

---

## The Readiness of Learning Processes during the New Normal Era of the Covid-19 Pandemic

---

ANWAR SEWANG<sup>1</sup> AND MUHAMMAD ASWAD<sup>2</sup>

### Abstract

Many studies have suggested that online learning that is so sudden and takes months is not effective. The unpreparedness of facilities and infrastructure becomes the main trigger in hindering the efficiency and effectiveness of the teaching and learning process. Parents and students miss face-to-face teaching and learning processes at school. This study aimed to investigate the readiness of parents and children for face-to-face learning during the “new normal” period. This study applied a quantitative design. The population in this study was the parents of students in Banggae, Majene, West Sulawesi. Samples were selected using the non-probability sampling technique; in this case, it was an accidental sampling. The instrument used to obtain data was a questionnaire. Data were then processed in three stages, namely editing, coding, and tabulating. Data were also analyzed with a descriptive analysis using a percentage formula. The results of this study indicated that parents were ready for face-to-face learning for their children at school. However, the children had not been able to get used to obeying the health protocols that have been established for the ‘new normal’ period.

### Keywords

Covid 19, investigation, face-to-face, new normal, readiness, study

---

<sup>1</sup>Associate professor in Education Technology, STAIN Majene, West Sulawesi, Indonesian; [sewanganwar@yahoo.com](mailto:sewanganwar@yahoo.com)

<sup>2</sup>Ph.D Student in Applied Linguistics, Universitas Sulawesi Barat, West Sulawesi, Indonesia; [aswad@unsulbar.ac.id](mailto:aswad@unsulbar.ac.id)

## Introduction

The Indonesian government has quickly implemented large-scale social restrictions (Indonesian: *Pembatasan Sosial Berskala Besar* (PSBB)) since the increasing number of people was infected by the Covid-19 in the early 2020. This PSBB is an effort to anticipate the spread of the Covid-19 to the wider community. This PSBB has brought enormous changes in all aspects of people's lives such as in business, tourism, or education. PSBB demands people to carry out activities from home only. All activities that can trigger large gatherings of people should be avoided for a mutual safety. The implementation of PSBB also created a new trend in people's lives (Harahap, 2020). The activities carried out so far are no longer limited by space because most of them can be carried out in a virtual form. The productivity of many affected sectors has greatly decreased due to the implementation of this PSBB, including the education sector. The teaching and learning process is disrupted because of changes in communication patterns between teachers and students from offline to online. This affects the psychological condition of students and makes the quality of their skills decrease (Syah, 2020). The transition from learning at school to learning at home is a bitter pill for some parties. In large cities, home learning such as homeschooling is a common thing. However, in many regions, home learning is something that is not familiar. Some students are confused about learning from home because they are used to communicating face-to-face with their teachers when they encounter problems during the learning process. This confusion is not welcomed when their parents are so busy, making them not have sufficient time or knowledge to accompany the students to study.

Parents are required to do many things during the implementation of the rules of learning from home. They must provide online learning facilities, such as gadgets or internet access (Yoenanto, 2020). Every parent has a different financial condition, while the facilities and infrastructure for learning from home are not cheap in the middle of a shattered economic condition. Parents must also be good at managing time to divide their working time which must also be carried out from home and the time accompanying their children to learn from home. The synergy of parents, teachers, and children for the teaching and learning process is the key to success in this condition. However, it cannot be denied that some parents are not ready to be "teachers" at home for their children. Parents with a background in the teaching profession are more psychologically ready to assist their children to learn from home (Yoenanto, 2020), but those with other professions is another case.

This surprising change must be faced by all those responsible. Innovation is the key to surviving this new phenomenon. All innovations carried out will go through a process of trial and error to find a formula that is ideal enough to apply. For the teaching and learning process to continue even from home, optimizing the use of technology in learning is considered an effective solution. Pakpahan and Fitriani (2020) stated that the rapid development of current technology can help the process of distance learning (Indonesian: *Pembelajaran Jarak Jauh* (PJJ)). There are many digital platforms that can be utilized for supporting distance learning. They vary widely. There are many interesting and useful features. In fact, the role of technology in the learning process becomes very urgent when

the PSBB is implemented for a long time such as during the occurrence of the COVID-19 Pandemic.

