



HOME / Editorial Team

## Editorial Team

### Editorial in Chief

I Gusti Lanang Agung Parwata, Universitas Pendidikan Ganesha, Indonesia

### Associate Editors

Yuni Astuti, [SCOPUS ID: 57209749908] Universitas Negeri Padang, Indonesia

I Wayan Eka Mahendra, [SCOPUS ID: 57202997175], Institut Pariwisata dan Bisnis Internasional, Indonesia

Setyo Eko Atmojo, [SCOPUS ID: 57200101777] Universitas PGRI Yogyakarta, Indonesia

Desak Putu Parmiti, [SCOPUS ID: 57203067649] Universitas Pendidikan Ganesha, Indonesia

Lokita Purnamika Utami, [Scopus ID: 57207252541] Universitas Pendidikan Ganesha, Indonesia

Dimas Qondias, STKIP Citra Bakti, Indonesia

Moh Salimi, (SCOPUS ID: 57202593502) Universitas Sebelas Maret, Indonesia

I Wayan Widiana, [ID SCOPUS: 57200818126] Universitas Pendidikan Ganesha, Indonesia

I Gusti Lanang Agung Parwata, Universitas Pendidikan Ganesha, Indonesia

I Nyoman Laba Jayanta, [SCOPUS ID: 57209196223] Universitas Pendidikan Ganesha, Indonesia

### Peer Reviewers

I Gede Astawan, [SCOPUS ID: 57216220700] Universitas Pendidikan Ganesha, Indonesia

Lokita Purnamika Utami, [Scopus ID: 57207252541] Universitas Pendidikan Ganesha, Indonesia

Moh Salimi, (SCOPUS ID: 57202593502) Universitas Sebelas Maret, Indonesia

Fajar Surya Utama, Universitas Jember, Indonesia

Mr mohammad imam farisi, Universitas Terbuka, Indonesia

Nyoman Dantes, [SCOPUS ID : 57194945455] Universitas Pendidikan Ganesha, Indonesia

I Wayan Santyasa, [SCOPUS ID: 57212061861] Universitas Pendidikan Ganesha, Indonesia

Deek Ngurah Laba Laksana, [SCOPUS ID: 57210155820] Sekolah Tinggi Keguruan dan Ilmu Pendidikan Citra Bakti, Indonesia

Yus Mochamad Cholily, [SCOPUS ID: 8655180700] Universitas Muhammadiyah Malang, Indonesia

Akhsanul In'am, [SCOPUS ID: 55639769600] Universitas Muhammadiyah Malang, Indonesia

Ketut Suma, [SCOPUS ID: 57202671029] Universitas Pendidikan Ganesha, Indonesia

I Gusti Ngurah Japa, [ID SCOPUS: 57216225908] Universitas Pendidikan Ganesha, Indonesia

Made Hery Santosa, [SCOPUS ID: 55996490800] Universitas Pendidikan Ganesha

Made Agus Dharmadi, [SCOPUS ID: 57200800989] Universitas Pendidikan Ganesha, Indonesia

### ACCREDITATION



\*) Journal of Educational Research and Evaluation is Accredited Sinta 2 by The Ministry for Research, Technology and Higher Education (RISTEKDIKTI)

Scopus <sup>®</sup>	Citedness
	<b>Sinta 2</b>
	Sinta Rank
	<b>1179</b>
	Citations
	<b>16</b>
	h-index

Powered by iThenticate® 5.15.11

- Home
- Focus and Scope
- Editorial Team
- Reviewer
- Peer Review Process
- Author Guidelines
- Publication Ethics
- Contact Us
- Open Access Policy
- Copyright Notice
- Author Fees

### EDITOR IN CHIEF





HOME / ARCHIVES / Vol. 5 No. 2 (2021): May

### Vol. 5 No. 2 (2021): May

DOI: <https://doi.org/10.23887/jere.v5i2>

PUBLISHED: 2021-04-24

#### ARTICLES

##### Communicative and Collaborative Aspects in Indonesian Electronic School Book Evaluation Instruments

Imam Safi, Lili Wahdini

168-175



##### Management of the Independent Learning Curriculum during the Covid-19 Pandemic

Istaryaningtyas Istaryaningtyas, Silviana L., Hidayat E.

176-184



##### Catholic Religious Learning with the Project Based Learning (PjBL) Approach: Validity and Feasibility

Agustina Dede Mite, Siregar Eveline, Situmorang Robinson

185-191



##### Need Analysis of Virtual Laboratory for Vocational School Learning Practices During Covid-19 Pandemic

Eskawati Musyarofah Bunyamin, Eveline Siregar Siregar, Dwi Kusumawardani Kusumawardani

192-199



##### Curriculum Development for the Subject of "Jadi Pendamping Adik" in Grade X of Senior High School

Marianus A.G Sera, Robinson Situmorang, Eveline Siregar

200-207



##### Online Learning with Project Based Learning Approach in the Human Performance Technology 2 Course

Beatriks Lasamahu, Eveline Siregar, Moch Sukardjo

208-215



##### The Implementation of English Teachers' Authentic Assessment in Junior High School During Online Learning

Ni Wayan Astri Monika Putri, Luh Putu Putu Artini, Ni Luh Putu Eka Sulistia Dewi, A.A. Gede Yudha Paramartha, Luh Gede Eka Wahyuni

