

**PARENTS' INVOLVEMENT IN PRIMARY SCHOOL ONLINE
LEARNING DURING COVID-19 PANDEMIC**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in
English Language Education**



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PARENTS' INVOLVEMENT IN PRIMARY SCHOOL ONLINE
LEARNING DURING COVID-19 PANDEMIC

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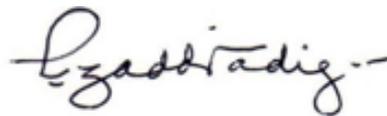
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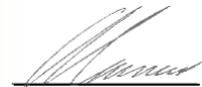
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis was written enterally by me. This thesis does not contain any work of other people, except those in cited quotation end references, as a scientific paper should.

Yogyakarta, 10 February 2024

The Writer,

A handwritten signature in black ink, appearing to read 'Ayu Lestari', with a stylized flourish at the end.

Ayu Lestari

17322088

MOTTO

(“...everything has its own advantages.”)

“...لكلّ شئٍ مزيةٌ”

DEDICATION

I represent this thesis especially to my greatest, most awesome parents who loved me, raised me, and gave me my best life with all the facilities that I wanted and the things I needed. My beloved sister and brother have helped me and supported me while writing this thesis. The lecturers and the university environment taught me until the end of my study journey. My dearest friends in junior high school and senior high school always helped me. Campus friends, especially the class of 2017 English education program, who are struggling together to finish this step. And also to everyone who always asks “Kapan kamu lulus?”

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I believe that this thesis is far from being perfect, however, it is hoped that this thesis would give a positive contribution for those who want to carry out further research.

Yogyakarta, February 2024

Ayu Lestari

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PARENTS' INVOLVEMENT IN PRIMARY SCHOOL ONLINE LEARNING DURING COVID-19 PANDEMIC

ABSTRACT

The COVID-19 pandemic has influenced educational institutions across the globe, especially the way of parents involved in their children's school and learning process. The transformation does not only affect teachers and students but also parents which makes them more involved in supporting their children's learning process. The aim of this study is to explore in what way parents become involved in their children's online learning process. This research employs a qualitative approach as a research design. The participants of this study were two parents of elementary school students who are currently or have been doing school online due to the COVID-19 pandemic. The data were collected from interviews as the main source in this study. This study used descriptive analysis to analyze the data findings. The results of this study show parents involvement and support for learning, parents' involvement and support for activities, parents' involvement of school activities, and the purpose of parents' involvement of online learning activities. Furthermore, parental involvement in supporting children in school activities or learning activities can be optimized in providing attention, motivation, direction, or facilities to support children's learning activities online. Parents can also provide assistance when their children experience difficulties so that all their children's learning or school activities can continue to be carried out properly.

Keywords: Parental involvement, Parents' Support, Online Learning, Qualitative Research

CHAPTER I

INTRODUCTION

1.1 Background of the study

The COVID-19 pandemic has influenced educational institutions across the globe, especially the way teachers deliver their teaching and learning process. The salient transformation of this matter is that conventional learning must be switched into distance-learning or commonly called online learning. Online learning is a learning method that takes place over an internet network and has access to a variety of learning interactions (Moore, Dickson-Deane, & Galyen, 2011). This transformation of teaching and learning could be more challenging for both teachers and students. More specifically, students need to adjust their habits to engage in online learning (Dewi, 2020).

Furthermore, this transformation does not only affect teachers and students but also parents. In the teaching and learning process, it is not always a student who is comfortable and can easily accept the material presented by the teacher. Sometimes there is student behavior that shows they are unable to accept the material or find it difficult to receive lessons, then the role of parents in children's learning activity especially in an online learning is fundamental to ensure that the teaching and learning process is doing well. Therefore, parents need to be involved in their children's online learning process, because parents' involvement in their children's education is not only limited to bearing costs, but also providing

infrastructure and various other material needs. The role of parents includes participating in children's learning, explaining and providing examples and models in learning, and meeting children's learning needs, providing spiritual understanding, supervising children's learning processes, motivating and encouraging children, providing study guidance, giving appreciation, providing facilities and needs children in learning, help solve children's problems, provide teaching at the appropriate time, it can be conclude that in the context of education. Parental involvement covers a broader scope, including as educators, observers of the learning process in the classroom, volunteers, and policy makers in schools (Yulianingsih, Suhanadji, Nugroho, & Mustakim, 2021).

Parents need to be involved in their children online learning process such as helping to prepare devices or equipment needed by children to carry out online learning, because students, particularly those in elementary school, may not be ready to be independent and self-directed learners, so parents must assist their children in remaining safe and reducing their fears (Morgan, 2020). The involvement of parents in supporting their children to study online at home is very important to provide the best education for their children. Most children will cope well with the help of family members, even if they show some signs of anxiety, including difficulty concentrating or falling asleep (Morgan, 2020).

Parental instruction can help students obtain effective educational strategies during the online learning process via the communication between students and parents. This is specifically important for virtual schooling because of the lack of

physical presence of teachers in the virtual learning environment (Liu, Black, Algina, Cavanaugh, & Kara, 2010). Every student learns at different rates, responds differently to learning, and their ability to understand instructions and self-directed learning varies (Lesaux, Jones, Bock, & Harris, 2015), this means that the involvement in terms of the level of support and guidance required by teachers and parents will vary. Therefore, the involvement of parents in this learning system is undeniable as both teachers and parents have the same important role in education (Situmorang & Purba, 2020). In this respect, Situmorang and Purba (2020) point out that parents must actively assist their children in learning how to study at home. Parents at home must be aware of the daily lessons that must be followed, and homework assignments for children must be finished. Also, parents must make time available to help their children learn at home each day. Children's learning resources must also be made available . Some of the studies supporting this idea are Fan & Williams (2010); Sultana & Rosli (2016); Wati (2016); Wai-Cook (2020).

Fan & Williams (2010) studied the effects of parental involvement on academic self-efficacy, engagement and intrinsic motivation in students. This study analyzes the impact of eight aspects of parental involvement on teenage engagement and intrinsic motivation in academics, as well as academic self-efficacy, one of them is parent–school communication concerning students' school problems. According to the findings, this study points out the importance of parents' interactions and communication with their children. Students who believe their parents value their education and have high expectations for their academic success

are more likely to feel confident and engaged in their academic endeavours . At-home parental involvement in the form of parental advice shows positive results in improving senses of self-efficacy towards English, intrinsic motivation in English and academic engagement. This implies that parents' educational values and aspirations are conveyed and communicated through parental involvement in shaping their children's motivation to achieve academically (Fan & Williams, 2010).

Sultana & Rosli (2016), investigated the effects of parental involvement on students' English learning abilities and achievement. The findings showed that parental involvement improved students' academic performance. Wati (2016) conducted research on parental involvement in the teaching of English to young learners. This study investigates parents' perspective on their children's English language learning and their involvement in supporting their children's foreign language learning at home. The findings revealed that parents have a very positive attitude toward language instruction for young learners. Some of these studies indicate that parental involvement has a significant impact on the development and success of children's learning, such as being able to improve and develop children's enthusiasm for learning and improve children's abilities and understanding of foreign languages.

According to Liu et al. (2010), the effects of parental involvement may differ in an online environment from traditional face-to-face student learning. Parental involvement in academic activities is crucial for student success in virtual

learning environments, because in the implementation of online learning, teachers are not physically present and because students spend a significant amount of time learning at home. Compared to traditional classrooms, online teachers lack regular cues such as facial expressions and body positions to discern students' confusion or frustration in virtual learning environments. Students may be encouraged to take on greater responsibility for their education and persevere to meet their learning objectives via parental modelling and encouragement (Liu, Black, Algina, Cavanaugh, & Kara, 2010). Children's developmental process is undoubtedly influenced by social environments such as family, school and community whose partnership in education has recently gained in importance (Kalayci & Oz, 2018). Therefore, parental involvement can be defined as the actions that the parents perform in order to boost their children's school achievement, which requires joining partnerships such as parent-child, parent-teacher and parent-parent (McNeal Jr, 2014).

Although many previous studies have been made on parents' involvement in children's learning, and most of the literature in the educational and psychological research found parental involvement as the significant impacts on students' learning and developmental processes. Some studies found parental involvement, parental trust, and parental expectations have an important role in predicting their child's learning achievement (Phillipson, Phillipson, & Kewalramani, 2018). Then, there is also an argument that says that the nature and parents' levels of involvement in their children's academic development, both at

home and at school, have a significant impact (Morrison, 2009). However, there is still little research that explores and explains how and what forms of involvement that parents carry out in their children's learning and online school process. It is known that aspects of parents such as parental involvement, parental expectations, parental beliefs have an important role in developing academic potential and the smooth implementation of learning in children. Therefore, from these circumstances, more specific information is needed to explore in what way parents become involved in their children's online learning process.

From the background that has been describe, the author has caught the interest of parents of elementary school students who are currently or have been doing school online due to the COVID-19 pandemic, because of this online school or online learning method is a new thing for many parents and parents greatly determine aspects of child development, and parental involvement has a positive impact on daily life and plays important role in the development and achievement of children. And according to the theory of cognitive development by Jean Piaget, parents' involvement is needed to support students learning at the age of 7-11 years.

1.2 Identification of the Problem

Based on the background above, In the period of online learning, it is necessary for the involvement of parents so that this learning can be carried out optimally. In online learning, parents are co-workers of teachers in teaching children at home. So, the researcher wants to know how the parents' involvement in supporting their children in an online learning situation.

1.3 Limitation of the study

The limitations of this research is that the scope of the research is limited in terms of research focus. This research only focuses and emphasizes the investigation of parental involvement in supporting their children's online learning, and this research just highlights how parents of 3rd grade elementary school students are involving and supporting their children's online learning.

1.4 Purpose of the study

The aim of this study is to explore in what way parents become involved in their children's online learning process.

1.5 Problem formulation

1. What are the parents' involvement to support online learning during COVID-19 pandemic?

1.6 Significance of the study

This research is significant for schools because it will provide scientific information about parents' involvement in supporting their children in online learning activity, for parents because it will provide information on forms of involvement in supporting and inspiring their children in online learning activities who need more support and assistance, and also for other researchers as their references in writing about parents' involvement, This research will be beneficial as the school can promote the importance of parental involvement in children's online learning.

CHAPTER II

LITERATURE REVIEW

2.1 The Implementation of Online Learning During COVID-19 Pandemic

The COVID-19 pandemic has resulted in limitations in the world of education. While the world searches for viable solutions to this pandemic, the education sector is attempting to adapt the 'new normal' in teaching and learning (Sali, 2020). Teachers from all over the world have been given resources to help them understand online education pedagogies, curriculum designs, lesson delivery, digital learning, and potential educational technologies to facilitate teaching and learning (Wai-cook, 2020). The education system requires learning activities conducted online.

Online instruction is a new learning approach to deliver instruction or material to remote audiences by the assistance of websites (Khan, 1997). Online learning is a form of convenience to continue to conduct educational activities remotely (Yulianingsih, Suhanadji, Nugroho, & Mustakim, 2021). Belawati (2019), Stated that online learning began to appear in the fourth generation after the internet. Online learning is learning that can be done at a distance. In simple terms, Carliner (2004) explained that online learning is a learning system whose supporting resources are through computer devices. According to Moore, Dickson-Deane, and Galyen, 2011 (cited in Firman & Rahman, 2020), online learning is a

learning activity that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions. Furthermore, Belawati (2019) stated that online learning is a learning activity that is carried out through internet networks.

More details, Collins (2002) defines online learning as the creation and proliferation of personal computers, the innovation of other human ideas and actions, and the function of technology to perform as exchanging ideas, media and access providers to more people.

Online learning has begun to embed itself as a part of our educational environment, especially in the higher education and training sectors (Anderson, 2008). Online learning involves more than just the presentation and delivery of the materials using the Web, the learner and the learning process should be the focus of online learning, the use of the Internet to access learning materials, to interact with the content, instructor, and other learners, and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience (Ally, 2004).

On the other hand Situmorang and Purba (2020) argues that online learning is a learning system that leads to the use of computer and internet technology that is used to assist learning activities. In online learning at home, the position of the teacher is replaced by the parent, because usually, students study at school accompanied by teachers, and all difficulties will be assisted by teachers.

Ally (2004) states that other terms of online learning that are commonly used include e-learning, Internet learning, distributed learning, networked learning, tele-learning, virtual learning, computer-assisted learning, web-based learning, and distance learning. Online learning is also widely known as *m-learning* or *mobile-learning* which is an online learning activity through mobile communication devices (Belawati, 2019). Mobile devices have brought a number of learning possibilities for students. It is not only convenient, but also compatible with the mobile lifestyle. In addition, mobile technology can support quick feedback or reinforcement, immersive experiences such as mobile investigations or games, situated learning in an authentic context, access to information while moving around a specific environment, information sharing in collaborative learning; record keeping in informal and lifelong learning; and coordination of learning and resources (Kukulska-Hulme et al., 2004). Mobile devices can be an appropriate mediating tool in the teaching and learning process during which the learners, teachers and content interact with each other. All of these terms imply that the learner is separated from the tutor or instructor, that the learner accesses the learning materials using technology (typically a computer), that the learner interacts with the tutor or instructor and other learners via technology, and that learners are given support in some way (Ally, 2004).

Hillman, Willis, & Gunawardena (1994) Online learning necessarily requires that students be proficient in the use of the course interface and learning tools. According to Weiner (2003) in (Borup, Graham, & Davies, 2013) when

students encounter technological difficulties, they seek assistance from the instructor.

However, because learning is done at home, parents are at home accompanying students. Teachers simply teach and guide children through learning media, it is parents who play an active role in teaching children at home, because teachers cannot immediately support and help students when they experience difficulties, so it is parents who play an active role in helping students (Situmorang & Purba, 2020).

With online learning, students have the flexibility of learning time, can study anytime and anywhere, students can interact with teachers using several applications such as classroom, video conference, telephone or live chat, zoom meeting, or via WhatsApp group (Dewi, 2020).

Based on the explanations above, it can be concluded that online learning is a learning activity carried out using the internet network supported by the use of electronic devices such as computer, mobile phone, computer tablet. It is synonymous with other terms such as e-learning, internet learning, web-based learning, tele-learning, distributed learning, mobile learning or m-learning. Online learning is not just sharing learning material on the internet. In online learning, apart from online learning materials, there is also an online teaching and learning process.

Susilana and Riyana (2007) proposes the characteristics of online learning which differentiate online learning from conventional learning activities as follows: First, the students' understanding of the topic or material does not fully depend on

the teacher, because students build their knowledge independently through the teaching materials shared on the website. Second, the source of knowledge is broad and accessible for anyone connected to it. Third, teachers only function as mediators or mentors. Fourth, for optimal learning achievement, restructuring for the educational system, curriculum, and management policies supporting the utilization of technology is really suggested.

Increasingly, organizations are adopting online learning as the main delivery method to train employees (Simmons, 2002). At the same time, educational institutions are moving toward the use of the Internet for delivery, both on campus and at a distance.

Some of the benefits for learners and instructors are outlined below. For learners, online learning knows no time zones, and location and distance are not an issue. In asynchronous online learning, students can access the online materials at any time, while synchronous online learning allows for real time interaction between students and the instructor (Ally, 2004).

For the instructor, tutoring can be done at any time and from anywhere. Online materials can be updated, and learners are able to see the changes at once. When learners are able to access materials on the Internet, it is easier for instructors to direct them to appropriate information based on their needs (Ally, 2004).

Then, according to Sudjana (2005), the benefits of online learning are providing flexibility, interactivity, speed, and visualization through various media uses. The advantages of online learning are proposed by Tjokro (2009) as follows:

First, it contains interesting multimedia facilities in the form of images, text, animation, sound, and also videos which make the content easier to understand. Second, it is much more affordable in terms of costs, since there is no need for an instructor, a minimum audience, anywhere, and so on. Third, it does not include a lot of class formalities, instead it is more concise, directly refers to a subject which fits students' needs. Fourth, It is accessible, manageable, and testable 24 hours per day.

On the other hand, Nursalam and Effendi (2008) lists the disadvantages of online learning as follows: First, it lacks interaction between teacher and students or between students themselves. Second, it can focus more on the growth of aspects of business as well as commercial and might ignore the academic aspects and social aspects. Third, the teaching and learning activity is more likely a training rather than education itself. Fourth, it requires the users to master not only the subject but also the ICT (information, communication, and also technology). Fifth, the Internet has not reached all areas in Indonesia. Sixth, accessing an adequate device which might cause graphics, images, and videos to not be opened can be a problem for students.

Moreover, in implementing online learning there were several obstacles found. Effendi (2005) describes the following obstacles. First, investigation, online learning requires a significant commitment at the start. Second, culture, it fosters a culture of independent learning and the way of life of pursuing education through computers or mobile devices. Third, technology and infrastructure, required proper

equipment (computer or mobile devices), stable networks, and the appropriate technology. Fourth, material design, some e-learning course designs are insufficient since the creator is not an educator.

Regarding the wide use of online learning, according to Rossett (2002), online learning is beneficial as long as it is done correctly, means that online learning materials must be designed properly, with the learners and learning in focus, and that adequate support must be provided. In Line with this, Ring and Mathieux (2002) suggests that online learning is supposed to have high authenticity.

In (Yulianingsih, Suhanadji, Nugroho, & Mustakim, 2021) all the literature on e-learning indicates that not all students will be successful in online learning. This is due to the learning environment factors and student characteristics (Dewi, 2020). Based on Jean Piaget's theory of cognitive development that states at The concrete operational stage occurs between the ages of 7-11 years. At this stage the child's ability to classify things already exists, but he cannot yet solve abstract problems (Marinda, 2020). So, parental involvement and assistance is needed as teacher coordination with parents when children learn from home (Epstein & Becker, 2018).

