The Students' Perception of Remote Teaching: An Analysis of Insufficient Parental Support on Academic Performance

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A B S T R A K

Pandemi COVID-19 telah mendesak semua komunitas pendidikan untuk mengubah apa yang dulunya pembelajaran konvensional menjadi pembelajaran jarak jauh, yang berdampak signifikan pada prestasi akademik siswa. Pengamatan sebelumnya telah dilakukan pada faktor-faktor yang membatasi pengajaran jarak jauh. Namun, beberapa siswa mungkin merasakan kurangnya dukungan orang tua, yang mengakibatkan efek negatif pada hasil akademik dan emosional mereka. Penelitian ini bertujuan untuk menganalisis dampak dari kurangnya dukungan orang tua terhadap persepsi siswa tentang pengajaran jarak jauh dan prestasi akademik. Menggunakan pendekatan metode campuran. Responden penelitian bersumber dari siswa kelas dua belas jurusan akomodasi perhotelan dari salah satu sekolah kejuruan. Data dikumpulkan dengan kuesioner dan wawancara, dengan teknik purposive sampling. Hasil penelitian menunjukkan bahwa di antara faktor keterbatasan pengajaran jarak jauh, skor rata-rata 3,18 menunjukkan bahwa pernyataan siswa yang tidak mendapat dukungan orang tua yang memadai selama pengajaran jarak jauh merupakan faktor pembatas tertinggi dalam pengajaran jarak jauh. Siswa berpersepsi bahwa ketika belajar di rumah, jika tidak ada dukungan orang tua menjadi salah satu penghambat prestasi akademik mereka.

A B S T R A C T

The COVID-19 pandemic has urged all the educational communities to transform that was once conventional learning into remote teaching, which has had a significant impact on students' academic performance. Previous observations has been conducted on factors that limited remote teaching. However, some students may perceive a lack of parental support, resulting in negative effects on their academic and emotional outcomes. This study aimed to analyze the impact of insufficient parental support on students' perception of remote teaching and academic performance. This study use a mixed-methods approach. The research respondents and source were only students in the twelve-grade majored in hospitality accommodation from one of the vocational schools.The data were collected with questionnaire and interviews, with purposive sampling technique. The results showed that among other factors of the limitation of remore teaching, the mean score of 3.18 indicated that the statement of students who did not receive sufficient parental support during remote teaching was the highest limiting factor in the remote teaching. Students perceive that when studying at home, if no parental support were present it became one of the barrier to for their academic achievement.

1. INTRODUCTION

Due to the transmittable and rapid spread of Covid-19 outbreak, drastic changes had to be taken into account by several parties, particularly the education community throughout the world. What was previously known as conventional learning involves having the role of elements such as teacher, students, peers, facilities, conveniences, and many other considerations as a whole supporting factor being accessed in a classroom that was quite decent. Transitioned into learning via distance or remote learning or learning online as a way or an alternative to keep up with education, rather than discontinuing for the longer run (Code et al., 2020; Reuge et al., 2021; Valverde-Berrocoso et al., 2021). Indonesian government's sole option to keep the educational system afloat during these challenging times is through distance learning. By learning at home, it was the only desperate way to prevent people from catching Covid-19 from human-to-human contact (Almanar, 2020; Basar, 2021; Siahaan, 2020). However, there are several terms that are distinct from one another. According to a few experts the presence of technology as its main basis taking place in the process of learning is one of the concepts of online learning (Moore et al., 2011). Similarly,previous study add that one of the learning strategies that makes use of technology and allows for both synchronous and asynchronous exchange in information without the need for face-to-face meetings is defined as online learning (Adriana et al., 2020; Espino-Díaz et al., 2020). Furthermore, other study state online

learning is well-known for its use of electronic resources to assist the successful learning achieved by students (Coman et al., 2020).