Teachers, students, and parents must improve their technological literacy to make the distance learning processes successful. Various digital platforms can be used as a means for the distance learning process. The skills to use those platforms are absolute things to have. Otherwise, the platform will be nothing more than an accessory. It is not only teachers who are obliged to know the use of the digital platform, but students and even parents are obliged to know it as well. Chalim and Anwas (2018) argued that parents play an important role in the use of ICT in the learning process because they are responsible for children's activities in the family environment. The role of parents in the distance learning process is very important because they are teachers at home for their children. Lestari et al. (2018) in their research found that parents from the cognitive dimension have used ICT for their daily needs quite well. However, from the technological dimension, some of them have not optimized the function of the technological devices as their needs. The results of this study indicated that digital platforms, such as Whatsapp, Youtube, or others, are also often used by parents for communication or entertainment purposes. However, these platforms have not been optimized by them as a learning resource for their children. During the implementation of learning from home, Whatsapp becomes the most popular medium used for teaching and learning purposes (Afnibar & Fajhriani, 2020). Whatsapp offers easy interaction to communicate with specific individuals or to communicate in a group of people. In the period of learning from home, parents must learn to use the type of digital platform applied by teachers to interact with their children and optimize its use as a learning resource.

Distance learning is not a new thing in the world of education. However, the presence of the COVID-19 pandemic makes many people difficult to face sudden distance learning. Its presence is like a storm that comes suddenly and destroys many things. The education sector is not ready to accept the arrival of the storm of the COVID-19 pandemic. Teachers as the spearhead of the learning process at schools do not prepare the distance learning process in full. Planning made at the beginning of the semester does not match reality. Teachers have planned their non-distance learning process for one semester. Then, they suddenly have turned their plan to distance learning. Most of them think it is hard to adapt to this distance learning in the middle of various limitations, such as facilities, infrastructure, and skills.

The distance learning process which is not well planned certainly hinders the optimization of learning. In the teaching and learning process, planning has a very strategic role. Jufri (2016) defined learning planning as an effort to make learning go well by including anticipatory steps to avoid things that will happen unexpectedly to achieve predetermined goals. If distance learning is not included as an anticipatory form of teachers' learning planning in the even semester of the 2019/2020 academic year, then it is different from the teaching and learning process in the 2020/2021 academic year. The extension of the PSBB period due to the COVID-19 emergency is still ongoing; therefore, distance learning must be planned before the new academic year takes place. Many studies have been conducted to evaluate the various aspects that support the distance learning process. Rigiarti (2020) found that elementary school teachers in Banjar Negara experienced several obstacles during the online learning process, namely as follows. (1) There are problems with devices and internet

networks. Not all students have compatible devices to support online learning. On the other hand, some other students have devices; however, internet access at their residence is not strong enough. (2) Teachers are not able to manage the learning process optimally. To achieve the predetermined basic competencies, teachers will set organized learning steps, but the problem on point one often becomes an obstacle. For example, a teacher begins to explain the learning objectives to students, but only three to ten students can access the explanation promptly due to limited internet access. Other students only joined when their internet network access is better. Therefore, the teacher must repeat the explanation. (3) Teachers have difficulty in providing grades to their students because the assessment in face-to-face learning depends on the direct interactions conducted by students, but during online learning, communication patterns, socialization, and student interactions are difficult to observe. (4) Teachers also consider that low parental supervision also hinders the online learning process. Hutaeruk and Sidabutar (2020) also encountered obstacles similar to those found by Rigianti (2020). Students experienced many difficulties in the online learning process during the pandemic period. The difficulties come from various aspects such as internet network accessibility, limited features of online learning applications, and learning services provided by teachers. These findings basically divide the constraints of online learning into two things, namely learning infrastructure constraints and learning service constraints. After going through online learning for one semester, namely in the even semester of the 2019/2020 academic year, each element involved in the educational sector must better prepare for online learning in the odd semester of the 2020/2021 academic year without neglecting the results of the evaluation and existing research findings.

The results of previous studies have emphasized the evaluation of online learning or distance learning that has been implemented since the implementation of the PSBB due to the COVID-19 pandemic. It is different from this study. The researchers intended to investigate the readiness of parents to accompany their children and the readiness of students in facing the teaching and learning process during the new normal period at school. This study was expected to contribute to stakeholders and all parties involved in deciding or making policies related to the teaching and learning process that will take place during the new normal period.

