

PARENT AND SCHOOL INVOLVEMENT ON THE LEARNING ACTIVITIES DURING PANDEMIC COVID-19: A CASE STUDY ON RA MUSLIMAT 007 GANDU I PONOROGO

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Abstract: *During this pandemic, parents have duties as substitute teachers as in school institutions; parents provide learning and assistance so that children's interest in education learning does not decrease even though the learning process is carried out from their respective homes. This study aims to learn more about how the learning process is carried out during the pandemic and parental involvement in early childhood education at RA Muslimat NU 007 Gandu I. This research is qualitative with a case study design, data were collected through observation, interviews, and documentation. At the same time, the data analysis used in this study is a qualitative data analysis of the Miles and Huberman model. Based on the research, it was found that the learning process during this pandemic RA Muslimat NU 007 Gandu I was carried out in a hybrid learning by combining online and offline. While, parental involvement in the learning process included: First, parenting activities; second, communication with teachers and schools (PAUD), third, mentoring activities for learning from home; and fourth, involved in making decisions through*

associations and school committees. These various forms of parental involvement significantly help children's learning activities at home.

Keywords: *Early Childhood Education; Parental Involvement; Pandemic Covid-19*

Abstrak: Selama masa pandemi ini orang tua mempunyai tugas sebagai guru pengganti seperti halnya di lembaga sekolah, orang tua memberikan pembelajaran dan pendampingan agar minat belajar anak tidak menurun meskipun pembelajaran dilakukan dari rumah masing-masing. Penelitian ini bertujuan untuk mengetahui lebih dalam terkait bagaimana proses pembelajaran yang dilakukan selama masa pandemi dan juga bagaimana bentuk keterlibatan orang tua dalam pendidikan anak usia dini selama masa pandemi di RA Muslimat NU 007 Gandu I. Penelitian ini bersifat kualitatif dengan desain studi kasus, pengumpulan data melalui observasi, wawancara dan dokumentasi. Sedangkan analisis data yang digunakan dalam penelitian ini adalah analisis data kualitatif model Miles and Huberman. Berdasarkan penelitian ditemukan bahwa proses pembelajaran selama masa pandemi ini RA Muslimat NU 007 Gandu I dilakukan secara *hybrid* yaitu perpaduan antara daring dan luring, sedangkan bentuk keterlibatan orang tua dalam proses pembelajaran meliputi: Pertama, kegiatan pengasuhan (*parenting*), kedua, komunikasi dengan guru dan sekolah (PAUD), ketiga, kegiatan pendampingan belajar dari rumah, idan keempat, terlibat dalam membuat keputusan melalui paguyuban dan komite sekolah. Berbagai bentuk keterlibatan orangtua ini secara signifikan membantu efektifitas aktifitas belajar anak di rumah.

Kata Kunci: Pendidikan Anak Usia Dini; Keterlibatan Orang Tua; Pandemi Covid-19

A. Introduction

Early childhood education is an effort made to develop and stimulate all aspects of children's growth and development to be used as provisions for their success in the future, including Children's intellectual intelligence, physical-motor, socio-emotional, religious values. Children are also expected to have good behaviour and habits (Suyadi & Ulfa, 2013). Formally early childhood education is carried out at Early Childhood Education Institutions (PAUD); however, the role of informal and non-

formal education in families and communities also determines the success or failure of an education (Suryana, 2016). Especially since the COVID-19 pandemic and the issuance of government policies that stipulate face-to-face learning activities are limited or even eliminated and replaced with online learning from home for all levels from PAUD to tertiary institutions (Yulianingsih et al., 2020). then the role of the family becomes quite essential to accompany and facilitate children's learning at home.

Parents, in this case not only biological fathers and mothers but also adults in the surrounding environment who also take care of children, such as fathers and mothers, grandparents, uncles, aunts, older siblings (Hornby, 2011), are required to be actively involved. In facilitating and conditioning children's learning. Because early childhood requires parental involvement and assistance in education, the actual activity of educating children is the responsibility of parents (Lailiyatul Iftitah & Faridhatul Anawaty, 2020), which is transferred to educational institutions. When an educational institution cannot carry out the task of educating, then the responsibility returns to the parents.