216-222



##### Teaching the 21st Century Skills (4Cs) in English Literacy Activities

I Putu Ratama, Ni Nyoman Padmadewi, Luh Putu Artini

223-233



#### ACCREDITATION



\*) Journal of Educational Research and Evaluation is Accredited Sinta 2 by The Ministry for Research, Technology and Higher Education (RISTEKDIKTI)



**Application of Didactic Methods in Planting Values of Culture Through Maligya Ceremony at Hindu Communities**

Gusti Ayu Santipatni

234-242



**Project-Based Learning in Teaching EFL Writing: An Analysis of the Effect on The 5 Dimensions of Writing**

Ni Komang Sri Wardani, Luh Putu Artini, Dewa Putu Ramendra

243-249



**Contribution of Learning Motivation and Stress on Academic Achievement of Medical Faculty Students**

Yogie Yogie, Suryadi Suryadi, Totok Amin Soefijanto

250-257



**Management of Facilities and Infrastructure of Physical Education in State Junior High School**

Jajang Jajang, Sugeng Purwanto, Fitri Agung Nanda, Novriansyah Novriansyah

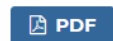
258-264



**Clinical Supervision and Its Impact on Pedagogical Competence of Vocational School Teachers**

Emilia Sari, Ahmad Masduki, Matin Matin

265-270



**Curriculum Management During the Covid-19 Emergency**

Putri Dwi Arini, Matin Matin, Siti Zulaikha

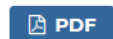
271-278



**Strengthening Character Education Through Counseling Guidance Management SMA Bunda Hati Kudus**

Yoseph Silvanus Daempal, Matin Matin, Kamaluddin Kamaluddin

279-286



**Online Zonation System on New Student Admissions During the Covid-19 Pandemic**

Fitri Rachmadhany, Sugiarto Sugiarto, Matin Matin

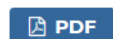
287-293



**Cooperative Relationship between Teachers and Parents: Develop Learning Ability for Primary School Students during the Covid-19 Pandemic**

Dodiet Enggar Wibowo, Ali Mahmudi, Heri Retnawati

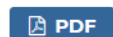
294-301



**The Role of Academic Supervision and Communication on Teacher Performance**

Ratih Kusuma Wardani, Desi Rahmawati, Heru Santosa

302-310



**Investigating the Implementation of Online Learning in Remote Learning Context**

Dwi Tahamata Nyudak, I Nyoman Adi Jaya Putra, Made Hery Santosa

311-323



**Character Education Learning Using The Contextual Teaching Learning (CTL) Approach for Civics Learning**

La Kasman Rukua, Eveline Siregar, R A Murti Kusuma Wirasti

324-331



# Cooperative Relationship between Teachers and Parents: Develop Learning Ability for Primary School Students during the Covid-19 Pandemic

Dodiet Enggar Wibowo<sup>1\*</sup>, Ali Mahmudi<sup>2</sup>, Heri Retnawati<sup>3</sup>

<sup>1,2,3</sup>Department of Primary Education, Graduate School of Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

## ARTICLE INFO

### Article history:

Received January 28, 2021  
Revised February 06, 2021  
Accepted April 24, 2021  
Available online May 25, 2021

### Kata Kunci :

Kolaborasi; Pembelajaran;  
Pandemi Covid-19

### Keywords:

Collaboration; Learning; Covid-19  
Pandemic



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2021 by Author. Published  
by Universitas Pendidikan Ganesha

## ABSTRAK

Para pendidik dan siswa sangat menderita akibat pandemi Covid-19. Akibat pandemi Covid-19, hampir semua sekolah harus menonaktifkan kegiatannya. Di masa pandemi Covid-19, peran orang tua sangat dibutuhkan dalam membantu proses belajar di rumah. Penelitian ini bertujuan untuk mengembangkan kemampuan belajar siswa sekolah dasar di masa pandemi Covid-19 dengan menjalin hubungan kerjasama antara guru dan orang tua. Responden penelitian ini adalah 11 guru dan 8 orang tua. Informasi rahasia dari responden, semua jawaban dan identitas yang diberikan dijaga kerahasiaannya. Desain penelitian adalah studi kasus eksploratif, instrumen pengumpulan data dengan metode wawancara semi terstruktur, dan Focused Group Discussion (FGD). Analisis data dalam penelitian ini terdiri dari mempelajari, mengkategorikan, mentabulasi, menggabungkan bukti empiris untuk membangun proposisi awal. Proses pengumpulan data dan analisis data dilakukan secara bersamaan yang kemudian dilanjutkan setelah pengumpulan data selesai dengan menggunakan metode analisis intensif dan model interaktif. Hasil penelitian tentang dampak Covid-19 menunjukkan pembelajaran online kurang efektif dibandingkan pembelajaran tatap muka di kelas, kendala dalam pembelajaran online termasuk jaringan yang tidak stabil, dan kurangnya kemampuan orang tua untuk membantu menjelaskan materi yang diberikan oleh guru. Kerjasama dan komunikasi yang baik antara orang tua dan guru menjadi solusi untuk mengoptimalkan belajar dari rumah.

