

# An Analysis of Parental Involvement Programs in Teaching-Learning Process during Covid-19 Pandemic

Komang Josuharyadi<sup>1\*</sup>, Ni Nyoman Padmadewi<sup>2</sup>, Putu Eka Dambayana Suputra<sup>3</sup>

<sup>1,2,3</sup>Universitas Pendidikan Ganesha, Singaraja - Indonesia

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## ABSTRAK

Penelitian ini bertujuan untuk mengetahui keterlibatan orang tua pada program sekolah dalam proses pembelajaran di *Aura Sukma Insani Bilingual Kindergarten* selama masa pandemi covid-19 dan masalah yang dihadapi oleh guru ketika menerapkan program sekolah yang melibatkan orang tua selama masa belajar dirumah karena pandemic covid-19. Penelitian ini menggunakan desain penelitian *mixed method* untuk menganalisis programs sekolah yang melibatkan orang tua dalam proses pembelajarana selama masa pandemi covid-19 dan masalah yang dihadapi oleh guru ketika menerapkan programs sekolah yang melibatkan orang tua selama masa belajar dirumah karena pandemi covid-19. Hasil dari penelitian ini menunjukkan bahwa (1) selama masa pandemi covid-19 ada tujuh program sekolah yang melibatkan orang tua di *Aura Sukma Insani Bilingual Kindergarten*, yaitu; *parents conference, parents' interview, final report, online learning, home schooling, virtual field trip, dan eco-enzyme*. (2) ada 3 masalah yang dihadapi oleh guru selama menerapkan program sekolah yang melibatkan orang tua selama masa pandemi covid-19, yaitu; masalah pada koneksi ketika pembelajaran online, kesulitan menghubungi nomor WhatsApp orang tua ketika akan melaksanakan pembelajaran online, dan *mood* siswa selama pembelajaran online.

## ABSTRACT

This research aimed to analyze parental involvement programs in the teaching and learning process at *Aura Sukma Insani Bilingual Kindergarten* during the covid-19 pandemic and the problem faced by the teacher in implementing the parental involvement programs during learning from home because of the covid-19 pandemic at *Aura Sukma Insani Bilingual Kindergarten*. The parents' involvement programs were analyzed using six types of parental involvement framework proposed by Epstein et al. (2002). The present study used embedded mixed method research design to analyze the school programs involving parents and the problem faced by the teacher in implementing the parental involvement programs. The data were collected using interview, questionnaire, observation, and document analysis. The result of the study showed that (1) there are seven parental involvement programs in *Aura Sukma Insani Bilingual Kindergarten*, namely; *parents conference, parents' interview, final report, online learning, home schooling, virtual field trip, and eco-enzyme* (2) there are three problems faced by teacher in implementing the parental involvement programs during the covid-19 pandemic, namely; the connection problems during the online learning, teachers, confusion in dial parents WhatsApp numbers to conduct online learning, and students' mood during online learning.

<sup>1</sup> Corresponding author.

E-mail : [komangjosuharyadi12@undiksha.ac.id](mailto:komangjosuharyadi12@undiksha.ac.id) (Komang Josuharyadi)

## 1. Introduction

In the year 2020, the world was shocked by the Covid-19 outbreak. According to World Health Organization or WHO (2020), Covid-19 was a very infectious virus that can make people suffer respiratory illness. The covid-19 pandemic caused the disruption in almost all sectors of human life, such as the economy, social, transportation, education, etc. In Indonesia, the government ruled out regulations called PP No.21 Tahun 2020 to prevent the spread of covid-19. Based on the PP No.21 Tahun 2020, Indonesia conducted Large-Scale Social Restrictions, which caused all of the Indonesian must do Work from home, Learn from Home, and Worship from Home. In the education sectors, during the covid-19, the Ministry of Education and Culture of Republic of Indonesia ruled out a circular issued on March 24<sup>th</sup>, 2020. This circular also called Surat Edaran Nomor 4 Tahun 2020. Based on the Surat Edaran Nomor 4 Tahun 2020, during the covid-19 pandemic, learning activity at all levels of education in Indonesia was done online at home. In Addition, administration related to the educational activity also done online. This policy issued by the Ministry of Education and Culture was carried out to prevent the spread of the covid-19 virus in the education sectors.

