AN ANALYSIS OF PARENTS' PERCEPTION OF DISTANCE LEARNING PROCESS DURING PANDEMIC
(A Study at Eight Grade Students of SMPN 7 Mataram in Academic Year 2020/2021)

**Research Proposal
by:**

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TEACHER TRAINING AND EDUCATION ENGLISH LANGUAGE
EDUCATION
2022**

APPROVAL SHEET

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A Thesis : Novita Rejeki
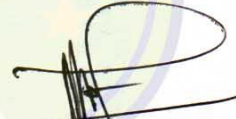
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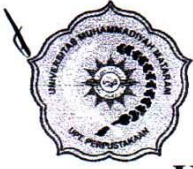
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MOTTO

The more you give, the more you will get. Always be yourself no matter what they say and never be anyone else even if they look better than you. Learn from the past, live for the today, and plan for tomorrow. Telling the truth is a simple way to have a peaceful of life.
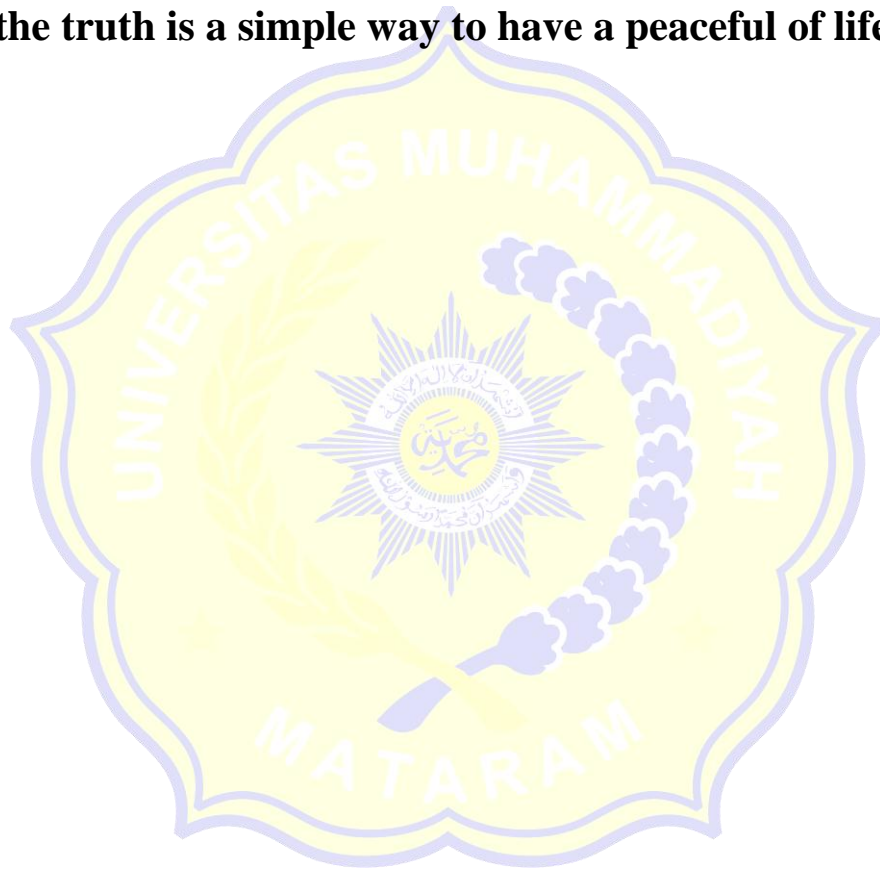
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Bismillahirahmanirrahim,

Alhamdulillah, the researcher, would like to praise Allah SWT, who has given the researcher health, blessing, and chance while writing this research proposal. Shalawat and salam to the prophet Muhammad S.A.W who has brought us from the darkness to the brightness. On this great occasion, the researcher would like to thank all those who gave the researcher help. Guidance and advice in composing this research proposal, the researcher would like to thank:

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Finally, the researcher realizes that this research proposal is still far from perfect. Therefore, any suggestions and criticism for better of this thesis. The researcher prays that all who helped get the blessing from Allah SWT.

