

Satisfaction of Parents in the Implementation of PdPR on Special Education During the Covid-19 Pandemic

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Abstract

This study aims to identify the level of parental satisfaction in the implementation of Special education PdPR during the Covid-19 pandemic. The implementation of PdPR played a very important role in improving the quality of education during the Covid-19 pandemic. The design of this study used a quantitative method that used a questionnaire instrument distributed through Google Form. The questionnaire was divided into three parts, which is demographic information, the second part on the level of parental satisfaction and the third part on the barriers to the implementation of PdPR. A total of 50 respondents consisting of parents of primary school special education students were involved in this study. The study data obtained were analyzed descriptively in the form of frequency and percentage which were categorized into two parts, the analysis of parental satisfaction with PdPR learning and the barriers faced by parents to implement PdPR. Overall, the findings of the study have shown that parents have a low level of satisfaction with the implementation of PdPR for special education students.

Keywords: Satisfaction, Barriers, PdPR, Special Education and Covid-19.

Introduction

The existence of an epidemic named as Corona Virus 2019 (Covid-19) has become a major catastrophe for the world community. Death after death is increasing every day around the world so that the World Health Organization (WHO) declared Covid-19 as a pandemic (Mohd Fairuz Jafar, 2020). With this, the closure of schools is considered as one of the effective measures in preventing and controlling the spread of covid-19 epidemic in Malaysia. "PdPR is PdP conducted at home or community center or at any suitable location. PdPR can be implemented online and/or offline and/or off-site in a structured and planned manner". Teaching and Learning at Home (PdPR) poses a challenge to parents of Special Needs Students (MBK) because they not only need to continue to earn a living but also ensure that children can follow their learning fully. In implementing PdPR parental collaboration is much needed by the children to participate on online learning during the Covid-19 pandemic (Cai & Wang, 2020; Kritzer & Smith, 2020; Mustafa, 2020; Zheng, 2020).

Therefore, various efforts need to be taken by the Ministry of Education Malaysia (MOE) under the aspirations of the education system to ensure that students with special needs receive appropriate education during the Covid-19 pandemic. Parents play an important role in the development of their children. In the covid-19 pandemic most parents face various problems like loss of job and income, schools are closed and unable to meet the educational needs and daily life of their children, etc. (Akoglu & Karaaslan, 2020; Fry-Bowers, 2020). It has been known that parents spend more time with their children and follow the children's PdPR (Cai & Wang, 2020). This suggests that there are negative changes in education (Cao et al., 2020; Sahu, 2020; Zhou et al., 2020). Therefore, this study was conducted to see the satisfaction of parents on the implementation of PdPR.

Research Purpose

The purpose of this study was to look at parental satisfaction with Special Education PdPR during the Covid-19 pandemic.

Research Objectives

A study on parental satisfaction with Special Education PdPR during the Covid-19 pandemic by emphasizing the following objectives:

- a) To identify the level of satisfaction of parents with special education students in the implementation of PdPR during the Covid-19 pandemic.
- b) Identify the barriers faced by parents in implementing PdPR during the Covid-19 pandemic.

Research Question

- a) What is the level of satisfaction of parents with special education students in the implementation of PdPR during the Covid-19 pandemic?
- b) What are the obstacles faced by parents in implementing PdPR during the Covid-19 pandemic?

Literature Review

Teaching and Learning at Home (PdPR)

Lately, the PdPR (Teaching and Learning at Home) method in virtual has become a necessity for students and teachers in Malaysia, especially when Malaysia is facing the COVID-19 pandemic. "PdPR is PdP performed at home or community centers or at any appropriate location. PdPR can be implemented online and/or offline and/or off-site in a structured and planned manner. "Without realizing it, this method has affected many parties, especially parents. This is because parents are indirectly forced to take over the role of teachers to teach their children at home. Thus, it has had an impact on children's learning.

The Ministry of Education Malaysia (MOE) has outlined several regulations as a guide to teachers for PdPc during movement control. One of the methods to engage students in online learning is that teachers need to use different variety or methods while conducting online learning. Therefore, the guidelines provided also outline the second alternative learning method that teachers can instruct students to perform learning activities using textbooks, workbooks, revision books and activity books without leaving home (Ministry of Education Malaysia, 2020)

Covid-19 Pandemic

The COVID-19 pandemic that hit almost all countries in the world has given shockwaves in national development. According to Shin (2020), information revenue from the Scientific and Cultural Organization (UNESCO) and the United Nations Educational, the COVID-19 outbreak has had a profound impact especially on 1.5 billion students nationwide. Such a situation also has an impact on the education system in Malaysia. Therefore, the Ministry of Education Malaysia (MOE) introduce PdPR learning and teaching process in online from home.

