The School Literacy Program: The Parental Role in Improving Literacy Skills on Online Learning of Elementary Students

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ABSTRAK

Orang tua yang memiliki tingkat pendidikan yang tinggi cenderung lebih mengerti dan menganggap bahwa pendidikan sangat penting bagi anaknya, sehingga mereka lebih memprioritaskan pendidikan bagi anaknya. Selain itu, cara mendidik anak cenderung berbeda antara orang tua yang memiliki tingkat pendidikan yang tinggi dengan orang tua yang berpendidikan rendah. Tujuan dari penelitian ini adalah untuk menganalisis peran orang tua dalam meningkatkan kemampuan literasi pada siswa di Banglas Barat, Provinsi Riau. Penelitian ini merupakan penelitian kualitatif dengan subjek penelitian adalah orang tua siswa di Banglas Barat, selain itu wawancara akan menjadi instrumen dan pengumpulan data penelitian ini. Namun, pengumpulan data ini menggunakan wawancara dengan metode survei untuk mendapatkan data dari partisipan. Namun, triangulasi data adalah metode analisis data untuk penelitian ini. Instrumen yang digunakan adalah kuesioner. Jumlah populasi sebanyak 134 orang, dengan menggunakan tingkat toleransi 5%, dapat diketahui bahwa jumlah sampel dalam penelitian ini adalah 100 orang tua. Hasil penelitian menemukan bahwa Pembelajaran online tidak terlepas dari masalah yang menjadi hambatan dalam kemampuan literasi siswa sekolah dasar, termasuk pembelajaran online untuk siswa sekolah dasar seperti keterbatasan jaringan telekomunikasi. Penting untuk mengetahui hambatan orang tua dalam mendampingi anak untuk meningkatkan kemampuan literasi dalam pembelajaran daring, solusi dan proyeksi pembelajaran daring untuk siswa sekolah dasar. Kesimpulannya, peran orang tua dapat bertanggung jawab terhadap anak dalam meningkatkan kemampuan literasi melalui pembelajaran daring untuk sekolah dasar.

ABSTRACT

Parents who have a high level of education tend to understand more and think that education is very important for their children, so they prioritize education for their children. In addition, the way to educate children tends to be different between parents who have a high level of education and those with low education. The aim of this study is to analyze the parental role to improve literacy skills on students. This study is qualitative research with the subject is parents of students, moreover the Interview will be the instrument and data collection of this study. However, data collection of this using interview with survey method to get data from participants. However, data triangulation is data analyzing method for this study. The instrument used is a questionnaire. The population is 134 people, using a tolerance level of 5%, it can be seen that the number of samples in this study were 100 parents. The result found that Online learning is inseparable from problems that are obstacles in its literacy skills of elementary students, including online learning for elementary school students such as limited telecommunication networks. It is important to know the barriers for parents to assist their children to improve their literacy skills in online learning, solutions and projections of online learning for elementary school students.in conclusion, role of parents could take responsibility of their children in improving literacy skills through online learning for elementary school.

1. INTRODUCTION

Education has the nature and purpose of developing the potential of students and trying to make students become human beings who have faith and are pious, knowledgeable, have noble character, are capable, healthy, creative, independent, democratic and responsible (Rosyida & Subroto, 2018; Setiawan, 2020). Through education it is hoped that humans can understand the nature of life, and understand how to carry out a role in life properly and correctly. Education is said to be of quality if the learning process can be carried out effectively and efficiently by involving all educational components (Churchill, 2020; McBride et al., 2013). Creating effective and efficient learning is not easy. Various kinds of fundamental problems are often encountered in the world of education. Therefore, not only schools, the role of parents

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also helps develop the potential and quality of students in learning. The role of parents is mainly in terms of paying attention to children's learning activities at home and in terms of cultivating children's literacy attitudes at home considering that children spend more time with their families (parents) when compared to teachers at school (McDougall et al., 2018; Potter & Thai, 2019).

