

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter reviews the underlying theories of the study, they are parents, learning English, online learning and COVID-19.

#### A. Parents'

##### 1. The Role of Parents'

According to Khairani (2019: 20), the role is a complex of human expectations of how an individual should act and act in a particular situation based on his status and social function. The role in the Oxford dictionary is defined by actor Actor's Part, One's Task of Function meaning actor, one's duty or function. According to the English lexicon, "acting has the sense of a showman (movie), an expected behavior set that belongs to one in the community."

According to Novrinda (2017: 42) "Parents' are men and women bound in marriage and ready to assume the responsibilities of parenthood for the children they give birth to." According to Martsiswati (2014: 190) "Parents' are a family component of the father and mother, the result of a legal marriage union that can form a family". Astita (2016: 41) "Parents' are role models for their children, since each child first admires the parents after all their children imitate them. Parents' as primary educators and the first in a parent are called the principal educators because they are so highly influential in educating their children, boarding schools, les, and so on." Heriyani (2010: 16-17) says: "mother and father's parents play an

important and significant role in the education of their children. A father plays a role in managing and managing the entire affairs of the child and gives appropriate, helpful direction. A father is also obligated to make a living for his family and is also obligated to look for additional learning for him, for with them he will be able to guide and educate himself and his family for the better. So is mother, besides having an obligation to study because the mother is always close to her children."

The role of parents in their children's education is implied in Q.SAttahrim: 6

يَا أَيُّهَا الَّذِينَ ءَامَنُوا قُوا أَنفُسَكُمْ وَأَهْلِيكُمْ نَارًا

It means: "men of faith, preserve yourselves and your family from the fires of hell. "(Al-aliyy, 2007: 448) it is implied in the interpretation of the lines that keep their families out of hellfire. The parent, as the main subject of responsibility in the family, must take great care of his circumstances and development. In particular, the development of their children in order to develop in accordance with the Islamic sharia is to refer to the Qur'an and the hadiths.

The role of parents' is essential in accompanying their children, for good companions contribute to a child's growth and development. Having parents assist their children with study activities at home would have a bearing on conduct that led to discipline in study. It is thus clear that parents' are in a great position and responsibility toward their children, since they have the responsibility of providing for them, educating,

nurturing, and nurturing them to prepare for and bring about future happiness in their children's lives. In other words, parents' are generally responsible for everything about their children's survival.

## **2. The Responsibilities of Parents'**

In the effort to produce a resilient and qualified generation of successors, it requires constant, consistent effort or effort from the parents' in performing the duty of nurturing, nurturing and educating children both born and mind until the child is an adult, which is a parental duty. According to Ni'mah (2016: 17) the responsibility of Islamic education that is a burden to parents should be carried out at least in order:

- a) To care for and raise children. It is the simplest form of any parent's responsibility and is a natural urge to sustain human survival.
- b) Protecting and guaranteeing the similarities of both physically and spiritually from the maladies and deviations of life from the purpose of life that conforms to the philosophy of life and religion it belongs to.
- c) Teaching in a broad sense so that children have the opportunity to possess the breadth and breadth of knowledge and ability that they can accomplish.
- d) Bring joy to the child, both in the world and in the afterlife, according to the Muslim view and purpose of life.

### **3. The Right and Obligations of Parents'**

The parental obligations of children are governed in the 2014 invitation number 35. The bill is a change to the 2002 statute on child protection. Article 26 of the law says that a parent's obligation to children includes four things:

- a) nurturing, nurturing, protecting, and educating children
- b) growing children according to his or her abilities, interests, and talents
- c) preventing children from marrying at an early age
- d) providing a child's character education and implanting value.

According to the 1974 act on marriage, the terms of the rights and obligations of parents toward children, in chapter 45 verse 1 says: "both parents are obligated to look after and educate their children well."

