

PARENTS ACCOMPANIMENT TOWARD STUDY FROM HOME DURING THE PANDEMIC COVID-19 IN BANGLAS WEST

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Abstract. The condition of learning activities from home during the current pandemic is quite worrying. Several factors are caused by the non-optimal existence of parents as facilitators in assisting children's learning. This research is qualitative research with sources of information in this study consisting of two parts, namely primary data and secondary data. The primary data used in this study were the 267 parents of students at SDN 16 West Banglas. In this study, the research instrument was arranged in the form of a questionnaire or questionnaire relating to indicators of research variables and research subjects consisting of demographics and respondents' views. The role of parents in assisting children to learn from home during the pandemic and the low level of parental education and parental knowledge of the development of Information and Communication Technology which plays a role as much as long as children learn from home during the pandemic.

Keywords: *the role of parents, study from home, Covid-19, SDN 16 bangla*

Introduction

At the end of 2019, the world was faced with a new outbreak, namely encov-19, or popularly well-known as Covid-19 or corona virus. This virus is a new virus that attacks the respiratory system or respiratory system which can cause death. The situation has become increasingly worrying since the announcement that Covid-19 has become a global pandemic by the World Health Organization (WHO), considering that the transmission is very fast with the number of infected victims increasing every day. With high death rates worldwide, WHO specifically announces the current condition as a non-natural disaster emergency with the term global pandemic. Sourced from the WHO official portal, the latest data for November 2021 shows the number of infected people is 260,867,110 with a total death of 5,200,267 including children under the age of 17. During the Covid-19 pandemic that occurred at the end of 2019 to October 2020, it had an impact on the cessation of normal activities in all sectors, including the education sector. A very drastic change in the education sector was marked by the closure of schools which caused a cessation of the face-to-face learning process directly into home-based learning online (Suroyo et al., 2021). Hutaaruk and Sidabutar (2020) indicated the impact of the pandemic has changed the traditional learning process which demands a digital-based learning process. Enforced by the Minister of Education and Culture Circular Letter No.15 of 2020 concerning Guidelines for Organizing Learning from Home in the Emergency Period of the Spread of Coronavirus Disease (Covid-19) with the principle that learning is carried out using two approaches, namely online distance learning and offline learning (offline).

Learning from home (BDR) activities are carried out to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements. The implementation of BDR can vary between regions, educational units and students according to their respective interests and conditions, including considering the gap in access to BDR facilities. There are several models of learning from home that are implemented by several schools depending on facilities and access to school capabilities. First is the online-based learning. This learning model is the same as conventional learning where teachers and students communicate directly, can interact while learning, only apart. This learning model is generally applied by advanced schools that have good facilities and internet. Second is referring to the offline or well known as offline learning model. The learning of this model does not fully involve network performance. In this situation, parents are required to understand learning patterns using the WhatsApp group, because all material received by the next parent will be conveyed to students in spoken language. In this process, of course, requires good communication so that the material is conveyed to children with a good understanding. With limited distance learning facilities that involve technology, these three learning methods are alternative solutions implemented at SDN 16 Banglas Barat. In general, the implementation of learning involves more access to the WhatsApp application because it is considered the easiest to use. Considering these conditions, parents play a very important role in helping the learning process at home which includes participation, assistance and supervision of children during learning activities. Education at home during the Covid-19 pandemic presents its own challenges. Basically it has had a positive impact on parents and students, namely the availability of lots of time to carry out learning activities with children at home. On the other hand, excessive supervision and activity restrictions have a saturation effect due to limited social activities with teachers and friends (Fadlilah, 2020). Taking this into account, education from parents is very much needed in an effort to provide understanding to children to be able to accept current conditions and maximize the learning process implemented at home during the Covid-19 pandemic (Adiya et al., 2021; Cahyati and Kusumah, 2020).

