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## Parents' Perspective on The Online Learning Using Zoom Application in Early Childhood Education

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**ABSTRACT:** During the pandemic, as the entire education system of the world shifts to distance learning, parents become important agents of learning, assisting children in understanding how to continue learning, using digital screens, and supporting them in this process. The main purpose of this study was to obtain information from parents in the use of the ZOOM application starting from the preparation and implementation of learning. Using a qualitative descriptive method, this study identified the parental perspectives of 20 participants. The summary of the results shows, (1) parents have difficulty because they are not familiar with the ZOOM application. (2) The learning process is often constrained by equipment related to the ZOOM application. (3) It requires the use of an Internet quota package with a very good network. (4) The process requires a quiet place so as not to interfere with the learning process. (5) Parents need extra patience in directing children during the ongoing learning process. (6) The learning process lasts about two hours, and parents must postpone their homework/work to help their children complete their online activities.

**Keywords:** Parents Perspective, Online Learning, Kindergarten

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## 1 INTRODUCTION

As a result of the COVID-19 pandemic, early-childhood teachers have modified their curriculum to allow students to engage in distance learning while remaining at home. However, the readiness of schools to offer distance learning depends on school and family resources, which can exacerbate differences between schools (Tran et al., 2020). Home schooling with younger children requires parental involvement. This sudden shift to distance learning, as well as the problems it creates, is a cause for concern because, without adequate parental support, these changes can increase the likelihood that parents will experience parenting stress and burnout, which may have a negative impact on children (Griffith, 2020). During school closures, children are also at high risk of excessive screen use, which may be harmful to their development (de Jong et al., 2013).

There was a blow in general education, where learning had traditionally been organized as a face-to-face learning process in which students learn under the guidance of a teacher. This Learning process had to be transformed into remote education in a matter of days. While many Portuguese instructors were concerned about Emergency Remote Teaching and Online Learning, the majority regarded it as an opportunity. The most often reported challenges were workload, working conditions, and time management. Teachers stressed engagement, the responsibility of parents, lack of touch, and autonomy as limits for pupils (Seabra et al., 2021). The concept of "home schooling," from its previous understanding of being a way to provide education at home to certain groups of people (Carlson, 2020) and suddenly became a general form of education and paternalism (English, 2021). The parents of the pupils, who had to become home-schoolers in a matter of days without any prior training, had a significant part in this predicament. Parents were now the ones who helped pupils develop digital skills, learn, and understand how to manage the learning process, whereas parental engagement had previously been assessed as vital but sometimes insufficient (Henderson et al., 2020).

The current study includes some descriptive data on children's learning and screen usage during class suspension, as well as parental perceptions of issues and the assistance required. The findings show that most children have participated in some form of distant learning as given by their schools, and that primary school parents perceive a greater degree (e.g., medium, or high level) of difficulty in distance learning than kindergarten parents (Lau & Lee, 2020). Children's lack of concentration and interest, disruption from other family members, and a lack of resources and equipment are the most frequently reported difficulties associated with children's learning at home by both kindergarten and primary school parents, according to the existing literature (Zhang et al., 2020). Dong et al., (2020)'s findings that online learning is seen as difficult by families during the pandemic. It's likely that, because of the abrupt shift to large-scale distance learning, instructors lack the knowledge and skills necessary to develop distance learning that would maintain children's learning interests while also considering the constraints of their home surroundings.

Alfadda and Mahdi (2021) study looked at how students felt about utilizing the Zoom online conferencing technology to help them transition to at-home learning and considering the technology acceptance model, which served as the theoretical foundation for their research, this included online learning throughout the pandemic. The Zoom application allows educators and students to engage in real time. Individuals utilize a webcam and microphone to communicate in real time in an online environment, allowing interactions comparable to those found in traditional classrooms (Rahayu, 2020). Up to 200 people can actively engage in live sessions, with an additional 3000 people watching from the side-lines (Dharma et al., 2017). Although this service is subscription-based, with education subscriptions beginning at \$1800 per year for 20 hosts, there is a free version that restricts video sessions to 40 minutes.