### **4. Factors that influence the role of parents in guiding children's study**

According to Valeza (2017:32-39), some factors influence parents to take their children's study guide at home, among which is:

- a) The General Background of a Parent's Education

Differs from that of a poorly educated parent or with an uneducated parent at all, in performing his or her duty toward a child, for a well-educated parent certainly has a breadth of knowledge, experience, and outlook. So when it comes to

addressing matters, it may be wiser. Such parents believe that education is of great importance and importance to their children, and vice versa, to poorly educated parents, most think that education means little to their children, resulting in a lack of attention to their children's education. Even so, it is possible for poorly educated parents to pay much attention to the education of their children. It depends on the extent to which each parent's awareness of the importance of one's education for survival.

b) The Economic Levels of Parents'

Circumstances affect the very existence of guidance toward their children. Even if that is not true of all parents. But in most established economies, parents will pay more attention to and guide their children in their studies. This allows the parents to meet the learning facility that their children need in their studies. In addition, an established economy enables parents to concentrate on providing guidance to their children in their studies, since there is no need to be disturbed by the necessity of making a living or working to provide the necessities of life.

Nevertheless, more than a few parents fall short of modest economic standards but, in fact, have more opportunities to guide children in their home studies. Such parents need not wait for the economic conditions or circumstances to be secure,

but what matters most is how to provide the child with guidance in his home study, even in terms of fulfilling a child's learning facility, they encounter considerable difficulties, as they sometimes require learning facilities that are quite expensive and out of their reach.

c) The Type of Work a Parent Does

For a parent, a parent's time and opportunity to educate his or her children, is usually connected to that of the parent. Parents have different jobs, so some parents can divide their time properly and still others feel pressured by time.

d) Available Time

As busy as parents may be with various activities, it is important to make time for communication and guidance in various areas, especially at home study. A parent who is willing to spend time with his children at all times. At such times they are given instruction, direction, and counsel aimed at improving their eagerness and learning at school, for the amount of good that their child's performance at school will affect him in his further educational and life development.

e) The Number of Family Members

The number of family members also influences parents in providing guidance to their children in home study. Too many family members in a house make the home environment noisy,

making it difficult for the child to study and concentrate on learning.

## **B. Perception**

### **1. Definition of Perception**

Perception is psychological processes through the experience gained by the five senses, individuals can process responses into positive or negative perceptions. Obtaining responses is obtained through the stages of selection, interpretation, and reaction (Erin, & Maharani, 2018).

Otter (in Ghadirian, Ayub& Salehi (2017) described perception as a process of actions for acquiring information. That acquisition can stem from the environments to which students are exposed. Another definition from Nugroho (in Saifuddin, 2020) perception is a process that starts from the use of the five senses in receiving a stimulus, then it organized and interpreted so that it has an understanding of what is sensed.

Fieldman (1999) stated that perception is a constructive process by which we go beyond the stimuli that are presented to us and attempt to construct a meaningful situation. Whereas Morgan (1987) stated that perception refers to the way the work, sound, feel, tastes, or smell. In other works, perception can be defined as whatever is experienced by a person.

According to Rahmat (in Arifin, Fuady&Kuswarno, 2017) perception is about objects, events, or relationships obtained by inferring information experience interpreting messages. Whereas, according to Sugihartono (in Arifin, Fuady&Kuswarno, 2017) perception is the ability of the senses to

translate stimulus or the process to translate stimulus into human senses. In human perception, there is a difference in sensing something that is good or positive perception and negative perception that will affect the human action.

From the definition above, it can be concluded that perception arises based on experience and feeling of each individual. Perception is a response owned by each individual through the process of sensing.

## **2. Types of Perceptions**

According to Irwanto in Shandi's thesis (2020), perception divide into two, those are positive and negative perceptions.

- a) Positive perception is a perception that describes all knowledge and responses that continue with the effort to use it. This will be continued by activating or accepting and supporting the perceived object.
- b) Negative perception is a perception that describes all knowledge and responses that are not in harmony with the object in perception. It will proceed with passivity or reject and oppose the perceived object.

Thus, it can be said that perception is both positive and the negative will always affect someone in doing something. Positive perception or negative perception all depends on how individuals describe all their knowledge about an object that is perceived.



