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The Involvement of Students' Parents in Organizing the Learning from Home at Elementary Schools in Tomohon City

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ABSTRACT

Fulfilling the rights of students to get educational services during the spread of the Corona Virus (COVID-19) is pursued through the implementation of Learning from Home policy. Parental involvement has a crucial influence on students' involvement. This study aims to analyze and explain the involvement of students' parents in implementation of learning from home in elementary schools in Tomohon City. This study applies a qualitative approach, case study methods, data collection techniques in the form of interviews, observation, and documentation as well as qualitative data analysis techniques adapted from interaction models. The results showed that the parents of students were very actively involved, especially from the mother's side, the forms of involvement were physical and non-physical, and there was personal communication between parents and teachers. In addition, a lack of readiness, cost, time, and teaching knowledge from students' parents identified as an inhibiting factor which is overcome by providing opportunities for involvement, interpersonal communication and coordination and provision of incentives. Conclusions and suggestions for future research related to the importance of examining the parental involvement process of students are also presented at the end of the chapter.

Keywords: Involvement of Parents, Learning from Home, Students

INTRODUCTION

The spread of Corona Virus (COVID-19) that has hit the world and its impact in the education sector demands the governments in each country make changes in learning policy, including Indonesian, through the Ministry of Education and Culture. Fulfilling the rights of students to get educational services during the emergency spread of Corona Virus (COVID-19) is pursued through the implementation of Learning from Home policy (Ministry of Education and Culture, 2020). Parent's involvement in the implementation of learning from home and its effect on student learning achievement is imperative.

The shift in the pattern of learning services carried out from school to home is existed fact in every school, including elementary school. Without ignoring the central role of school principals and teachers, the involvement of parents has a relatively equal effect on the implementation of learning from home for students.

Sahin (2019) stated that parent's involvement in education can be in various ways such as paying attention to lessons and assignments, playing educational games, attending parent-teacher meetings, being connected with teachers, observing school performances, attending school trips, and playing an active role in the school decision-making process. These various illustrations can generally be observed in schools. However, in the current context of learning from home implementation, there are different forms of parental involvement such as preparing a place for teaching and learning process at home.

Parental involvement in school has been shown to be a key factor for childrens' academic outcomes (Lara & Saracostti, 2019). In spite of the increasing number of studies on parental involvement and its effect on students' academic achievement, the knowledge of engagement mechanisms in non-Western contexts are still rare (Yulianti, 2019). The nature of parental involvement during the implementation of learning from home for students in the context of elementary school in Indonesia and especially in Tomohon City has its own characteristics compared to studying in school for students. Therefore, research on the involvement of parents of students in implementing learning from home is necessary.

There are at least four basic reasons that can be considered as a consideration of the urgency, attractiveness and importance of this study. Firstly, many studies show that parental involvement has a positive effect on student learning achievement and development outcomes (Hamlin & Flessa, 2018; Lara & Saracostti, 2019). In addition, the positive influence of parental involvement on the success students' academic has been approved by teachers, administrators or school principals, and policy makers throughout educational settings (Yulianti, Eddie & Droop, 2019). In fact, according to Ntekane (2018) the involvement of parents in learning will help the learning process becomes a fun for students and they also being motivated to achieve their success and make their parents proud of them.

Second, this study, in addition to contributing to narrowing the existing gaps, also to increasing the knowledge of students' parents' involvement in the context of developing school and home partnerships or teachers and students' parents. Thus, the knowledge of students' parents' involvement will have a contribution be richer to the development of management education science as a field of applied science.

Third, this study was carried out at Evangelical Christian Church elementary school in Minahasa, which is managed by a foundation in urban and mountainous areas in Tomohon City, North Sulawesi Province. Moreover, the school management has been given the authority to independently manage the learning program under the authority of the Tomohon City government as an autonomous region managing government affairs in the education sector in the regions.

Fourth, this research makes an important contribution to support the implementation of learning from home during the Covid-19 pandemic. In addition, it is valuable for policy makers at the central, provincial and city or district levels, and schools in formulating policies that are implemented through training for related parties, so that the involvement of students' parents in education and especially learning from home becomes a culture in the context of a partnership between school and home. In this regard, Bono, et. al. (2013) confirmed that students' parents play an important role in building and maintaining partnerships between school and home. Their contribution is essential to the desired

outcome of the partnership. The involvement of students' parents is necessary in decision making at the school, in working with the community to get additional support and resources, and in building new learning opportunities for students.

Basically, the four reasons are considered as the importance of this research, the researcher formulates that this study aims to analyze and explain the involvement of parents of students in the implementation of learning from home and its determinants.