## Literature Review

### *The new normal*

After the presence of the COVID-19, a new term emerged, namely 'new normal'. The use of this term has sparked debate both among linguists and others. However, in general, people use the term 'new normal' to describe changes in human behavior patterns due to COVID-19 pandemic. President Joko Widodo through the Cabinet Secretary's Twitter account said that to live side by side with the COVID-19, we must have a new life order (or new normal). One example of a new normal is the use of a face mask when leaving the house or when interacting with other people. The use of this face mask was previously only used by sick people so as not to infect other people. However, during the new normal period, the face masks must be used by everyone to protect each other. This change in

behavior pattern is called the new normal. Pamungkas (as cited in Habibi, 2020) defined new normal as a new way of life, in this case, it is new methods used to carry out life activities when the COVID-19 pandemic has not yet ended (Habibi, 2020). Habibi (2020) defined the term 'new normal' as a condition or habit carried out by people or individuals when the COVID-19 pandemic was over (Habibi, 2020). New normal exists as a solution to solve problems that arise during the COVID-19 pandemic. This new method is a form of adaptation due to existing changes. If considering Charles Darwin's theory of evolution, then this new normal can be classified as a form of how living things survive so that they do not go extinct. New normal is considered as a new way that becomes a habit, not a new way that is incidental. Maltz (2015) stated that people need twenty-one days to make an action become a new habit. Gardner et al. (2020) had a different opinion. They argued that to change habituation into a habit, it takes about sixty-six days. Many new habits due to the COVID-19 pandemic have arisen because the pandemic has approximately occurred more than one hundred and fifty days. The number of days has exceeded the standard based on the statements from those two experts. Therefore, it can be said that the new normal is a new way that has become a habit in responding to the changing world.

In Indonesia, the new normal is implemented as a response to the previous PSBB in which everyone is asked to do activities from home. To recover the social and economic conditions that collapsed due to the impact of the COVID-19 pandemic, the government has begun to permit citizens under 45 years old to do activities outside the home by implementing highly strict health protocols, such as prohibiting handshakes, limiting distances and the number of people at one time, and wearing a face mask. These are new ways for reducing the transmission of the COVID-19 disease. These strict health protocols must be obeyed by everyone. The government even carries out raids to make people stick to the protocols. Adherence to health protocols is the key to implementing the new normal. From a demographic point of view, some people in Indonesia are considered not ready to welcome the new normal. The dissemination of information about the impact of the spread of the COVID-19 in various regions has experienced many obstacles. Regions that have good information technology systems can spread information well. The presence of social media and features that can be used to monitor information about the development of the COVID-19 can help people to be aware of them. However, it is different from areas where the IT system is inadequate (Sampurno, Kusumandyoko, & Islam, 2020). In addition, information literacy is also important so that people do not easily believe hoaxes in society. The lack of valid information makes some people neglect this COVID-19 pandemic.

The government, through the letter No. M/7/AS.02.02/V/2020 concerning business continuity during the COVID-19 and the implementation of health protocols to prevent the spread of the COVID-19 in companies emphasized that health protocols must be strictly applied to avoid risks concerning the fast spread of the COVID-19 during the new normal period. Disobedience to the rules set by the government concerning these health protocols indicated that people are not ready yet to accept the new normal effectively and efficiently (Marpaung, 2020). Collaboration between government and society is the key to facing the new normal. The implementation of the new normal is certainly very risky if the community does not comply with health protocols, considering that social interactions carried out by the community are a source of transmission of the COVID-19.

### *The learning models*

To facilitate the teaching and learning process, there are many terms used, such as learning approaches, strategies, methods, techniques, and models. The terms ‘approach’, ‘strategy’, ‘technique’, and ‘method’ have existed since the end of the 19th century, while the term learning model has just emerged in the post-method era (Sundari, 2015), where the methods are no longer solely made by researchers. Teachers can create a method for themselves concerning what they teach in the classroom. All of these terms are born in line with the development of the teaching and learning process in the world. According to Isjoni (2012), the learning model is a strategy used by teachers to increase students’ motivation, learning attitudes, critical thinking skills, social skills, and learning outcomes. The learning model emphasizes the strategies employed by the teacher to achieve certain goals. In a broader view, Huda (2014) defined a learning model as a complete description of the complex learning process accompanied by learning procedures and techniques as important parts. By considering those two statements, the learning model can be concluded as a linked learning tool that includes procedures, techniques, and methods. The learning model is an umbrella for a series of terms in teaching and learning activities.