### **3. The Process of Perception**

Based on Walgito (in Arifin, Fuady&Kuswarno, 2017) the process of perception occurs in the following stages:

- a) The first stage, which is known as the natural process or physical process, is the process of capturing a stimulus by the human senses.
- b) The second stage, a stage known as a stimulus that is a physiological by receptors (sensory organs) through sensory nerves.
- c) The third stage, which is known as the psychological process, is a process of arising individual awareness about the stimulus that received by receptor.
- d) The fourth stage is the results obtained from the process of perception, which is in the form of responses and behaviour.

### **4. Factors that Affect Perception**

Perception is determined by personal perception and situational factors (Rahmat in Arifin, Fuady&Kuswarno, 2017). The explanation as follows:

- a) Functional Factors: functional factors come from needs, experience, and other things that are included in personal factors.

- b) Structural Factors: Structural factors originate from the nature of physical stimuli and the neurological effects they cause on the individual nervous system.

Restiyanti Prasetijo (in Arifin, Fuady&Kuswarno, 2017), states that the factors that influence perception can be grouped into two main factors:

- 1) Internal factors, including experience, needs, rating and expectations
- 2) External factors, including external appearance, the nature of the stimulus, and environmental situation

According to Toha (in Arifin, Fuady&Kuswarno, 2017), there are some factors that influence someone's perception as follows:

- a) Internal Factors: feelings, attitudes, desires or hopes, attention (focus), learning process, physical state, psychiatric disorders, values and needs are also interests and motivation.
- b) External Factors: family background, information obtained, knowledge, intensity, size, resistance, repetition and motion, new and familiar things, or alienation of an object. In addition, Davis (1989) stated that there are two external factors that influenced someone perception those are perceived usefulness and perceived ease of use. Perceived usefulness is defined as the degree to which a person believes that using a particular

system would enhance his or her job performance. Whereas perceived ease of use refers to the degree to which a person believes that using a particular system would be free of effort.

### **C. Learning English**

English becomes the major international language of printed information. A great deal of the world's scientific, commercial, economic, and technological knowledge are written and published in English. The new era and globalization today demand many people to master English as an international language. By mastering English well, they could absorb and expand the knowledge, technology and culture. They also could communicate with other people from the other country. The Indonesian government has chosen English as the first foreign language which is taught in Indonesia's schools. There are three functions of the teaching of foreign language in Indonesia. The functions are as follow:

1. As a means of international communication
2. As an aid to develop the Indonesian language into modern one
- 3.As an instrument in utilizing modern science and technology for development

The meaning of foreign language is different from the second language. The difference is on the usage. If the language mentioned has communicative function in certain society or used in daily activities, for instances Bahasa Indonesia, in the Javanese society, the language is called second language. But if the language has no certain function in daily

communication in the society, for instance English and Mandarin in Indonesia, the language is considered as the foreign language. Language learning means acquiring the ability to ask and answer questions, to make statements and to produce the normal authentic, forms used by native English speakers (Wolfgang, 1990). Based on the statement above, it is clear that the aim of learning language are to be able to use the language, to response any situation, to understand more, and to be able to read and write.

The main characteristics of foreign language learning are in amount and type of exposure to the language. The children will have very little experience of the language outside the classroom, and encounters with the language will be through several hours of learning in a school. In foreign language teaching, there is an onus on the teacher to provide exposure to the language and to provide opportunities for learning through classroom activities. There are three backgrounds to learning English as follow:

#### 1. Learning English as a First Language

One of the implication for teachers of foreign language learning is in earliest stages they bring different ways to develop skill and learning abilities in their language. By the age of five, individual differences in language domains will be established. For example some children will find it easier to learn vocabulary than others, or children with more developed conversational skill may transfer these to the new language more easily

than others. From the some language lessons, it is likely that different children will learn different things, depending partly on what they find easier to learn. Teacher interchanges the terms second and foreign in referring to English language teaching. Some of them warranted, particularly in relation to a curriculum or a lesson, because the difference between the two is significant, and this dichotomy has been over generalized in recent years. Second language learning context are those in which the classroom target language is readily available out there. Teaching English in United States or Australia clearly falls in to the English second language category (Wolfgang, 1990). Foreign language context are those in which students do not have ready-made contexts for communication beyond their classroom. They may be obtainable through language clubs, special media opportunities, books, or an occasional tourist, but effort must be made to create such opportunities. Teaching English in Japan or Morocco or Thailand or Indonesia is almost always a context of English as a foreign language.