Theory and Model of Parent Involvement of Students

The involvement of parents of students in the implementation of learning from home and its determining factors in this study is based on three theories, (1) Piaget's theory of cognitive development, (2) Vygotsky's sociocultural theory, and (3) Bronfenbrenner's theory of ecological systems (Tekin, 2011). Meanwhile, the involvement of students' parents can be explained based on the typology model of parent involvement from J.L. Epstein and the parental involvement model of K. V. Hoover-Dempsey and H. M. Sandler (Tekin, 2011). These three theories and two models are briefly described below.

Theoretical Basis

The theory of cognitive development proposed by Jean Piaget emphasized the constructive role of experiences with peers and family members. The basic assumption of the theory is that children are active learners with a constant urge to match their internal constructs (their own view of the real world) and external constructs (the external reality faced in their environment) (Piaget, 1981). Other people and the social environment are important elements which affect children's environment. In the environment of social interaction and context cannot be separated from cognitive development. Children assimilate to new learning and accommodate their wrong view of the world more quickly if they are more actively involved with the people and things around them. Thus, it can be argued that Piaget's theory supports the idea that the involvement of students' parents is an important factor in children's development and achievement.

Lev Vygotsky's sociocultural theory emphasized the relationship between humans and their environment, both physical and social. According to Vygotsky (1978), the influence of social and cultural factors on development and learning is abundant. The interaction of children with family members in the community is very important for learning and development because the first teacher is the family and the first learning takes place in the community. For this reason, children acquire knowledge about the world through this interaction. Vygotsky focused on the internalization of knowledge by addressing the zone of proximal development. The zone of proximal development is defined as the distance between the level of actual development as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978, p. 86). Therefore, by emphasizing the interconnectedness and interdependence of learning and development, Vygotsky's theory supports the idea that parents give a great contribution to children's development and academic achievement.

Urie Bronfenbrenner's ecological systems theory explained that child development is not only influenced by factors from children themselves, but also by the family and the environment around them (Bronfenbrenner, 1979). Ecological systems theory describes an ecology as the settings and institutions influencing humans as they grow. The ecological environment is described as a nested arrangement of concentric structures,

with each of these structures within the next. Bronfenbrenner (1979) structured this ecological system as micro, meso-, exo-, and macro systems. A micro system is a pattern of activity, roles, and interpersonal relationships experienced by people who are developing in certain settings with certain physical and material characteristics. Families, schools, teachers, peers, child health services, and the environment are some of the main settings and institutions. Children experience reciprocal face-to-face relationships with their surroundings. Institutions in this micro system also interact and influence one another.

An ecosystem consists of one or more arrangements that do not involve children as active participants. Large family members, parents' workplaces, local school boards, and the media are considered some of the settings and institutions in the ecosystem, these elements indirectly affect children. Mesosystems connect microsystems and ecosystems. This system includes a linkage between two or more arrangements in which children are active participants. For example, the relationship between schools, homes and the environment that forms the mesosystem. Another layer is called the macro system, which refers to consistency in the form and content of lower order systems that exist at the level of the subculture or culture as a whole (Bronfenbrenner, 1979, p. 26). This system includes cultural attitudes and ideologies such as law, morals, values, customs, and world views. Even though this cultural element is not immediately part of the immediate world of children, it can be very prominent in their development. In addition, Bronfenbrenner includes another system known as a chronosystem. This system refers to changes or consistency over time in a person's life.

Therefore, based on Bronfenbrenner's theory, one could easily argue that children's school experiences do not consist solely of interactions between them and the school or the teacher. It also includes a broader system involving parents, families and communities. As a result, understanding the influence of a child's environment provides theoretical support for the idea of parental involvement in children's education (Tekin, 2011).

Model

Epstein's typology model of parental involvement is divided into six types. First, parenting is helping all families build a supportive home environment for children as learners. Suggestions for home conditions that serve to enhance learning, parental education activities, and family support programs are some examples of this type of practice. Outcomes for learners include better and better attendance, awareness of the importance of school, and developing respect for parents.

Second, communicating is building effective two-way communication about school programs and children's progress. Parent-teacher conferences, clear information on school policies and programs, and telephone calls are some examples of this type of communication. Some of the benefits for children are awareness of their own progress, understanding school policies, and improving communication skills.

Third, volunteering is recruiting and arranging parental assistance and support at schools, homes, or other locations. Assisting school maintenance through volunteering for school safety and operations, assisting educators and helping other parents are examples of this type of involvement. Children can improve their communication skills with adults and improve their learning skills from tutoring through this volunteer activity.

Fourth, learning at home provides information and ideas to families on how to help their children at home with their learning. For example, information on homework policies and how to supervise children, family reading activities at school are included in this type of involvement. The results for the children included higher homework completion rates, increased views of parents as more similar to teachers, and increased self-concept as learners.