Based on the consideration of various problems that arise in early childhood learning during pandemic, the focus of this research is designed in a research question, what are the opinions and views of parents in assisting the preparation and implementation of online learning using the ZOOM application? While the purpose of this study is to summarize the perspective of parents in preparing and assisting the implementation this activity.

## 2 THEORITICAL STUDY

### 2.1 *Online Learning*

The COVID19 pandemic has changed the learning model significantly. Learning that is usually done face to face, is now switching to a network or online. The ministry has announced that all universities in all zones are prohibited from studying and switching online. Online learning is less well-known but is a choice good for defining physical interactions between students and faculty. You can control the target of COVID19. However, online learning conducted after mid-March 2020 needs to be evaluated comprehensively. The preparation of infrastructure and human resources in the form of an application platform needs to be done immediately. Infrastructure and equipment are useless if users (teachers and students) are not ready to operate (Rahayu, 2020). Online teaching will be successful if you seriously observe these aspects the following main: guaranteed access and technology, their guides and step by step, participation, maximum student the teacher learning collaborative and interaction. There are three levels of student interaction, namely, relationships with concepts, relationships with work, and relationships with people other, both teachers and other students, but teachers need to ensure that students take care of themselves online. There are some obstacles to introduction e-learning. Internet access in Indonesia is still often the cause of online teaching problems (Muhdi et al., 2020).

As a kind of distant education, online learning is an educational process that takes place through the Internet. As a result of the COVID-19 epidemic in 2020, distance education became commonplace. Because of these circumstances, online teaching and learning became crucial in early childhood education programs, despite ongoing arguments about

whether or not prolonged exposure to Information and Communication Technology is helpful for young children (Kim, 2020).

Online learning is defined as "learning that takes place via the Internet," either in a synchronous or asynchronous setting, in which students interact with professors and other students at their leisure (Singh & Thurman, 2019). Because of its increased flexibility in terms of time, location, and speed of study, simpler and more effective access to a larger range and higher quantity of knowledge, and lower financial cost, online learning has witnessed the rapid expansion over the last decade. Government organizations, educational institutions, and companies throughout the world are progressively pushing online learning in this globalized digital era, resulting in a transition from traditional face-to-face classrooms to distant and online learning (Aldhafeeri & Khan, 2016).

Online learning may create a rich, genuine learning ecosystem that facilitates cooperation and interdependence among learners, thanks to the emergence of new communication technology (Aldhafeeri & Khan, 2016). Researchers O'Doherty et al., (2018) have voiced concerns about the quality of online learning and highlighted the primary challenges in establishing an online learning community with a high level of social presence and participation. Furthermore, some academics are concerned about key issues with online learning, such as social isolation, a lack of involvement and participation, and delayed or insufficient feedback (Dong et al., 2020).

Most schools deliver subject matter from teachers to students by choosing to use various platforms. Today's educational institutions starting from the highest level and all the way down do distance teaching as a way that is considered effective and efficient. Because students are in a home environment due to the Covid-19 pandemic, parents must indirectly have fun parenting abilities, and their education must be very good. As effective as possible, parents must also be able to understand the child's temperament in addition to providing educational services and monitoring the child's performance during learning. Using the Internet as a remote access and technique in delivering material will help the role of parents. Although the use of online distance learning has increased significantly at all stages of learning in various subjects, there are still some obstacles in the implementation of distance learning. These barriers can make it more difficult or impossible for certain groups to use distance learning. Therefore, it is important to understand parents' views on distance learning disabilities. This allows governments and education decision-makers to remove barriers that have the greatest impact on parents and find solutions to help their children receive a good education (Abuhammad, 2020).

The technology acceptance model, which is used to evaluate academic and behavioural goals, demonstrates that prior technology experience is a key component in defining e-learning policy (Alharbi & Drew, 2014). The use of instructional technology necessitates knowledge of how people interact with technology. In Indonesia, many educational technologies necessitate intricate and demanding applications. The Zoom program has recently emerged as a popular choice for most individuals in the realm of education. <https://zoom.us/about> contains information from the official website.