## 2. Learning English as a Second Language

Children learn second language better than adults and this is often used to support the early introduction of foreign language teaching. Children can learn a second language effectively before puberty because their brains are still able to use the mechanism that assisted first language acquisition. The older learners will learn differently after these stages language. They may need to be helped to notice and pay attention to the

silent cues of the new language. English language learning held for example in English Department in many universities in Indonesia. All of the materials study about English. They have responsibility to speak English well because it is their program. So, English becomes second language for them.

### 3. Learning English as a Foreign Language

Every students carry out different language, it can be important conclusion that children became sensitive to the cues in their first language from early infancy at babies. They learn to pay attention to particular cues which carry out information for meaning. Later, when they try to understand a second language, they will transfer the first language strategies to understand second language. The combination of the children capabilities both first and second language can influence student's achievement in foreign language. Teaching learning English foreign language had done in common place. Because, teaching learning English in English Department is not the example of teaching learning English as a foreign language but it is called teaching learning English as second language (Kasihani, 2007)

## **D. Online Learning**

### **1. The Definition of Online Learning**

Online learning or Electronic learning (E-learning for short) has been variedly defined by researchers, including the following based on Singh and Thurman (in Handbook on Facilitating Flexible Learning

During Educational Disruption: The Chinese Experience in Maintaining Undisrupted Learning in COVID-19 Outbreak, 2020). Online learning is defined as a learning experience in a synchronous or asynchronous environment using electronic devices with internet access. In this environment, students can be anywhere (independent) to learn and interact with instructors and other students. According to Basori (in Pratiwi 2020) this learning model utilizes technology especially in helping lecturers and students especially in managing learning activities.

Another definition Mamattah (2016) states that E-learning is one of the forms of education that encompasses the use of the World Wide Web (www) to support instruction and to deliver course content and it is facilitated by the internet and technologies. E-learning is learning process which is achieved using ICT and a computer. On the other hand, e-learning is defined as “the use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and services, as well as remote exchange and collaboration” (EC, 2001).

From the definitions above, it can be concluded that E-Learning is a learning system that facilitated by technologies, multimedia and internet connection. Through this learning system, students get the opportunity to interact and learn with their instructor or their friends without in the same location or need to attend the class.

## **2. Types of Online Learning**

### **a) Depending on the use of the source or the delivery medium**

According to Anastasiades&Retalis in Mamattah (2016) E-learning comes in three different types: fully online, mixed mode (also known as hybrid or blended learning), and web assisted.

In fully online learning there are no physical contact between students and the instructors. Every teaching and learning process is done fully online through internet and technologies.

Blended learning is the type of E-learning that combined face-to-face meeting and online learning. For example, teaching and exams are done during the face-to-face meeting, while assignments and presentations are done online.

Web assisted where course website and tools are used to enhance teaching and learning. Web assisted learning is operated much in the same as the fully online class with the exception that it includes online discussions and interactions between the learners and the instructors. Web assisted learning purely by looking up on the Internet with the use of search engines or social media groups. Learning can be achieved through reading blogs, participating in online forums, threaded email discussions, social media or through online training platforms such as the code academy.

The main difference between fully online and web assisted learning is web assisted learning allows for live interaction, while



fully online is learning that does not allow for live interaction. Furthermore, the difference between web-assisted learning and blended learning is that both allow for interaction among participants and with the instructors. Blended learning allows for physical contact, while web-assisted there is no physical meeting. According to David in Mamattah (2016) among the types of E-Learning, blended learning is better because it combines fully online learning and web-assisted learning with the traditional classroom meeting. From the explanation before, it can be concluded that various types of E-Learning, internet and technologies are used for teaching and learning processes.

