.

Online Learning and Social Interaction of Students from Rural Families

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ABSTRACT

The Covid-19 pandemic has made learning switch from face-to-face to online. This situation makes it possible for teachers and students to interact still and discuss online, using existing internet applications such as Whatsapp groups, Instagram lives, Zoom meetings, Google meet, and others. This study explores student interactions during online learning and describes how students feel while studying from home, especially in the rural milieu. Using a phenomenological approach, the researcher describes the phenomenon and reality from the subject's experience. The results showed that most elementary school students used their parents' cellphones so that social interaction between them was still intertwined. This nuance differs from junior and senior high school students who, on average, already have their device facilities, so they are not too dependent on their parents. The impact of this independence is the low level of social interaction between junior and senior high school students and their parents. However, the senior high school students stated that they tend to learn how to use social media to sell goods and connect with other people from different cultures. Socially, they also have new friends due to connecting with social media, even though, in reality, they are living in the countryside, with all its limitations.

Keywords
Family, interaction, internet, online learning, social interaction

INTRODUCTION

The Covid-19 pandemic, which began in February 2020 in Indonesia, has had many impacts on life, including the changing learning system. Learning in schools that were initially face-to-face or offline must be done online (in a network) by utilizing the internet network with various applications that allow students to continue learning during the pandemic.

Data shows that in Indonesia, there are approximately 68,729,037 students who study at home. Elementary School or *Madrasah Ibtidaiah or* equivalent students mostly follow the home study method. There are about 28,587,688 students who study in distance learning. Junior High School or *Madrasah Tsanawiyah* or equivalent followed with 13,086,424 students studying from home (Wati

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et al., 2021). All students in Indonesia study online. Online learning is defined as a part of distance learning whose learning specifically combines electronics and internet technology (Asmuni, 2020). Meanwhile, according to Isman (as cited in Dewi, 2020) online learning is a learning process carried out by utilizing the internet network. In more detail, according to Bilfaqih & Qomarudin (as cited in Ayuni et al., 2021) online learning is learning that is carried out in a network to reach a larger and wider target group, therefore online learning can be done anywhere for free or paid. From the three opinions, it can be concluded that online learning is carried out remotely by utilizing the internet network. So that the Ministry of Education and Culture facilitates home learning programs with a virtually face-to-face approach. Learners can access learning media in the form of video, audio, text, and exercises independently (Wati et al., 2021; Kristina et al., 2020; Dewi & Sadjiarto 2021).

Of all the facilities that have been attempted by the government and teachers for online learning, it is certain that the reality is experiencing various impacts and obstacles. Many studies have been conducted to determine the impact of the pandemic on student learning activities as well as psychological, psychosocial changes to student interaction patterns during the pandemic. Haryadi and Selviani's (2021) research on the Problems of Online Learning during the Covid-19 Pandemic shows that problems arise not only from educational institutions but also from students. The lack of availability of telecommunications technology infrastructure, multimedia, information and platforms that support the online teaching and learning process is a problem for educational institutions. Meanwhile, from educators, the problems are limited use of IT, do not know how to use learning media applications and students are not familiar with online learning and limited internet facilities. In addition, parents lack the availability of time to accompany their children during online learning because not all parents can divide their time between work and assisting children at home.

Dewi (2020) with research on the Impact of Covid-19 on the Implementation of Online Learning in Elementary Schools shows that the implementation of online learning in elementary schools can be carried out quite well if there is collaboration between teachers, students and parents in studying at home. However, the reality is that sometimes the expected collaboration does not go smoothly. Students who feel bored while parents find it difficult to allocate their time to accompany their children to study become an obstacle during this online learning.

Prawitasari (2021) explained in her research on the impact of the COVID-19 pandemic on the psychology of elementary school children, including depression, social isolation, fear and worry about being infected, insufficient personal space and separation from classmates and teachers resulting in children experiencing depression. Likewise, an analysis by Tang et al. (2020) said that children experienced depression during the pandemic. Locking and restricting children's social space clearly contradicts the developmental tasks of children. In elementary school age children, interaction is needed, their social is much wider than before where at this stage children interact other than with their families (Nursalim & Darminto, 2011, as cited in Prawitasari 2021).

Other research, namely Iisetyati et al.'s (2021) research on the interaction of children and parents during the Covid-19 pandemic. The results show that there is a harmonious social interaction between children and their parents when parents pay attention when children learn online. However, it could also be the other way around that there is no social interaction that is not harmonious between children and their parents when parents do not pay attention when children learn online.