In addition to the responsibility of educating parents, they are included in the microsystem in children's lives and activities and interact directly with children. This pattern of action and interaction has a significant influence on the growth and development of children (Bronfenbrenner, 1979). Likewise, the Islamic view regarding the effect of external factors in the development of children, especially those from parents (Purnama et al., 2020), parents are the primary educators and have a significant influence on the development of children staying in their nature or getting out of that nature (Aziz, 2016; Nadlifah et al., 2019).

The government has established an emergency status in terms of health and the implementation of PSBB (Large-Scale Social Restrictions). This PSBB is one of the efforts to prevent the spread of the coronavirus. This policy from the government is written in the Health Quarantine Law article 59 paragraph 2 in 2020, which states that the purpose of this regulation is "to prevent the spread of the virus, health emergencies that are happening between people in a certain area". Then in the Health Quarantine Law article 59, paragraph 3 of 2020 explains that "this large-scale social restriction includes at least school and workplace holidays, restrictions on religious activities, and restrictions on activities in public places" (Handarini & Wulandari, 2020). The government's

policies had resulted in temporarily not being able to carry out learning in schools, its change in the child's learning process if, before the COVID-19 pandemic, children studied at school with teachers as educators through playing activities while learning at a school institution. However, currently, the child's teaching and learning process are centred on parents due to learning. Must be done from their respective homes online (in the network) (Trisnawati & Sugito, 2020).

During the COVID-19 pandemic, the intensity of parental interaction increased significantly, which made parental involvement the primary key in children's ongoing education during study at home (Yulianingsih et al., 2020). There are six types of parenting, communication, volunteering, learning at home, making decisions, and working with the community in the school context (Epstein, 2010). The sudden shift of educational roles and responsibilities from school to parents does not always run smoothly because all parents have activities and routines. At the same time, the policy of learning from home requires parents to be actively involved in the child's learning process.

Research related to learning during the pandemic emphasizes the implementation of children's education at home and the role of parents in the education process (Ahsani, 2020; Lilawati, 2020; Trisnawati & Sugito, 2020). The research emphasizes the responsibility and role of parents in assisting and motivating children's learning activities (Lilawati, 2020; Yulianingsih et al., 2020) by creating a comfortable learning atmosphere (Ahsani, 2020; Trisnawati & Sugito, 2020) and facilitating children's learning (Lilawati, 2020; Yulianingsih et al., 2020) both learning facilities and infrastructure. Meanwhile, Pramana (2020) emphasizes that the success of distance learning must be supported by the motivation of teachers and the use of technology in education and parents who are committed to assisting children's learning. However, this research has not mentioned much about relationships and parental involvement with schools in managing early childhood education during the pandemic. While the education process carried out by learning from home does not eliminate the school's role and responsibility but requires both parties' cooperation and involvement. So the learning is effective if there is a good relationship and involvement between the school and parents (Epstein, 2010).

This study aims to analyze more deeply the pattern of parental involvement in early childhood education during the pandemic at RA Muslimat NU 007 Gandu I Mlarak Ponorogo in the

context of the relational relationship between parents and school. With the social context, the majority of parents (fathers and mothers) of students in this RA work well, one or both of them so that in the process of implementing learning and the involvement of parents with schools in the child's learning process will be affected by the context. It is one of the focuses of this research.

B. Discussion

1. Theoretical Framework

a. Ecological System Theory

The unique characteristic of early childhood education is its focus on optimizing the growth and development of children (Suyadi & Ulfa, 2013). While child development is influenced by many factors. One of the important factors that influence child development is the child's social environment, as well as the child's social interaction with the environment. Bronfenbrenner (1979) explains that development relates to how a person perceives and interacts with his environment. This theory focuses on social and institutional influences in the process of child development. Institutional in this sense refers to official institutions such as schools and specific communities or certain norms in the child's environment (Salsabila, 2018). Bronfenbrenner further stated that many factors in everyday life affect the development of children, which he collected in five environmental systems that are interrelated and influence each other, namely microsystems, mesosystems, ecosystems, macrosystems, and chronosystems (Bronfenbrenner, 1979; Salsabila, 2018). In simple terms, the five environmental systems are described as follows:

A Microsystem is a pattern of activities, roles, and interpersonal relationships experienced by people developing in specific settings with certain physical and material characteristics (Bronfenbrenner, 1979). School, play environment, living environment, and everything that children encounter every day (Salsabila, 2018); this environment is very influential, and each subsystem is interconnected (Mujahidah, 2015).

