

OPTIMIZING PRIMARY SCHOOL STUDENTS' PARENTAL INVOLVEMENT IN ONLINE LEARNING

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Abstract: *The new method of online learning at home has raised some serious concerns for parents. The present study aims to identify the obstacles students might face in online learning; based on the obstacles, the study intends to formulate several recommendations for improvement regarding online learning in primary school. The research method is a survey with 109 parents of elementary school students as the respondents. The data were collected by closed and open questionnaires and were further analyzed in a descriptive by applying a percentage. The results showed that: a) parents are often overwhelmed in assisting their children during the online learning process; b) as professional educators, teachers still bear an important role within the learning process that is irreplaceable by the parents (who have lesser pedagogic competence compared to the teacher); c) the involvement of parents, particularly mothers, is essential within online learning assistance to ensure a comfortable and enjoyable learning experience; d) intensive communication and coordination between parents and teachers/school authoritative is necessary for online learning preparation; e) teachers are encouraged to optimize their pedagogic competence to employ creative methods and interactive learning media; f) in the practical situation, teachers focus on developing motoric aspects and emotional development (particularly arts and religion).*

Keywords: *Online Learning, Parental Involvement, Primary School*

Abstraks: Perubahan pembelajaran bagi anak-anak secara on-line di rumah secara umum mencemaskan dan merepotkan para orang tua. Tujuan dari penelitian ini adalah untuk mengidentifikasi berbagai hambatan pembelajaran on line bagi anak sekolah dasar, dan dapat dilakukan perbaikan pembelajaran di masa pendidikan daring. Metode penelitian menggunakan survei dengan responden sebanyak 109 orang tua yang mempunyai anak usia sekolah Sekolah Dasar. Pengambilan data menggunakan kuesioner tertutup dan terbuka, dan analisis data secara deskriptif dengan menggunakan ukuran prosentase (%). Hasil penelitian menunjukkan: a) para orang tua dibuat kewalahan dalam pendampingan anak-anak ketika proses pembelajaran *on-line* dimulai; b) Peran guru sebagai pendidik profesional ternyata tidak mudah untuk digantikan oleh peran orang tua, yang selama ini menyerahkan pendidikan anak-anaknya kepada Lembaga Sekolah; c) diharapkan keterlibatan aktif para orang tua dalam pendampingan



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belajar *on-line* yang akan membuat pembelajaran menjadi nyaman dan menyenangkan; d) diperlukan media komunikasi dan koordinasi yang lebih intensif antara orang tua dan guru/sekolah maupun diantara para orang tua dalam persiapan/pelaksanaan pembelajaran *on-line*; e) diperlukan kompetensi pedagogik guru yang optimal (kemampuan penggunaan metode kreatif, variative, dan dengan media interaktif; f) guru lebih mengembangkan aspek 'motorik' (learning to do) dan 'olah rasa' (seni budaya & agama).

Kata Kunci: Keterlibatan Orang Tua, Pembelajaran Online, Sekolah Dasar

INTRODUCTION

The change in the education system from a face-to-face system changed to an online learning system almost all over the world was triggered because the Covid 19 protesters have changed all aspects of human life around the world that has lasted almost 2 (two) years. There is a major change in many of the elements of the field of education. Online learning now replaces face-to-face learning at school. Online learning is more common for adult students to promote equal distribution of education in remote areas or to accommodate the need for working students. Online learning is a new and unfamiliar learning approach for the students in kindergartens up to senior high school level, and it has become the normal education. Regarding this, it is worth investigating the change in students' behavior due to the atmosphere change. Initially provided with a wide-open social space in school with friends and teachers, the students are now experiencing a limited learning process with accompaniment from the students' parents (many of which might also be busy with their work).

The present study emphasizes analyzing the extent of parents' assistance in elementary school students' online learning process. Particularly, it investigates the effect of parents' assistance as the students' role models within the formation process of positive character. The following table presents some of the comments from parents in the USA and Indonesia on the online learning approach.