2.2 Parents' Role in Children Learning

Parents played different roles in supporting their children's learning. The role of parents towards children includes accompanying children, establishing good communication, providing opportunities or trust, providing supervision so that children are under good supervision and direction, providing motivation, directing

children and providing effective parenting and learning (Ingram, Wolfe, & Liberman, 2007). (Yulianingsih, Suhanadji, Nugroho, & Mustakim, 2021) in their research it was concluded that while children conduct online learning at home parents have a role as mentors, as educators, as companions, as motivators, as supervisors, as facilitators, as directors, as developers, as protectors. Lilawati (2021) in her research it is said that the role of parents in implementing online learning for children at home during the pandemic in educating children includes mentoring and as a motivator. According to Winingsih (2020) there are four parental roles during children's online learning. Parents can be teachers at home, as facilitators, as motivators, as influencers or directors for their children. Hence it is appropriate to discuss the different roles of the parent for gaining an understanding of the subject, each of the roles will be discussed in the following.

1. Parents as a teachers at home

In this case parents play a role in controlling the time and way of learning of children. Parents must remind their children to study regularly at home. Do not forget that parents can create a comfortable learning atmosphere for children by doing the tasks given by the teacher (Winingsih, 2020).

2. Parents as a facilitators

Facilitator means a person who acts as a provider. If in the classroom the teacher acts as a provider of learning materials, then parents at home also have a role as providers of facilities and infrastructure needed by children in this distance learning process. The availability of the necessary learning facilities will support

the success of this distance learning (Winingsih, 2020). The facilities can help to develop the student's achievement (Gary, 2007).

3. Parents as a Motivators

The family is the primary and most important social source of motivation in students (Usman, 2022). It is believed that children largely reflected the attitudes and beliefs of their parents (Lightbown & Spada, 2001). When children have difficulty learning at home, parents must be able to help by inspiring children. Parents must also be able to act as a driving force and motivator for children to always increase their motivation to learn (Winingsih, 2020).

Parental attitudes towards foreign language learning and indeed learning, in general, may be influenced by educational, socioeconomic, sociocultural, ethnic, and linguistic background (Wulandari, Heryanti, Usman, Ridha, & Fortunasari, 2022). Learners with the most positive motivation towards learning a foreign language tend to come from homes where parents have a basic integrative orientation in combination with pro-English attitudes (Usman, 2022). It is important to encourage the children. There is much that parents can do. They can actively demonstrate the value of learning. Parents can also congratulate their children on their success. Then, while they do not perform well in academics, parents should support them. (Lightbown & Spada, 2001) (cited in Usman, 2022) this will help them to see how important it is to keep trying.

4. Parents as a influencer or directors

Parents have a role to always guide their children so they can achieve success in the future. Parents also play a role in directing children according to the talents and interests of each child (Winingsih, 2020).

2.3 Types of Parental Involvement

Parental assistance is needed, because parents are the figures who have the most intense meetings with their children (Epstein & Becker, 2018). The position of parents in education is very important and determines the success of achieving educational goals. Nopriano (2020) the intelligence of children is greatly assisted by the efforts of their parents. Building the foundations of intelligence in children is an obligation for parents as educators for their children, and parents have a very important position in children's education (Jalaluddin, 2001).

Reynolds (1992) (cited in Usman, 2022) defined parental involvement as any interaction between a parent with the child or school which enhances a child's development. Parental involvement is determined by the level of participation that a parent has in their children's education. Jeynes (2005) in (Wati, 2016) defines parental involvement as parental participation in the educational process and the experience of their children. It includes school- based parental involvement and home-based parental involvement. School-based parental involvement covers attending parent education workshops and attending parent-teacher meetings. Other activities include contact with school to share information, participation in school

events and participation in the work of the school (Desforges & Abouchaar, 2003) in (Wati, 2016). The most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities at home (Cotton & Wikelund, 2001).

Then, parental involvement is parental participation in the form of meaningful, regular, and two-way communication between parents and teachers that involves student learning and other school activities (Epstein, et al., 2002). The types of parent participation that involve parents collaborating with their kids on learning activities at home are the most effective (Cotton & Wikelund, 2001). Brito and Waller (1994) in (Padmadewi, Artini, Nitiasih, & Suandana, 2018) stated that in education, parental involvement is a form of an effort made by parents to participate in all children's educational activities, such as coming to school or participating in discussions with the school regarding child development. Eisenberg (2002) in (Wijayanti & Wahyu, 2018) stated that parental involvement is described as a mentoring process carried out by parents to their children to achieve positive goals.

Epstein (1987) researchers, practitioners, and policymakers note that the importance of parental involvement is a component of effective schools. Parents involved with the school have many benefits. Furthermore, parental involvement becomes one of the factors that influence a child's success in learning English (Hosseinpour, Sherkatolabbasi, & Yarahmadi, 2015).

According to (Hawley & Rosenholtz, 1983) in Epstein (1987) parental involvement is one of the four effective factors for schools to improve student achievement. Epstein (2001) parents who provide information and engage in school will have a positive impact on the attitudes and performance of their children. Parental involvement is one of the keys to success in inclusive education (Frederickson & Cline, 2009).

Parental involvement which supports learners' learning process at-home activities includes providing encouragement, discussing school matters at home, reviewing report cards, ensuring school attendance, monitoring homework regularly, assisting in school projects, exemplifying desired behavior (such as reading for pleasure, enhancing educative activities) and many others. Meanwhile, parents' involvement which occurs at-school activities includes attending parent-teacher conferences and volunteering, involving in decision-making about school programs in the community, and so on (Epstein, 1987). Both these at-home and at-school activities give parents more power and influence over their children's learning process (Usman, 2022).

This concept of parental involvement is strengthened by the idea that excellent communication between parents and teachers (in this case representing the school) can be a bridge for parents to get involved in their children's education (Usman, 2022).

In children's education activities at school and at home, the involvement of parents and families seems able to become an important means to provide good

educational outcomes (Dewi, 2017). The success of children's learning depends on parents' interests and involvement in helping their children with school-related assignments, responding to their children's academic achievement, communicating with their children about school-related issues, and providing conducive learning environments (Mora & EscardÍbul, 2018). Epstein (1995) in (Rafiq, Fatima, Sohail, Saleem, & Khan, 2013) Parental involvement also aims to create good attitudes and behaviors in life, not only to improve academic achievement.

Parents' involvement in their children's education has proved to successfully motivate the children to do better at school (Usman, 2022). Ibrahim & Jamil (2012) stated that parents who are involved in their children's educational growth at school have a positive effect on their children's academic success. This is also supported by Driessen (2004) (cited in Usman, 2022) mentioning that students' higher achievement in the learning process is associated with parental involvement in its process which is seen as an important strategy for the advancement of the quality of education . Children have an advantage in school when their parents encourage and support their school activities (Epstein, 1987). The most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities in the home(Cotton & Wikelund, 1989). Programs which involve parents in reading with their children, supporting their work on homework assignments, or tutoring them using materials and instructions provided by teachers, show particularly impressive results (Cotton & Wikelund, 1989).

According to Epstein (1987), there are several types of parent involvement: basic obligation of parents, school-to-home communications, parent involvement at the school, parent involvement in learning activities at home.

1. Basic Obligations of Parents

According to (Epstein, 1987) in the types of parental involvement, the most basic obligatory thing done by parents is to provide all the needs of their children, from food, clothing, shelter, to ensure the health and safety of their children, provide and prepare for school needs and create a good home atmosphere for the learning process.

2. School-to-Home Communication

According to (Epstein, 1987) the second type of parental involvement is common in almost all schools there is establishing school-to-home communication. In this case, the school should provide information to parents about all activities and schedules of their children. Also, provide information about their children's achievements. and in this case, parents can act on the information they get.

3. Parent Involvement at the School

In this type, parents are expected to be able to help teachers and administrators in the learning process in the classroom or outside the classroom (while on school trips), are willing to help to advance the school and school programs, parents are expected to be able to carry out learning activities with their

children at home, attend student activities at school, and can also attend school to discuss with teachers or attend training events for parents (Epstein, 1987).

4. Parent Involvement in Learning Activities at Home

(Epstein, 1987) In this type, parental involvement can be in the form of parental assistance in learning activities at home. This learning activity can be directed by the teacher or at the initiative of the parents.

2.3.1 Benefits and Barriers of Parental Involvement

In exploring the benefits of parent involvement in the learning process, an important question came to mind; why should parents be involved in schooling processes? Basically, the role of parent involvement in education would be the support for children's success in the future. Previous research stated that parent involvement in schooling processes fosters their children's development. In addition, parents also have a responsibility for children's development in supporting the social environment. The engagement of parents in the learning process not only enhances morale, behavior, and academic attainment but also encourages a positive attitude and social intercourse in society (Cotton & Wikelund, 2001). The more intensively parents are involved in their children's learning, the more beneficial are the achievement effects (Cotton & Wikelund, 1989). This holds true for all types of parent involvement in children's learning and for all types and ages of students (Cotton & Wikelund, 1989).

In addition, parent involvement is one form of the external motivations that can develop intrinsic motivation in the children's learning. It is found that school autonomy, the room where the children learn in school, and home atmospheres encourage children to get motivation from them. They will be motivated to do better in school when parents are involved in the schooling process. Parents and teachers are aware of the link between a child's will to learn and becoming a knowledgeable person.

Specifically, children's low motivation or even a motivation would prevent them from learning, making them satisfied with the results achieved. In addition, they also may feel unmotivated, uncreative and unfocused in learning. Considering these conditions, the role of parents as motivators is required to raise the level of motivation in their children for learning. The school counselor can also train parents to be autonomous in supporting their children at home. Froiland et al. (2012) focused in their study on parents who were met with by the school's counselor for half an hour a week over seven weeks. They were taught how parents can be autonomous in supporting their children. It was found that the process helped the children believe their parents love them, and consequently, they were more comfortable with their parents. When the children feel that comfort, then their self-esteem will increase as well. In other words, increases in self-esteem and motivation to learn will also enhance students' confidence in learning.

The benefits of parent involvement are listed as follows: enhancing academic achievement, increasing students' grades, improving school attendance,

having a sense of well-being, improving students' behavior, completing homework, intensifying the time spend with parents and students together, having a better expectation of students and parents about higher education, having a better perception of students and parents about classroom and school climates, and creating a greater satisfaction of parents with teachers.

Based on the theoretical work of Epstein (1997) which concerned overlapping areas of influence between family, school, and community, there are several barriers to parent involvement in schooling. There are many positive effects of parent's involvement for children's progress, such as enhancing academic achievement, behavior, attitude, attendance, and life goals. Therefore, it is increasingly crucial to explore the gap of these barriers to encourage parents to become actively engaged in their children's learning process at school.

Hornby & Lafaele (2011) (cited in Usman, 2022) discussed the barriers of parental involvement in detail. The potential barriers to parent involvement can be categorized into four areas to try to explain and elaborate on the difficulties of parents. First, family factors, which include parents' beliefs about getting involved in their children's education; parents' attendance in school's events, parents' life context, and parents' backgrounds such as social class, ethnicity, and gender. Second, factors related to the children's age, barriers in learning and disabilities, rewards and also problems in attitude. Next, factors of the relationship between parents and teachers, related to managing purposes and schedules and interacting with each other. Finally, factors of the social environment related to historical and

demographic, political and economic issues (Hornby & Lafaele, 2011) cited in (Usman, 2022).

2.4 Review of Related Literature

Yulianingsih, Suhanadji, Nugroho, & Mustakim (2021) conducted a study on parental involvement in mentoring children's learning during the Covid-19 pandemic. This study aims to assess the role of parents while their children are learning from home, and to measure the level of parenting of children's learning assistance during the pandemic. In this study it was stated that parental involvement in children's learning assistance includes helping children with assignments, as a place for children's learning, explaining and providing explanations about the material being carried out, giving a good response to learning from school (Yulianingsih, Suhanadji, Nugroho, & Mustakim, 2021). From the results of the study, it can be concluded that parents have a role as children's learners, fulfilling children's needs, spiritual understanding, supervision, motivation, and providing children's facilities.

Wai-Cook (2020), investigated the significance of teachers' and parents' roles in assisting and nurturing children to become self-directed, and independent learners. According to Wai-Cook (2020) Home-based learning (HBL) can promote self-directed learning, it can be effective if teachers collaborate with parents, because parents also have an important role in supporting their children during the implementation of HBL. Parental involvement is therefore needed, because the success of children's learning depends on parents' interests and involvement in

helping their children with school-related assignments; responding to their children's academic achievement; communicating with their children about school-related issues; providing conducive learning environments (Wai-Cook, 2020).

Lilawati (2021) in her research which has the aim of describing and explaining the role of parents carried out to support learning activities in early childhood education, she said that good or bad an upbringing given by parents will affect the development and growth of the child himself. The role of parents in carrying out home-based learning has many factors, the first of which is social status factors such as parents' education, occupation, and income. The role of parents in carrying out learning activities at home is very influential for children's development, because in implementing learning at home, parents act as motivators, for example, as supervisors, as facilitators, as teachers or substitute teachers (Lilawati, 2021).

Haerudin, et al., (2020) in their research which aims to see how the role of parents during the learning process at home or study from home (online learning) in guiding their children as an effort to break the covid-19 pandemic. This study said that parents have the main responsibility in the process of growth and development of their children. And it can be concluded that the results of this study are that the role of parents in the learning process at home can strengthen a good relationship between parents and their children, as well as their children being able to do very well at home learning. Parents also feel that through learning at home, parents can see their child's progress in learning (Haerudin, et al., 2020).

Wati (2016) conducted a study on parental involvement in English language teaching to young learners. This study explores parents' perspectives of their children's English language learning and further looks at their involvement in supporting their children learning the foreign language at home, outside school hours. An in-depth interview was conducted with parents with different educational backgrounds, professions, incomes, and gender groups in Langsa, Aceh province, Indonesia. Results revealed that parents have a very positive attitude towards language teaching to young learners. They have great enthusiasm to support their children by helping them do the assignment, memorizing the vocabulary, as well as providing various learning media such as English books, vocabulary pictures, puzzles, and asking teachers the topic they do not understand well. Through this study, it is discovered that parents' educational, economic and social background does not affect their involvement in their children's learning. Similarly, Sultana and Rosli (2016) investigated parental involvement in students' learning abilities and achievement in the English Subject. The results revealed that only parents' education has a significant relationship to students' academic achievement.

In addition, Cheung and Pomerantz study in (2012) investigated how parents' involvement can enhance children's achievement through the implemented role of parent-oriented motivation. It is found that children's parent-oriented motivation was associated with their controlled and autonomous motivation in school. Hence the effect of parents' involvement proved to have a positive influence to children's grades. From these two researches, the findings show that parents'

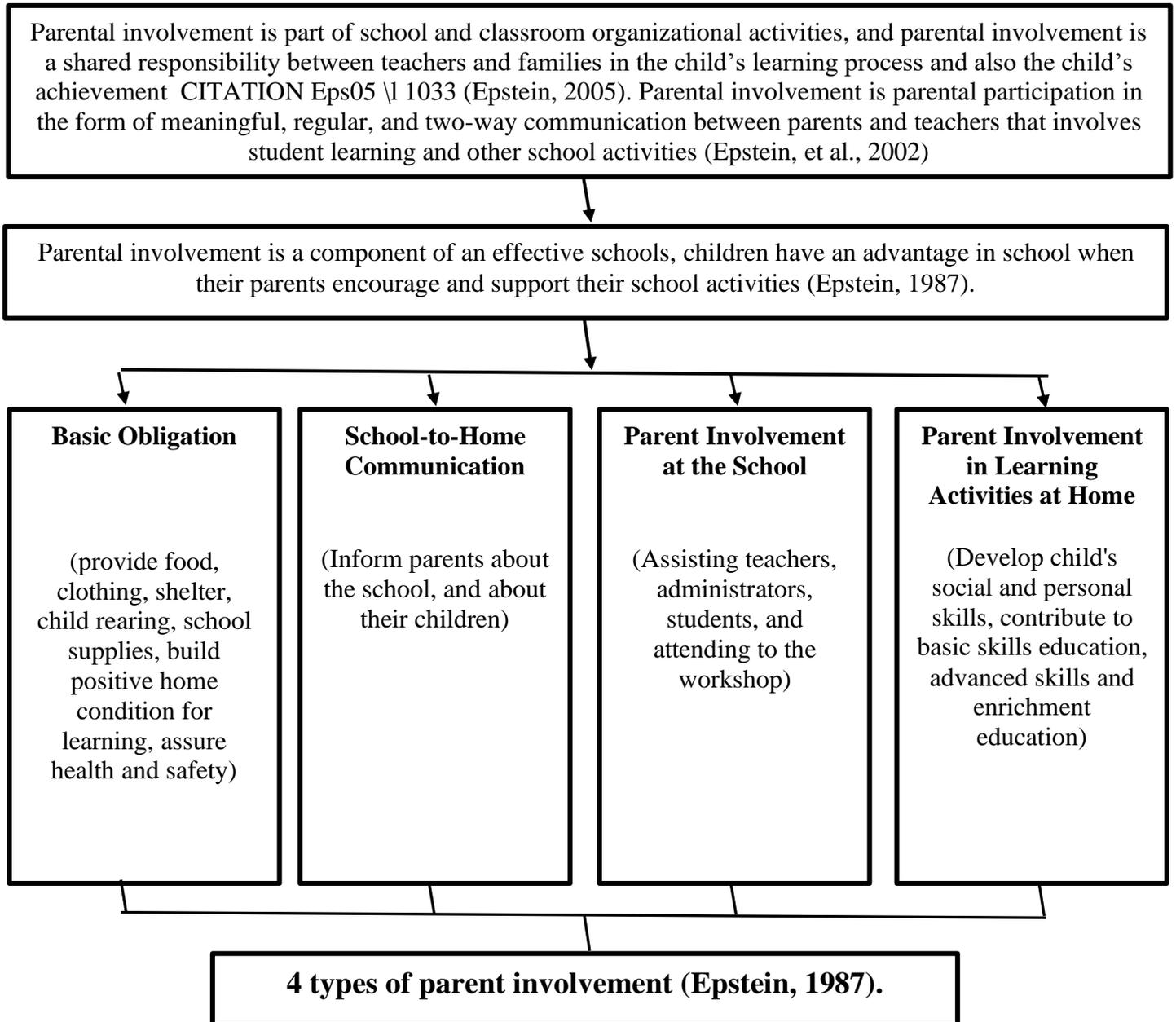
involvement in their children's education can provide positive encouragement and motivate the children to perform better in their school.