Based on the explanation of the problems previously, it can be described that the condition of learning activities from home during the current pandemic is quite worrying. Several factors are caused by the-not-yet optimal presence of parents as facilitators in children's learning assistance which plays a very important role in achieving learning goals and outcomes (Suroyo and Putra, 2022). Considering the exposure to the problems above that are linked from an academic perspective, currently many researchers have conducted research related to the role of parents during the Covid-19 pandemic; including Cahyati and Kusumah (2020) who examined the role of parents during the learning process at home during the pandemic. Covid-19, Wardani and Ayriza (2020) who have examined the obstacles faced by parents in carrying out the learning process at home during the Covid-19 pandemic and Fadlilah (2020) who examined strategies to motivate students in carrying out the learning process during the Covid-19 pandemic 19.

Materials and Methods

This research based qualitative with a case study approach is applied. Case study is a research that seeks to find information on certain cases or phenomena. Sources of

information in this study consist of two parts, namely primary data and secondary data. The primary data used in this study were the guardians of students at SDN 16 Banglas Barat, with a total of 267 parents. In strengthening of supporting data, it is also being gather through literature review, government regulations, figures from the experts, learning outcomes, student assessment instruments, etc. In this study, the sample was represented by the upper class, namely class IV, V and VI. The selection of this class is based on the consideration that learning in the upper grades is more difficult and complicated than lower grade students so that it is sufficient to represent the research variables related to the role of parents. The number of samples in this study was 27 people from 131 populations, which were divided based on the level of learning outcomes, namely high, medium and low. In this study the research instruments were arranged in the form of a questionnaire or questionnaire related to the indicators of the research variables and research subjects consisting of the demographics and views of the respondents.

This study uses descriptive data analysis techniques. Descriptive analysis is an analytical technique used to describe the entire data obtained and will be compresses in a completely information. One characteristic of the descriptive analysis technique is that it does not involve statistical quantitative data processing. This analysis technique focuses on the description of the information obtained in as much detail as possible so that it is easily to understood and interpreted for presentation. This type of analysis is more widely used for the elaboration of qualitative research results which are usually presented by category or percentage. Qualitative data analysis techniques in research consist of referring to the analytical techniques developed by Miles and Huberman (1994) which consist of 3 (three) parts which form the basis for obtaining information to answer research questions related to research variables.

Results and Discussion

This research is a case study research that aims to obtain information in an effort to describe the answers in detail and intact. One of the characteristics of case study research is the data presented in descriptive form. Descriptive data analysis describes data in the form of graphs, percentages or narratives that explain all data information in full. In this study the data were obtained through interviews. The answers obtained will be interpreted to determine the level of value so that it can be described in a descriptive form. This research was conducted for more than 4 months, starting from July 2021 to October 2021. Over a period of 4 months including determining the object and research subject which will later provide information about the role of parents in accompanying children while studying from home. In this study, the subjects that became the focus were the parents and teachers of class V. The information or data obtained came from interviews, observations and documentation. To assist in obtaining data, the research instrument consisted of fifteen questions representing four indicators, namely parents as facilitators, parents as motivators, parents as educators and parents as mentors.

The majority of parents do not really know that gadgets, in this case smartphones or laptops, are a necessity to support while studying from home (BDR). Parents with children with low learning outcomes answered that they did not know about the importance of gadgets and the availability of gadgets to support them while their children were learning from home. In this regard, the parents made the statement (*Figure 1*):

“We don't fully know that gadgets are important for children's learning needs while studying from home. We think, while studying online, we are only given assignments such as homework (homework). We also know that gadgets are expensive. So children learn only to pick up assignments. But if gadgets are urgently needed in the future, we are forced to try to buy them for our children's studies.”