Fifth, decision making is asking parents to serve as representatives and leaders of the school committee. Parent organizations and the network that connects all parents are examples of this type. Awareness of family representation and understanding that learners' rights are protected are some of the outcomes for children.

While sixth, collaborating with the community is defined as identifying and integrating resources and services from the community to improve school programs. Information on community activities and services related to learning skills, alumni participation in schools, and integration of services through partnerships with organizations such as civic, cultural and public health institutions are considered practical examples of this type of engagement. Improved skills and talents, and the special benefits associated with community programs are some of the outcomes for children.

The parental involvement model from Hoover-Dempsey and Sandler (2005) used a psychological perspective which seeks to explain how the process of parental involvement of students in children's education. Level 1, parental involvement decision, suggested that parents must be involved in the education of their children for four main reasons: (1) parental role construction for engagement (do parents believe they should be involved?), (2) parental efficacy in assisting children's learning (Do parents believe that their involvement will make a difference?), (3) Parents' perceptions of the invitation to be involved from school (Do parents believe the school wants their involvement?), and (4) parents' perceptions about the child's invitation to engage (Do parents believe the child wants or needs their involvement?).

Level 2, parents' choice of involvement forms, includes three factors that shape parental involvement choices such as home-based or school-based activities. The three constructs are: (1) parents' perceptions of their own skills, interests, and abilities (eg, do they believe they have the knowledge to help children with reading tasks?); (2) parents' perceptions of other time and energy demands (eg, does their work schedule allow time for reading together?); and (3) parents' perceptions of special invitations to involvement from children, teachers, and schools (eg, whether teachers invite them to volunteer at schools).

Level 3, parental involvement influences students' outcomes through mechanism: (1) An appropriate skills' model related to school, for example showing children how to complete the specific math tasks. (2) Reinforcement of learning, for example giving children a praise everytime they complete the tasks, and (3) an instruction, for example, offering some helps with their homeworks.

Level 4, tempering or mediating variables, focusing on forging or mediating constructs influenced by level 3 variables to the extent that parents use developmentally appropriate strategies, for example supervising children's homework and the suitability of parental activity choices and school expectations for engagement, for example, parents and teachers make the same assumptions about students' appropriate study habits.

Meanwhile, level 5, student outcomes, is to discuss the results of parental involvement for children, for example, achievement, skills and knowledge, and personal sense of efficacy to succeed in school.

When examining the two models that have been put forward, Epstein's model further emphasizes the types of parental involvement of students, while the model from Hoover-Dempsey and Sandler used a psychological perspective regarding the process of parental involvement of students such as motivation for parental involvement in education for students.

RESEARCH METHOD

This research used a qualitative approach and a case study method. The location of this research is at the Evangelical Christian Church in Minahasa of Elementary School in Tomohon City, North Sulawesi, Indonesia. Data collection techniques used are interviews, observation, and documentation study (Sugiyono, 2013). The qualitative data analysis technique used to adapt the interactive model from Miles, Huberman & Saldana (2014). Meanwhile, testing the validity of the data used techniques of credibility, transferability, dependability, and confirmability (Sugiyono, 2013).

RESULTS AND DISCUSSION

Results

1. The results of the study regarding the involvement of the parents of students in the implementation of learning from home are shown in four themes, namely: the intensity aspect of the involvement of the parents of students is categorized as very active, the gender aspect of the involvement of the parents of students is more active than the mothers of the students, the aspect of The form of parental involvement of students can be physical and non-physical, and the communication aspects of the involvement of the parents of students can be shown through interpersonal communication between the parents of students and the teacher. Supporting data describing these themes is presented below.

"The involvement of parents in organizing learning from home is very active. I share the forms of parental involvement in physical and non-physical aspects. Forms of physical involvement include providing Android phones and laptops, children's clothes, shoes, stationery, house rooms as places for learning, containers for clean water, soap for washing hands, hand sanitizers, study chairs and teacher chairs, and consumption (cakes, mineral water, rice, side dishes). Non-physical forms of involvement include motivating children to actively study, accompanying and teaching children to study at home, giving praise to children when they successfully complete assignments, providing their own data pulses and accessing free data credit quota from the government (Kemdikbud), and paying attention to child learning. The things that I mentioned, apart from what I personally observed when I directly monitored teaching and learning activities at home, also from reports of class teachers teaching in parents' homes. Other monitoring results that I received were that there were parents who accompanied their children during the teaching and learning process at home and there were parents who accompanied the children to learn after returning from work. In general, the parents who are actively involved in the children's learning are the mothers, while the fathers are very rare because they are busy working to support the family. Likewise, even though the child's parents work as

employees, only the mother has an active role in learning. The home learning arrangement that we have developed is called visiting teacher activities. This means that before the Covid-19 pandemic, teachers taught at schools, but now teachers visit parents' homes to teach. It is also important that interpersonal communication between parents and teachers is well established because there are no complaints from teachers about their communication with parents during the implementation of learning in the homes of students' parents" (KS-W-KOT-1).

