

**PARENTS' PERSPECTIVE ON BARRIERS TO E-LEARNING DURING  
THE COVID 19 LOCKDOWN: A QUALITATIVE REVIEW**

**SKRIPSI**

*Submitted in Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By:**

**MULIANA  
1702050083**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

**MEDAN**

**2022**

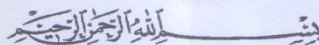


**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA  
UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23,  
30

Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA**

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1  
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Kamis, Tanggal 24 Maret 2022, pada pukul 08.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama Lengkap : Muliana  
N.P.M : 1702050083  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Parents' Perspective on Barriers to E-Learning During the Covid 19 Lockdown: A Qualitative Review

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : ( **A-** ) Lulus Yudisium  
( ) Lulus Bersyarat  
( ) Memperbaiki Skripsi  
( ) Tidak Lulus

**PANITIA PELAKSANA**

Ketua

Sekretaris

Dra. Hj. Syamsuyurnita, M.Pd.

Dr. Hj. Dewi Kesuma Nst, SS., M.Hum.

**ANGGOTA PENGUJI:**

1. Erlindawaty, S.Pd., M.Pd.
2. Resty Wahyuni, S.Pd., M.Hum.
3. Pirman Ginting, S.Pd., M.Hum.

1.

2.

3.



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

**Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238**

Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**LEMBAR PENGESAHAN SKRIPSI**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Muliana  
N.P.M : 1702050083  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Parents' Perspective on Barriers to E-Learning During the Covid-19  
Lockdown: A Qualitative Review

Medan, Maret 2022

Disetujui oleh:  
Pembimbing

**Pirman Ginting, S.Pd., M.Hum**

Diketahui oleh:

Dekan

**Dra. Syamsuyurnita, M.Pd**

Ketua Program Studi

**Pirman Ginting, S.Pd., M.Hum**

## ABSTRACT

**Muliana .1702050083. Parents' Perspective on Barriers to E-Learning During The Covid 19 Lockdown: A Qualitative Review. Thesis. English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Sumatra Utara. 2022.**

The goals of this research was to review the many complaints of parents in Tanjungbalai to explore the perceptions of parents regarding the challenges of distance learning faced by their children during the corona virus outbreak in Indonesia. Google forms were used to identify parents' perceptions and what barriers existed during distance learning. Search keywords included distance learning, parents, and barriers. Results: The study identified 30 parents of students who had many barriers to online learning. These barriers reveal four basic themes: (1) personal barriers (2) technical barriers (3) logistical barriers and (4) financial barriers. Overall, parents are not confined to their daily routines during the pandemic. They undertake the responsibility of assisting the school in teaching students. Many parents face various kinds of obstacles in their efforts to help their children learn remotely during the pandemic.

**Keywords :** *Education, Covid-19, Parents, Online Learning*

## ACKNOWLEDGEMENT



### **Assalamualaikum Warahmatullahi Wabarakatuh**

Praise be to the Lord, for His Blessings and Compassion that the researcher can finally finish this research titled *Parent's Perspective on Barriers to E-Learning during the Covid 19 Lockdown: A Qualitative Review*. Never forgotten and always in our hearts, of course Prophet Muhammad peace be upon him, and that we hope for his salvation in the hereafter.

There are countless people who have been involved in the finishing of this study and thus the researcher would like to thank:

1. Mr. Prof. Dr. Agussani., M.AP., the Rector of University of Muhammadiyah Sumatera Utara.
2. Dra. Hj. Syamsuyurnita, M.Pd., the Dean of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara.
3. Mr. Pirman Ginting, S.Pd.,M.Hum., the Chief of English Education Department, who always keeps the researcher thinking on edge as well as the supervisor and colleague of the researcher.
4. Mrs. Rita Harisma S.Pd.,M.Hum., the Secretary of English Education Department.

5. Her lovely Parents Muliadi Piliang and Nurzannah as the spirit in the researcher's life who always be there and support in every situation and condition.
6. Putri Rizki Syafrayani as my beloved friend who supporting system and always patient to learn her about this research.
7. Ramadhan Syahrial the best partner give her spirit and motivation when she was down.
8. Friends in class B Morning of English Education Department Program for the unpredictable years at university.

Finally, the researcher hopes that this study was useful be it from the academic perspective, or others. The researcher also fully realized that this research is far from perfect, and thus any positive criticism is absolutely acceptable for the improvement of this research in the future.

**Wassalamualaikum Warahamatullahi Wabarakatuh**

Medan, 1 March 2022

**Muliana**

## **LIST OF APPENDICES**

- Appendix 1 Data Analisis
- Appendix 2 Lembar Persetujuan Judul
- Appendix 3 Form K-1
- Appendix 4 Form K-2
- Appendix 5 Form K-3
- Appendix 6 Berita Acara Bimbingan Proposal
- Appendix 7 Surat Keterangan Seminar Proposal
- Appendix 8 Lembar Pengesahan Proposal
- Appendix 9 Berita Acara Seminar Proposal
- Appendix 10 Surat Pernyataan Plagiat
- Appendix 11 Surat Izin Riset
- Appendix 12 Surat Balasan Riset
- Appendix 13 Surat Bebas Pustaka
- Appendix 14 Berita Acara Bimbingan Skripsi
- Appendix 15 Lembar Pengesahan Skripsi
- Appendix 16 Curriculum Vitae

## TABLE OF CONTENTS

<b>ABSTRACT</b> .....	<b>i</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>ii</b>
<b>TABLE OF CONTENT</b> .....	<b>iii</b>
<b>CHAPTER I: INTRODUCTION</b> .....	<b>1</b>
A. Background of the Problem .....	1
B. Identification of the Problem .....	3
C. Scope and Limitation .....	3
D. The Formulation of the Problem .....	4
E. The Objectives of the Study .....	4
F. The Significances of the Study .....	4
<b>CHAPTER II: THEORITICAL REVIEW</b> .....	<b>5</b>
A. Theoretical Framework .....	6
1. Online Learning.....	6
2. Parents Perspectives and practices regarding early digital and online learning.....	
3. Previous Related Studies .....	8
B. Conceptual Framework .....	10
<b>CHAPTER III: METHOD OF RESEARCH</b> .....	<b>11</b>
A. Research Design .....	12
B. Subjects of the Study.....	12
C. Technique of Collecting Data .....	13
D. Technique of Analyzing Data .....	13



<b>CHAPTER IV : RESEARCH RESULT AND DISCUSSION</b> .....	15
A. Data Analysis .....	16
B. Discussion .....	22
<b>CHAPTER V CONCLUSION AND SUGGESSTION</b> .....	28
A. Conclusion .....	28
B. Sugestion.....	28
<b>REFERENCE</b>	

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Educational institutions (schools, colleges, and universities) around the world and are forcing educators to switch to online teaching mode overnight. Many academic institutions that were previously reluctant to change their traditional pedagogical approach have no choice but to switch entirely to online teaching and learning. this is caused (Dhawan, 2020). WHO declares the corona virus as a pandemic after the discovery of similar cases outside China, which is the center of the virus (WHO, 2020). This leads to the school closures as the first strategy implemented to prevent the increase in cases of the spread of COVID-19 (Buonsenso & Roland, 2021). The evidence of the effectiveness of school closures and other social distancing measures is obtained almost entirely from research conducted on these measures during influenza outbreaks, and in those outbreaks, school students were shown to be contributing to the spread of the virus (Brooks, 2020). Compared with the cumulative infection rate, school closures have been shown to lead to a significant reduction in the peak infection rate and, according to model studies, if the virus transmission rate is low (Nafisah, 2018). Due to this, the learning process switches to online mode at all levels of education (Sohaya, 2020).

Online learning uses many supporting applications as an alternative to face-to-face (Dhawan, 2020). This is also supported by Mailizar (2020) who stated that E-learning was chosen as a tool to support the learning process during

the COVID-19 epidemic. In a study conducted on Hebron University students (Zboun & Farrah, 2021) most of the students agreed on the following advantages of online classes: (1) Easy to reach and access. (2) Save time, effort and money. (3) Easy to review. . In Indonesia, online learning is also beneficial. These advantages include facilitating teaching schedules without having to go to school. improve students' technological abilities. accessible at home so as to reduce the spread of the corona virus during a pandemic (Alchamdani, 2020).