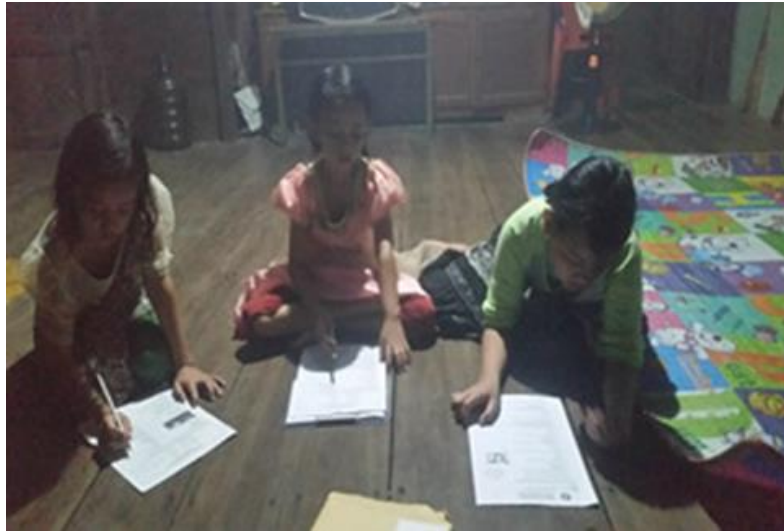


Figure 1. Children are learning with the offline method due to not facilitated by gadgets.

The results of the analysis revealed that almost half of the respondents did not know that their knowledge was low in using digital health insurance and providing gadgets to support children's learning from home. This condition causes the availability of gadgets to be not optimal during BDR where gadgets or smartphones are important devices during learning from home (BDR) activities. Obtaining answers is dominated by parents with low education and low economic income so that it affects parents' knowledge in accessing and transforming in digital learning. On the other hand, parents are limited in providing support facilities while studying from home, such as providing laptops/computers, mini tabs and so on. This condition is certainly a factor that greatly influences children's learning processes and achievements during learning activities from home. The existence of gadgets in the digital era has become a tool that cannot be denied, including in the process of distance learning or from home where gadgets are a vehicle for support between educators and students. In addition, parents of students did not build optimal communication with teachers to support their children's learning process from home during online learning due to the pandemic. From the results of the interview parents stated (*Figure 2*):

“We admit that we rarely communicate with teachers regarding children's learning activities and processes while studying from home. There was a feeling of embarrassment, then we ourselves didn't understand what we were about to ask. What we know is that children go to school to pick up assignments and when they get home they do their assignments. We fully believe in the learning process provided by the teacher.”



Figure 2. Discussion between parents-children.

For parents with the child's learning outcomes being answered, they have communicated but not occasionally if the child has difficulty learning. Parents with high learning outcomes answered that they routinely try to communicate with teachers, either through social media or face to face regarding the development of learning from home. Based on all the answers, it can be analyzed that the role of parents is still low in building communication with teachers while studying from home. Parents' busyness and awkwardness are some of the factors analyzed which cause parents to not be optimal in communicating with teachers. In the aspect of child development while learning from home, it is important for parents to communicate in an effort to study the child's learning process so that parents can act as teachers who are only facilitators compared to parents who have more exclusive opportunities to form more optimal learning activities from home. The results of the interviews provide an illustration that parents with low education and economic levels tend not to have and build good communication with teachers regarding their children's learning process while studying from home (*Figure 3*).

“We rarely give praise to children, because it is customary at home to rarely give praise. Support for children is only limited to reminding children's study time. For us, giving praise to children tends to be stiff and doesn't know how to do it.”



Figure 3. Mother accompanies their children during studying from home.

From the results of these interviews, information was obtained that on average parents tend not to give praise to their children. Appreciation of giving praise to children has not fully become a habit that is implemented in the family, especially given to children during online learning activities. This condition illustrates that the level of education of parents can influence their efforts and understanding in appreciating and providing support to children while studying. Parents with higher education tend to be active in providing support and praise as a form of appreciation for progress during the learning process from home. The results of the analysis show that there is a lack of parental skills in giving praise to children's actions. This condition reduces the role of parents as a motivator. In contrast to teachers in schools who are optimal in appreciating each child's abilities, considering this condition is one of the strategies to increase children's learning motivation. Seeing this condition requires introspection and evaluation of parents to be able to understand the child's learning situation. It is undeniable; praise from parents is a form of appreciation for the hard work of children while studying from home. On average, parents with children with low learning outcomes tend to answer not giving advice. Advice is only given only at a certain moment, not routinely before and after learning. In this section the parent's state:

“Advice is still given to children, but not routinely. We just remind you to study seriously. The time may be when taking the exam results, and then the child is given advice.”