In relation to the PP No. 21 Tahun 2020 and Surat Edaran Nomor 4 Tahun 2020, during the covid-19 pandemic, the students and the parents must stay at home continuously. Those regulations ruled out by the governments made the learning process moved into online learning. The education process, which usually done at school, moved to online learning done at home. Then, schools could be made specific programs related to learning from home during the pandemic. The school programs during the learning at home must be involved parents in its implementation. Epstein et al. (2002) stated that partnership between school and parents can improve the school programs and school climate, family services and support, increase parents' skills and leadership, and help teachers with their works. Parental involvement plays an important role in the students' education success. According to Padmadewi et al. (2018), the development of children literacy needed a long term process and support from the parents. When parents were involved in the teaching and learning process, students showed more effort and more interested in learning and gain higher competence (Gonzalez-Dehass et al., 2005). Padmadewi et al. (2018) also stated that the literacy programs developed by schools should be informed to the parents so they could understand how to support the children. Parents can support the children at home to help children understand the learning process. In addition, parents involvement in children teaching and learning process during the covid-19 pandemic was highly needed to be a role model for children at home (Anita Rahman, 2020).

In relation to the school programs including parents' in its implementation, Epstein et al. (2002), had proposed parental involvement framework which involved parents in the implementation of school programs. According to Epstein et al. (2002), there are six types of parental involvement that can be implemented by the schools, namely parenting, communication, volunteering, learning at home, decision making, and collaboration with the community. Epstein et al. (2002), states that those six frameworks could lead the school to develop balanced and comprehensive programs with the opportunities to involved parents at school and home in its implementation. The result of the framework for school, parents, and students depended on the specific types of the framework implemented as well as the quality of the implementation.

This study was conducted by considering several studies that showed how parental involvement implemented at school. Several researchers have conducted some studies on parental involvement, Padmadewi et al. (2018), had conducted a study that aimed to analyze the parents' involvement to support the school's literacy program in SD Dwibahasa North Bali Bilingual school in north Bali. Sari & Maningtyas (2020), conducted a study to determine how parents were involved in online learning during covid-19 pandemic. Lilawati (2020), conducted a study to describe the role of parents in supporting the learning activities at home during the pandemic situation.

The result of the study done by several researchers showed that schools were indirectly involved parents in their program to support children's literacy development. In the regular face to face teaching-learning process, schools indirectly involved parents in the process of learning. In addition, parental involvement during the covid-19 was important to helped students gain motivation and interest in online learning. Parents' involvement in teaching and learning during the covid-19 pandemic also helped the school conduct learning at home.

Since the parental involvement was needed in the teaching learning process in covid-19 pandemic to support the students, this study aimed to analyze the parental involvement programs implemented in school during the covid-19 pandemic and the problem faced by teacher in implementing the parental involvement programs during covid-19 pandemic.

## 2. Method

This study used a mixed method research design to analyze the data. The type of mixed method used in this research was embedded mixed method with qualitative dominance. The data were collected through observation, interview, and questionnaire. The study was conducted at Aura Sukma Insani Bilingual Kindergarten, Singaraja, Bali, Indonesia, which implemented parental involvement programs during the covid-19 pandemic. The subjects of the study were the headmaster and teachers of Aura Sukma Insani Bilingual Kindergarten.. Headmaster and teachers were chosen because they had been implemented the programs during the covid-19 pandemic.

## 3. Findings

The result of observation, interview, and questionnaire with the headmaster and teachers of Aura Sukma Insani Bilingual Kindergarten showed several programs and activity that needed parents' involvement in its implementation. Therefore, the programs were classified based on the parental involvement framework proposed by Epstein et al., (2002).

The programs and activities in Aura Sukma Insani Bilingual Kindergarten were shown in the form of the table below

**Table 1.** Parents' Involvement Program and Activity in Aura Sukma Insani Bilingual Kindergarten during Covid-19 Pandemic.

Types of Parental Involvement (Epstein et al., 2002)	Parents' Involvement Programs and Activities in Aura Sukma Insani Bilingual Kindergarted during Covid-19 Pandemic.
Parenting	There was an activity that provided a book of health protocols for parents to be followed by parents and students concerning how to help kids be safe during the pandemic.
Communicating	There were three programs concerned with communicating: parents conference, parents' interview, and final report.
Volunteering	There was one programs concern on volunteering namely virtual field trip
Learning at Home	There were two programs concern on learning at home namely; Online Learning and Home Schooling
Decision Making	There was activity when the schools asked parents' decisions about the needs of giving orientations for kids to help them understand the materials and the need for their wellness. In order to do this, the school need parents' decision.
Collaborating with Community	One program was referring to collaborating with community namely eco-enzyme.