Zoom is the industry leader in contemporary workplace video communications, offering a simple and dependable cloud platform for video and audio conferencing, collaboration, chat, and webinars on mobile devices, PCs, phones, and room systems. Zoom Rooms is the original software-based conference room solution, and it's utilized in boardrooms, conference rooms, huddle rooms, training rooms, executive offices, and classrooms all around the globe. Zoom, founded in 2011 by Eric S. Yuan, assists businesses and organizations in bringing their employees together in a frictionless environment to accomplish more. Zoom is a Nasdaq-listed corporation with headquarters in San Jose, California (ticker: ZM). The Indonesian government, on the other hand, adopted an online learning strategy in schools and universities during the COVID-19 outbreak. Which issue will arise if the management system allows for the adoption of online learning? We can look at it from the perspective of individual ability. The Internet network component as well as the application device has to be taken into account in order for online learning to be successful (Ergün & K1Y1C1, 2019).

## *2.2 Parents' Perspective on The Online Learning*

As a parent, as best as possible, you must give the best for your child in every activity of their life, apart from caring for them, they must also protect and provide guidance for their children. Raising children is a process that prepares children to be independent. When it's time for children to grow up and develop, of course there are things that parents can do to develop their children. When the whole education system in the world transitioned to distant learning, parents became crucial learning agents, assisting students in understanding how to continue learning, how to use digital solutions, and how to support kids through this process (Daniela et al., 2021).

All parents expect their children to be decent and educated. As a result, early childhood education is the quality dream of parents, and children can learn optimally even during the pandemic. Of the coursework school that comprises the heads kindergartens and teachers play an important role in determining the learning strategies appropriate in the era of COVID-19 pandemic. Parents of the pupils, who were forced to become home schoolers in a matter of days with no prior training, played a significant role in this circumstance. While parental engagement has been deemed vital but insufficient in the past, it is no longer the case (Henderson et al., 2020) . Therefore, homework with leaders and teachers' kindergarten is not an easy task and should not be taken lightly. Educators are not recorded as the frontline in the fight against COVID 19 but cannot be denied that they were instrumental in preparing teachers for learning optimal strategies. In the current situation, many schools are not ready to face the pandemic and have not developed strategies to support learning so that the pandemic remains optimal. As a result, many schools have had to close permanently due to the limited number of people who can handle learning supportive during the pandemic. Because education is a measure of national progress, then implementing strategy's school to optimize early childhood learning in the pandemic current is the key to success school (LaRocque et al., 2011).

The current research implies that variables may influence children's participation in learning activities at home. The extent of parental participation in their children's online learning activities is one of them. Children may not have received optimal online learning despite having parents who had computer devices with Internet connection at home, since fewer than half of respondents said they educated their children using their computer devices. This might be explained by the fact that parents are inadvertently compelled to be organized; self-motivated, self-disciplined enough to understand their children's learning materials and supervise them in the absence of their teachers (Briggs, 2020).

More importantly, the lockdown forced some parents to work from home, making it practically impossible to commit appropriate time to guarantee proper learning, as described. Another aspect that may influence children's participation in learning activity at home is the availability of Internet-enabled gadgets, which may limit the amount of time given to online learning, as revealed in another research by (Frenette, 2020). This is especially important during the COVID-19 shutdown, when families with many children may have a higher need for Internet-enabled devices, and parents may be required to work online from home using the same device.

### 3 METHOD

#### 3.1 *Research Approach*

These research approaches used descriptive qualitative method (Creswell, 2015). Researchers will describe events that occur in real, realistic, actual at this time. Descriptive qualitative was chosen in this study because the purpose of qualitative descriptive investigations is to provide a detailed narrative of occurrences in daily terms. Qualitative descriptive researchers keep close to their data and the surface of words and events when conducting qualitative descriptive studies.

#### 3.2 *Participants*

The researcher uses a targeted sample to select participants who can understand the phenomenon under investigation and provide important information about it. Participants are parents who are directly involved in assistance learning online through the ZOOM application. The selection of participants was based on several criteria, including direct involvement in the research, maker's political decision, and in the end, selected twenty parents were for the study. Participants requested by to agree to give them time to do the interview. The participants in this study were twenty parents whose children were students at the Al-Azhar Model Kindergarten in Medan, Medan Johor District, Medan City, North Sumatra Province. And these twenty parents are indeed the ones who directly accompany the online learning process using the ZOOM application from their teacher.