Mataram,   2022

Novita Rejeki

Novita Rejeki1, Asbah, M.Hum2, Moh Fauzi Bafadal, M.Pd3

Peneliti1, Konsultan Pertama2, Konsultan Kedua3

Abstrak

Pandemi Covid-19 ditanggulangi dengan tetap menjaga pendidikan melalui pembelajaran jarak jauh. Meski demikian, bukan tanpa hambatan, selain efek suara dari integrasi teknologi, informasi, dan komunikasi yang cepat dalam kegiatan pembelajaran. Penelitian ini bertujuan untuk mengetahui persepsi orang tua terhadap proses pembelajaran jarak jauh saat pandemi pada Siswa Kelas VIII SMPN 7 Mataram Tahun Pelajaran 20202021 dan mengidentifikasi kesulitan orang tua saat melaksanakan proses pembelajaran jarak jauh. Penelitian ini termasuk penelitian deskriptif kualitatif untuk mengetahui persepsi orang tua. Peneliti melakukan penelitian ini di SMPN 7 Mataram. Data dan sumber data merupakan hasil wawancara. Temuan penelitian menunjukkan bahwa partisipasi orang tua dalam pendidikan anak-anak mereka berdampak positif pada kinerja akademik mereka. Motivasi anak-anak yang menurun untuk belajar selama krisis ini bukanlah masalah yang unik bagi mereka; agak, itu dipengaruhi oleh lingkungan internal dan eksternal mereka. Orang tua perlu memimpin; bahkan lebih baik jika anggota keluarga lain membantu anak-anak dengan pekerjaan rumah mereka. Ini akan secara signifikan menguntungkan insentif alami anak untuk tumbuh dan terjaga jika ada komunikasi yang konstan antara orang tua dan guru, orang tua dan anak, guru dan siswa, dan siswa dengan kelompoknya. Melalui dialog yang intens, dampak stres orang tua dan siswa bahkan dapat dikelola. Mengenai ketersediaan infrastruktur telekomunikasi untuk mendukung adopsi pendidikan berbasis TIK, bukanlah pekerjaan yang sederhana, murah, atau cepat. Pemerintah daerah harus berani memperlakukan masalah ini lebih penting daripada kesehatan. Semua pihak harus mau bekerja sama, terutama pemerintah yang kuat dengan anggaran yang signifikan.

Kata Kunci: Persepsi Orang Tua, Pembelajaran Jarak Jauh, Pandemi Covid 19

AN ANALYSIS OF PARENTS' PERCEPTION OF DISTANCE LEARNING PROCESS DURING PANDEMIC

Novita Rejeki[1], Asbah, M.Hum[2], Moh Fauzi Bafadal, M.Pd[3]

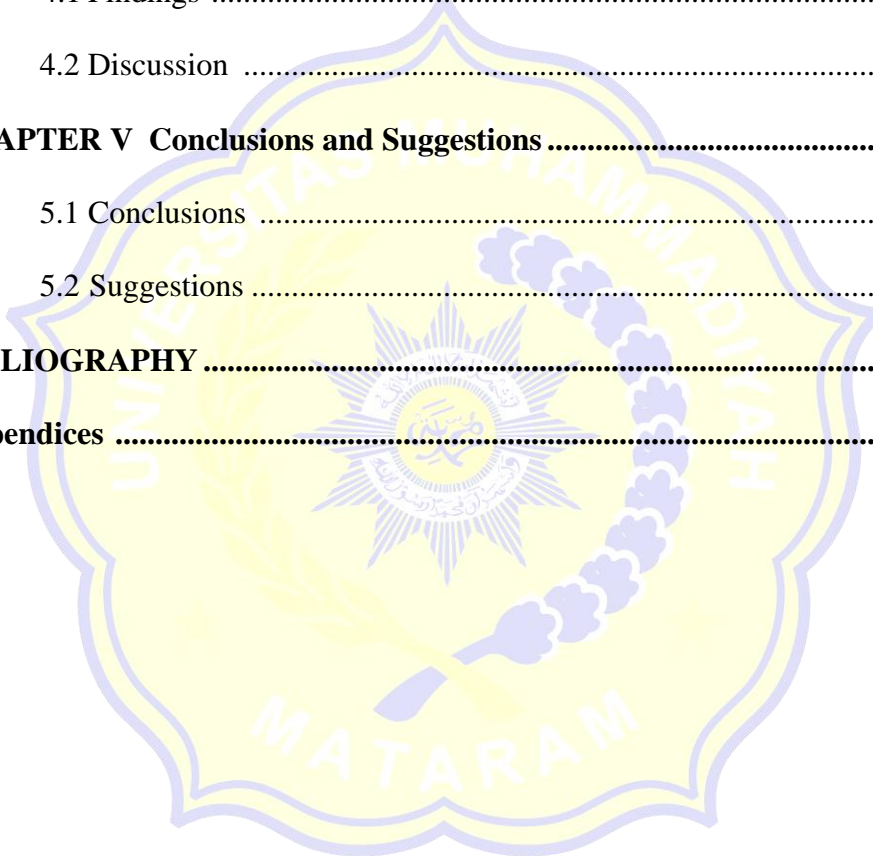Researcher[1], First Consultant[2], Second Consultant[3]