Learning models evolve from time to time according to demands and circumstances. There are three learning models that are very popular, namely face-to-face, online, and blended learning models. At first, when technological devices were not yet developed, the learning process was fully carried out face-to-face by teachers in schools. The interaction between teachers and students is carried out directly. In fact, if students do not attend the class, the learning process can be hampered. However, after technological developments penetrated the world of education, a distance learning model was created by utilizing technological sophistication. Students and teachers no longer have to be in one place to carry out the teaching and learning process. Technology can mediate these problems. It is undeniable that the two models have their respective shortcomings so that it is modified by the emergence of a blended learning model or a mixed learning model. Although we have entered the 21st century where technology is increasingly sophisticated, the face-to-face learning model, which is the oldest learning model, is still used currently. Furthermore, the results of a study conducted by Dyla et al. (2020) indicated that most students prefer to study face-to-face compared to studying online. Those students admitted that they experience psychological problems when they study online continuously. The face-to-face learning method builds good psychological conditions for students because they can interact directly with each other. In addition, students’ concentration during the learning process is higher because the teacher directly supervises learning activities. Students are also not distracted by other communication tools that can break concentration. However, it cannot be denied that there are many deficiencies in this face-to-face learning model so that an online learning model is developed.

The online learning model comes from anxiety over the limitations of face-to-face learning, such as time and space. This online learning model is a solution if the learning process is to be carried out remotely, for example, students in Indonesia can have a guest teacher from Japan. This model is also very appropriate to use when there is force majeure,

such as during the COVID-19 pandemic. In these circumstances, the learning process is expected to be continued so as not to hinder the running of the academic calendar. Sadikin and Hamidah (2020) in their research found that the online learning model improves students' learning independence. This is the positive side of applying the online learning model. Online learning has been implemented in several schools and universities. The Open University (Indonesian: *Universitas Terbuka*) is one of the universities that are actively implementing the online learning model as a form of distance learning offered. Schools have also taken advantage of e-learning applications for distance learning. There are many benefits offered by this online learning, but there are also many drawbacks that they have. An example of the drawbacks in online learning found by Hutaaruk and Sidabutar (2020) in their research is internet network accessibility. The internet network is a part of the online learning facilities and infrastructure. If the online learning facilities and infrastructure are ready as in international schools, then online learning can be run smoothly. However, if basic things such as online learning facilities and infrastructure are not ready, then it can be confirmed that the continuity of the online learning process can be hampered.

To improve the quality of the learning process by utilizing the role of technology in learning, a blended learning model is created. Educators combine face-to-face learning models with learning models that utilize computers or other similar devices, in this case, online learning models. Heinze et al. (2007) defined blended learning as a combination or mixture between online learning and face-to-face learning coherently and harmoniously. From several studies, there are many benefits from the implementation of a blended learning model, including (a) changing teacher-centered learning into student-centered learning, (b) achieving learning objectives, (c) motivating students to be disciplined in learning, and to balance students' independence (Dziuban, Hartman, & Moskal, 2004).

As a combination learning model, the proportion between face-to-face and online learning must be ideal by considering the characteristics of students and teachers. Sudarman provided the ideal percentage that could be applied in the learning process, namely (1) 50% face-to-face learning, (2) 25% offline learning with independent learning through interactive media, and (3) 25% web-based learning (Sudarman, 2014). However, this percentage proportion is not absolute. The teacher has the right to determine the right proportion by paying attention to the situation and condition of each student. Different classes have different student characters so that the percentage of mixed (blended) learning can also be different.

### **Methodology**

This study applied a quantitative descriptive design. The quantitative data obtained in this study were described in a detailed explanation based on the variables in this study. This study was a survey conducted students of senior high school in Banggae, Majene, West Sulawesi. The instrument used in this study was a questionnaire. The questionnaire consisted of seven aspects of assessment with eight question items. Furthermore, the examined aspects were (1) parental information literacy related to the COVID-19, (2) the vulnerability of children towards the COVID-19 transmission, (3) children's new normal habits, (4) the factors concerning face-to-face learning permits from parents, (5) a means of transportation to and

from school, (6) the forms of a packed meal for children to avoid the COVID-19 transmission, and (7) willingness to support schools. The researchers visited the respondents' house one by one to distribute the questionnaire assisted by enumerators. The distribution of questionnaires was carried out for approximately one month from February to March 2020.