Table 1. Comments from Parents in the USA and Indonesia on the Early Implementation of Online Learning at Home

No	Parents' comments on online learning in the USA	Parents' comments on online learning in Indonesia
1	Schools are now closing virtual schools are becoming regular	Working moms must be anxious about their inability to accompany their children in online learning.
2	This is the beginning of madness, we must keep our sense of humor; we need to laugh more, joke more, enjoy our lives, and share the moments - particularly with our fellow teachers.	We expect teachers not to give us too many assignments to not make us overwhelmed.
3	At-home learning can start at 09.30. We find the time quite comfortable since we don't have any heavy activities in the morning, and mothers are also teachers of our children.	Honestly, as a mother, I prefer my children to learn at school. Online learning at home often gets us angry and stressed. Not every parent can bear the role

4	Mothers are now teaching school lessons at home. Some of us never thought that we will have to be the teacher at home.	of a teacher. Learning at home is boring to the children. It is considered not optimal, as children need to play and socialize with their peers.
5	As mothers, we need to provide the best in accompanying our children in learning. We all need to smile and laugh more.	We suggest for the teachers greet the students on video call platforms to monitor their learning process.
6	For working mothers, at-home learning activities make us busier than before.	We often feel baffled in teaching and explaining the learning materials that we don't understand.
7	As parents, we have to realize that teachers at school have contributed very much to our children, and sometimes they are highly underpaid.	Working moms must be anxious about their inability to accompany their children in online learning.
8	Now that we understand how it feel to assist our children in virtual learning at home, we expect that the teacher will be respected more from now on.	Parents cannot be dependable to replace the teachers, it turns out that being a teacher is not easy at all.
9	During at-home learning, we cannot do much more and need to do what is best for our lives. We are not in a "fine" condition due to the closure of schools. What's important now is to maintain our sanity and health.	Learning at home can be more fun, for example, our children can complete their assignments on the patio while enjoying the fresh air and surrounding environment.
10	This is not a normal condition for all of us, so, be kind to ourselves. We have done it well because we love and want to protect four children at home during the pandemic.	Schools should just open twice a week at a minimum and apply strict health protocol.
11	<i>Source:</i> Digital Molly. (2020) https://www.digitalmomblog.com/homeschool-memes/ .	<i>Source: a survey of 109 respondents in Jakarta, June 2020</i>

From the parents' responses in the previous part, it is concluded that in general, assisting children in online learning at home can be overwhelming and worrisome for parents. Most of the parents are not professional teachers; they only send their children to learn in school. Despite this, some parents feel the fun and comfort to assist their children in learning via online platforms at home. Baeck (2010: 549) argues that parents' education level is influential in the assistance of the online learning process at home. Parents with higher education levels are generally more engaged compared to those with lower education levels. Likewise, compared to parents with lower academic backgrounds, parents with better academic knowledge are more likely to be able to assist their children in explaining the learning material. For instance, the involvement of parents is necessary when the student finds it hard to answer a particular question. That said, the assistance of parents with higher educational backgrounds can support the students in achieving learning

outcomes optimally. Safari (2021:25) explained that the level of parenting attending school meeting activities can increase the level of enjoyment of students learning with teachers at school.

