



A Systematic Literature Review: the Role of Teachers and Parents in Online Learning in Indonesia

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Abstrak

Tujuan dari penelitian ini adalah untuk menganalisis peran guru dan orang tua selama pembelajaran online. Metode yang digunakan dalam penelitian ini adalah Systematic literature review dengan PICOS. Data yang digunakan diambil dari Sinta, Google Scholar, dan Publish or Perish. Metode yang digunakan untuk menganalisis data, kemudian menetapkan kriteria inklusi dan eksklusi. Hasil penelitian ini menemukan bahwa peran guru meliputi melakukan inovasi media pembelajaran, menyusun RPP, memberikan motivasi, menjadi fasilitator, mediator dan evaluator. Sedangkan peran orang tua meliputi menyediakan fasilitas penunjang belajar, orang tua harus dituntut untuk menguasai teknologi, mendampingi anak dalam belajar, memotivasi anak, memelihara psikologis dan spiritual anak serta peran menjadi panutan, pendampingan, pengorganisasian, dan pengajaran.

Kata Kunci: *Systematic literature review, Guru, Orang tua, Pembelajaran Online*

Abstract

The purpose of this study was to analyse the role of teachers and parents during online learning. The method used in this study is Systematic literature reviews with PICOS. The data used is taken from Sinta, Google Scholar, and Publish or Perish. The method used to analyse the data, then set the inclusion and exclusion criteria. The results of this study found that the teacher's role includes making innovations in learning media, preparing lesson plans, providing motivation, being a facilitator, mediator and evaluator. While the role of parents includes providing learning support facilities, parents must be required to master technology, assist children in learning, motivate children, maintain psychological and spiritual children as well as the role of modelling, mentoring, organising, and teaching.

Keywords: *Systematic literature review, Teachers, Parents, Online Learning*

INTRODUCTION

The impact of the COVID-19 pandemic has affected various fields of human life, one of which is in the field of education (Wong et al., 2020; Remuzzi & Remuzzi, 2020; Chang et al., 2021). The global education system has changed

following the emergence of the COVID-19 pandemic. Based on research by the World Health Organization (WHO), the COVID-19 pandemic is a powerful virus that can cause respiratory tract infections and severe acute respiratory syndrome in humans. This change in the education system occurred from offline to online learning, where the government temporarily closed educational facilities simultaneously to prevent the transmission of the covid-19 virus (Cahapay, 2020; Majoko & Dudu, 2020).

On the other hand, it has a negative impact, online learning also has a positive impact including students will have a lot of time to work on questions, do practice questions and parents can more easily supervise and condition the learning process and this according to some studies is seen as more effective (Hwang et al., 2022 ;Lage-Cal et al., 2020).

In conditions of online learning, the role of parents at home is very important because in online learning students carry out their learning activities at home. Parents have an obligation to accompany their children's learning process because it is to guide their children in developing cognitive and social aspects (World Health Organization, 2021; Nam & Park, 2014; Titik, 2016). The involvement of parents to assist their children in learning aims to improve learning outcomes and achievements and maintain children's learning motivation. parents must be skilled and innovative to liven up the atmosphere of playing and learning, based on research results there are only 0.9% of 39 parents who apply these rights (T. Handayani et al., 2020).

There are four ways to increase the role of parents at home in children's education, the first is to carry out educational activities regularly and not tied to homework given by teachers from school, second is to monitor children's cognitive development through their learning outcomes and achievements, third is to monitor children's cognitive development. moral development, etiquette or ethics of children so that children have good and civilized attitudes and the fourth is to analyze the effectiveness of time when learning activities in class take place (Lilawati, 2020).

In addition, the teacher also has a very important role to create a comfortable learning atmosphere and be able to maintain and arouse student learning motivation. Therefore, in online learning, it is necessary to pay attention to several important aspects including planning, knowing student needs, quality educators, interesting learning media and evaluation of learning outcomes (Kurniati et al., 2020; Pakpahan & Fitriani, 2020). In online learning, teachers have big challenges where teachers will have difficulty in making their students understand, therefore it is important for teachers to prepare learning tools such as lesson plans, learning methods, and syllabus (I. Handayani & AlFarhatan Noor Asri, 2021).

Furthermore, to make teachers ready to face challenges in online learning during this COVID-19 pandemic, at least teachers must have five skills, including,

firstly, the ability to think critically where in this ability the teacher must be able to access and analyze information. Second, problem solving skills where the teacher must be able to provide various solutions from various points of view. The three skills are communication and collaboration, these abilities include conveying ideas, ideas and information as well as cooperation in micro and macro scopes. Fourth, the ability to think creatively and innovatively, this ability is useful for a better learning process and can trigger students to think creatively and innovatively. The fifth is the ability to be technology literate and digital literacy so that teachers are able to use advances in technology and information in their learning process (Salmia & A. Muhammad Yusri, 2021).

