



PARENT INVOLVEMENT IN EARLY CHILDREN'S LEARNING GUIDANCE DURING PANDEMIC

¹Umi Hani, ²Ichsan, ³Nailul Falah

¹FITK, UIN Sunan Kalijaga, Yogyakarta, Indonesia

²FITK, UIN Sunan Kalijaga, Yogyakarta, Indonesia

³FDK, UIN Sunan Kalijaga, Yogyakarta, Indonesia

*E-mail: 20204031011@student.uin-suka.ac.id

Received: 10 December 2021

Revised: 22 December 2021

Accepted: 28 December 2021

Abstract

Guiding learning in early childhood during a pandemic is very different from adults because children are not yet independent and still need parental assistance and guidance. Parental involvement is a key part of the success of a child's learning process. This study aims to determine the level of achievement of parental involvement in learning guidance children during the pandemic. The research method used is descriptive quantitative with descriptive statistical analysis and data collection using interviews, documentation and questionnaires on parental involvement in early childhood learning guidance. The population of this study were parents of Darussalam Plus Kindergarten students totaling 94 people. The results showed that. Parental involvement in child learning guidance is good as evidenced by parental involvement in the provision of facilities and infrastructure 74%, supervision of learning at home 70%, communicating with schools 67%, encouraging the study of religious knowledge 68% and quite good in providing motivation as much as 46%. Factors supporting success include the availability of preventive and curative efforts from schools.

Keywords: Parental involvement, learning guidance, pandemic

Abstrak

Membimbing belajar pada anak usia dini pada masa pandemi sangatlah berbeda dengan orang dewasa, karena anak-anak belum mandiri dan masih membutuhkan pendampingan dan bimbingan orang tua. Keterlibatan orang tua menjadi bagian kunci sukses keberhasilan proses belajar anak. Penelitian ini bertujuan untuk mengetahui tingkat pencapaian keterlibatan orang tua dalam bimbingan belajar anak pada masa pandemi. Metode penelitian yang digunakan adalah deskriptif kuantitatif dengan analisis statistik deskriptif dan pengumpulan data menggunakan wawancara, dokumentasi dan angket



keterlibatan orang tua dalam bimbingan belajar anak usia dini. Populasi penelitian ini adalah orang tua murid TK Darussalam Plus berjumlah 94 orang. Hasil penelitian menunjukkan bahwa keterlibatan orang tua dalam bimbingan belajar anak adalah baik dibuktikan dengan partisipasi keterlibatan orang tua dalam penyediaan sarana dan prasarana 74 %, pengawasan pembelajaran di rumah 70%, melakukan komunikasi dengan sekolah 67 % , mendorong belajar ilmu agama 68% dan cukup baik dalam pemberian motivasi sebanyak 46 %. Faktor pendukung keberhasilan antara lain tersedia upaya preventif dan kuratif dari sekolah.

Kata kunci: Keterlibatan orang tua, bimbingan belajar, pandemi

INTRODUCTION

The spread of COVID-19, which has become a worldwide pandemic problem, has resulted in changes in various policies, both in the economic, service and education sectors. According to UNESCO, the application of online learning is recorded in 112 countries (Yovita, 2020). The Indonesian government seeks education with restrictions and changes in the learning process.

A number of regions throughout Indonesia have also issued their own policies to regulate vigilance in handling COVID-19, one of which is the Special Region of Yogyakarta. Since the restrictions on work access (Work from Home) have been imposed, the Special Region of Yogyakarta government has urged the implementation of learning to be carried out and assisted from home, including early childhood education units.

The learning from home policy requires parents to work together, be active in guiding early childhood, in line with the understanding enshrined in the Minister of National Education Regulation No. 20 of 2003 that the family is part of protected informal education (Sisdiknas, 2003). The family as a learning space that is first recognized by early childhood requires parental management and becomes one of the supporting factors for children's success in learning (Gutman, LM, & McLoyd, 2000). According to Sujana, family is a lifelong learning house and a process of exploring life experiences, values, skills and attitudes (Sudjana, 2004). The same thing was conveyed by Slameto that the family has a role in the process of realizing the dreams, hopes and aspirations of children (Slameto, 2010).