However, in addition to providing benefits in helping learning, E-learning also experiences challenges during its implementation. These challenges can be weaknesses of the online education system such as connectivity problems, technical difficulties, less social interaction (Vishnu & Selvaraj, 2021). Furthermore, the crucial problem faced in online learning is internet access, where the majority students cannot afford adequate internet packages, and others find it difficult access internet connection because they live mostly in rural areas. It is known that students do not agree if online learning is applied in Vocational Higher Education in Aceh (Erliana, safrizal, Nuthiha, & Luthfi, 2021).

As one of the countries affected by COVID-19, the Indonesian governments suspend the classroom without stopping the learning by performing online learning (Azhari & Fajri, 2021). Online learning, in fact, creates several difficulties and problems (Efriana, 2021). From teachers' perspectives, they experience challenges of online teaching in the three dominant aspects included personal, technical and pedagogical (Junsay, Madrigal, 2021). This is also an effective approach in the level of parents' perspectives (Irvin, 2010). Parents are

the most important contributors and collaborators in the life and future of children. (Sharma & Kiran, 2021). However, in this case, parents are required to have not only good parenting skills but also a decent level of education to supervise their children while remaining at home (Abuhammad, 2020).

Parents had negative views about the values and benefits of online learning and preferred traditional learning in early childhood settings. They have suffered from the difficulties caused by the COVID-19 pandemic, which makes them more resilient to online learning at home, which is problematic and challenging for families (Dong, 2020). Based on this case, it is important to know the barriers of parents of students during the online learning process used during the COVID-19 outbreak.

## **B. Identification of the Problem**

The identification of the problem based on the explanation above is on the following:

1. Online learning which is implemented as a form of reducing the spread of the Covid-19 virus causes many children to learn from home.
2. This causes parents to have difficulty watching their children learn. It becomes a barrier in the online learning process. Due to the barriers existed, this study wants to reveal the obstacles experienced by parents based on.

## **C. Scope and Limitation**

The scope of this research was focused on the perspective of parents' barriers to online learning during the covid-19. The limitations of this research are only centered on the perception , conviction and attitudes of the parents online learning during the covid-19.

## **D. The Formulation of the Problem**

The formulation of the problem is as follows:

1. How are parents' perspectives on online learning?
2. What are the barriers faced by parents during online learning?

## **E. The Objectives of the Study**

1. To investigate the parents' perspectives on online learning

2. To discover the barriers faced by parents during online learning

#### **F. The Significances of the Study**

The study hopefully was beneficial for all parties in the same field both practically and theoretically.

1. Practically

This study was a reference for all Indonesian governments in the education sector to understand the obstacles faced by parents of students during the current pandemic. In addition, it can be a guide for teachers and parents to improve the quality of online teaching that is creative and innovative according to developments in the 4.0 era.

2. Theoretically

This study was expected as the references for future study in the related topic. Hopefully, the research can be beneficial for the future research in the same field.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Theoretical Framework

##### 1 . Online Learning

Online learning is a method of instruction that does not require direct contact between the teacher and the pupils (Allen, 2007). An internet connection is required for online learning. The teacher and the pupils work together to study at the same time but in different locations. Various programs and platforms, such as Whatsapp, Telegram, and others, can be used. Google Meet, Google Classroom, Edmodo, and Zoom Meeting as well as others. The essential device required to facilitate this online learning is a computer or android that is connected to the internet network. As a result, the requirement for teacher training has increased as a result of the new technology adoption. The responses of teachers to computers, according to (Raja, R & Nagasubramani, 2018) are the most important aspect in the successful deployment of ICT in learning and teaching.

Therefore, the coronavirus's disruption of the educational system, several countries around the world are attempting to continue teaching and learning through alternate channels, largely on an internet basis. The absence of adequate internet connection, computers, mobile data costs, and budgetary constraints are the main barriers to introducing online education for all in developing nations such as Bangladesh are lack of adequate internet speed, computers, mobile data costs, family financial condition, and student mental health are all factors that contribute to the digital divide (Sifat , 2020). Furthermore, psychological distress

is exacerbated by a lack of security and physical presence while learning (Phutela & Dwivedi, 2020).

During the pandemic, educational institutions in Indonesia are forced to be prepared to provide e-learning services. The benefits educators and students experience when implementing study from home with the e-learning model are: flexibility in implementation, reduced possibility of spread of Covid19 on campus and school environment, strengthens students' courage to express ideas, opinions and ask questions for free, while providing a new learning model experience. (Duraku & Hoxha, 2020).

## **2. Parents Perspectives and practices regarding early digital and online learning**

Parents play an important role as gatekeepers of children's digital engagement (Dias & Brito, 2016). Parents play a mediating role to prevent harm and regulate children's online activities, such as setting rules for using technology and monitoring their children's media use (Nouwen & Zaman, 2018)

Parents' beliefs and attitudes about the role and potential of online learning for early childhood can affect the quality and quantity of online learning, opportunities, and learning experiences that children receive at home, (Support from parents in utilizing digital devices) they also support proper use of digital devices in the setting of the early years. (Erdogan, 2019)

In an increasingly diverse digital landscape, parents believe that various digital and online technologies can offer children new knowledge and learning. And parents with higher levels of education tend to believe that digital and online



learning can develop children's learning competencies, language, self-expression, and social competencies (Jurka Lepicnik-Vodopivec, Pija Samec Maribor, 2013).

Parents seem to believe that learning how to use a computer was equip their children with the skills necessary for their professional future (Hatzigianni & Margetts, 2014). However, parents are also concerned about the harmful content on the internet and the risks of unlimited digital use. They are concerned about matters related to the psychological and emotional well-being of the individual, any personality problems that may arise, related to user functionality and problems related to decreased activity levels (Alsehaima & Alanazi, 2018)

Internet abuse or internet addiction can cause serious problems for individuals, especially the younger generation who are in a period of growing mental and physical health (Syed Shah Alam, et al, 2014). Parental involvement and supervision can be an important mediating factor (Malamud and Pop-Eleches, 2011). Restrictive mediation is defined as controlling, limiting, and setting rules regarding media use (Clark, 2011). This refers to limiting the amount of time children can spend on smartphone devices or limiting the consumption of certain content through smartphones (A. Stevic, J. Matthes, 2021).

The ongoing Covid-19 crisis has forced universities around the world to seek urgent solutions to reconfigure traditional education programs for distance learning (Giustina, 2021). Therefore, the Ministry of Education (Kemendiknas) launched an initiative titled 'Ensuring learning is not interrupted when classes are interrupted' by reforming the entire education system and including the online education component (Ronghuai Huang, 2020).

### 3. Previous Related Studies

Some studies have been done previously relating to this research. First study is done by *Sawsan Abuhammad (2020)* with the title *Barriers to distance learning during the COVID-19 outbreak: A qualitative review from parents' perspective*. In this study, the researchers discovered that Many parents face various kinds of obstacles in their efforts to help their children learn remotely during the pandemic. these barriers are personal, technical, logistical, and financial.

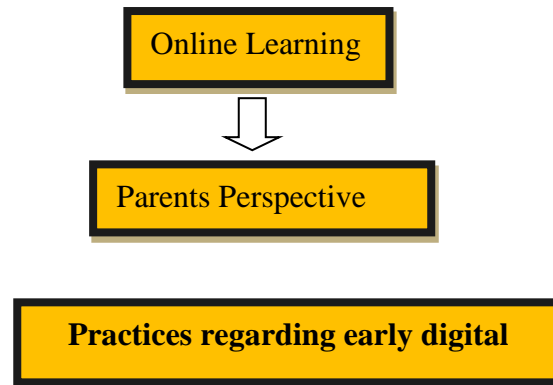
Another study is also done with the title *Parents' Perceptions of Distance Learning during Covid-19 Pandemic in Rural Indonesia Study in Indonesia* by *Sonny et al. (2020)*. Researchers in this study found that the barriers from the parents' perspective on online learning have three issues, namely, the conservative paradigm of parents regarding education is the responsibility of educational institutions; a decrease in children's learning motivation in distance learning, and technology infrastructure that is spread unevenly throughout Indonesia.

The research in the similar field also has been conducted by *Dong (2021)* *Young children's online learning during COVID-19 pandemic: Chinese parents' beliefs and attitudes*. The study found that the implementation of online learning during the Covid-19 pandemic has been problematic and challenging for chinese families. Chines parents generally had negative beliefs and attitudes about the value and benefit of online learning.