**b) Depending on the use of technological advancement and interactive capabilities of the learning system, Online Learning can be divided into three different types (Guragain, 2016):**

1. E-learning systems with low interactive capabilities, which mainly consist of texts or multimedia materials. The examples of this type of systems mainly consist of power point presentations, learning from an E-book or learning from watching videos or audio podcasts.
2. E-learning systems with moderate interactive capabilities. The examples of this type of systems mainly consist of quizzes with

feedback, interactive resources, reflective learning, and learning by using simulators or demonstrations.

3. E-learning systems with high interactive capabilities either with student to student or student to teacher or even both. The examples of this type of system mainly consists of modern blended E-learning systems such as virtual classrooms, videoconferencing, streaming medias, different online group games, online blogs, Wikipedia, or social media groups.

### **3. Forms of Online Learning**

The types of E-learning availability, it is further classified into two forms, synchronous and asynchronous learning.

#### **a) Synchronous learning**

This form of learning is done in real-time with an instructor facilitating live discussions and lectures with students in the learning process. Participants log in at a set time and interact directly with the instructor and with the other class participants (Kalpana, 2010 in Mamattah, 2016). This form of learning is facilitated by electronic media that capable to handle many people in the different places at the same time. Based on Littlefield (2018) synchronous learning is more structured learning strategy, where the courses are scheduled at specific times and in live virtual classroom settings. In this way, students benefit from real-time

interactions, hence get instant messaging and feedback when needed. Moore & Kearsley (in Sun, & Chen, 2016) defined that synchronous learning refers to teaching and learning that happen at the same time, both of which are conducted through technologies such as Internet.

#### **b) Asynchronous Learning**

Asynchronous learning is teaching and learning that do not happen at the same time (Moore & Kearsley, 2011). In asynchronous learning, the students cannot get instant feedback and message. Additionally, the learning content is not provided in live classes, but rather on different learning management systems or forums (Littlefield, 2018). This form enable students from different time zone can be participate on the “class”. Based on Kalpana (in Mamattah, 2016) this form of learning links participants to referenced materials instead of live, real time instructors. This form of learning is more flexible than synchronous learning. This flexibility gives participants a variety of options, allowing them to learn at their own pace and in their own time (Kocur&Kosc, 2009).

From the definition above, it can be concluded that both of synchronous and asynchronous is the form of learning that facilitated by using technologies and internet connection without physical presence. Furthermore, the students can choose the form

of learning that suitable to them. Students who want to interact directly with instructors or other students, could choose synchronous learning. The students who do not need to interact directly but only want to acquire the knowledge, they can choose asynchronous learning. Which is they can learn at their own pace, that is not in

#### **4. The Advantages and Disadvantages of Implementation of Online Learning**

There are some advantages of implementation of Online Learning based on Balaji, Al-Mahri, & Malathi (2016):

- 1) Flexible learning it means that every student can choose the right time and location to study using the E-learning method.
- 2) Effective knowledge and competence: Students can have access to large amounts of knowledge easily.
- 3) Cost-effective: students are not required to travel to gain knowledge.
- 4) Remove barriers to communication between students themselves and their instructors especially those who are afraid of talking to other strangers.
- 5) Students can adjust their learning needs based on their skills and background.
- 6) Self-pacing: students can control their learning process depending on the speed of their own learning.

Although there are many advantages, the implementation of E-Learning also has many disadvantages. There are the disadvantages based on Balaji, Al-Mahri, & Malathi (2016):

- 1) Lack of interaction between lectures and students or even between students themselves.
- 2) Low level of learning efficiency. Interpretation and clarification are more effective and easier in face-to-face learning.
- 3) Untrusted results of E-learning assessment. Difficult to control cheating during the assessment with potentials of a high chance of plagiarism that can be done by the system.
- 4) E-learning methods are not suitable for all academic fields.
- 5) Waste of time and money: due to extensive use of certain websites.
- 6) Low level of learner's communication skills. Learners gain much knowledge through E-learning, but it might be difficult to transfer the knowledge to other learners due to lack of such skills.
- 7) Not all internet facilities are available.