"With the threat of the Covid-19 pandemic, in my opinion it is very good to do learning in children's families' homes, so that we can communicate directly with the teacher. At least there are efforts to minimize our children contracting the virus. In addition to continuing to motivate children to stay enthusiastic about learning, they also provide food for children who are learning and teachers who teach. Always also help children complete assignments given by the teacher. Helping my child prepare to study at a friend's house because learning goes to the parents' house of my child's friend's child every day. We provide everything related to health protocols at home, such as clean water, soap, and arranging seats for children and teachers with a distance of about 1 meter. We also facilitate children's learning by providing cellphones complete with data pulses for online learning. As usual, we also buy learning stationery, uniforms, shoes for children. There are also school uniforms provided by the school as assistance from the government. As a mother of a child, I have to pay more attention because my child's father works, so it is very rare to accompany our child to study at home. Our child's father only encourages us when eating together at home. So, as a mother who plays a role more actively involved in helping children's learning while learning from home" (OT.1-W-KOT-1).

"Since my child, from grade 1 to grade 6, I have been involved and actively helping children study at home. In the past, they mostly helped with housework, now the form of involvement is wider, there are physical and non-physical ones. In the past, it only involved preparing textbooks, writing books, school uniforms, children's school stationery, shoes, and so on. Now with Covid-19, I have to be actively involved in helping children learn from home. I had to buy data credit because I had an assignment sent by HP. There is no laptop at home. It is also interesting that now the children are taught by the teacher at home to take turns from one house to another parent's house. There are also now children taking assignments at school and then doing them at home then the tasks that have been done are sent via Android type cellphones. Very interesting and different from usual. In the past, I never provided food for children who were studying in groups at home. But now learning activities are being carried out by teachers in parents' homes, I provide consumption for children who are studying and for teachers who teach. We respectfully welcome and exchange ideas with visiting class teachers to teach the children at the children's parents' home" (OT.6-W-KOT-1).

"As far as I know as a grade 2 teacher, parents at our school are very actively involved in helping the school, especially for children's learning needs. Whenever there is a policy of implementing learning in parents' homes, they are also very actively involved in children's learning. We teachers carry out an activity called visiting teachers. This means that the teacher teaches by visiting each child's house according to a predetermined schedule from the parent meeting with the school led by the principal and attended by the school committee. This policy was carried out because it intends to prevent the transmission of covid-19 to children and teachers. Parents' involvement during learning from home is also general in nature, such as involving themselves in helping children's home work, providing

children's learning facilities such as notebooks, school uniforms, textbooks, writing tools for children such as ballpoints, rulers, and so on. However, nowadays it is rather interesting because of the involvement of parents in preparing a place to learn, there are study tables for children and tables and chairs for teachers. Some provide genuine boards and others don't. It is also very interesting for parents to buy an Android cellphone and buy data pulses for learning from children. Because there are tasks that children have to do and are assisted by parents in their learning and help send children's work via the internet or cellphones via the WhatsApp (WA) application. We teachers adjust to the situation at our parents' house. In essence, teaching tasks can be carried out and children are served formally in children's learning. Parents' involvement can also be seen from them preparing containers for clean water, hand soap, and seating arrangements by paying attention to the distance. We were also given the construction of the teachers while carrying out the lessons at the parents' house. It is also interesting that parents, especially mothers of children, continue to be at home during the learning activities. For me the situation is very interesting and deserves appreciation for the involvement of the parents of the children's mothers. We also communicate with parents interpersonal discussing the delivery of student assignments and other things about student learning progress. So, this sophisticated communication medium is used not only for sending student assignments, but also as a virtual communication tool with parents" (GK.2-W-KOT-1).

"The involvement of the parents of grade 5 students during the lesson is carried out in the houses of the parents of the students, all of whom are very active. Since there is a government policy to temporarily close learning activities in schools, the principal has adopted a visiting teacher policy. Each teacher is required to prepare a lesson plan for use in the lessons that are carried out in the homes of the students' parents. Parents are very supportive of the visiting teacher policy. This is greedy from the form of parental involvement in helping teachers / schools prepare a place to learn in their homes. Parents enforce strict health protocols by providing clean running water, hand soap. The children and we as teachers were given food consumption in the form of rice, cakes and mineral water. At home, parents prepare an inner room for teaching and learning activities by arranging seating for students and seating and tables for teachers. The seats between students are also arranged at a distance of about 1-1.5 meters. Parents are also actively involved in helping students learn to complete assignments from the teacher and each assignment is sent via the internet such as using a cellphone and buying data pulses to send assignments via WA media. Meanwhile, other matters of parental involvement, such as when learning activities are carried out at school, parents prepare their children's needs such as notebooks, complete school uniforms (clothes, belts, and shoes), stationery equipment. I can end the interview by concluding that the actual form of my involvement as a parent is that there is something physical and not physical in my involvement in organizing learning from home" (GK.5-W-KOT-1).