Abstract

The Covid-19 pandemic is being contained while maintaining education through distance learning.Still, it is not without its hurdles, aside from the sound effects of rapid technology integration, information, and communication in learning activities. This study aims to determine parents' perceptions of the distance learning process during the pandemic at Eighth Grade Students of SMPN 7 Mataram in the Academic Year 2020–2021 and identify parents' difficulties when executing the distance learning process. This study is categorized as a qualitative descriptive study to identify the parents' perception. The researcher conducted this research at SMPN 7 Mataram. The data and source data are the result of an interview. The study's findings have shown that parents' participation in their children's education positively impacts their academic performance. Children's declining motivation to study during this crisis is not a problem unique to them; somewhat, it is influenced by both their internal and external environments. Parents need to take the lead; it is even better if other family members assist kids with their homework. It will significantly benefit the child's natural incentive to grow and be awake if there is constant communication between parents and teachers, parents and children, teachers and students, and students with their groups. Through intense dialogue, parents' and students' impacts of stress can even be managed. Regarding the availability of telecommunications infrastructure to support the adoption of ICT-based education, it is not a simple, inexpensive, or quick job. Local governments must dare to treat this issue as more important than health. All parties must be willing to cooperate, especially a powerful government with a significant budget.

Keywords: Parents' Perception, Distance Learning, Pandemic Covid 19

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CHAPTER I

INTRODUCTION

1.1 Background of the study

The Covid-19 epidemic has altered contact and activity patterns in virtually every sphere of daily life, including education. The Covid-19 pandemic has wreaked havoc on students' lives, posing a particularly challenging issue for them. Since they often skip homework and tests, they have been expelled from the rest of the class. Regardless of your opinion, schools must implement learning management systems and move away from traditional classroom settings toward remote, online, and offline learning. However, face-to-face instruction is still used in some Indonesian schools, particularly in areas where the Covid-19 pandemic has not yet spread.

To stop the Covid-19 pandemic from spreading, most nations have temporarily closed their educational institutions. UNESCO (2020) estimates that 673,114,704 students—or 38.4% of all enrolled students—were affected, and 30 nations closed all of their schools. More than 60% of the student population worldwide will be impacted by this national closure. Millions more pupils are now affected by local closures enacted in several other nations.

68 million Indonesian children have been impacted by the Covid-19 pandemic, according to the Ministry of Education and Culture. According to the Ministry of Education and Culture (Puspita, 2020). This countrywide policy resulted in the closure of 646,200 institutions, ranging from kindergarten to university education. As a result, 4.2 million professors, lecturers, and 68.8 million students can now work from home (Faqir, 2020). Only 2.4% of schools

continued teaching and learning activities in educational facilities, according to research done by the Ministry of Education and Culture in April 2020. This left 97.6% of schools doing learning activities from home.

In response to Circular No. 4/2020, the Ministry of Education released Circular No. 15/2020 on Guidelines for Implementing Study from Home (Belajar dari Rumah = BDR) in the Emergency Period of Covid-19 Spread. The goals of this circular are to (1) guarantee students' access to educational services during the Covid-19 emergency; (2) safeguard students from the harmful effects of the virus; (3) stop its spread and transmission in educational facilities; and (4) offer psychosocial support to teachers, students, and parents or guardians.

Two types of distance learning models created in Indonesia are referred to as "study from home": (1) PJJ online and (2) PJJ offline (Kemendikbud, 2020). In offline learning, where the teaching and learning processes must take place simultaneously, it is understood broader than typical purchasing from the pre-internet age (Pei & Wu, 2019). Physical learning resources such as student books, instructor guidelines, modules, and student worksheets are used by students (Lembar Kerja Peserta Didik = LKPD). In this setting, students can also get educational information from TVRI and radio broadcasts.

The Covid-19 pandemic is being contained while maintaining education through distance learning.Still, it is not without its hurdles, aside from the sound effects of rapid technology integration, information, and communication in learning activities. Teachers and students, for example, are not accustomed to using a fully developed and fully online learning system; as a result, additional support and mentoring will be required to help them adjust to the new learning

paradigm.