With some disadvantages that have been mentioned, the lack of E-Learning can be overcome by using E-Learning only as a support system not a replacement system in teaching and learning process.

## **E. COVID-19**

### **1. Definition of COVID-19**

Covid-19 is a disease caused by the descendants of the new coronavirus. "Co" was taken from corona, "vi" taken from the

virus, and "d" was taken from the disease. Previously it was called "2019 novel coronavirus" or 2019-ncov. The new coronavirus known as COVID-2 is a virus linked to the same family virus as acute respiratory syndrome (SARS) and some kind of common flu virus. The coronavirus is a virus with an unrelated single strand of positive RNA (a single helix). The coronavirus belongs to the order Nidovirales, the family Coronaviridae, the orthopedic family sub Avirinae, and the genus Coronavirus, and is divided into 4 groups (clans) of appendicitis, rank, rank, and sequence according to their characteristics and genomes. The swelling matches a flower-shaped bulge in the viral sheath. It has a casing wrapped in RNA, and the virion (the entire virus) is circular or oval, often polymorphic, with a diameter of 50-200 nm. A new coronavirus 60-140 in diameter. Protein spikes lie on the surface of the virus and form a stick-like structure. As one of the key antigenic proteins of the virus, protein spikes are the main structures used for selecting types. A nucleocapsid protein runs the venom virus and can be composed as a diagnostic antigen (Zhou, Wang. 2020).

On January 8, 2020, the novel coronavirus was officially announced as a COVID-19 causing pathogen by the Chinese centers for disease control and prevention (Li, et al., 2020). On January 30, 2020, WHO announced that this epidemic is an

international concern for public health (2020). On February 26, 2020, covid-19 has been recognized in 34 countries with a total of 80,239 confirmed cases in laboratories and 2,700 deaths have occurred (WHO, 2020.) Globally, about 170,000 confirmed cases covid-19. And an estimated 7,000 deaths have occurred in 150 countries (2020). On March 11, 2020, the who has designated covid-19 as a world pandemic. Understanding of the pandemic according to the large *Kamus Besar Bahasa Indonesia* (KBBI) is a simultaneous plague that covers a wide geographical area (Ristyawati, 2020).

## **2. Clinical Symptoms of COVID-19**

Covid-19 infection can cause mild, moderate or severe symptoms. The main clinical symptoms include fever (glucose 38 cm), coughing and breathing difficulties. In addition, it can be accompanied by packed, gastrointestinal disorder, such as diarrhoea and symptoms of a different respiratory disorder. Half the patients were asphyxiated within a week. In severe cases of rapid and progressive Labour, such as ards, septic shock, metabolic acidosis, which is difficult to maintain and hemorrhaging or coagulation system dysfunction in a few days (Yuliana, 2020).

Some patients have mild symptoms that appear, not even accompanied by fever. Most patients have a good prognosis, with a

fraction in critical condition even dying. The following is clinical syndrome that can emerge if infected with COVID-19.

a) Free of Complications

The onset of symptoms is not specific. Common symptoms remain such as a fever, a cough may be accompanied by sore throat, nasal poison, malaise, headache and muscle pain.

b) Mild Pneumonia

Major symptoms can appear such as fever, cough and shortness of breath. But there's no sign of heavy pneumonia. In children with heavy pneumonia are marked with cough or shortness of breath.

c) Heavy Pneumonia, in adult patients

- Symptoms that appear are usually fever or suspected respiratory infections.
- The visible sign is a takipnea (frequency of breath  $>30x/minute$ ), heavy respiratory distress or oxygen saturation of the patient  $<90\%$  of outside air.

### **3. COVID-19 Contagion**

The spread of SARS-COV-2 from human to human remains the primary source of transmission, making its spread more aggressive. ars-cov-2 transmissions from symptomatic patients occur through droplet out of coughing or sneezing



(Han and Yang, 2020). Furthermore, it has been shown that the virus can be viable on aerosol (generated from nebulizer) for at least three hours in the air. The basic reproductive number ( $R_0$ ) of COVID-19 is in the range of 1.4 to 2.5. Yet another study estimates  $R_0$  of COVID-19 to be 3.28 (Liu et al., 2020).