Mesosystem is the interrelationship between the microsystems, including the different interactions between

the child's immediate environment where problems occur within the microsystem subsystem (Bronfenbrenner, 1979) and will affect the conditions between other environments. For example, the relationship between family experiences with school, school experience with the community, family relationships with the community or neighbors (Salsabila, 2018).

Exosystems are one or two environmental settings or systems where children are not directly involved but can affect children's development (Bronfenbrenner, 1979; Salsabila, 2018). For example, the increasing working hours of parents indirectly causes children to lose time to interact with their parents, so that the lack of parental involvement in the parenting of children, and in the end, will affect the development of children (Purnama, 2016).

Macrosystem is referred to the consistency between form and content of the lower-level systems (microsystem, mesosystem, and exosystem) that exist, or may exist, at the level of subculture or culture as a whole, together with the belief system or ideology that underlies that consistency (Bronfenbrenner, 1979). Macrosystem includes cultural and social beliefs that affect children's development, such as state ideology, government, traditions, religion, law, customs, and culture where children are (Salsabila, 2018).

Chronosystem includes patterns of events throughout life and sociohistorical circumstances (Salsabila, 2018). The chronosystem influences development and behavior over time. For example, as in many cases of mothers who choose to become career women due to helping the family economy, but due to busy work, mothers' attention to children will decrease (Purnama, 2016).

In the concept of this ecological theory, parents and families are microsystems in children's development and schools that affect children's development, and each of these subsystems interacts to form a mesosystem that also affects child development. So both parents and schools separately influence the development of children. Likewise, the interaction between parents and the school as a mesosystem also affects the development of children.

b. Relationship between School and Parent

Based on the ecology theory, the parent or family

is a microsystem and influencing child development (Bronfenbrenner, 1979) and related to other subsystems. Parents are generally defined as biological fathers and mothers who are responsible for guiding and educating their children. However, according to Hornby, parents are not biological fathers and mothers only, but also include adults in the surrounding environment who take care of children, such as fathers, mothers, grandfathers, grandmothers, uncles, aunts, and brothers (Hornby, 2011).

The role of the family (parents), school, and community, as external agents are very likely to have overlapping roles (Epstein, 2010), so it is essential to equalize perceptions so that the roles of each of the family, community, and school can be integrated integrally and not partially. While internally, it is known that the complex essential influence is related to interactions between individuals in the family, school, and community (Epstein, 2010). Children are still very dependent on their families, especially parents, so it is necessary to involve parents in their children's education to create a common perception & content of children's education which is expected to support the continuity between education in the environment where children live and at school (Diadha, 2015). When parents actively involve themselves in early childhood education, it will help the success of children's learning at school because parental involvement is very effective in improving children's development in terms of learning (Retnaningtya & Paramitha, 2015).

Furthermore, Epstein describes six types of patterns of parent-school involvement relationships, namely: Parenting. It is defined as school assistance to build a home environment that supports children's learning. This parenting includes "workshops". However, it is more than just a meeting on topics related to parenting and held in the school building at certain times. This "workshop" also means providing information about a topic in various forms that can be seen, heard, or read anywhere, anytime, in various forms (Epstein, 2010). This parenting includes the active role of families and schools to provide information on related themes.

Communication is how to build effective communication between schools and parents or vice versa

to find out about school programs and children's learning development. This definition develops into more than two-way communication with various media (Epstein, 2010). The volunteer is defined as recruiting and organizing the help and support of parents. The definition covered a broader scope to include anyone involved in children's school and learning goals anywhere, anytime, and anyone, not limited to parent (Epstein, 2010). Study at home. Namely, schools provide information and ideas to families on how to help study at home (Homework); this definition develops that parents help complete homework and interactive activities with other people at home or in the community, which connect schoolwork with schoolwork real life. Parents encourage, listen, react, praise, guide, monitor, and discuss, not just school subjects (Epstein, 2010). Make decisions, which involve parents in decision-making, involvement of leadership, and parental representatives. This definition develops that this decision-making is a process of partnership, shared views, and actions towards a common goal, not just a power struggle between conflicting ideas. Leadership means actual representation, with opportunities and support to hear from and communicate with other families (Epstein, 2010).