According to past research findings, students prefer face-to-face learning in the classroom to home learning with internet learning. When the teacher lectures directly, it is simpler to internalize the knowledge (face-to-face). They can converse and learn in the classroom (Megawanti et al., 2020). Learning from home is hampered due to limited internet restrictions (Arifin, 2020). Only 56% of those polled said they were happy with their e-learning experience (Krishnapatria, 2020). Traditional classes are more beneficial than online learning, according to 78.6 % of respondents (Adnan & Anwar, 2020). Despite its critics, research has demonstrated that online education is the best course of action in this case. According to past research, the best response to this crisis is online learning, notwithstanding this rejection.

Teachers generate learning materials and help their online students late and on weekends (Jandric, 2020). It takes a lot of time, even working late, to produce learning materials and provide comments; you can't keep track of your pupils' development (Putri et al., 2020). Furthermore, teachers reported more lavish spending on quota items and were tired of being at home and returning to school to interact with pupils immediately.

What about the parents of the student? Parents have a restricted ability to give their kids access to online learning options (Herliandry et al., 2020). "A decrease in economic output since parents must look after kids while working" (Zaharah&Kirilova, 2020). When Covid-19 keeps families within their homes, parents and other caregivers might be worried about their financial situation, which would make learning at home challenging, especially for kids with poor

motivation (Skulmowski& Rey, 2020). Online learning demands internet use, parental expenses have increased (Dewi, 2020). Based on prior research, this study aims to determine how educational institutions, particularly those at the elementary school level, implement distance learning (studying at home) during the Covid-19 pandemic. Additionally, this study attempts to understand better parents' perspectives on distant learning and their involvement in academic support for their kids.

For some reason, this subject has come under investigation. The researchers hope to better understand teacher attitudes, pupils, and the success of remote learning by looking at how ready teachers are to participate. However, until this experiment started in early August 2020, few academics had examined how parents' opinions are used to execute distant learning, particularly in rural Indonesia.

Due to the aforementioned facts, the author is motivated to do research on "parents' perceptions of the distant learning process during the pandemic at Eight Grade Students of SMPN 7 Mataram in Academic Year 2020/2021."

1.2 Research Question

The study's background is used to generate the following question.:

1. What is parents' perception of the distance learning process during the pandemic at Eight Grade Students of SMPN 7 Mataram in the Academic Year 2020/2021?

2. What difficulties do parents face while implementing the distance learning process at Eight Grade Students of SMPN 7 Mataram in Academic Year 2020/2021?

1.3 Research objectives

The aims are, as can be seen from the research questions above:

1. To determine parents' perception of the distance learning process during the pandemic at Eight Grade Students of SMPN 7 Mataram in the Academic Year 2020/2021.

2. Identify the parents' difficulties while implementing the distance learning process at Eight Grade Students of SMPN 7 Mataram in Academic Year 2020/2021.

1.4 Scope and Limitation of Research

This research will be conducted at SMPN 7 Mataram Eight grade students. The study focuses on parents' perceptions of eighth-grade students during distance learning. The subject of the study is the parents of students in the eighth grade in the SMP 7 Mataram, while the object of the study is the perception and the difficulties faced by parents during the implementation of the distance learning process at Eight Grade Students of SMPN 7 Mataram in Academic Year 2020/2021

1.5 Definition of Key terms

1. Parents' Perception: Qiong (2017:18), perception is experienced to achieve awareness or understanding of sensory information

2. Distance Learning: Naidu (2006:1) stated that E-Learning or Distance Learning is a teaching and learning system that uses information and communication technology.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher defines terms related to perception, learning disabilities, learning English, online learning, and the Covid-19 epidemic.

2.1. Relevant Studies

Mihhailova (2005) investigated into how lecturers and students saw online learning as an internationalization strategy in higher education in a previous study. 115 students and 15 lecturers participated in this study. It can be concluded that the main problems lecturers have with e-learning are: a lack of time, a lack of interest or motivation, a lack of cooperation, a compensation system that does not take into account the special features of e-learning, and lecturers' concerns about the quality of instruction in a virtual setting. Their most significant issues seem to be a shortage of time and an unsuitable remuneration structure. The amount of understanding of the mechanics of web-based learning and the available e-courses was surprisingly low, although students' interest in e-courses appears to be growing. Since open university students were the primary target audience for whom the e-courses were first developed, this situation is particularly problematic. It results in the inability of all web-based or blended learning programs to be self-directed and is entirely inappropriate for many courses. The discussion has and will continue to play a crucial role as a teaching tool, necessitating prompt comments and responses that can only be provided in person.