Online learning is a way of communication were sending and receiving messages is done through the internet network and several applications that can be used by students and teachers are google classroom, video conference, telephone or live chat, zoom or via WhatsApp (WA) group (Chalkiadaki, 2018; Sharma et al., 2019). In order for the learning system to run and be well controlled, it is very necessary for the role of parents to instill confidence in their children and adjust themselves in order to assist the implementation of student learning at home, especially instilling literacy habits at home. Forming a reading and literacy culture cannot be done instantly but must go through a process that needs to be habituated and instilled in students based on previous research (Winarni et al., 2020). Moreover, literacy skills need to empower parental involvement to monitor and support school literacy programs when students are at home. Parental involvement contributes to student learning. Parental involvement in education is defined as efforts made by parents to participate in children's education, either by coming to school or by discussing with the school about child development. Therefore, good cooperation is needed between parents and schools. Parental involvement in children's education can have a big impact on children that will last a lifetime (Ruholt et al., 2015; Tzifopoulos, 2020). One of the factors that influence the active role of parents in educating children at home and fostering literacy attitudes in children is the level of education of parents. Parents who are highly educated are expected to be able to direct the pattern of child development into the field of higher education.

Previous research explains the role of parents in improving digital literacy in elementary school students (Juvinyà-Canal et al., 2020; Khairi et al., 2021; Wills & Hofmeyr, 2019). Besides that previous research explains the role of parents in online learning. Other studies claims that a blended learning method for reading education was used throughout primary and kindergarten children (Meixner et al., 2019; Morton, 2020). Furthermore, when controlling for student grade level, the beginning student skill level, and English learner status, student progress in the blended learning program's online component was an important indicator of growth in reading proficiency on an established reading assessment (Group Writing Evaluation and Diagnostic Assessment, the Pearson Assessment, Boulder, CO) (Barus et al., 2021; Prescott et al., 2018; Simonson et al., 2019). Meanwhile, previous studies stated that The majority of pupils opted to learn online using their smartphones. Using content analysis, we discovered that students prefer recorded lessons with a quiz at the conclusion of each class to boost learning effectiveness (Barrot et al., 2021; Rasmitadila et al., 2020). But no one has examined the role of parents in improving digital literacy in elementary school students. Based on this gap, the authors found problem gaps in previous research which will be explained in this study.

However, the inconsistent of the study from previous research claimed that parents who have a high level of education tend to understand more and think that education is very important for their children, so they prioritize education for their children. In addition, the way to educate children tends to be different between parents who have a high level of education and those with low education (Ristanto et al., 2018). State elementary School 16 Banglas Barat is a public elementary school located on Jl. Bambu Kuning Banglas Barat Village state elementary school 16 Banglas Barat Tebing Tinggi Meranti Islands Regency with a total of 272 students with 12 study groups. Every time starting routine learning activities that are carried out by each teacher before entering the subject matter is to accustom students to reading, both related to subject matter or other types of reading. This is a form of school support for the Ministry of Education and Culture's program regarding the school literacy movement through collaboration between teachers at school and parents when students are at home. With the aim of forming literacy habits in students both at school and when students are at home, this research is expected to be the basis for determining the role of parents in increasing the school literacy movement during the Covid-19 pandemic.

2. METHOD

This type of research is descriptive research using a qualitative approach. Qualitative descriptive research is research that is included in the type of qualitative research. Descriptive method is a method that examines a group, object, condition, and system of thought. The purpose of descriptive research is to make a systematic, factual and accurate description, picture or description of the facts, characteristics and relationships between the phenomena studied. Previous study suggests the descriptive method is finding facts with the right interpretation (Martin et al., 2022). In the descriptive method, researchers can compare certain phenomena so that it is a comparative study. The descriptive method also hides a phenomenon or factor and assesses the relationship of a factor with other factors. This research will

describe factually and accurately about the role of parents in increasing the school literacy movement at SDN 16 Banglas Barat, Meranti Islands Regency.

The location in this study is planned to take place at SD Negeri 16 Banglas Barat, Meranti Islands Regency. The researcher took the location and object of the research with consideration of the limitations of the researcher in collecting research data, considering that this school is not too far from where the researcher lives. The aim of the researchers to conduct research at SD Negeri 16 Banglas Barat, Meranti Islands Regency is because this institution is the right place to get complete information about the role of parents in increasing the school literacy movement during the Covid 19 pandemic. The population in this study were parents of students at SD Negeri 16 Banglas Barat, Meranti Islands Regency, totaling 134 people. For research on all parents of students is the population in this study. For analysis purposes, a number of samples are needed as a representation of the entire existing population. In this study to obtain a number of samples carried out by the Probability Sampling Technique with the number of samples determined using the Slovin Formula. by using a tolerance degree of 5%, it can be seen that the number of samples in this study was 100 parents.