## ABSTRACT

Educators and students have suffered greatly from the Covid-19 pandemic. As a result of the Covid-19 pandemic, almost all of schools had to deactivate its activities. During the Covid-19 pandemic, the role of parents is very much needed in helping the learning process at home. This study aims to develop the learning abilities of elementary school students during the Covid-19 pandemic by establishing cooperative relationships between teachers and parents. Respondents of this study were 11 teachers and 8 parents. Confidential information from respondents, all answers and the identity given are kept confidential. The research design are exploratory case studies, data collection instruments with semi-structured interview methods, and Focused group Discussion (FGD). The data analysis in this study consisted of studying, categorizing, tabulating, combining empirical evidence to build initial propositions. The process of data collection and data analysis are carried out simultaneously which then continued after data collection is complete using intensive analysis methods and interactive models. The results of the research on the impact of Covid-19 showed that online learning are not effective compared to face-to-face learning in the classroom, the obstacles in online learning including unstable networks, and lack of parents' ability to help explaining the material provided by the teacher. Good cooperation and communication between parents and teachers are the solution to optimize study from home.

## 1. INTRODUCTION

The Covid-19 pandemic is the virus that happened for the first time in health history all over the world. Almost all of the countries issued the policy to close schools, colleges, universities, the tourism sector, malls and traditional markets (Nuraini et al., 2020; Villegas et al., 2020). Large scale activities are no longer feasible to be done. The United Nations (UN) organization is outraged with the Covid-19 pandemic. Educational institutions are one of the example affected by the Covid-19 pandemic, so the decision to close schools is very necessary in order to break the Covid-19 chain (Nicola et al., 2020; Panesar et al., 2020). The results data from the United Nations Educational, Scientific and Cultural Organization, states that 290.5 million students worldwide felt that the teaching and learning activities are disrupted due to schools being closed. Universities in the United States have been affected by Covid-19, so that the international student exchange program has been temporarily suspended in order to keep Covid-

\*Corresponding author.

E-mail addresses: [dodietenggar.2019@student.uny.ac.id](mailto:dodietenggar.2019@student.uny.ac.id) (Dodiet Enggar Wibowo)

19 from spreading rapidly. By looking at the condition of Italy that had many victims due to Covid-19, all students on some campuses are returned to their home countries (Arizona et al., 2020; Chaturvedi et al., 2021). The decision was made in accordance with the protocol to prevent and control the spread of disease (CDC), because Italy has become a red zone status on February 26, 2020. Several campuses in New York have instructed students to return to the US and leave Italy immediately. Students are advised to carry out independent isolation for 14 days before returning to their respective homes. Covid-19 are spreading very quickly and is so ferocious that 13 countries, including China, Italy and Japan, closed all of their schools with the aim of preventing the transmission of Covid-19.

Schools and universities will be closed during the Covid-19 pandemic. The institutions are expected to work together to support the implementation of distance learning programs and platforms (Kim, 2020). As a result of the Covid-19 pandemic infecting school and universities, the government are required to issue the policy of closing all school institutions including elementary schools, Middle School, High School and University. It was carried out as an effort to prevent the spreading of Covid-19. With the efforts made, Covid-19 transmission could be slowed down so that the spreading will be very minimum. Apart from these efforts, the lockdown or regional quarantine policy is an effort that needed be done in an effort to reduce the entry and exit of people from an area that has been exposed to Covid-19. The spread of Covid-19 initially only resulted in the weakening of the world economy, but the impact of Covid-19 began to be felt by educational institutions (Deepika, 2020; Dinatingrat et al., 2020). Decisions taken in all countries affected by Covid-19, including the state of Indonesia, are participating in implementing the regulation to close educational institution programs by deactivating all teaching and learning activities in schools and replaced with online learning at home.

Educators and students have suffered greatly from the Covid-19 pandemic. As a result of the Covid-19 pandemic, almost all of schools had to deactivate its activities. Victims of the Covid-19 outbreak, not only the education in the elementary, junior high, high school to university levels have all experienced the consequences of the Covid-19 pandemic, because students are told to study at home and can't do face to face as usual, to break the chain of Covid-19 transmission. However, not all students are able to learn online. Likewise, many educators and lecturers cannot teach using internet technology networks or social media, especially in disadvantaged areas. Therefore, all students and college students require to work together to create the functions and goals of national education. The family is one of the parties that has the burden of responsibility for the realization of the functions and goals of national education. The family is the closest environment to students, the first place of education for children is in the family (Burns et al., 2020; Jiménez & Estévez, 2017). Family has a very important role in developing learning abilities in children (Wodon, 2016). A harmonious relationship between families is the key to help the process of one's education going smoothly.