Although there are many interpretations, the point is that all around the world including Indonesia have employed a learning method using technology that will continue to be innovated and developed in the education field is called online learning. In relation to the online learning concept, remote teaching is also associated because it integrates or uses technologies that vary as its method of instruction (Abel Jr, 2020; Al-Ansi et al., 2021; Code et al., 2020). Thus, remote teaching is synonymous with distance teaching. Remote teaching work as a way to meet the education criteria through the experience of online learning with many communication tools used by instructors (Adedoyin & Soykan, 2020; Gillis & Krull, 2020; Moser et al., 2021). Although learning online has been something common in other countries, it is relatively new for Indonesia. Other countries shifted traditional learning to distance learning environments in which teachers and schools initiated efforts in creating and transferring online courses through TV broadcasts or the internet throughout all class levels.

Since many schools and teachers were yet unable to adjust to remote learning instantly the barrier is greater despite the resources of technological tools available. There was still a need for both teachers to improve their digital skills and for schools to establish effective practices for utilizing digital devices (Al Salman et al., 2021; Dewanti et al., 2021; Konstantinidou & Scherer, 2022). The downside of remote teaching is also stated by previous study which are; 1) Hard to find a good and reliable internet signal that can cause slow learning activities, 2) Minimum learning interaction between student and teacher, 3) The difficulty to use new technology, especially for the elderly teachers, 4) Monotonous classroom atmosphere, and the last is 5) The way teachers teach is still not adjusting to students ability (Nugroho et al., 2021). Not only that, sometimes people tend to focus more on the surface of the challenges of remote teaching

In the context of EFL in Indonesia, students have been taught a variety of subjects and science courses through remote teaching techniques. In addition, among the important fields to be implemented is teaching English subject as a part of EFL (Amin & Sundarai, 2020; Lusiyani & Dara Anindya, 2021). The Students will learn English, a foreign language that will help them in their career path and academic goals. Therefore, remote teaching is helpful in circumstances like these need to be prepared since, based on the predictions of experts in remote teaching, they will keep innovating even after the Covid-19 outbreak has ended (Moser et al., 2021; Shim & Lee, 2020; Whalen, 2020). However, since online learning means distancing and only relying on digital devices and the internet throughout the learning without the physical interaction between students and teacher that leads to not only boredom from the students' side but also parents had to partake mostly being the teacher role that could be more stressful and create tension within the household. Parents are required to pay extra attention to their children's psychosocial needs (Ferri et al., 2020; Misirli & Ergulec, 2021). Therefore, this means that the active role of parents is required in their children's education than ever before.

In addition, the immediate implementation of learning at home due to the Covid-19 outbreak triggers a range of responses from parents. There are parents who find it difficult to accompany their children for their online learning due to no online devices available, to them or because it is difficult to manage the child's behavior while they are learning, even though some of the parents gladly accept these extra responsibilities and recognize the importance of their role in helping children learn at home (Garbe et al., 2020; Onyema et al., 2020). Alternative ways in the remote learning still involved an additional supply of excessive homework and tasks that opportunities for in-depth explanations from teachers were limited. Consequently, this then lead to higher stress levels for the students and families (Atiqoh, 2020; Lase et al., 2022; Stassart et al., 2021). Hence, adapting to online learning that is done remotely with the struggles of social distancing, all while managing the aforementioned anxieties and stresses due to the pandemic. During this time, the role of parents has been particularly important in supporting their children's education and well-being (Atmojo & Nugroho, 2020; Efriana, 2021; Mardiani, 2021).

However, some students may perceive a lack of support from their parents, which can have negative effects on their academic and emotional outcomes. While the researcher has conducted a preliminary analysis on the factors that affect remote teaching. Among the nine factors that limit the remote teaching, how the student's side in perceiving their parents' support during remote teaching tends to be overlooked in which it resulted in higher mean score than other factors. Nevertheless, the researcher found the need to further investigate on analyzing the student's perception of remote teaching especially insufficient parental support on academic performance.