The observation data (code: O-1) that the researcher obtained was related to the involvement of the parents of students in the implementation of learning from home including facilities in the form of a study room in the house, the application of health protocols independently by parents in the form of providing containers (buckets) for clean water, hand washing soap and handsanitizer as well as adjusting the distance between the students 'seats and the teachers' seats. In addition, it was also observed by teacher researchers visiting parents' homes to carry out teaching assignments and parents welcoming teachers very friendly and talking to each other or communicating directly between individuals. Another involvement that the researchers observed was as usual

when studying at school where students wore complete uniforms, writing tools, notebooks, textbooks, and cellphone equipment and there were also laptops held by some students which were provided by their parents themselves. HP equipment and laptops that were held by students themselves, researchers observed students who were in grade 5 and grade 6.

The document data (code: D-1) that the researcher studied, in addition to the lesson plan (RPP) from the class teacher, is also very important is the class teacher's report document on the implementation of visiting teacher policies, namely teaching in the homes of students' parents. One of the contents of the teacher's report to the principal that is interesting to study is the involvement of parents in providing the inner room of the house as a place for the teaching and learning process to take place. That is, the inner space of the parents' houses serves as a place of learning for students and teaching for teachers.

2. The results of the study regarding the determinants of the involvement of the parents of students in the implementation of BdR are shown in two themes, namely: factors that inhibit the involvement of students' parents and factors of efforts to overcome obstacles to the involvement of students' parents. Supporting data describing these themes is presented below.

"For me, the involvement of parents in organizing learning from home is not in an isolated situation. I mean there are certain factors that influence it, such as inhibiting factors and the factor of overcoming inhibiting factors. Inhibiting factors generally come from the aspects of the readiness of parents and teachers to carry out learning while schools are closed or children are not brought to school, limited time for parents who work to assist children to learn from home, lack of operational costs to be allocated for learning from houses for children such as data credit quota by most parents, lack of teaching knowledge from parents because they generally do not have a teacher education background, and lack of learning facilities for children from poor parents such as mobile android facilities and laptops to support online learning. However, as the head of the school it was impossible to just stand by. That's why I tried to find solutions to overcome these obstacles. The comprehensive solution that our school provides is a strategic factor overcoming obstacles in the form of a visiting teacher program, namely a partnership program between parents and teachers in the implementation of home learning for children from grade 1 to grade 6. Main activities in the strategy to overcome the identified obstacles This is done by providing the widest possible opportunity for parents, providing incentives for data pulse quotas sourced from BOS funds and free assistance from the central government through the Ministry of Education and Culture, and improving ways of communicating between parents and class teachers as well as the coordination of class teachers and school principals" (W-FKOT-2).

"I apologize, I am more interested in mentioning some of the constraining factors that I know hinder parental involvement during the implementation of the teacher's visiting program to serve students learning from home. The inhibiting factors include time, cost, learning facilities and infrastructure, the teaching ability of parents of students, and what is no less interesting is the readiness of our teachers and parents to face new challenges related to learning, namely serving students while learning from home. Matters that hinder it are the concern of all teachers and we report it to the principal. Fortunately, the principal was very responsive, so a meeting of the parents of students was held together with teachers and school committee administrators led by the principal. The outcome of the

meeting or decision that was agreed upon was the birth of a visiting teacher program as a strategic factor to overcome the identified obstacles. In this strategy, there are operational steps that must be implemented, namely interpersonal communication and coordination, giving parents the opportunity to be fully involved in helping students learn from home, and providing data pulse quota incentives for the implementation of online learning" (GK.3-W- FKOT-2).

"The determinants of parental involvement in organizing learning from home, in my opinion, are inhibiting factors and factors in overcoming these obstacles. Inhibiting factors that are generally faced and are a challenge are the allocation of operational costs, optimization of the use of time for parents and teachers, motivation and enthusiasm, self-readiness of parents and teachers as well as school principals, and access to online learning facilities. As I mentioned before, adding factor is a challenge. Therefore, it is necessary to find a way to overcome it so that it does not worsen the quality of parental involvement which is very important in the context of organizing learning from home for students. In accordance with the school work program to overcome the inhibiting factors identified by the school, efforts are made to provide the widest possible opportunity for parents to be involved in visiting teacher programs from schools, provide data pulse quota incentives for online learning, and intensify interpersonal communication between parents and classroom teachers and continue to coordinate class teachers and school principals to improve the quality of parental involvement in organizing learning from home for students" (GK.6-W-FKOT-2).