Collaborate with the community to identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development. The definition of the community means not only the environment in which students' homes and schools are located but also an environment that affects their learning and development. It is built not on low or high social only or economic qualities but on strengths and talents to support students, families, and schools. Meanwhile, society means everyone interested in and affected by the quality of education, not just those who have children in school (Epstein, 2010).

2. Method

With a case study design, this qualitative research explores one or several cases through detailed and in-depth data collection (Creswell, 2014). The authors collect facts related to parental involvement in early childhood education during the pandemic in RA Muslimat NU 007 Gandu I Mlarak

Ponorogo in an actual situation that makes it easier for readers to understand abstract ideas and principles together (Yin, 2009). Then describe it in detail and analyze the data to get a complete picture of parental involvement, teacher-parent relationships, and the learning process during the pandemic. The data in this study were obtained through interviews, observations, observations made in this study were participatory observations and unstructured observations (Sugiyono, 2016), besides that the documentation method was also used to support data collection and the data triangulation process. The subjects of this study were one teacher and fourteen parents of class B students RA Muslimat NU 007 Gandu I. the major parents of class B are middle class background. with an economic background supported by a father who works as a teacher, farmer, village apparatus, and/or welder, while the mother is a housewife, while the parents' educational background is high school graduates and there is one person who has a bachelor's degree. Data analysis was carried out using the Miles and Huberman model with a data reduction process, presenting data and drawing conclusions or verification. They checked the validity of the data using source and technical triangulation (Moleong, 2018).

3. Research Results

a. Learning During a Pandemic

During the COVID-19 pandemic, the teaching and learning process at RA Muslimat NU 007 Gandu I Mlarak Ponorogo continued even though it was not like normal days. The school implemented the learning process an emergency curriculum that aims to be a reference or guideline for organizing learning during the pandemic. In this emergency curriculum, several things related to the implementation of learning are explained, including the learning load, schedule of play activities (learning), and learning methods (RA Muslimat NU Gandu Emergency Curriculum Document, 2020). During the study period from home, the method used by educators RA Muslimat NU 007 Gandu I Mlarak Ponorogo in carrying out the learning process is by carrying out online learning with the asynchronous model through assignments with online parent and teacher assistance and offline learning for those who want. The implementation of learning during this

pandemic has also been through an agreement with parents or guardians of students so that teachers and parents have effective and positive communication and have the same goals in the learning process. As stated by Mrs. NR:

“For the learning process, we are online, but we also had time to do it face-to-face, but that’s not for everyone! Only for those who want it. because there are parents who really take care of themselves, don’t leave the house, so they choose not to take offline learning. Then there are others who are out of town and have not been able to go home. So later the number of children who take part in face-to-face learning will be divided into two groups. It is held for three days a week, the first group will be Monday-Wednesday, the second group Thursday-Saturday. learning starts at 08:00 – 09:30 WIB” (Interview with Mrs NR, parent of Class B students RA Muslimat NU Gandu).

The teacher’s statement was also confirmed by the parents of the students as stated by SW, who said: “Learning is done online, but sometimes it is scheduled to meet face-to-face at the teacher’s house” (Interview with Ms. HND, parent of class B students). There are several forms of learning carried out by schools: First, with assignments, this task is conveyed by the teacher to parents in two ways: 1) directly, usually once a week parents come to school submitting children’s learning outcomes and taking the next learning assignment, 2) online via Whatsapp by utilizing its features, such as voice recordings, video calls, and sending pictures and videos structured. Second, direct learning (face-to-face), which is carried out three days a week at the teacher’s house, is divided into two groups. The school prepared the overall learning design during the pandemic, including lesson plans, materials, media, and materials (results of an interview with Ms. UN, class B teacher RA Muslimat 007 Gandu).

Although schools have made emergency curriculum schedules and guidelines, in practice, children’s learning activities at home are pretty flexible in their implementation because the busyness and activities of each parent are different. So in the implementation of learning at home, the school and teachers, in particular, continue to provide guidance and assistance as stated by Mrs. SW, that “the school (teacher) prepares the task,

and parents accompany the child's study at home. Then the school also provides magazines, student worksheets (LKS), and learning support tools.