Given the importance of the role of parents in educating children, several studies have shown that parents have a very significant share in children's abilities in the sphere of education. Parents have two responsibilities at the same time, namely to help develop children for their lives and to continue the life of the world (Garbe et al., 2020). It means that parents have an obligation to educate their children in order to successfully develop their potential optimally as a provision for their children to live in the future. This is supported by the results of research where shows that the role of parents in determining student learning achievement is very prominent (Fadilla, 2020). During the Covid-19 pandemic, the role of parents is very much needed in helping the learning process at home. Parents during a pandemic should play an active role in educating children at home (Lilawati, 2020). Parents were involved in the learning process during the Covid-19 pandemic (Yulianingsih et al., 2020). During the Covid-19 epidemic, mentioned that parents have a dual role as parents, educators and also as supervisors for their children in online learning (Selviana, 2020). From the results of previous researches, we can see that parents played a significant role in the success of online learning at home during the Covid-19 pandemic.

Teachers and parents are educators are expected to be able to collaborate in developing student learning abilities. If there is no cooperation between the parents and the teacher, then the students' learning ability cannot be formed within the child. However, the reality in the field show many problems regarding the cooperation between teachers and parents. Neither teachers nor parents have been able to establish a good cooperation to develop student learning abilities. This research was conducted as an effort to fill the gaps in the literature about the Covid-19 pandemic, where in determining the focus of the research, researchers refer to previous research which mentioned that parents have a significant role in making distance learning successful (online learning) (Garbe et al., 2020). This is useful for getting more complete information to prepare and provide education for parents, teachers and students to get better education during the Covid-19 pandemic.

## 2. METHODS

The research time was approximately 2 months when the pandemic taking place. Respondents of this study were 11 teachers and 8 parents. Confidential information from respondents, all answers and the identity given are kept confidential. Then the respondents were given the initial code R1, R2, R3 to R19. The respondents in this study were teachers, parents of students in one of the Pakualaman Elementary School Yogyakarta District. The research procedure begins by determining the problem to be discussed, namely the cooperation between parents and teachers when providing the best learning system to children while having online classes at home. This research uses an exploratory case study. Primary data were collected by using semi-structured interview methods and Focused Group Discussion (FGD). Semi-structured interviews were carried out by making a list of grid questions prepared for interviews which were then developed based on the supporting literature. Secondary data were collected by collecting data from articles in published journals and books. If the data is in the form of information, then the next step is to analyze thoroughly with descriptive analysis, so that it describes the researcher's findings in accordance with the main research theme and objectives. In order to dig up information on the effects of the Covid-19 pandemic, several questions were made according to the current conditions.

The analysis was continued by examining the data, dividing it into manageable units, synthesizing, looking for patterns, finding what was meaningful and what was studied, and reported systematically. The data consists of detailed descriptions of situations, people events, interactions, and behaviors. In other words, data is a description of a person's questions about perspectives, experiences, or something / attitudes of belief, and thoughts, as well as excerpts of document content related to certain program (Bogdan et al., 1982). The data analysis in this study consisted of studying, categorizing, tabulating, combining empirical evidence to build initial propositions. The process of data collection and data analysis are carried out simultaneously which then continued after data collection is complete using intensive analysis methods and interactive models (Milles & Huberman, 1992). Moreover, the data from the FGD results and interviews were reduced. The data analysis includes the components of data reduction, data presentation, and conclusions (withdrawal or verification). This process can be described as Figure 1.

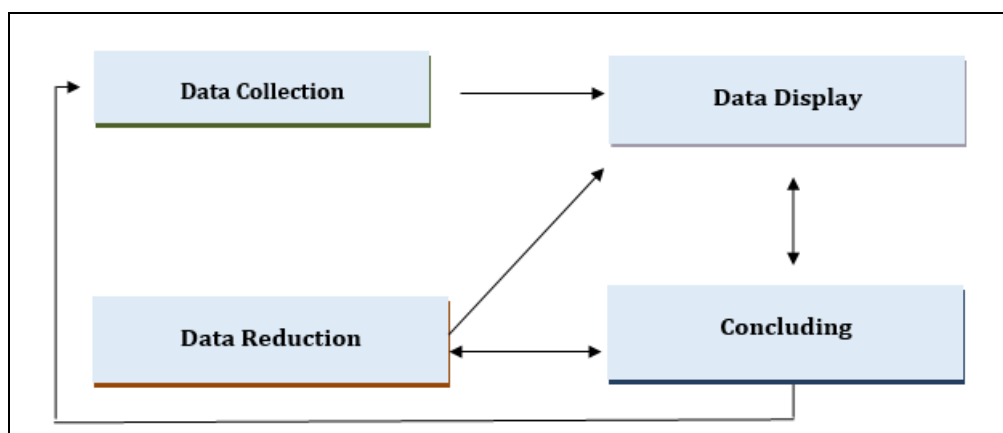


Figure 1. Qualitative Descriptive Data Analysis (Sugiyono, 2014)

## 3. RESULT AND DISCUSSION

### Results

From the results of the study, some parents and students had an agreeable impact. The impact is that the learning process at home is less effective, because children sometimes do not understand the lessons given by the teacher. In addition, children are confused in doing the assignments given by the teacher because children learn on their own without being explained beforehand as taught in school. Another factor is students prefer playing mobile phones and watching television than study. As stated by parents R12: learning at home is actually less effective, because children are only given instructions to study certain pages. At school, the teacher explained it first, so the children have better understanding toward the material. Another impact felt is that my child sometimes became lazy in studying, difficult to invite to study because he wanted to play mobile phones and watch TV. Apart from that, it was difficult for me to teach material from school because I was only a parent who graduated from junior high school and I also did not really understand the material given from school.