Moreover, Barge and Loges (2003: 140) assert that the involvement of parents within the learning process is the indicator of students' success. Constructive communication between teachers and students is essential to monitor the students' academic progress. In the meantime, Liew, Kwok, Chang, Chang, and Yeh (2014: 220) point out that the authoritative control of parents over their children is not the sole factor in academic success. Rather, autonomous support and self-regulation of emotion are the promotive factors in the achievement of adaptive and academic competencies. This method involves an approach that is empathetic, non-forcing, and supportive towards the children's development of autonomy. These approaches are seen as influential to promote greater academic success. The culture within a community plays a significant role in shaping the parents' parenting style to the children; this is particularly apparent in the learning process. The parenting style in the USA is highly different from Asian mothers' style of parenting. In the USA, the children are provided autonomy and freedom to explore in learning. While in Indonesia, the parents tend to exert their dominance and over-protect their children during the learning process. A study by Gonzalez-pienda, Nunez, Gonzalez-pumariega, Alvarez, Roces, and Garcia (2002: 257) has indicated that the parents' involvement had a positive and significant impact on the children's measured characteristics (academic talent). In line with Gonzalez et al., a study conducted by Duan (2016: 2) in China has shown that parents that adopt a skill-based parenting approach can promote greater academic achievement and assist their children in overcoming the difficulties in learning or in completing assignments.

As Jafarov (2015: 35) argues, no single definition cannot be stated to represent the meaning of parents' involvement. Still, in Jafarov (2015: 35), Croized explains that parents' involvement is the parents' assistance in children's education to gain information regarding their academic development and participation in learning. Barges and Lorges (in Jafarov, 2015: 35) have pointed out that the indicator of the parent involvement in the children's learning process comprises: 1) Routine monitoring of students' home assignments: the parents ensure that the children complete their home assignments and assist them if necessary; 2) Developing communication between teachers: by building a positive relationship with the teachers, it is expected that the teachers will be empathetic to their children; 3) participating in extracurricular school programs: extracurricular activities with peers are seen as the alternative to aid the parents to compensate for the parents' limited time in assisting their children's home assignments; 4) developing collaboration with the community of parents: in monitoring the children's social network and extent of achievement within the community, building a good relationship with other parents is seen as an essential approach.

The study lays its emphasis on the extent of parents' involvement in assisting their children in online learning. Echoing Barges and Loges' statement, the indicators of parents' involvement are established as follows: a) assistance with online learning in Zoom or Google Meet platform, b) assistance in the completion of home assignments, and c) developing a relationship with the teachers regarding the preparation, online learning process, and completion of assignments. In line with Suparman (2012: 10), the term "learning" is interpreted as the set of facilitation events that influences the students in achieving the achievement of a change of behavior as the result of learning. Simply put, learning is the facilitation of students to achieve improved sets of behavior regarding knowledge, skills, and attitude.

Based on the previous elaboration, the notion of parents' involvement in assisting the children in online learning is interpreted as the parents' assistance in accompanying their children's learning process and developing good communication with the teachers (via online communication platforms such as WhatsApp or Zoom). The approach is carried out to achieve optimal learning outcomes. Therefore, the present study aims to retrieve empirical data regarding the ongoing online learning process of elementary school students. The data are then treated as a reference to formulate evaluation and feedback in improving the online learning process for elementary school students to achieve optimal learning outcomes.

METHOD

Employing a survey approach, the qualitative study involved 109 parents of elementary school students as the respondents. The data were collected by closed and open questionnaires and were further analyzed descriptively by applying percentage indicators. The data were collected through Google Forms online survey platform, in which the respondents are asked to fill several open and closed questions about personal identity and their experience in assisting their children in online learning. Research instruments before use are carried out of validity content tests by 2 (two) experts (linguists and content). Specifically, the respondents require to answer several main questions, consisting of a) identification of the respondents' characteristics, b) online learning input, c) online learning process, d) barriers in online learning, and e) suggestions regarding comfortable online learning in the digital era. The retrieved data were then categorized based on similar themes and analyzed descriptive manner by percentage. The research variables and indicators are presented as follows:

Table 2. The Variable and Indicators of Research

Variable	Indicators	Number of questionnaire items	Questionnaire approach
Parents' involvement in assisting children in online learning during the digital era	a. Learning input	10	Closed
	b. Learning process	6	Closed
	c. Barriers to online learning	4	Closed and Open
	d. Suggestions on the comfortable online learning process	3	Open
TOTAL		23	-

RESULTS

In general, the respondents' identity is displayed in the following Table 3.