For the purposes of analysis in this study, several data collection techniques will be applied according to the type of data needed in the research. Researchers used data collection techniques, namely participatory observation, in-depth interviews, and distributing questionnaires for the same data source simultaneously. To cover the deficiencies of the two techniques or methods, it can be done by triangulation using several research instruments. In the interview process the researchers asked various questions related to the activities they carried out while carrying out their role as parents, especially in increasing the school literacy movement at home for every student at SD Negeri 16 Banglas Barat, Meranti Islands Regency. Various specific questions that will be asked include teachers' views on the learning process during the Covid 19 pandemic, as well as the implementation of the literacy movement at home. besides that, in the interview process the researcher conducted a dialogue or discussion with the respondents, while in the observation the observations were not only made on the respondents, but also other related objects. In this observation, the researcher was participatively involved with the daily activities of the respondents who were the objects of observation, in this case the teachers at SD Negeri 16 Banglas Barat, Meranti Islands Regency. The interview and observation grid is show in Table 1.

Table 1. Interview and Observation Grid

No	Topic	Sub Variable	Indicator
1.	The role of parents in improving the school literacy movement	Parents Identity	1. Child's name 2. Age 3. Name of primary school 4. Parent's name 5. Address 6. Parent's education 7. Occupation of parents 8. Parents' income 9. Cell phone number
		Modelling	1. Parents' leisure time habits 2. Parents' habits to increase knowledge
		Monitoring	1. Intensity of meetings with children 2. Parents' treatment of children
		Organizing	1. Helping to complete the child's assignment 2. Directing the child's potential
		Teacher	1. Answer the child's question 2. Explaining the purpose of the task the child is doing
		Print motivation	1. Reading activity 2. Visiting the library 3. Reading with children 4. Reading stories to children 5. Choosing a book 6. Introducing information

Data analysis in this study uses a qualitative method because there are several indicators that are difficult to obtain appropriate research data. In qualitative research, data analysis is carried out in 3 (three) stages before finally drawing a conclusion based on the objectives to be achieved in the research. Data Reduction as a process of selecting, focusing, paying attention, simplifying, abstracting, and

transforming rough data that emerges from field notes, so that the data can provide a clearer picture of the results of observations, interviews, and documentation. Meanwhile, Data Display, which is a set of data information presented and arranged in the form of brief descriptions, charts, tables, graphs, pictograms, and the like with the aim that the data is organized and easy to understand. Finally, conclusion Drawing or Verification, researchers draw conclusions based on data that has been analyzed through data reduction and presentation.

3. RESULT AND DISCUSSION

Result

Literacy development is a critical aspect of a child's education, and it starts at home. Parents play a crucial role in fostering their child's literacy skills, and their involvement can have a significant impact on their child's success in school and beyond. In this essay, we will explore the factors and framework that parents can use to develop literacy at home. Parents have a significant position as role models in their children's education. In developing beginning reading, one of the factors that is very important in the success of its development is the habits of parents at home. Parents at SDN 16 West Bangglas, Meranti Islands Regency can have off-duty parenting habits. Verbally Parents have a significant position to be role models and role models in their children's education. In developing early literacy, the habits of parents at home are one of the important things in the success of its development. Parents at SDN 16 Banglas Barat in Kepulauan Meranti district are known to have parents' habits in their free time. The habit of parents in filling their spare time is watching television with the number of respondents who stated that there were 74 respondents or around 74%, the results of probing conducted by researchers found that the reason why respondents preferred watching television was that there were no reading books at home, TV shows are more varied and easier to understand.

First and foremost, parents must recognize the importance of literacy in their child's life. Literacy skills are not only essential for academic success, but they are also a critical component of everyday life. Children who are proficient in reading and writing are better equipped to communicate effectively, think critically, and make informed decisions. As such, parents must prioritize the development of their child's literacy skills and recognize that their involvement is crucial. Meanwhile, what was rarely done was reading books, novels or tabloids with the number of respondents stating that there were 57 respondents or the equivalent of 57%.

Parents can foster literacy development in their children in several ways. One of the most effective ways is by reading to them regularly. Reading to children from a young age exposes them to language, vocabulary, and storytelling. It also helps to develop their listening and comprehension skills. As children grow older, parents can encourage independent reading by providing books and setting aside time each day for reading. As part of the role model, parents are also required to know things around them that are related to the literacy development of their children by adding to their insights, in this case the way parents at SDN 16 Banglas Barat, Meranti Islands district, adds to their insights Parents spend their free time in front of the television when the number of respondents is 7 people, which is about 7% of the survey results conducted by the researcher found the reason for this. prefer to see TV. You don't read at home, TV shows are more flexible and easier to understand.