Parents of R13 also mentioned something similar to R12: The most visible impact of children studying at home is the learning process become less effective. It caused by the time is limited even though sometimes the student has face to face online class and the child does not fully understand yet. However, it is something undeniable, because this is also for our children to not catch the virus and to break the chain of transmission of Covid-19. Again, mostly, my child at home is often prefer to play online games on cellphones, or watch television. Confirmed by a teacher R1: based on the information I got, mostly the parents' complaint are about their inability to understand the material provided from school. Thus, parents only guided, while the children taught themselves to read and try to understand the material. Some parents even contacted asking for help to re-explain the material.

### **The Obstacles of Online Learning during Covid-19 Pandemic**

The results of the study showed that teachers and parents had some similar problems. In the face-to-face online process, some parents said that the network are unstable, the network was disconnected, so the sound was not clear. And also the lack of parental knowledge in helping explaining the material provided by the teacher. A teacher R3 explained: the problem that often occurs, parents complain when the online learning process with zoom the network is not stable, so there are disconnects, some voices are less clear. Parents also complained that they could not help explain it again, because they graduated from junior high school. All of the children are also studied online independently. R6 teacher also explained the same thing: the main obstacle in the online class process was due to an unstable signal, so that sometimes there were disconnects, the sound was not clear. Parents R19 confirmed: the problem is that the signal goes up and down, sometimes it is stable, sometimes it drops, so sometimes the online learning time is suddenly interrupted, sometimes the sound is lost. Parents of R13 confirmed also: the signal is unstable, suddenly the sound disappears during learning time via zoom. My child sometimes accompanied by an older sibling when the sibling is not studying online, he helps explaining the learning material. However, if the older siblings are learning online together, they learn online individually. I usually just assisted me because I only graduated from junior high school.

### **On Supporting Learning Activity during Covid-19 Pandemic for Students**

From the results of research in supporting learning, the government provides free internet quota to be used for online learning. Textbooks were borrowed from schools and parents also buy worksheets (LKS) for students to use including to answer questions and extended material. In addition, to support the learning activity, the classes were held via zoom or google meet, in this case the teacher tries to explain the materials face-to-face online with students. An interview transcript from a teacher R2: In supporting online classes, the government has provided assistance in the form of free quotas that can be used to support online learning. For textbooks, the teacher also provides additional face-to-face online, so the teacher explains through zoom or google meet. The same thing was stated to a R5 teacher: supporting the teaching learning process online could be done by trying to understand the materials provided by the teacher as much as possible while face to face doing the online learning. This was justified by parents R15: we get free quota and books assistance from the government, The online learning could be done through zooms. We also provide explanations about the material, and trying to make children understand. It was also confirmed from parents R18: We received free quota assistance for the learning process, and books were borrowed from schools, there were also worksheets. The teacher also provides learning with zoom.

### **Solutions that could be done for Learning Process during the Pandemic**

One of the solutions in online learning, there must be a collaboration between parents and teachers. Both teachers and parents need to communicate well in order to provide better learning experience for children and students during the Covid-19 pandemic. Confirmation from a teacher R8: to provide optimal learning during the Covid-19 pandemic, there is a need for collaboration between teachers and parents. So both of them must help each other and complement each other. We as teachers provide learning to explain material online, at least parents are also at home and helping to supervise, I hope parents can help to explain the material that the teacher provides. The same thing was explained by a teacher R7: The solution during a pandemic, one of which must be the cooperation between parents and teachers, both of them at least provide the best for the child, by establishing good communication with the teacher. This means that if there is material that is not understood by parents, they can contact the teacher to ask or explain the material. The same thing was also explained by R17's parents: the solution is you have to help each other between teachers and parents. So we cooperate with teachers and complement each other. As with what has been formed, having WA (*Whatsapp*) group with parents. So, we can get information and share with teachers and other parents, if there are obstacles and information about learning. R18's parents also explained: for learning during the Covid-19 pandemic, the cooperation of



parents and teachers is needed. The online learning process is not easy, at least parents and teachers complement and help each other. For example, if students do not know one of the materials, parents can help asking about the material, or parents can facilitate contacting the teacher to explain it to their children.

### Discussion

The impact of Covid-19 pandemic for students learning process, known as study from home. This term is used to emphasize that students are still at home while attending school. Various kinds of systems are carried out by teachers to conduct learning at home, including: face-to-face online to deliver the material; There are those who send learning videos via social media. Various kinds of learning models are carried out by each teacher as an effort to convey material to be understood by students. A learning model that is in accordance with the desires of students can increase student motivation (Wardani et al., 2020). This research found that all students which easily to solve the misunderstanding of the lesson teacher explained is getting difficult to know it caused with pandemic. Besides, learning from home is difficult to evaluate student interaction among the people side of them. The study before also found that a statistically significant association between parental level of education and the ability to support children's remote learning during the Covid-19 pandemic (Putri et al., 2020; Rasmitadila et al., 2020).

