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Parents-School Strategic Collaborations in Early Childhood School From Home Learning During The Pandemic

Nur Asiyah Qudsi[1], Sri Nurhayati[2], Nandang Rukanda[3], Anggi Fitri[4], Reny Jabar[5]

[1] IKIP Siliwangi, Indonesia; nurasiyahh123@gmail.com
[2] IKIP Siliwangi, Indonesia; srinurhayati@ikipsiliwangi.ac.id
[3] IKIP Siliwangi, Indonesia; nandangrukanda@ikipsiliwangi.ac.id
[4] Sekolah Tinggi Ilmu Tarbiyah AlKifayah Riau, Indonesia; anggifitri@stit-alkifayahriau.ac.id
[5] Badan Narkotika Nasional, Indonesia; renyjabar@gmail.com

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ABSTRACT

This study aims to examine early childhood parents in aiding their children's online learning in Sukasari District, Bandung City, during the COVID-19 pandemic. The participants in this study were ten parents of kindergarten students. In this study, descriptive qualitative methodology was employed. Interviews, observations, and documentation studies are data collection methodologies. According to the study's findings, parent challenges in assting early childhood online learning during pandemic are the lack of time to accompany their children's learning owing to their employment, the situation of children who are moody, parents' emotional management, and children who become more spoilt as a result of their parents' behavior. Participating in a school-sponsored parenting program is the effort that parents do to fulfill their responsibilities as a learning motivator for youngsters. In addition, communication with teachers is crucial for the development of home-based learning for children. Parents also advised by the teacher to play and connect with their children. This research recommends sustainable parenting program to help parents in mproving their parenting capacity to assist childrens' learning at home.

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Corresponding Author:
Sri Nurhayati
IKIP Siliwangi, Bandung, Indonesia; srinurhayati@ikipsiliwangi.ac.id

1. INTRODUCTION

In March 2022, it was declared a COVID-19 epidemic not only in our country, but virtually everywhere on the planet, and it spread extremely rapidly. The pandemic that happened in several regions of the world had indirect effects on numerous worldwide industries. Unquestionably, the health and education sectors are the two most crucial. The education sector need prompt special consideration. How can the learning process continue in a safe manner, and most critically, how can the pandemic and

virus not spread, making it more difficult to overcome? The online learning process is one of the measures or initiatives implemented by the government (Iskandar, 2022; Nurhayati, 2021b). Observing additional advantages of online learning strategies and approaches is a factor in its application (Sopian & Rukanda, 2021). In this context, the government published a decree governing the regulations for studying and working from home, which also applies to Early Childhood Care and Education (ECCE) facilities. This regulation prompted a response from ECCE institutions and parents. Not all ECCE institution can accommodate School From Home learning. Inadequate facilities and Internet connectivity are the barriers. Despite the aforementioned adverse effects, there are other lessons to be learned from this situation, primarily that the intimacy between children and parents is intensified. In addition, contact between instructors and parents is strengthened by active discussion concerning children's growth during home learning (Iftitah & Anawaty, 2020). Learning is not just the responsibility of teachers at school, but also of parents at home, as they spend the most time with their children and are closest to them (Iskandar, 2022; Nurhayati, 2021a; Nurhayati & Rosita, 2020). To support the success of children's learning at home, it is vital to educate parents on the significance of collaboration between parents, educators, and ECCE institution administrators (B. McNeal Jr, 2014; Manan, Jeti, & Adnan, 2021; Nurhayati, 2021a; Ratningsih, Sadiah, Nurhayati, & Widiastuti, 2021; Rumsari & Nurhayati, 2020).

Learning in the COVID-19 context by involving the role of parents at home is essential, given that parents will play a more active part in communicating with teachers when accompanying children's learning at home, and that the most essential education children receive is from their parents. Dwi (2021) stated that there are 4 roles of parents in assisting school from home learning that is as mentors, educators, facilitators, and motivators. Suswandari (2022) also found that parents' difficulties in accompanying their children to study at home during the Covid-19 pandemic include a lack of understanding of the material, difficulty in fostering children's learning interests, not having enough time to accompany children because they have to take care of the house and their other children, working, and an impatient attitude of parents in accompanying their children while studying at home.