There are many studies in Indonesia that examine the role of teachers and parents in online learning during the COVID-19 pandemic, which are written in Indonesian and English. This study aims to compare the studies that have been carried out and published so that they can make a specific conclusion. Therefore, this study has research questions which include: RQ1. What is the role of teachers and parents in online learning during the COVID-19 pandemic?; RQ2. What are the solutions and innovations and developments carried out by teachers and parents in education during the covid-19 pandemic?

The first research question is to provide a visualization of specific research related to the role of teachers and parents in online learning while the second research question aims to find a systematic relationship between the roles of teachers and parents in online learning. This article is divided into four parts, the first part discusses the role of teachers and parents in the online learning period, the second part discusses the steps in literature search and the flow of the identification, screening, eligibility and process included, the third part regarding the results and discussion, and the fourth is the conclusion.

METHODOLOGY

The method used in this study is to use a systematic literature review (SLR). A systematic literature review is a means of identifying, evaluating, and interpreting all available research relevant to a particular research question, topic area, or phenomenon of interest (Barbara Kitchenham & Charters, 2007).

Table 1. Inclusion and Exclusion Criteria Using PICOS

Criteria	Inclusion	Exclusion
Population	Sinta and international indexed national journal related to the role of teachers and parents towards students in online learning during a pandemic.	national and international journals do not have a relationship between the role of teachers and parents on students in online learning during the pandemic.
Intervention	Identify how the role of teachers and parents towards students in the online	There is no role for teachers and parents in

	learning process.	student learning activities during the pandemic.
Comparison	No comparison	No comparison
Outcome	Several articles show a change in student learning patterns during online learning through the role of teachers and parents.	Does not show changes to students' online learning patterns from teacher and parent parenting.
Context/Study design	Qualitative descriptive, qualitative narrative inquiry, case study qualitative, quantitative descriptive, cross-sectional, retrospective.	Systematic literature review book chapters.
Publication years	Articles published after 2020 to 2022	Articles published before 2020.
Language	Indonesian and English language	Apart from Indonesian and English.

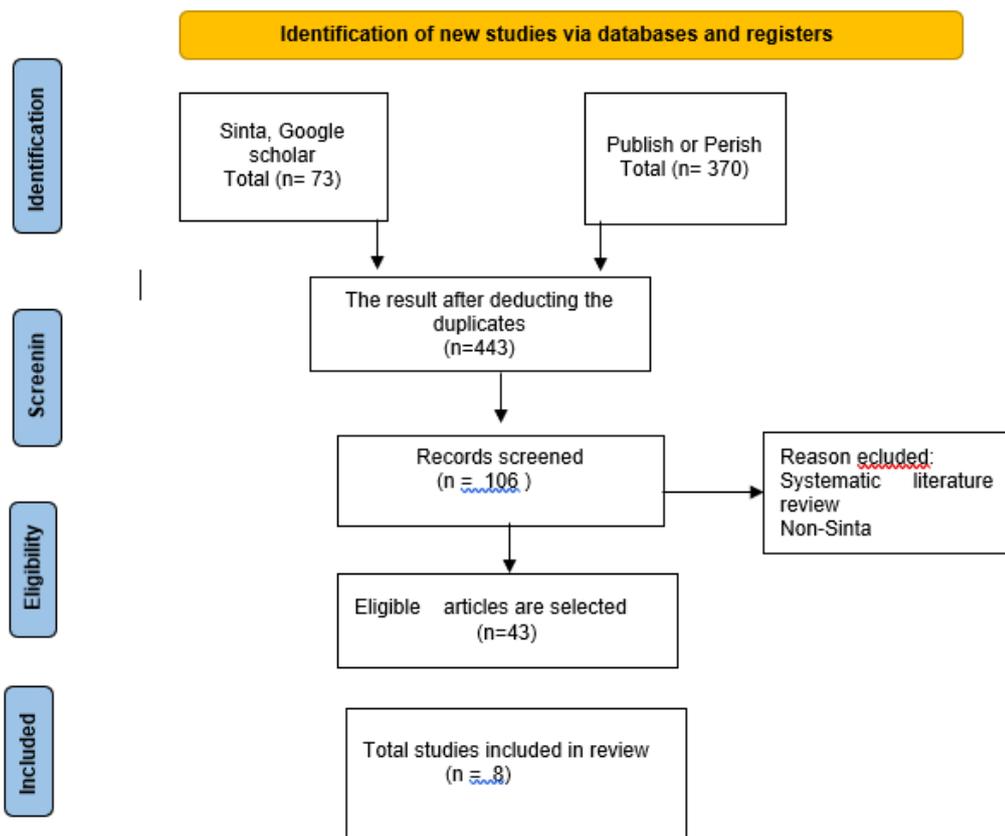


Figure 1. PRISMA Prism

Authors	Years	Object of Research	Research Result
(Tanjung,	2020	A Muslim	The results of the study indicate