The impact felt by students on the teaching and learning process at home is that students feel forced to have distance learning without adequate facilities and infrastructure at home. This is done at all levels of education in Indonesia and even in the world. The online learning process is used as a program to break the chain of spreading the Covid-19 virus, sometimes students do not understand because they learn on their own without being explained in detail like what is taught at school. This is because face to face online learning has limited time and limited cost. Online learning is usually quite short about 30 minutes to 60 minutes. From that time it is used to explain some material, this is why there are children who can catch or understand the material explained by the teacher and there are also children who do not understand. However, Those students whose parents or guardians are willing and able to pay more to access better learning resources are more likely to attend private schools than their counterparts from lower socioeconomic households who are more likely to attend public education (Obiakor & Adeniran, 2020).

Previous study in rural India similarly found that affluent parents were more likely to accurately diagnose their children's learning needs and provide active support and motivation any times, also educate them to have good attitude (Cashman et al., 2020). However, poorer parents may not have the knowledge or resources to provide the same level of support. To support distance learning, adequate facilities are required to smoothened the teaching and learning process. The facilities are such as laptops, computers or mobile phones should be provided which will make it easier for students to listen to the online teaching and learning process. Facilities are needed as an effort to improve student learning outcomes (Farhan, 2019). Online or distance learning is a new culture, there has not been a culture of distance learning before, because so far the learning system has been implemented through face-to-face classroom, students are used to being in school to interact with their friends, play and joke with their friends and talking with the teachers. Through the long distance learning method, students need time to adapt and they face new changes that will indirectly affect their learning ability. This condition forced student to be creative for using media to connect with their friends. It is the same with the research that European countries shows that children and students from lower socioeconomic backgrounds are more likely to lack reading opportunities, a quiet place to study, and parental support during school closures is to have actor as educator.

The association of parents and teachers formed by grade IV teachers is called the cooperation between parents and teachers. It is created in the WA group, so information can be obtained quickly. Parent and teacher cooperation were formed with the aim of being a means of communication between parents and teachers. This form of communication includes discussing students' development, the learning process and teacher programs in schools. This is in line with the opinion which states that with the existence of a cooperation between parents and teachers, schools can hold regular meetings to discuss educational problems and shortcomings (Ikhsan et al., 2019). With the cooperation between parents and teachers, it can help to create better teaching in Pakualaman Elementary School. Socialization about Character Education is carried out by teachers within the cooperation between parent and teacher. It is also relating with finding that showing the relationship between educational attainment and in- come level, and the correlation between income level and home-based parental involvement (Mishra et al., 2020).

Those aligns with the findings which parents whose children attended elite schools were more actively involved with their children's education and homework and also provided private tutors (Ullah &

Ali, 2018). The socialization of character education is intended to provide information to parents about what character education is and the importance of character education for students. This opinion is in line with the opinion which states that the first step is for schools to explain how to see a complementary responsibility between home and school in character development (Lickona, 2004).

Previous study divides this responsibility into 2 simple statements: (1) the family is the first and most important party in influencing children's character; (2) the school task is to reinforce the positive character values (work ethic, respect, responsibility, honesty, etc.) which have been taught at home. In addition, grade IV teachers also carry out character education development into programs, such as the cooperation commitments and programs to improve online learning between parents and teacher. As the research results stated that there is a need for good cooperation and communication between teachers and parents to achieve student learning process to be successful during the Covid-19 pandemic which in accordance with the results of this study (Cahyati & Kusumah, 2020; Sun'iyah, 2020; Suryaman et al., 2020; Xia, 2020). In an effort to optimize distance learning, synergic cooperation between parents and teachers is needed. This can be used as a solution in learning at home or study from home. The point is that there must be cooperation between parents and teachers, both of which need to communicate well to optimize online learning for students during the Covid-19 pandemic. It is known that unsatisfactory skills can be a serious down side in the application of e-Learning or learning from home, for some learners or instructors must have excellent academic knowledge skills to deliver that knowledge effectively (O'Doherty et al., 2018).

#### 4. CONCLUSION

The results of the study can be concluded that the participation of parents is needed to be able to contribute more to meet the shortcomings in the online learning process. The obstacles faced during online learning are not all parents are able to teach learning material. The Covid-19 pandemic require parents to be more active in providing guidance for their children. Cooperation and good communication between parents and teachers can be done to optimize learning at home or study from home. Teachers can provide online learning to students and build good communication with parents, so that parents know their role during the learning process. To overcome this problem, it is necessary to cooperate between teachers and parents to help facilitate students in developing their learning abilities. Parents do not hesitate to consult and ask about the obstacles of the child with the teacher so that parents know what to do them in acting while accompanying the online learning.

#### 5. ACKNOWLEDGMENT

The deepest gratitudes were delivered to teachers, parents, and the students of Pakualaman Elementary School, Yogyakarta, who helped with the data collection. The researchers also sent their gratitude toward the lecturer of Research Methodology, and the supervisor, who have helped the completion of this research. The supports from dear friends who have helped gathering the data were also greatly appreciated.