The considerations above are considerations that was used as a reference in this discussion. It is because this idea provides a strong reference to the limitations

of online learning in the midst of many parental perspectives. More precisely, these thoughts are all in the same field as this research, so it is indeed more down to earth to be used as a reference.

## B. Conceptual Framework



Parents have limited ability to provide children with online learning services . “Economic productivity declines because parents have to take care of their children while they work” (Zaharah and Kirilova, 2020). When Covid-19 keeps the family at home, parents and caregivers can be very concerned about their financial future, so studying at home is not easy, especially for children with low motivation (Skulmowski, 2020). Online learning requires an internet connection, increasing the cost for parents.

Based on the explanation above, this research aims to understand how educational institutions, especially schools, implement distance learning (learning at home) during the Covid-19 pandemic. Furthermore, this research also aims to understand parents' opinions and attitudes towards distance education, as well as their actions to support children's learning. This question is under investigation for several reasons. Many researchers have yet to tackle research on how parents view distance learning apps, especially in rural Indonesia.

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Research Design**

This research was carried out using qualitative methods through interviews. Interviews are theorized as the most appropriate method because they are often used as sources of truth, facts, experiences, beliefs, attitudes and / or feelings of the interview (Moleong, 2012) Interviews was organized to investigate parental perceptions of barriers, attitudes, or positive effects of online learning. After selecting the sample, the study was first collect the participants in an online chat group on WhatsApp. Then a link to the Google form was shared and participants were able to fill out their own Google form. The answer given by each participant can only be seen by the researcher. This shows that the answers given are purely from the parents themselves and are not affected by the answers of other participants in any way. In addition, theory of miles hubarman analysis techniques was used to analyze the data to respond to the formulation of questions in this research.

#### **B. Subjects of the Study**

The subject for this study was parents of students from Indonesian Schools. The number of participants is 30 parents who have been selected by using convenience sampling. Participants are people who live in the area where the researcher lives and who are easily contacted via WhatsApp (Edgar & Manz,

2017) . Selected samples was asked to describe their perceptions or ideas about barriers to e-learning during the covid-19 period .

### **C. Technique of Collecting Data**

The data was collected through semi-structured interview techniques. Interviews were conducted in person and by telephone conversation (Bernard, 2006). The interview was use Google Forms as support. Because the pandemic has banned face-to-face meetings, researchers chose to interview attendees using an asynchronous communication method like Google Forms. First, the researcher was creating a focus group to easily distribute and collect data from participants. A Google Forms link was then be provided in the group chat. Parents can click on the link and write the response directly into Google Forms. Parents can then notify the researcher if they have completed the answer. So that. The researcher can verify the answer through Google Form.

### **D. Technique of Analyzing Data**

The researcher was use thematic analysis by Braund and Clarke Thematic analysis is a method of qualitative analysis that is often used for both primary research and systematic reviews. Although widely used, its use for the latter purpose is often poorly defined with consequent effects on the quality of the resultant analysis. There are 3 stages in analyzing the data. Firstly, prepare the data to be analyzed by grouping to identify the barrier codes and parents' attitudes towards online learning. The second stage sorts the data based on the similarity of

themes. Third stage, using all statements of obstacles, and parents' attitudes towards online learning were made based on data analysis.

**CHAPTER IV**  
**RESEARCH RESULTS AND DISCUSSION**

**A. Data Analysis**

This study used qualitative research by surveying a number of parents whose children have online learning. The barriers in this study were divided into four barriers, which were Personal Barriers (PB), Technical barriers (TB), Logistical barriers (LB), and Financial Barriers (FB). In this study, each perception of parents was categorized according to which category most suited them. In this study, the number of samples used was 30 people and the data was collected through interviews distributed to the parents. The interview results of each learning obstacle were explained in the following tables:

**Table 4.1**  
**Distribution of Interview Results**

No	Barriers	Subtheme	Frequency	%
1	Personal Barriers (PB)	Lack of training and support	4	13.3%
		Lack of technical expertise	2	6.6%
		Lack of qualifications	3	10%
		Inadequate communication	3	10%
2	Technical barriers (TB)	Insufficient investment and maintenance	0	0%
		Poor connectivity	3	10%
3	Logistical barriers (LB)	Difficulties in using distance learning and lack of student preparation	1	3.3%
		Dissatisfaction with distance learning modality	10	33.3%
		Inability of distance learning to meet students' needs	-	0%
4	Financial Barriers (FB)	Inability to buy technology	1	3.3%
		Inability to pay for internet services	3	10%
<b>Total</b>			<b>30</b>	<b>100%</b>



Table 4.2 Interview List

<b>INTERVIEW LIST</b>
<p><b>Name :</b></p> <p><b>age :</b></p>
<p><b>1. Personal Barriers</b></p>
<p><b>Lack of Training and Support (Lack Of Training and Support)</b></p>
<p><b>A. Are you experiencing problems in operating the software to help your children learn online?</b></p>
<p><b>B. Did you get assistance in operating the software to help your children learn online?</b></p>
<p><b>Lack of Expertise in Technical Operations (Lack of technical expertise)</b></p>
<p><b>C. Do you have adequate knowledge in operating software to help your children learn online?</b></p>
<p><b>Insufficient Communication (Inadequate Communication)</b></p>
<p><b>D. Do you understand the material provided by the teachers during online tutoring?</b></p>
<p><b>Lack of Qualification (Qualification)</b></p>
<p><b>E. Do you have the ability to teach students during online learning?</b></p>
<p><b>2. Technical Barriers (Technical Barriers)</b></p>
<p><b>Insufficient investment and maintenance (Insufficient investment and maintenance).</b></p>
<p><b>A. Do your children have adequate tools in carrying out online learning?</b></p>
<p><b>Bad Connection (Bad Connectivity)</b></p>
<p><b>B. Do you often experience network problems when online learning</b></p>

takes place?

### **3. Logistical Barriers (Logistics Barriers)**

**learning in using distance learning and student deficiencies Preparation (Difficulty in using distance learning and lack of student preparation).**

**A. Do you have difficulty in using distance learning?**

**B. Have your children properly prepared their needs during online learning?**

**Dissatisfaction with distance learning modalities (Dissatisfaction with distance learning modalities)**

**A. Are you dissatisfied with the distance learning modality.**

**Disability of distance learning to meet student's needs (Disability of distance learning to meet student's needs).**

**A. Are you experiencing problems in meeting the needs of students in this distance learning.**

### **4. Financial Barriers**

**Inability to buy technology (Inability to buy technology)**

**A. Do you have the ability to buy adequate tools to support online learning?**

**Inability to pay for internet services (Inability to pay for internet services)**

**B. Is buying an internet package in the implementation of online learning a burden on your finances?**

From the table above, it can be seen the division of barriers that become problems by each parent during this online learning. Each obstacle and answer choice from respondents were explained below.

#### **1. Personal Barriers (PB)**

Personal barriers are barriers that are basically contained within the parents themselves. They are usually characterized by the inability of parents to do something, which is based on age, unwillingness to learn, or stuttering towards

technology. Answers from parents regarding these personal barrier problems (PB) are lack of training and support as expressed by several parents below,

*Yes, I'm sure as a layman it's hard to use this equipment (Respondent No.1) which is also in line with that conveyed by Respondent No. 12 who said that for people who know technology like me, this is difficult*

From the several answer choices above, it can be seen that many parents think that using electronic devices is quite difficult so they experience problems in operating them. Students are village people or old people who have never been familiar with technology at all. Apart from lack of training and support, lack of technical expertise is also a problem from the parent's point of view when learning online. It is due to the inability of parents to operate the devices that was used in their children's online learning, such as the answer mentioned by respondent No 17,

*"Yes, I don't know, because people my age are so bad at technology"*

The answer represents that parents do not understand stereotypes with technology so it becomes a barrier for them in helping their children learn online, moreover online learning activities are only being promoted during the pandemic to prevent the spread of an increasingly widespread epidemic. In this case, the parents cannot be blamed for this. They feel unfamiliar with technology that they do not understand and it certainly takes time to understand the devices used for distance learning. Inadequate communication is also part of the personal barriers that parents face when their children do online learning. From the interview results, it turns out that inadequate communication is the most common personal barrier experienced by parents because parents do not know whether the students understand the material given by the lecturers. Some interviews that the author got from sources are as follows,

*I can't be sure yet, because sometimes the kids understand sometimes they don't (Respondent No.16) and also in line with Now's answer who stated that I don't know, because the one who was accompanying me when I was studying was her mother(Respondent No.18 )*

From the interview result, this is considered natural because when online learning takes place a transfer of knowledge is not like face-to-face learning, so sometimes students do not understand the material given by their teacher.