El-Seoud et al. (2014) conducted research on the influence of student motivation on e-learning in a different study. 159 students took part in the study, and

124 questionnaires were used and correctly filled out. The findings show that one of the key elements for students' success in the E-Learning process is self-motivation. The participants' individual motivation will determine how well information and communication technologies is integrated into the learning process. Lack of confidence and experience in using technology might be an additional obstacle for other students. Due to the lack of in-person interaction with instructors and other students during the E-Learning process, some students may find it challenging to comprehend its contents. All of these criteria suggest that these students won't be able to participate in the E-Learning process efficiently and effectively. As a result, certain students require specialized hardware and abilities in order to advance properly and utilize all E-Learning technologies to efficiently access online material. E-learning will undoubtedly boost students' enthusiasm and interest in learning and support their development as independent learners.

Sabah (2013) examined students' views and motivations regarding online learning in his most recent study. 100 students total, male (52) and female (52) students, are randomly selected for this study's sample size (48). The study's findings showed a strong relationship between technical proficiency and students' views toward online learning. Additionally, factors including study subject, prior computer use, and computer usage duration are taken into account. As a result, students who frequently use computers and have computer experience are more likely to adopt e-learning. Without any prior experience with e-learning, students lack awareness of its significance and inadequate motivation to engage in e-learning activities. The effectiveness of learning can be enhanced and improved through interaction and incentive. As a result, they advise including all three phases of the learning process. Students are deeply involved in the learning environment as a result, resulting in

more favorable attitudes toward the desired behavior and object.

This study and others that have used e-learning in teaching share parallels. However, this study differs slightly from the one mentioned above. This study examines students' attitudes and motives toward online learning in order to assess and advance the field of online learning. Additionally, the duration of this study's research stands out as a notable difference. E-learning is the only way to continue learning activities when Indonesia is experiencing an epidemic of the Covid-19 pandemic.

2.2 Perception

2.2.1 The Definition of Perception

According to Qiong (2017:18), perception is an event that results in awareness or comprehension of sensory input. In addition, sensing—also known as sensory processes—is how people receive stimuli from sensory devices, claims Walgito (2010: 99). Perception comes after sensing. The process doesn't end there; the next phase is perception after the inspiration keeps pouring. Therefore, it is possible to infer from the explanation above that pupils' perceptions are how they interpret the visual and understand what is felt. This procedure is broken down into steps that start with gathering, identifying, and analyzing sensory data.

2.2.2 Perception Process

According to Qiong (2017:18), there are three stages of the perception process, as follows:

1) Selection

The process of perception begins with selection. At this point, the ambient

stimulation transforms into a significant event.

2) Organization

The second phase in the perception process is organizing. It is necessary to arrange the data after collecting it from the outside world by spotting important patterns. There are two qualities at this level. The organizing process first provides the structure of human perception. At this level, the meaningful experiences of structured humans are combined with unprocessed external stimuli. Second, the procedure demonstrates the consistency of human perception. In other words, after being chosen and categorized, the chosen stimulus becomes more resilient.

3) Interpretation

The third step of perception is interpretation, which involves giving the stimulus's selection of information a meaning. Although each person receives the same stimuli, they will all interpret it differently.

2.2.3 The Two Dimensions of Perception

1) The Physical Dimension of Perception

Everyone's perceptual system is essentially the same. Humans can sense their surroundings thanks to their sensory organs, which include their eyes, hearing, and nose. This sensory organ takes inputs and transmits them to the brain via the neurological system, giving them the corresponding structure, stability, and meaning.

2) The Psychological Dimension of Perception

In this stage, humans interpret specific stimuli and add their distinctive personal

touches to the environment. What will arouse people's interest and cause them to take in the meaning is determined by the psychological dimensions of their values, attitudes, or motivations, not the physical dimensions of their sense organs.

2.3 Language Learning

Learning, according to Schunk (2012:3), is the process through which a variety of behaviors spontaneously evolve in certain ways and with particular capacities as a result of practice or other types of experience. Learning results in long-lasting behavioral change. The information and abilities that students bring to the setting and grow and refine as a learning function, according to Schunk (2012:346), are where student learning starts.