The population in this study was the parents of students at the elementary school, junior high school, and senior high school levels. The nature of this population was unlimited. To get representative samples, the researchers used a sampling technique that is suitable to be used in this COVID-19 situation. Samples in this study were selected using the non-probability sampling technique; in this case, it was accidental sampling. In other words, all people, who were met accidentally and suitable as data sources, were selected as samples in this study. The number of samples in the study was greater than the minimum requirement for respondents, where the minimum n is 30. Meanwhile, the total number of respondents in this study was 33 parents of students. Primary data from this study were obtained from questionnaires that had been answered by respondents. The data processing techniques in this study consisted of three stages, namely editing, coding, and tabulating. At the stage of editing, the researchers checked the data obtained from the questionnaire. Furthermore, at the stage of coding, the researchers classified the data based on the respondents' answers by giving the code and score according to the existing criteria. At the last stage (tabulating), the researchers processed the data into table form and calculated the frequency of each response using Microsoft Excel. Data in this study were analyzed with descriptive analysis using a percentage formula.

### Findings

Based on the tabulation and analysis of data obtained from the questionnaires, in this section, the researchers will describe in detail the percentage results of the respondents' answers to each question item.

**Table 1.** *What do you think about the following information about the COVID-19?*

	Statements	Correct (%)	Wrong (%)	Do Not Know (%)
a.	Splashes of saliva or fluids from the nose or mouth can transmit the COVID-19.	79	6	15
b.	Fever, dry cough, feeling tired, and shortness of breath are indications of contracting the COVID-19.	94	0	6
c.	People without COVID-19 symptoms can transmit the virus to others.	85	3	12
d.	Maintaining hand hygiene and wearing a face mask are important to prevent COVID-19 transmission.	97	0	3
e.	People with comorbidities (such as high blood pressure, heart disease, lung disease, diabetes, or cancer) have the potential for more serious illness.	94	0	6
f.	Children do not have the potential for COVID-19 transmission.	48	27	24

Of the six points above, 75% of respondents or more answered correctly on each point. This indicates that most respondents have good literacy for information about the COVID-19. However, there are still several respondents who also do not have good literacy about

information concerning the COVID-19. Some of them answered incorrectly and some even admitted they did not know about the COVID-19 information points asked. This indicates that socialization about the COVID-19 to parents of students still needs to be encouraged.

**Table 2.** *Does your child have the following vulnerabilities to the COVID-19 transmission?*

Aspects		Yes (%)	No (%)
a.	Having confirmed positive for the COVID-19	0	100
b.	Having a history of contact with a person confirmed positive for the COVID-19	27	73
c.	Having uncontrolled comorbidities	0	100

Based on those three points in question number 2 above, it shows that so far there have been no children from the respondents who have tested and confirmed positive for the COVID-19. Most of them also do not have a history of contact with those confirmed positive for the COVID-19. Furthermore, none of the respondents' children have comorbidities. This shows that the children in Banggae, Majene were not susceptible to the COVID-19 transmission.

**Table 3.** *Does your child get used to doing the following things?*

Habits		Yes (%)	No (%)
a.	Washing hands with soap for 20 seconds with running water	45	55
b.	Using a face mask when leaving the house	45	55
c.	Applying the ethics of coughing or sneezing (e.g., covering the mouth with the upper arm/elbow).	45	55
d.	Avoiding the crowd	3	97
e.	Maintaining physical distance when interacting with other people	6	94

Based on those five points in question number 3 above regarding the habits of children during the new normal period, it shows that 50% children of the respondents have not implemented health protocols during the new normal period. Most of them are not used to washing their hands with soap for 20 seconds with running water, are not used to using a face mask when leaving the house, are not used to applying coughing or sneezing ethics, are not used to avoiding crowds, and are not used to maintaining physical distance when interacting with other people. These habits have the potential to trigger the transmission of the COVID-19, especially if the face-to-face learning process in schools is implemented.

**Table 4.** *What factors did you consider allowing your child to study face-to-face at school?*

Options	Percentage
a. Cleanliness and health facilities in schools are adequate (e.g., hand washing facilities, hand sanitizers, and disinfectants).	4
b. Schools can implement health protocols (e.g., limiting the number of students in the class, setting spacing, and limiting crowds).	23
c. Transportation access from home to school is safe.	0
d. The school has cooperation with the closest health facility (e.g., health centers, clinics, or hospitals).	0
e. It is to make students catch up on learning material.	31
f. Parents do not have the time and ability to accompany children to study at home.	42

Of the six factors in question number 4 above, 42% of parents allow their children to return to face-to-face learning at school because they think that they do not have the time and ability to accompany their children to study at home. 31% of parents permit face-to-face schooling to their children so that their children can catch up with learning materials. 23% of parents permit because they believed that the school can implement health protocols. Furthermore, 4% of parents believe that school health and hygiene facilities have been adequate. No parents make excuses because transportation access from home to school is safe and because the school already has cooperation with the closest health facility.