Another observation that the researcher made was that while there is a nuclear family for some respondents, non-nuclear families are families with grandmothers, grandfathers and even other relatives besides the father and mother. Many children from the non-nuclear families included in this study were raised by their grandmothers. It is the grandmother who takes them to school and picks up the children and follows them home until the children's parents get off work. Most of them are children with both parents working outside the home. The intensity of meeting children with their parents is usually less than 12 hours. Children can only be seen at night. Based on the researcher's findings in the field. They (grandparents) no longer have the versatile and active minds of their parents. For them, grandchildren are a way to grow old, in addition to encouraging and guiding them to do everything they can for their children. This keeps the power and control in the hands of the children, and it is not uncommon for children to behave disrespectfully towards their grandparents. According to researchers who surveyed 100 working mothers and fathers about the quality of their parenting, all of them said they still have time to talk to their children and teach them to learn and do homework from school after school from work at home or during breaks. Daily habits of parents in free time is show in Table 2. And literacy activities of students is show in Table 3.

Table 2. Daily Habits of Parents in Free time

Frequently	Often	Seldom

	Frequently	Percentage	Frequently	percentage
Reading book, Novel, or Magazine	43	43%	57	57%
Doing homework/ helping parents	66	66%	34	34%
Watching TV	74	74%	26	26%
Going on Vacation	48	48%	52	52%
Others	0	0%	0	0%

Table 3. Literacy Activities of Students

Frequently	Often		Seldom	
	Frequently	Percentage	Frequently	percentage
Reading textbook	32	32%	68	68%
Reading newspaper	37	37%	63	63%
Watching television	84	84%	16	16%
Browsing the internet	40	40%	60	60%
Others	0	0%	0	0%

The way children are taught to read is actually not much different from other types of children. The most effective has to do with child development theory. In this theory, children are encouraged to familiarize themselves with abstract things before learning and they usually start with concrete things first, then with semi-concrete things, and only then with more abstract things. A child's reading ability depends to some extent on the role and attitude of parents in teaching him to read. However, the habit of parents in adding insight that is most often done is watching television with the number of respondents who stated this amounted to 84 respondents or the equivalent of 84%, the results of probing with respondents found that the program was more complete and more practical.

Aside from these activities, parents can also create a literacy-rich environment at home. This can be achieved by displaying books and other reading materials around the house, providing a quiet and comfortable space for reading and writing, and engaging in discussions about books and other written material. Another way parents can promote literacy development is by encouraging their child to write. Writing allows children to express their ideas and thoughts in a creative and structured way. Parents can encourage their child to write by providing them with writing materials and prompts, and by making writing a regular part of their daily routine. Meanwhile, what was rarely done was reading books with the number of respondents stating that 68 respondents or the equivalent of 68%, on the grounds that books are sources of information that can be trusted because they were composed by scientists.

In terms of developing early reading skills, it is known that children at each stage of life have their own learning development characteristics. As parents, we can be much more effective helpers when we understand what our children need as they grow. In school, the most important thing for a child is learning how to learn and not just learning the content of the subject. Therefore, parents can help in their children's education in various ways. The table below shows the intensity of parents in accompanying their children at SDN 16 Bangglas Barat. As mentors, parents are required to have a relationship that exists between children and parents, in this case in establishing a relationship between children and parents, the intensity of the meeting is part of establishing good relations between children and parents, besides that the quality of the intensity of the meeting is also important. in the process of developing literacy. The intensity of parent-child meetings is at most any time with a total of 51 respondents or 51%. While there were 48 respondents or 48% of parents whose intensity of meeting with their children every day and there were respondents who stated the intensity of meeting with their children once a week. What's interesting here is that there is a student who only meets with his father once a week. Based on the findings of field data on the intensity of father's meetings based on the probing results above, the role of fathers in developing literacy can be carried out and maximized by mothers. So it can be said that there is no imbalance in the roles of fathers and mothers here. The mother does not replace the father's position but as a person who helps the father's role in taking care of the child's learning.

