

Parent Engagement in Students's Learn from Home Activity

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Abstract

This study tells the role of parents who are Civil Servants in accompanying their children to study from home during the Covid-19 pandemic. This study method uses qualitative approach with the type of case study on parents who are Civil Servants in accompanying their children to study from home during the Covid-19 pandemic. The data were collected through semi-structured interview, observation and documentation are related to the role of parents in accompanying their children to learn from home. Then the data were analyzed by thematic analysis techniques. The study shows that the role of parents who are Civil Servants in accompanying their children to study from home during the Covid-19 pandemic is to act as teachers at home, as facilitators by providing various facilities such as learning that is relevant to the Covid-19 pandemic situation, and as a motivator.

Keywords:

Parent Engagement; Learn from Home; Civil Servant.

Introduction

Towards the end of 2019 the world was shocked by news about the virus outbreak in China, precisely in the city of Wuhan. In February 2020 this outbreak by WHO as Corona hereinafter referred to as Covid-19¹. The spread of this virus can be through various methods / ways. As explained by WHO in its scientific summary regarding the spread of Covid-19, that the spread of Covid-19 can be through physical contact, but can also be spread through droplets of saliva, vomit, splashes of coughing or sneezing, through the air, blood transfusions, surface objects. contaminated, even from animals to humans, and so on².

This epidemic has finally spread in various parts of the world. Making all countries worried and of course trying to prevent and contain its spread. Finally

¹ Francesco Di Gennaro et al., "Coronavirus Diseases (COVID-19) Current Status and Future Perspectives: A Narrative Review," *International Journal of Environmental Research and Public Health* 17, no. 8 (2020), <https://doi.org/10.3390/ijerph17082690>.

² W H O Health et al., "Transmission of SARS-CoV-2 : Implications for Infection Prevention Precautions," no. July (2020): 1-10.

in March 2020, WHO declared it a “pandemic”³. This epidemic certainly has a major impact on life in the world. Starting from the health crisis, the weakening economy, limited transportation services, temporarily banned social activities and so on. Countries in various parts of the world are trying hard to stop the spread of Covid-19, especially Indonesia.

One of the things that has been affected by the Covid-19 pandemic is education. Covid-19 has had a significant impact on the world of education, resulting in schools being closed. As stated by UNESCO in the writings of Zamira and Linda, it was said that, as a result of the Covid-19 outbreak, more than 1 million educational institutions and 575 million students were affected by school closures as a way to break the chain of the spread of Covid-19⁴.

The Government of Indonesia through the Ministry of Education and Culture (Kemendikbud) has changed the way of learning in elementary, junior high, high school and even universities with the concept of distance learning. The policy is stated in Circular (SE) No. 4 of 2020 concerning online learning and working from home in the context of preventing Corona virus Disease (Covid-19). In response to these regulations, all schools are temporarily closed and learning activities are replaced with distance learning activities away (PJJ). In the aftermath of the policy, around 646,200 schools in Indonesia were closed, ranging from early childhood education to higher education⁵. Then to follow up on the circular, the Ministry of Education and Culture (Kemendikbud) re-issued Circular Letter Number 15 of 2020 concerning Guidelines for the Implementation of Learning from Home in the Emergency Period for the Spread of Covid-19.

In response to this policy, the face-to-face learning model was replaced with learning with the concept of 'Learning from Home'. Learning from home is another term for the distance learning model implemented in Indonesia. The implementation is carried out with two approaches, namely learning that is carried out online (online), and learning outside the network (offline)⁶. Especially for offline learning, it can be done by accessing various physical

³ Di Gennaro et al., “Coronavirus Diseases (COVID-19) Current Status and Future Perspectives: A Narrative Review.”

⁴ Zamira Hyseni Duraku and Linda Hoxha, “Chapter 1 The Impact of COVID-19 on Education and on the Well- Being of Teachers , Parents , and Students : Challenges,” no. April (2020).

⁵ Delipiter Lase, Amurisi Ndraha, and Gustav Gabriel Harefa, “Persepsi Orangtua Siswa Sekolah Dasar Di Kota Gunungsitoli Terhadap Kebijakan Pembelajaran Jarak Jauh Pada Masa Pandemi Covid-19,” *SUNDERMANN: Jurnal Ilmiah Teologi, Pendidikan, Sains, Humaniora Dan Kebudayaan* 13, no. 2 (2020): 85–98, <https://doi.org/10.36588/sundermann.v13i2.46>.