### 3.3 *Implementation Procedure*

In this study, the researcher started from planning the research design, such as designing research with initial observations. After that do the preparation of instruments such as compiling interview guidelines, compiling observation sheets. After the data is obtained, data analysis will be carried out with the stages Miles's et al., (2014) namely Reduction Data. When reducing data, the researcher directs himself to the goal to be achieved. The main objective of qualitative research is results. Therefore, if a researcher finds during a search that everything that is considered unique and does not unknown yet has a pattern, must pay attention to this when reducing data. Data reduction is an activity to summarize, select points, focus on the essence, and look for topics and sample's data. Data presentation once the data is collapsed. The next area is where the data is displayed. In qualitative research, the data display can be in the form of short descriptions, charts, relationships between categories, flow charts, and others. Drawing conclusions, the step third in this study qualitative data analysis is drawing conclusions or validating them. In fact, the initial conclusions presented are the beginning and can be changed if there is no evidence found on the next stage of data collection. However, if the conclusions are supported by strong evidence (valid and consistent) when the researcher returns to Japan to collect data, the conclusions made are reliable and usable. To ensure the validity of the data obtained, triangulation techniques and member checks are used.

### 3.4 *Data Collection*

At this stage the researchers made direct observations to students' homes to check the truth that the parents of the students were directly accompanying them during the online learning process. Furthermore, conducting interviews with parents of students according to the guidelines that have been prepared previously. And the last one took documentation of the online learning process accompanied by his parents directly.

## 4 RESULT AND DISCUSSION

### 4.1 *Result*

From the results of interviews and observations with parents about parental assistance in online learning using the ZOOM application at the Al-Azhar Model Kindergarten, Medan, both in preparation and implementation.

#### 4.1.1 *Parental assistance in online learning*

From interviews with the parents of students in kindergarten Al Azhar Medan on lesson preparation online using apps ZOOM said:

*It feels difficult because not familiar with the application ZOOM to operate the application ZOOM when starting the learning process completely confused*

Here in after parents assist their children also said:

*When learn to just put the cell phone with a backrest only on the book so that it often falls. There were also videos and lost communication between teachers and students during ZOOM because the internet packet network was intermittent. And must prepare a place where there is no sound that can interfere with the learning process.*

#### 4.1.2 Parents perspective during the implementation of online learning

Meanwhile, parental assistance during the implementation of online learning at the Al Azhar Model Kindergarten Medan shape their perspective, almost parents said:

*The point is you must have extra patience when accompanying children in online learning using the ZOOM application because sometimes children want to get ready quickly, those who are thirsty, who want to eat. The online learning process takes too long to take up to 2 hours, making us must postpone our homework which is usually done every day.*