Some of the studies above show that the Covid-19 pandemic has had an impact in many ways as well as students. Social interactions that occur also experience changes, both between students and their friends and students with their family environment. If during face-to-face learning (offline) students will always be free to establish relationships and interact with many of their friends at school, then during a pandemic this is certainly difficult to do (Safitri et al., 2021; Suhandi & Pamela, 2020; Wut & Xu, 2021). Social interaction or social relations between individuals can basically provide separate lessons for students about how to relate to other people and work together in a team (Maria, 2021). Students need social interaction which also aims to build self-control in entering wider social life (Safitri et al., 2021). The students' social interactions that are needed are also built from scratch starting in the family environment.

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The reality is that existing research still requires research on students' social interactions in their family environment. This is because the research topic is still limited and so far only analyzes student interactions with teachers and other broader social relationships. Based on this phenomenon, this research becomes interesting to study more deeply. Interestingly, this research was conducted on the border with the city of Bogor with the assumption that it is a village area where social interactions should still be very close, both in the family and the surrounding environment. However, due to the pandemic and learning is also done online, it does not rule out the possibility of changes in student interactions. This study also aims to explore student activities during online learning and describe how students feel while studying from home.

METHOD

This research is a descriptive qualitative research in which the researcher describes the phenomena and reality of the title being studied. The research was conducted in Gunung Batu Village, Bogor City, which is a border area of Bogor city. Online learning in Gunung Batu Village is actually quite burdensome for students and parents due to financial limitations in buying and providing internet quota/credit. Researchers found many complaints from students from elementary to high school students who said they did not understand the online learning that was carried out. This is due to not being able to ask or respond directly to an explanation from the teacher. In addition, the android phones they have are also less supportive for zoom applications where many parents also do not understand how to use zoom application. This reason is interesting for researchers to explore further how online learning has an impact on student interactions, especially in their family environment and whether the limited connectivity and quota also have affected the social interaction.

Primary and secondary data were used in this study, where primary data were obtained directly from research informants by conducting in-depth interviews. Before the interview was conducted, the researcher sent the form in the form of open-ended questions to the respondents with 3 days to fill in from the date the form was distributed on December 24, 2021. Meanwhile, secondary data was obtained from various articles related to the research theme and other relevant reading materials. . The data was processed qualitatively with the stages of data collection, data classification, data reduction, and drawing conclusions.

The research informants were students from Elementary School (SD), Junior High School (SMP) and Senior High School (SMA) in Gunung Batu Village, Bogor City. After the form was distributed, there were 29 respondents who responded, namely 25 elementary school students, 8 junior high school students and 6 high school students. Of the 29 elementary school students, the researchers took 9 elementary school students as informants on the grounds that they use the internet more than 2 hours per day compared to other informants who only use the internet for less than 1 hour and 1-2 hours per day. The assumption is that the more time students spend on the internet, the less social interaction occurs. Meanwhile, for junior and senior high school informants, researchers used all available data. So the total informants in this study were 23 elementary, middle and high school students in Gunung Batu Village, Bogor City.

The questions addressed to the informants were whose device or gadget they used to online learning, how long for using the internet, how they face difficulties in online learning, their relationship with parents, how to communicate and how long per a day. The questions has developed during the interviewed. The data obtained were then analyzed as usual as the qualitative

data analysis method by selecting, categorizing, validating, theorizing, and proposing (Wijaya, 2015). This study used method, source, and theory triangulation to validate data.

FINDINGS AND DISCUSSION

Online learning has started since the Covid-19 pandemic broke out. All students and teachers have no other choice but to start using the internet and its existing applications so that the subject matter is still accepted by students. Even though it is not optimal, students and teachers continue to do online learning. Problems and obstacles are inevitable. Based on the results of several studies, it shows that with online learning, students feel burdened, high levels of stress because they cannot interact, do not have enough money to buy internet packages, until students and parents do not understand the use of the zoom application which is usually used by teachers to be interactive in teaching and learning activities, learning with students.

The problems that arise also occur among elementary, junior high and high school students at Gunung Batu, Bogor City. The pre-research (early December 2021) showed that students felt bored and bored because there was no direct social interaction with their friends. They spend more time with the internet so that it affects social interactions in their family environment.