In some groups of parents with moderate and high children's learning outcomes have different answers between them. In this group stated (*Figure 4*):

“We routinely give advice to improve grades and enthusiasm for learning. Parents and children with high learning outcomes on average have the same answer, namely routinely giving advice after learning, especially in the form of learning evaluation.”



Figure 4. Parents accompany their children during the learning process at home.

Based on the answers that have been received, it can be described that the concept of parental monitoring in terms of being a motivator has not been running optimally. Especially for parents with low children's learning outcomes who tend to hardly give advice during learning activities from home. Almost all statements tend to lead to the minimal role of parents in providing advice to children during the online learning process from home. The minimal role of parents in providing advice is an indicator that there is minimal attention and care for children while studying from home. With the process of learning from home, children need encouragement and evaluation. It is intended that children learn from every mistake to correct. The ongoing learning process with whatsapp groups, guidebooks and group study during a pandemic requires the role of parents to be proactive in giving advice. The advice in this case aims at monitoring efforts for every learning process that children go through so that it directly indicates the role of parents in accompanying children to learn. For parents with moderate children's learning outcomes, some give sanctions and rewards depending on the situation and conditions. For parents with high learning outcomes, not all parents also provide rewards or sanctions, even though the average parent from this group agrees in the application of sanctions and rewards. In this group stated:

“Sanctions are a form of discipline for children. so that the child knows about his mistake. Rewards are also given if the child gets good learning outcomes and attitudes. Rewards are given in the form of prizes, favorite food, taking a trip. During online learning with WhatsApp groups, guidebooks and group study, it was admitted that the children were a bit stressed so that their learning results decreased somewhat compared to before. The temptation to overuse gadgets is also very disturbing.”

There were several respondents who were considered quite fearful in giving sanctions and rewards to children which had a positive impact on children's learning outcomes. In the learning process, sanctions and rewards are two things that are interrelated and have an effect on children's independence and discipline in learning. Including learning from home by involving WhatsApp groups, guidebooks and group study. Rewards and sanctions are given to children as a measurable form of discipline.

Parents with high children's learning outcomes generally understand and can implement digital literacy, although it is not optimal, it can be used to help children while studying from home. In this section parents state:

“We are completely ignorant of digital access. Including online learning with zoom, whatsapp group, google classroom. If the child is having trouble, we can't help him. But sometimes we ask for help from family who understand it.”

The whole answer can be interpreted that the knowledge of digital literacy and its implementation has not been fully mastered by parents. The majority of respondents answered that they did not understand the use of digital media to help children while studying from home, especially by using WhatsApp groups or by zooming. Difficulties for parents are caused by not having basic skills in accessing digital technology. Based on this explanation, it can be explained that parents' low knowledge of digital literacy plays an important role in accompanying children during the learning process from home. The low level of parental knowledge of digital access is associated with the low level of education of parents, namely elementary school and work as manual labourers. Paying attention to these conditions in 2021 it is very important for parents to understand digital literacy as capital in helping children learn during a pandemic. For parents with low and moderate children's learning outcomes, information was received that they played a role in accompanying their children to learn, but not too often due to busyness and other activities, some of them even stated that they had never played a role in accompanying children. In this section the parents' state:

“We accompany, but sometimes. It also depends on the child's learning material. There are some learning materials that we do not understand. For the task of accompanying me (Mother) more because my father works and I (Mother) also have homework.”

For parents with high children's learning outcomes, information is obtained that they play an active role in accompanying children while learning from home. In this section parent's state:

“We are trying to accompany children while studying offline with the whatsapp group. More assistance to mothers; more time at night when children do homework, even if the duration is not 20-30 minutes for each subject that is done.”