Ismail (2016: 33) states that learning difficulties are a condition in which the learning process is marked by certain obstacles to achieving learning outcomes. From these definitions, learning difficulties are an obstacle or difficult situations in the learning process.

Some parents have problems stating that they have problems with personal barriers. Based on the table, it can be seen that there are 4 themes about personal barriers which are Lack of training and support with 4 people (13.3%), Lack of technical expertise with 2 people (6.6%) then Lack of qualifications with 3 people (10%) and Inadequate communication as many as 3 people (10%). Based on the results above, the parents seemed to have many personal barriers that they felt affected the standard and quality of their children's distance learning experience. It was clear that the parent's lack of training in how to handle distance learning techniques and materials along with the absence of trained personnel who could assist them were key concerns. Moreover, not all parents were able to handle the technology required for distance learning, which prevented them from enabling its efficient use at home. Finally, the parents raised this issue of their own qualifications.

Parents with lower levels of education felt that they were not able to assist their children in studying specific subjects and in handling the necessary technology.

## **2. Technical barriers (TB)**

During the learning process, there must be times when an individual, especially a student, experiences problems in the acceptance process. These obstacles are caused both from outside and from within which hinder the achieving goal. Barriers are things that contribute to difficulties in the learning process. According to Moru, barriers are something that hinders student learning. One of these forms of barriers is Technical barriers (TB). Technical barriers (TB)

are technical problems experienced by parents when doing online learning, such as insufficient investment and maintenance and also Poor Connectivity. When researchers ask about whether the children have adequate equipment in carrying out online learning, almost all respondents answered that they have adequate tools for the implementation of online learning, meaning that parents do not experience problems in providing adequate devices to do online learning. This is not a problem because online learning does not have to use a PC or laptop but it can also utilize a Smartphone which mostly is already owned by students. Another technical problem is a problematic network. In this study, some respondents thought that the network was unstable but this could still be overcome by changing the card or restarting the Smartphone. Of all the respondents interviewed, there was only one person who had quite a problem with the network, which was Respondent No. 10

*"Sometimes it's difficult because the signal made it difficult to log in, or disconnected"*

From his explanation, it can be seen that the network problems faced are more difficult to solve. Log in to the application or often disconnected when doing online learning can cause stagnation of scientific knowledge, and even a decrease in one's knowledge where this bottleneck can occur due to information jumps.

As for Technical barriers (TB), there are 2 themes that are often experienced by parents, which are insufficient investment and maintenance and Poor connectivity. In this study, insufficient investment and maintenance did not find in these barriers (0%) yet there was 3 problems found regarding Poor connectivity. Parents who experience these barriers are 3 people (10%). The latter issue was experienced a lot during the period of the COVID-19 outbreak covered by the study. Many of the parents' posts discussed the frequency with which their children were disconnected from the internet and could not proceed with their assignments, classes, or exams. One post concentrated on the quality of the internet speed, which was not suitable for distance learning lessons that used a lot of video content. This point led to an extensive discussion thread, and overall,

parents showed a negative attitude toward this barrier during the COVID-19 outbreak.

### 3. Logistical barriers (LB)

Barriers in learning are everything that hinders the implementation of the learning process from both internal and external factors. According to Ahmadi and Supriyono (2013:78), logistical barriers are more in the form of obstacles in planning online learning which includes difficulties in using distance learning and lack of student preparation.

Dissatisfaction with distance learning modality and the inability of distance learning to meet students' needs. Difficulties in using distance learning and lack of student preparation were the obstacles most responded to by participants because there was a change in habits from face-to-face schools to distance learning. This made some parents have to change their habits in preparing their children before starting learning. From several interviews that the author got, the difficulties in using distance learning and lack of student preparation are as follows,

*I don't know, because when I study online I'm working (Respondent No.3 )*

*Occasionally there but must be used to for the sake of the children (Respondent No.5 )*

*The difficulty when learning online is managing the children at home (Respondent No.22 )*

*difficult at the beginning when online learning begins, or when the signal is problematic(Respondent No.25)*

*I also don't know this, because it's not uncommon for her mother to accompany her when she's studying when she's usually accompanied (Respondent No.27 )*

From some of the interviews above, it can be seen that some respondents experienced difficulties. Difficulties in using distance learning and lack of student preparation such as respondents' ignorance about the preparations made by children. It is because the respondent is having work while the children studying. Some things that are also a problem are problems when starting online learning. When starting online learning, there are often various problems and the network is

also quite a trouble. Another problem related to logistical barriers is dissatisfaction with distance learning modalities. From the results of respondents' answers, almost all respondents stated that they did not agree with distance learning modalities for various reasons, as for some of the answers from respondents are as follows,

*Yes, I'm not satisfied either, moreover, it seems like everything is charged to the parents (Respondent No.6 )*

*Yes, let's just follow government regulations, right? (Respondent No 8 )*

*Yes, of course, let's make it work twice (Respondent No 13 )*

*Actually I'm not satisfied with online learning, it seems that everything is delegated to parents, but yes, we follow the rules, right? (Respondent No.15)*

*Yes, of course I'm not satisfied, because it adds to our work as parents, but because we follow the rules, it's implemented ((Respondent No.24 )*

Those who are dissatisfied with distance learning modalities are parents who feel that everything is being burdened by them. Things that were not previously the responsibility of parents become their responsibility so parents think that online learning only adds to their work.

From some of the obstacles above, it can be seen that there is a reluctance from parents to interfere in online learning because it was increase their workload and the ignorance of some respondents about preparation for online learning because when children study online the respondents are working.

For the problem of logistical barriers (LB), the themes that become barriers for parents in online learning are difficulties in using distance learning, lack of student preparation, dissatisfaction with distance learning modality, and Inability of distance learning to meet students' needs. The barrier that most complained by parents is dissatisfaction with distance learning modality with 10 participants (33.3%). Meanwhile, for difficulties in using distance learning and lack of student preparation, only 1 participant (3.3%) have problems with this barrier. Many of

the posts made by parents indicated that the introduction of distance learning was not fair and that their children were not prepared to use distance learning as the main medium of education.

In a study, some said that their children lacked computer proficiency and the prerequisite skills to achieve good results through distance teaching (Irvin et al., 2010). Some parents were dissatisfied with distance learning and felt that this kind of learning should not be a substitute for face-to-face education even though there are benefits of distance learning, such as saving time and effort for school students. In addition, the posts of parents regarding this kind of learning revealed that they felt it did not meet the educational needs of school students, and they were dissatisfied with their children's achievement. Some parents also expressed the view that the distance learning method of education lacks flexibility in meeting the needs of a child because if a child does not understand something, the child cannot get clarification at the time when it is needed.

#### **4. Financial Barriers (FB)**

Financial Barriers are obstacles regarding the financial ability of parents in preparing for online learning. Several issues concerning the Financial Barriers faced by parents are the inability to buy technology and the Inability to pay for internet services. However, from the results of interviews that the author conducted, very few parents complained about their inability to provide technology and tools for online learning. Most of the interviewees said that would not be able to buy new devices, but still, students could use their parents' devices or use their Smartphone so parents are not necessary to buy new devices. In addition to problems in providing new devices, the inability to pay for internet services is also an obstacle to online learning. As it is known that doing distance learning needs a lot of quotas to stream online, some parents complain that they have to incur additional costs in buying internet packages to help to learn. From the results of interviews that the author conducted, what became a complaint of parents was that even though students received a study quota from the



government, sometimes various problems occurred so that parents still had to pay extra to buy internet packages, as stated below,

*Actually yes, because the school data quota given is sometimes problematic, so children have to use a personal quota (Respondent No.20)*

*Well, at the very least, you have to increase the wifi bandwidth so that the speed is stable (Respondent No.23 )*

*Actually, yes, because the school internet data quota given is sometimes problematic, so you have to use a personal quota, so sometimes personal money comes out too (Respondent No.30 )*

Based on the statements above, parents prefer to use a personal quota for distance learning which cause the additional cost even though there is learning quota given by the government. This is due to the frequent problems such as poor connectivity while using the learning quota.