The approach taken by parents in learning is also different; some are scheduled, some are not specifically scheduled, adjust to the busyness of parents or follow the wishes of the child. Based on the observations that have been made, most of them carry out unscheduled learning and follow the child's wishes; there are only a few parents who make a study schedule at home to aim that the child has a sense of responsibility and discipline.

In this online learning process, communication between teachers (schools) and parents goes well and smoothly. "Alhamdulillah, there are no problems, because the teachers are always open, every time in WA, every time in direct message/private message, they immediately give directions. So it's been fine so far." (Interview with Ms. NR, parent of Class B Students). Other parents also expressed that there was no communication problem with the teacher (school) during this online learning because at any time if parents sent messages asking for assignments, the teacher immediately replied and gave directions. Parents also actively ask if there is a child's learning material that has not been understood. Then to monitor children's learning activities while at home, teachers usually ask for voice recordings, photos, or videos of children's learning activities at home sent via WhatsApp.

b. Parental Involvement in Children's Education During the Pandemic

The involvement of parents in early childhood education is very influential on the child's learning process, especially during the pandemic, which requires students to learn from their respective homes and be accompanied by their parents, in this case, their mother. Because like a mentioned above that the background of parents is from a middle-class background. And all fathers covering the economy who works as a teacher, farmer, village apparatus, and welder, while the mother is a housewife, while the parents' educational background is high school graduates and there is one person who has a bachelor's degree. The most dominant form of parental involvement in early

childhood education at RA Muslimat NU 007 Gandu I is mentoring children's learning at home with guidelines and learning designs that the school has designed. This study guide is not only related to materials and assignments but also about how to raise children. During the pandemic, schools and parents also build better communication with two-way or more communication patterns. Two-way communication can be done online or offline, while three-way communication or more uses a class WhatsApp group consisting of student guardians and teachers and weekly meetings every Monday. This communication aims to facilitate the distribution of information related to learning programs and children's learning progress and a means for communication-related to learning and finding learning solutions, especially during online learning from home.

It is communication pattern also makes it easier for parents to set policies related to learning during the pandemic. As previously stated, learning during this pandemic is all with the consent of parents. Good communication is one of the supporting factors in facilitating the learning process at home. The long duration of learning activity at home, making many children feel bored. As expressed by one of Mothers students: "... because most children prefer to study at school than at home, if at school I have a lot of friends, if I'm at home studying alone with me, so there's a sense of saturation" (Interview with Mrs. SW, the parent of class B students). It is one of the obstacles and the uncertain mood and willingness of children to learn. Another obstacle is the busyness of parents so that sometimes the student's learning process is done with the activities of parents.

In general, because the main focus of education during this pandemic is online learning from home, parents and schools pay the most significant attention to this. However, the learning process from home has sought integration and reciprocal relationships between schools and parents, not running alone. In this case, schools design learning programs and provide direction and assistance to parents as implementers at home. However, positive parenting values are also embedded in the learning design at home. One of the keys to implementing learning from home well is the communication built between the school and parents, both two-way communication and three-way

communication or more, which is carried out online and offline, both routinely and incidentally.

4. Discussion

Based on the study results, it appears that there is a shared commitment between the school (RA Muslimat 007 Gandu I) and parents of students in providing educational services for children. It is proven by teaching and learning in difficulties and obstacles in social interaction during the covid 19 pandemic. Implementation of the emergency curriculum is a form of school responsibility to continue to provide educational services for children. This emergency curriculum is a reference for schools to develop programs and learning activities for children independently accompanied by parents at home. Meanwhile, parents' commitment is manifested in the form of a willingness to spend time, energy, and thoughts to help accompany children's learning at home. This form of assistance is undoubtedly different. Since the COVID-19 pandemic, parents have played a role as "teachers" as executors of learning programs that the teacher or school has prepared. Meanwhile, before pandemic covid-19, parents play as controllers and companions for children to repeat lessons at home.