Based on open questions on the questionnaire regarding the quality of the intensity of meetings with children, it can be found by researchers that in this case the quality of meetings cannot be determined by how often parents and children meet, because sometimes parents have an intensity of meetings with children only for a short time or less than 12 hours but the quality of the conversation with the children is very high quality and interactive. In addition to reading and writing, parents can also use technology to support their child's literacy development. Educational apps and games can be an engaging and interactive way for children to learn and practice literacy skills. However, it is important to ensure

that the technology is age-appropriate and that screen time is limited. In contrast to the findings of the data that the researchers found, there are children where they do not have a father because their parents divorced. From the results of probing with the respondent (child's mother), the researcher can conclude that the role of the father in a broken home family, the mother also plays the role of father and mother at home, the mother earns a living and the mother also conditions the child at home starting from studying and the daily needs of the child.

The synergy between parents and teachers is essential in developing children's school literacy. The combination of parental involvement and teacher expertise can create a powerful support system for children's academic success. In this essay, we will explore the factors and framework that contribute to an effective partnership between parents and teachers in promoting children's school literacy. It is known that 66% of parents often communicate with school teachers about their children's activities at school, 30% of parents sometimes communicate with school teachers about their children's activities at school, parents very rarely talk to school teachers about their children's activities at school. communicate with the school. Parents who rarely communicate at school are afraid to work outside the home because of information from outside, so children are left with caregivers and sometimes at home with grandmothers or in-laws. But parents still communicate with the teacher, if the guardian or grandmother gets a message from the school to be forwarded to the parents, then the parents communicate with the teacher here. The quality of the intensity of meetings with children, for divorced parents also does not always mean having children with bad or even not good achievements, based on the probing results above we can see that mothers or parents who are single parents are still able to carry out their two roles in a balanced way, namely as father and mother, take time in between interactions with children. Another finding found by the researchers was the existence of non-nuclear families in some of the respondents, non-nuclear families were families where there were not only fathers and mothers, but also grandmothers, grandfathers and even other families.

Some of the children who live with non-nuclear families in this study are mostly cared for by their grandmothers. Become a grandmother who takes her to school and picks up and accompanies the child while the child is at home until the child's parents come home from work. Most of them are children whose parents both work outside the home. The intensity of children meeting with parents is mostly less than 12 hours. They meet with children only in the evening. Based on the observations of researchers in the field. They (grandmothers and grandfathers) no longer have a branched and active focus of thought like their parents. For them, grandchildren are a means of activity when they are old, besides that it is fun and directs them to do anything for their children. As a result, the power and control are in the hands of the children. It is not uncommon for me to see children act arbitrarily towards their grandparents. The way to teach children to love reading is actually not much different from other children's methods, the most effective way is to refer to the theory of child development, in this theory children are invited before learning to get to know things that are abstract in nature and are usually preceded by get to know concrete things first, then lead to semi-concrete and only then to more abstract things. The success of children in learning to love reading is more or less due to the role and attitude of parents when teaching children to read. Type of parental treatment when starting to teach letters is show in Table 4.

Table 4. Type of Parental Treatment When Starting to Teach Letters

Treatment	Frequently	Percentage
Guiding patiently	87	87%
Firm	0	0,0 %
Letting student learning independently	13	13 %
Uncaring	0	0.0%
Others	0	0.0%

Firstly, parental involvement is crucial in supporting children's literacy development. Parents who are actively engaged in their child's education can help create a positive learning environment at home. They can provide daily opportunities for their child to read, write, and talk about academic subjects. Parents can help their child build vocabulary, comprehension, and critical thinking skills by reading books, discussing news articles, and engaging in educational activities. Additionally, parents can help their child develop a love for reading and learning by modeling this behavior themselves. Secondly, teachers play a significant role in developing children's school literacy. Teachers have the expertise to design and deliver effective literacy instruction that meets the diverse needs of students. They can provide students with opportunities to practice reading, writing, speaking, and listening skills in a supportive classroom environment. Teachers can also use assessment data to tailor instruction to each student's needs,

providing differentiated instruction to support struggling readers and challenging high-achieving students.

The synergy between parents and teachers can create a powerful support system for children's literacy development. When parents and teachers work together, they can provide a consistent message to children about the importance of literacy. They can share information about children's progress and work collaboratively to identify areas for improvement. This partnership can help to create a sense of shared responsibility for children's academic success. There are several factors that contribute to an effective partnership between parents and teachers. Firstly, communication is key. Parents and teachers should communicate regularly to share information about children's progress, challenges, and goals. This can be done through parent-teacher conferences, email, or phone calls. Teachers can also provide parents with regular updates on classroom activities and assignments. Another factor is building trust and respect between parents and teachers. Parents and teachers should work together to establish a positive relationship based on mutual respect and trust. Teachers can demonstrate their expertise and commitment to children's academic success, while parents can show support for the teacher's efforts to promote their child's literacy development.