Table 3. Respondents' Characteristics

No	Respondents' Characteristics	Number of respondents	Percentage
1	Sex		
	- Male	9	8%
	- Female	100	92%
2	Age		
	< 20 years old	1	1%
	20-30 years old	8	7%
	31-40 years old	60	55%
	> 40 years old	40	37%
3	Education:		
	- Elementary school and junior high school	12	12%
	- Senior high school	30	28%
	- Bachelor	53	49%
	- Master and Doctor	14	13%
4	Occupation		
	- Civil servant	6	6%
	- Private employee	27	23%
	- Teacher/lecturer	26	24%
	- Housewife	50	46%
5	Occupation type:		
	- Working outside home	53	49%
	- Working around home	56	51%
6	Numbers of children in elementary school		
	One child	60	55%
	Two children	43	39%
	Three children or more	6	6%
7	Grade in elementary school		
	1-2	39	36%
	3-4	39	36%
	5-6	31	28%

8	Respondents' city of origin		
	Jakarta	36	33%
	Bogor	14	13%
	Bekasi	59	54%

The previous Table 3 presents the characteristics of respondents that assisted their children in online learning as follows: 1) ninety-two percent of the respondents involved are mothers. This indicates that the parent's involvement in online learning assistance is mostly dominated by the female parent; 2) ninety-two percent of the respondents are 30 years and above, while 67% of the respondents hold bachelor's degrees. The numbers indicate that the respondents are mostly in the adult period and have adequate educational qualifications. By that, it is suggested that the respondents are mostly aware of the importance of education; 3) in terms of occupation, 54% of the respondents have an occupation and work outside the home, while the rest 46% are jobless. In other words, some of the mothers interviewed bear two roles at the same time, as the educator of their children, and as the supporting wage worker for the family; 4) ninety-four percent of the respondents have one or two children in the family, while 72% of the respondents' have children who are in the first and second grade of elementary school. The numbers depict that in the study, the children are still dependent on the parents' involvement in learning; thus, parents' assistance is deemed necessary; 5) Most of the respondents in the study reside nearby the capital city of Indonesia. Hence, this suggests that the respondents experience adequate access to the information, facilities, and infrastructure regarding online learning to support their children in achieving optimal learning outcomes. The data analysis result of online learning input based on the findings is displayed in Table 4 as follows

Table 4. Recapitulation of Questionnaire Answers on Online Learning Input

No	Questionnaire items	Questionnaire answer	Respondents choosing the answer	Percentage (%)
1	Communicating with the teacher regarding learning preparation	-Yes	103	94%
		-No	6	6%
2	Child's learning system	-Full time online	83	76%
		-Blended meeting (online and at school)	26	24%
3	Platform used by school in online learning	-WhatsApp	98	90%
		-Zoom	8	7%
		-Google Classroom	3	3%
4	Children who like to read	-Yes	64	59%
		-No	45	41%
5	Parents read the book to their children	-Yes	28	26%
		Rarely	67	61%
		-No	14	13%

6	Children who can read by themselves	-Yes	103	94%
		-No	6	6%
7	Genre of books read by the children	-Learning material book	24	22%
		-Story book	58	53%
		-Religious holy books / Al-Quran	4	4%
		-Comics	13	12%
		-No books	10	9%
8	COVID-19 pandemic influences children's reading interest	-Yes	76	70%
		-No	33	30%
9	Method of accessing book	-Purchasing at bookstores	54	50%
		-Purchasing online	22	20%
		-Borrowing book from library/friends	16	15%
		-Others (did not try to access book)	17	16%
10	Importance of books to children	-Very important	65	60%
		-Important	42	38%
		-Not important	2	2%

