

# Parents' Interest toward Parenting Education Program in the Covid-19 Pandemic: a Study on Elementary Schools

Slamet Santoso<sup>1\*</sup>, Rima Febrianti<sup>1</sup>, Shodiq Hutomono<sup>2</sup>, Muchhammad Sholeh<sup>2</sup>, Fatona Suraya<sup>3</sup>

<sup>1</sup>Universitas Tunas Pembangunan Surakarta, Department of Physical Education, Indonesia

<sup>2</sup>Universitas Tunas Pembangunan Surakarta, Department of Coaching Education, Health, and Recreation, Indonesia

<sup>3</sup>Universitas Negeri Semarang, Department of Sports Science, Indonesia

\*Corresponding Author: [ssantoso111285@gmail.com](mailto:ssantoso111285@gmail.com)

**Abstract.** The ability of parents in educating and caring for children, of course, varies due to differences in social, cultural, and educational backgrounds. This is the main problem in the education process at the elementary school level during the pandemic, which requires parents to be able to become teachers for their children. This study creates a program to educate parents to improve their insight and knowledge to be good teachers when learning at home. This research investigates parents' interest in the given program through a mixed-methods design using a set of questionnaires and interview rubric as the main instrument. Data analysis using sequential explanatory strategy. The results showed that classically 84.32% of parents' interest in educational programs through parenting classes at the elementary school level was included in the very good category. The quantitative data above is reinforced by interviews with 14 parents and teachers who stated that all parents and teachers strongly agreed with the program because it could build parents' awareness of the importance of education for children and increase their knowledge and abilities. So it can be concluded that the parenting class program can educate parents and increase their insight, knowledge, and abilities, so that they can become good teachers when learning at home.

**Key words:** education; parenting class; pandemic; home learning.

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## INTRODUCTION

The Covid-19 pandemic had a global impact and almost stopped worldwide activities, not to mention in Indonesian education sector. In Indonesia, all schools are closed, and students are required to study from home (Mendikbud, 2020). This policy of learning from home and the online learning system is based on the government's letter through the Minister of Education and Culture Number: 36962/MPK.A/HK/2020 dated March 17, 2020 regarding online and work from home (WFH) to prevent and break the chain of the spread of Covid-19. The policy raises various problems for the government, the education community, parents, and students. Regardless of the pros and cons of the policy, it seems that the WFH is the most appropriate solution to prevent and break the spread of Covid-19.

The process of online learning from home utilized digital platforms namely Whatapps groups, study houses, teacher rooms, YouTube, zoom meeting cloud, Facebook, Learning Management System (LMS). Besides, the learning also takes place using some widely

developed learning platforms such as Google Classroom, Edmodo, Schoology, Moodle, etc. The use of digital technology is not an easy thing, especially for parents who have to accompany their children during online learning. Parents' ability to use digital technology and educate their children varies based on their educational, social, and cultural backgrounds. These raise a further problem in the online learning process from home. When studying at home, the duties and responsibilities of parents are limited to assisting and being good teachers for their children. Parents have various functions and roles; parents as mentors, facilitators, motivators, informants, and role models for their children.

Bhamani et al. stated that the COVID-19 pandemic, which made schools closed and students learn online from home, resulted in students losing their social interactions (Bhamani et al., 2020). This issue affects academics and parents. Working and studying online is a challenging routine for parents, as they must ensure to provide a quality education for their children. A study by Chang mentioned that since the complete shutdown across the country during

the Covid-19 outbreak, people's lives and jobs are affected (Chang, G. C., & Yano, 2020). The pandemic also affected education systems worldwide and changed the lives of 1,576,021,818 students in 188 countries. The complete shutdown has presented an unprecedented challenge to the government to ensure that there must be continuity of learning. Home learning has emerged as a substitute for conventional school methods, which must be made as effective as possible to impart learning skills to children at home using limited resources.

Giving comprehensive support to students and build partnerships with parents, develop shared duties and responsibilities between teachers, parents, and the community is the keys to children's success in the education system (Bunujevac & Durisic, 2017). The involvement of parents in the educational process in schools plays an essential role in assisting students in learning and shaping behavior. In this case, communication between teachers and families can increase student involvement as measured by homework completion, student behavior, and class participation (Kraft & Dougherty, 2013). Further, parental involvement also influenced the students' social competence in understanding their existence as part of the social community. This social competence would ultimately encourage them to explore talents, abilities, and attitudes to global challenges. Studies show a positive correlation between parental involvement in education to student achievement, student grades, standardized test scores, and student behavior. Children will benefit when parents and family members are involved in their learning development (Voorhis et al., 2013).

As the first and foremost educational institution for a child, a family has an enormous contribution to the child's development towards a more complex life (Hakim et al., 2019). If family life is nurtured well, community life will be good too. Through a family, children and other family members can grow and develop according to their ability to become independent and productive people and their environment.

Education through a family can shape and develop a better child's personality (Ardita Ceka, 2016). Efforts to make children productive and have positive character need a synergy between teachers, parents, and the education community in good planning, programming, and continuity. One of the solutions offered is an educational program for parents through parenting classes. The parenting class aims to provide insightful

knowledge for educating and nurturing children. The output will create parents who can be good school partners, collaborators, and teachers for students during their home study.

## **METHOD**

### **Research Goal**

This study aims to understand parents' interests in the given education program to improve their insight and knowledge to be good teachers during learning at-home activities.