Some of the previously mentioned studies explore parental involvement in their children's language learning, specifically exploring the potential of parents' involvement in students' achievements. In general, some of these studies disclosed positive and high relations between parental involvement and learners' success in learning. This research seeks to explore in what way parents become involved in their children's online learning process.

2.5 Flow of Reviewed Literature.

This research contains an explanation about parents' involvement. The involvement of parents in supporting their children's learning during online learning in an elementary schools students level in Bandar Lampung was chosen as the issue of this research. Epstein's (1987) theory is the theory that the author chose to become a reference for this study. This theory mentioned variables that explain the involvement that parents can do with their children to support their learning activity. These variables contain four layers according to Epstein's (1987) parental involvement theory that states about four types of parent involvement. There are 1 (basic obligation), 2 (school-to-home communication), 3 (parent involvement at the school), 4 (parent involvement in learning activity at home). In general, this research consists of some key constructs related to parental involvement.

Figure 2.1 Flow of reviewed literature



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this study, the author uses a qualitative method with descriptive study research. The data collection was carried out through interviews. This reason is supported by Creswell (2012) "Qualitative research is best suited to address a research problem in which you do not know the variables and need to explore." According to (Denzin & Lincoln, 1998) the word qualitative means an emphasis on processes and meanings that are not tested, or measured precisely, in terms of quantity, intensity, or frequency. Qualitative researchers emphasize the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry, research using a natural background interprets the phenomena that occur and is carried out by involving various existing methods (Yusuf, 2016). Qualitative research is a method for exploring, understanding meanings that are thought to come from social or humanitarian problems. Similarly Creswell, (2012), also stated that the criteria of qualitative design are exploring a problem trying to develop a detailed understanding of a central phenomenon, then having the literature review, stating the purpose and research questions, collecting data from a small number of participants, after that analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings, and the last steps

writing the report using flexible, emerging structures and evaluative criteria, and including the researchers' subjective reflexivity and bias. (Hatch, 2002) argued that qualitative study is intended to explore reality about human behaviors within naturally present settings and contexts.

3.2 Data Participant

Participants in this study were parents of elementary school students who are currently or have been doing school online due to the COVID-19 pandemic. Parents of elementary school students were chosen because according to the theory of psychosocial development (Erikson, 1963) at the age of 6-12 years, children are very active in learning what is in their environment, and have a very big desire to know and act on their environment. When the child is at this level, the social area expands from the family environment to the school, so that all aspects have a role, for example, parents must always encourage, teachers must pay attention, and friends must accept their presence (Erikson, 1963).

To conduct this study, the author recruited two parents of elementary school students in Bandar Lampung that have different education background/ life background,. In Mrs. Meri, Mrs. Meri is 36 years old, is a college graduate, has 2 children, and works as a housewife, while for Mrs. Fifi, Mrs. Fifi is 55 years old, a high school graduate, has 4 children, and works as a trader. So that the author can get two different results from two different backgrounds. Kohl, Lengua, and McMahon, (2010) (cited in Wilder, 2014) believed that the relationship between

parental involvement and academic achievement is impacted by various factors. Some of the most prominent, and thus most frequently investigated factors, include ethnicity, prior achievement, and socio-economic status. Socio-economic status, parents' educational background, teachers' and school administrators' attitudes, and cultural influences were the main predictors of parental involvement (Kalayci & Oz, 2018). The higher socioeconomic family will be easier to support the educational facilities at home. The facilities can help to develop the student's English achievement (Gary, 2007).

The aim of this research is to explore in what way parents become involved in their children's online learning process. Each participant in this study has a different life background (number of children, occupation, educational background). So that the author can find out the results in the form of information, what are the differences between the involvement carried out by the two research sources.

The recruitment of participants in the study was carried out using a purposive sampling technique, in which participants were deliberately recruited based on predetermined and defined criteria. One of the criteria is having elementary school children and having done school activities or online learning due to the Covid-19 pandemic. The writer is planning to do research on parents of elementary school students in Bandar Lampung.

3.3 Research Instrument

The instrument of this research was adopted by the study by Epstein (1987) that states there are 4 types of parental involvement, there are: First, basic obligation of parents. In this the most basic obligatory things must be done by parents are to provide food, clothing, shelter, assure health and safety, provide child rearing, provide school supplies, and to build positive home conditions for learning. Second, school-to-home communication. Such as informing parents about the school, and Informing parents about their children. Third, parent involvement at the school. Such as assisting teachers, assisting administrators, assisting students, attending the workshop and other activities for parents. Fourth, parent involvement in learning activities at home. Such as developing a child's social and personal skills, contributing to basic skills education, contributing to advanced skills and enrichment education. In this type, parental involvement can be in the form of parental assistance in learning activities at home. This learning activity can be directed by the teacher or at the initiative of the parents.

The data collection was carried out by interviewing parents of elementary school students in Bandar Lampung. The data collection was carried out through semi-structured interviews. The qualitative research process involves several important things, including asking questions, procedures, collecting specific data from participants, analyzing data inductively (Creswell, 2012). The interview was

conducted by asking several questions verbally to the selected parents. Interviews were conducted to capture data that had not been captured in the questionnaire.

3.4 Data Collection

Before conducting the interview with the participant, the author will construct a research instrument firstly, in this case, an interview protocol, consent form as well as questions for the interview will be prepared beforehand. The questions for the interview will be referring to the main question of the research. The interview was conducted by asking several questions orally to the selected parents. In this type of interview, the author will have pre-prepared guiding questions and prompts of the research topic which is intended to elicit views and opinions from the participants. The format of the question is open-ended questions but the interviewee is encouraged to elaborate their statement on the issues raised in exploratory manner and the author keen to follow up interesting developments to allow emergent issues to be explored in the interview process (Dornyei, 2007).

In this study, data collection was carried out through interviews. Lune and Berg, (2017) three types of interviews: the standardized (formal or highly structured) interview, the unstandardized (informal or non-directive) interview, and the semi-standardized (guided- semi-structured or focused) interview. According to Moriarty (2011) “interviews are a familiar and flexible way of asking people about their opinions and experiences”. With this technique, authors are expected to be able to get in-depth information from interviewees. Interviews can provide

information that the author couldn't get through observation, such as observation information about past events.

The author applied semi-structured interviews with the interviewee. The author began the interview to get the information about the involvement that has been done by parents to support their children's learning process during online learning. The questions asked in this interview focus on what and how the involvement of parents in supporting their children during online learning. Interview questions adapted from (Epstein, 1987) theory explained four types of parental involvement which were then adapted to situations that had occurred or into the form of online learning. So that information can be obtained regarding the relationship between parents and children, and what kind of involvement of parents to their children. Interviews here are carried out based on interview questions that were made previously, and the interview was recorded and translated for further analysis. Then the results of the interview will be analyzed by the author.

3.5 Data Analysis

Miles and Huberman (1986) state that qualitative data analysis uses words that are always arranged in an expanded or described text. While giving meaning to the data collected, it is analyzed and interpreted. Because the research is qualitative, the data analysis was carried out.

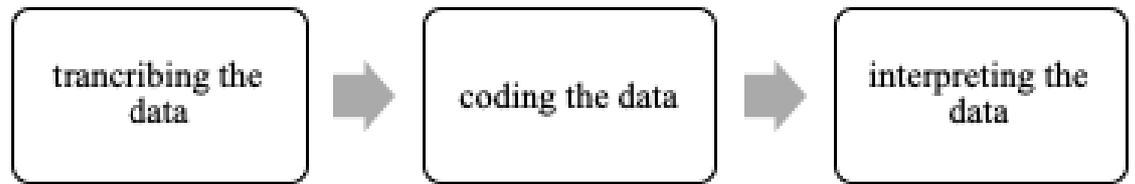


Figure 3.1 The steps of data analysis technique

The data analysis techniques consisted of three stages which include (1) transcribing interview data, (2) coding the data, and (3) interpreting the data. The author will start data analysis by transcribing the data where recording of the interview session will be transformed into a textual form. Then, the author will validate the data by conducting member checking in order to cross-checked the data. In member checking, the author showed a written transcription of the interview to the participants of the study to make sure that there is no additional or decrement of the interview content.

The next step is coding the data. The author will start the pre-coding phase first. According to Dornyei (2007) pre-coding involves reading on the data and reflecting on them. It aims to question the data and add to it, as well as to comment on it and to look for ideas that will lead up from the particular text to themes of the data. After completing the pre-coding phase, the author begins coding the data. According to Creswell (2009) “coding process is to make sense out of text data, divide it into text or image segments, label the segments with codes, examine codes for overlap and redundancy, and collapse these codes into broad themes” (p. 185). In actual practice, the author highlighting some significant content emerges from the data and labeling them in a way that it can be easily identified, retrieved, or

group. Then, the author will list all the codes which have commonalities or are similar or closely related categories which can be clustered together under a broader label.

The last step in the data analysis focused on re-order codes emerging from the data and added description for each code. It includes short narratives, descriptions of the events or specific information needed which also will be described in line with the result of document analysis as the secondary data to support the primary data. Subsequently, summaries and interpretations of the data will be constructed. The author will draw conclusions from the data and display the data findings.

After the author completes analysing the data phase, the author displays the data findings by relating to the theories and previous studies written in chapter two. Data display in this context is a collection of information that has been arranged and allows drawing conclusions and taking action. The author displays the data findings referring to primary data and secondary data which complement one another.

3.6 Trustworthiness

According to Creswell (2009), researchers must use some strategies called "trustworthiness" to determine the accuracy or credibility of data, findings and interpretation. The validity of the data is done to prove whether the research being carried out is truly scientific research as well as to test the data obtained. Trustworthiness or validity of the data obtained through conducting member

checking with the participant of this research. In member checking, the author cross-check and shows written transcription of the interview to the participants in order to make sure that there is no additional or decrement of the interview content (Usman, 2022).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Research Procedure

This research aims to explore in what way parents become involved in their children's online learning process. This research specifically explores the approach of the parents in supporting their children during online learning. In order to collect the primary data of this research, this research used an interview method with two parents of elementary school students that had different backgrounds.

Before conducting the interview, the author designed an interview protocol which included a list of questions for the interview. The interview protocol for the participants was designed according to the research question presented in the Chapter 1 which is focused on what way parents become involved in their children's online learning process. It is categorized into five main areas: (1) Basic obligations of parents, (2) Parental involvement at-home activities, (3) School-to-Home Communication, (4) Parental involvement at-school activities, and (5) Parents' perspective on the importance of their involvement in their children learning activity.

The author provided some list of questions by referring to (Epstein, 1987) framework of four types of parental involvement which are divided into four categories as follows: basic obligations, school-to-home communication, parent involvement at the school, parent involvement in learning activities at home. By

referring to this framework, the author provided some list of questions constructed according to the category of types of parental involvement. The interview protocols used in this study will be attached in the appendix.

The interview for both participants was conducted on 23rd September and 25th September 2023 through an offline/face to face interview. The interview sessions were conducted with the two participants separately and on different days. The interview was conducted with Mrs. Meri (pseudonym) first, then in the next two days it was continued by interviewing Mrs. Fifi (pseudonym). In addition, the author also asked the two participants to sign a consent form as their consent to participate in this study. After the interview, the author also conducted member-checking with both participants to make sure there is no additional or decrement of interview content.

4.1.1 Data Coding

The researcher themed the data transcription after reviewing the whole data and evaluating the data indicated. From the transcript, the researcher discovered four main themes. The categorized themes are identified as the experience of the participant that was involved in their children's online learning during COVID-19 pandemic. The themes and sub-themes can be seen in table 4.1 for the sample.

THEMES	SUB-THEMES	CODING
Parents involvement of and support for learning	Basic obligation	PIOSL-BO
Parents' involvement of and support for activities	Learning activity at home	PIOSA-LAH
	Parents' perspective	PIOSA-PP
Parents' involvement of school activities	School to home communication	PISA-SHC
	School activity	PISA-SA
	Learning activity at home	PISA-LAH
Purpose of parents' involvement of online learning activities	Parents' perspective	PPIOL-PP

Table 4.1 Sample of themes, sub-themes, and coding

4.2 Findings

The findings achieved in the analysis of the data were shown in the following section. The data was presented in the form of themes, and as a general overview, the things found are shown in the following table.

1. Parents involvement of and support for learning
2. Parents' involvement of and support for activities
3. Parents' involvement of school activities
4. Purpose of parents' involvement of online learning activities

Table 4.2 Themes

4.2.1 Parents involvement of and support for learning

Both parents shared their ways of introducing online learning to their children. The parents also motivate, support, and involve in their children's online learning activities.

Based on the data analyzed, Mrs. Meri was involved during her child's online learning process. Some of the involvement was that Mrs. Meri did things such as preparing all of their children for the school needs. Starting from preparations before school starts, school supplies, to a comfortable place that suits her child's comfort, Mrs. Meri explains how she prepared a comfortable place for her child to do her online schooling. Namely by tidying up her child's room, then preparing a place where her child will sit to do her online schooling, turning on the air conditioner so that her child feels comfortable, and turning off all electronic devices that produce sound so that her child's school activities are not disturbed. Mrs. Meri expressed her opinion below.

Excerpt 1

...so, yes, I prepared the school's needs, starting with the uniform, breakfast before starting school, cell phone or not, the tab that will be used for zooming, the textbooks, and I usually check my cell phone's internet quota. Yes, almost the same as a regular offline school. The only difference is that this is done online via the cell phone or tab media (English translation, Mrs. Meri's Interview, 23 Sep 2023), (PIOSL/BO/1)

Excerpt 2

...I prepared "C" for online school in her room. So every morning before school starts, I tidy up C's room. Then because "C" prefers to sit on the floor, so in her room I prepared a folding study table and a small pillow for her to sit on, I also turned on the AC so she felt comfortable. As

long as “C” goes to online school, I also turn off the TV or other electronic devices so that there is no sound that can disturb her concentration (English translation, Mrs. Meri’s Interview, 23 Sep 2023), (PIOSL/BO/2)

The above excerpt shows that Mrs. Meri did very detailed work to prepare for her child to be ready for online learning. In addition, she also tried to make the environment conducive for her daughter to learn. Any disturbances and noises that potentially broke concentration were adjusted.

In addition, Mrs. Meri thought that children's comfort during school or learning activities is very important so that children can also study seriously. Therefore, Mrs. Meri always prepares a comfortable place for her child to carry out her online school activities. As Mrs. Meri said:

Excerpt 3

...I think it's very important so that children can study seriously (English translation, Mrs. Meri’s Interview, 23 Sep 2023), (PIOSL/BO/3)

Excerpt 4

...Every day I always prepare a comfortable place for C’s online school (English translation, Mrs. Meri’s Interview, 23 Sep 2023), (PIOSL/BO/4)

The above excerpt shows that Mrs. Meri has a high dedication to her daughter’s education. She always prioritizes her daughter’s comfort in carrying out her daughter’s online school activities so that her daughter can carry out their learning activities seriously and feel comfortable.

Meanwhile, based on the data analyzed, Mrs. Fifi was involved during her child's online learning process. From the involvement that Mrs. Fifi did it shows that before school activities started, Mrs. Fifi prepared the school needs and supplies needed such as preparing his cell-phone, his internet quota to carry out online school, and sometimes she prepared his school's book. Mrs Fifi also provides a place to study according to what is her child wants for him to carry out online school, and and Mrs. Fifi, with the help of her oldest children, tries to ensure there is no noise in her house while he is doing online school so that he can focus on his school activities. As Mrs. Fifi said:

Excerpt 5

...yes, usually I prepare his cell-phone, his internet quota, a place for him to do his Zoom. Sometimes I also prepare the book (English translation, Mrs. Fifi's Interview, 25 Sep 2023), (PIOSL/BO/5)

Excerpt 6

Usually before online school starts, I ask "A" where he wants to zoom. Well, after that, I prepared a place for his school where he wanted. After that, at least don't make noise while "A" is Zooming, so that "A" isn't disturbed and doesn't have a reason to be lazy to zoom because he can't focus or because his older siblings is noisy (English translation, Mrs. Fifi's Interview, 25 Sep 2023), (PIOSL/BO/6)

The excerpts 5 and 6 above show that Mrs. Fifi carries out her duties as a parent well in preparing her child to carry out online school activities. Apart from that, with the help of family members, she also tries to provide a comfortable place and a peaceful learning environment for her son so as not to disturb her son's concentration when carrying out his learning activities.