### 1) Parenting

The first type of parental involvement framework proposed by Epstein et al., (2002) is parenting. According to Epstein et al., (2002), parenting is the school program that helps or give suggestion for parents or their family to create a good environment which can support the development of the children as the students. In Aura Sukma Insani Bilingual Kindergarten, there was no program referring to the parenting framework proposed by Epstein et al., (2002). Despite no specific programs referring to parenting framework, however, based on the questionnaire, Aura Sukma Insani Bilingual Kindergarten conducted several activities that refer to the Parenting framework. The result of the questionnaire stated that parents were usually suggested how to create a good environment at home to support the students. Parents were also provided a guidance book to be followed related on how to helps students safe during the pandemic.

## **2) Communicating**

The second parental involvement framework proposed by Epstein et al., (2002). Communicating is the effort made by the school to build two ways communication between school and parents about the school program and their children development (Epstein et al., 2002). In Aura Sukma Insani Bilingual Kindergarten, communication between school and parents was well maintained. It was proven by several school programs, which shows the effort in maintaining the communication. Those programs were; Parents Conference, Parents Interview and final report.

Parents conference in Aura Sukma Insani Bilingual Kindergarten was held once every six months. The parents conference in Aura Sukma Insani Bilingual Kindergarten was done by inviting all parents of the students to come to the school. Parents were invited to come to the school to talk about the development of the students, whether it was a positive development or students who needed more guidance in learning. Besides, the school also opened discussion for parents to discuss a problem that could not be solved at home. The other program which had the same line with parent conference is Parents Interview. Parents interview in Aura Sukma Insani Bilingual Kindergarten could only be done if there was a request from the parents to do it. The schedule of the Parents Interview could be arranged based on the deal between school and parents.

For the final report, at the end of each semester in In Aura Sukma Insani Bilingual Kindergarten, there would be an evaluation of the students in the form of final report. The final report contained the result of the students' evaluation in one semester. The final report was done by inviting parents to come to the school to take the report of the students. Thus, parents were got the information of their children's evaluation in one semester directly from the school.

## **3) Volunteering**

The third type of parental involvement framework proposed by Epstein et al., (2002) is volunteering. Volunteering is the programs held by school in order to gain parents' help and support during the teaching and learning process (Epstein et al., 2002). There was a program in Aura Sukma Insani Bilingual Kindergarten that referring to Volunteering framework proposed by Epstein et al., (2002), namely virtual field trip. The field trip was a program in Aura Sukma Insani Bilingual Kindergarten that invited the students to a place related to the learning topic they learned. Before the covid-19 pandemic, field trip was conducted by inviting the students directly to the place related to the topics. But, since the covid-19 pandemic, the field trip program was changed into virtual field trip programs. Parents were asked to brought the students to a certain place based on the environment around the students' home based on the topic. At the end of the virtual field trip, parents were asked to send picture and report to the teacher.

## **4) Learning at Home**

The fourth type of parental involvement framework proposed by Epstein et al., (2002) is learning at home. Learning at home framework is the effort done by the school to provide information for parents regarding on how to help students' education at home. In Aura Sukma Insani Bilingual Kindergarten, two programs referred to learning at home framework proposed by Epstein et al., (2002) namely; online learning and home schooling.

Because of covid-19 pandemic outbreak, the learning process in Aura Sukma Insani Bilingual Kindergarten was moved into online learning which meant, there was no actual meeting at the school. In online learning, schools divided each grade into several mini groups which consisted of five to six students. Each group was taught by one teacher based on the schedule set by the school. Parents accompanied the students during the process of online learning. In order to conduct online learning, Aura Sukma Insani Bilingual Kindergarten uses WhatsApp video conference as the media of online learning. Besides WhatsApp, the school also used other platforms, namely Zoom and Schoology. The Schoology platform only used for addition if there any specific program was done by the school. At the end of online learning, parents who accompanied students were asked to take photos and send student learning outcomes. Thus, the teacher can give a score and feedback to the students.