⁶ Kemendikbud, “Permendikbud No 4 Tahun 2020 Tentang Perubahan Atas Permendikbud No 88 Tahun 2014 Tentang Perubahan Perguruan Tinggi Negeri Menjadi Perguruan Tinggi Badan Hukum,” 2020, 6.

learning resources such as student books, modules, or accessing lesson content from television or radio. So that the meaning of offline learning is interpreted more broadly, not just face-to-face learning ⁷.

The purpose of learning with the concept of Learning from Home has been explained in Circular Letter Number 15 of 2020 concerning Guidelines for Organizing Learning from Home in the Emergency Period for the Spread of Covid-19. It is explained that;

“Tujuan Pelaksanaan Belajar Dari Rumah selama darurat *Covid-19* memiliki tujuan untuk memastikan pemenuhan hak peserta didik untuk mendapatkan layanan pendidikan selama darurat *Covid-19*, melindungi warga satuan pendidikan dari dampak buruk Covid-19, mencegah penyebaran dan penularan Covid-19 di satuan pendidikan, dan memastikan pemenuhan dukungan psikososial bagi pendidik, peserta didik dan orang tua/wali”⁸.

In the process, the role of parents becomes very important in guiding children when learning from home, especially if they are required to study online (online), especially children of elementary school age. During learning from home, sometimes children don't understand what to do during learning, not to mention that children get assignments during lessons, not even all children understand using gadgets when learning. This really needs parental supervision. In addition, the role of parents is also very necessary in providing education regarding this outbreak, and the importance of maintaining health and preventing transmission by staying at home. ⁹.

The role of parents when studying at home during the Covid 19 Pandemic by Cahyati explained that parents consider learning at home to be still able to improve the quality of children's learning, but there are some parents who think that learning at home is not beneficial for children, why? because at school children can interact directly with teachers and socialize with their friends, but when studying at home it's the other way around. Although many parents agree that learning at home can increase knowledge, not a few also feel that they are

⁷ Sekertaris Jendral Kementerian Pendidikan dan Kebudayaan, “Surat Edaran Sekretaris Jendral No. 15 Tahun 2020,” *Kementerian Pendidikan Dan Kebudayaan*, no. 09 (2020): 1–12.

⁸ Sekertaris Jendral Kementerian Pendidikan dan Kebudayaan.

⁹ Doby Putro Parlindungan, M Al Ghani, and Siti Nurhaliza, “Peranan Guru Dan Orang Tua Dalam Menghadapi Pembelajaran Jarak Jauh (Pjj) Dimasa Pandemi Covid-19 Di Sds Islam an-Nuriyah,” *Nasional Penelitian LPPM UMJ*, 2020, 1–10.

still having difficulties with the technology used during the learning process at home for teachers who teach.”¹⁰.

In practice, teachers try to use technology to address distance learning problems by providing online learning materials and assignments. However, this does not always go well, there are many obstacles in its implementation, such as limited internet quotas and inadequate networks, even more concerning is that some students do not have tools such as cellphones that can access the internet, and this results in learning materials not being delivered. well, so that many students do not understand and feel not well guided in understanding the lessons at school. With the various problems faced, it takes the role of parents as a substitute for teachers when studying at home to guide their children during the distance learning process.

The implementation of the Arabic language tutoring service carried out by Noza Aflisia et al. has resulted in the progress shown by the children from not being able to write Arabic at all to being able to write well. Pronunciation of Arabic is also quite fluent, as well as memorization of vocabulary has been memorized and practiced quite a lot in learning. The children's confidence to appear in front of their friends and pronounce Arabic vocabulary also showed very good progress in Arabic tutoring activities. The results of this service reinforce game methods and adequate learning facilities that strongly support the implementation of Arabic language learning so that students will receive the material.¹¹

The guidance and mentoring activities that Burhanudin also carried out were deemed successful in helping to make the public aware of the importance of the Arabic language in understanding the contents of the Qur'an and Hadith, and other Islamic religious sciences. The guidance and assistance in developing the Arabic language have a positive impact.¹²

The findings of Amirudin and Fatmawati stated that the problems of learning Arabic for Class VIII students at SMP UNISMUH Makassar, among others: Students lack the will to learn Arabic due to lack of support from those closest to them. An environmental background that does not support the

¹⁰ Nika Cahyati and Rita Kusumah, “Peran Orang Tua Dalam Menerapkan Pembelajaran Di Rumah Saat Pandemi Covid 19,” *Jurnal Golden Age* 4, no. 01 (2020): 4–6, <https://doi.org/10.29408/jga.v4i01.2203>.