In addition, just like with Mrs. Meri, Mrs. Fifi also said that children's comfort in school or study activities is important, so Mrs. Fifi also provides a comfortable place for their children to do online school. As Mrs. Fifi said:

Excerpt 7

... in my opinion, it's important. They're called children, they still tend to lose focus easily, get bored easily (English translation, Mrs. Fifi's Interview, 25 Sep 2023), (PIOSL/BO/7)

Excerpt 8

Yes, I prepared (a comfortable place) for him to go to school (English translation, Mrs. Fifi's Interview, 25 Sep 2023), (PIOSL/BO/8)

The excerpt 7 and 8 above shows that Mrs. Fifi prioritizes her child's comfort and tranquillity in carrying out her child's learning activities by providing a comfortable place for her child to go to school.

4.2.2 Parents' involvement of and support for activities

While school was conducted online, Mrs Meri explained that she and her child had activities aimed at ensuring that her child's academic and non-academic skills, knowledge and abilities could still develop well. Because according to her, improving children's academic and non-academic abilities cannot only rely on activities or lessons from school. This is because as long as school is conducted online, the activities and places for children to learn are increasingly limited. As Mrs. Meri said:

Excerpt 9

Yes, because we can't just rely on lessons from school. (English translation, Mrs. Meri's Interview, 23 Sept 2023), (PIOSA/LAH/1)

The excerpt above shows that Mrs. Meri has a high interest in her children's activities and education. In addition, she thinks that improving her children's abilities and knowledge can not only be done in school activities, but can also be done outside of school activities.

Based on the statement made by Mrs. Meri, it shows that there is no special method or coercion in the process of her child's learning activities which aims to improve her child's academic abilities. In this learning activity, her child was the one who volunteered and was enthusiastic about learning. Mrs. Meri also explained the use of educational toys such as flash cards, puzzles, picture story books are some of the methods used by her to improve her child's abilities and knowledge in her academic field. As Mrs. Meri expressed:

Excerpt 10

...so I didn't have a special program because "C" herself asked for it and was eager to learn. And it also happens that her aunts like to buy "C" educational toys like flash cards about Islam, English vocabulary flash cards, children's books about animals, multiplication, puzzles. So usually every night when C's school work is finished, "C" will learn from her card games,... (English translation, Mrs. Meri's Interview, 23 Sept 2023), (PIOSA/LAH/2)

Besides flash cards, puzzles, picture story books, Mrs. Meri also supports her child's abilities and knowledge by providing or making questions that will be answered by her child.

Excerpt 11

...or not, usually we also make questions, it's up to "C" to study social studies, mathematics, science, later "C" will fill in and then

we will correct them together. So indirectly it can also increase C's knowledge and abilities in her academic field (English translation, Mrs. Meri's Interview, 23 Sept 2023), (PIOSA/LAH/3)

The excerpt 10 and 11 above shows that not only does Mrs Meri have a high interest and dedication to her child's learning activities, abilities and academic knowledge, other family members also have a high interest in her child's learning activities by supporting and providing various learning media and learning methods for her child to learn. Apart from that, in activities aimed at improving her child's academic abilities, Mrs. Meri never forces her child because her own child also has a high interest in learning.

Apart from carrying out learning activities aimed at improving her child's academic abilities, Mrs Meri also has her own method which aims to ensure that her child's abilities in non-academic fields can continue to improve, namely by preparing all the things her child's needs for drawing or coloring, as well as providing her child with facilities in the form of training videos. dance so that her child can continue to practice dancing using the videos provided by Mrs. Meri.

Excerpt 12

... In my opinion, "C" has talents in dancing, drawing, and coloring. So that C's talent continues to improve, so I gave "C" a special book and stationery for her to draw pictures every day. Sometimes she likes to watch dancing practice videos and practice by herself or sometimes just practice dancing with her aunt. So the academics are still developing, the non-academic is also developing (English translation, Mrs. Meri's Interview, 23 Sept 2023), (PIOSA/LAH/4)

The excerpt above shows that Mrs. Meri not only pays attention to her child's academic abilities, but Mrs. Meri also pays attention to her child's interests

and talents as well as other family members. In non-academic fields, Mrs Meri knows her child's talents and interests, so she also supports her child's talents by providing the appropriate items needed for her child to develop her talents.

Moreover, Mrs. Meri' ways of supporting her child's learning is by trying to not burden her child with strict rules for learning itself. Mrs. Meri tried to separate the school time and post-school time. Usually, Mrs. Meri would allow her child to enjoy her spare time at home. So there is no definite time, and there is also no compulsion. The important thing is that all of her child's mandatory activities are carried out, and her child's rest time and her child's meal time are not disturbed. As Mrs. Meri expressed:

Excerpt 13

There's nothing definite about timing, what's clear is that it doesn't interfere with C's time for school, eating and sleeping. So morning until noon at 1 school, after school, rest, eat, take a nap. If there is a task, do it afterwards. As for other learning activities, we usually do it at night, usually after evening or when "C" wants it. Even then, we don't force "C", but instead, "C" often asks to study. So yes, there is no definite time setting, apart from school, eating and sleeping times (English translation, Mrs. Meri's Interview, 23 Sept 2023), (PIOSA/LAH/5)

The excerpt above shows that there is no coercion and there is also no fixed time setting for carrying out learning activities outside school hours. In her children's learning activities, Mrs Meri never forced her children. Apart from her child's obligations as a student at school, Mrs Meri still prioritizes her child's interests and comfort.

Mrs. Meri said that learning activities like this do not always run smoothly according to expectations. According to Mrs. Meri, maintaining her children's mood and not making her angry is one way to ensure that the learning process can run smoothly. So as parents you have to maintain your child's mood so that your child's activities can run smoothly. As said by Mrs. Meri:

Excerpt 14

Actually, daily activities like this don't always go according to expectations. It's also true that children still tend to get distracted easily, their mood changes easily. So, the most we try from the morning is to make C's mood good, so that the next activity will also run smoothly. As for "C" herself, the important thing is that no one teases her, because she gets into a bad mood and gets cranky when someone teases her. (English translation, Mrs. Meri's Interview, 23 Sept 2023), (PIOSA/LAH/6)

The excerpt above shows that Mrs. Meri does an excellent job in all her children's learning activities, Mrs. Meri always pays attention in detail to everything related to her child, including the child's mood. She always tries to keep her child in a good mood, so that the planned learning activities can go according to plan.

In addition, one fascinating finding from the data is related to Mrs. Meri view on providing assistance in her daughter's learning activities. Mrs. Meri shared that this is one of the benefits when she as parents are involved in her children's learning especially in learning activities carried out during the school period are carried out online. Mrs. Meri revealed that apart from being closer to her child, she also revealed that by accompanying her child in her learning process/learning activities, she became more aware of her child's way of learning, and she revealed

that indirectly she also learned and increased her knowledge. As mentioned by Mrs.

Meri:

Excerpt 15

There are so many benefits. I became closer to “C”, understood more about how “C” studied, and of course I also became smarter too. Because indirectly, every time “C” goes to school or studies, I am also going to school and studying (English translation, Mrs. Meri’s Interview, 23 Sept 2023), (PIOSA/PP/1)

The excerpt above shows that Mrs. Meri’s involvement in her children's online learning and school activities resulted in many good things for her which of course is very important for her and her children.

Meanwhile, as long as school is conducted online, Mrs. Fifi said that her son will still have activities aimed at ensuring that her child’s academic and non-academic abilities can continue to develop. Mrs. Fifi explained that she carried out this activity together with her older children. As Mrs. Fifi says:

Excerpt 16

Yes, I usually often ask A's older siblings for help. (English translation, Mrs. Fifi’s Interview, 25 Sep 2023), (PIOSA/LAH/7)

The excerpt above shows that Mrs. Fifi thinks about developing her child's academic abilities and knowledge by holding additional learning activities for her child that are carried out outside school hours. This activity is usual for Mrs. Fifi does this with the help of other family members such as her older children.

Asking and answering questions, memorizing and repeating subject matter, and working on problems together is the method used by Mrs. Fifi'. As Mrs. Fifi said:

Excerpt 17

...As for academics, sometimes every night his older siblings invite "A" to study or do homework together, if for example there is a test the next day, that means he spends the night memorizing and reviewing the material with his older siblings (English translation, Mrs. Fifi's Interview, 25 Sep 2023), (PIOSA/LAH/8)

Apart from memorizing and repeating the material together, Mrs. Fifi also supports her child's abilities and knowledge by providing or making questions that will be answered by her child, then correcting them together.

Excerpt 18

Sometimes I make questions, later "A" will answer them and correct them with his older siblings (English translation, Mrs. Fifi's Interview, 25 Sep 2023), (PIOSA/LAH/9)

The excerpt 17 and 18 above shows that in her children's learning activities, Mrs. Fifi and other family members have quite good attention to he's learning activities and also have an important role in the process of implementing the learning activities. Mrs. Fifi together with family members work together in carrying out learning activities aimed at improving her child's abilities and knowledge in the academic field.

Mrs. Fifi also explained that during Covid-19, her child's activities related to non-academic fields could not be carried out. According to Mrs. Fifi, usually her child can carry out football activities on the field, which had to be temporarily

stopped due to COVID-19, so these activities could only be carried out at home with his older siblings with the aim of ensuring that non-academic skills could still be channelled. As explained by Mrs. Fifi:

Excerpt 19

...As for non-academics, I'm confused, because usually he plays football with his friends in the field, but during the COVID-19 he doesn't go out of the house. So, he just plays with the ball that I give him at home, sometimes alone, sometimes with his older siblings (English translation, Mrs. Fifi's Interview, 25 Sept 2023), (PIOSA/LAH/10)

The excerpt above shows that apart from paying attention to activities aimed at improving her child's abilities and knowledge in the academic field, Mrs. Fifi also supports her child's interest in non-academic fields. In this case also Mrs. Fifi together with other family members contribute to each other in developing her child's abilities in this non-academic field, namely Mrs. Fifi as a facilitator who provides what is needed and other family members such as her older children as mentors or supervisors.

Moreover, Mrs. Fifi's ways of supporting her child's learning is by trying to not burden her child with strict rules for learning itself. She revealed that she did not make a special schedule other than her child's school schedule. Mrs. Fifi explained the definite time for her child to study is school time and when the next day he has an exam, or there is an assignment/ homework that must be submitted. Otherwise, there is no definite time to study and it depends on her child's wishes. So, so that the activities to be carried out can run well, the method usually carried

out by Mrs. Fifi is by not making her child in a bad mood or angry. As Mrs. Fifi said:

Excerpt 20

Apart from school time, there is no definite time. The problem is that outside of school hours we don't study every day. Sometimes it also depends on A's wishes. But if Akbar has homework or has a test on the next day, then in the evening he will definitely be studying or doing his homework together with me and his older siblings too (English translation, Mrs. Fifi's Interview, 25 Sep 2023), (PIOSA/LAH/11)

The excerpt above shows how Mrs. Fifi prioritizes her children's school activities. Outside of activities during school hours, Mrs. Fifi often gives her children the freedom to determine the time for them to study. Apart from that, it is also known that family members especially his older siblings are still involved in this activity, and it is also known how Mrs. Fifi works together to help her child carry out learning activities such as studying or completing school assignments.

Excerpt 21

I don't arrange his study schedule, so "A" doesn't have any definite activities. So, the most important thing is that if there are activities, then let the activities run well, at least don't make "A" sulk. The problem is that "A" really easily sulks and gets angry. (English translation, Mrs. Fifi's Interview, 25 Sept 2023), (PIOSA/LAH/12)

The excerpt above shows that according to Mrs Fifi, children are still children, who cannot control their emotions well. In order to ensure that their

children's learning activities can run well, parents must know good communication strategies for their children so that they can keep their children in a good mood.

In addition, from this data, data was also found regarding the views of Mrs. Fifi in providing assistance in the process of her child's learning activities. Mrs. Fifi said that the benefits of her participating/accompanying her child in the process of his learning activities, include that indirectly parents also learn, spend more time together, so the relationship between Mrs. Fifi and her child have become closer, as well as the relationship between her older children, she also understands more about current technology, these are some of the advantages that Mrs. Fifi felt it while being involved in her child's online school process. As Mrs. Fifi mentioned:

Excerpt 22

The biggest benefit I feel is that my relationship with my children has become closer. "A" and I became closer because we studied together more often, "A" and his older siblings also became closer. Then I also became more aware of the learning technology used by children. Yes, the point is that my children and I are learning together (English translation, Mrs. Fifi's Interview, 25 Sept 2023), (PIOSA/PP/2)

The excerpt above shows that there are many good things to be gained from involvement during learning activities or online school activities, not only for parents, but also for other family members. Apart from increasing the feeling of kinship between each other, increasing knowledge about today's education is also an advantage from the involvement in children's online learning and school activities carried out by parents and family members.

4.2.3 Parents' involvement of school activities

Based on the findings, Mrs. Meri stated that they are actively involved in her child's at-school activities as well. Communication and relationships between parents and teachers is important. In addition, according to Mrs. Meri, she usually communicates with the teachers by discussing her child's learning progress.

Mrs. Meri perceived that this is a crucial thing since they would like to know about how her child behaves while on school activities. As Mrs. Meri expressed:

Excerpt 23

... I could say it's often. Usually, C's homeroom teacher contacts us parents via WA. Then when COVID-19 started to subside, several times the homeroom teacher and some of her school teachers came to the house to see the condition of the children at home as well while telling them how C's grades were (English translation, Mrs. Meri's Interview, 23 Sept 2023), (PISA/SHC/1)

The excerpt above shows that parents have high concern for the progress of their children's learning achievements, this can be seen from the parents' activeness in communicating with the teacher and also the existence of a good relationship between parents and the teacher. Likewise with the teacher, the teacher has high concern for the learning progress and condition of her students by monitoring the progress or grades of her students, then providing information on the development or grades of the students to their parents, and also visiting the students' homes to check on the students' condition.

In addition, Mrs. Meri is also an active member of the school association, She always attends parent meetings held by the school or teacher which are

conducted online via Zoom meetings so that she can still know the important information that will be provided by the teacher, therefore, this also helps her to get involved with other parents and teachers at the school, as well as find out information related to the school. As Mrs. Meri expressed:

Excerpt 24

... the meeting is still via zoom meeting (English translation, Mrs. Meri's Interview, 23 Sept 2023), (PISA/SA/1)

Excerpt 25

... Alhamdulillah I am always present. Because the situation is also like that, so I must be present rather than missing important information later (English translation, Mrs. Meri's Interview, 23 Sept 2023), (PISA/SA/2)

The excerpt 24 and 25 above shows that the presence of COVID-19 is not an obstacle to not attending parent meetings held by the school. In this activity, parents actively show their interest in their children's education, namely by always attending all activities held by teachers or the school with the aim of continuing to update existing important information.

According to her, through the communication relationship she had with her child's teacher, such as communication through WhatsApp or through parent meetings which were held online via Zoom Meeting during COVID-19, she explained that she got a lot of information which was very important for her child's learning development, and well-maintained communication between Mrs. Meri and teachers at school also help her to know about the obstacles that may occur during the school time. As Mrs. Meri said:

Excerpt 26

... because I know how “C” is progressing in class, how should I help “C”. So what if “C” needs too, at least I’ll know a little more and I can help “C” (*English translation, Mrs. Meri’s Interview, 23 Sept 2023*), (PISA/SHC/2)

The excerpt above shows that the information that Mrs. Meri received from the school was very useful for her because she became aware of things related to her child's learning development that she could not have known. She also came to understand more about her daughter.

In addition, Mrs. Meri said that the teacher gave information about her child’s learning and gave advice to her. Thus, this situation also provides an opportunity for Mrs. Meri to get enlightenment on what to do as parents, so that parents can act according to the needs of children. One of them is that she knows what her child needs in her learning process, knowing how she can help her child in her learning by using the right method according to her child’s needs or condition based on the suggestions from the teacher. As Mrs. Meri stated:

Excerpt 27

... Usually, when C's teacher asks me to help “C” in a particular subject that she seems to be having trouble with, yes, of course I will be more diligent in helping “C” learn that lesson. So what the teacher suggested to me, I will definitely do it (*English translation, Mrs. Meri’s Interview, 23 Sept 2023*), (PISA/SHC/3)

she added

Excerpt 28

...teacher and parents meetings, it will always produce information related to the learning process and also how parents should act with children during online school because of COVID-19 (*English translation, Mrs. Meri’s Interview, 23 Sept 2023*), (PISA/SA/3)

Excerpt 29

...We, parents, are always aware of information or school regulations that have changed because of COVID-19. Then we know how parents should act towards their children during online school. If it's for the progress of children's learning, maybe it can, but for sure, the benefits are for the smooth learning of children during this online school and indirectly, we parents can also stay in touch with each other (English translation, Mrs. Meri's Interview, 23 Sept 2023), (PISA/SA/4)

The excerpt 27, 28, and 29 above shows that Mrs. Meri carries out her role as a parent well. She always cares about her child's development, one of which is by continuing the advice she gets into an action. Apart from that, Mrs. Meri also never takes things related to her child's education for granted, she always prioritizes things related to her child's education, one of which is by always attending and attaching importance to parent activities such as parent meetings held by the teacher or school. Everything she does is aimed at always knowing all the information regarding her child's education and other information which is expected to help her make it easier or help her child in their learning activities. And with the activities that Mrs. Meri does, she hopes that she can maintain relationships between teachers and fellow students' parents.