According to Oroujlo and Vahedi (2011:994), if English fluency is learned correctly, language, especially English, is considered the key to success. English is a must in commerce, politics, international trade, and scientific communication. In addition, Delahunty and Garvey (2010:7) noted that language is the central communication in educational settings between students and textbooks and between students and teachers. Since English serves as both their instructional resource and everyday things, students learning it as a second language will find it challenging to double.

The knowledge and abilities acquired during the learning process, it can be inferred from the preceding description, will provide experience. The importance of English in many facets of life makes learning it the key to success.

2.4 E-Learning

2.4.1 Definition of E-Learning

According to Naidu (2006:1), E-learning is a system for teaching and learning that uses information and communication technologies. The "e" in "e-learning" stands for "electronic," and the term can refer to any educational activity that involves people or groups working online or off using networked or standalone computers and other gadgets. E-Learning is an acronym for Electronic Learning, a modern method of teaching and learning that makes use of electronic media, particularly the internet system, according to Indrakusuma and Putri (2016:2). In addition to receiving material that can be expanded or supplied with a variety of supporting learning materials, including multimedia that teachers can help, students can access the provided information through e-learning at any time and from anywhere (Suartama, 2014:20).

It is clear from the experts' explanations above that e-learning refers to a teaching and learning system that makes use of electronic media, particularly the internet. Because learning may take place at any time and any place, this learning system model makes it simple for teachers and students.

2.4.2 Characteristics of E-Learning

According to Rudi and Riyana (2007), as quoted in Indrakusuma and Putri (2016:5), there are four characteristics of E-Learning which are explained as follows:

1) Students create their knowledge through teaching materials given through the online interface. Therefore, their attraction to learning material depends on the instructor or learner.

2) There are numerous places where people can quickly obtain sources of knowledge. Because everybody can access Internet media, it is a

worldwide phenomenon.

3) Learners/educational institutions function as mediators/mentors.

4) It is acquired by redesigning the educational system's rules, curriculum, and administration that can best support the use of information and communication technology in the classroom.

E-Learning differs from traditional learning activities due to the four qualities mentioned above. Students' understanding of the lessons they are learning via e-learning is no longer based on the teacher or other students. Teaching resources distributed through the E-Learning application interface help students process their knowledge. Knowledge sources are dispersed throughout E-Learning as well and are accessible to everyone.

2.4.3 Benefits of E-Learning

According to Indrakusuma and Putri (2016:6), there are three benefits of E-Learning which are explained as follows:

1) Cost efficiency

E-learning can provide cost efficiencies for the administration of its implementation, efficiency in the provision of facilities and physical facilities to be able to learn, and cost efficiency for expenditures, namely transportation costs and needs.

2) Flexible

E-learning gives flexibility in choosing the time and place to access the trip.

3) Learn to be independent

E-learning provides opportunities for students to hold the entire procession in the learning process independently.

2.4.4 Advantages and Disadvantages of E-Learning

1) Advantages of E-Learning

According to L. Tjokro (2009), as quoted in Indrakusuma and Putri (2016:7), there are advantages to the application of E-Learning as follows:

a)   It is easier to absorb, meaning that in learning, E-Learning can use multimedia facilities in the form of an image, text, animation, sound, and video.

b)   Much more cost-effective means that learning E-Learning does not need an instructor. There is also no need for a minimum audience. It can be anywhere, and so on.

c)   Much more concise, meaning that in learning, E-Learning does not contain many class formalities, directly into a subject, subjects as needed.

d)   Available 24 hours per day, meaning mastery of the material depends on the enthusiasm and absorption of students, can be monitored and tested by e-test.

2.4.5 Disadvantages of E-Learning

According to Nursalam (2008), as quoted in Indrakusuma and Putri (2016:7), there are disadvantages to the application of E-Learning as follows:

e) Lack of interaction between teacher and student or even between students themselves.

f) This tendency can ignore the academic aspects or social aspects and otherwise make business or commercial aspects grow.

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g) The teaching and learning process tends towards training rather than education itself.

h) The change in the role of the teacher from initially mastering conventional learning techniques is now also required to know learning techniques using ICT (information, communication, and technology).

i) Not all internet facilities are available in all places.

j) Lack of a human resource that understands the internet.

k) Lack of mastery in computer language.

l) Access to an adequate computer can be a problem for students themselves.

m) Students may be frustrated if they cannot access graphics, images, and videos due to inadequate equipment (software and hardware).

n) An Availability of an infrastructure that can be fulfilled.

o) The information varies in quality and accuracy, so guidelines and feature questions are needed.

p) Students can feel isolated.