Figure 1. Children Activities when Online Learning

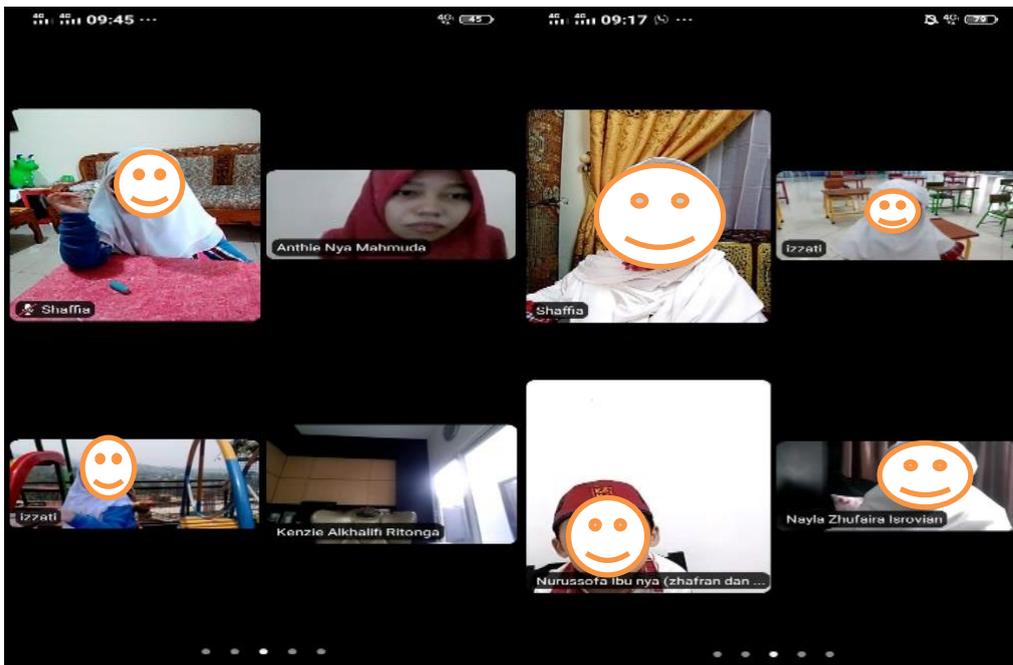


Figure 2. Online Learning Pictures using Zoom Meeting

Based on the data analyses, the summary of the research findings that can be seen in Table 1.

Table 1. Summary of Data Analyses

No	Category Findings Description
1	Parent having difficulty with the ZOOM application
2	Parent constrained by equipment related to The ZOOM Application (Laptop etc.)
3	Parent's internet network quota package often interrupted
4	Parents should prepare a quiet place for support the learning process
5	The Importance of parental patience during online learning assistance
6	Parents must prepare time to accompany their children in online learning

## 4.2 Discussion

### 4.2.1 Parent Having Difficulty with The ZOOM Application

The According to previous study, parents are more likely to feel anxious if they are having difficulty supporting their children's schooling during the epidemic (Spinelli et al., 2020). Findings suggest that parents have generalized anxieties because of class suspension and not having access to face-to-face school services, although there are no direct proof worries are connected to the challenges children and parents have in distant learning. These findings imply that providing better help to parents to steer their children's learning might lower their stress. In fact, parents ranked a wide spectrum of assistance in helping their family, from school practices to job and government regulations.

In terms of personal obstacles, research indicated that personal barriers were the most noticeable. Lack of training and assistance, a lack of technical competence, poor communication, and a lack of certifications were among the obstacles. One of the most often mentioned hurdles was a lack of training in the use of distant learning. These parents also described why they disliked online learning: since they lacked social connections with their peers, children did not perceive online learning as a formal class, and hence were unable to concentrate on their studies. Furthermore, because they did not have instructors' authority, parents found it difficult to control their children's online learning at home, as indicated in the following statements from their replies to the two open questions (Dong et al., 2020).

In another research, the biggest impediment is seen to be the integration of digital technologies in supporting online learning (Habibi et al., 2021). Technology should be understood by parents. If students are unable to engage in their distance learning classes due to the unreliability of the home Internet and technical gadgets accessible, technology can help. The key to successful distance learning is having reliable technology to ensure that distance learning programs are delivered online utilizing engaging distant learning strategies. Parents and their school-aged children recognize how technology may enhance their remote learning experience.

#### 4.2.2 *Parent Constrained by Equipment Related to The ZOOM Application*

Various techniques education in Indonesia gives rise applications to complex and difficult. Recently, has emerged the application zoom as an alternative application that can be used by most people in educational institutions. News from the official site <https://zoom.us/about>. Zoom is the video communications leader powerful latest for enterprises with a cloud platform simple and for video and audio conferencing, collaboration, chat, and the web across systems mobile, desktop, phone, and room. Zoom Rooms is a native software-based conference room solution used worldwide in aircraft, conferences, assembly and training rooms, as well as in executive offices and classrooms (Zulherman et al., 2021). Regarding educational equipment. Educational tools are actions or situational objects that are intentionally carried out to achieve educational goals and all tools or means used to achieve goals. In addition, media are objects that are manipulated, seen, heard, read, or discussed with appropriate aids in teaching activities, and will affect the effectiveness of teaching plans.