"In my opinion, the problems related to the implementation of the learning from home policy and the involvement of the parents of students are relatively new. Because so far what has been widely discussed in schools is the participation or involvement of students' parents in learning for students in classrooms at school. Currently, the classrooms for student learning and teaching teachers are in the homes of the students' parents. Therefore, to answer the questions posed, I am more interested in answering the determinants in terms of the factors that hinder and the factors of ways to overcome the obstacles in question. This is perhaps what would better inform maternal research. Well, the inhibiting factor that I think is real right now is that the teachers and parents are not ready before the start of the home learning program. Cost is a classic factor that has always been talked about as a hindrance. Experience many programs are made but there is no adequate cost available in schools. My experience is also a matter of time for parents who help their children study at home which not only helps complete homework but the time they provide to accompany children's learning in all subjects. Moreover, the parents of students working as office employees will certainly accompany their children's studies after returning from work. While teaching and learning activities at home have started at 08.00 until 12.00 WIB. This is a critical problem because the learning time for children is very important for mastering the content of the lesson which definitely requires parental assistance because the teacher has returned to leaving the study room at home. In addition, the parents in grade 5 all have no background in teacher training, so their teaching ability is very weak to be used to teach their children while learning from home. Despite this the situation, we teachers and principals must seek to overcome these obstacles because it is also the shared responsibility of the principal, teachers, and of course parents of students. Efforts to overcome the obstacles referred to by the school are through the development of a visiting teacher program in which classroom teachers take turns visiting parents' houses with classrooms in the house as a place for organizing home learning for children. In accordance with the school's decision, efforts are made to

provide data credit incentives for implementing peer-to-peer learning, improving interpersonal coordination and communication as well as providing as broadly as possible for parents to involve themselves in organizing learning from home with its various advantages and limitations. It is hoped that with this opportunity, parents will be more confident in helping their children learn from home and of course it will have positive consequences for the implementation of the school and home partnership program" (GK.5-W-FKOT-2).

"Although all this time I have always helped my children complete homework, this time it is very different because it has added to the burden by being required to accompany our children to study at home. Even though I don't have the ability to teach like teachers at school. This covid-19 situation forces us parents to help teachers so that all avoid contracting the virus. I personally support organizing learning from home because it is part of an effort to prevent the spread of the virus. Want to be ready or not ready must be done. I think the state of being unprepared is one of the inhibiting factors. My husband and I work in an office. This is why the time devoted to helping is not fully during the normal time at school from morning to afternoon. At most, we only have time at night to accompany the children to study at home. In addition to the readiness and time factors, it is also the cost factor to support the implementation of online learning or online. If in the past there was no cost to buy data pulses to support children's learning, now it must be allocated because certain tasks from children must be sent via the internet or by using a cellphone with the WA application. Fortunately, schools and the government have facilities to provide subsidized data pulses quotas, but it is not enough. It's part of our parents' educational contribution. Another good thing is that we parents communicate more personally with the class teacher. Then for us, if so far we have left more to the teacher with the responsibility for learning children, then now we have the opportunity to be more involved in helping our children learn" (OT.6-W-KOT-2).

"The determining factors for our parents' involvement in organizing learning from home" include what I can say about readiness due to the sudden covid-19 pandemic. The time spent helping children study at home is not like normal learning at school. It is an obstacle as well as a challenge for us parents by having to allocate time so that children get more learning services. Another obstacle is the cost for online children's tasks via the internet. Other friends have Android phones and laptops respectively. So that our children do not feel disappointed, we parents buy Android phones plus top up so that children can study harder. Moreover, there is data credit assistance from schools and the central government. the benefit is now that we parents communicate more personally with each other the teacher for asking whether the child's assignment has been sent or not. Sebalimnya, teachers also often communicate with us, parents encourage them to help our children study at home. So, even though there are obstacles, because the cooperation between teachers and parents is good, everything can be resolved even though the situation is not perfect as all parties expect" (OT.5-W-KOT-2).

"The documents that the researchers studied were school work programs during the Covid-19 pandemic. Based on the results of the study, the researchers obtained data in the form of the contents of the visiting teacher program and activities to improve interpersonal communication, incentives for data pulse quota, and giving parents the opportunity to be actively involved (D-FKOP-2).

"The results of the observations that the researchers obtained were that the parents of students were actively involved by helping teachers to prepare classes at home for the implementation of learning at home for students and there were parents of students who helped children learn after returning from work and there was interpersonal communication between them. parents of students in grade 6 and teachers in grade 6" (O-FKOP-2).