Besides maintaining good communication with her child's teachers, Mrs. Meri revealed that she has to catch up with teachers to track her child's learning progress at school. She also actively provides assistance for some school activity that her child should accomplish, such as by helping her child operate her online learning media, giving her direction in carrying out her online school activities. As Mrs. Meri mentioned:

Excerpt 30

...All this time, Alhamdulillah, I always help “C” (English translation, Mrs. Meri’s Interview, 23 Sept 2023), (PISA/SA/5)

Excerpt 31

...When school is online, at least it's like helping to operate a Zoom, so I'll help direct her how to raise his hand, if you want to turn off the camera or sound. So, during online school, I accompany “C”, so that “C” doesn't get confused when she's at school.(English translation, Mrs. Meri’s Interview, 23 Sept 2023), (PISA/SA/6)

The excerpt 30 and 31 above shows that it is known that as long as school is conducted online, Mrs Meri as a parent always fulfills her obligations towards her child. She always carries out the duties of a parent, one of which is as a director, as mentor, as companion, as supervisor for her child when her child is carrying out teaching and learning activities or when online school is taking place. All the activities she carries out are aimed at helping or minimizing difficulties or confusion that her child may experience.

Besides providing assistance for some school activity that her child should accomplish, such as by helping her child operate her online learning media, giving her direction in carrying out her online school activities, Mrs. Meri also provides guidance, extra help and motivation to her children in carrying out their assignments. However, the assistance provided by Mrs. Meri is related to the tasks that require extra attention in doing the work or the task that her child still does not comprehend the lesson really well by giving her child directions, answering some questions, and providing guidance in order to help her child doing the task. All of

this was done by Mrs. Meri in order to support her child in her learning process. As

Mrs. Meri said:

Excerpt 32

Alhamdulillah, I always help "C" with her school affairs (English translation, Mrs. Meri's Interview, 23 Sept 2023), (PISA/LAH/1)

Excerpt 33

...whatever she needs, I will definitely help her. If it's for school work, we always study together every night. Usually "C" does her assignments first, then I correct them later. If, for example, she doesn't know the answer, then let's find out together. For example, if she has math difficulties, I can help teach her math. Basically, if there are assignments or other school work, I will definitely help. If it's an art assignment like drawing or coloring, at most I just give color instructions, because Alhamdulillah, "C" happens to really have a hobby called drawing or coloring, so I just pay attention to her and then if she's confused about choosing a new color, I'll give her advice. If she doesn't need our direct help anymore, I usually just cheer her up, or praise her like "cheer up, C!" or "C, you are really great, my daughter is really smart ". So, yes, I will help with actions, yes, with words too, so that she will be enthusiastic (English translation, Mrs. Meri's Interview, 23 Sept 2023), (PISA/LAH/2)

The excerpt 32 and 33 above shows that in helping her child's work or school assignments, Mrs. Meri pays close attention to her child's learning needs, and she knows in detail that not only assistance in the form of action is needed for her child, but praise or kind words are also needed for the child to maintain her child's enthusiasm for learning. Apart from being a mentor, instructor, supervisor, a companion, and also an encourager or motivator for her children, what she did shows that the support and assistance she provided was not only in the form of actions, but also with words of encouragement.

Meanwhile, Mrs. Fifi stated that they were also quite actively involved in her child's activities at school. They usually communicate with her child's teacher discussing A's learning progress via WhatsApp. As Mrs. Fifi said:

Excerpt 34

Ever, quite often informed via chat on WA (English translation, Mrs. Fifi's Interview, 25 Sep 2023), (PISA/SHC/4)

The excerpt above shows that even though circumstances are hampered, communication between teachers and parents can still run easily, so that parents can easily find out the latest information.

In addition, Mrs. Fifi explained that they also actively attended parent meetings held by the school which are held online via Zoom, so this helped her to connect with teachers at the school, as well as obtain information regarding the school. According to Mrs. Fifi, she explained that during COVID-19, meetings for parents were held online via Zoom meetings. As Mrs. Fifi said:

Excerpt 35

There have been several online meetings via Zoom (English translation, Mrs. Fifi's Interview, 25 Sep 2023), (PISA/SA/7)

Excerpt 36

Yes, I always join in when there is a Zoom parent meeting (English translation, Mrs. Fifi's Interview, 25 Sep 2023), (PISA/SA/8)

The excerpt 35 and 36 above shows that Mrs. Fifi has a good interest in information about her child's education. Mrs Fifi seems quite actively involved in

her child's school activities, by always attending the meetings for parents held by the school.

Mrs. Fifi explained that she was always present at the meeting. She explained that the purpose of attending the meeting was to find out the information that would be provided by the teacher. As Mrs. Fifi stated:

Excerpt 37

...because I know how Akbar is developing, and what “A’s” school grades are. I also know what I have to do, which suits “A’s” needs. (English translation, Mrs. Fifi’s Interview, 25 Sep 2023), (PISA/SHC/5)

The excerpt above shows that Mrs. Fifi cares about all her children's development and education. She feels grateful for the good communication and relationship she has with the teacher, she can get a lot of information about her child's education, and she also understands more about her child's needs and what actions she should take.

Moreover, a well-maintained communication between Mrs. Fifi and teachers at school also helped Mrs. Fifi to know more about her child's needs and her child's learning progress. According to Mrs. Fifi, the communication and relationship between Mrs. Fifi and teachers at school help her to know about the obstacles that may occur during the school time. As Mrs. Fifi said, the teacher gave information about her child's learning progress and gave advice to her. Thus, this situation also provides an opportunity for Mrs. Fifi to get enlightenment on what to do as parents. So that parents can act according to the needs of children. And Mrs.

Fifi also explained that the process of school activities and learning activities was big, she was helped by her older children to carry it out. As Mrs. Fifi stated:

Excerpt 38

...several times the teacher asked for our help to help "A" study at home because some of "A's grades were not good. So, A's older siblings, I, helped "A" study. Once the teacher asked "A" not to sleep too late and to monitor "A" more when he was doing zoom. The thing is, "A" sometimes likes to be so sleepy that he falls asleep while Zooming. (English translation, Mrs. Fifi's Interview, 25 Sep 2023), (PISA/SHC/6)

Excerpt 39

We now know how children's learning progresses while it is carried out online. Then how do we parents act next (English translation, Mrs. Fifi's Interview, 25 Sep 2023), (PISA/SA/9)

Excerpt 40

Of course. One of them is that we know how we should act next. We also know how children develop during online school (English translation, Mrs. Fifi's Interview, 25 Sep 2023), (PISA/SA/10)

The excerpt 38, 39 and 40 above shows that Mrs. Fifi is doing a good job to improve her child's online school activities. Mrs. Fifi always tries the best for her child by following the advice she gets from her child's teacher. In addition, she also pays close attention to her child's education, namely by trying to always be aware of her child's learning progress so she can act according to her child's needs.

Besides establishing good communication with her child's teachers, Mrs. Fifi and family members also often help and accompany her child in completing assignments and/or working on his school projects. According to her statement, Mrs. Fifi and her older children often work together to help him with all his school

activities. Mrs. Fifi said that the assistance that she and her older children provided included helping him if he experienced difficulties in studying or doing his school assignments, preparing tools or equipment that he needs for school and learning activities. Meanwhile, her child's school or learning activities related to technology, one of which is the use of Zoom Meetings, Mrs. Fifi said that his older siblings were the ones who helped more. Due to her limited abilities, Mrs. Fifi regarding the use of today's technology. As Mrs. Fifi explained:

Excerpt 41

...when "A" has work to do, A's older siblings and I often come together to help "A" with his work (English translation, Mrs. Fifi's Interview, 25 Sep 2023), (PISA/SA/11)

Excerpt 42

As for assistance, I usually go with A's older siblings. Because I also don't really understand the lessons of today's children. Usually the help I give when he is studying online, I help prepare the tools that he needs. As for assistance related to operating Zoom, it's mostly assisted by his older siblings, the problem is his older siblings who understands technology better than me (English translation, Mrs. Fifi's Interview, 25 Sep 2023), (PISA/SA/12)

The excerpt 41 and 42 above shows that not only parents but family members also play an important role in the continuity of a child's school activities. Mrs. Fifi and family members can act as mentors or companions for the child. Apart from that, even though Mrs. Fifi has limited knowledge, Mrs. Fifi still actively tries to provide the best for her child, namely by asking for help from other family members to help her make her child's learning activities easier and smoother. In this

case, Mrs. Fifi plays more of a role as a facilitator and companion, and the other family members, namely her oldest children, act as directors and mentors.

Excerpt 43

Ever (helps “A” with his school work). (English translation, Mrs. Fifi’s Interview, 25 Sep 2023) , (PISA/LAH/3)

Excerpt 44

...if “A” has difficulty studying or there is something he needs, I will help him find out, or not, A’s older siblings will also help. If there are assignments such as answering questions, craft assignments to make something, at most his older siblings and I help make it or prepare things that “A” needs.(English translation, Mrs. Fifi’s Interview, 25 Sep 2023) , (PISA/LAH/4)

The excerpt 43 and 44 above shows that Mrs. Fifi and other family members give quite detailed attention to their child's learning activities. In addition, she and other family members also try to always help with all their children's learning activities by ensuring that their children can do and complete the tasks they have, as well as ensuring that their children's needs are met.

4.2.4 Purpose of parents’ involvement of online learning activities

Based on the findings, Mrs. Meri expressed that the main reason for involvement for her children’s online learning activities is to make their children feel comfortable while carrying out online learning without the slightest difficulty. Because according to Mrs. Meri, the comfort of their child is the main thing. With their children learning comfortably, their child will also be happy to carry out all the learning processes, so that the learning process can run smoothly. As stated Mrs. Meri:

Excerpt 45

The goal is to oversee C's learning process, and what is certain is to make sure that "C" learns comfortably and there are no problems during the online school process because this online school is still new. So if, in the middle of learning, "C" experiences a problem or has a difficulty, I can help right away, so "C" can still be comfortable studying. Because in my opinion the child's comfort while studying is the main thing, especially during an online school like this (English translation, Mrs. Meri's Interview, 23 Sept 2023), (PPIOL/PP/1)

The excerpt above shows that Mrs. Meri has great attention to her child's education. She also has a very detailed goal so that her child can feel comfortable doing online school. In addition, Mrs. Meri also tries to provide the best for her child's learning, by ensuring that all obstacles and difficulties are not experienced by her child.

Apart from the goals of involvement carried out by Mrs. Meri, there are obstacles experienced by Mrs. Meri while being involved in her children's learning activities. As explained by Mrs. Meri:

Excerpt 46

In terms of obstacles, there really aren't any that are too burdensome, it's just that at the beginning of online school, I was a bit confused. Because suddenly school is online, at home too. Previously we never paid attention and waited for our children to go to school, but now we have to pay attention to how our children are doing at school, just in case there are problems with the connection or they don't know how to use the zoom meeting. So, like it or not, we as parents have to understand more about how to use our children's learning devices, so that we can help our children if there are problems. (English translation, Mrs. Meri's Interview, 23 Sept 2023), (PPIOL/PP/2)

In overcoming the obstacles she faced, Mrs. Meri did not need a long time to overcome them. Mrs. Meri said that she just needed to get used to it and learn how to use Zoom Meeting. As said by Mrs. Meri:

Excerpt 47

The way to overcome this is that I have got used to it, I also learned how to use Zoom meetings. After a while, I got used to it again (English translation, Mrs. Meri's Interview, 23 Sept 2023), (PPIOL/PP/3)

The excerpt 46 and 47 above shows that Mrs. Meri did a very good job, she was easily able to handle the difficulties she experienced. She does not use the difficulties she experiences as limitations or obstacles to help or ensure that her child's online school activities run smoothly, she uses these difficulties as motivation for himself to learn things she doesn't know so that she can easily adapt to the conditions she experiences and be able to help their children learn very well.

Interestingly, Mrs. Meri believes that the involvement she has provided in her child's learning process has succeeded in supporting her child's comfort in learning while school is conducted online. Mrs. Meri said with confidence that her involvement in her child's school activities and studies had greatly contributed to her child's comfort. Based on Mrs. Meri, she always checks and ensures her child's comfort, namely by always asking or checking directly with her child's by asking about her child's feelings and condition. Mrs. Meri also informed that as long as school activities were conducted online, her child's grades and rankings in class were always stable and always ranked in the top 5. As Mrs. Meri stated:

Excerpt 48

In my opinion, my involvement during C's online school has really supported C's online school comfort (English translation, Mrs. Meri's Interview, 23 Sept 2023), (PPIOL/PP/4)

Excerpt 49

...Alhamdulillah, while school was online yesterday, C's grades remained stable, she always got top 5 rankings. So I can confirm that during this online school, C's comfort will be met (English translation, Mrs. Meri's Interview, 23 Sept 2023), (PPIOL/PP/5)

The excerpt 48 and 49 above shows that based on the many activities, assistance and attention she gives to his child, she is very confident that the involvement she has in her child's learning activities or online school activities has supported her child's comfort. Apart from that, this is also proven by the children's learning achievements which remain stable, namely always getting a top 5 ranking.

Meanwhile Mrs. Fifi expressed that the main reason for their children's online learning activities is to help her child while conducting online school via Zoom, as well as to oversee and ensure the comfort, smoothness and continuity of online school activities that her child is doing. Because this was the first time school was being conducted online. As stated by Mrs. Fifi:

Excerpt 50

The goal is to help "A" when carrying out school activities, while also supervising him. This is because this is the first time he is doing school via Zoom, so it's important to monitor "A" during his online schooling. I'm afraid there's something wrong. At the same time, we can ensure that "A" is really joining Zoom meeting (English translation, Mrs. Fifi's Interview, 25 Sep 2023), (PPIOL/PP/6)

The excerpt above shows that Mrs. Fifi carries out her role as a parent quite well. To get the results she wants from her child's learning activities she carries out her role as a supervisor who can help with her child's learning activities if there are obstacles. In addition, she always tries to ensure that her children always carry out their learning activities. She always supervises everything that has the potential to interfere with her child's learning activities.

In the involvement Mrs. Fifi did, she felt there were obstacles, such as a lack of understanding of the use of technology. Mrs. Fifi said that the obstacle she felt most was that she felt that the process of her child's school activities felt a little more difficult, because of Mrs. Fifi's limited knowledge of technology, and also because she also had to work and supervise her child at school at the same time. However, Mrs. Fifi said that she got help from her older children to deal with the obstacles that occurred. As said by Mrs. Fifi:

Excerpt 51

The biggest obstacle, in my opinion, is that school is more difficult, because I don't really understand technology. Then I also sell (work), so apart from work I also have to monitor A's school activities (English translation, Mrs. Fifi's Interview, 25 Sep 2023), (PPIOL/PP/7)

Mrs. Fifi also explained how she faced existing obstacles:

Excerpt 52

To solve it, just do it, and I also asked A's older siblings to help. (English translation, Mrs. Fifi's Interview, 25 Sep 2023), (PPIOL/PP/8)

The excerpt 51 and 52 above shows that Mrs. Fifi was able to overcome the problems she faced well while being involved in her son's online activities. With the limited time and knowledge she has, Mrs. Fifi collaborates with other family members so that difficulties and problems that occur can be resolved properly so that her child's online school activities can continue to run properly.

In addition, Mrs. Fifi said that in her opinion her involvement in her child's school activities and learning activities had supported her child's comfort. Mrs Fifi explained why she thought the involvement she had carried out was sufficient to support her child's comfort in carrying out school activities and learning activities, because according to her, as long as school was conducted online at home, he was always present at online school, he never missed school activities, always collected assignments given by the teacher, and Mrs. Fifi also said that her child never complained when doing online school. As said by Mrs. Fifi:

Excerpt 53

...In my opinion, the help of my involvement with A's school has supported A's learning comfort. (English translation, Mrs. Fifi's Interview, 25 Sep 2023), (PPIOL/PP/9)

Excerpt 54

...because during this online school, Alhamdulillah, "A" was never absent, assignments were also continuously collected. Even though A's grades are mediocre, the important thing is that he continues to go to school, and he doesn't complain when he's at school (English translation, Mrs. Fifi's Interview, 25 Sep 2023), (PPIOL/PP/10)

The excerpt 53 and 54 above shows that based on the explanation, it is known that Mrs. Fifi has carried out her role as a parent quite well. Mrs. Fifi always tries to ensure that her child always attends school activities without any obstacles. She conveyed this by saying that as long as school was conducted online, her child never abandoned their obligations to school and their children never had any complaints.

4.3 Discussion

This study was conducted to answer the research questions regarding the involvement of Mrs. Meri and Mrs. Fifi which supports their children's learning comfortably. The discussion carried out corresponding to the main question of the research "What involvement and support do the parents do in primary school online learning during covid-19 pandemic?" by referring to the four themes that emerged in the findings of the research. This following discussion will examine the findings by relating to the review literature and some related studies written in chapter 2.

One major concern for this research is parents' ways to involve themselves in teaching and supporting their children online learning. Based on the findings, in this theme both parents carry out their role as facilitators, namely by providing facilities and the needs for their children to carry out school and learning activities. (Winingsih, 2020) Facilitator means a person who acts as a facility provider for this learning activity. If in the classroom the teacher acts as a provider of learning materials, then parents at home also have a role as providers of facilities and

infrastructure needed by children in this distance learning process. Then reconsidered by the author regarding the four roles of parents according to Winingsih (2020) there are four parental roles during children's online learning, one of them is parents as facilitators. Then (Yulianingsih, Suhanadji, Nugroho, & Mustakim, 2021) also concluded that there are several important roles for parents when their children carry out online learning activities, one of which is as a facilitator.