Many kindergarten leaders have difficulty following the planned and inadequate educational plans in achieving their goals. Problems exist for teachers, parents, especially students. Most teachers have problems creating materials classroom interactive and conducting assessments. Parents struggling to help children they're because of activity the busy and educational poor skills. Children have difficulty learning online due to limited resources. However, long-term reform of the education system is needed to prepare for potential disasters that affect the education system. This could include the integration of learning traditional and online in the system education, as well as the development of supporting facilities and infrastructure. Parents also find it difficult to support their children. Balancing responsibilities between the demands of work and the needs of children is parenting experience the most dominant education Distance Has potential great to promote development, but it cannot replace the model education direct. And learning from home reduces comprehension reading kindergarten children's (Munastiwi & Puryono, 2021).

So, it is necessary to understand together that the aspects of successful online implementation are in the technical implementation of talent, availability of infrastructure, and learning. One of the most important components for the successful implementation of the learning process is online learning facilities and infrastructure, which are closely related to the use of technology. The technical facilities that support the implementation of online learning are the use of education management information systems. Because facilities and infrastructure are one of the factors that influence the success of the teaching and learning process, the standards and use of learning facilities must meet the learning objectives. Online learning is inseparable from the means that support the learning process. All elements of the school, including teachers, principals, and students, are experiencing sudden changes that need to adapt to the current situation and support the learning process and however, the transition from face-to-face education to be online learning presents obstacles and barriers for students and educators.

#### 4.2.3 *Network Internet Quota Packages Are Often Interrupted*

This finding is indeed quite sad in the world of education, which has been affected by the pandemic. Suddenly, parents in urban and rural areas must provide quotas for children's learning, even though school fees are free or cheaper than the quota price that must be purchased. As already mentioned, the zoom application must be supported by a good Internet speed, this often causes learning to be not smooth. What is even sadder is that parents cannot afford Internet quotas and make it difficult for children to get stimulation for online learning.

Effective online learning activities (on a network) carried out as learning activities must of course use the internet network to be connected online. In online learning (in the network) must prepare supporting facilities and infrastructure so that learning activities can be carried out properly. With online learning, students are required to play an active role in learning activities. At this time online learning is the main choice carried out as a process of learning activities at the kindergarten level. This online learning was conducted during the COVID-19 pandemic (Apuke & Iyendo, 2018).

The use of internet technology for learning in institutions educational Modern in developing countries are largely concerned with their impact on achievement academic, communication, and general educational goals. Most of them stated that they depend on their smartphone/mobile phone to access the internet through subscriptions from ISPs other and become too dependent on Google, Yahoo, and open access ezines. However, students believe that the use of the Internet allows them to do pre-research, multitask, expand reading and study opportunities, encourage independent learning, promote and strengthen peer learning and test preparation to improve their skills (Apuke & Iyendo, 2018).

Although the Hong Kong government has developed a program to assist low-income families in obtaining electronic equipment and Internet subscriptions at home, low-income families may require further assistance due to their lack of information and communication technology literacy (Scherer & Siddiq, 2019). Most of the people in our sample are from the middle class. However, reports of a shortage of resources and equipment were still common. Because many of the participants (>40%) had several children, it's likely that families don't have many devices or Internet connection, especially given that devices and bandwidth must be shared between children's distance learning and parents' work-from-home demands (Lau & Lee, 2020).

#### 4.2.4 *Parents Should Prepare a Quiet Place for Support the Learning Process*

The findings show that it is easy for children to switch their focus when they are doing online learning. Especially if the material presented by the teacher does not attract his interest and attention. However, even though the activities arranged by the teacher are interesting, children are easily distracted if there are disturbing sounds around them. Therefore, learning using the ZOOM application, in the opinion of parents, requires a

place that is conducive or quiet enough for children to focus on learning on a digital screen.

For several reasons, why a conducive place for online learning is needed. This is due to several things, such as. (a) Only one person can speak because an audio communication tool allows us to hear only one participant's voice at a time. (b) When sharing a screen to present visual materials, a teacher can only see a limited number of children. (c) Young children cannot be separated online for group work or 'turn and talk' because they cannot control the online features for themselves, and a teacher can't. As a result, synchronous online education will be more effective with a small group of students, allowing each youngster enough chance to share and participate. In this study, online education performed well with four children, ages 4–5, and the instructor could successfully control the procedures to engage this large group (Kim, 2020).