Discussion

Involvement of Parents of Students

The research findings regarding the involvement of the parents of students in the implementation of learning from home are shown in terms of: (1) parents of students are very actively involved, especially from the mother's side; (2) physical forms of parental involvement include providing Android phones, laptops, clothes, learning stationery shoes, house rooms as places for learning, study chairs, teacher chairs, clean water containers, hand soap, handsanitizer, cookies. , rice, and side dishes; (3) non-physical forms of parental involvement include: motivating children to actively study, assisting and teaching children to study at home, giving praise to children when they successfully complete assignments (Ministry of education and culture), providing their own data pulses and accessing free data pulse quota from the government , and attention to learning; and (4) there is interpersonal communication between parents and classroom teachers.

The findings of the study indicate a very active parental involvement, especially from the mother's side. In terms of gender, whether the involvement of parents from the mother or fathers is very active is not an issue that needs to be further debated as long as there are parents who are involved in the context of organizing learning from home. This is important to understand because according to the results of the study (Sahin, 2019) that the type of parental involvement according to gender variables there is no significant difference between the involvement of mothers and fathers.

This very active involvement of mothers is related to work-related factors. In this connection, Falceto et al in Sahin, 2019 notes that when mothers do not have paid work, the likelihood of fathers engaging with their children is lower, compared to when mothers are economically active. Apart from occupational factors, the relationship factors between father and mother are important. This is relevant to the conclusions synthesized by Sahin (2019) from several studies that poor quality of marital relationships is associated with low father involvement. On the other hand, a constructive alliance between father and mother has a positive effect on the quality of the father-son relationship, and the ability of partners to engage in joint parenting (through cooperation and mutual support) is also positively related to father involvement.

Although in this study the mother was more actively involved than the father, namaun does not mean that the father's involvement in the context of organizing learning from home is not important. This is important to realize because it is based on the research results of Warpechowski & Mosmann (2012) that fathers who have a positive view of the role of parenting want a greater involvement in the lives of children. In addition, the greater the ability of the father to support his family (reflected in family income and car ownership), the higher the level of involvement of the father (Shapiro et al., 2011). Although in this study the involvement of the mother is more active, it does not mean that the involvement of the father is not important. Therefore, the active involvement of mothers and fathers in

organizing learning from home needs to be equalized from a gender perspective.

Research findings that show physical and non-physical forms of parental involvement in organizing learning from home are closely related to home-based engagement theory (Albright, Weissberg, & Dusenbury, 2011; Mautone, et al, 2015). Home-based engagement refers to the fact that the family provides a suitable learning environment for their children at home and helps them with homework. In addition, the results of Yulianti, Denessen & Droop's (2019) study on home-based involvement were shown in terms of helping with school work, children's after-school activities, provision of complementary materials, motivational support. Various materials such as Android cellphones, laptops, clothes, learning stationery shoes, house rooms as places for learning, study chairs, teacher chairs, containers for clean water, soap for washing hands, handsanitizer, cakes, rice, and side dishes are closely related to the results of research on the aspect of supplying equipment materials. Meanwhile, motivating children to actively study, assisting and teaching children to study at home, giving praise to children when they successfully complete assignments, providing their own data pulses and accessing free data pulse quotas from the government, and attention to learning are closely related to the results of research helping work school and motivational support.

Research findings that show that there is personal communication between parents and classroom teachers can be explained by one type of person involvement from Epstein's (2001) typology theory, namely communication. Parental involvement with this type of communication is to build effective two-way communication about school programs and children's progress. Parent-teacher conferences, clear information on school policies and programs, and telephone calls are some examples of this type of communication. Some of the benefits for children are awareness of their own progress, understanding school policies, and improving communication skills.

Determinants of Students' Parent Involvement

The research findings regarding the determinants of the involvement of students' parents in the implementation of learning from home are shown in terms of inhibiting factors including: parental and teacher readiness, operational costs, limited time, and lack of teaching knowledge, and factors of efforts to overcome obstacles include: visiting teacher programs, opportunities involving people more broadly, communication between personal and coordination, and providing data pulse incentives.

Research findings regarding inhibiting factors of research results were synthesized by Williams & Sánchez (2011) from several researchers. The results of this study include a lack of money, time and energy limiting the economic involvement of parents in children's education, parents living in low-income neighborhoods do not have access to financial and educational resources, although many parents are required to balance working life with school children, this may be particularly difficult for low-income parents, who may have less flexible work schedules. In that context, parents experience time poverty, which refers to the lack of free time for poor working families to devote themselves to the interests of their children's education.