Uno, Budiningsih, and Panjaitan (2012: 103) argue that a learning system involves: a) learning input, b) learning process and c) learning output/outcomes. Moreover, it is also stated that the learning input components involve: a) learning materials/modules, b) students' characteristics and initial knowledge, c) supporting facilities/infrastructure, d) lesson plan, and so forth. From Table 4 above, several insights can be extracted: 1) before the online learning process, 94% of the respondents communicated with the teachers in school. This shows that most parents care about their children's online learning progress, particularly regarding the familiarization with a new learning approach; 2) As many as 76% of the schools apply a full online learning approach, while the rest 26% adopt a blended learning approach (involving face-to-face meetings). Some of the schools adopt a blended learning approach due to the limited support for the online learning ecosystem (e.g., schools with far distance from the hospital, parents' incapability of providing Android phones, limited support to purchase internet packages); 3) WhatsApp messenger is selected by 90% of the teachers as the most-used online learning platform. By this, it is indicated that most parents own a smartphone. This study views, however; 4) that the involvement of WhatsApp is less optimal due to the absence of two-way interaction between students and teachers (or among students) that functions as the instrument of reinforcement of learning material; 5) As informed by the table, 60% of the parent view reading a book as a "very important" activity, while 30% of them regard it as an "important" activity. Such perceptions depict the parent's belief that the

activity of reading books is essential to reinforce the children's cognition. That said, only 59% of the students view reading a book as an enjoyable activity. Moreover, the parents who read books for their children compose about 26% of the respondents, while the rest 61% rarely read books for their children; this is particularly due to the proportion of parents working outside the home (54%). As many as 70% of the respondents agreed that children's reading interest has lowered in online learning. Some possible causes may involve a less supportive environment, no new books to read, no time to read books with their peers, closure of library/reading places, and others. The data analysis result of the online learning process based on the findings is displayed in Table 5 as follows.

Table 5. Recapitulation of Questionnaire Answers on Online Learning Process

No	Questionnaire items	Questionnaire answer	Respondents choosing the answer	Percentage (%)
1	Family members who accompany students in online learning	-Father	12	11%
		-Mother	62	56%
		-Older siblings	16	15%
		Grandfather/grandmother/ other family members	15	14%
		-Household assistant	4	4%
2	Duration of learning at home	1 - 3 hours	47	43%
		≥ 3 - 5 hours	55	51%
		>5 hours	7	6%
3	Communicating with teachers/ school management during the learning process	-Frequently	48	44%
		-Rarely	57	52%
		-Never	4	4%
4	Frequency of teachers' feedback on students' assignment	-Frequently	71	65%
		-Rarely	37	34%
		-Never	1	1%
5	Forms of teachers' feedback	-Compliments and correction	14	13%
		-Giving score	15	14%
		-Acknowledgment	80	73%
6	Benefits of at-home learning during the pandemic	-Very significant	6	6%
		-Significant	46	42%
		-Less significant	33	30%
		-Not significant	24	22%

As explained by Uno, Budiningsih, and Panjaitan (2012: 103), the components of the learning process consist of teachers' pedagogic competence, learning strategy, students' participation, and others. Echoing this notion, Suparman (2012: 40) asserts that a learning process is formulated based on a learning strategy. The elements of learning strategy involve learning sequence, learning method, learning media, and learning duration. In the delivery of learning content, the elements are organized adynamic and creatively. Suparman also points out that the optimal actualization of the learning process relies on the teachers' pedagogic competence, i.e., the prerequisites of a teacher's