2.5 Covid-19 Pandemic

Zu et al. (2020) stated that in December 2019, a coronavirus 2 (SARS-CoV-2) infection was a severe acute respiratory infection in Wuhan, Hubei Province, China, spread throughout China and beyond. On February 12, 2020, WHO officially referred to the disease caused by the novel coronavirus as Coronavirus 2019 (COVID-19). Coronavirus Disease (COVID-19) is a new type of virus that has never been identified in humans. Coronavirus is a zoonosis (that can be transmitted between animals or humans) (Directorate General of Disease Prevention and Control, 2020:11).

The Minister of Education and Culture, Nadiem Anwar Makarim, issued Circular Number 4 of 2020 concerning the Implementation of Education in Emergency Coronavirus (Covid-19), one of which emphasized that online learning (distance) was carried out to provide meaningful learning experiences for students, without being burdened by the demands of completing all curriculum achievements for class and graduation. Online/ distance learning focuses on increasing students' understanding of the coronavirus and the Covid-19 outbreak. The learning activities and tasks can vary according to their interests and conditions, including gaps in access/learning facilities at home. During the Covid-19 pandemic, all activities were carried out from home, including learning. Thus activities that cause direct contact are reduced so that this virus does not develop rapidly. The Government also urges everyone to do social distancing to minimize the spread of this virus.
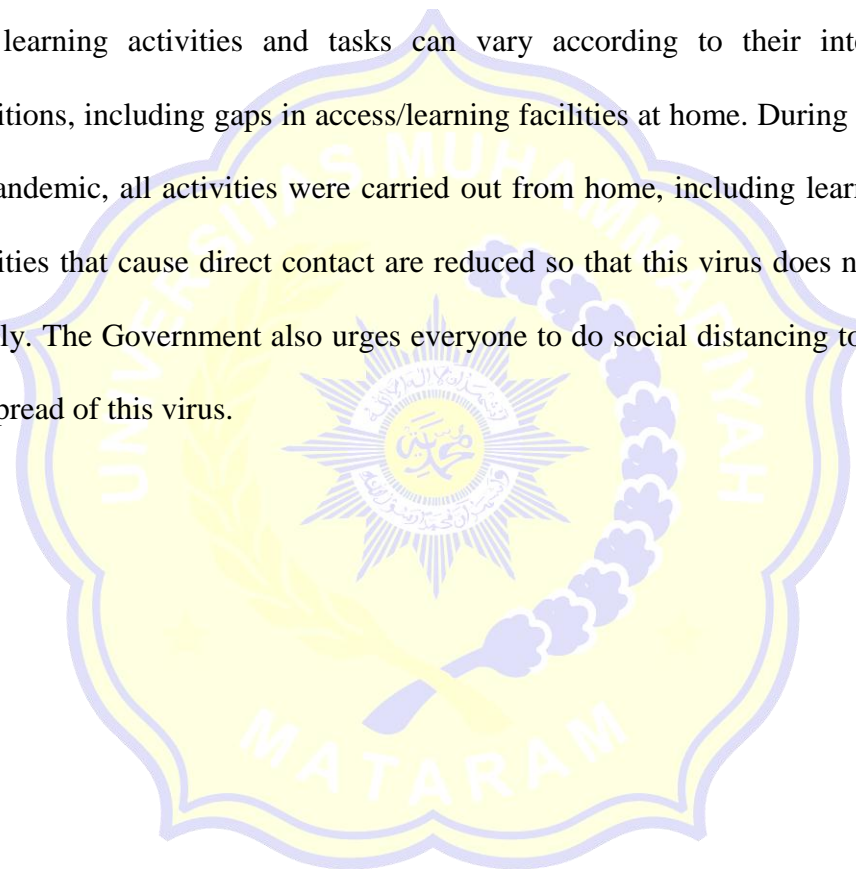
CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher talked about research methods. Research methods are indispensable in conducting research; with this help, the researcher found their study results. Research methods related to how we do research are constructive for researchers in solving problems. Also, the subject matter is straightforward to understand if we apply adequate methods. This chapter described the steps: study method, research location, data and source of data, research instrument, data collection technique, and data Analysis technique.