#### 6. REFERENCES

- Arizona, K., Abidin, Z., & Rumansyah, R. (2020). Pembelajaran Online Berbasis Proyek Salah Satu Solusi Kegiatan Belajar Mengajar Di Tengah Pandemi Covid-19. *Jurnal Ilmiah Profesi Pendidikan*, 5(1), 64–70. <https://doi.org/10.29303/jipp.v5i1.111>.
- Bogdan, Robert, C., Biklen, & Sari, K. (1982). *Qualitative research for education: an introduction to theory and methods* (5th ed.). Allyn and Bacon, Inc.
- Burns, Sheron, C., & Jules, J. (2020). *Early learning environments: embracing and valuing home languages. in transformative pedagogical perspectives on home language use in classrooms*. IGI Global. <https://doi.org/10.4018/978-1-7998-4075-6>.
- Cahyati, N., & Kusumah, R. (2020). Peran orang tua dalam menerapkan pembelajaran di rumah saat pandemi covid 19. *Jurnal Golden Age*, 4(1), 152–159. <https://doi.org/10.29408/goldenage.v4i01.2203>.
- Cashman, L., Bhattacharjea, S., & Sabates, R. (2020). *Parental perceptions and parental involvement in children's education in rural India: lessons for the current COVID-19 crisis*. PAL Network. <https://palnetwork.org/parental-perceptions-and-parental-involvement-in-childrens-education-in-rural-india-lessons-for-the-current-covid-19-crisis/>.

- Chaturvedi, K., Vishwakarma, D. K., & Singh, N. (2021). COVID-19 and its impact on education, social life and mental health of students: A survey. *Children and Youth Services Review*, 121. <https://doi.org/10.1016/j.childyouth.2020.105866>.
- Deepika, N. (2020). The impact of online learning during COVID-19: Students' and teachers' perspective. *The International Journal of Indian Psychology*, 8(2), 784–793. <https://doi.org/10.25215/0802.094>.
- Diningrat, S. W. M., Nindya, M. A., & Salwa, S. (2020). Emergency Online Teaching: Early Childhood Education Lecturers' Perception of Barrier and Pedagogical Competency. *Jurnal Cakrawala Pendidikan*, 39(3), 705–719. <https://doi.org/10.21831/cp.v39i3.32304>.
- Fadilla, C. A. (2020). The influence of the role of parents to the learning achievement. *Wahana Journal of Action Research*, 2(3), 10–20. <http://jurnal.sman1parung.sch.id/index.php/jar/article/view/15>.
- Farhan, M. T. (2019). *Pengaruh guru sebagai fasilitas belajar terhadap prestasi belajar siswa*. Universitas Negeri Jakarta.
- Garbe, A., Ogurlu, U., Logan, N., & Cook, P. (2020). Parents' experiences with remote education during covid-19 school closures. *American Journal of Qualitative Research*, 4(3), 45–65. <https://doi.org/10.29333/ajqr/8471>.
- Ikhsan, A., Nurochmah, A., & Mus, S. (2019). Paguyuban kelas di sd negeri. *Jurnal Dinamika Manajemen Pendidikan*, 4(1), 25–32. <https://doi.org/10.26740/jdmp.v4n1.p25-32>.
- Jiménez, T. I., & Estévez, E. (2017). School aggression in adolescence: Examining the role of individual, family and school variables. *International Journal of Clinical and Health Psychology*, 17(3), 251–260. <https://doi.org/10.1016/j.ijchp.2017.07.002>.
- Kim, J. (2020). Learning and teaching online during Covid-19: Experiences of student teachers in an early childhood education practicum. *International Journal of Early Childhood*, 52(2), 145–158. <https://doi.org/10.1007/s13158-020-00272-6>.
- Lickona, T. (2004). *Character matters: How to help our children develop good judgment, integrity, and other essential virtues*. Simon and Schuster.
- Lilawati, A. (2020). Peran orang tua dalam mendukung kegiatan pembelajaran di rumah pada masa pandemi. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 549–558. <https://doi.org/10.31004/obsesi.v5i1.630>.
- Milles, M. B., & Huberman, A. M. (1992). *Analisis Data Kualitatif* (T. R. Rohidi & Mulyarto (eds.)). Universitas Indonesia Press.
- Mishra, S., Brossard, M., Reuge, N., & Mizunoya, S. (2020). *How involved are parents in their children's learning? MCS6 data reveal critical insights*. UNICEF Connect.
- Nicola, M., Alsafi, Z., Sohrabi, C., Kerwan, A., Al-Jabir, A., Iosifidis, C., Agha, M., & Agha, R. (2020). The socio-economic implications of the coronavirus pandemic (COVID-19): A review. In *International Journal of Surgery* (Vol. 78). IJS Publishing Group Ltd. <https://doi.org/10.1016/j.ijssu.2020.04.018>.
- Nuraini, N. L. S., Qihua, S., Venatius, A. S., Slamet, T. I., & Cholifah, P. S. (2020). Distance Learning Strategy in Covid-19 Pandemic for Primary Schools. *Proceeding International Webinar Series – Educational Revolution in Post Covid Era “Teaching and Evaluation for Children in Covid Era,”* 107–116.
- O'Doherty, D., Dromey, J., Lougheed, A., Hannigan, J., Last, D., & McGrath. (2018). Barriers and solutions to online learning in medical education - an integrative review. *BMC Med. Educ*, 18(1), 130. <https://doi.org/10.1186/s12909-018-1240-0>.
- Obiakor, T., & Adeniran, A. (2020). *COVID-19: Risk-control measures threaten to deepen Nigeria's education crisis. Centre for the Study of Economies of Africa (CSEA)*. Centre for the Study of Economies of Africa (CSEA). <http://cseaafrica.org/covid-19-risk-control-measures-threatens-to-deepen-nigerias-education-crisis/>.
- Panesar, K., Dodson, T., Lynch, J., Bryson-Cahn, C., Chew, L., & Dillon, J. (2020). Evolution of COVID-19 Guidelines for University of Washington Oral and Maxillofacial Surgery Patient Care. *Journal of Oral and Maxillofacial Surgery*, 78(7), 1136–1146. <https://doi.org/10.1016/j.joms.2020.04.034>.
- Putri, R. S., Purwanto, A., Pramono, R., Asbari, M., Wijayanti, L. M., & Hyun, C. C. (2020). Impact of the COVID-19 pandemic on online home learning: An explorative study of primary schools in Indonesia. *International Journal of Advanced Science and Technology*, 29(5), 4809–4818. <https://search.bvsalud.org/global-literature-on-novel-coronavirus-2019-ncov/resource/en/covidwho-830197>.
- Rasmitadila, Aliyyah, R. R., Rachmadtullah, R., Samsudin, A., Syaodih, E., Nurtanto, M., & Tambunan, A. R. S. (2020). The perceptions of primary school teachers of online learning during the covid-19 pandemic period: A case study in Indonesia. *Journal of Ethnic and Cultural Studies*, 7(2), 90–109. <https://doi.org/10.29333/ejecs/388>.
- Selviana, E. (2020). *Peran orang tua dalam pembelajaran daring siswa kelas iv pada pembelajaran tematik*