Collaboration is another important factor. Parents and teachers should work collaboratively to support children's literacy development. This may involve joint planning of literacy activities, sharing resources, and providing feedback on children's progress. Collaboration can help to ensure that children receive consistent messages about the importance of literacy and that their needs are being met both at home and at school. Finally, a framework for parental involvement can support effective partnership between parents and teachers. This framework may include strategies such as providing parents with information about literacy development, offering workshops and training sessions for parents, and involving parents in school decision-making processes. It may also involve creating a culture of literacy at school, where literacy is promoted and celebrated throughout the school community. In conclusion, the synergy between parents and teachers is essential in developing children's school literacy. When parents and teachers work together, they can create a powerful support system for children's academic success. Factors such as communication, trust and respect, collaboration, and a framework for parental involvement can contribute to an effective partnership between parents and teachers. By working together, parents and teachers can help children develop the literacy skills they need to succeed in school and in life.

Parents play a critical role in their children's learning process, particularly in developing their literacy skills. Literacy is crucial for a child's success in school and future life. It enables them to communicate, comprehend, and express themselves effectively, which are essential skills in today's world. Therefore, parents' involvement in their children's literacy program is crucial for their academic success and overall development. Parents have the primary responsibility for raising their children. Wherever a child goes to school, whether in formal, non-formal or informal educational institutions, parents play a role in determining the educational future of their children. During the current Covid-19 pandemic, the role of parents is very important in motivating their children because in online learning students are overwhelmed, confused and sometimes bored. It is known that the treatment of parents at SDN 16 Banglas Barat when they started teaching letters, reading and writing to their children, was directed patiently with the number of respondents who stated this as much as 87 respondents or 87% and the rest let the children learn on their own. Based on the findings of the research results, that 13 respondents stated that they let their children learn on their own, with the reason that parents, especially fathers, want to know how agile and responsive their children are to the assignments given by the school, then fathers also want to see how learning outcomes actually are at school and with mother's guidance. so far in educating children.

In this case it can be said that there is an element of father's trust as the head of the family towards the role of mothers and teachers in developing children's education. In developing early literacy, it is known that children have distinctive developmental characteristics in learning at each stage of their life. As parents, we can be much more effective helpers if we understand what our children need in accordance with their growth. At school, the most important thing for a child is learning how to learn, not just learning the content of the subject matter. For that, parents can help train children in several ways. The intensity of parents helping children to learn is show in Table 5.

Table 5. The Intensity of Parents Helping Children to Learn

Assist frequently	Frequently	Percentage
Very often	27	27%
Often	28	28%
Seldom	43	43%

| Rarely | 2 | 2% |
| Very rarely | 0 | 0% |

The role of parents in literacy development begins at home, where they create an environment that enhances reading and writing skills. They can start by setting aside a specific time for reading and writing activities and making it a daily routine. This way, children will understand the importance of literacy and develop a habit of reading and writing. Parents can also create a reading corner or a home library with books, magazines, and newspapers that the child can access easily. This will encourage them to explore different genres and develop their interests. Whereas most parents only occasionally help complete their children's assignments from school, the number of respondents who stated this was 43 respondents or 43%. Meanwhile, 27 respondents and 28 respondents were the parents who very often and often helped their children's complete assignments from school. There were only 2 respondents who stated that they had never helped their children complete school assignments.

Another way parents can support their children's literacy development is by reading aloud to them. Reading aloud helps children to develop their vocabulary, comprehension, and critical thinking skills. It also enhances their imagination and creativity. Parents can choose books that align with their child's interests and read them together, asking questions, and encouraging discussions. This will not only improve their literacy skills but also strengthen the parent-child bond. Parents can also encourage their children to write by providing them with writing materials such as notebooks and pencils. They can ask them to write letters, journals, and stories, which will help them to express themselves and develop their writing skills. Parents can also provide feedback and guidance to their children, helping them to improve their writing skills and confidence. Overcoming the success of a child in his education cannot be separated from the intervention of parents as primary educators and teachers as substitute educators for parents at school. Children in developing all their potential need support from the surrounding environment, especially educators, namely teachers and parents. In other words, in the learning process, the role of parents and teachers is needed to help achieve this development. We need to pay attention that children in learning often get difficulties. Actually learning difficulties grow not solely from the child himself, but the environment in which the child is located also has a big influence on the success or failure of a person.