### **Sample and Data Collection**

Research on parent education through parenting classes during the pandemic is a combination of qualitative and quantitative research. This research is in 7 elementary schools located in rural, mountainous, semi-rural, and urban areas, aiming to represent overall conditions. The subjects of this study were seven teachers and 133 parents of elementary school students in Magelang Regency in 2020. The instrument used is an open interview using a zoom meeting cloud and a closed questionnaire using a google form (respondents choose the alternative answers provided). It is a sequential explanatory research design, where quantitative data is collected first and analyzed; after that, the qualitative data were gathered and analyzed (Sugiyono, 2013). Creswell suggests that qualitative data findings can be used to contextualize quantitative data (Creswell, 2013). The data analysis follows these stages:

### **Quantitative Data Analysis**

Quantitative data collection uses a rating scale questionnaire with 25 statements regarding parent responses to educational programs through parenting classes in physical education subject at the elementary school level, which includes; 1) responsibilities 2) duties, 3) involvement 4) roles, and 5) collaboration between parents and teachers and the education community. The result of the questionnaire was then used to look for the mean value, after which it was analyzed in the form of a descriptive percentage.

### **Qualitative Data Analysis**

Interview data collection (qualitative) is carried out when the questionnaire data has been obtained (quantitative). Qualitative data were obtained by interviewing fourteen persons consisted of seven parents whose child became the classroom management (class leader) and seven physical education teachers from 7

elementary schools. The process then followed the data reduction process and (selected and determined the important parts), then concluded.

## RESULT AND DISCUSSION

Parents' responses toward the parenting

program are varied. Table 1 showed the result of the rating scale questionnaire with 25 items on parent responses to the collaboration model between teachers, parents, and the community to 144 participants. It can be shown that the parents' responses are varied, as seen in Table 1.

**Table 1.** Parents' Responses to Educational Programs Through Parenting Class Classes.

No	Questions	Indicators	Response Percentage	Criteria	
1	What is being collaborated in a parenting class?	Parents' duties, responsibilities, and involvement in schools to establish collaboration between teachers and parents.	86.84	SB	
2	How is the collaboration run in the parenting class?	Sharing the duties and responsibilities of roles between teachers and parents to improve the quality of Physical Education.	83.66	SB	
3	Who is involved in the collaboration?	Parents as initiators, facilitators, motivators, mediators, controllers, and managers of class as well as collaborating with teachers and the education community	83.71	SB	
Number of items		:25	Classical average	84.32	SB

Table 1 shows parents' response to educational programs through parenting classes by collaborating with teachers, parents, and the community in terms of sharing tasks, responsibilities, involvement, and their roles in educating children; is in the very good criteria, with a classical average of 84, 32%. The response and enthusiasm of parents is very high in participating in the educational program through this parenting class because; 1) parents are aware of their duties and responsibilities towards their children; 2) parents feel more valued and respected because they are involved in school programs; 3) the role of parents in educating children is getting more precise and more programmed; 4) parents and teachers work together in monitoring the behavior and development of children; 5) people can motivate children with motivational theories; 6) the function of parents as facilitators, mediators, motivators, and collaborators is getting accurate and precise; 7) people and children can carry out sports together to maintain good health, physical fitness, and body endurance; 8) parents can accompany and create learning situations at home that are safe, comfortable and enjoyable;

The quantitative results are strengthened by qualitative data based on the results of open interviews with ten items of questions to seven parents of class leaders and seven teachers who strongly agree with the existence of an educational program for parents through

parenting classes because the program can build and increase parents' awareness of the importance of education for children and can add insight, knowledge, and abilities so that they can educate and care for their children. As in the following transcript of the results of an interview with one of the parent class administrators who stated: All parents agree with the educational program through this parenting class, because this program bridge good communication between parents and teachers, and other parents and has a positive impact on the formation of good collaboration between teachers and parents and the community. This educational program can also increase the knowledge of parents in educating and caring for their children during the learning process at home.

Based on the interview results, it shows that the educational program through parenting classes has many benefits and can be accepted by parents. Parents' interest to participate in parenting class activities is also very good, as evidenced by the results of the questionnaire, which show very good results.

The research shows that parenting education through parenting classes during the pandemic at the elementary school level can increase knowledge, positive communication, mindset, attention, involvement, and parental contribution to improve learning outcomes and children's physical fitness. The involvement and participation of parents in various activities both

at school and at home can positively impact children's growth and development. This is in line with the article on the positive effects of parental involvement, summarizing the main principles of a successful parent-school partnership (Bunujevac & Durisic, 2017). The duties and responsibilities of parents in educating children are not only to provide attention, affection, adequate facilities, and provide pocket money, but parents must be good teachers for their children. Parents must be able to manage time between work and their responsibilities as parents.

Parents are teacher partners for their kids. Thus, parents must collaborate with teachers and complement each other in the learning process at school and when studying at home. As teacher's partners, parents have various roles such as motivators, facilitators, informants, mentors, and role models for their children. The education given by parents to their children is education that will be a provision and always useful for the next life. In addition, parents are also responsible for thinking, seeking, and creating good relationships between parents and children and maintaining harmony in family life. High parental insight, unyielding spirit, and serious concern for their children's education will add to the quality of better education (Schultz et al., 2016).

## CONCLUSION

In general, parents' response to educational programs through parenting classes in physical education at the elementary school level is very good with a classical average of 84.32%. Parents' answers and interest in participating in this educational program are very high, because; 1) parents are more aware of their duties and responsibilities towards their children; 2) the role of , parents in educating children is getting clearer and 3) the function of parents as facilitators, mediators, motivators, and collaborators is getting clear and accurate; 4) parents and children can carry out sports together to maintain health and fitness and increase endurance; 5) parents can assist and create safe, comfortable and enjoyable learning situations at home so that they can become good teachers for their children.

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