**Table 5.** *If the face-to-face learning process is implemented at school, what means of transportation will your child use to go to school and go home?*

Options	Percentage
a. Using a private vehicle	20
b. Using school transportation facilities	0
c. Walk or using bicycles	58
d. Using public transportation (minibus, bus, motorcycle taxi, etc.)	22

Of the four options regarding the means of transportation used by children to go to school and go home, 58% of parents answered that their child walks or uses a bicycle. 22% of parents answered that their child uses public transportation. Furthermore, 20% of parents answered that they drive and pick up their child using a private vehicle. None of the parents stated that their child goes to school and goes home using school transportation facilities.

**Table 6.** *If face-to-face learning in schools is applied, what do you prepare for your child?*

Options	Percentage
a. Health and hygiene equipment (face masks and hand sanitizers)	64
b. Packed meal from home	30
c. Knowledge to prevent the COVID-19 transmission	3
d. No special preparations	3

Of those four options in question number 6 above regarding the assumption that face-to-face learning takes place at school, 64% of parents will provide health and hygiene equipment in the form of face masks or hand sanitizers to their children. 30% of parents will provide their children with a packed meal from home. 3% of parents will provide their children with the knowledge to prevent COVID-19 transmission. Furthermore, 3% of parents stated that they do not have special preparation.

**Table 7.** *Are you willing to support schools to prevent the spread of the COVID-19?*

Options	Percentage
a. Yes	100
b. No	0

The responses from parents to question number 7 above show that 100% of them are ready to provide support to schools to prevent COVID-19 transmission.

**Table 8.** *If yes, what support can you provide the school?*

	Options	Percentage
a.	Providing sanitary facilities (clean water, toilets, or hand washing stations)	12
b.	Providing medical equipment (face masks, hand sanitizers, or disinfectants)	36
c.	Regular cleaning on shared facilities and classrooms	0
d.	Providing healthy food and supplements (vitamins) for students	0
e.	Disseminating the prevention of the COVID-19	52

From those five points in question number 8 above related to the forms of support that parents will provide to schools to prevent the COVID-19 transmission, 52% of parents are ready to provide support in the form of socialization of COVID-19 prevention. 36% of parents are ready to provide health equipment, such as face masks or hand sanitizers. Furthermore, 13% of parents are ready to provide hygiene facilities, such as clean water.

### Discussion

Based on the results of respondents' answers to several question items, it shows that most parents consider that they and their children are ready for face-to-face learning for the 2020/2021 academic year in the new normal period, in order that the students and parents knows how to prepare learning in this pandemic era. The findings in this study indicated that the respondents (i.e., the parents of students) have good literacy regarding information about the COVID-19. They know how the COVID-19 is transmitted. This adequate knowledge is in line with a study conducted by Juditha (2020). She found that the public had sufficient knowledge to sort out hoax information regarding the COVID-19. Knowledge of information regarding the COVID-19 is very important for parents because they are companions for their children. Through this knowledge, they can educate their children concerning the face-to-face learning process in school during the new normal. The results of this study also indicated that students do not have a high risk of contracting the COVID-19 because they do not have a very risky congenital disease and a history of contact with sufferers who are confirmed positive for the COVID-19. However, the readiness of the children in implementing the health protocol during the new normal period is not very good. Nearly 59% of the respondents' children ignored the applicable health protocols. This has the potential to trigger the transmission of the COVID-19, especially if the face-to-face learning process at schools takes place. A study conducted by Wiranti et al. (2020) indicated that someone with higher education has a good level of adherence. Therefore, it is not surprising that children have a fairly low level of adherence to health protocols. The factors that become the reason why parents are ready to allow their children to return to face-to-face learning at school are dominated by the inability of parents to accompany their children to study at home. They do not have enough time to become teachers for their children at home and also do not know their children's learning materials. These constraints are in line with an analysis conducted by Wardani & Ayriza (2020) that parents are busy working so that they are not able to optimally accompany their children learning from home. Some of the parents also admit that their children have missed learning materials during learning from home. Therefore, they supported their children in taking the face-to-face learning process at school to catch up with their learning materials.