Learning literacy is a critical aspect of a child's education, providing them with the essential skills necessary to comprehend, communicate, and succeed. However, the process of learning literacy is complex and multifaceted, influenced by a range of factors that either support or inhibit a child's progress. In this essay, we will explore the various factors that impact a child's learning literacy, including both supporting and inhibiting factors. Meanwhile, the role of parents is indeed very important for their children, mainly aiming for children to continue to get a good education even in the midst of current conditions. The existence of Covid-19 demands the maximum role of parents in children's education.

Children literacy development is influenced by a range of factors, including both supporting and inhibiting factors. Supporting factors such as parental involvement, early intervention, teacher support, access to resources, and positive learning environments can significantly impact a child's literacy development. Inhibiting factors such as learning difficulties, lack of resources, negative learning environments, low socioeconomic status. Every day the children have to wait for the subject teacher to send material or assignments. The role of parents is very much influenced by their roles or other activities. For example, a mother who is preoccupied with her work will be different from the role of a mother who fully concentrates on household matters. Even though they are full of busyness, parents still make time to accompany children who study from home or online. In general, the role that emerges is as a companion, supervisor, motivator and educator in terms of child discipline while carrying out online learning at home. Specifically, the roles that emerge are: looking after and accompanying children in doing schoolwork, carrying out joint activities while at home, creating a comfortable environment for children, establishing good communication with children.

Provide guidance and motivate children. Guidance is needed for parents in helping accompany children's activities based on children's needs during a pandemic and learning from home. In addition, parents are also invited to be involved in arranging schedules related to activities and activities between learning and playing children, creative ideas of parents and being directly involved with children, positive communication in disciplining children and also as friends and understanding ethics and manners are the most important part in growth and development of children. Even though learning activities are carried out from home, students are still enthusiastic about participating in learning. In addition, the role of parents is very important, as well as being able to accompany and supervise their children to complete some of the tasks given by their teacher. Learning from home, there must be positives and negatives, most importantly, parents are very important in accompanying their children's learning. Currently, learning

from home certainly has many positive aspects, moreover it can strengthen the bond between parents and children. theory that studies human behavior.

Discussion

Literacy is an essential skill that allows individuals to communicate effectively, understand written information, and participate fully in society. In the context of education, literacy is a crucial component of academic success. Elementary school is a critical time for children to develop literacy skills that will serve them throughout their lives. However, the COVID-19 pandemic has disrupted traditional learning environments, forcing schools to adopt online learning, which has presented new challenges to elementary students, particularly in the area of literacy. This research discussion aims to explore the parental role in improving literacy on online learning of elementary students in West Banglas. Several studies have highlighted the importance of parental involvement in improving literacy among elementary students. According to previous study parental involvement in education can have a positive impact on students' academic achievement, particularly in reading and language development (Tabroni et al., 2022). Similarly, a study by other study found that parental involvement in reading activities can significantly improve students' reading performance (Alsubaie, 2022).

In the context of online learning, parental involvement is even more critical, as students require more support and guidance to navigate the challenges of remote learning. A study by previous study found that parental involvement in online learning can improve students' academic performance, particularly in the area of literacy (Chamberlain et al., 2020). The study emphasized the importance of parental support in helping students to stay motivated, manage their time effectively, and develop good study habits. In the context of West Banglas, there is a growing concern about the impact of online learning on students' literacy skills. Other study found that the transition to online learning has resulted in a significant decline in students' reading and writing abilities (Lerkkanen et al., 2023). The study highlights the need for parental involvement in supporting students' literacy development, particularly in the context of online learning. The findings of this research are expected to provide valuable insights into the role of parental involvement in improving literacy on online learning of elementary students in West Banglas. The study will contribute to the existing literature on the importance of parental involvement in education and highlight the unique challenges faced by parents and teachers in the context of online learning.