The findings of this study are supported by the results of research by Williams & Sánchez (2011) which show that the inhibiting factors for parental involvement include lack of time, lack of access, lack of financial resources, and lack of awareness. Lack of time refers to activities at home or away from school that take up parents' time. Work is a major task

that takes up parents' time and prevents them from being more involved in their child's education

Lack of access sometimes makes it difficult to maintain access to schools. Most often, the physical structure of the school building and the scheduling of school events as access barriers. In addition, it is also difficult for parents with disabilities to keep up with their child's education in school. Lack of financial resources refers to a lack of financial resources as a barrier to involvement and parents think that they are not invited to be involved in their child's education and that they are unwanted because they do not have money to pay. Lack of parental involvement is an attempt to avoid asking for money from schools rather than neglecting their child's education and parents who lack financial resources also experience difficulties with reliable transportation or money for public transport. In this context, when funds for transportation are a problem, parents choose to ensure that their children get to school.

Lack of awareness means that parents are not familiar with school policies or are not properly informed about certain situations or events. School personnel perceive a lack of parental knowledge and understanding of what schools can and cannot do, often hindering interactions between home and school systems. School personnel said they were trying to inform parents about school functions through several mechanisms, including recorded messages from the school, personal phone calls from staff, letters, messages and brochures sent home via students. However, parents are still not aware of events and problems that occur at school. Parents believe that inaccurate contact information contributes to a lack of awareness among parents and limited regular contact between home and school.

Then the research findings regarding factors of efforts to overcome obstacles include visiting teacher programs, opportunities to involve wider people, communication between personal and coordination, and providing data pulses incentives related to the theory of reducing barriers to parental involvement. Some of the views cited by Williams & Sánchez (2011) that school personnel should establish applicable and realistic ways to involve parents in education.

Recent findings suggest that several approaches can be effective in increasing parental involvement. Three ways to involve parents have been identified, namely giving parents a more meaningful role, continuing to provide parents with information, and providing opportunities for parents to support educational progress and development at school and at home. Strong communication between parents and school personnel is the basis of this partnership and to build a sense of community between home and school. In this connection, school personnel must continue to develop their skills to maximize effective communication with parents. In addition, programs with school and home-based components have been shown to provide a partnership between schools and parents and support one another.

The findings of this study are supported by the results of research by Williams & Sánchez (2011) which show that efforts to overcome barriers to parental involvement include opportunities for involvement, incentives, and effective communication. It was also explained that if these three tactics were applied, parents in educating students in schools would find it easier and eventually the frequency would increase.

Opportunities for engagement relate to making it easier for parents to participate. Examples of parental involvement opportunities include parent meetings, school governance meetings, social events, workshops, and classes for parents. Furthermore, some forms of child care are provided at events that invite parents, and school personnel need to consider the family context when planning events. Otherwise, parents may not perceive engagement opportunities as worthy because they were not planned or designed with them in mind. In addition to opportunities for involvement, providing incentives to students and parents encourages parents to be more involved. Some of the incentives include meals, raffle prizes, parent award buttons / pins, and extra credit for students.

With regard to effective communication with regard to both parents and school personnel, it discusses ways in which the school and home environment maintains successful communication. Examples include the school's open-door policy, parents notifying the school of changes in their home life that may affect their child or their relationship with the school, and parents and teachers sharing their cell phone numbers and email addresses to expand the way they communicate. school with parents, expanding the ways and times that parents can communicate with school personnel, better advertise school events, and treat students with respect will improve communication between parents and school personnel. It is also necessary for schools to expand their wheels of communication beyond telephone and postal mail.

CONCLUSIONS

Based on the results of data analysis and research findings, it can be concluded that the involvement of the parents of students in the implementation of learning from home is shown in the case that the parents of students are very actively involved, especially from the mother's side, the form of parental involvement that is physical and non-physical, and there is interpersonal communication between parents and classroom teachers. Meanwhile, the determinants of the involvement of parents of students in implementing learning from home are shown in the lack of parental and teacher readiness, lack of operational costs, limited time, and lack of teaching knowledge as inhibiting factors and overcoming these obstacles by developing visiting teacher programs, opportunities to involve people. more broadly, interpersonal communication and coordination and incentives.

Based on the research conclusions, it can be suggested that the involvement of the parents of students from the mother's side can be maintained and improved on an ongoing basis, while the involvement of the father or father needs to be encouraged because the joint involvement of the mother and father will be much more meaningful in the implementation. learn from home; The knowledge of parents about teaching children needs to be trained because it has the potential to improve the learning process and learning outcomes of students at home, providing incentives in the form of subsidized data pulses to parents of underprivileged students is imperative in the implementation of learning from home; interpersonal communication between parents and teachers, between parents and school principals, between teachers and school principals needs to be maintained and improved on an ongoing basis because it is very useful and valuable in the implementation of learning from home, and this research is limited to the primary school level and the enhancement of the involvement of the parents of students and its determining factors. Future research, apart from being extended to junior and senior high

schools and vocational schools, it is also necessary to examine the process of involving students' parents and the factors that influence it.

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