Previous Researches on Implemnetation of PdPR on Special Education During the Covid-19 Pandemic

Based on the studies by (Cao et al., 2020; Mustafa, 2020; Onyema et al., 2020; Sahu, 2020; Zhou et al., 2020) show that the Covid-19 outbreak has effect on children's education. Moreover, several other studies have put forward recommendations to reduce the negative impact on education (Berger et al., 2020; Cai & Wang, 2020; Van Lancker & Parolin, 2020). However, a review of the literature indicates that studies focusing on students in disadvantaged groups are quite limited. Internationally, several studies have been conducted to look at how the impact of pandemics can be reduced on Special Needs Pupils (SNPs) and their families (Asbury et al., 2020). Moreover, the type of support required to MBK students from parents for education (Toseeb et al., 2020). Mustafa (2020) also discuss the effects of covid-19 pandemic on education and MBK children. However, there also studies on how the special needs students who are in inclusive education join online leaning. Based on the findings of this study, it is considered that some suggestions are put forward on the online education process for MBK students. According to a study (Lareau, 2000; Abd. Razak & Noraini, 2011) time constraint factors cause parents to be less sensitive to children's learning. This is also stated in the study of Harris & Goodall (2008) workload is the main cause of parents less involved in children's learning. Most of the studies that have been conducted are also more focused on the involvement of parents in the early stages of children, namely at the primary school level.

Research Methodology

Research Design

The design in this study is a quantitative survey conducted using a questionnaire in Google Form. The researcher has prepared a set of questionnaires for the purpose of data collection. The constructed questionnaire set has characteristics such as scientific, specific and involves a wide population through a small sample of studies and the data is correct (Elangkumaran, 2009). Primary data were used to study parental satisfaction of special education PdPR during the Covid-19 pandemic. The study population included 50 respondents consisting of parents of primary school special education students.

Research Techniques

The research instrument built in this study is a closed questionnaire that refers to the research questions that have been built. In achieving the objectives of the study, three sections were questioned to parents.

I. Part A: Demographics of respondents

II. Part B: The level of satisfaction of parents with special education students in the implementation of PdPR during a pandemic

III. Part C: Obstacles faced by parents in implementing PdPR during the Covid-19 pandemic

In this questionnaire Part A is the background of the study respondents such as, age, gender and location. Next, in Part B involves 10 items of questionnaire while Part C involves 10 items of questionnaire. The Likert scale was used in the questionnaire to measure the questionnaire using five scales namely (1) strongly disagree; (2) disagree; (3) disagree; (4) agree and (5) strongly agree. The validity and reliability of all questionnaire items were assessed through Cronbach Alpha method. The Cronbach Alpha value for this questionnaire was 0.7 for a total of 20 items. Cronbach's Alpha Tests in Statistical Packages for Social Science (SPSS) version 25.0 software was used in this study to measure all the data collected. Data were analyzed using descriptive and inferential methods and displayed in the form of tables and graphs showing the percentage, frequency, mean and standard deviation.

Results and Discussion

Table 1

Level of satisfaction of parents with special education students in implementation of PdPR during the Covid-19 pandemic

No	Items	Mean	SD
1	My child can understand the learning material though the teaching process is held online.	4.02	0.87
2	My child was able to understand the teacher's instructions clearly even though the teaching process was held online.	4.06	0.89
3	My child is happy with learning PdPR.	4.08	0.99
4	My child is more focused in PdPR	3.80	1.09
5	PdPR can develop my child's talent in the academic field.	3.66	1.19
6	PdPR can increase my child's self-confidence.	3.76	1.02
7	PdPR can strengthen the relationship between children and parents in the teaching and learning process.	4.24	0.87
8	PdPR can help my child to become more independent and systematic.	3.92	1.05
9	PdPR gives a lot of benefits to my son.	3.90	1.04
10	I love watching my child learn PdPR online.	3.72	1.14

Based on this table there are ten items that parents were asked for answer the first research question i.e. what is the level of parental satisfaction that had special education pupils in the implementation of PdPR during the Covid-19 pandemic. The findings of the study showed that the highest mean for the strongly agree scale was at item 7 that is PdPR can strengthen the relationship between children and parents in the process teaching and learning with a total

mean of 4.24 and a standard deviation of 0.87. It can be seen that parents spend a lot of time with the child for perform PdPR during a covid-19 pandemic.

Meanwhile, in this study it was found that the lowest mean was in item 5 that is PdPR can develop my child's talent in the academic field. The result is found that most parents are of the view that this PdPR does not play an important role in developing a child's talents. Based on the findings, the scale is not agree and scale strongly disagree parents who have negative perceptions to the implementation of PdPR. Overall, it can be concluded that parents still have a low level of satisfaction with the implementation of PdPR for students special education because they do not see a positive effect in the child them.