The problem with Financial Barriers (FB) is that most parents complain that they have the inability to pay for internet services with 3 participants (10%) experiencing these barriers, then for Inability to buy technology is found 1 person (3.3%) experiencing this barrier. Most of the problems related to these financial barriers are that the internet quota given to students often cannot be used so parents have to buy another quota which certainly was burden parents' finances. While for the provision of adequate technology, most parents do not face these barriers because their children can still use their smartphones and their parents' devices.

## **B. Discussion**

During the pandemic, educational institutions in Indonesia are forced to be prepared to provide e-learning services. Therefore, there are still many learning models that follow the model of providing online documentation and exercises for its implementation. As a result, the two-way interaction remains minimalist. The benefits educators and students experience when implementing study from home with the e-learning model are flexibility in implementation, reduced possibility of

spread of Covid19 on campus and school environment, strengthens students' courage to express ideas, opinions and ask questions for free, while providing a new learning model experience. The willingness and motivation of educators to improve their knowledge and skills in e-learning contribute to the quality of education (Duraku & Hoxha, 2020)..

This study aimed to describe and clarify the perceptions of parents about the barriers to distance learning during the coronavirus crisis. It is important to understand these perceptions to enable government and decision-makers to develop solutions to address the barriers that affect parents. From the analysis, it was clear that many barriers were encountered by parents from personal and financial barriers to technical and logistical issues. As regards personal barriers (PB), This study found that personal barriers constituted the most apparent type of barrier. These barriers included lack of training and support, lack of technical expertise, inadequate communication. Indeed, lack of training in the use of distance learning was one of the most often reported barriers. Other studies have also recognized the presence of similar of these barriers in post-secondary agricultural learning (Mbukusa et al., 2017). This finding is also consistent with Irvin et al., (2010), who identified the lack of trained professionals to be a common barrier in distance learning in the United State. Also, many parents in this study mentioned parents should have an understanding of technology (Bukhkalov et al., 2018).

The secret of successful distance learning is dependable technology to ensure the online delivery of distance learning classes using engaging distance learning techniques (Bukhkalov et al., 2018). Parents and their school-age children appreciate that technology can improve their experience of distance learning (Menchaca and Bekele, 2008). However, both school students and members of staff in another study identified communication as a barrier to effective distance learning. The only chance for the students to communicate with the distance learning instructor is during the allocated learning time. Facilitators of distance learning have realized that communicating via e-mail can frustrate students

because they cannot receive timely assistance or responses via this mode of communication (Ouma et al., 2013).

Students who participated reported that a lack of personnel to help them became a barrier to their distance learning. Some students and parents have reported a lack of the required technical expertise; which has also been identified as a barrier in post-secondary environments according to Renes and Strange (2011). This study also found that technical barriers (TB) (insufficient investment and maintenance and insufficient connectivity) also impeded distance learning, which is also in line with past research (Astri, 2017. Mousavi et al., 2011), who found that inability to maintain new technology by the school provider prevented students from benefiting from distance learning efficiently or impeded them from benefiting from distance learning. Furthermore, in this study, some posts revealed that there were associations between logistical barriers (LB) and distance learning as well. These barriers included difficulties in using distance learning and lack of student preparation, dissatisfaction with the distance learning modality, and the inability of distance learning to meet students' needs (Lloyd et al., 2012).

The logistical barriers were the only barriers that were found to have an association with completing a course. Nevertheless, the lack of home technology was related to the minimal utilization of and benefits derived from distance learning. Furthermore, our analysis revealed an apparent pattern in the issues raised across the various barriers, especially the logistical barriers (i.e., it is difficult to implement distance learning), and personal barriers (i.e., lack of training to facilitate distance learning), which was associated with the subject course, the format of delivery, preparation of the student, satisfaction with distance learning, and the extent to which distance learning met the needs of the school student. Lastly, this study found that financing (FB) distance learning is another barrier faced by parents because buying technology for distance learning lessons and the cost of doing the lessons via the internet can result in financial challenges. This is in line with a previous study that showed that parents using distance learning classes, those not utilizing distance learning, and those who used distance learning in the past all identified funding as a barrier to distance learning

(Hannum et al., 2008). Parents lack computers, access to the internet, and the absence of technology experts (Barter, 2008; Irvin et al., 2010; Wasiams et al., 2010). Furthermore, the need to buy web cameras for video conferencing adds another burden to the cost of distance learning for remote parents (Hager, 2011). Other posts on the barriers to participating in distance learning also revealed concerns about money and accessing equipment and technology. The costs related to owning a computer, accessing the internet, and other equipment may be seen as a barrier, particularly if the family has insufficient income to cover such expenses (Adams and Hannum, 2008; Roberts and Hannum, 2018). Nevertheless, the perception of the advantages of distance learning also included funding and accessing technology and instrument. Monetary help may be used in buying equipment for technology and support distance learning. Access to suitable technology is a key issue because, according to Owens et al. (2009), the absence of technology makes it difficult for remote students to complete distance learning classes.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTION**

#### **A. CONCLUSIONS**

Overall, parents are not focused on their daily routine during pandemic, but they carry out the responsibility of helping the school in teaching students. Many parents face various types of barriers in strive to help their children with distance learning during pandemic. According to the result of interviews by research, these barriers are personal, technical, logistical, and financial. To remove this obstacle some modifications are needed, including finding a way to develop relationships with students and other school teachers online implementing support strategies for low achieving students.

#### **B. SUGGESTION**

1. For parents it is better to learn more technology so that it does not become an obstacle if children need help in online learning,
2. Parents need have to occasionally accompany students when studying so that both parents and students can understand the material that will taught to their children.
3. For the next researcher. can research external and internal factors that affect student barriers to online learning

## REFERENCES

- Abuhammad, S. (2020). Barriers To Distance Learning During The Covid-19 Outbreak: A Qualitative Review From Parents' Perspective. *Heliyon*. <https://doi.org/10.1016/j.heliyon.2020.e05482>
- Alchamdani. (2020). The Impact Of Covid19 Pandemic On Online Learning Process In The College At Southeast Sulawesi. *Jurnal Kesehatan Lingkungan*, 130-138. <http://dx.doi.org/10.20473/jkl.v12i1si.2020.129-136>
- Alfano, V., Ercolano, S., & Cicatiello, L. (2021). School Openings And The Covid-19 Outbreak In Italy. A Provincial-Level Analysis Using The Synthetic Control Method. *Health Policy*, 1200-1207. DOI: [10.1016/j.healthpol.2021.06.010](https://doi.org/10.1016/j.healthpol.2021.06.010)
- Allen, I. E. (2007). Online Nation: Five Years Of Growth In Online Learning. *Newburyport, Ma.: Eric*. DOI: [10.12691/education-2-11A-3](https://doi.org/10.12691/education-2-11A-3)
- Alsehaima, A. O., & Alanazi, A. A. (2018). Psychological And Social Risk To Children Of Using The Internet: Literature Review. *Journal Of Child And Adolescent Behavior*, 2-5. <http://dx.doi.org/10.4172/23754494.1000380>
- Astri, L.Y., 2017. Barrier Factors That Influence Satisfaction Of E-Learning: A Literature Study. *Adv. Sci. Lett.* 23 (4), 3767–3771 . <https://doi.org/10.1166/Asl.2017.9007>
- Azhari, B., & Fajri, I. (2021). Distance Learning During The Covid-19 Pandemic : School Closure In Indonesia. *Internasional Journal Of Mathematical Education In Science And Technology*, 1. <https://doi.org/10.1080/0020739X.2021.1875072>
- B, Feddy Junsay; V, Dennis Madrigal. (2021, June). Challenges And Benefits Of Facilitating Online Learning In Time Covid-19 Pandemic : Insights And Experiences Of Social Science Teachers. *Technium Social Science Journal*, 20, 233-243 <https://techniumscience.com/index.php/socialsciences/article/view/3618>
- Balogun, J. & Johnson, G. (2004). Organisational Restructuring And Middle Manager Sensemaking. *Academy Of Management Journal*, 523-549. <https://doi.org/10.2307/20159600>
- Bayham, J. F. (2020). Impact Of School Closures For Covid-19 On The Us Health-Care Workforce And Net Mortalit. 271-278.
- Barter, B., 2008. Learning About Rural Education: Graduate Students' Perspective. In: Symposium (Pp. 11-20).