Then the research findings revealed that Mrs. Meri and Mrs. Fifi carried out their parental role as facilitators quite well. For Mrs. Meri, it was found she did not only provide or prepare her child's school needs such as textbooks, electronic devices (cell phone or tab), and internet quota . Moreover, she carries out the role of a parent by preparing her child's school uniform, her child's meals before starting to carry out online school activities, and she also prepares a comfortable place by build a positive home conditions or a calm and comfortable learning environment for children to carry out school activities for his child to study. Likewise with Mrs. Fifi, it was found that apart from preparing her child's online learning supplies such as textbooks, electronic devices (cellphone) and internet quota, she also worked together with her older children in creating a comfortable place for her child to carry out his online school activities. This was then considered since the comfort of learning is an important thing. Then reconsidered by researchers regarding the four types of parental involvement according to Epstein's (1987), which includes: (1)

Basic obligation, (2) School-to-home communication, (3) Parent involvement at the school, (4) Parent involvement in learning activity at home. Referring to "Basic Obligation" in Epstein's (1987) theory in the types of parental involvement, the most basic obligatory thing done by parents is to provide all the needs of their children, some of them are provide food, clothing, provide school supplies, build positive home conditions for learning, etc. Then Parents can create a comfortable learning atmosphere for children in doing the tasks given by the teacher (Winingsih, 2020).

Parental involvement is a part of school and classroom organizational activities, and parental involvement is a shared responsibility between teachers and families in the child's learning process and also the child's achievement (Epstein, 2005). In children's education activities at school and at home, the involvement of parents and families seems able to become an important means to provide good educational outcomes (Dewi, 2017). From this research, it can be seen that family members are involved in Mrs. Meri's child and Mrs. Fifi's child's learning process. In creating a comfortable learning atmosphere, apart from the mother, family members such as older brothers and sisters also play an active role in the smooth running of Mrs. Meris's child's and Mrs. Fifi's child's learning activities.

The second theme discussed in the findings relating to the parent's involvement of and support for activity. Based on the findings, it was found that Mrs. Meri and Mrs. Fifi had their own way of carrying out activities aimed at

improving their child's academic and non-academic abilities, namely by carrying out joint learning activities led by each parent or other family members. Hence, by referring to parents' roles in children learning, referring to the one of four types of parental involvement by Epstein (1987), Mrs. Meri and Mrs. Fifi are involved in their children's learning activities at home which aims to develop children's social and personal skills, contribute to basic skills education, and advanced skills.

For Mrs. Meri, it was found that in an effort to improve her child's academic abilities and knowledge, Mrs. Meri carries out learning activities using various types of activities and various media to support her child's academic abilities and knowledge. It was also found that educational toys such as flash cards about islam knowledge, English vocabulary flash cards, reading books for children, puzzles were one of the learning media used by Mrs. Meri. Apart from using educational toys as a learning medium, Mrs. Meri also often does question and answer quizzes or creates questions about science, mathematics or other subjects which are then answered by her child. This aims to improve children's abilities or knowledge in the academic field. Meanwhile, for Mrs. Fifi, it was found that in activities aimed at improving her child's academic abilities, she asked her older children for help. The activities usually carried out are by doing assignments together, memorizing, reviewing lesson material that has been studied at school, or by making question and answer questions that will be answered by her child. Epstein (1987) stated parental involvement which supports learners' learning process at-home activities

includes providing encouragement, discussing school matters at home, reviewing report cards, ensuring school attendance, monitoring homework regularly, assisting in school projects, exemplifying desired behavior (such as reading for pleasure, enhancing educative activities) and many others. Winingsih (2020) there are four parental roles during children's online learning: parents can be teachers at home, as facilitators, motivators, as influencers or directors for their children. Both Mrs. Meri and Mrs. Fifi served as a teacher, as a monitor and as a director who actively encouraged their children's learning activity. The learning activity may be coordinated and directed by the teacher, or initiated by parents with or without the knowledge of the teacher (Epstein, 1987).

Not only that, it was found that Mrs. Meri and Mrs. Fifi also have their own way to improve their child's abilities in non-academic fields. For Mrs. Meri, it was found that she provides the child's needs to do activities she likes, namely drawing, coloring, and dancing. Mrs. Meri provides drawing and coloring equipment for her child to use, she also provides her child with dance tutorial videos so that her child can continue to practice dancing on her own. Meanwhile, Mrs. Fifi, she also provides for her child's needs to continue practicing football, namely by giving him a ball that he can play at home with his older siblings. Parents also play a role in directing children according to the talents and interests of each child (Winingsih, 2020). In this case, Mrs. Meri and Mrs. Fifi again play the role of facilitator. (Winingsih, 2020) Facilitator means a person who acts as a provider. The availability of the necessary learning facilities will support the success of this

distance learning (Winingsih, 2020). The facilities can help to develop the student's achievement (Gary, 2007).

Mrs. Meri and Mrs. Fifi are expected that by involving their children in online learning activities it can help and facilitate their children's learning activities. They also really hope that the assistance or support they have provided can really improve their child's abilities and knowledge. The most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities at home (Cotton & Wikelund, 2001). And of course the support, assistance that parents are expected to produce the desired outcomes.

The third theme discussed in the findings is relating to the Parents' involvement of school activities. These findings contain information about parental involvement with school activities during online school held by teachers or the school. It was found that Mrs. Meri and Mrs. Fifi play a role in monitoring their children's learning progress by communicating with the teachers. Mrs. Meri and Mrs. Fifi are actively involved in other school activities, such as always attending parent meetings held by the school which are conducted online via Zoom meetings. Both parents considered the importance of parent meeting activities carried out by the school, because from these meetings, parents get important information regarding school activities and child development. Referring to the Epstein (1987) school to home communication parents are expected to act on the information that received from the school. Then referring to "Parent Involvement at the School" in Epstein's (1987) theory in the types of parental involvement, typical forms of

parent involvement at school include to attend discussion groups, or training sessions for parents. As Epstein, et al., (2002) parental involvement is parental participation in the form of meaningful, regular, and two-way communication between parents and teachers that involves student learning and other school activities.

Referring to the findings, besides maintaining good communication with the teachers, Mrs. Meri and Mrs. Fifi are also frequently helping, monitoring, directing, motivating, and assisting their children in accomplishing their school's activities such as assignments and/or projects. It was found that Mrs. Meri always helps and accompanies their child in all their child's school activities and needs. And she also actively carries out the suggestions given by her child's teacher. Mrs. Meri also always provides motivation and direction to their children if they experience difficulties, because when students encounter technological difficulties, they seek assistance from the instructor (Weiner, 2003) in (Borup, Graham, & Davies, 2013). Not much different from Mrs. Meri, besides maintaining good communication with the teachers, Mrs. Fifi also together with her older children always help him in every school or learning activity. She also carries out what the teacher suggests regarding her child's development and behavior during school activities. And Mrs. Fifi, along with her older children, always accompany and monitor all of her children's learning and school activities. Epstein (1987) parental involvement can be in the form of parental assistance in learning activities at home. Situmorang and Purba (2020) point out that parents must actively assist their children in learning

how to study at home. Referring to "Parent Involvement at the School" in Epstein's (1987) theory in the types of parental involvement, typical forms of parent involvement at school include to assist students with lessons on classroom activities. (Yulianingsih, Suhanadji, Nugroho, & Mustakim, 2021) in their research it was concluded that while children conduct online learning at home parents have a role as mentors, as educators, as companions, as motivators, as supervisors, as facilitators, as directors, as developers, as protectors. Lilawati (2021) in her research it is said that the role of parents in implementing online learning for children in educating children includes mentoring and as a motivator. Parents have a role to always guide their children so they can achieve success in the future. Parents also play a role in directing children according to the talents and interests of each child (Winingsih, 2020).

The fourth theme is relating to the Purpose of parents' involvement in online learning activities. Based on the findings, it is found that Mrs. Meri and Mrs. Fifi hope that by being involved in their children's learning activity it can bring many great outcomes. Among them is to help children so that children can carry out learning smoothly and feel comfortable. From Mrs. Meri, it was found that ensuring the comfort and smooth running of their children during school is the most important thing. And it was also found that the involvement that Mrs. Meri carried out, has supported their child's learning comfort, this can be seen from the learning achievements obtained by their child. Meanwhile, Mrs. Fifi, it is known that the aim of her and her older children being involved in her child's school or learning

activities is to monitor and help her children so that they can always carry out school activities and learning activities smoothly. They also really hope that by having a good involvement with their children can help her child's thrive in this digital era since it is a learning activity conducted online. As Gary (2007) stated that if parents can actively monitor and give assistance to their children, the children will have more awareness to get better achievement in learning. This is also aligned with Cotton & Wikelund (2001), stating that parent involvement is one form of the external motivations that can develop intrinsic motivation in the children's learning. By giving continuous support, it helps the children to feel motivated and appreciated during the learning process. The more intensively parents are involved in their children's learning, the more beneficial are the achievement effects (Cotton & Wikelund, 2001). Fan & Williams (2010), investigated the effects of parental involvement on student's academic self-efficacy, engagement and intrinsic motivation. The results indicate that students who perceived that their parents valued their education and held high expectations for their academic success were likely to feel confident and engaged towards their academic endeavours.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion which contains a summary of the study and suggestions of the study provided in the following.

5.1 Conclusion

Parental involvement of the parents of a nine years old student in the third grade of elementary school, is the main objective of this study. Every parent has an important role for their child in education. The role of parents in their children's education includes assisting children in their role as educators, providing encouragement to children and providing the facilities that children need while studying. And the involvement of parents in accompanying children to study online at home is very varied in supervising and helping children face difficulties in learning by providing encouragement and supervising them in doing online assignments. However, the two parents still have differences in the ways and forms of involvement provided.

Mrs. Meri's child has a very good enthusiasm and desire to learn, she also has satisfactory learning achievements during her school years. Mrs. Meri's child's learning achievements were mentioned by Mrs. Meri during an interview. Mrs. Meri's child's learning achievement involves the intervention of her parents' involvement in the learning process. Mrs. Meri is actively involved in supporting, assisting, helping, motivating, and guiding her child's all learning activity. For her

child's learning and school activities, Mrs. Meri is the one who facilitates the most and motivates her child in learning activities. Mrs. Meri also supported her children with various learning methods and media such as books, various flash cards, puzzles, etc. which aimed to improve her children's abilities in her academic field. And also providing or facilitating her children's need to draw or coloring and let her child dance freely aims to improve her children's abilities in non-academic fields. Besides, Mrs. Meri is also involved in her children's other school activities. Mrs. Meri frequently communicates with teachers to monitor her children's learning progress, involving in school meetings, and others' agenda that requires parents to be present. Thus, Mrs. Meri's involvement by giving continuous support and assistance has positive attainments towards her children's learning achievement and her children's education in particular.

For Mrs. Fifi's child's learning and school activities, Mrs. Fifi is not the one who facilitates and motivates her children in learning activities. Mrs. Fifi was assisted by his older siblings in their study and school activity. Mrs. Fifi with her oldest children also supported him with various different learning methods and media with Mrs. Meri's child, such as doing assignments together or by creating question and answer questions that he will answer which aims to improve Mrs. Fifi's child's in his academic field. And also providing or facilitating her child's need to play football aims to keep his ability in non-academic fields could still be channeled. Besides, Mrs. Fifi is also involved in her children's school activities. Just like Mrs. Meri. Mrs. Fifi is also frequently communicating with teachers to monitor

her children's learning progress, involving in school meetings, and other agenda that requires parents to be present. Thus, the involvement of Mrs. Fifi and her oldest children by providing continuous support and assistance can help her children run his studies and school activities smoothly.

Then, the results of this research show that Mrs. Meri and Mrs. Fifi has their own way of being involved with all her children's online learning and school activities, such as by always being involved directly or indirectly with all her children's online learning or school activities. Providing the facilities needed by their children, providing or fulfilling their children's daily needs and learning and online school needs, providing assistance, providing monitoring, providing companionship, providing attention, providing encouragement, and providing direction.

5.2 Implication and Suggestion Further Research

The implications of the results of this research are aimed at parents who are currently or have accompanied their children's learning activities, especially online learning activities or school activities. The implication is that parental involvement in supporting children in school activities or learning activities can be optimized in providing attention, motivation, direction, or facilities to support children's learning activities online. Parents can also provide assistance when their children experience difficulties so that all their children's learning or school activities can continue to be carried out properly.

5.3 Suggestion

Based on the findings, the author wants to suggest some recommendations that can help further researchers in developing research in parental involvement. Here are some suggestions to take into consideration: Since parental involvement in their children's serves as a crucial point, then it should be encouraged more often. Some strategies may be incorporated, such as by promoting its positive attainments and enhancing their involvement by letting parents be actively involved in monitoring their children's academic development. The use of media and distinctive learning resources is not prohibited, in fact, using these resources gives students a great opportunity to learn from various sources. However, parents are expected to be able to ensure their children's safety in browsing and watching videos online, especially in terms of their e-safety as well as the appropriate contents.

Since this research is qualitative research that only examines two parents of third grade elementary students, as a recommendation, the author recommends it is necessary to conduct an exploration of parental involvement in their children' learning with a broader sample of population.

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APPENDIX

Appendix 1. Informed Consent

Lembar Penjelasan Penelitian

Researcher : Ayu Lestari

Student Number :17322088

Department : English Language Education, Faculty of Psychology and

Department Socio-Cultural Sciences

Title of the research : Parents Involvement In Primary School Online Learning
During Covid-19 Pandemic

Peneliti adalah mahasiswa Program S1 program studi Pendidikan Bahasa Inggris Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia. Ibu/ Bapak telah diminta ikut berpartisipasi dalam penelitian ini. Responden dalam penelitian ini adalah secara sukarela. Ibu/ Bapak berhak menolak berpartisipasi dalam penelitian ini. Penelitian ini dilakukan dengan meminta hasil record suara responden ketika diwawancarai .

Peneliti sepenuhnya akan menjaga kerahasiaan identitas Ibu/ Bapak dan tidak dipublikasikan dalam bentuk apapun. Jika ada yang belum jelas, Ibu/ Bapak boleh bertanya pada peneliti. Jika Ibu/ Bapak sudah memahami penjelasan ini dan

bersedia berpartisipasi dalam penelitian ini, silahkan saudara menandatangani lembar persetujuan yang akan dilampirkan.

Peneliti

A handwritten signature in black ink, appearing to be 'Ayu Lestari', written in a cursive style.

Ayu Lestari

Appendix 2. Carissa's Parent Consent Form

Formulir Persetujuan

Tujuan penelitian: Tujuan dari penelitian ini adalah untuk mengeksplorasi bagaimana cara orang tua terlibat dalam proses pembelajaran online pada anak mereka dan untuk mengetahui apakah keterlibatan orang tua dapat mendukung pembelajaran anak mereka dengan nyaman.

Pemahaman Peserta:

- Saya setuju untuk mengikuti penelitian ini dan saya mengerti akan diajukan untuk memenuhi sebagian persyaratan memperoleh gelar Sarjana Pendidikan di Universitas Islam Indonesia.
- Saya memahami bahwa partisipasi saya bersifat sukarela.
- Saya memahami bahwa semua data yang dikumpulkan akan dibatasi untuk penggunaan ini atau penggunaan terkait penelitian lainnya sebagaimana diizinkan oleh Universitas Islam Indonesia.
- Saya mengerti bahwa semua informasi yang saya berikan untuk penelitian ini akan dijaga kerahasiaannya.
- Saya setuju wawancara saya direkam dengan audio.
- Saya menyadari bahwa semua catatan akan dijaga kerahasiaannya dalam kepemilikan yang aman dari peneliti
- Saya mengerti bahwa dalam setiap laporan hasil penelitian ini identitas saya akan tetap anonim. Ini akan dilakukan dengan

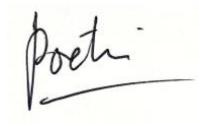
mengubah nama saya dan menyamarkan rincian wawancara saya yang dapat mengungkapkan identitas saya atau identitas orang yang saya bicarakan.

- Saya mengakui bahwa informasi kontak peneliti dan supervisor telah tersedia untuk saya
- Saya memahami bahwa di bawah legalisasi kebebasan informasi, saya berhak mengakses informasi yang saya berikan setiap saat.
- Saya mengerti bahwa saya dapat mengundurkan diri dari penelitian ini kapan saja tanpa dampak yang merugikan.

Dengan menandatangani di bawah ini Anda setuju bahwa Anda telah membaca dan memahami informasi di atas, dan tertarik untuk berpartisipasi dalam penelitian ini.

Bandar Lampung, 23 September 2023

Partisipan

A handwritten signature in black ink on a light yellow background. The signature is cursive and appears to read 'Meri'.

Meri

Formulir Persetujuan

Tujuan penelitian: Tujuan dari penelitian ini adalah untuk mengeksplorasi bagaimana cara orang tua terlibat dalam proses pembelajaran online pada anak mereka dan untuk mengetahui apakah keterlibatan orang tua dapat mendukung pembelajaran anak mereka dengan nyaman.

Pemahaman Peserta:

- Saya setuju untuk mengikuti penelitian ini dan saya mengerti akan diajukan untuk memenuhi sebagian persyaratan memperoleh gelar Sarjana Pendidikan di Universitas Islam Indonesia.
- Saya memahami bahwa partisipasi saya bersifat sukarela.
- Saya memahami bahwa semua data yang dikumpulkan akan dibatasi untuk penggunaan ini atau penggunaan terkait penelitian lainnya sebagaimana diizinkan oleh Universitas Islam Indonesia.
- Saya mengerti bahwa semua informasi yang saya berikan untuk penelitian ini akan dijaga kerahasiaannya.
- Saya setuju wawancara saya direkam dengan audio.
- Saya menyadari bahwa semua catatan akan dijaga kerahasiaannya dalam kepemilikan yang aman dari peneliti
- Saya mengerti bahwa dalam setiap laporan hasil penelitian ini identitas saya akan tetap anonim. Ini akan dilakukan dengan mengubah nama saya dan menyamarkan rincian wawancara saya

yang dapat mengungkapkan identitas saya atau identitas orang yang saya bicarakan.