In the meantime, the school is an institution that assists and gives room for the development of all components, including attitudes, social values, and future-oriented abilities. Parents and the learning environment must be effective motivators for the early childhood learning process to proceed smoothly and have a beneficial impact on childhren. One kind of parental incentive towards children's learning activities is following children when completing household responsibilities, meaning meeting their moral and material requirements. The moral requirements of mentoring, care, and affection. Meanwhile, material needs are facilities in the shape of learning facilities that can facilitate the child's educational development. In reality, parental encouragement indicates that the child's performance is improving. Therefore, parental motivation can enhance the academic performance of ECCE children.

The lack of time spent with their children due to parental employment, or the child's increasing spoilt behavior, are the hurdles parents confront when attempting to motivate their children. If the youngster is more obedient to the teacher, the situation changes. One of the factors that can influence a person's hobbies is parents. The play environment, classmates, and parents can impact the development of an interest in learning. Thus, parenting is a factor that can affect an individual's interests.

The function of the family and parents at home cannot be isolated from the achievement of a child's interest in learning at school (Lismayanti, Nurhayati, & Rosita, 2021; McDowell, Jack, & Compton, 2018; Nurhayati & Rumsari, 2020). Generally, the duty of parents at home is to nurture, lead, and teach moral attitudes and behaviors; but, during this pandemic, parents' responsibilities have expanded to include serving as educational assistants in lieu of teacher tasks at school (Manan et al., 2021; Nurhayati, 2021b). The implementation of education is not only the obligation and responsibility of the ECCE institutions, but also of parents and the surrounding community. It is impossible to separate the role of parents from the family. Parental participation is essential for a child's growth and development since parents are responsible for and play a vital role in educating, caring for, protecting, and nurturing their children (Nugraha, 2020).

The relationship between parents and ECCE institutions must also be well-established so that all children's needs can be satisfied, as evidenced by a number of studies indicating that parental engagement has a significant positive impact on the quality of children's learning during this epidemic (Hani, Ichsan, & Falah, 2021; Lismayanti et al., 2021; Manan et al., 2021). From teh above explanation, during the pandemic Covid 19, early childhood school from home learning urged the strategic collaboration between parents and school to achieve effective teaching and learning process. This study aims to describe the strategic collaboration process that occured in Sukajadi District Bandung.

2. METHODS

The purpose of this study is to describe the strategic collaboration between parents and school in assisting children during school from home learning in the Sukasari Subdistrict during the epidemic. The method employed in this study is qualitative and descriptive. Ten parents of students were the subjects of the study. Parents in the Sukasari Subdistrict provided the information for the study. Data gathering strategies in this study include observation techniques, interview techniques, and documentation procedures. This study's observation point was located in the Sukasari District Bandung. The subjects of research are listed in the table below:

Table 1. List of Research Participants

NO	Name	Profession	Age	Address
1.	MA	ECCE Headmaster	54th	Jl.Buah Batu
2.	TM	ECCE Teacher	53th	Jl.Sarijadi blok 4
3.	E S	ECCE Teacher	51th	Jl.Sukamulya
4.	DK	ECCE Teacher	51th	Jl.Sukajadi
5.	D	House wife	38th	Jl.Sarijadi blok 5
6.	N	Policewoman	38th	Aspol Sarijadi
7.	S	House wife	37th	Aspol Sarijadi
8.	Z	Employee	35th	Flat blok D Sarijadi
9.	A	Employee	38th	Cimahi
10.	Z	House wife	36th	Jl.Cibogo
11.	A	Employee	35th	Jl.Cijerokaso
12.	T	Teacher	45th	Jl.Sarijadi blok 4
13.	T	House wife	38th	Jl.Sarimanah 2
14.	L	Teacher	40th	Jl.Cibarengkok

Using inductive data analysis, qualitative research data are analyzed in three stages: 1) data reduction, 2) data presentation, and 3) data verification (Sugiyono, 2020). Data analysis was conducted by minimizing or summarizing data and focusing on only the most crucial aspects of the topic being

examined, namely the motivation of parents to assist their ECCE children in learning at home during the COVID-19 pandemic. Triangulation were used to verify the veracity of the data obtained.