From the results of the answers obtained, it was analyzed that the majority of respondents revealed minimal participation in accompanying children while learning from home by involving WhatsApp groups, guidebooks and group work, especially for parents with low education and economy. The presence of parents is very important in accompanying children during learning. This situation makes parents a facilitator or a place to ask questions when children experience learning difficulties, especially elementary school students who need a parent as a companion. Analysis of the answers from the interviews showed that the factors of busyness of parents and the level of knowledge of parents were the cause of the lack of presence of parents in accompanying children while studying from home.

During the Covid-19 pandemic in the last two years it had a huge impact on the educational process. Immediately there is a change from conventional learning (face to face) to distance learning which involves access to learning in the network (online) and offline (offline) which is implemented through learning from home or learning from home. This is in line with the opinion of Astuti and Trisnani (2020) which reveals that the majority of parents are not ready to accept the learning from home process which is linked to parental activities, whether working or taking care of the household so that parents' time concern is ensured that it is not optimal in accompany children. Hero and Sni (2018) added that one form of parental motivation in children's learning activities is their existence. Its existence refers to an accompanying attitude, which means that parents are close to their children, not only physically but also intellectually involved. Offline learning activities learning from home during the pandemic show very crucial findings whereby the process of accompanying children during learning carried out by teachers is a tough task that cannot be done by all parents. It can be ascertained that 99% of respondents answered that mothers are more dominant in accompanying children. With a more detailed analysis, the existence and role of mothers in accompanying children while studying online is considered not optimal. Assistance while the child is studying is carried out by the respondent in a formal and physical manner, so that it is more impressed to supervise the child while learning. Respondents have not carried out the real mentoring attitude, namely pointing and teaching as done by the teacher so that the real action is felt more by the child when experiencing difficulties. This is considered to be a very fatal part, considering that the presence of parents during the learning from home process prioritizes the role of parents as substitute teachers. In other words, children hope their parents have the ability and knowledge like a teacher to help if they encounter difficulties.

As revealed by Aziza et al. (2020), which explains that the role of parents is considered very complex, especially during a pandemic. Parents are required to educate their children at home intensely, but are also required to earn a living and other work. Sabiq (2020) formulates during Learning-From-Home parents experience challenges and obstacles. Some of the challenges and obstacles in question are the difficulties of parents in understanding children's learning material. Limited access to parental information and knowledge causes the learning from home process to be not optimal and not the least that has the potential to cause stress to children. As is known, the learning models applied during the pandemic are very diverse. Limited access to technology leads to an offline model, namely an off-network learning process as implemented at SDN 16 Banglas Barat. The toughest problem in this model is the limitation of children to understand every material being taught where the teacher's role as a facilitator cannot directly guide and guide. The research findings underlined that almost all of the respondents were unable and unable to become facilitators for children during the learning from home process. One of the most important means of learning from home is the availability of gadgets; in this case it can be a smartphone or laptop device that is supported by internet quota so that it can be accessed online. The result shows the availability of gadgets is still not optimal, which should be facilitated by parents during learning activities from home. Economic limitations are one of the reasons why not all parents are able to provide smartphone or laptop facilities to support the learning process from home. In line with the opinion of Wardani and Ayriza (2020) who revealed that the pandemic requires the learning process to be digitally oriented, one of which is by utilizing gadgets (smartphones/laptops). Even though it is considered

a solution, it still has the potential to create new problems, including: not all students able/facilitated gadgets by parents, lack of knowledge of parents and children in using gadgets to the fullest and the potential for weak parental supervision in using gadgets