¹¹ Noza Aflisia, Partomuan Harahap, and Renti Yasmar, “BIMBINGAN BELAJAR BAHASA ARAB BAGI ANAK KETERBATASAN FINANSIAL DI DESA PERBO REJANG LEBONG,” *Indonesian Journal Of Community Service* 1, no. 2 (2021): 247–58.

¹² Ahmad Asfi Burhanuddin, “Bimbingan Dan Pendampingan Pengembangan Bahasa Arab Santri Pondok Pesantren Al-Ihlas Averroes Nepen Krecek Badas Kediri,” *Jurnal Pengabdian Kepada Masyarakat Desa (JPMD)* 2, no. 2 (2021): 30–47.

progress of learning achievement. Among the efforts made to overcome the problems of learning Arabic in class VIII SMP UNISMUH Makassar, among others: Giving homework (PR) and holding courses (learning outside of class hours) such as memorizing Arabic vocabulary and reading the Qur'an 'an.¹³

Furthermore, based on the results of Kurniawan's research, it states that there are two forms of parental attention to Arabic learning of students at the Smart School Makassar Integrated Islamic Elementary School (SDIT), namely: 1) Showing basic Arabic learning videos that are at least in line with the Arabic language material presented. Taught to students at school, 2) Motivating students to learn Arabic. Then the positive impact of this is the development of students' Arabic knowledge. And students can repeat the Arabic language that they have learned at home. Meanwhile, the negative impact caused is that the teaching burden is fully focused on the Arabic language teacher.¹⁴ The study results written by Nengrum et al. stated a significant comparison between the two online and offline learning. Both are not fully fulfilled, starting from methods, media, and activities during teaching and regarding basic competencies for both online and offline.¹⁵

Regarding parental guidance, it is certainly different regarding guidance in pesantren. Because in boarding schools, the management acts as parents who take care of the students. Regarding this, community service in the form of guidance activities to strengthen motivation to learn Arabic at the Izzur Risalah Mandailing Natal Islamic Boarding School carried out by Salmas succeeded in achieving the targeted goals. Among other things, strengthening the motivation of the students to be more enthusiastic in learning Arabic and providing an overview of prospects. Meanwhile, based on quantitative data on the achievement of activity targets, seen from the distribution of the questionnaires given to the students, it shows that community service with the guidance of strengthening Arabic motivation reached 70%, getting a positive response related

¹³ Amiruddin Amiruddin and Fatmawati Fatmawati, "Problematika Pembelajaran Bahasa Arab Pada Siswa Kelas VIII SMP UNISMUH Makassar," *Al-Maraji': Jurnal Pendidikan Bahasa Arab* 2, no. 2 (2018): 27-39.

¹⁴ Kurniawan Kurniawan, "Perhatian Orang Tua Terhadap Pembelajaran Bahasa Arab Peserta Didik Di Sekolah Dasar Islam Terpadu (SDIT) Smart School Makassar" (Universitas Islam Negeri Alauddin Makassar, 2018).

¹⁵ Thityn Ayu Nengrum, Najamuddin Pettasolong, and Muhammad Nuriman, "Kelebihan Dan Kekurangan Pembelajaran Luring Dan Daring Dalam Pencapaian Kompetensi Dasar Kurikulum Bahasa Arab Di Madrasah Ibtidaiyah 2 Kabupaten Gorontalo," *JURNAL PENDIDIKAN* 30, no. 1 (March 1, 2021): 1, <https://doi.org/10.32585/jp.v30i1.1190>.

to this activity. However, there were 20% who still doubted and 10 who did not agree.¹⁶

The reality on the ground is that not all parents can always accompany their children to learn from home, considering that parents have to divide their time between guiding their children to study and their work. This includes Civil Servants. Parents who work as Civil Servants must carry out their duties to provide services to the community in a professional, honest, fair and equitable manner in carrying out state duties¹⁷. During this pandemic, these tasks must also be carried out online or work from home¹⁸. Based on President Joko Widodo's instructions at the Bogor Palace on Sunday (15/3), the Ministry of State Apparatus Empowerment and Bureaucratic Reform (PAN-RB) conveyed a national policy on adjusting the work system of the State Civil Apparatus during the outbreak of the Covid-19 case as a guide for government agencies.

This policy is contained in the Circular Letter of the Minister of PAN-RB No. 19 of 2020 concerning Adjustment of the Work System of State Civil Apparatus (ASN) in Efforts to Prevent Covid-19 in Government Agencies, which is intended as a guideline for Government Agencies in carrying out official duties by working in home/place of residence for State Civil Apparatus as an effort to prevent and minimize the spread of Covid-19¹⁹.