Besides the online learning program, Aura Sukma Insani Bilingual Kindergarten also had a line program with online learning named Home Schooling. In home schooling, Aura Sukma Insani Bilingual Kindergarten provided learning materials which were sent every two weeks. These learning materials were sent in the form of "Folder and Worksheet" system, which was directly sent to the parents. Aura Sukma Insani Bilingual Kindergarten realized that not all students could do online learning frequently. Thus, the school made the programs that could be done offline while students were at home.

## **5) Decision Making**

In The fifth type of parental involvement framework proposed by Epstein et al., (2002) is decision making. Decision making is schools' effort to include parents in making decision related to the school policy (Epstein et al., 2002). In Aura Sukma Insani Bilingual Kindergarten had no specific programs related to decision making framework proposed by Epstein et al., (2002). Moreover, it was known that

before the school started the new academic year, the school conduct a meeting to decide the programs and the planning to do in the next academic year. Parents were not involved in this meeting, but they were given an information about the result of the meeting through WhatsApp. Parents were also given a guide book that contained the result of the meeting. Based on the questionnaire, during the pandemic, parents only involved in a platform to discuss the learning activity during the covid-19 pandemic. But parents' decision was needed when the schools asked parents' decisions about the needs of giving orientations for kids to help them understand the materials and the need for their wellness.

**6) Collaborating with Community.**

In The sixth type of parental involvement framework proposed by Epstein et al., (2002) is collaborating with the community. In collaborating with the community, the school cooperated with the community in order to support the students' education. Based on the information from headmaster during the interview, there was one programs related to the collaborating with the community framework proposed by Epstein et al., (2002), namely Eco-enzyme. Eco-enzyme was an unofficially program that came from parents that developed the eco-enzyme. Eco-enzyme's ideas were how to utilized waste food into useful things such as disinfectant, cleaners, and hand sanitizer. The parent who had the idea invited teachers to learn how to make the eco-enzyme and sort the waste food that can be used in eco-enzyme.

After interviewing the headmaster and teacher, there were some problems raised during the implementation of the programs. The table below was showed the result of the interview with the headmaster and teachers about the problems faced by teachers in implementing the programs involving parents during covid-19 pandemic

**Table 2. Problem Faced in implementing the parental involvement programs**

Teachers	Problem Faced in Implementing the parental involvement programs
Grade Toddler Teacher	1. Connection problems in online learning 2. confusion in dial parents WhatsApp number to conduct the online learning
Grade A Teacher	1. Connection problems in online learning
Grade B Teacher	1. Connection problems in online learning 2. Students' mood during online learning

Based on the interview with the headmaster and teachers, the problem faced by the teacher in implementing the programs during the pandemic was the connection problem. During the pandemic, the learning activity was done through online learning. The online learning was done through WhatsApp video conference. In order to conduct the online learning needed a good connection. Thus, the connection became the common problem faced by the teacher in implementing the school programs during covid-19 pandemic. Fortunately, Aura Sukma Insani Bilingual Kindergarten provided offline learning packages to solve the connection problem.

**4. Discussions**

**1) Parenting**

In Aura Sukma Insani Bilingual Kindergarten, none of those part of parenting was formed into one specific program. However, despite no programs related to the parenting framework, based on the questionnaire, Aura Sukma Insani Bilingual Kindergarten conducted several activities outside of the programs that referred to the parenting framework. The school suggests to the parents how to conduct a good environment to support the students during covid-19 pandemic. The parents were also given guidance book related on how to helped the students to be safe during the pandemic. It was showed that Aura Sukma Insani Bilingual Kindergarten tried to help the parents to make students comfortable while learning at home because of covid-19 pandemic. It was in line to the parenting framework proposed by Epstein et al. (2002). The school already helping parents in making a good environment at home during the online learning which can support the students.

**2) Communicating**

Aura Sukma Insani Bilingual Kindergarten had three programs concerned with the school's effort to conduct two-way communications to the parents. In line, with this statement, Aura Sukma Insani Bilingual Kindergarten had three programs that concerned the school's effort to conduct two-way communications

to the parents. The programs were Parents Conference, Parents Interview, and Final Report. Those programs showed the school's desire to involve the parents in students' education during the covid-19 pandemic in order to support the students' education at home.

The three programs mentioned previously, such as Parents Conference, Parents Interview, and Final Report, were conducted differently. The difference between those three programs was in how the school established communication to parents. Parents conference was conducted once every six months to discuss the development of the students. In addition, parents conference was also concerned about the parents' problem at home related to the students' education. The next one was Parents Interview. The school set no schedule to conduct this program. It was conducted if there was any case that needed a communication between the school and parents directly.