The means of transportation generally used by the children of the respondents are also less at risk of massive transmission. Most of the children go to school and go home by bicycle or on foot. Only a small proportion of them use the minibus as a means of transportation to go to school or go home. To prevent the transmission of the COVID-19 to their children when the face-to-face learning process takes place at school, most parents choose to prepare medical supplies for their children in the form of face masks or hand sanitizers. This provision is a form of parental vigilance and shows their readiness to protect their children from contracting with the COVID-19. All respondents in this study expressed their willingness to provide full support to schools to prevent COVID-19 transmission in schools when the face-to-face learning process takes place. Furthermore, the form of support provided by parents varies. However, most of them provide support in the form of participation in socializing COVID-19 prevention to their children and the community in the school environment. Only a small proportion of them are willing or able to assist in the form of items, such as clean water facilities, and health facilities, such as face masks or hand sanitizers. This is quite reasonable because most of the parents of students have poor financial conditions due to the COVID-19 pandemic.

### **Conclusions**

After months of going through online learning due to the COVID-19 pandemic and after reviewing research related to the effectiveness of online learning, this study investigates the readiness of parents and children towards the face-to-face learning process for the 2020/2021 academic year in the new normal period. Based on the results of data analysis on respondents' answers to the questionnaire that were distributed accidentally, it can be concluded that parents in Banggae, Majene, West Sulawesi are ready to allow their children to take face-to-face learning at school during the new normal period. All respondents even admitted that they are ready to provide support to the school for the face-to-face learning process. The form of readiness is not only in the form of a desire to help socialize the prevention of the COVID-19 but also in the form of equipping their children with knowledge about the spread of the COVID-19 and preparing health facilities for their children in the form of face masks and hand sanitizers. Meanwhile, the factor that strongly encourages parents to allow their children to study face-to-face at school is their inability to accompany their children to learn from home. They do not have enough time and do not master their children's learning materials.

Therefore, when reviewing their children's habits in terms of adherence to health protocols, they still often ignore those health protocols. Children still tend not to wear face masks, keep their distance, etc. This indicates that children are not ready to physically interact with the health protocol rules in the new normal. Therefore, based on the results of this study, the face-to-face learning process for the 2020/2021 academic year in the new normal period can be carried out in collaboration with parents, children, and schools to commit to complying with the applicable health protocol rules to minimize the COVID-19 transition.

### Disclosure statement

The authors declare no conflict of interest in the design of the study; in the collection, analysis, or interpretation of data; in the writing of the manuscript, or in the decision to publish the results.

### References

- Afnibar & Fajhriani, D. N. (2020). Pemanfaatan whatsapp sebagai media komunikasi kegiatan belajar ( studi terhadap mahasiswa uin imam bonjol padang ). *Al-Munir: Jurnal Komunikasi Dan Penyiaran Islam*, 11, 70–83. <https://ejournal.uinib.ac.id/jurnal/index.php/almunir/article/download/1501/112>
- Chalim, S., & Anwas, E. O. M. (2018). Peran orangtua dan guru dalam membangun internet sebagai sumber pembelajaran. *Jurnal Penyuluhan*, 14(1), 33–42.
- Dyla, D. F. N., Afni, A., & Rahmi, A. R. (2020). Psychological well being mahasiswa dalam menjalani kuliah daring untuk mencegah penyebaran virus corona. *Al Irsyad: Jurnal Bimbingan*, 15–22.
- Dziuban, C.D.; Hartman, J.; Moskal, P. D. (2004). *Blended learning. ECAR Research Bulletin*. Ecar.
- Gardner, B., Lally, P., & Rebar, A. L. (2020). Does habit weaken the relationship between intention and behaviour? Revisiting the habit-intention interaction hypothesis. *Social and Personality Psychology Compass*, 14(8). <https://doi.org/10.1111/spc3.12553>
- Habibi, A. (2020). Normal baru pasca Covid-19. *Adalah Buletin Hukum Dan Keadilan*, 4(1), 197–204.
- Harahap, D. A. (2020). Pembatasan sosial berskala besar (psbb) menangani pandemi covid-19 dan tren pembelian online. *Radar Bandung, April*, 9. <https://doi.org/10.13140/RG.2.2.22535.34723>
- Heinze, A., Procter, C., & Scott, B. (2007). Use of conversation theory to underpin blended learning. *International Journal of Teaching and Case Studies*, 1(1), 108–120.
- Huda, M. (2014). *Model-model pengajaran dan pembelajaran: Isu-isu metodis dan paradigmatis*. pustaka pelajar.
- Hutauruk, A., & Sidabutar, R. (2020). Kendala pembelajaran daring selama masa pandemi di kalangan mahasiswa pendidikan matematika: Kajian kualitatif deskriptif. *Journal of Mathematics Education and Applied*, 02(01), 45–51.
- Isjoni. (2012). *Efektivitas model kooperatif dalam pelajaran sejarah di sekolah*. Pustaka Pelajar.
- Juditha, C. (2020). People behavior related to the spread of covid-19's hoax. *Journal Pekommas*, 5(2), 105. <https://doi.org/10.30818/jpkm.2020.2050201>
- Jufri, D. (2016). Sudut pandang perencanaan dalam pengembangan pendidikan. *Jurnal Inspirasi Pendidikan*, 1(1), 65–76.
- Lestari, S., Kurnianingsih, I., & Wardiyono, W. (2018). Pengukuran kemampuan literasi digital orang tua menggunakan instant digital competence assessment (Instant Dca). *Bibliotech: Jurnal Ilmu Perpustakaan Dan Informasi*, 3(2), 91–108. <https://doi.org/10.33476/bibliotech.v3i2.598>