Working from home certainly has the same obligations and responsibilities as working from the office. However, in practice, the implementation of Work from Home turns out to have challenges and obstacles that are not easy, because not all fields of work can be done from home.²⁰ Many factors can affect the implementation of Work from Home which can directly affect employee performance such as completeness of work tools and communication, lack of coordination, environmental disturbances at home, not to mention having to carry out tasks at home such as accompanying or guiding children to study.

¹⁶ Ahmad Nurul Huda Salmas, "Bimbingan Penguatan Motivasi Belajar Bahasa Arab Di Pondok Pesantren Izzur Risalah Mandailing Natal," *PROSIDING KONFERENSI NASIONAL I HASIL PENGABDIAN MASYARAKAT* 1, no. 1 (2021): 29-36.

¹⁷ Harmon Harun Nur Alam, *Himpunan Undang-Undang Kepegawaian 2002-2003 Reformasi Administrasi Publik*, 1st ed. (Jakarta: Rajagrafindo Persada, 2003).

¹⁸ SE MENPANRB 58, "SEMenpanrb58-2020SistemKerjaPegawaiASN-TNB.Pdf," 2020.

¹⁹ Menteri Pendayagunaan Aparatur Negara dan Reformasi Birokrasi Republik Indonesia, "Surat Edaran Menteri Pendayagunaan Aparatur Negara Dan Reformasi Birokrasi Nomor 67 Tahun 2020 Perubahan Atas SE Nomor 58 Tahun 2020 Tentang Sistem Kerja Pegawai Aparatur Sipil Negara Dalam Tatanan Normal Baru," *Menteri Pendayagunaan Aparatur Negara Dan Reformasi Birokrasi*, 2020, 2-5.

²⁰ Fitriah Fitriah et al., "Peran Orang Tua Dalam Membimbing Anak Belajar Dari Rumah Di Masa Pandemi Covid-19," *Tapis : Jurnal Penelitian Ilmiah* 5, no. 2 (December 31, 2021): 166, <https://doi.org/10.32332/tapis.v5i2.4340>.

Method

The method used in this research is qualitative with the type of case study on State Civil Servants in Metro City. This research data is presented in a descriptive qualitative way to describe how the role of parents with the status of Civil Servants in assisting children learn from home.

Data were collected through interview techniques, semi-structured observation, and documentation related to the role of parents in accompanying their children to learn from home. Then the data were analyzed by thematic analysis techniques.²¹ The subjects of this study were Civil Servants in Metro City who had 3 children of elementary school age. The object of this research is the role of parents who are Civil Servants in accompanying their children to study from home.

Result and Discussion

The task of guiding children to learn is not only the task of the teacher at school, but parents are also responsible for the child by seeking the development of all the potential of the child, including the intellectual aspect. One of the duties of parents is to teach or guide their children. This is of course even more necessary when facing this pandemic period, where the learning process in all schools is instructed by the government to be carried out remotely with the concept of "Learning from Home", thus the role of parents in this matter is very important.

The findings show that the implementation of the "Learning from Home" learning carried out in Metro City is online and offline. Offline is done by home visits or through physical learning resources such as modules and student worksheets that must be completed every day based on the learning schedule at school and will be collected at school on certain days. The following findings illustrate that the presence of parents is vital for children's learning development. Because parents are a place for children to share their feelings in the face of new experiences, such as learning difficulties and feelings of loneliness when solving problems in learning ²².

The Role of Parents as Teachers at Home

²¹ M. Kholis Amrullah and M. Irfan Islamy, *Perencanaan Penelitian : Perjalanan Sistematis Penemuan Teori*, ed. Ani Cahyadi (Malang: CV. Literasi Nusantara Abadi, 2020).

²² Selfi Lailiyatul Iftitah and Mardiyana Faridhatul Anawaty, "PERAN ORANG TUA DALAM MENDAMPINGI ANAK DI RUMAH SELAMA PANDEMI COVID-19," *JCE (Journal of Childhood Education)* 4, no. 2 (September 9, 2020): 71, <https://doi.org/10.30736/jce.v4i2.256>.

In this study, it was found that parents who are Civil Servants also play their role in assisting children when at home such as helping to explain learning materials that children do not understand, re-explaining learning materials if learning is offline, for example they direct their children to do assignments from home. The school either teaches directly or directs to find answers to the school assignment, or parents help explain the material by providing examples through concrete objects. The role of parents when accompanying children during the learning process from home during online learning is by helping direct children to do whatever things according to the teacher's instructions.