Some case reports suggest a suspected contagion from an asymptomatic carrier, but the mechanism is not known for certain. Cases of asymptomatic transmission and carriers associated generally have a history of close contact with COVID-19 patients (Han and Yang, 2020). Some researchers report SARS-CoV-2 infection on neonates. But the vertical transmission of a pregnant mother to the fetus is not proven to be possible. As it is possible, data shows a slight chance of vertical transmission (Han and Yang, 2020). Virology screening of amniotic fluids, blood, umbilical cord, and breast milk on COVID-19 positive mothers found negative.

The stability of SARS-CoV-2 on inanimate things is no different than that of the first COVID-19. Van Doremalen et al. experiments show that SARS-CoV-2 is more stable in plastic and stainless steel (72 hours) than copper (4 hours) and cardboard (24 hours). Another study in Singapore found extensive environmental pollution in the COVID-19 patient's room and toilet with mild symptoms. Viruses can be detected in

doorknobs, toilet seats, light switches, windows, cabinets, to ventilation fans, but not in air samples.

#### **4. Coping Measures**

Based on available evidence, the covid-19 is transmitted through close contact and droplet, not through air transmission. The people who are most at risk of infection are those who are closely associated with covid-19 patients or who treat covid-19 patients. Prevention and mitigation are key to application in health and community services. The most effective preventive measures in society according to the general directorate of prevention and disease control year 2020, include:

- a) Clean the hands with sanitizer hands if its not dirty or wash them with soap if they look dirty.
- b) Avoid touching the eyes, nose and mouth
- c) Apply the ethics of coughing or sneezing by covering the nose and mouth with the upper arm or tissues, then removing the finished tissue from the trash
- d) Wear a medical mask if you have respiratory symptoms and arm wrestle after removing the mask
- e) Maintain a minimum of one meter from people with respiratory problems.

## **F. Previous Studies**

There are some similar studies have been conducted that related to this research.

The first from Kusuma (2020) on his research entitled “Learning Process at Home by Online Assignment in Third Level Student during COVID – 19 Lockdown at Muhammadiyah Elementary School of Ponorogo” This study uses qualitative descriptive methods. The data was obtained from interviews with parents of grade 3 students from SD Muhammadiyah Ponorogo. The subject of this study is the parents of elementary school third graders. The data analysis technique used is hermeneutic phenomenological. There are some results of this study. The first is students can find out the impact of the covid-19 pandemic on education. Then, students can know the obstacles faced by parents about the learning process from home through online assignments. The last is students can learn about the problems faced by parents of students.

The second from Hatimah (2020) on her research entitled “Parenting Program in Guiding Children to Learn through Online Learning” the purpose of this study is to get an idea: 1) Readiness of parents in guiding her son learn through online, 2) Obstacles perceived parents in guiding her son learned through Online, 3) Impact of learning online to the habits children learn through Online. The participants of this research were 10 families with the indicator having grade 1 or grade 2 school children. The results of the study are: 1) The readiness of parents in

guiding children during online learning was shown by increasing parental mastery of the use of learning technology, involvement in supervising the use of social media and conducting tutoring for children, 2) the obstacles faced by parents in guiding children to learn online, namely building a conducive learning atmosphere, building children's concentration and the complexity of the material provided by the teacher, 3) The impact of online learning on children's learning habits, namely creating a high enough dependence in the learning process, reduced children's learning independence and difficulties in measuring children's abilities.

The third from Maestoh & Zulaela (2020) on their research entitled “Parents' Constraints in Accompanying Their Children to Study during The Covid-19 Period in The City of Serang”. The study focuses to find out more about the problems felt by parents when accompanying children to study at home. The participants of this research are 25 parents. The results of the study the parents constraints are controlling emotions, the limitations of electronic learning media/gadget, too many tasks a teacher gives a student, children would rather play games than learn.