- Saya mengakui bahwa informasi kontak peneliti dan supervisor telah tersedia untuk saya
- Saya memahami bahwa di bawah legalisasi kebebasan informasi, saya berhak mengakses informasi yang saya berikan setiap saat.
- Saya mengerti bahwa saya dapat mengundurkan diri dari penelitian ini kapan saja tanpa dampak yang merugikan.

Dengan menandatangani di bawah ini Anda setuju bahwa Anda telah membaca dan memahami informasi di atas, dan tertarik untuk berpartisipasi dalam penelitian ini.

Bandar Lampung, 25 September 2023

Partisipan

A handwritten signature in black ink, appearing to read 'Fifi', written over a horizontal line.

Fifi

Appendix 4. Interview Protocol

Protokol Wawancara

Protokol Pengantar

Pernyataan pembukaan

- Nama saya Ayu Lestari, saya adalah mahasiswa program studi Pendidikan Bahasa Inggris di Universitas Islam Indonesia dan saat ini saya sedang melakukan penelitian berjudul “*Parents Involvement In Primary School Online Learning During Covid-19 Pandemic*”. Tujuan dari penelitian ini adalah untuk mengeksplorasi bagaimana cara orang tua terlibat dalam proses pembelajaran online anak-anak mereka dan untuk mengetahui apakah keterlibatan orang tua dapat mendukung pembelajaran anak-anak mereka dengan nyaman. Oleh karena itu, saya ingin meminta ketersediaan Ibu atau Bapak untuk saya wawancarai mengenai hal tersebut.

Instruksi untuk pewawancara

- Di sini saya memberikan lembaran *informed consent* untuk ditandatangani sebelum memulai sesi wawancara untuk menyatakan ketersediaan Bapak atau Ibu untuk berpartisipasi dalam penelitian ini. Secara singkat, dokumen ini menyatakan bahwa: (1) semua informasi akan dirahasiakan, (2) partisipasi Ibu atau Bapak bersifat sukarela dan Ibu atau Bapak dapat berhenti kapan saja jika Ibu atau Bapak merasa tidak nyaman, dan (3)

penelitian ini tidak beresiko atau membahayakan siapapun. Ibu atau Bapak dapat membaca formulir persetujuan terlebih dahulu.

- Terima kasih atas persetujuan Ibu atau Bapak untuk berpartisipasi. Wawancara diperkirakan akan memakan waktu sekitar 20-45 menit dan akan mengikuti protokol wawancara yang telah dirancang. Sebelum saya mulai memberikan pertanyaan terkait topik penelitian, apakah ada hal yang ingin Ibu atau Bapak konfirmasi?
- Untuk memfasilitasi pencatatan saya, saya ingin merekam percakapan kita hari ini. Bolehkah saya mulai merekam Bu/Pak?

Inti Wawancara

Pengarahan

- Terimakasih Bapak atau Ibu atas ketersediaan untuk mengikuti wawancara ini. Berikut saya berikan daftar pertanyaan yang akan saya tanyakan pada wawancara hari ini. Jika tidak ada pertanyaan lebih lanjut, saya akan mulai dengan pertanyaan pertama.

Pertanyaan Pembuka

No.	Aspek utama wawancara	Pertanyaan
1.	Identitas Narasumber	Pertama-tama, bolehkah Ibu atau Bapak memperkenalkan diri? (Nama, Umur, Pekerjaan)

2.	Latar Belakang	Sebelumnya apa boleh saya mengetahui latar belakang pendidikan Ibu atau Bapak? Dan apa boleh saya mengetahui berapa jumlah anak Ibu atau Bapak?
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Pertanyaan Inti

Construct	Conceptual	Component/ Parameter	Definisi operasional masing2 parameter	Interview Questions
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<p>Parents' Involvement in online learning</p>	<p>Parental involvement is parental participation in the form of meaningful, regular, and two-way communication between parents and teachers that involves student learning and other school activities to (Epstein J. L., 1987).</p>	<p>Basic Obligations of Parents</p>	<p>provide food, clothing, shelter, child rearing, school supplies, build positive home conditions for learning.</p>	<p>Apa Ibu/Bapak memberikan dan mempersiapkan kebutuhan belajar online anak? Jika iya, apa saja yang Ibu atau Bapak siapkan?</p> <p>Menurut Ibu/Bapak apakah penting menciptakan suasana lingkungan yang nyaman untuk belajar?</p>
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	<p>Online learning is a learning activity that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions (Moore, Dickson-Deane, & Galyen, 2011).</p>			<p>Jika menurut Ibu/ Bapak penting, apakah Ibu/ Bapak menyediakan/ mempersiapkan tempat yang nyaman untuk anak Ibu/ Bapak melakukan pembelajaran? (Jika iya) bisa dijelaskan bagaimana cara/ seperti apa Ibu/ Bapak</p>
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				mempersiapka n kondisi lingkungan belajar yang nyaman tersebut?
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		<p>School-to-Home Communication</p>	<p>Inform parents about the school, and about their children, inform parents about the school programs/ activities and inform parents about their children's progress.</p> <p>Communication from school to home. The school has an obligation to inform parents</p>	<p>Apakah pihak sekolah pernah menghubungi Ibu/ Bapak mengenai perkembangan anak Ibu/ Bapak selama kegiatan sekolah online?</p> <p>Dari informasi yang Ibu/ Bapak dapatkan dari pihak sekolah, apakah ada tindakan yang Ibu/ Bapak lakukan berdasarkan</p>
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			<p>about school programs and their children's progress. And parents are expected to act on their information received from the school.</p>	<p>dengan info yang Ibu/ Bapak dapatkan? Dari informasi yang Ibu/ Bapak dapatkan dari pihak sekolah, apakah bermanfaat bagi Ibu/ Bapak? Jika iya, jelaskan alasannya.</p>
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		<p>Parent Involvement at the School (school activities)</p>	<p>To assist teachers, administrators and students with lessons, or other classroom or school activities.</p> <p>To attend discussion groups or training sessions for parents.</p>	<p>Selama sekolah dilakukan secara online, apakah Ibu/Bapak pernah membantu anak Ibu/Bapak dengan kegiatan sekolahnya?</p> <p>Jika iya, apa bentuk bantuan yang Ibu/Bapak berikan?</p> <p>Jika tidak mohon dijelaskan kenapa?</p>
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				<p>Selama sekolah dilakukan secara online, apakah pihak sekolah pernah mengadakan pertemuan untuk para orang tua?</p> <p>Jika pernah, apakah Ibu/ Bapak pernah menghadirinya ?</p> <p>Apa yang dihasilkan dari pertemuan itu?</p>
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				Apakah ada manfaatnya pertemuan itu untuk kemajuan belajar siswa? Mohon dijelaskan
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		<p>Parent Involvement in Learning Activities at Home</p>	<p>To develop child's social and personal skills, contribute to basic skills education, advanced skills and enrichment education</p>	<p>Selama sekolah dilakukan secara online di rumah, apakah Ibu/ Bapak pernah membantu anak Ibu/ Bapak dengan pekerjaan maupun tugas sekolahnya? Jika iya bantuan apa saja yang Ibu/ Bapak berikan? Jika tidak mohon dijelaskan kenapa?</p>
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				<p>Selama sekolah dilakukan secara online, apakah ada kegiatan yang Ibu/ Bapak lakukan agar keterampilan, pengetahuan dan kemampuan akademis maupun non akademis anak Ibu/ Bapak tetap dapat berkembang dengan baik?</p> <p>(Jika iya),</p>
--	--	--	--	---

				<p>Jelaskan bagaimana cara yang Ibu/ Bapak lakukan agar keterampilan yang anak Ibu/ Bapak miliki dapat tetap berkembang dengan baik?</p> <p>Lalu bagaimana cara yang Ibu/ Bapak lakukan untuk meningkatkan pengetahuan dan kemampuan</p>
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				<p>anak Ibu/ Bapak di bidang akademis maupun non akademis?</p> <p>Lalu, bagaimana cara Ibu/ Bapak mengatur waktu untuk kegiatan anak tersebut?</p> <p>Bagaimana cara yang Ibu/ Bapak lakukan agar kegiatan anak yang sudah disusun</p>
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				tersebut dapat selalu berjalan dengan baik?
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Pertanyaan Tambahan

	Aspek utama wawancara	Pertanyaan
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	<p>Pandangan orang tua</p>	<p>Apa tujuan Ibu/ Bapak terlibat ke dalam segala proses dan kegiatan pembelajaran anak?</p> <p>Apa kendala atau tantangan yang Ibu/ Bapak hadapi selama kegiatan sekolah dilakukan secara online? dan bagaimana cara Ibu/ Bapak mengatasinya?</p> <p>Apa manfaat yang Ibu atau Bapak dapatkan saat ikut terlibat dalam proses pembelajaran online anak Ibu atau Bapak?</p> <p>Menurut Ibu atau Bapak apakah keterlibatan yang telah Ibu atau Bapak lakukan dapat</p>
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		<p>menunjang kenyamanan belajar anak Ibu atau Bapak?</p> <p>(Jika iya)</p> <p>Bisa tolong dijelaskan mengapa menurut Ibu atau Bapak keterlibatan Ibu atau Bapak dapat menunjang kenyamanan belajar anak Ibu atau Bapak?</p>
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Setelah Wawancara

Pertanyaan penutup

- Saya tidak punya pertanyaan lebih lanjut. Apakah ada hal lain yang ingin Bapak/Ibu sampaikan, atau tanyakan, sebelum kita menyelesaikan wawancara?
- Terima kasih banyak atas partisipasi Ibu/Bapak. Partisipasi Ibu/Bapak sangat berarti didalam penelitian ini. Selanjutnya, transkrip hasil dari rekaman wawancara akan segera saya serahkan untuk memvalidasi point-point yang Ibu/Bapak sampaikan selama wawancara.

Appendix 5. Interview Transcript with Carissa's parent

A. Identitas Narasumber

1. Pertama-tama, bolehkah Bapak dan Ibu memperkenalkan diri? (Nama, Umur, Pekerjaan, Jumlah Anak)

➤ Nama saya Putri Meirista. Saya sehari-hari sebagai ibu rumah tangga, umur 36 tahun, dan memiliki 2 anak perempuan.

B. Latar belakang Pendidikan

2. Sebelumnya apa boleh saya mengetahui latar belakang pendidikan Ibu?

➤ Saya lulusan D3 Keperawatan Gigi

C. Basic Obligation

3. Apa Ibu memberikan dan mempersiapkan kebutuhan belajar online Carissa ?

➤ Tentu, kebutuhan anak sudah pasti saya siapkan.

Bisa dijelaskan apa saja yang Ibu siapkan?

➤ Sebenarnya gak beda jauh ya sama kalau sekolah offline. Jadi ya saya siapin kebutuhan sekolahnya seperti mulai dari seragamnya, sarapan sebelum mulai sekolah, hp atau gak tab yang akan digunakan untuk zoom, buku pelajarannya, sama

biasanya saya cek kuota internet hp. Ya hampir sama seperti sekolah offline biasa. Cuma bedanya ini dilakukannya online lewat media hp atau tab itu.

4. Menurut Ibu apakah penting menciptakan suasana lingkungan yang nyaman untuk belajar?

➤ Menurut saya sangat penting yah biar anak juga bisa belajar dengan serius.

Karena menurut Ibu penting, apakah Ibu menyediakan atau mempersiapkan tempat yang nyaman untuk Carissa melakukan pembelajaran?

➤ Oh pasti. Setiap hari saya selalu siapkan tempat yang nyaman untuk Carissa sekolah online.

Bisa dijelaskan bagaimana cara atau seperti apa Ibu mempersiapkan kondisi lingkungan belajar yang nyaman tersebut?

➤ Karena Carissa ini kan punya adek yang masih kecil jadi biar si adeknya gak mengganggu Carissa sekolah, jadi saya siapkan Carissa untuk sekolah online di kamarnya. Jadi tiap pagi sebelum sekolahnya mulai, saya rapihkan kamarnya Carissa. Trus karena Carissa ini lebih suka duduk di lantai, jadi di kamarnya saya siapkan meja belajar lipat dan bantal kecil untuk alas dia duduk, AC juga saya nyalakan biar dia ngerasa nyaman. Selama Carissa sekolah online juga TV

ataupun alat elektronik lain saya matikan biar gak ada suara yang bisa mengganggu konsentrasinya dia.

D. Komunikasi antara sekolah dan orangtua

5. Apakah pihak sekolah pernah menghubungi Ibu mengenai perkembangan Carissa selama kegiatan sekolah online?
 - Pernah, bisa dibilang sering sih. Biasanya wali kelasnya Carissa tuh ngehubungi kita para orang tua lewat WA. Trus waktu covid udah mulai reda, beberapa kali juga wali kelas sama beberapa guru sekolahannya dayang ke rumah untuk melihat kondisi para anak di rumah juga sambil ngasih tau gimana nilai si Carissa.
6. Dari informasi yang Ibu dapatkan dari pihak sekolah, apakah ada tindakan yang Ibu lakukan berdasarkan dengan info yang Ibu dapatkan?
 - Kalau saya pribadi sih biasanya kalau gurunya Carissa minta saya untuk bantu Carissa dalam pelajaran tertentu yang keliatannya dia kesusahan, ya pasti saya jadi lebih rajin bantu Carissa untuk belajar pelajaran itu. Jadi apa yang guru saranin ke saya, saya pasti lakuin.
7. Dari informasi yang Ibu dapatkan dari pihak sekolah, apakah bermanfaat bagi Ibu ?

- Sangat bermanfaat, karena saya jadi tau gimana perkembangan Carissa di kelas, gimana saya harus bantu Carissa. Jadi apa yang sekiranya Carissa butuhin juga setidaknya sedikit banyak saya jadi tau dan saya bisa bantu Carissa nya.

E. Keterlibatan orang tua di sekolah (at-school activities)

8. Selama sekolah dilakukan secara online, apakah Ibu pernah membantu Carissa dengan kegiatan sekolahnya?

- Selama ini sih alhamdulillah saya selalu bantu Carissa.

Apa bentuk bantuan yang Ibu berikan?

- Kalau membantu sih pasti ya. Kalau lagi sekolah online, paling ya seperti bantu ngoperasiin zoom, jadi saya bantu arahin dia kalau mau angkat tangan bagaimana, kalau mau matikan kamera atau suara. Jadi ya selama sekolah online tuh saya temenin Carissa, biar Carissa gak kebingungan wakyu lagi sekolah.

9. Selama sekolah dilakukan secara online, apakah pihak sekolah pernah mengadakan pertemuan untuk para orang tua?

- Pernah beberapa kali, itu pun bukan pertemuan yang tatap muka langsung gitu, jadi ya pertemuannya tetap lewat zoom meeting.

Apakah Ibu pernah menghadirinya?

- Alhamdulillah saya selalu hadir. Karena kan keadaan juga lagi seperti itu ya, jadi saya pasti hadir daripada saya nanti ketinggalan informasi penting.

Apa yang dihasilkan dari pertemuan itu?

- Biasanya dari pertemuan ataupun diskusi antara guru dan wali murid tuh ngasih informasi umum tentang sekolah. Trus juga ngasih penyuluhan tentang hidup sehat selama adanya covid. Bahas mengenai ujian sekolah. Ya jadi dari pertemuan guru dan wali murid pasti selalu menghasilkan informasi yang berkaitan dengan proses pembelajaran dan juga gimana orang tua harus bertindak kepada anak selama sekolah online karena covid itu.

Apakah ada manfaatnya pertemuan itu untuk kemajuan belajar siswa? Mohon dijelaskan

- Untuk manfaat sudah pasti ada ya. Sedikit banyaknya ya pasti ada. Contohnya kan kita para orang tua jadi selalu tau mengenai informasi atau peraturan sekolah yang berubah karena adanya covid itu. Trus jadi tau bagaimana orang tua harus bertindak kepada anak saat sekolah online itu. Kalau untuk kemajuan belajar anak ya mungkin bisa, tapi kalau

yang pasti mah manfaatnya untuk kelancaran belajar anak selama sekolah online ini. Trus juga secara gak langsung kita para orang tua juga bisa tetap saling berhubungan antara satu sama lain.

F. Keterlibatan orang tua di rumah (learning activity at-home)

10. Selama sekolah dilakukan secara online di rumah, apakah Ibu pernah membantu Carissa dengan pekerjaan maupun tugas sekolahnya?

➤ Alhamdulillah urusan sekolahnya Carissa selalu saya bantu.

Bantuan apa saja yang Ibu berikan?

➤ Ya apa yang dia butuhkan pasti saya bantu. kalau untuk tugas sekolah ya tiap malam selalu belajar bersama. Biasanya Carissa kerjain tugasnya dulu, nanti saya koreksi. Kalau misal dia ada yang gak tau jawabannya, baru deh kita cari tau bareng-bareng. Misal dia kesulitan matematika, ya saya bantu ajari matematika itu. Pokoknya kalau ada tugas ataupun pekerjaan sekolah lainnya, saya pasti bantu. Kalau tugas kesenian seperti menggambar atau mewarnai sih paling saya hanya kasih arahan warna aja, soalnya alhamdulillah kebetulan si Carissa ini memang hobi banget sama yang namanya menggambar ataupun mewarnai, jadi saya cukup merhatiin dia trus kalau dia bingung pemilihan warnanya baru deh saya kasih saran.. Kalau dia lagi gak

butuh bantuan kita yang secara langsung, paling biasa ya saya semangat dia saja, atau puji-puji dia kayak “semangat ya mba ica!” atau “ihhh mba ica hebat loh, anak bunda pinter banget”. Jadi ya saya bantu secara tindakan iya, dengan ucapan juga iya biar dia semangat.