The existence of smartphones and the internet during learning activities from home has its own advantages. Smartphones and the internet can help children to get information if they experience difficulties, such as searching Google, YouTube and other software so that children can learn and develop independently. Besides that, access to information from mentoring from teachers takes place via whatsapp groups, telegrams, which require gadgets and the internet. Limited means of supporting buyers distance teaching is one of the causes of holding learning from home with an offline model. Students are asked to take assignments and submit them back according to the specified time. This process directly requires children to learn independently. In fact, based on the teacher's subjective assessment, it can be concluded that children cannot learn independently and independently without being accompanied by their parents. During learning from home with an offline model, it is very important for parents to establish communication with teachers. Dewi (2020) revealed that an important part of the distance learning process is the establishment of parent-teacher communication. With good communication will form a common perception in accompanying children to learn. Through this process, parents can become an extension of the teacher while their children are learning from home. Strengthened by Albintary et al. (2018) statement communication between teachers and parents is a reciprocal relationship in an effort to see and evaluate children's development during learning. Parents have the right to obtain real information about their child's development and parents are also obliged to seek information related to their child's learning process. Dewi (2020) explains that parental support is an encouragement for children, both in the form of actions and words of parents to children. Yulianingsih et al. (2020) reinforce that during a pandemic it is the right moment for parents to build communication with children, which is the basis for parents to provide motivation or support. This condition notices that while studying from home, the family becomes a formal learning environment (Aziza et al., 2020).

Motivation from parents is a very important part in efforts to provide instructions to children so that children become aware of what has been done or will be done. Input can be given when starting learning and after learning as a form of evaluation. The next motivation focuses on growing children's enthusiasm for learning. Realize it or not, the learning environment also determines the enthusiasm for learning due to social interaction with colleagues. The results of the study illustrate that parents' general knowledge is still low in accompanying children to study from home which includes digital knowledge, internet use, and gadget devices to education about Covid-19. The importance of parents' general knowledge is related to the level of education. The lower the education levels of a person, the lower the level of general knowledge. With good general knowledge can help children during learning from home. This confirms the role and existence of parents as a substitute for teachers who act as facilitators. This shows the role of parents to be the first to help when children experience difficulties learning from home. Putro et al. (2020) explained that during learning from home interaction and collaboration between parents and children is formed. In this situation, the level of parental knowledge is an important component that is seen as having a significant impact. Based on the description that has been explained, it can be illustrated how the analysis of the role of parents in accompanying children to learn from home during a pandemic at SD Negeri 16 Banglas Barat Selatpanjang is considered not optimal.

Changing face-to-face conventional learning to online and offline learning that replaces the teacher's role is felt to have not been able to achieve learning goals effectively and efficiently.

Research exposure shows that the function and role of the teacher as a companion for children when learning is a crucial role in the effort to produce students who fulfill the three domains, namely affective, cognitive and psychomotor optimally. This condition is not in line with the situation of learning from home with parents where the process of collaboration between children and parents while learning from home is considered not optimal. This situation shows that the realm of knowledge is an important basis in accompanying children to learn from home. In this regard, it is necessary to emphasize that the success and achievement of children's learning goals is largely determined by the role and existence of parents.

Conclusion

Covid-19 pandemic that occurred at the end of 2019 to October 2020, it had an impact on the cessation of normal activities in all sectors, including the education sector. Very drastic changes in the education sector were marked by the closure of schools which caused a cessation of the face-to-face learning process directly into home-based learning online. Hutauruk and Sidabutar (2020) the impact of the pandemic has changed the traditional learning process which demands a digital-based learning process. Strengthened by the Minister of Education and Culture Circular Letter No.15 of 2020 concerning Guidelines for Organizing Learning from Home in the Emergency Period of the Spread of Coronavirus Disease (Covid-19) with the principle that learning is carried out using two approaches, namely online distance learning and offline learning (offline). Based on the explanation previously described, several conclusions can be drawn in this study, where the participation and role of parents is still low in accompanying children to study from home during a pandemic, this is due to parents being busy with work and other activities, in addition to the low level of education of parents and parents' knowledge of the development of Information and Communication Technology which played a big role while children were learning from home during the pandemic.

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Conflict of interest

There is no conflict of interest with any person or third party for this study. Moreover, there is no organization or sponsorship having a part of this research.

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