Additionally, parents were also given a chance to request a special meeting to discuss students' education problems. The last one was Final Report. This program was conducted at the end of every semester to evaluate the children's education in one semester to the parents. Aura Sukma Insani Bilingual Kindergarten conducted the communications framework in any possible way which allow the parents to give information about the students' progress at home during the pandemic. Any problem happened at home which related to students' education could be discussed during the Parents Conference. The schools also conducted online meeting for parents when they needed something to discussed during the covid-19 pandemic situation.

Those three programs that concerned communication showed that the school really involved parents in the students' education during the pandemic. It was because the students could not come to the school. The students also needed to learnt the material through online learning. It made the teachers could not see directly the development of the students during the learning activities. Therefore, the parents' involvement in communication terms helped the school monitor the students' development during covid-19 pandemic. The result of this study was in line with the communicating framework proposed by Epstein et al. (2002). The school tried to keep the two ways of communication between school and parents in the pandemic situation.

### **3) Volunteering**

One program in Aura Sukma Insani Bilingual Kindergarten was concerned with a volunteering framework, namely Virtual Field Trip. Before the pandemic, the virtual field trip program was done by inviting the students to a place related to the learning objectives. Since the covid-19 pandemic, the program was done by asked help from parents to take students to a certain place near their home. After the activity, the parents asked to send pictures and the description of the activity to the teacher.

The role of parents in virtual field trip program was being a source of information about that place. This program was showed that parents were involved in the school programs during pandemic as a volunteer. Parents were voluntarily helping the students as resource person in virtual field trip programs. Moreover, Aura Sukma Insani Bilingual Kindergarten was tried to keep the programs run well even in the pandemic situation. Thus, this program was given parents a chance to be a volunteer in the school activity. The program was also given students a chance to learn directly with the nature during the covid-19 pandemic. The virtual field trip program was related with the volunteering framework proposed by Epstein et al. (2002). School were involving parents in the teaching learning process in virtual field trip program as a volunteer.

### **4) Learning at Home**

Aura Sukma Insani Bilingual Kindergarten conducted two programs that referred to the learning at home framework: Online Learning and Home Schooling. Both of the programs involved parents during its implementation. Parents were responsible for accompanying the students during the process of learning at home. If something went wrong during the learning process, parents could help the students solve it. For example, the students lost their connection during the online learning. Moreover, parents were asked to send a photo of the students while they were learning and also asked to send a photo of the result of students learning outcomes to the teacher. It showed that the school wanted the parents to help them become a liaison between children and school when problems occurred during online learning because of the covid-19 pandemic. In addition, parents also had a responsibility to give an understanding to the students when the problem happened in online learning.

These two programs that belong to the learning at home framework showed that the school had tried to conduct an effective learning process during the covid-19 pandemic situation. The school wanted to give everything that was needed by the students in their education process even in the covid-19 pandemic situation which became the reasons why Aura Sukma Insani Bilingual Kindergarten had limited activity. It was related with the learning at home framework proposed by Epstein et al. (2002).

### **5) Decision Making**

In Aura Sukma Insani Bilingual Kindergarten, parents were not involved in the process of making school's decision related with the school programs and activity. Before the new academic year, the school stakeholder will hold a meeting to decide the programs for a year and all of the activity in one year will follow the result of that intern meeting. The school does not involve parents in the process of meeting. Parents are only given information of the result of the meeting through WhatsApp platform. Parents are also given a book which contains the result of the meeting and the school programs. The parents follow the plans made by the school at the meeting before the new academic year. So that, when the school holds meetings and makes programs, it has been adjusted related to the current situation.

For example, during the covid-19 pandemic, Aura Sukma Insani Bilingual Kindergarten releases a special guide book for the school activity in the covid-19 pandemic. Parents are rarely involved when the school making any decisions related with the school programs and activity. But, during the pandemic, parents' decisions were needed when the schools asked parents' decisions about the needs of giving orientations for kids to help them understand the materials and the need for their wellness. It showed that the school did not take a one-sided decision during the pandemic in the learning process during the pandemic. The parents' decision was important to made comfortable learning activity during covid-19 pandemic. It was in line with the decision making framework proposed by Epstein et al. (2002).