2. METHOD

This research was conducted in order to examine which among the nine factors that limit the students learning in remote teaching and the it revealed that the need to focus more on analyzing the side gathered from the student's perception of remote teaching, especially how parental support affects academic performance. This research employed a mix-method research design in which the qualitative data were collected through a structured

interview method in the form of open-ended questions and used a form of library research namely matrix literature review (Cortini, 2014; Othman et al., 2020).

The matrix literature review consists of a matrix, column, or table format with many research concepts related to the research title, a summary of an abstract, supporting factors, limiting factors, and publication venue, which are distributed to the contents of a review article. In short, a matrix literature review functions to analyze and synthesize a large amount of information from multiple resources that exist especially on certain topics.

The research respondents and source were only students in the twelve-grade majored in hospitality accommodation from one of the vocational schools namely SMK Negeri 2 Singaraja Buleleng Regency, North of Bali, Indonesia. Based on the researcher's preliminary observations, the reason why the twelve-grade students are chosen as respondents because they were taught English intensively with four hours of English lessons due to their teaching system. This indicates that since the twelve-grade students are exposed to longer English learning, it provides extensive information and experience for the researcher. As respondents were chosen purposively, this sampling technique in research is called purposive or purposeful sampling technique.

3. RESULT AND DISCUSSION

Result

After distributing the interview questions regarding the what limiting factors were most prevalent on the students' remote teaching process that were followed by questionnaires to the students to gather more in-depth information, in which the researcher gathered three of the students' responses regarding how the students perceive remote teaching, especially when receiving insufficient support from the parent's side on their academic performance. The data using the guidelines of data conversion is show in Table 1.

Table 1. The Guidelines of Data Conversion

No.	Criteria	Interval	Categorization
1.	$Mi + 1.5\ SDi < M < Mi + 3.0\ SDi$	$4.0005 \leq M \leq 5.001$	Very high
2.	$Mi + 0.5\ SDi < M < Mi + 1.5\ SDi$	$3.3335 \leq M \leq 4.0005$	High
3.	$Mi - 0.5\ SDi < M < Mi + 0.5\ SDi$	$2.6665 \leq M \leq 3.3335$	Average
4.	$Mi - 1.5\ SDi < M < Mi - 0.5\ SDi$	$1.9995 \leq M \leq 2.6665$	Low
5.	$Mi - 3.0\ SDi < X < Mi - 1.5\ SDi$	$0.999 \leq M \leq 1.9995$	Very low

The criteria listed in Table 1 have already been established. The mean score is transformed into a classification level as the last step in expressing the conclusion. Ideal Mean (Mi) and ideal Standard Deviation (SDi) were created to be able to identify the categorization of the students' perceptions mean score regarding the limiting elements that affect remote teaching in order to make the classification of their perceptions more clear. Following the secondary phase of data collection using the questionnaire. During the second stage, Microsoft Excel is used to display the data tabulation. At the third step, descriptive statistics, central tendency measurement (mean), and standard deviation were used to analyze the questionnaire's results, along with a study of the frequency of each dimension.

Next is the result of questionnaire students' perception on insufficient parental support that can limit the remote teaching process. In this research, the questionnaire used to get information about students' perception of factors that affect remote teaching, used a five-point Likert scale where the positive statements will range from 1 to 5, with 5 denoting strongly agree, 4 denoting agree, 3 denoting neither agree nor disagree, 2 denoting disagree, and 1 denoting strongly disagree. While for the negative statements will range in reverse from 1 to 5, with 1 denoting strongly agree, 2 denoting agree, 3 denoting neither agree nor disagree, 4 denoting disagree and 5 denoting strongly disagree. Result on students' perception toward limitation factor of reote teaching is show in Table 2.

Table 2. The Result on Students' Perception on Limiting Factors of Remote Teaching

Dimension	Mean Score	Category
Insufficient Parental Support	3.18	Average

Based on Table 2 show the results of the questionnaire, it can be explained that the factors in Table 2 have a total mean score of 3.18 in the average category group. Based on the interview result, researcher got some information. The information gathered are, support from both parents is crucial during remote learning, especially for students. With their parents' assistance, children can develop the responsible mindset, enthusiasm for studying, and self-control in the classroom. Academic failure is sometimes encouraged by parents who are not interested in

their children's academic lives. With the a teacher's statement at SMK N 2 Singaraja who was interviewed, the majority of the students' parents are office workers who infrequently have free time at home to watch their kids while teaching remotely. As a result, children who don't have their parents' support may find it challenging to learn and follow the educational process, and they may get bored and lazy.