professionalism. Uno, Umar, and Panjaitan (2014: 80) postulate that teachers' pedagogic competence comprised their ability in developing curriculum, plan the whole learning process, execute the learning process, and assess the learning outcomes. As indicated in Table 5, the study points out several notions: 1) As many as 51% of the respondents state that their children (in the third to sixth grade) undergo three to five hours of learning in a day, while 43% of them inform that their children undergo one to three hours of learning per day, it is worth noting that the learning duration does not include assignments to be reported to the teachers. If accumulated, the at-home learning duration is not significantly different compared to the learning duration at school (face-to-face approach), the only absent element is face-to-face interaction. On top of that, mothers compose up to 56% of the family members who accompany the students in online learning, while the rest 43% consist of other close family members (fathers, older siblings, or grandparents); 2) a total of 44% percent of the respondents maintain communication with the teachers during online learning, while 52% of them rarely communicate with the teachers; this might be caused by the larger proportion of parents working outside the home (54%); 3) The parents informed that 65% of the teachers frequently respond to their children's assignments, while 34% rarely provide feedback on the assignments. The numbers indicate that most of the teachers do provide feedback on the students' assignments in the form of acknowledgment at the very least; 4) in general, 52% of the respondents agree that the online learning approach is "less useful" or "not useful" to the students' progress, while only 48% argue that online learning is "useful" or "very useful". From such findings, it is concluded that parents prefer the face-to-face learning approach at school. The data analysis result of online learning barriers based on the findings is displayed in Table 6 as follows.

Table 6. Recapitulation of Questionnaire Answers on Barriers in Online Learning

No	Questionnaire items	Questionnaire answer	Respondents choosing the answer	Percentage (%)
1	Barriers to online learning at home	-Present	84	77%
		-Not present	25	23%
2	Types of barriers children face in online learning	-Lose focus too quickly	42	39%
		-Cannot understand the learning material	53	49%
		-Does not face any barrier	14	13%
3	Teacher's delivery of learning material	-No barriers, a teacher can deliver the learning material clearly	19	17%
		-Teacher's delivery of learning material is quite unclear	67	62%
		-Teacher's delivery of learning material is unclear	23	21%

4	Barriers to access to online learning platforms	-Not present	16	15%
		-Limited internet data package	54	49%
		-Network interference	39	36

As indicated in Table 6, 77% of the parents state that they face barriers in accessing online learning platforms. The barriers involve: Children lose focus too quickly; Children cannot understand the learning material due to the teacher's inability to deliver the learning content optimally; Limited internet data package and network interference. The data analysis result on suggestions for the online learning approach is shown in Table 7 as follows:

Table 7. Recapitulation of Questionnaire Answers on Suggestions Regarding Comfortable Online Learning Process

No	Questionnaire items	Questionnaire answer	Respondents choosing the answer	Percentage (%)
1	Suggestions for an enjoyable online learning	varied and creative learning methods, teachers can develop motor aspects (practice) and mental development (arts, culture, religion)	73	67%
		The need for interaction between students and teachers (face-to-face, online learning application, blended learning approach)	13	12%
		The need for parents' active involvement	23	21%
2	Suggestions to the school/teachers for optimal online learning	The need for interaction between students and teacher, a blended learning system (face-to-face interaction and online learning)	36	33%
		Teachers need to be creative in delivering the materials by involving interactive media, audiovisual media, Zoom, or the Google Meet platform	53	49%
		Good implementation, no problems	20	18%
3	Suggestions regarding access to the book	Books provided by school	67	61%
		-E-book provided by school	12	11%
		-No suggestions	30	28%

In general, based on the previous table, the respondents provided several suggestions for an enjoyable online learning experience during the digital era: 1) teachers are suggested to employ creative teaching methods and emphasize the development of motor aspects and mental development. Moreover, the parents suggested the teachers focus on the

assignments of “learning to do” that highlight the interaction between students and their family members at home. The assignments can take the form of making handicrafts from the rubbish of disposable products, making food, building an urban farming platform at home, and so forth: 2) parents’ involvement is required in the online learning process for first-grade to third-grade students to assist the students in accessing online learning platforms such as WhatsApp, Zoom, or Google Meet; 3) Teachers are suggested to apply interactive learning media that provides two-way interaction between students and teachers; the implementation of mass virtual interactive media is expected to contribute to increasing students’ motivation. The implications of using 'virtual interactive media' are then at home each child must have a computer/laptop or Android phone, which can access the Zoom-meeting or google-meeting application; 4) the parents expect the schools to implement a classical face-to-face learning approach in a controlled learning schedule (the learning process does not have to be conducted every day) and strict implementation of health safety protocol. In this regard, the Blended learning approach is recommended to be implemented, with a proportion of 50:50 between face-to-face meetings and virtual meetings; 5) Schools are expected to provide books for students to read. The parents also suggest the schools establish a digital library.