The research informants totaled 23 elementary, junior high and high school students with access to the internet for more than 2 hours/day as follows in Table 1:

Table 1 Informant Data

No	Initial	Age (year)	Gender	School	Ownership of Mobile phone
1	FH	8	Male	Elementary	Owned by parents
2	RS	6,7	Female	Elementary	Owned by parents
3	AI	5	Female	Elementary	Owned by parents
4	NY	7	Female	Elementary	Owned by parents
5	FT	7	Male	Elementary	Owned by parents
6	NZ	11	Female	Elementary	Owned by parents
7	AL	11	Male	Elementary	Owned by parents
8	SY	8	Female	Elementary	Owned by parents
9	CT	8	Female	Elementary	Owned by parents
10	IT	15	Female	Junior high	Personal belonging
11	RI	14	Female	Junior high	Personal belonging
12	RA	13	Female	Junior high	Personal belonging
13	AU	14	Female	Junior high	Personal belonging
14	RF	12	Male	Junior high	Personal belonging
15	NA	14	Female	Junior high	Personal belonging
16	DI	12	Male	Junior high	Personal belonging
17	NI	14	Female	Junior high	Personal belonging
18	FE	16	Female	Senior high	Personal belonging
19	AR	17	Male	Senior high	Personal belonging
20	ND	16	Female	Senior high	Personal belonging
21	FD	16	Female	Senior high	Personal belonging
22	FZ	15	Male	Senior high	Personal belonging
23	AT	15	Female	Senior high	Personal belonging

Source: Research doc.

Table 1 shows that the number of women who became informants was 14 students consisting of 6 elementary school students, 6 junior high school students and 4 high school students; while the male informants consisted of 7 students with details of 3 elementary students, 2 junior high school students and 2 high school students. If all junior and senior high school student informants have their own cellphones with internet connections, then there are 3 elementary students who actually

use their own cellphones and the author feels surprised by this. Meanwhile, 6 other elementary students use their parents' cellphones during online learning. The informant's data also shows that even though they have different school levels, all informants use or use cellphones with the internet for at least 2 hours per day. Even researchers feel confident for junior high and high school levels who already have their own cellphones, they can access more than 3 hours per day.

Pandemic and Learning Process

The teaching and learning process during the pandemic did experience many obstacles. One of them is the internet network which often experiences problems, especially in remote areas. This is in line with Handayani's (2020) research concluding that some of the obstacles in this online learning process are network instability, teacher voices and teaching materials are not in sync, they cannot take classes when the wifi or network is not connected, concentration is reduced.

The problems faced by these students also have an impact on students' psychology. Examining further about online learning, all informants showed a feeling of "saturation". As stated by an informant from NZ (Elementary School): "it's boring, it's good to study at school, you can meet friends. But I interact mostly with my parents especially my mom". In line with RI (Juniar High School) which said: "It's normal but sometimes you get bored, it's really good to study at school". Likewise with FD (Senior High School): "tired, bored because you can't be like before, now you have to keep your distance, wear masks, check temperatures, swabs etc." The statements of the three informants showed students were very bored and felt bored because they could not meet face to face like before the pandemic. Saturation also hit because learning was monotonous and more one-way from teacher to student. Students found it difficult to give direct feedback to teachers related to lessons if something was not understood. In addition, this pandemic condition also made individuals feel anxious, fear, excessive worry and have an impact on other psychosomatics (Zanah et al., 2020).

According to Alifia et al. (2021), other psychological impacts of the pandemic on children's learning processes are: (a). Children feel they do not master the learning material being taught and feel heavy with the lessons delivered by the teacher, because of the lack of guidance from parents. Children become depressed and this is very influential on their psychology. This can cause excessive stress if the child is in a very stressful position; (b) Children prefer to be alone, silent and less able to socialize even with their families. Meanwhile, when at home, parents do not invite their children to communicate, they only tell them to do assignments, not guide them and become a substitute for their friends at home; (c). Children become addicted to mobile phones because of the lack of supervision from the child's parents; (d) Children become lazy, because the school is also at home, children become accustomed to being lazy to do assignments and so on. and many parents who instead of accompanying them do their children's assignments or homework; and (e) Children become irritable easily, because starting from tasks that make children stressed, and parents who are also carried away by emotions because they are tired of doing housework.