- Maltz, M. (2015). *Psycho-cybernetics: Updated and expanded* (Undated an).
- Marpaung, E. (2020). *New normal: Penuh risiko, tapi harus dilakukan*.
- Pakpahan, R., & Fitriani, Y. (2020). Analisa pemanfaatan teknologi informasi dalam pembelajaran jarak jauh di tengah pandemi virus corona covid-19. *JISAMAR (Journal of Information System, Applied, Management, Accounting and Research)*, 4(2), 30–36.
- Rigianti, H. A. (2020). Kendala pembelajaran daring guru sekolah dasar di kabupaten banjarnegara. *Elementary School*, 7(2), 297–302.
- Sadikin, A., & Hamidah, A. (2020). Pembelajaran daring di tengah wabah covid-19. *Biodik*, 6(2), 109–119. <https://doi.org/10.22437/bio.v6i2.9759>
- Sampurno, M. B., Kusumandyoko, T. C., & Islam, M. A. (2020). Budaya media sosial, edukasi masyarakat, dan pandemi covid-19. *Jurnal Sosial & Budaya Syar-I*, 529–542.
- Sudarman, S. (2014). Pengaruh strategi pembelajaran blended learning terhadap perolehan belajar konsep dan prosedur pada mahasiswa yang memiliki self-regulated learning berbeda. *Jurnal Pendidikan Dan Pembelajaran (JPP)*, 21(1), 107–117.
- Sundari, H. (2015). Model-model pembelajaran dan pemerolehan bahasa kedua/ asing. *Pujangga Jurnal Babasa Dan Sastra*, 1(2). <http://journal.unas.ac.id/pujangga/article/view/321>
- Syah, R. H. (2020). Dampak covid-19 pada pendidikan di indonesia: sekolah, keterampilan, dan proses pembelajaran. *SALAM: Jurnal Sosial Dan Budaya Syar-I*, 7(5). <https://doi.org/10.15408/sjsbs.v7i5.15314>
- Wardani, A., & Ayriza, Y. (2020). Analisis kendala orang tua dalam mendampingi anak belajar di rumah pada masa pandemi covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 772. <https://doi.org/10.31004/obsesi.v5i1.705>
- Wiranti, Sriatmi, A., & Kusumastuti, W. (2020). Determinan kepatuhan masyarakat kota depok terhadap kebijakan pembatasan sosial berskala besar dalam pencegahan COVID-19. *Jurnal Kebijakan Kesehatan Indonesia*, 09(03), 117–124. <https://journal.ugm.ac.id/jkki/article/view/58484>
- Yoenanto, N. H. (2020). *Kesiapan orangtua menjadi 'guru' di rumah*. Departemen Psikologi Pendidikan dan Perkembangan Fakultas Psikologi Universitas Airlangga. <https://psikologi.unair.ac.id/wp-content/uploads/2020/05/13-Kesiapan-Orangtua-M-enjadi-'Guru'-di-Rumah.pdf>
- 

### Biographical notes

**ANWAR SEWANG** is an associate professor in Education Technology, STAIN Majene, West Sulawesi, [sewanganwar@yahoo.com](mailto:sewanganwar@yahoo.com).

**MUHAMMAD ASWAD** is an Ph.D Student in Applied Linguistic, Universitas Sulawesi Barat, West Sulawesi, [aswad@unsulbar.ac.id](mailto:aswad@unsulbar.ac.id)