020). According to Sofia Zahara and Nandang Mulyana, as educators in accompanying children during online learning, parents must be responsible for ensuring that children do not violate norms in using social media and provide knowledge about social media to children before using it. However, parents cannot accompany their children to study at home and the duties of the teacher cannot be replaced by parents when children are studying at home (Zahara & Mulyana, 2021).

The psychological conflict felt by students with online learning which is more or less 14 months will have an impact on children starting to get bored, bored, lazy to do assignments, lose time playing with friends. Assignments given by teachers online while not every parent masters technology. In online learning children tend to learn instantly by just looking at Google. They also learn only when there is a task. Furthermore, cellphones are owned jointly by parents and children, so that sometimes children are late in submitting assignments, up to one week. Child assignments also tend to be sent by parents.

According to research findings during interviews with Fadlan's students, he felt bored and bored because he could not meet friends, there were many assignments every day, and the teacher only sent material without explanation. He also couldn't operate the gadget to send assignments so he had to be assisted by his parents, while his parents came home from work at night, so he was late in sending assignments.

According to Muhibinsyah, quoted from Nurkholis, this is also experienced by students who already look bored and bored with the situations and conditions of online learning. Saturated can mean tired and bored where the rational system cannot work as expected in processing new information or experiences. Meanwhile, literally, saturated is solid or full so it

does not contain anything. The situation in online learning requires teachers, students and parents to learn through the internet network from the platform that has been provided, but not all students have equal abilities. Not all teachers also understand how to use online facilities as learning media, the result is that many students begin to feel pressured by the many assignments given by teachers who do not pay attention to students' cognitive, affective and psychomotor domains (Nurkholis, 2020).

According to Agus Purwanto, the online learning process in elementary schools will have an impact on students, parents and teachers themselves. Some of the impacts felt by students are that students are not used to the culture of distance learning because so far the learning system has been carried out face-to-face where students are used to being at school to interact, play, and joke around with their friends, as well as face-to-face with their teachers. . Distance learning methods make students need time to adapt and they face new changes that will indirectly affect their learning absorption. The impact felt by parents and teachers is that not all parents and are adept at using internet technology or social media as learning tools (Suprapti et al., 2020).

Online Learning: Initially, the teacher uses the WhatsApp group to deliver material or send assignments to students. However, since July 2019 learning has begun to use a school management information system that is connected to the Android system with use only three times a week through Zoom Meet, Google Meet and Google Classroom media because each student's internet quota is limited. Online learning can be a learning strategy in using technology, although not all parents have adequate facilities. Debriefing is needed for students and parents to be literate in technology so that they can improve the quality of learning in schools, both in rural and urban areas. Media that can be used during a pandemic is attractive visual media, for example the use of powtoon media to convey learning material to support successful learning with a duration of 90 minutes, so that there is interest from students in participating in learning because it is not monotonous. The success of online learning will have an effect on the quality of learning with the familiar use of technological tools.

Online learning is a way to overcome educational problems regarding the implementation of learning that must be lived by all students in Indonesia during the Covid-19 pandemic to continue the face-to-face learning process which is constrained due to social distancing or not crowding and to help prevent the spread of Covid-19 (Aufar & Raharjo, 2020). In Indonesia, the e-learning system is not something new, but not all schools have implemented this system, especially schools in remote or rural areas (Resubun & Kurniyanti, 2021).

Basically, learning has two types, such as synchronous and asynchronous. Synchronous means at the same time; the learning process occurs at the same time between educators and students. This allows direct interaction between educators and students online. In its implementation, synchronous training requires educators and students to access the internet simultaneously. Educators provide learning material in the form of papers or presentation slides and students can listen to presentations directly via the internet. Students can also ask questions or comments directly or through the chat window. Synchronous training is an illustration of a real class, but is virtual or virtual and all students are connected via the internet. Synchronous training is often referred to as a virtual classroom. Online learning as a strategy in the pandemic era has not become the most reliable vehicle. The world of education is essentially demanded to be able to maximize technology to catch up with the world of western education. What educators and students do in the process of teaching and learning activities of online learning models in the future will contribute to improving the quality of education, even though online

learning has not run optimally at the elementary school level.

Conclusion And Suggestions

Conclusions

1. Based on the results of the research conducted, the social conflict of parents who have not been able to optimally replace the teacher's role in accompanying learning at home is the cause of misunderstanding in mastering the material. So that children are not confident in completing the tasks given by the teacher.
2. As for student psychological conflicts where they start to get bored, bored, lazy to do assignments given by teachers online, lose time playing with friends, and the impact felt by parents where not every of them is proficient in using internet technology or social media as a learning tool.
3. Online learning is a way of dealing with educational problems regarding the implementation of learning that must be lived by all Indonesian students during the Covid-19 pandemic. However, in reality online learning as a strategy in the Covid-19 pandemic era cannot be said to be a reliable learning model. However, with online learning, students, teachers and parents are required to master technology for the realization of quality education in Indonesia.

Suggestions

Based on the research findings and conclusions, there are several suggestions related to management issues to optimize learning during the Covid-19 pandemic at SD Cilacap, Central Java, Indonesia, including:

1. Parents and teachers must always maintain good communication so that they can optimize the role of parents in helping teachers to accompany student learning during the Covid-19 pandemic.
2. Teachers always increase creativity in online learning methods so as to reduce student boredom in online learning.
3. The teacher provides routine directions in the use of online media to parents and students in order to improve skills in using online media.

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