Table 2

Obstacles faced by parents in implementing the current PdPR pandemic Covid-19

No	Items	Mean	SD
1	A child's ability to use various types of technological tools becomes an obstacle for them to engage in PdPR.	3.74	0.75
2	The lack of digital devices such as smartphones, laptops, tablets makes it difficult for my son to attend PdPR.	3.86	0.93
3	Limited internet access is a barrier for my son to attend PdPR.	3.80	0.83
4	The method used by the teacher is not suitable causing my child not to get involved in PdPR.	3.20	1.03
5	Environmental factors at home such as many family members, noisy atmosphere make it difficult for my child to focus in PdPR.	3.70	0.84
6	Having many children who have to run PdPR at home makes it difficult for them to get involved in PdPR due to lack of gadgets and limited internet access.	3.80	0.90
7	The level of knowledge of parents is an obstacle for children to continue PdPR.	3.44	0.86
8	The busyness of working parents is an obstacle for students to carry out PdPR.	3.94	0.84
9	Lack of communication and cooperation between teachers and parents is an obstacle for children to continue PdPR.	3.30	1.13
10	Parents face the problem of time constraints.	3.30	0.93

Based on table 2 it can be seen that the barriers faced by the mother fathers in the implementation of PdPR for special education students. To answer a question the second of these there were ten items that were questioned to the parents. The highest mean is item 8 that is, the busyness of working parents is an obstacle for children to follow PdPR with a total mean of 3.94 and deviation standard 0.84. Whereas, the lowest mean is on item 4 which is

the method used by teachers is less appropriate causing my child not to engage in PdPR with a total mean of 3.20 and a standard deviation of 1.03.

Through this study schedule, can seen that there are a variety of different situations in each family. For example internet access, lack of technological tools, environmental factors, parental busyness who work has been a barrier to children to attend PdPR with completely. Yet based on the findings of this study, the main obstacles faced by parenting is a time constraint due to the busyness of working parents. Problem this is an obstacle for children to continue PdPR.

Research Findings Discussion

Based on this study parents stated that PdPR does not develop talent my son is in academics. Similarly, most parents agree that learning through the PdPR method is less beneficial to the child. They are feel this PdPR is less suitable for special education students than learning Pdpc. Among the obstacles in the implementation of PdPR is the problem of accessing technology and equipment. Expenses related to buying a computer, accessing the internet, and other equipment may be seen as a hindrance, especially if family have insufficient income to cover such expenses (Adams and Hannum, 2008; Roberts and Hannum, 2018). Access to technology is a major barrier in online learning according to Owens et al (2009), the absence of technology makes it difficult for students to get far into online learning classes.

When parents and children work together on learning activities, the relationship between parent and child increases as they are able to spend more a lot of time together. Situations like this help parents in reduce their child's learning anxiety. It has been recommended that the mother fathers should be taught intervention how to provide emotional support to children in times of uncertainty (Wang et al., 2020). The implementation of online PdPR with parental support could improve the relationship between children and parents.

Research Implication and Recommendation

There are some suggestions for further research that can be used as a guide to future researchers. The study took an evaluation sample of 50 people parents of Special Education students. It is suggested that future studies could involve more study sample i.e. 100 parents. In addition, the sample of stage studies needs analysis should involve all zones in Malaysia, not just involve one zone only. Furthermore, this study can also be conducted in a comparative study between Malaysia and other Asian countries about online learning. This matter due to being able to exchange ideas about the education system online at other countries in improving the effectiveness of teaching and learning in Malaysia.

In addition, future research proposals on this study use a quantitative approach to the satisfaction and barriers of parents of Special Education students in PdPR during a covid-19 pandemic and a qualitative approach can also be used by taking data through interviews in future studies to explain parental views and satisfaction with PdPR. This study can explain the satisfaction of parents of Education students special in PdPR during the covid 19 pandemic at the primary school level. Hereby it is clear that, the limitations of the study have been limited to one pro-forma at the level primary school only.

Conclusion

Various challenges faced by parents of special education children in following the PdPR. Parents who replace the role of teachers in schools, teachers only guide the child to learn through materials or teaching materials that have been provided through learning media for students. Based on the findings of this study, barriers faced by parents in online learning such as access internet and limited time. Therefore, parents should change and follow changes especially in pandemics like this. Parents must be able to guide, helping and directing their children to be able to participate in online learning, so that their children are not left behind in learning and able. to complete all the homework. which has been given by the teacher.

The Covid-19 pandemic has brought new challenges to all individuals at Malaysia. Nowadays ICT technology is an important part of perform the online PdPR process during covid-19. Based on the results of this study, there are some suggestions to the following parties, Parents need to spend more plenty of time for the child when studying at home. This study also provides exposure about the importance of the role of parents in helping children follow PdPR fully. Parents need to always pay attention to learning PdPR even though they are busy with work. So, this study was conducted for look while warning parents to take more attention to children's learning at home and state the barriers that facing.

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