

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

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ABSTRACT

This study examines parents-school strategic collaboration in early childhood school-from-home learning in Sukasari District, Bandung City, during the COVID-19 pandemic. The participants in this study were ten parents of kindergarten students, one ECCE headmaster, and 3 teachers. In this study, descriptive qualitative methodology was employed. Interviews, observations, and documentation studies were data collection methods. According to the study's findings, parents-school strategic collaborations include 1) school held school-sponsored parenting programs to improve parents' capacity in fulfilling their responsibilities as learning motivators for children, 2) teachers supporting parents to play and keep intensive contact with the children to make sure parents can assist childrens' learning effectively, 3) teachers maintained good communication channels to discuss parents challenges and difficulties in assisting childrens' learning. It can be concluded that the strategic collaborations between parents and schools in Sukasari District run smoothly and can contribute effectively to children's learning. This research recommends a sustainable parenting program to help parents improve their parenting capacity to assist childrens' learning at home.

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1. INTRODUCTION

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 needs 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 institutions 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 an active discussion concerning children's growth during home learning (Iftitah & Anawaty, 2020). Learning is the responsibility of teachers at school and 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 involving parents' role 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 essential education children receive from their parents. Dwi (2021) stated that there are 4 roles of parents in assisting school-from-home learning: 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 developing 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 benefit children. 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 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 importance of the role of school, family, community and also peers, and social media in the process of forming educational patterns systematically and comprehensively have been emphasized by experts (Berns, 2007; Nurhayati, 2021a; Septiarti, Hanum, Sudirman, & Kusumawardani, 2022; Sujarwo, Kusumawardani, & Nurmalasari, 2022). Every family has the same responsibilities but also the challenge of managing the children's educational needs so that continuity between education at home and school can be realized (Sujarwo et al., 2022). The lack of time spent with their children due to parental employment or the child's increasingly spoiled behaviour are the hurdles parents confront when attempting to motivate their children. If the children are more obedient to the teacher, the situation changes. One of the factors that can influence a child's learning motivation is their 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 behaviours; 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 the above explanation, during the Covid 19 pandemic, early childhood school-from-home learning urged strategic collaboration between parents and schools to achieve effective teaching and learning process. Sujarwo et al. (2022) found that the use of tutorial videos and children's worksheets has affected preschool children's motivation and parents' involvement in accompanying children during the study from the home period. At the same time, Serafin's (2022) findings on parental involvement in marginalized children showed that parental involvement embodies the transformation of knowledge systems, values, attitudes, and skills. Nurhayati (2021a) stated that parents' involvement in early childhood education contributed largely to the child's *tahfiz* learning success. Previous research shows that parents' involvement positively affects children's learning-from-home performance. It is hoped that the better the collaboration strategy between parents and teachers, the more it will optimize early childhood learning, especially in the current digital-based learning period. Analysis of the strategic collaboration between parents and school during the learning at home period can enhance the study on effective parent-school collaboration strategies since the research on this theme, specifically in early childhood education and care still widely open. Research on effective parents involvements strategies in early childhood education and care still needs to be explored and deepened to make a clear framework for parent-school collaboration, especially in early childhood education. This study tried to fill the research gap by finding out the parents-school strategic collaboration process in Sukajadi District Bandung.

2. METHODS

This study aims to describe the strategic collaboration between parents and schools 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
1.	MA	ECCE Headmaster	54th
2.	TM	ECCE Teacher	53th
3.	E S	ECCE Teacher	51th
4.	DK	ECCE Teacher	51th
5.	D	Housewife	38th
6.	N	Police woman	38th

7.	S	Housewife	37th
8.	Z	Employee	35th
9.	A	Employee	38th
10.	Z	Housewife	36th
11.	A	Employee	35th
12.	T	Teacher	45th
13.	T	Housewife	38th
14.	L	Teacher	40th

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 was used to verify the veracity of the data obtained.

3. FINDINGS AND DISCUSSION

3.1 Findings

Researchers conducted field observations on May 28, 29, and 30, 2022. Ten parents with young children were observed and interviewed. The results of observations on the role of parents in accompanying children's learning at home revealed 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 can overcome obstacles that arise when supporting their children's learning at home, while 20% cannot. 60 percent of parents were able to manage their emotions when supporting their children's learning at home, whereas 40 percent were unable to do so. Parents support their children's education at home 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 to learn at home, parents always make an effort to 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. Some children are moody, for instance. The process of completing tasks is divided into multiple sessions. Even if the child is already bored, parents use 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 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 are reluctant to learn, and parents said that they strive to be patient while assisting the children. In addition to conducting observations, researchers conducted interviews with a childhood school leader and teachers to determine the strategic collaboration between the 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 to learn at home.

Parenting information and tips are sent weekly to the parent-teacher WhatsApp Group. The monthly parenting meeting program is also always held offline and is a forum to discuss child development between parents and ECCE educators." (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 coloured 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. So we usually contact the early childhood educators and they always help us to get the children's learning mood back." (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. So i can access some crucial information on how to assist early childhood learning effectively. I also sometimes discussed my obstacle in assisting my child's learning at home with the early childhood educators." (Interview with Mrs. D on May 30, 2022).

Another finding from the interviews was that school-sponsored parenting programs could assist parents in assisting their children's learning at home. The weekly parenting tips and information shared by the school are also very useful for parents in assisting their children's learning. The school gives parents 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 ECCE educators, 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. The ECCE educators 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. The ECCE educators also always respond quickly to the parents' text messages. Whenever the parents feel they need support from the teachers, they can always send the ECCE educators text messages or call them so that the parents always feel that they are fully supported by the teachers in assisting them in learning the from-home program. The parents said they feel so grateful and lucky and quite satisfied with the parents-school collaboration and learning from the home period.

3.2 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 and also provides free quotas to help individuals study at home. The 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 styles and preferences. The essential element for learning at home is the 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 styles, and parents must be aware of the child's academic performance (Rofiatun Nisa' & Eli Fatmawati, 2020). Teachers face various challenges, including the ineffectiveness of encouraging parents because many parents work outside the home, limiting their time with the children at home. 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. These findings are relevant to Meidawati (2022), who 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 interview results, parents' role as close relatives of children is highly valued, particularly in learning motivation. Motivation is a key aspect of 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 would 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 derived from the parental role (Puspitasari, 2016). Some parents attempt to be present when their children are doing homework constantly. When children lose interest in completing tasks, parents need to act as motivators so that children rediscover their passion for learning.

In addition, when supporting children's learning at home, parents should be 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 favourite 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 cell phones or laptops and have internet access, which can assist 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 parents (Iftitah & Anawaty, 2020; Musa, Nurhayati, Jabar, Sulaimawan, & Fauziddin, 2022).

4. CONCLUSION

From the results and discussions above, the school-parent strategic collaboration in Sukasari District Bandung was proven to be effective in overcoming challenges faced by parents during early childhood school-from-home learning. Parents-school collaboration programs include: the schools share weekly parenting tips and information using WhatsApp group, a Quota given by the school and monthly parenting meeting program offline to discuss child's learning and development, fast responses from the ECCE educators to the parents' needs indicating that parents-school effective communication

channel to encourage and support parents through social media both privately and in group. Parents are highly motivated to accompany their children as they study at home, despite facing several obstacles with the collaboration and guidance through parenting programs and also encouragement from school and teachers. This research recommends a sustainable parenting program to help parents improve their parenting capacity to assist childrens' learning at home.

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