3.1 Method of the study

Kothari (2004:1) stated that research is a scientific and systematic search for a particular topic. Furthermore, Fitrah and Luthfiyah (2017:44) said that qualitative research is a research procedure that uses descriptive data in written or oral words from people or actors that can be observed. Furthermore, Walidinetal (2015:76) stated that qualitative research aims to understand human and social problems, not describing the surface part of reality as quantitative research with positivism.

According to Fitrah and Luthfiyah (2017:36), descriptive research aims to describe existing phenomena that have occurred now and in the past. Furthermore, Mulyadi (2011:10) stated that descriptive research explores and clarifies independent variables on the dependent variable by describing several indicators relating to the problem and the unit discussed. This study does not make manipulations or changes to the independent variables but illustrates a condition based on facts.

From some of the explanations above, it can be concluded that qualitative research is a procedure that prioritizes the description of words and not numbers in

which the researcher acts as a research instrument.

This study is categorized as a qualitative descriptive study to identify the parents' perception and their difficulties during the implementation of the distance learning process at Eight Grade Students of SMPN 7 Mataram in Academic Year 2020/2021

3.2 Data and Source of Data

The researcher conducted this research at SMPN 7 Mataram. The data and source data are the result of an interview.

3.3 Research Instrument

The research instrument is Interview. The Interview is given to the parents of the Eight grade students of SMPN 7 Mataram in the Academic Year 2020/2021.

According to Arikunto (2013: 134), research instruments of data are tools selected and used by the researcher to collect these activities systematically and efficiently. The research instrument used to manage the data is observation, Interview, and documentation collecting the data.

3.4 The technique of data Collection

The data collection technique is the most strategic step in the research because the study's primary goal is to obtain the data. This activity requires a research instrument to get the data. In qualitative research, the researcher is the instrument of research. A qualitative researcher as a human instrument serves to fix the focus of research, selecting informants as sources of data, collecting data, assessing the quality of data, analyzing data, interpreting the data, and making conclusions on the findings.

Here are the data collection techniques along with the research instruments used in this research:

3.4.1 Observation

According to Arikunto (2016), observation is a technique of data collection done by conducting thorough research and systematically recording. In this research, the data are collected by observation in the online classroom. In observation activities, the researcher is not involved in the teaching-learning process by the English teacher and the students. The researcher only observed and monitored. Besides, the researcher makes a recording as well. A recording is helpful to help the researcher in re-observing herself before concluding.

3.4.2 Interview

The researcher takes an interview to dig for information about the data. According to Esterberg (2011), an Interview is a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic. By interviewing the Parents, the more explicit information the researcher gets. It is helpful to complete the data about parents' perceptions and difficulties during distance learning. The research instrument used in the Interview is an interview guideline and a tape recorder to record the interviews.

3.5 Data Analysis Technique

Sugiyono (2016:206) states that data analysis is "Activities after data from all respondents are collected." Helaludin and Wijaya (2019: 123) describe several stages/techniques in analyzing data as follows:

a. Data reduction

The researcher used interview techniques in qualitative data collection. Because the data obtained in the field are still very complex, rough, and not

systematic, the researcher needs to analyze by reducing the data. At this step, the researcher gets the data from the Interview with the parents.

b. Data display

After data reduction, the next step in analyzing data is data display. It is the process of data displaying data in the form of a table or essay to get more understandable. Sugiyono (2009: 341) states that displaying data can be presented in a brief description, flow chart, and the like. The researcher will use tables and essays to display data in this research because data displays are the most commonly used in qualitative research.

c.   Conclusion

The last step is concluding. The researcher is starting to see the data. The researcher examined all parents' answers. The researcher first determines the result of the Interview. Furthermore, the researcher calculated the results of the parent's perception of distance learning during pandemic covid 19.

Table 3.1 Parents' Perception

No	Alternative answers	Score
	Strongly agree	5
	Agree	4
	Doubtful	3
	Disagree	2
	Strongly disagree	1

Sugiyono (2014: 135)

Next, answer indicators (e.g., Strongly agree, agree, doubtful, disagree, totally disagree), and in this case and the reference, the researcher calculates proportions using the Likert scale.

The formula for finding a percentage contains a questionnaire, according to

(Sugiyono 2008), as follows:

Finding the Percentage

$$= \dfrac{F}{N} \times 100\%$$

(Sugiyono, 2008)

Note :

P   = Percentage of Answers

F   = Answer Frequency

N   = Number of Respondents

100% = Fixed Numbers