The COVID-19 pandemic has presented numerous challenges to the education sector, particularly in the area of literacy development among elementary students. The role of parental involvement in supporting students' literacy development has become even more critical in the context of online learning. This research aims to explore the parental role in improving literacy on online learning of elementary students in West Banglas. The findings of this study will provide valuable insights into the challenges faced by parents and teachers in supporting students' literacy development in the context of online learning and the strategies they use to overcome these challenges. The role of parents as role models who are actually role models for children in the home environment is starting to change. In today's information age with the development of the internet and television, parents are known to spend a lot of their free time watching television. Because there are 8 respondents or 8% of respondents or 8% of the way to increase parental opinion, the results of the respondent survey show more programs. perfect and others. Practically Different from Family Roles (Feng et al., 2022; Winarno et al., 2022). In terms of family roles, parents are role models or role models for their children. Parents, for example, have a very strong influence on children. Both positive and negative, parents are the most important role models for children. Parents become role models in shaping the way of life or lifestyle of their children. How children think and act shapes the way their parents think and act. This is how parents inherit the behavior and way of thinking of their children. Television is an electronic medium that is very popular with almost all ages, both young and old. Television is actually very good for children, teenagers and adults as long as the enjoyment of watching television is not excessive, the shows watched are age-appropriate and children are supervised by their parents.

But in fact, many children watch shows they shouldn't watch, and television without a creative attitude has become an excessive habit and can even become a passive child. According to Piaget, the development of the individual's world is based on two processes, namely organization and adaptation (adaptation) (Trianingsih, 2016). Schema cognitive structure, which is a collection of schemata. The system itself means a set of skills, a flexible functional model that helps the child understand the environment, including the home environment. Especially with children who usually always imitate what they see, it is possible that the behavior and attitudes of these children follow the television shows they watch (Byrnes, 2020; Juwantara, 2019). Minor, even if there is a negative element, will also have a negative impact on the child's behavior or deviation, even violence. Children watching television

programs, therefore, all parents should monitor their children's television shows so that they can protect themselves from the influence of these television shows.

This includes the attention phase, which attracts the attention of the person being observed. As an observer, the retention phase is the child's attempt to recall what he saw. Motor repetition phase (repetition). That is, the process of imitating a visual idea or memory in action. The reinforcement/ motivation phase includes external motivation and self-confidence (Cassidy, 2012; Faturohman et al., 2022). There are two important factors, namely reinforcement or punishment for both the model and the child directly. Education in the family environment plays an important role in child rearing (Amini & Mariyati, 2021; Wheatley et al., 2009). In the case of SDN 16 Bangglas Barat, the intensity of parent-child meetings was always the highest, 12 hours with 53 respondents. Interestingly, although 8 respondents, or 8% of parents, meet their children intensively every day, there is one student who only sees his father once a week. Children interact with their peers, parents and teachers and this interaction leads to learning. Culture has two effects on a child's intellectual development. First, processes of mental development such as memory, attention, and reasoning involve learning to use social inventions such as language, mathematical systems, and memory devices to help children learn to think. Two children understand each other from different directions. The problem in this case is that the mother has more influence and opportunities to support the child's development. This is because the father's primary role in earning a living limits the time he has for his children.

Learning activities will be carried out by distance learning or online learning. The government's social distancing policy encourages residents, especially students, to study at home, where students usually study at school and interact with teachers and peers. Now the interaction between students and teachers does not have to be face to face, it does not have to touch or face to face. Interaction can occur through technological media and other social media in the learning process. The role of parents is very important to support children in learning. Parents emphasize the importance of learning to improve learning skills, making children feel very important and need feedback from their parents. Online learning is certainly successful in practice when the supporting factors are met. The advantage of studying online and at home is that it is more practical and relaxed. Convenient because you can assign tasks and report tasks at any time. You can be more flexible anytime, anywhere. Online learning increases flexibility for parents who can work outside the home and balance study time with their children. Naturally, characteristics such as the availability of mobile phones, good network, sufficient contingent and the possibility of using the service should contribute to this.

4. CONCLUSION

Learning can run well when there is no interference with the ongoing learning process. However, there are times when learning is disrupted due to many factors, including natural conditions (Corona Virus Disease outbreak) that is currently happening throughout the world. The Corona Virus Disease (Covid-19) outbreak has presented its own challenges for educational institutions, including elementary school education (SD). This pandemic condition has made schools continue to strive to innovate in the learning process, thinking about how the teaching and learning process continues and can be well received by students through online or online learning (in a network). This online learning is inseparable from the problems that become obstacles in its implementation, including online learning for elementary school students such as limited telecommunication networks. Obstacles, solutions and projections of online learning for elementary school students are important to know. Solutions and solutions to these online learning problems need to be evaluated as steps to be taken in the future. Based on the results of research conducted by researchers regarding the Role of Parents and in increasing school literacy movements during the Covid-19 pandemic, based on the research questions that have been asked, the researchers can conclude some of the research findings, namely as a role model for children, parents can say they could not and were not able to be a good model for their children in activities to develop early literacy.

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