In addition to the things mentioned above, researchers also find out what the learning process at home is like, because basically at school children will ask the teacher if they have difficulties, then at home do children ask their parents or use the internet as a source of information if they have difficulties. As told by informants FT (Elementary School) and RS (Elementary School) if they have difficulty in learning online, they "ask their parents or relatives", while CT (Elementary School) and NZ (Elementary School) say that they are "searching on Google". When the researchers asked further about what Google was about, they simply replied "normally, to find information". So it can be said that elementary students do not fully understand the internet and Google. Students are also accompanied when studying because when they have difficulties, students ask their parents.

For junior and senior high school student informants, all of them said that they prefer to search on Google if they have difficulty in online learning. This shows that students are almost not accompanied by their parents when studying so that it will have an impact on the lack of communication and interaction of students in their own family environment.

Social Interaction of Students in the Family

Online learning that is carried out from home has an impact on many aspects ranging from student psychology to student social interactions both in the surrounding environment and within

the family. For elementary school students, almost all of the informants said that they often talked to their parents during online learning. As FT (Elementary School) said:

> Almost every week there are family events and holidays too. Usually we talk all day and sometimes even stay at a relative's house so we don't get bored because we study online all the time and we can't meet other friends (FT, interviewed in 2021, Bogor).

Likewise with informants NY (Elementary School),

> Every day we chat with parents and relatives, all day long, and sometimes we go to stay or relatives who come to stay. I want to go back to school quickly, I'm tired of studying from home, I miss my friends (NY, interviewed in 2021, Bogor).

Other informants almost said the same thing, that they could spend the whole day talking and interacting with their parents and siblings. The statements of the two informants showed that the social interactions of students that occurred during the pandemic were actually getting better because all day long the informants could talk and complain with their parents and were often accompanied when studying.

This shows the positive aspects of online learning on students' social interactions with their families. As also underlined by Putro et al. (2020), that parents who accompany their children during online learning tend to interact well with their children. Their research also concluded that the position of parents in regulating interactions with their children is very important for the continuity of learning. The pattern of interaction between parents and children as the findings of this study shows two patterns, direct interaction, in this case parents and children together follow the learning given by the teacher. Indirect interaction, in this case, parents only act as facilitators for the implementation of learning.

For junior high school informants, some said that they often interacted and communicated with their parents and other siblings even though they had their own cellphones, it did not mean that they spent more time using their cellphones than interacting. The things discussed also varied from their hobbies, shows on television, even plans to go to their relatives' houses and stay at their parents' relatives' houses. Meanwhile, there are also junior high school informants who have little interaction with their families or parents. As AU said:

> I rarely talk to my family, I usually get together with my family every month, for example because there is a family gathering. What was discussed was also general things because during the pandemic I couldn't go out freely and couldn't understand online learning (AU, interviewed in 2021, Bogor).

In line with NA who said:

> We rarely communicate and usually do it more often at family gatherings every month at family gatherings. We also chat between 2-5 hours, usually about school and education (NA, interviewed in 2021, Bogor).

From the two informants, it can be seen that the pandemic period made them bored with minimal interaction with other family members and did not get assistance when studying at home. This has an impact on the pattern of interaction that occurs between students and their parents.

High school informants also experienced the same thing for students' social interactions with their families. The ND informant said that:

> I rarely talk to other family members. Usually every week or holiday and only between 2-5 hours. I talk about how I felt when I went to school online or face-to-face or about education (ND, interviewed in 2021, Bogor).

AI, another high school informant revealed that he communicates with his parents between 2-5 hours every Sunday or on holidays with various topics of conversation, anything is discussed. Even though everything is discussed, it seems that AI interactions with families are quite limited because they are carried out every week or on holidays. AI, which is also mostly unaccompanied when studying, shows that it is boredom to be at home during online learning.

In contrast to FZ, this high school student informant said that:

Almost never gets together with his family. Gathering with family is done only every year in celebration of Islamic holidays such as Eid al-Fitr or Eid al-Adha). The length of the get-together is usually between 2-5 hours. We talked about family (FZ, interviewed in 2021, Bogor).

FZ's statement shows the lack of interaction that occurs during online learning between students and parents. Plus FZ has its own cellphone so that it affects the interaction patterns that occur. Similar research conducted by Syahyudin (2019) also underlines the negative impacts of using gadgets by students, including lazy activities, physical fatigue, addiction that results in spending money to buy credit, reduced learning concentration and others. The most significant negative impact is the laziness of students in social activities. Aziz and Nurainiah (2018) also revealed that based on their research results, the negative effects of cellphones, among others, can make teenagers experience dysfunction, reduced face-to-face interaction time, the presence of cellphones interferes with the quality of interaction, cellphones make teenagers hyperpersonal, cellphones make teenagers consumptive and cellphones make teenagers less sensitive to the environment. It is also stated by Iisetyati et al. (2021), that there is inharmonious social interaction between children and parents when parents don't pay attention when children learn online and children mostly spend time with the gadgets they have.