<https://www.oecd.org/publicdisplaydocumentpdf>

- Bernard, H. R. (2006). *Research Methods In Anthropology - Qualitative And Quantitative Approaches*. Altamira Press.
- Brooks. (2020). The Impact Of Unplanned School Closure On Children's Social Contact: Rapid Evidence Review. *Euro Surveil*.  
DOI: [10.2807/1560-7917.ES.2020.25.13.2000188](https://doi.org/10.2807/1560-7917.ES.2020.25.13.2000188)
- Buonsenso, D., & Roland, D. (2021, April). School Closure During The Covid-19 Pandemic. *The Pediatric Infectious Disease Journal*, 40(4).  
DOI: [10.1097/INF.0000000000003052](https://doi.org/10.1097/INF.0000000000003052)
- Bukhkalov, S.I., Ageicheva, A., Komarova, O., 2018. Distance Learning Main Trends (Doctoral Dissertation, Hry "Xpi").
- Clark, L. (2011). Parental Mediation Theory For The Digital Age. *Journal Of Broadcasting & Electronic Media*, 323-324.  
<https://doi.org/10.1111/J.1468-2885.2011.01391.X>
- Dhawan, S. (2020). Systems Online Learning: A Panacea In The Time Article Reuse Guidelines: Of Covid-19 Crisis. *Journal Of Educational Technology*, 5-22. <https://doi.org/10.1177/0047239520934018>
- Dias, P., & Brito, R. (2016). The Role Of Parents In The Engagement Of Young Children With Digital Technologies: Exploring Tensions Between Rights Of Access And Protection, From 'Gatekeepers' To 'Scaffolders'. *Sage Journals*, 6(4). <https://doi.org/10.1177/2043610616676024>
- Dong, C. (2020). Young Children's Online Learning During Covid-19 Pandemic: Chinese Parents' Beliefs And Attitudes. *Children And Youth Service Review*, 118 doi: [10.1016/j.chidyouth.2020.105440](https://doi.org/10.1016/j.chidyouth.2020.105440)
- Duraku, Z. H., & Hoxsa, L. (2020). The impact of COVID-19 on education and on the well-being of teachers, parents, and students: Challenges related to remote (online) learning and opportunities for advancing the quality of education. *Impact of the COVID-19 Pandemic on Education and Wellbeing*, 12-14. <https://orcid.org/0000-0002-8268-3962>
- Edgar, T. W., & Manz, D. O. (2017). *Research Methods For Cyber Security*. United States: Syngress.
- Efriana, L. (2021). Problems Of Online Learning During Covid-19 Pandemic In Efl Classroom And The Solution. *Journal Of English Language Teaching*

*And Literature* , 38-47.

<https://jurnal.stkipmb.ac.id/index.php/jelita/article/view/74>

Erdogan, I. (2019). Do Parents Prefer Digital Play? Examination Of Parental Preferences And Beliefs In Four Nations. *Early Childhood Education Journal*, 131-142. <https://doi.org/10.1007/s10643-018-0901-2>

Erliana, H., Safrizal, Nuthiha, R., & Luthfi. (2021). Vocational Students' Perception Of Online Learning. *Jurnal Pendidikan Teknologi Dan Kejuruan*, 57-65. DOI: <https://doi.org/10.21831/jptk.v27i1.34283>

Giustina, S. (2021). Threat Or Opportunity? A Case Study Of Digital-Enabled Redesign Of Entrepreneurship Education In The Covid-19 Emergency. *Technological Forecasting And Social Change*, 40-43. doi: [10.1016/j.techfore.2020.120565](https://doi.org/10.1016/j.techfore.2020.120565)

Hager, P.J., 2011. Concepts And Definitions Of Lifelong Learning. The Oxford Handbook Of Lifelong Learning, 1–26. London, Uk. DOI:[10.1093/oxfordhb/9780195390483.013.0015](https://doi.org/10.1093/oxfordhb/9780195390483.013.0015)

Hannum, W.H., Irvin, M.J., Lei, P.W., Farmer, T.W., 2008. Effectiveness Of Using Learner-Centered Principles On Student Retention In Distance Education Courses Inrural Schools. *Dist. Educ.* 29 (3), 211–229. <https://doi.org/10.1080/01587910802395763>

Hatzigianni, M., & Margetts, K. (2014). Parents' Beliefs And Evaluations Of Young Children's Computer Use. *Sage Journal*, 39(4), 1-4. <https://doi.org/10.1177/183693911403900415>

Irvin, M. H. (2010). Barriers To Distance Education In Rural Schools. *Q. Rev. Dist. Educ*, 73-78. <https://jrre.psu.edu/sites/default/files/2019-08/24-3.pdf>

Jurka Lepicnik-Vodopivec, Pija Samec Maribor. (2013). Communication Technology In The Home Environment Of Four-Year-Old Children (Slovenia). *Comunicar40* , 124-128. <https://doi.org/10.3916/C40-2013-03-02>

Kong, S. (2018). Parents' Perceptions Of E-Learning In School Education: Implications For The Partnership Between Schools And Parents. *Technology, Pedagogy And Education*, 15-31. DOI:[10.1080/1475939X.2017.1317659](https://doi.org/10.1080/1475939X.2017.1317659)

Lloyd, S.A., Byrne, M.M., McCoy, T.S., 2012. Faculty-Perceived Barriers Of Online Education. *J. Online Learn. Teach.* 8 (1), 72–79



- Mailizar, A. A. (2020). Secondary School Mathematics Teachers' Views On E-Learning Implementation Barriers During The Covid-19 Pandemic. *Eurasia Journal Of Mathematics, Science And Technology* . <https://doi.org/10.29333/ejmste/8240>
- Malamud, O. (2011). Home Computer Use And The Development Of Human Capital. *Hhs Public Access Author Manuscript*, Home Computer Use And The Development Of Human Capital. doi: [10.1093/qje/qjr008](https://doi.org/10.1093/qje/qjr008)
- Mousavi, M., Mohammadzadeh Nasrabadi, M., Pezeshki-Rad, G.R., 2011. Identifying And Analyzing Barrier And Inhibitor Factors For Implementation And Development Of E-Learning In Payame Noor University. *Quart. J. Res. Plan. Higher Edu.* 17 (1), 137–154.
- Mihaela, R., Luminița, S. M., Claudia, S., & Tasește, T. (2021, January). Student Perception Of Online Education Supported In The Covid-19 Period. *Technium Sosial Sciences Journal*, 15, 71-79.
- Menchaca, M. P., & Bekele, T. A. (2008). *Learner And Instructor Identified Success Factors In Distance Education*. *Distance Education*, 29(3), 231–252. Doi:10.1080/01587910802395771 <https://doi.org/10.1080/01587910802395771>
- Moleong, L. J. (2012). *Metodologi Penelitian Kualitatif*. Pt Remaja Rosdakarya.
- Nafisah. (2018). School Closure During Novel Influenza: A Systematic Review. *Pub. Health*, 657-661. <https://doi.org/10.1016/j.jiph.2018.01.003>
- Nambiar, D. (2020, April). The Impact Of Online Learning During Covid-19: Students' And Teachers' Perspective. *The International Journal Of Indian Psychology*, 8(2). [Doi: 10.25215/0802.094](https://doi.org/10.25215/0802.094)
- Ouma, G.O., Awuor, F.M., Kyambo, B., 2013. E-Learning Readiness In Public Secondary Schools In Kenya. *Eur. J. Open Distance E-Learn.* 16 (2), 97–110 [DOI: 10.15408/ijee.v7i2.17773](https://doi.org/10.15408/ijee.v7i2.17773)
- Nouwen, M., & Zaman, B. (2018). Redefining The Role Of Parents In Young Children's Online Interaction. Avalue- Sensitive Design Case Study. *Internasional Journal Of Child Computer Interaction*, 22-26. [DOI:10.1016/J.IJCCI.2018.06.001](https://doi.org/10.1016/J.IJCCI.2018.06.001)
- Owens, J., Hardcastle, L., Richardson, B., 2009. Learning From A Distance: The Experience Of Remote Students. *J. Distance Educ.* 23 (3), 53–74. [https://www.researchgate.net/publication/249315939\\_Learning\\_from\\_a\\_distance\\_The\\_experience\\_of\\_remote\\_students](https://www.researchgate.net/publication/249315939_Learning_from_a_distance_The_experience_of_remote_students)