- terhadap pencapaian kkm di mi ma'arif 2 wadas kecamatan kandang kabupaten temanggung tahun ajaran 2019/2020. IAIN Salatiga.
- Sugiyono. (2014). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Sun'iyah, S. L. (2020). Sinergi peran guru dan orang tua dalam mewujudkan keberhasilan pembelajaran pai tingkat pendidikan dasar di era pandemi covid-19. *DAR EL-ILMI: Jurnal Studi Keagamaan, Pendidikan Dan Humaniora*, 7(2), 1–16. <http://www.e-jurnal.unisda.ac.id/index.php/dar/article/view/2073>
- Suryaman, M., Cahyono, Y., Muliansyah, D., Bustani, O., Suryani, P., Fahlevi, M., & Munthe, A. P. (2020). COVID-19 pandemic and home online learning system: Does it affect the quality of pharmacy school learning? *Systematic Reviews in Pharmacy*, 11(8), 524–530. <https://search.bvsalud.org/global-literature-on-novel-coronavirus-2019-ncov/resource/en/covidwho-846299>.
- Ullah, H., & Ali, J. (2018). Schools and families: reproduction of class hierarchies through education in Pakistan. *Pakistan Journal of Criminology*, 10(3). <http://www.pjcriminology.com/wp-content/uploads/2019/02/7.pdf>.
- Villegas, V., Preiolo, S., Rocca, M., Ipince, A., & Bakrania, S. (2020). Impacts of Health-Related School Closures on Child Protection Outcomes: A review of evidence from past pandemics and epidemics and lessons learned for COVID-19 Cirenia. *Pharmacological Research*, 104743. <https://doi.org/10.1016/j.ijedudev.2021.102431>.
- Wardani, A. D., Gunawan, I., Kusumaningrum, D. E., Benty, D. D. N., Sumarsono, R. B., Nurabadi, A., & Handayani, L. (2020). Student learning motivation: a conceptual paper. *2nd Early Childhood and Primary Childhood Education (ECPE 2020)*, 275–278. <https://doi.org/10.2991/assehr.k.201112.049>.
- Wodon, Q. (2016). Investing in early childhood development: essential interventions, family contexts, and broader policies. *Journal of Human Development and Capabilities*, 17(4), 465–476. <https://doi.org/10.1080/19452829.2016.1240883>.
- Xia, J. (2020). Practical Exploration of School-Family Cooperative Education during the COVID-19 Epidemic: A Case Study of Zhenjiang Experimental School in Jiangsu Province, China. *Best Evidence of Chinese Education*, 4(2), 521–528. <http://www.bonoi.org/index.php/bece/article/view/85>.
- Yulianingsih, W., Suhanadji, S., Nugroho, R., & Mustakim, M. (2020). Keterlibatan orang tua dalam pendampingan belajar anak selama masa pandemi covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1138–1150. <https://doi.org/10.31004/obsesi.v5i2.740>.