The implementation of the emergent curriculum and the role of parents as "teachers" at RA Muslimat 007 Gandu I are a form of commitment and realization of the responsibility of each party towards children's education. Due to the COVID-19 outbreak, there are restrictions on the offline learning process. And children's Early childhood is the "victim" of the education sector (Trisnawati & Sugito, 2020), and requires extra assistance given the limitations of children accessing and using digital devices and technology.

It further strengthens various previous studies that during the COVID-19 pandemic, both educational institutions (schools) and families must be committed to providing educational services at home. Thus, the main focus is the role of parents in assisting children's learning (Ahsani, 2020; Lilawati, 2020; Pramana, 2020; Trisnawati & Sugito, 2020; Yulianingsih et al., 2020), while schools develop learning programs that are distributed to parents and student. as well as in RA Muslimat NU 007 Gandu. The role of parents in assisting children's learning is also a significant concern. Schools build communication and work with parents to facilitate and help children's learning. Parental involvement

is an essential aspect of education, especially Early Childhood Education, because parents are the first to interact and educate and guide children in the family environment since the child is born (Baharun, 2016). Child development is connected with other microsystems such as schools which also influence child development (Bronfenbrenner, 1979), so there needs to be harmony between the two (Epstein, 2010). So, although the role of parents is vital in education and the role of schools do so, what is no less important is the integration and interaction between the two in building a shared vision and implementation.

Therefore, education goals can be adequately achieved if there is a continuous effort in the tri-center of education, schools, families, and communities. These three educational institutions must have shared goals and also complement each other to realize educational purposes. Because these three educational environments will determine the future lives of children in society, state, and religion (Baharun, 2016), if there is no integration between the three, there will be overlapping or overlapping of each (Epstein, 2010). It includes early childhood education, which is a forum prepared to assist the process of character building, personality, and developing the potential of children for future provisions through various levels of education, both formal and non-formal (Aziz, 2017). So the effort to build integration through synchronization and interaction of the RA Muslimat Gandu Educational Institution with parents is an effort to create a unified vision between schools and families.

The technical flexibility of implementing this emergency curriculum is to accommodate the situation and condition of parents at home. As previously mentioned, the characteristics of the parents of student RA Muslimat 007 Gandu I are middle class with a working father and a housewife. So in the context of learning from home, the companion for learning at home is the mother. However, in practice, not all mothers apply the same way in supporting children's learning; the forms of parental involvement also vary.

This pattern of reciprocal (two-way) relationships between schools and families (parents) is an ideal form of involvement between parents and schools in the learning process and children's education. So, when referring to the results of the research on the pattern of reciprocal relationships between parents and schools (RA), the most dominant form of mentoring

for children's learning at home, as well as two-way or multi-way communication between parents and schools, and in the process also includes material about parenting, especially those related to the learning process and children's motivation. There is also involved in decision-making, but this is not so dominant; this decision-making is more related to parental consent in the form of learning during the covid-19 pandemic.

The involvement of parents and schools at RA Muslimat NU 007 Gandu I is mentioned above. It is referred to Epstein's six typologies of the parent, and school involvement was dominant in the study at home type. Schools provide information and ideas to families on how to help study at home (homework) (Epstein, 2010). School also provides parenting content to guide parents to create a home environment that supports children's learning. What can optimally achieve child development is if continuity in the microsystem environment, including children's education at home and school, requires parental involvement (Mujahidah, 2015). So It Is can represent the first type of Epstein's six typologies, namely parenting. However, there is not explicitly any specific guidance from schools on how to raise children at home.

As a microsystem, parents (fathers and mothers) have a vital role in the successful implementation of education; parents are the first people close to children and know best what children like and do not like, what their strengths are, and what are their strengths and weaknesses. Children's needs, children's hobbies, what are the children's aspirations, and so on. When parents actively involve themselves in early childhood education, it will help the success of children's learning at school because parental involvement is very effective in improving children's development in terms of learning (Retnaningtya & Paramitha, 2015). Children are still very dependent on their families, especially their parents, so involving parents in their children's education is necessary. It is an effort to create a common perception & content of children's education, expecting to support the continuity between education in the environment where children live and at school (Diadha, 2015). The involvement of parents in children's education can influence children's behaviour in responding to the lessons. The more parents show a positive attitude towards science, the better the child will gain knowledge (Retnaningtya & Paramitha, 2015).