#### **6) Collaborating with Community**

During the covid-19 pandemic, Aura Sukma Insani Bilingual Kindergarten conducted one program named eco-enzyme. Based on the interview with the headmaster, the program was not officially programmed by the school. This program was conducted by the initiative of parents. The program came out from parents' ideas who developed the eco-enzyme. The eco-enzyme was done by utilized the food waste into useful things such as disinfectant, hand sanitizer, and cleaners. Parents who developed the eco-enzyme invited teacher to learnt how to made the eco enzyme and sorted the food waste. Although this program was not programmed by the school, the program has been done. The parents in this program were part of the eco-enzyme practitioner and can be called a community from outside the school. Thus, the programs involved communities in the eco-enzyme program as a source of eco-enzyme step. If these programs already conducted with the students, it would give the students a real experienced, which possibly important in the future. Even this was an unofficial program conducted by the school. It showed that the school already collaborate with the community outside the school. It was related to the collaborating with the community proposed by Epstein et al. (2002).

#### **Problem Faced by Teachers**

The first problem faced by the teachers was the connectivity problem. The teachers lost their connection while doing video conference for online learning. In online learning, the platform used was the WhatsApp video conference. The problem raised during the online learning were low signal detected, poor connection, or an inaudible voice over during the video conference. To make the WhatsApp video conference run smoothly without any problem, it needed a good signal or connectivity. However, not all of the students had good connectivity to run the WhatsApp video conference smoothly. This problem was related to the learning at home framework proposed by Epstein et al., (2002). The connectivity problem disrupted the online learning process. It made the teachers difficult to conduct online learning and contact the parents to send pictures of the students to support the students during online learning.

The second problem was the teachers' confusion in dial parents WhatsApp number to conduct the online learning. Parents had multiple WhatsApp numbers, which made the teachers confused to contact the parents. It made a problem because when the teachers dialed the wrong number, it took time to recall the correct number. Then, it reduced online learning time, which already scheduled. The third problem was the students' mood during online learning. The problem related to the communicating framework proposed by Epstein et al., (2002). The main ideas of communicating framework is to maintain the communication between school and parents related to the school programs and students' development. The problem raised could disrupt the communication between teachers and parents related to the online learning program.

During online learning, the connection problem could happen. This problem made the students and the teachers could not hear what each other talked about. Students could feel that their teachers were ignored them because the teacher did not respond to what they were talked about. It affected to the students' mood during the process of online learning. Therefore, the teachers should know whether the students did not listen to the teachers' explanation because of the connection problem or students' mood. The problem related with the learning at home framework proposed by Epstein et al., (2002). Learning at home is about how school helped the parents support the students at home. The students' mood problem could disrupt the online learning process and the students themselves. After the online learning, students told their parents that the teachers did not hear what them. It could made misunderstanding between

parents and teachers about what happened. When its situation happened, teachers could help parents by telling them what happened during online learning.

The problem raised during the online learning were distracted the learning activity. In order to solve the problems, Aura Sukma Insani Bilingual Kindergarten provided an offline learning package. In the offline learning package, the students were given a learning package and a task. Furthermore, the task was submitted based on the deadline given by the school. This offline learning package helped parents or family who had a problem with online learning. Thus, it showed that Aura Sukma Insani Bilingual Kindergarten had tried to give a good learning activity even within the limitations because of covid-19 pandemic outbreak. Therefore, the school conducted a win-win solution to solve the problem raised during the covid-19 pandemic, which was very helpful for both school and parents.

## 5. Conclusion

The result showed that there were six types of parental involvements were implemented at Aura Sukma Insani Bilingual Kindergarten. Parents' involvement in the learning process during the covid-19 pandemic is needed to support the students and help the students when problems occur in the online learning process. Moreover, the parents' involvement during the covid-19 pandemic helps the school to monitor students' development while doing online learning at home. During online learning, the school cannot monitor the students directly. Thus, parents' involvement is needed for helping the implementation of the school programs as well as supporting the students' developments in the learning process.

Despite the importance of parental involvement programs in the teaching and learning process during the covid-19 pandemic, the teachers faced several problems in implementing the programs. In addition, the school should pay attention to the programs. Since the pandemic happened to disturb the normal learning process, the school should watch and evaluate the programs involving parents wisely in order to make better programs in the future. The school also should keep maintaining communication with the parents. Parents will help the school to monitor the students learning process at home.

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