11. Selama sekolah dilakukan secara online, apakah ada kegiatan yang Ibu lakukan agar keterampilan, pengetahuan dan kemampuan akademis maupun non akademis Carissa tetap dapat berkembang dengan baik?

➤ Ada, karena kita gak mungkin cuma ngandelin pelajaran yang dari sekolah aja.

12. Bisa Ibu jelaskan bagaimana cara yang Ibu lakukan untuk meningkatkan pengetahuan dan kemampuan Carissa di bidang akademis maupun non akademis?

➤ Carissa ini alhamdulillah anaknya suka banget sama yang namanya belajar, jadi saya gak ada acara khusus karena memang Carissa nya sendiri yang minta dan semangat untuk belajar. Dan kebetulan juga tante-tantanya suka beliin Carissa mainan edukasi gitu kayak flash card tentang agama islam, flash card kosa kata bahasa inggris, buku anak tentang hewan-hewan, perkalian, puzzle. Jadi biasanya tiap malam kalau tugas sekolah Carissa sudah selesai pasti Carissa

belajar dari mainan-mainan kartunya itu, atau gak biasanya kita juga bikin soal terserah Carissa mau pelajaran IPS, Matematika, IPA, nanti Carissa yang ngisi trus kita koreksi bersama. Jadi secara gak langsung juga bisa menambah pengetahuan dan kemampuannya Carissa di bidang akademisnya.

- Nah kalau untuk yang non akademisnya Carissa ini menurut saya punya bakat di tari, menggambar, dan mewarnai. Jadi biar bakatnya Carissa ini terus meningkat, jadi Carissa tuh saya kasih buku dan alat tulis khusus untuk dia menggambar-gambar setiap hari. Kadang juga dia suka nontonin video latihan nari dan dia latihan sendiri atau kadang iseng-iseng latihan nari sama tantenya. Jadi akademisnya tetap berkembang, non akademisnya juga berkembang.

13. Lalu, bagaimana cara Ibu mengatur waktu untuk kegiatan anak tersebut?

- Untuk pengaturan waktu sih gak ada yang pasti, yang jelas gak mengganggu waktu Carissa untuk sekolah, makan, dan tidur. Jadi pagi sampai siang jam 1 sekolah, selesai sekolah ya istirahat, makan, tidur siang. Kalau ada tugas ya dikerjakan setelahnya. Kalau untuk kegiatan pembelajaran yang lainnya ya biasanya kita lakuin malem, biasanya habis

isya atau gak ya semauanya si Carissa maunya kapan. Itupun kita gk maksa si Carissa, tapi malah keseringan Carissa yang minta belajar. Jadi ya pengaturan waktu nya gak ada yang pasti, selain waktunya sekolah, makan, dan tidur.

14. Bagaimana cara yang Ibu lakukan agar kegiatan Carissa yang sudah disusun tersebut dapat selalu berjalan dengan baik?

- Sebenarnya kegiatan harian kayak gini gak selalu berjalan sesuai harapan ya. Namanya kan juga anak-anak masih suka gampang ke distract fokusnya, masih gampang berubah mood nya. Jadi ya paling kita usahain dari pagi tuh bikin mood nya si Carissa bagus, jadi kegiatan seterusnya juga jadi lancar. Kalau untuk Carissa sendiri, yang penting jangan ada yang ngusilin dia, karena dia mood nya jadi jelek dan ngambek kalau ada yang ngusilin.

G. Pandangan orang tua

15. Apa tujuan Ibu terlibat ke dalam segala proses dan kegiatan pembelajaran Carissa?

- Tujuannya ya ngawasin proses belajarnya Carissa ini, sama yang pasti sih untuk memastikan biar si Carissa ini belajarnya nyaman dan gak ada masalah selama proses sekolah online nya, karena kan sekolah online ini masih baru yah. Jadi kalau misal di tengah pembelajaran si Carissa

ngalami masalah atau ada kesulitan, saya bisa langsung bantu, jai Carissa juga tetap bisa nyaman belajarnya. Karena menurut saya kenyamanan anak saat belajar itu yang utama, apalagi saat sekolah online begini.

16. Apa kendala atau tantangan yang Ibu hadapi selama kegiatan sekolah dilakukan secara online? Bagaimana cara Ibu mengatasinya?

- Untuk kendala sih sebenarnya gak ada, Cuma paling waktu diawal-awal sekolah online itu yah agak bingung. Karena kan tiba-tiba sekolah jadi online, di rumah lagi. Yang tadinya kita gak pernah merhatiin, nungguin anak kita sekolah, eh kita jadi harus merhatiin gimana sekolahnya anak kita, untuk jaga-jaga kalau ada kendala sama koneksi atau dia gatau cara gunain zoom meetingnya. jadi kan kita sebagai orang tua mau gak mau harus lebih paham tentang cara penggunaan perangkat belajarnya anak kita, biar kita bisa bantu anak kita kalau ada kendala.
- Cara ngatasinya yaudah saya biasain diri saya, saya juga belajar cara pakai zoom meeting. Lama-lama yasudah terbiasa lagi.

17. Apa manfaat yang Ibu dapatkan saat ikut terlibat dalam proses pembelajaran online Carissa?

- Manfaatnya ya sangat banyak.

Saya jadi lebih dekat sama Carissa, lebih paham gimana cara belajarnya Carissa, dan juga pastinya saya nya juga jadi ikutan tambah pinter. Soalnya secara gak langsung tiap Carissa sekolah atau belajar, itu saya juga lagi sekolah dan belajar.

18. Menurut Ibu apakah keterlibatan yang telah ibu lakukan sudah berhasil menunjang kenyamanan belajar Carissa?

- Menurut saya mengenai keterlibatan saya selama Carissa sekolah online ini sudah sangat menunjang kenyamanan sekolah online nya Carissa sih.

Bisa tolong dijelaskan mengapa Ibu yakin?

- Karena saya selalu memantau belajarnya Carissa, saya juga selalu menanyakan ke Carissa “nak, gimana sekolahnya? Gimana belajarnya? Enak, nggak? Mba Ica nyaman, nggak?”. Saya juga selalu bilang ke Carissa kalau ada sesuatu yang gak nyaman, atau merasa kurang sesuai, bilang ke bunda biar bunda bantu. Dan alhamdulillah juga selama sekolah dilakukan secara online kemarin tuh nilai Carissa tetap stabil, tetap selalu dapat peringkat 5 besar. Jadi bisa saya pastikan selama sekolah online ini kenyamanannya Carissa sangat terpenuhi.

Appendix 6. Interview Transcript with Akbar's parent

A. Identitas Narasumber

1. Pertama-tama, bolehkah Ibu memperkenalkan diri? (Nama, Umur, Pekerjaan, Jumlah Anak)

- Nama saya Fitri. Saya bekerja sebagai pedagang, umur 55 tahun, dan saya memiliki 4 anak.

B. Latar belakang Pendidikan

2. Sebelumnya apa boleh saya mengetahui latar belakang pendidikan Ibu?

- Saya lulusan SLTA

C. Basic Obligation

3. Apa Ibu memberikan dan mempersiapkan kebutuhan belajar online Akbar?

- Iya, ya sudah pasti saya nyiapin kebutuhan sekolahnya Akbar. Untuk kebutuhan sekolahnya Akbar beberapa saya yang nyiapin, kadang kakaknya yang nyiapin.

Bisa dijelaskan apa saja yang Ibu siapkan?

- Kalau apa saja yang saya siapin untuk sekolah online ini ya biasanya saya siapin hp nya, kuotanya, tempat untuk dia ngelaksanain zoom nya. Kadang juga bukunya saya yang nyiapin.

4. Menurut Ibu apakah penting menciptakan suasana lingkungan yang nyaman untuk belajar?

- Kalau menurut saya ya penting. Namanya anak-anak ya masih suka gampang ilang fokusnya, gampang bosenan.

Karena menurut Ibu penting, apakah Ibu menyediakan atau mempersiapkan tempat yang nyaman untuk Akbar melakukan pembelajaran?

- Iya, saya siapin untuk dia sekolah.

Bisa dijelaskan bagaimana cara atau seperti apa Ibu mempersiapkan kondisi lingkungan belajar yang nyaman tersebut?

- Biasanya sebelum sekolah online nya mulai tuh saya tanya si Akbar mau zoom nya dimana. Yaudah deh habis itu saya siapin tempat untuk sekolahnya dia di tempat yang dia mau. Habis itu paling kakak-kakak nya jangan berisik selama si Akbar zoom, biar Akbarnya gak keganggu dan gak punya alesan males zoom karena gak fokus atau karna kakaknya berisik.

D. Komunikasi antara sekolah dan orangtua

5. Apakah pihak sekolah pernah menghubungi Ibu mengenai perkembangan Akbar selama kegiatan sekolah online?

- Pernah, lumayan sering sih nginformasiin lewat chat di WA.

6. Dari informasi yang Ibu dapatkan dari pihak sekolah, apakah ada tindakan yang Ibu lakukan berdasarkan dengan info yang Ibu dapatkan?

➤ Ada, beberapa kali guru minta bantuan kita untuk bantuin Akbar belajar di rumah karena ada beberapa nilai Akbar yang kurang bagus. Jadi ya saya, kakaknya Akbar pada bantuin Akbar belajar. Pernah juga guru minta Akbar tidurnya jangan malam-malam dan lebih mantau Akbar kalau lagi zoom. Soalnya si Akbar ini kadang suka ngantuk sampai ketiduran waktu lagi zoom.

7. Dari informasi yang Ibu dapatkan dari pihak sekolah, apakah bermanfaat bagi Ibu ?

➤ Ya bermanfaat, karna saya jadi tau gimana perkembangannya si Akbar, berapa nilai-nilai pelajaran sekolahnya Akbar. Saya juga jadi tau apa yang harus saya lakuin, yang sesuai kebutuhan Akbar.

E. Keterlibatan orang tua di sekolah (at-school activities)

8. Selama sekolah dilakukan secara online, apakah Ibu pernah membantu Akbar dengan kegiatan sekolahnya?

➤ Akbar ini kan anak saya yang paling kecil yah, kakak-kakaknya ada yang sudah lulus kuliah, lagi kuliah dan sekolah menengah. Jadi kalau Akbar ada tugas tuh saya sama

kakak-kakaknya Akbar sering ramai-ramai bantuin tugasnya Akbar.

Apa bentuk bantuan yang Ibu berikan?

- Kalau untuk bantuan biasanya saya itu sama kakak-kakaknya. Soalnya kan saya juga gak begitu ngerti sama pelajaran anak-anak zaman sekarang. Ya paling bantuan yang saya kasih tuh kalau dia lagi sekolah online ya saya bantuin siapin alat-alatnya yang dibutuhin. Kalau untuk bantuan yang berkaitan sama ngoperasiin zoom, itu lebih banyak dibantu sama kakak-kakaknya, soalnya kakaknya yang lebih ngerti teknologi daripada saya.

9. Selama sekolah dilakukan secara online, apakah pihak sekolah pernah mengadakan pertemuan untuk para orang tua?

- Untuk pertemuan tuh pernah beberapa kali secara online lewat zoom.

Apakah Ibu pernah menghadirinya?

- Iya, saya selalu ikut kalau ada zoom pertemuan orang tua. Soalnya kan setiap mau ada pertemuan tuh dikasih tau mau membahas apa, jadi saya selalu ikut biar bisa tau informasi yang mau disampein sama gurunya.

Apa yang dihasilkan dari pertemuan itu?

- Kita ya jadi tau gimana perkembangan belajar anak-anak selama dilaksanain secara online. Trus gimana kita para orang tua bertindak selanjutnya.

Apakah ada manfaatnya pertemuan itu untuk kemajuan belajar siswa? Mohon dijelaskan

- Tentu ada. Ya salah satunya itu tadi kita jadi tau gimana kita harus bertindak selanjutnya. Kita juga jadi tau gimana perkembangan anak-anak selama sekolah online.

F. Keterlibatan orang tua di rumah (at-home activities)

10. Selama sekolah dilakukan secara online di rumah, apakah Ibu pernah membantu Akbar dengan pekerjaan maupun tugas sekolahnya?

- Pernah

Bantuan apa saja yang Ibu berikan?

- Gak jauh beda sama yang tadi ditanyain, kalau Akbar ada kesusahan pelajaran atau ada yang dibutuhin ya saya bantu cari tau, atau gak kakaknya Akbar juga bantuin. Kalau ada tugas-tugas kayak menjawab soal-soal pertanyaan, tugas prakarya untuk bikin sesuatu itu paling saya sama kakaknya bantu bikin atau ya nyiapin barang-barang yang dibutuhin Akbar.

11. Selama sekolah dilakukan secara online, apakah ada kegiatan yang Ibu lakukan agar keterampilan, pengetahuan dan kemampuan akademis maupun non akademis Akbar tetap dapat berkembang dengan baik?

➤ Ada, ini biasanya saya sering minta bantuan kakak-kakaknya.

12. Bisa Ibu jelaskan bagaimana cara yang Ibu lakukan untuk meningkatkan pengetahuan dan kemampuan Akbar di bidang akademis maupun non akademis?

➤ Biasanya ini saya sering minta bantuan kakak-kakaknya. Kalau untuk akademisnya sih ya kadang tiap malam kakak-kakaknya ngajak Akbar belajar atau ngerjain PR bareng-bareng, kalau misal besoknya ada ulangan ya berarti malemnya ngafalin dan ngulang materi sama kakaknya. Kadang saya bikini soal, nanti Akbar yang jawab trus dikoreksi sama kakaknya. Kalau untuk non akademisnya bingung saya, soalnya kan biasanya ya dia main bola sama temen-temen nya di lapangan, tapi kan selama corona gak keluar-keluar rumah. Jadi yaudah dia mainan bola yang saya beliin di dalem rumah doang, kadang sendiri kadang berdua sama kakaknya.

13. Lalu, bagaimana cara Ibu mengatur waktu untuk kegiatan anak tersebut?

- Selain waktu sekolah, gak ada waktu pasti. Soalnya di luar jam sekolah juga kita gak tiap hari belajar. Kadang juga tergantung maunya si Akbar. Tapi kalau si Akbar punya PR atau gak besoknya ada ulangan, itu baru deh malemnya pasti belajar atau gak ngerjain PR rame-rame sama saya sama kakak-kakaknya juga.

14. Bagaimana cara yang Ibu lakukan agar kegiatan Akbar yang sudah disusun tersebut dapat selalu berjalan dengan baik?

- Kan saya gak ada nyusun jadwal belajar dia, jadi kan Akbar ini gak ada kegiatan pasti. Jadi ya paling biar kalau ada kegiatan, trus biar kegiatannya berjalan baik ya paling jangan bikin si Akbar nya ngambek. Soalnya si Akbar ini gampang banget ngambek, marah.

G. Pandangan orang tua

15. Apa tujuan Ibu terlibat ke dalam segala proses dan kegiatan pembelajaran Akbar?

- Tujuannya ya bantuin Akbar sekolah, sambil ngawasin juga. Kan soalnya ini pertama kali dia sekolah lewat Zoom, jadi ya untuk mantau Akbar selama sekolah online nya itu. Takutnya ada masalah kan. Sekalian biar bisa mastiin kalau si Akbar ini nyaman ikut Zoom nya dan mastiin kalau si Akbar beneran ikut Zoom.

16. Apa kendala atau tantangan yang Ibu hadapi selama kegiatan sekolah dilakukan secara online? Bagaimana cara Ibu mengatasinya?

- Kendalanya yang paling kerasa tuh menurut saya sekolahnya jadi lebih agak susah, karna kan saya juga gak begitu ngerti teknologi. Trus juga kan saya jualan, jadi selain kerja saya juga jadi harus mantau si sekolahnya Akbar.
- Untuk ngatasinnya yaudah jalanin aja, sama saya juga minta bantu sama kakak-kakaknya Akbar.

17. Apa manfaat yang Ibu dapatkan saat ikut terlibat dalam proses pembelajaran online Akbar?

- Untuk manfaat tuh yang paling saya rasain hubungan saya sama anak-anak jadi lebih dekat. Saya sama Akbar jadi lebih dekat karena kan jadi lebih sering belajar bareng, Akbar sama kakak-kakaknya juga jadi lebih dekat. Trus juga saya jadi lebih paham sama teknologi belajar yang dipakai sama anak-anak. Ya intinya saya sama anak-anak saya jadi kayak sama-sama belajar kita.

18. Menurut Ibu apakah keterlibatan yang telah ibu lakukan sudah berhasil menunjang kenyamanan belajar Akbar?

- Saya kurang tau juga sih ya. Tapi ya menurut saya keterlibatan saya sama sekolahnya Akbar tuh sudah menunjang kenyamanan belajar Akbar sih.

Bisa tolong dijelaskan mengapa menurut Ibu keterlibatan Ibu dapat menunjang kenyamanan belajar Akbar?

- Ya karena selama sekolah online ini si Akbar alhamdulillah gak pernah gk masuk, tugas juga dikumpulin terus. Walaupun nilainya Akbar pas-pasan tapi yang penting dia bisa ikut sekolah terus, trus juga dia gak ngeluh-ngeluh waktu lagi sekolah.