They are still trying to teach their children at home during the pandemic. They continue to accompany children to learn from home when they are at home and not on duty. However, this cannot be done routinely, there are times when their work schedule clashes with the children's schedule for studying at home, especially when they have to study online (on a network). Then the task can be replaced or represented by other family members such as older siblings.

At the time of Learning From Home (BDR) it is more likely that there are many assignments to children with parental guidance at home. The role of parents is to accompany and guide as well as when children study from home to ensure children can study and do schoolwork. Then parents also control their children's study time. Most parents set their children's study time to be at night after the Maghrib prayer, but there is also a time when the children's school study is erratic, sometimes during the day, then assignments must be collected. Do not forget that parents also create a comfortable learning atmosphere as one parent did by playing with children so that children feel cared for by their parents and it is hoped that children will not be bored to learn from home.

Based on these data, it is known that the role of parents in accompanying their children when learning from home is as a teacher. Parents who work as Civil Servants in Metro City do not relinquish their responsibilities as teachers or lecturers when there is a "Learning from Home" policy. In terms of the role of parents as teachers at home, of course, we cannot imagine it as when the teacher teaches material in the classroom under normal circumstances. However, it is clear that there is an effort for them to participate in assisting children in learning by explaining the material and guiding children in learning during this pandemic. The previous review of the state of the Covid-19 pandemic did have an impact on community learning, especially children. Not only in formal

institutions, even in non-formal educational institutions in Hulu Sungai Selatan Regency.²³

The Role of Parents as Facilitators

The findings in this study indicate that parents work as State Civil Apparatus and act as facilitators. Their role is seen in the provision of children's learning facilities such as stationery, mobile phones and internet quota to receive and send children's school assignments, chairs, tables and lighting for children's learning. Furthermore, the role of parents as facilitators is to provide facilities for their children to take lessons/study guidance, this is because parents are busy or when their work schedule clashes with their child's study schedule. So parents take their children to the nearest tutoring place. The findings also show that some children still use their parents' cellphones, parents still cannot provide special study rooms and their own libraries for children to learn, but parents provide other learning facilities for children who are considered to be able to make children learn to the fullest.

Parents certainly really want their children to have broad knowledge and insight with one way to facilitate children in learning which is expected to be able to reduce children's boredom when learning difficulties.

The Role of Parents at Home as Motivators

The problem faced by parents is that children are lazy to study because they mostly play gadgets and watch television, but parents don't just let their parents continue to motivate their children. The role of parents in accompanying their children to learn from home is indicated by the provision of motivation, for example giving gifts if the child succeeds in answering to get good grades from their assignments, as well as providing encouragement by showing tricks. Among other parents, they also motivate children in different ways,²⁴ including providing encouragement and advice so that children do not play gadgets for too long and study hard and invite children to repeat lessons at home together.

²³ M. Kholis Amrullah, "The South Kalimantan Ulama's Leadership in Covid-19 Pandemic Era," *INNOVATIO: Journal for Religious Innovation Studies* 20, no. 2 (December 31, 2020): 111-24, <https://doi.org/10.30631/innovatio.v20i2.111>.

²⁴ M. Kholis Amrullah, "STRATEGI BELAJAR KOGNITIF UNTUK PEMBELAJARAN BAHASA ARAB," *Muhadasah: Jurnal Pendidikan Bahasa Arab* 3, no. 1 (June 7, 2021): 43-59, <https://doi.org/10.51339/muhad.v3i1.290>.

Parents function as motivators for children in the form of guidance such as taking care and ensuring children to carry out learning activities at home ²⁵.

Conclusion

Based on the description of the results of research and discussions that have been carried out, the role of parents who work as Civil Servants in accompanying their children to study from home are: First, the role of parents as teachers, where parents accompany children to learn by explaining learning materials that have not been understood, provide direction in online learning and provide direction when completing assignments. Second, the role of parents as facilitators, where parents provide children's learning facilities in the form of stationery such as pens, pencils, books and what is certain are cellphones and internet quotas to receive and send children's learning assignments, as well as provide facilities by including tutoring/tutoring. . Third, the role of parents as motivators, where parents motivate by giving encouragement, encouragement, advice, and motivating children to repeat lessons, and give children gifts if children get good grades.

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²⁵ Euis Kurniati, Dina Kusumanita Nur Alfaeni, and Fitri Andriani, "Analisis Peran Orang Tua Dalam Mendampingi Anak Di Masa Pandemi Covid-19," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 5, no. 1 (May 31, 2020): 241, <https://doi.org/10.31004/obsesi.v5i1.541>.

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