DISCUSSION

Online learning is becoming a new culture for primary school children today. Almost all parents are not ready to provide learning at home for their children, especially for children of primary school age. So far, parents have submitted their children to acquire education at schools. Most of the parents who live in urban areas work outside the home; thus, they cannot assist their children in online learning at home. Despite that assistance to the children in studying at home is deemed as an absolute requirement, parents are not quite ready to perform as the teacher at home. Therefore, most parents often become impatient, as they do not understand the learning material and need time to learn before explaining it to the children. In conclusion, parents are becoming overwhelmed and anxious to assist their children in online learning.

Through an opinion poll given to 109 respondents, the results showed that 88 percent of respondents stated that their children became less focused, quickly bored, and unable to comprehend the learning material during online learning at home. Thus, the parents and children viewed the online learning approach as 'unpleasant' compared to the face-to-face learning approach. The approach of online learning can lead to anxiety due to various technical obstacles, viz.: limited internet access, unfamiliar material (lack of teacher explanation, boredom due to no interaction with others, and others). In coping with the obstacles, the parents and students can do intermittent activities together, such as: taking nap, listening to music, watching television or movies, playing

games, eating, drinking, and exercising (Abdulrahman, 2020; Oktawirawan, 2020).

Working parents have to face an obstacle in assisting their children, particularly those studying in the first to third grade. The students in the grade are still dependent on their parents in daily activities and in operating smartphones to access the online learning platforms used by the teacher, e.g., WhatsApp, Zoom, or Google Meet. To address such problems, the study by Dewi (2020: 60) can be referred to as the alternative solution. Parents and teachers need to cooperate in assisting students in the first grade to the third grade regarding the learning materials and the implementation of the online learning process. In the meantime, parents who work outside the home are suggested to plan specific learning schedules outside the initial schedule prepared by the teacher. This is to accommodate the parents' involvement in accompanying their children to study like other students in compensating for the time when they are absent.

The full involvement of parents is deemed as "necessary"; parents have to coordinate with the teacher to ensure the implementation of an enjoyable learning process and the achievement of optimal learning outcomes. Aghaveva's study (2015: 4) shows that the involvement of parents at the beginning of children's stage of education (first grade to third grade in elementary school) contributes to a) improving mentoring skills; b) establishing a comfortable learning environment; c) monitor the child's social, emotional, and academic achievements; and d) monitor and reduce the possible negative effects that may occur as a result of the students' social interaction. In line with that, the research results of Darmalaksana, Hamvali, Masrur, and Muchlas (2020: 7) show that the implementation of a participatory online learning approach that involves various parties (teachers, parents, as well as students, and their environment) is proven effective in achieving learning goals.

The presence of education is essential to human life, as it encourages the student's dignity and effective contribution to fellow humans and their environment. Some suggestions from the respondents as presented in Table 7 above can be treated as solutions to coping with the obstacles or improving the online learning process. The suggestions involve: 1) online learning will be effective if the teachers employ varied and creative learning methods. On top of that, the online learning methods should focus more on 'motor aspects' (practice) and 'mental development' (arts, culture, religion), and reduce tasks that emphasize too much the "learning to know" aspect. Rather, the "learning to do" aspect is to be emphasized; it encourages the interaction between students and family members at home. Such conduct can utilize the resources within the house environment to reduce boredom, increase students' focus on learning, and promote a fun learning experience. This is by following the study by Dewi (2020: 60) that learning activities can be implemented effectively if the teachers can deliver the learning material creatively and