Discussion

Base on The result it can be explain that all of the SMK Negeri 2 Singaraja hospitality accommodation students agree that the limiting factors already established and defined are what causes the learning difficulties experienced in remote teaching process. In other words, students have a neutral perception towards the limiting factor mentioned. Hence, the implementation of remote teaching felt by students majoring in hospitality accommodation has obstacles that can be said to be in accordance with the description of the limiting factor. On the interview the children state that their parents rarely helped them with their studies, however, some parents did not question their children as to how the lesson was learned. As a result, poor parental support prevents students from studying at home, which is why it is a barrier to the implementation of remote learning The lack of emotional support, lack of academic support, and lack of communication (Putra et al., 2020; Ramdan & Fauziah, 2019). Participants reported feeling unsupported by their parents emotionally, which affected their mental health and well-being. They also reported feeling unsupported academically, with some participants having to deal with the additional burden of helping their siblings with their school work. Lastly, participants reported a lack of communication from their parents, with some parents being absent or too busy to offer support (Baidi, 2019; Haryadi & Selviani, 2021).

This result is in line with revious study that examine Student's perception and preference towards the online learning through an online survey of 307 students (Muthuprasad et al., 2021). The results indicated that majority of the respondents (70%) are ready to opt for online classes to manage the curriculum during this pandemic. Moreover there are students opined that flexibility and convenience of online classes makes it attractive option, whereas broadband connectivity issues in rural areas makes it a challenge for students to make use of online learning initiatives. Other researcher conduct collective case study consisting of analysis of survey on students' perceptions of their online learning during the pandemic (Agung et al., 2020). The study identified three major obstacles in conducting online learning, the first is availability and sustainability of internet connection, the second is accessibility of the teaching media, and the last is the compatibility of tools to access the media.

The implications of this study provide an overview related to factors that affect remote learning implementation in addition to how students at SMK Negeri 2 Singaraja perceive the factor. This research can be a reference for educators in implementing remote teaching and can reflect and evaluate the implementation of remote teaching so that it is even more optimal. However, this research still has limitations. The limitations of this research lie in the narrow and limited research subjects. Besides that, the duration of time observation of this research is also relatively short so that the results obtained are not in-depth enough.

Researcher gives several recommendation. For parents to learn more with the development of learning methods in the world of education because of the role of parents as the first way for children to learn things before they step into the next school or institution, So support from parents is very important for all times in maintenance for students so that they can go through the learning process well and successfully. Moreover, it is suggested for future researchers to conduct research on the same topic but with a wider number of subjects, such as not only working with students majoring in one major like hospitality accommodation. Future researcher can use other major or Language major in a senior high school. Also, using all classes in one group, and can also use more than one favorite vocational high schools or senior high school in Buleleng, considering that this research was only conducted in one vocational high school in Buleleng. In order that the quantity and variety of the data collected will enhance the validity of the research findings.

4. CONCLUSION

During remote learning, parental assistance is crucial, especially for students. With the help of their parents, children can develop a sense of responsibility, a passion for learning, and self-control in the classroom. Academic failure can be brought on by parents who are less concerned with their children's scholastic lives. A student at SMK N 2 Singaraja who was questioned added that the parents of the students are office workers who infrequently have free time at home to keep an eye on their children while instructing remotely. As a result, children who lack their parents' support may struggle to learn and stay in school, as well as being more likely to get tired and lazy. Although some parents did not, students believed that their parents rarely helped them with their homework. To sum up, based on data that has been analyzed by researchers through interviews and questionnaires, insufficient parental support can be said to be an obstacle in the remote learning process for students

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