#### *4.2.5 The Importance of Parental Patience During Online Learning Assistance*

COVID-19, a new coronavirus, causing dramatic alterations in practically every facet of daily life. Parents are more likely to experience parental burnout because of these developments. Parental burnout is a chronic condition caused by a mismatch between the demands of parenting and the resources available to parents to satisfy those expectations, resulting in high levels of parenting-related stress. According to research on parental burnout, parents who are burned out are more likely to participate in child abuse and neglect, putting their children at risk for both short- and long-term consequences (Griffith, 2020). Therefore, the patience of parents in accompanying online learning is very important to improve aspects of child development.

Learning Online in kindergarten has many weaknesses, including the willingness of teachers to make their learning presentations look like formal learning. Research has shown that problems other come from parents who want their children to understand immediately, so that parents' anger peaks and they feel anxious every time they do the process learning. This has something to with the effectiveness of learning online in kindergarten (Yulia, 2021).

The fact that electronic learning has long been pushed in school (Yelland, 2018), however, this is the first time it has been utilized for such a long time and on such a large scale. According to current findings, most kindergartens and primary schools quickly modified their curricula to include online learning to aid children's learning. Online learning should engage students in intuitive engagement, facilitate social learning, give active facilitation, provide learning assistance, and feedback, and use suitable technology to improve the experience to be effective (Kim, 2020).

Most of the online learning, however, was accomplished using pre-recorded materials supplied by teachers or resources accessible on other learning platforms, making the learning experience largely non interactive, according to the poll. Above all, most kindergarten and primary school pupils were unable to finish online learning on their own and required adult aid. As a result, parents have a greater obligation to function as their

children's primary social learning partners, facilitating their learning and development while also supervising and assisting their children's engagement in learning activities. Parents will naturally feel stressed and disappointed if they do not receive appropriate assistance.

#### 4.2.6 *Parents Must Prepare Time to Accompany Their Children in Online Learning*

The learning process which takes up to two hours, must postpone homework, which is usually done every day. In this case, time is indeed a quantifiable quantity. It is calculated by starting in seconds, minutes, hours, days, months, and years. Timing is a form of control confusion. Time is also a resource that cannot be bought and sold and cannot be increased or decreased. Every day, everyone has the same time, 24 hours. The people who can streamline most of their time are those who use different technologies and systems correctly. They share the same goals and vision of how to spend time. That is, people who understand their priorities and know how to use the available time.

In a recent study, many parents, especially those with multiple children, turned down online learning due to lack of time to support their children's online learning at home, according to the study. This conclusion is in line with research (Li et al., 2020), which shows that Chinese parents of only children have greater educational opportunities and resources than non-only parents. Another study discovered that online learning necessitated a large time investment from parents. Despite being surprised by the time necessary to support their children's online learning, the American parents in their survey still wanted to be involved in their children's online learning. However, the Chinese parents in this study were unaware of the significance of their engagement and were more likely to oppose their children's online learning (Smith et al., 2016).

Parents should be encouraged to help their children develop healthy screen-time habits, such as ensuring that Internet activities do not interfere with physical or social activities. They should also talk to their kids about setting limits on media consumption and reviewing information so that appropriate mentorship may be provided (Zaman et al., 2016). To limit the negative effects of excessive screen time, practitioners who deal with families should give parents with alternate activities or learning tasks for minimizing screen device usage, as well as information on good educational programming available to children (Lau & Lee, 2020).

## 5 CONCLUSION

All educational institutions, especially those in the red zone of the pandemic, must implement an online learning process to anticipate the spread of Covid 19. For the implementation of learning, of course, there are many applications that can be used by schools to implement a good learning process. In addition, parents as responsible for children at home must also play an active role and even be directly involved in the learning process. However, after getting the results of responses from parents, there are still many things that need to be reviewed and re-discussed by the school, parents, and other related parties in the application of learning using the ZOOM application. The

problem is that there are many challenges faced by parents in the process. Of course, it is necessary to find new tactics or tools that can be used during the online learning period, which can be said that the pandemic is still ongoing. So that later the obstacles and challenges felt by the parents of these students can be minimized as best as possible.

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