3. FINDINGS AND DISCUSSION

Findings

Researchers conducted field observations on May 28, 29, and 30, 2022. 10 parents with young children were observed and interviewed. The results of observations on the role of parents in accompanying children's learning at home, revealing that 100% of parents used information technology in the form of laptops or cell phones when accompanying their children's learning. Regarding the second factor, 90 percent of parents can access the internet, while 10 percent cannot. In addition, for the third component, 80% of parents are able to overcome obstacles that arise when supporting their children's learning at home, while 20% are unable to do so. 60 percent of parents were able to manage their emotions when supporting their children's learning at home, whereas 40 percent are unable to do so. At home, parents support their children's education mostly using laptops and mobile phones. In addition, the ability to access the internet is crucial for parents to obtain knowledge through Google and YouTube.

In response to the following question on how parents assist their children learn at home, parents always make an effort by being present when their children are learning and completing homework. Nonetheless, there is a second response to this question, which involves examining the extremely varied personalities of children at the time of learning. There are children who are moody, for instance. The process of completing tasks is divided into multiple sessions. Even if the child is already bored, parents used rewards in an effort to enliven the children. Moreover, when problems develop during home-based learning, children are more likely to believe and obey the teacher than their parents. Another answer to the topic of how well parents can control their emotions when helping their children learn at home is that most parents don't force their children to learn whenever they reluctant to learning, and parents said that they strive to be patient while assisting the children. In addition to conducting observations, researchers conducted interviews with a earl childhood school leader and teachers to determine the strategic collaboration between school and parents in assisting their children's learning at home. Several research subjects have provided numerous responses, including:

> The Headmaster's response:
> "As an institution, we collaborate with parents by providing them with internet quotas and a parenting program on child care to enable their children learn at home." (Interview with Mrs. MA on May 28, 2022)
> The teachers responses:
> "As educators, we help parents gain access to learning media by providing children with activity sheets, tools, and creative materials such as colored paper, pencils, and drawing paper." (Interview with Mrs. TM on May 28, 2022)
> "we, the teachers, provide parents motivations to play and connect with their children by asking them to do so, as the closer they get to their children, the more they learn about what their children like and dislike and also their individual learning style." (Interview with Mrs. ES on May 28, 2022)
> "It's not so easy to collaborate with parents because many parents work, so they have little time to spend with their children, and some parents do not comprehend what the instructor is teaching." (Interview with Mrs. D on May 28, 2022)
> Parents responses:
> "Children prefer to watch rather than study when learning online, and parents are less insistent when the youngster is not in the mood to learn. We need guidance on how to solve this." (Interview with Mrs. A on May 29, 2022)
> "I am always present when the child studies or completes schoolwork." (Interview with Mrs. N on May 30, 2022)

"It is crucial that parents have access to Google or YouTube in order to get information online." (Interview with Mrs. D on May 30, 2022)

Another finding from the interviews was that school-sponsored parenting programs can assist parents in assisting their children's learning at home. In addition, the school gives parents with quotas and other media or instructional materials to enhance their children's learning at home. In addition, based on the findings of the interview with the teacher, it can be stated that the teacher is one of the motivating factors for parents to always play and connect with their children at home. Because this encounter has the potential to further deepen the bond between parents and children. In addition, teachers aim to enhance learning facilities, select the appropriate approach, utilize learning material, and perform regular learning evaluations with parents regarding their children's progress while studying at home.