2020)		family who uses homeschooling for their children who are taking early education	that a comfortable learning environment is needed by children so that parents must prepare various children's needs in supporting learning at home, besides that the role of parents is very necessary in providing Islamic education so that parents can understand their child's development.
(Sabaniah et al., 2021)	2021	Teachers at MI Mathlau'ul huda Baleendah, Bandung Regency, West Java Province	The results showed that during the distance learning period the enthusiasm of the students did not disappear because of the motivation given by the teacher. Therefore, it can improve understanding of the material received by students. In conducting online learning, teachers can still understand the material well, teachers also use the method of grouping students, and carry out evaluations by giving online grades.
(Puji Asmaul Chusna & Ana Dwi Muji Utami, 2020)	2002	Parents and teachers at Elementary School	The results of the study indicate that innovation is needed by teachers in conducting distance learning, such as maximizing online media using the E-Learning method. In addition, parental assistance is very necessary in controlling, supervising, and assisting children in receiving the delivery of material by the teacher and assisting children in completing difficult tasks.
(Salsabila et al., 2021)	2021	4 teachers and parents at SD Negeri 1 Jonggoran	The results of the study indicate that in improving children's learning achievement, coordination is needed between teachers as teachers and parents as children's companions, besides that parents' ability to master technology is needed so that they can accompany children's learning so that they can take classes well.
(Lisyani, 2021)	2021	25 Parents and students at PAUD Tarbiyatul Aulad	The results of the study indicate that in taking action to assist children, parents need to be a motivator, facilitator, and mentor for their children.
(Kurniati et al., 2020)	2021	3 Fathers and 6 Mothers who have early childhood and elementary school age.	The results of the study indicate that assistance by parents for children is needed during distance learning, parents must maintain and ensure their children continue to have a healthy lifestyle, assist children in doing school assignments,

			invite children to do activities at home, facilitate a comfortable environment for children. good communication with children in strengthening relationships, spending time playing with children, being a good role model for children, teaching and sharing useful insights for all family members, ensuring the fulfillment of family needs, guiding and motivating children, teaching religious values and create a variety of creativity at home
(Ulfasari & Fauziah, 2021)	2021	Parents by profession.	Based on the research results, parents have a role to accompany their children in online learning such as providing online tutorial assistance and even deepening learning, but not all parents have a good understanding of ICT, therefore parents need to acquire more knowledge and skills, especially in the ICT aspect. Then there are also several inhibiting factors in the process of mentoring children including dividing time with work, parents cannot manage their children to be disciplined which results in a decrease in children's motivation.
(Hajeni, 2022)	2022	70 teachers, parents and school principals.	The results of the study explain that in order to optimize the role of the teacher, the teacher must make several plans such as making a weekly lesson plan (RPPM). In addition, optimizing the role of parents as facilitators of their children which includes mentoring the cultivation of moral and religious values as well as academic assistance.

Table 2. Results of article extraction

RESULTS AND DISCUSSION

The Role of Teacher and Parents in Online Learning

The teacher's role in online learning includes providing learning motivation to students (Wijayanti & Fauziah, 2020; Wajdi, 2021). In addition, teachers must also be able to adapt to online learning conditions, therefore, mastery of learning technology is highly demanded to be mastered by teachers (I. Handayani & AlFarhatan Noor Asri, 2021; Agaton & Cueto, 2021; Pertiwi et al., 2021). Teachers also act as demonstrators, mediators, facilitators and evaluators in the online learning process (Cahyani et al., 2021). Before the teacher starts learning, the first step that must be prepared well is to prepare learning tools carefully and adapt to online learning conditions (Hajeni, 2022).

The role of parents in online learning situations is to provide children with learning support facilities, such as mobile phones, quotas, laptops and other supporting facilities (Kurniati et al., 2020; Iftitah & Anawaty, 2020). Fulfillment of children's learning support facilities at home is influenced by parents' financial factors. In accompanying their children during online learning, parents have a role to maintain and pay attention to children's lifestyles so that during online learning activities children stay healthy (Kurniati et al., 2020) physically, spiritual (Cahyani et al., 2021) and psychological (Agusriani & Fauziddin, 2021).

CONCLUSION

Teachers and parents have an important role when learning online. Teachers and parents must be ready to accompany students when in class and outside the classroom, provide motivation, apply learning innovations will be able to maintain and increase children's learning motivation. In addition, spiritual and psychological guidance for children is able to make children calm and enjoy the learning process.

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