- Raja, R & Nagasubramani. (2018). Impact Of Modern Technology In Education. *Journal Of Applied And Advanced Research*, 33-35. <https://doi.org/10.21839/jaar.2018.v3iS1.165>
- Rimal, R. N., & Soon, H. J. (2010). Use Of The Risk Perception Attitude Framework For Promoting Breast Cancer Prevention. *Journal Of Applied Social Psychology*, 40(2), 287-310. <https://doi.org/10.1111/j.1559-1816.2009.00574.x>
- Ronghuai Huang. (2020). Disrupted Classes, Undisrupted Learning During Covid-19 Outbreak In China: Application Of Open Educational Practices And Resources. *Smart Learning Environments Journal*, 10-12. <https://doi.org/10.1186/s40561-020-00125-8>
- Stevic A, J. Matthes. (2021). A Vicious Circle Between Children's Non-Communicative Smartphones Use And Loneliness: Parents Cannot Do Much About It. *Telematics And Informatics Elsevier*, 20-23. <https://doi.org/10.1016/j.tele.2021.101677>
- Sharma, I., & Kiran, D. (2021). Study Of Parent's Satisfaction For Online Classes Under Lockdown Due To Covid-19 In India. 17-36. <https://doi.org/10.1080/09720510.2020.1833452>
- Sifat, R. I. (2020, october). COVID-19 pandemic: Mental stress, depression, anxiety among the university students in Banglades. *International Journal of Social Psychiatry* , 1-2. <https://doi.org/10.1177/0020764020965995>
- Skulmowski, A. &. (2020). Covid-19 As An Accelerator For Digitalization At A German University : Establishing Hybrid Campuses In Times Of Crisis. *Human Behavior And Emerging Technologies*, 212-216. <https://doi.org/10.1002/hbe2.201>
- Sohaya, E. M. (2020). Blended Learning And 4cs: Trends In The New Normal Life Of Education, Globalization And The Next Decade. *Education And Humanities Research*, 1-5. <https://doi.org/10.2991/assehr.k.201124.019>
- Vishnu, R., & Selvaraj, A. (2021). Effect Of Pandemic Based Online Education On Teaching And Learning System. *International Journal Of Educational Development*, 10-11. <https://doi.org/10.1016/j.ijedudev.2021.102444>
- Who. (2020, March). Who Director-General's Opening Remarks At The Mission Briefing On Covid-19. *World Health Organization*, 20.

Zaharah, Z. &. (2020). Zaharah, Z., & K Impact Of Corona Virus Outbreak Towards Teaching And Learning Activities In Indonesia. *Jurnal Sosial Dan Budaya Syar-I*. DOI: <https://doi.org/10.15408/sjsbs.v7i3.15104>

Zboun, J. S., & Farrah, M. (2021). Students'perspectives Of Online Language Learning During Corona Pandemic: Benefits And Challenges. *Indonesian Efl Journal* , 13-20. DOI: <https://doi.org/10.25134/ieflj.v7i1.3986>





MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. KaptenMochtarBasri No .3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> Email: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-1

Kepada Yth : Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal: **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertandatangan dibawah ini :

Nama Mahasiswa : Muliana  
NPM : 1702050083  
Program Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 136 sks IPK = 3,56

Persetujuan Ket/Sekret, Prog. Studi	Judul Yang Diajukan	Disahkan oleh Dekan Fakultas
	An analysis of student effectiveness in understanding English, during the Covid 19 at Junior High School Grade 8	
	An Effective blended online teaching and learning strategy during the covid 19 Pandemic	
22/04/2021	Parent's perspective on barriers E-learning during the covid 19 lockdown : a qualitative review	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, Maret 2021  
Hormat Pemohon,

Muliana

Keterangan:  
Dibuat rangkap 3 : - Untuk Dekan Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> Email: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-2

Kepada Yth : Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu'alaikum Wr. Wb*

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Muliana  
NPM : 1702050083  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut ini :

Parent's perspective on barriers to E-learning during the covid19 lockdown: a qualitative re view

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Pirman Ginting, S.Pd., M.Hum *Acc 05/09-2021* 

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, Maret 2021  
Hormat Pemohon,



Muliana

Keterangan:

Dibuat rangkap 3 : - Asli untuk Dekan/Fakultas  
- Duplikat untuk Ketua/Sekretaris Jurusan  
- Triplikat Mahasiswa yang bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 836 /II.3/UMSU-02/F/2021  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Muliana  
N P M : 1702050083  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : Parents' Peerspective on Barriers to E-Learning During The Covid 19  
Lokdown : A qualitative Review

Pembimbing : Pirman Ginting, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 5 April 2022

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :  
Medan, 22 Sya'ban 1442 H  
05 April 2021 M



Dekan  
  
Prof. Dr. H. Zilfianto Nst, S.Pd, M.Pd. Δ  
NIP. 19501115057302



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
UPT PERPUSTAKAAN

Alamat : Jalan Kapten Mukhtar Basri No.3 Telp 6624567 –Ext 113 Medan 20238  
Website : <http://perpustakaan.umsu.ac.id> Email : [perpustakaan@umsu.ac.id](mailto:perpustakaan@umsu.ac.id)

*Bila menyuruh surat ini, agar disebutkan nomor dan tanggalnya.*

**SURAT KETERANGAN**

Nomor : 320/ KET/II.3-AU/UMSU-P/M/2022

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

**Nama** : Muliana  
**NPM** : 1702050083  
**Fakultas** : FKIP  
**Jurusan** : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 14 Syakban 1443 H.  
17 Maret 2022 M.

**UMSU**  
Unggul | Cerdas | Terpadu



Muhammad Arifin, S.Pd, M.Pd





MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
UPT PERPUSTAKAAN

Alamat : Jalan Kapten Mukhtar Basri No.3 Telp 6624567 –Ext 113 Medan 20238  
Website : <http://perpustakaan.umsu.ac.id> Email : [perpustakaan@umsu.ac.id](mailto:perpustakaan@umsu.ac.id)

*Eks menyuruh surat ini, agar disebutkan nomor dan tanggalnya.*

**SURAT KETERANGAN**

Nomor : 320/ KET/II.3-AU/UMSU-P/M/2022

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

**Nama** : Muliana  
**NPM** : 1702050083  
**Fakultas** : FKIP  
**Jurusan** : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 14 Syakban 1443 H.  
17 Maret 2022 M.

**UMSU**  
Unggul | Cerdas | Terpadu



Muhammad Arifin, S.Pd, M.Pd





**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umhu.ac.id> E-mail: [fkip@umhu.ac.id](mailto:fkip@umhu.ac.id)

**BERITA ACARA SEMINAR PROPOSAL**

Pada hari ini Kamis Tanggal 11 Bulan November Tahun 2021 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Muliana  
N.P.M : 1702050083  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Parent's Perspective on Barriers to E-learning during the Covid-19 Lockdown : A Quaitative Review

No	Masukan dan Saran
Judul	Parents' perspective on Barriers to E-learning during the Covid 19 lockdown : A qualitative Review
Bab I	Penambahan penjelasan tentang Education
Bab II	Tentang Conceptual framework
Bab III	Perluasan tentang penggunaan teori Miles & Huberman
Lainnya	-
Kesimpulan	[ ] Disetujui [ ] Ditolak [ ] Disetujui Dengan Adanya Perbaikan

Dosen Pembimbing

(Pirman Ginting, S.Pd., M.Hum)

Dosen Pembahas

(Resty Wahyuni, S.Pd., M.Hum)

Panitia Pelaksana

Ketua

(Mandra Saragih, S.Pd, M.Hum)

Sekretaris

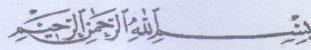
(Pirman Ginting, S.Pd., M.Hum)



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**SURAT PERNYATAAN**



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Muliana  
N.P.M : 1702050083  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Parents' Perspective on Barriers to E-Learning During the Covid-19 Lockdown: A Qualitative Review

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Maret 2022

Hormat saya

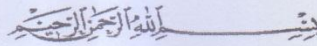
Yang membuat pernyataan,



MULIANA

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

**Pirman Ginting, S.Pd., M.Hum**



**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama Lengkap : Muliana  
 N.P.M : 1702050083  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : Parents' Perspective on Barriers to E-Learning During the Covid-19 Lockdown: A Qualitative Review