Discussion

According to the results of interviews with the head of ECCE institutions, the school collaborated with parents by delivering parenting programs since parenting is a venue or form of communication or exchange between parents and institutions regarding child growth and development. The parenting program is one of the educational programs aimed at educating the parents also provides free quotas to help individuals study at home. Parenting program's main objective is to help parents recognize that they are their children's primary educators, to aid parents in understanding the process of their children's growth and development, and to encourage them to participate in their children's school activities (Hefniy, Dinihari, Rozi, Aini, & Tunnaja, 2022; Nurhayati, Nugraha, & Solihah, 2021; Nurhayati & Rosita, 2020). In addition, based on the results of interviews with multiple teachers, it can be determined that the teacher motivated parents by asking them to play and connect with their children, as they are the ones who are closest to them at home. In addition, by playing and interacting with their children, parents will learn children's learning style and preferences. The most essential element for learning at home is collaboration between teachers and parents (Nurhayati, 2021a; Sari & Rachmawati, 2021; Suswandari, 2022). This might serve as a conduit for teachers and parents to exchange information regarding their pupils. Teachers must be aware the children's individual learning style and parents must be aware of the child's academic performance (Rofiatun Nisa' & Eli Fatmawati, 2020). Teachers face a variety of challenges, including the ineffectiveness of encouraging parents due to the fact that many parents work outside the home, making their time with the children at home extremely limited. Another challenge is when parents do not comprehend or utilize the information provided by the teacher. This hinders their children's ability to learn at home. This findings relevant with Meidawati (2022) which stated that some of the challenges that housewives faced when attempting to accompany their children as they studied at home included the following: parents' inability to comprehend the material being taught to their children; parents' challenges in cultivating their children's interests in learning; housewives' lack of time to devote to accompanying their children due to the demands of caring for the house, children, and his other son; and housewives' attitudes toward their children's education.

According to the results of the interview, the role of parents as close relatives of children is highly valued, particularly in terms of learning motivation. Motivation is a key aspect in children's efforts to attain their learning and educational objectives, as it encourages them to continue to strive and be eager to achieve accomplishments (Rumbewas, Laka, & Meokbun, 2018). If motivation and cognitive skills were combined, this may make children more independent in learning, then it can be claimed that the emergence of children's self-confidence and independence in learning is associated with motivation derives from the parental role (Puspitasari, 2016). Some parents attempt to constantly be present when their children doing the homework. When children lose interest in completing tasks, it is essential for parents to act as motivators so that children rediscover their passion to learn.

In addition, when supporting children's learning at home, parents should able to manage their emotions, for example, by not imposing when the child is not in the mood to study. Parents offer children break time to relax by allowing them to play or watch their favorite movie, but they

understand that once the child is no longer exhausted, learning must continue and the work must be completed. In this scenario, parents must be able to use technology such as cellphones or laptops and have internet access, which can assist them in assisting their child's learning at home. Through Google or YouTube, for instance, parents can obtain clearer information about their children's learning, and they can also be more creative when explaining learning to their children so that they do not become easily bored or disruptive when studying. The COVID-19 pandemic conditions necessitate the adoption of cutting-edge technology for distance learning. This situation also necessitates that educators incorporate technology into the distance learning process. However, from the empirical data challenges that impeded this process, such as an inconsistent internet network and the limited capacity of educators to handle computers, making it challenging to interact with parent (Iftitah & Anawaty, 2020; Musa, Nurhayati, Jabar, Sulaimawan, & Fauziddin, 2022).

4. CONCLUSION

From the interview and observation results above the school-parents strategic collaboration in Sukasari Disctrict bandung was proven to be effective in overcoming challenges faced by parents during early childhood school from home learning. It can be concluded that parents are highly motivated to accompany their children as they study at home, despite facing several obstacles with the collaboration, guidance through parenting programs and encouragement from school and teachers. Effective communication between parents, school administrators, and instructors also played a significant role in maintaining the strategic collaboration.

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Compound These two words should be written as one compound word.

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