employ interactive methods. In the same tune, Cahyati and Kusumah (2020: 157-158) in their study show that parents agree that the provision of "learning to do" assignments at home is highly effective for achieving quality learning outcomes in the digital era; regarding this, parents can take the central role to assist their children at home. Cahyati and Kusumah (2020: 157-158) also explain that online learning at home limits the students' interaction with teachers and their peers. Despite that, it has positive implications, viz., the students can enhance the bond relationship with their parents. Through this, parents can monitor firsthand the development of their children's learning progress; 2) teachers are expected to employ learning media that can facilitate "two-way interaction". That said, the use of mass interactive virtual media is proven effective to increase student motivation. Such a notion implies that each child must have a PC/laptop or Android cellphone to access the online learning platforms. Moreover, Wardhani and Krisnani's (2020: 51) study shows that online learning is considered not significantly better than face-to-face learning due to several reasons: a) lack of effective interaction between teachers and students; b) lack of organization of online learning; and c) the need for a stable internet connection. In this regard, Wardhani and Krisnani (2020: 51) also argue that the use of interactive learning media in online learning will increase learning motivation and reduce boredom; 3) the parents expect the schools to implement a classical face-to-face learning approach in a controlled learning schedule. In this regard, a blended learning approach is recommended to be implemented, with a proportion of 50:50 between face-to-face meetings and virtual meetings. According to Thorne (2003: 16), blended learning is the mixed learning model that integrates online learning with face-to-face learning.

The model accommodates the interaction between teachers and students and ensures optimal participation of students. Thorne also identifies that online interactive learning media include: a) multimedia technology; b) CD ROM video player; c) virtual classrooms; d) voice message, email, SMS/WhatsApp; and e) online text animation and video streaming. Kustandi et.al (2-021:291) explained that using visual media in the learning process can help students to develop visual skills; so the visual media is a learning tool that can develop students' imagination in learning activities. In line with that, Dziuban, Graham, Moskal, Norberg, and Sicialia (2018: 11-12), explain that the implementation of blended learning relies on the learning environment in achieving optimal learning outcomes with the following requirements: a) clear learning objectives; b) supportive learning environment; c) creative method of communication. Supporting the opinion of Dziuban et al., Laskaris in Pribadi (2018: 201) identifies the prerequisites of effective blended learning: a) determining learning objectives; b) developing the learning material; c) determining the level of Interactivity; d) planning group learning activities; e) establishing communication procedures; f) providing reference material, and g) determining the assessment strategy of learning outcomes.

CONCLUSION

The new method of online learning at home has made the parents overwhelmed. The parents are overwhelmed in assisting their children, particularly, those undergoing the first to the third grade of elementary school. These children demand the active involvement of their parents in online learning. Such a condition raises the concerns of the parents, particularly, those who have to work outside the home: 1) the active involvement of parents (especially mothers) in online learning assistance for their children will establish a new culture that encourages a comfortable and enjoyable learning experience for all parties involved. In this regard, there are several prerequisites: a) intensive communication and coordination between parents and teachers in **online learning preparation**; b) facilitation of supportive learning tools (PC/laptop/Android phone) and stable internet connection for online learning. Regarding the provision of an environment with a stable internet connection, parents can communicate with the authoritative (administrators in Neighborhood/Community Association) or other stakeholders; c) teachers' optimal pedagogic competence, i.e.: the use of creative teaching methods in increasing the students' motor aspects and mental development to increase their learning motivation. Teachers are also expected to implement interactive learning media to optimize the interaction with students; d) the schools implement a classical face-to-face learning approach in a controlled learning schedule. In this regard, a blended learning approach is recommended to be implemented; 2) The role of teachers as professional educators cannot be replaced by the parents; it is found that parents have relatively pedagogic competence, as they only submit their children to acquire education at school.

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