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
11 <sup>th</sup> December 2021	Questionnaire	
4 <sup>th</sup> January 2022	Revising Questionnaire	
19 <sup>th</sup> January 2022	Final Questionnaire	
18 <sup>th</sup> february 2022	Chapter IV Result	
14 Maret 2022	Revising Chapter IV	
	Revising is complete	

Medan, Maret 2022

Diketahui oleh:  
Ketua Prodi

(Pirman Ginting S.Pd., M.Hum)

Dosen Pembimbing

(Pirman Ginting S.Pd., M.Hum)

<b>Overarching Themes</b>	<b>Subthemes</b>	<b>Selected Post</b>
<b>Personal Barriers</b>	<b>Lack of training and support</b>	<p><i>yes, I'm sure as a layman it's hard to use this equipment (Responden No.1 Mr Sumitro)</i></p> <p><i>I think it's really complicated to make this electronic item (Responden No.9 Mrs Widia)</i></p> <p><i>For people who know technology like me, this is difficult (Responden No. 12 Mr Afif)</i></p>
	<b>Lack of technical expertise</b>	<p><i>I hope they know enough about this online school lesson (Respondent No.14 Mr Anto)</i></p> <p><i>Yes, I don't know, because people my age are so bad at technology (Respondent No.17 Mr Ali)</i></p>
	<b>Inadequate communication</b>	<p><i>some know, some don't (Respondent No.2 Mrs Nur)</i></p> <p><i>Well I don't know, because when I study online I'm not at home (Responden</i></p>

		<p><i>No.7 Mr Salim)</i></p> <p><i>I can't be sure yet, because sometimes the kids understand sometimes they don't (Respondent No.16 Mrs Rika)</i></p> <p><i>Now, I don't know, because the one who was accompanying me when I was studying was her mother(Responden No.18 Mr Bambang)</i></p> <p><i>I can't be sure yet, because sometimes the kids understand sometimes they don't (Respondent No.26 Mrs Ratih)</i></p> <p><i>I think if learning is not face-to-face, it's also difficult for children to understand the lesson, most love homework with the teacher (Respondent No.29 Mrs Widiastuti)</i></p>
	<p><b>Lack of qualifications</b></p>	<p><i>I've forgotten a lot of school lessons (Responden No.3 Mr Rizal)</i></p> <p><i>That's the responsibility of the teacher who teaches (Responden No.11 Mr</i></p>

		<p><i>Fadli)</i></p> <p><i>Actually I can't but, because that's the teacher's responsibility (Responden No.21 Mr Rahmat)</i></p> <p><i>If I teach children, I certainly can't, but if I give directions about the lesson, I understand (Responden No.28 Mr Bowo)</i></p>
<b>Technical barriers</b>	<b>Insufficient investment and maintenance</b>	
	<b>Poor connectivity</b>	<i>sometimes it's difficult because the signal is difficult to log in, or disconnected (Responden No.10 Mr Arif)</i>
<b>Logistical barriers</b>	<b>Difficulties in using distance learning and lack of student preparation</b>	<i>I don't know, because when I study online I'm working (Responden No.3 Mr Arif)</i>
		<p><i>occasionally there but must be used to for the sake of the children (Respondent No.5 Mrs Amelia)</i></p> <p><i>The difficulty when learning online is managing the children at home (Responden No.22 Mr Alam)</i></p> <p><i>difficult at the beginning</i></p>



		<p><i>when online learning begins, or when the signal is problematic(Respondent No.25 Mrs Ami)</i></p> <p><i>I also don't know this, because it's not uncommon for her mother to accompany her when she's studying when she's usually accompanied (Responden No.27 Mr Ali Nurdin)</i></p>
	<p><b>Dissatisfaction with distance learning modality</b></p>	<p><i>Yes, I'm not satisfied either, moreover, it seems like everything is charged to the parents (Respondent No.6 Mrs Lia)</i></p> <p><i>Yes, let's just follow government regulations, right? (Responden No 8 Mr Rahman)</i></p> <p><i>Yes, of course, let's make it work twice (Responden No 13 Mr Adit)</i></p> <p><i>Actually I'm not satisfied with online learning, it seems that everything is delegated to parents, but yes, we follow the rules, right? (Respondent No.15 Mrs Lia)</i></p>

		<i>Yes, of course I'm not satisfied, because it adds to our work as parents, but because we follow the rules, it's implemented ((Respondent No.24 Mr Putra)</i>
	<b>Inability of distance learning to meet students' needs</b>	
<b>Financial barriers</b>	<b>Inability to buy technology</b>	<i>Honestly, if I have to buy a new one, I can't afford it, so the child still uses what's available (Respondent No.19 Mrs Widia)</i>
	<b>Inability to pay for internet services</b>	<i>Actually yes, because the school data quota given is sometimes problematic, so children have to use a personal quota (Respondent No.20 Mr Dedi)</i>
		<i>Well, at the very least, you have to increase the wifi bandwidth so that the speed is stable (Respondent No.23 Mr Maksum)</i>
		<i>Actually, yes, because the school internet data quota given is sometimes problematic, so you have to use a personal quota, so sometimes personal money comes out too (Respondent No.30 Mr Mulianto)</i>

No/name	Personal Barriers	Technical Barriers	Logistical Barriers	Financial Barriers
1 Sumitro	Lack of technical expertise	-	-	-
2 Nur	Lack Of Training and Support	-	-	-
3 Rizal	-	-	Dissatisfaction with distance learning modality	-
4 Arif	-	-	Dissatisfaction with distance learning modality	-
5 Amelia	-	-	Dissatisfaction with distance learning modality	-
6 Lia	-	Poor connectivity	-	-
7 Salim	Inadequate communication	-	-	-
8 Rahman	-	-	Dissatisfaction with distance learning modality	-
9 Widia	-	-	-	Inability to buy technology
10 Arif	-	Poor Connectivity	-	-
11 Fadli	-	-	Difficulties in using distance	-

			learning and lack of student preparation	
12 Afif	Lack Of Training and Support	-	-	-
13 Adi	-	-	Dissatisfaction with distance learning modality	-
14 Anto	-	-	Dissatisfaction with distance learning modality	-
15 Ani	-	-	Dissatisfaction with distance learning modality	-
16 Rika	Lack of technical expertise	-	-	-
17 Ali	Lack of qualification		-	-
18 Bambang	-	Poor Connectivity	-	-
19 Widia	Lack Of Training and Support	-	-	-
20 Dedi	-	-	-	Inability to pay for internet services
21 Rahmat	Lack Of Qualification	-	-	-
22 Alam	-	-	Dissatisfaction with distance learning modality	-
23 Maksum	Inadequate communication	-	-	-
24 Putra		-	Dissatisfactio	-

			n with distance learning modality	
25 Ami	Lack Of Training and Support	-	-	-
26 Ratih		-	Dissatisfaction with distance learning modality	-
27 Ali nurdin	Inadequate communication	-	-	-
28 Bowo	Lack Of Qualification	-	-	-
29 Widiastuti	-	-	-	Inability to pay for internet services
30 Mulianto	-	-	-	Inability to pay for internet services
<b>Total;</b>	<b>11</b>	<b>4</b>	<b>11</b>	<b>4</b>
<b>Percentage</b>	<b>11/30x100 (36.7)</b>	<b>4/30x100(13.3 %)</b>	<b>11/30x100 (36.7)</b>	<b>4/30x100(13.3 %)</b>

## **CURRICULUM VITAE**

### **IDENTITY**

1. Name : Muliana
2. Place/ Date of Birth : Pematang Tanah Seribu, 11 Mei 1999
3. Students's Number : 1702050083
4. Gender : Female
5. Religion : Moeslem
5. Address : Jln. Pepaya ,Tanjungbalai
7. Email : mulianapiliang05@gmail.com
8. Hobbies : Entrepreneur ship

### **EDUCATION**

- Elementary School (SDN) Negeri 134412 Tanjungbalai ( 2006-2011)
- Junior High School ( SMP ) Negeri 10 Tanjungbalai ( 2011 – 2014)
- Senior High School ( SMA ) Negeri 1 Tanjungbalai ( 2014 – 2017)
- Bachelor's Degree Starata 1 in English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara (UMSU ) 2017 – 2022).