Another type that is also dominantly carried out by parents and schools is communication. Schools and parents build adequate communication facilities between schools and parents or vice versa from parents to schools to monitor school programs and children's learning development (Epstein, 2010). This communication is also a means to realize the implementation of learning from home to distribute information related to children's learning programs. This communication media is carried out offline and online by utilizing information and communication technology. Such as internet networks, smartphones, laptops, and computers (Handarini & Wulandari, 2020) because teachers will give assignments to children through WhatsApp groups, Zoom Meetings, or Google Meets. The teacher gives assignments to children daily according to the schedule and lesson hours that have been set (Yulianingsih et al., 2020).

Another important thing that is very influential in children's learning process during this pandemic is the involvement of parents in providing understanding, support, and assistance to children so that they remain enthusiastic and motivated to continue learning even from home. During learning from home, parents need to be an excellent example to their children; this is the best method in teaching the values of life to children during the pandemic. Early childhood tends to imitate; they will imitate the behavior and habits of their families in everyday life (Trisnawati & Sugito, 2020). Parents as primary educators in children's learning processes, especially during a pandemic, must take the time to accompany children's learning, create a fun learning environment and provide diverse learning resources so that children can develop their abilities to reach the stages of development and growth (Lailiyatul Iftitah & Faridhatul Anawaty, 2020). In addition, in accompanying the child's development period, the father/mother has the right to regulate the child with whom he interacts, both peers and adults around him. Parents also have the right to carry out effective monitoring of their children. This monitoring includes, among others, supervising children regarding the selection of social places, activities, and friendships. Therefore, parents have a role in providing direction and guidance to the child's learning process (Irma et al., 2019). It is part of a form of parenting that can support children's learning, as another type carried out in school interactions with parents, namely the implementation

of parenting guidelines from schools by parents (Epstein, 2010). Parents are involved in making decisions regarding the implementation of learning during the pandemic; according to Epstein (2010), this is part of the involvement of parents and schools in making decisions.

Several factors influence the involvement of parents in children's education during the pandemic at RA Muslimat NU 007 Gandu I, including parental factors and child factors. During this learning from home period, all problems faced can be handled adequately as long as there is high motivation from teachers/schools to adapt to online learning. Parents who remain faithful to accompany children to study at home always provide support and a comfortable environment to be excited to learn even from home. It is also essential to maintain children's health by paying attention to their nutrition and constantly reminding them to comply with health protocols. Another thing that is no less important is positive policy support from the government (Pramana, 2020).

During the learning process from home, many parents experience obstacles in assisting their children's learning; as previously explained, many children feel bored, and their mood and willingness to learn are uncertain. In this case, both teachers and parents have different ways to improve the mood and enthusiasm of children's learning; some use a way to give rewards to children, some parents patiently give advice and motivate children with words that build. In this case, there are two types of rewards given to children, namely verbal and non-verbal. Giving verbal rewards or awards in the form of praise to children, the form of praise given is kind words that make children feel happy and also eager to return to learning (Hapsari, 2013), an example of its implementation as done by Mrs. EH as the parent. It was Safe who praised that "Wow, that's great, Ms. FA is smart, Ms. FA can do it." Giving rewards non-verbally in the form of giving awards with symbols and awards in the form of objects or gifts, giving awards with symbols, for example by giving an asterisk to children, giving value to children's learning outcomes, it can also be by showing happy expressions for children's learning outcomes and giving a thumbs-up as a form of appreciation (Hapsari, 2013). While giving awards in the form of objects, for example, as done by Mrs. HND as MZ parent, usually Mrs. HND will give ice cream when Mirza manages to memorize several short letters or does a good job. That way, the child

will be more enthusiastic about learning.

C. Conclusion

Based on the result and discussion, the involvement of parents in early childhood education at RA Muslimat NU 007 Gandu I, Mlarak, Ponorogo during the Pandemic, it can be concluded that the learning process of children at RA Muslimat NU 007 Gandu I during the pandemic this continues to take place online and offline /face-to-face at the teacher's house. In this case, parental involvement was carried out during the pandemic at RA Muslimat NU 007 Gandu I in the form of caring for children, establishing communication with teachers/schools, accompanying children's learning while at home, and being involved in decision-making related to children's learning.

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