The researcher's investigation of the problems studied revealed that online learning and student interactions with the social environment, especially in the family, had an effect on the role of parents. At the elementary level, the majority of students use their parents' cellphones so that parents also accompany students to study. Therefore, social interactions between students and their parents still occur as before the pandemic. This is different from junior high and high school students, where they have their own cellphones and this has an impact on the interactions that occur relatively poorly because the daily relationships that exist have decreased in intensity within the family.

Impact of Online Learning on Families

The result of this research indicates that online learning impacted to the child-family interaction. Previous research also showed the same result such as for the younger children, they tend to loss of the interaction with their friends and other social interaction except to the parents. It is because they do not own their personal gadget. Related to this, Bhamani et al. (2020), stated that when parents and children collaborate in learning activities, bonding between parents and children increases as they are able to spend much more time together. Tang et al. (2021) also mentioned that parents are usually the ones who interact the most with children.

Further to this, the children were less engaging with their friends because they stayed at home all day and seemed to have a vacation from school. It is concern to their physical development. This also in line with previous research argued that,"this is a potential threat to their social, educational as well as physical development," (Bhamani et al., 2020).

Sanusi (2020) explained that online learning has a significant interaction impact between children, parents and the teachers. They are sometimes in a bad emotional condition that can influence their relationship. This also happened to the children on this research. They got difficult time during the pandemic and it stimulus they interaction at home.

It is not only about the difficulties of online learning during the pandemic but also related to the children emotional. This could effected to the interaction in the families. Parents who usually never taught their children at home can be emotional with the child's attitude during learning which has influence on the interaction of children and parents. Kusuma and Sutapa (2021) also noticed about this impact. Children and parents were arguing each other due to their unstable emotional during the pandemic.

Most of the impact of online learning during the pandemic are the same as many previous research. Therefore, this theme is still interesting to be discussed due to different research location and it might influenced by culture as well. This research result can be drawn as follow:
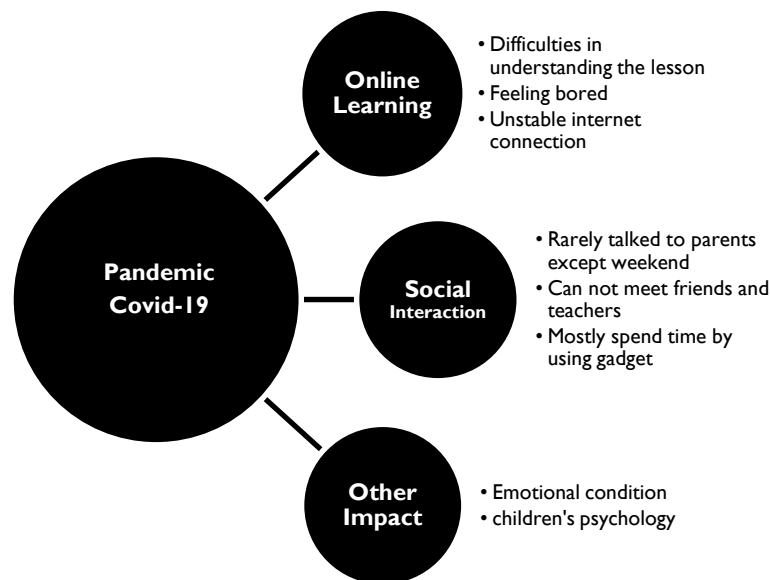
Figure 1. Pandemic Covid-19 and its impact (*Source:* Research doc.)

CONCLUSION

From the description above, the conclusions of this study are: Elementary school students or equivalent who carry out online learning (in the network) use their parents' devices so that social interaction with parents and close family continues to run well. Most junior and senior high school students already have their own devices, so social interaction with their parents and family has decreased, unlike before the Covid-19 pandemic. Emotional phase is also play important roles in the interaction between children and parents during the pandemic. Children's psychology is also effected during online learning.

Parental involvement is needed as long as children are doing online learning so that the interaction between children and parents is of higher quality and more intensive. Parents can recognize more about the characteristics of their children well. So that further research on the role of parents in the interaction and communication of children in learning is needed; and this could be next reasearch.

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