The involvement of parents in children's learning guidance has actually taken root into the nation's culture and has become a tri-centre of education pioneered by Ki Hajar Dewantara (Magta M, 2013). Cognitive and neurocognitive development, personality, and educational functions are also very effective and perfect when done by parents in the family (Noble, KG, 2015). Parents also have a significant influence on the emotional social behaviour of early childhood with a coefficient of determination of 54.3% (Rahayu & Dewi, 2018). Parents in the family are also the centre of modelling, motivators, and providing comfort facilities for children's learning.

The impact that can be seen is that not all parents can understand how to guide their children's learning during the COVID-19 pandemic. School learning that initially focused on traditional skills shifted to online learning (Salkiah, 2020). Online learning that is required by advances in technology or digital requires challenges for all parties in the field of education, be it the government, schools or parents (Darmalaksana, W., Hambali, RYA, Masrur, A., 2020). The involvement of parents in learning guidance has also increased, along with the number of hours of learning that are almost completely carried out at home and make parents the main person in charge. Parents become substitute teachers for activities to ensure the implementation of learning and educator collaboration (Harahap et al., 2021)

The learning process of early childhood is different from that of adults. According to Kusmana and Widyanuratikah in (Khadijah & Gusman, 2020) Early childhood cannot carry out learning programs from home independently. They need the involvement of parents as learners, companions and mentors.

Learning guidance is a guidance and counseling service that allows students to develop themselves with respect to good study attitudes and habits, learning materials that are suitable for the speed and difficulty of learning, as well as various aspects of goals and other learning activities, in accordance with the development of science, technology, and the arts. . The purpose of learning guidance is to help children get good adjustments in learning situations, so that each child can learn efficiently, fun according to their abilities, and achieve optimal development (Sukardi, 2010).

The forms of parental involvement were sparked in the Overlapping Sphere of Influence theory proposed by Epstein (Diadha, 2015) which divides the forms of parental involvement in detail into six types of involvement, namely parenting education (parental education), communication, volunteering (volunteers), learning at home, making decisions and collaborating with the community. Meanwhile, Hamdani added that he encourages children to seek world knowledge and religious knowledge and helps children socialize step by step (Hamdani, 2011). The form of parental involvement with children was strengthened by Schunk, namely (1) Fulfilling the required facilities and infrastructure. (2) Supervision of learning activities at home (3) Supervise questions about their child's learning progress at school and (4) Provide motivation, through reinforcement or reprimand (Schunk, DH, Pintrich, PR, Meece, 2010).

Darussalam Plus Kindergarten is one of the Kindergartens that has implemented an online learning policy for child development and offline reading assistance. Based on initial observations, parental involvement is active, both online and offline, even in conditions that require a lot of time and strict health protocols. From this, the research aims to determine the level of attainment of parental involvement in child learning guidance during the pandemic at Darussalam Plus Kindergarten, Depok, Sleman, Yogyakarta.

METHODOLOGY

This research is descriptive quantitative with descriptive statistical analysis, namely statistics used to analyze data by describing or describing the data that has been collected as it is without intending to make conclusions that apply to the general public or generalizations. The population of this study was the guardians of Darussalam Plus Kindergarten students totalling 222 people. Because the population is more than 100, the sample is taken at random by 42% (Arikunto, 2010), so the sample obtained is 94 people.

Methods of collecting data using documentation, parental involvement interviews, guidance and counseling efforts carried out by schools and parents, as well

as questionnaires on parental involvement in learning guidance which were compiled based on Schunk and Hamdani's theory which consisted of aspects of fulfilling the required facilities and infrastructure, supervision learning activities at home, supervision and communication with schools, providing motivation and encouraging the search for religious knowledge. In filling out the answer choices have been provided so that respondents simply put a checklist on the answer choices that are already available in the questionnaire through the Google Form platform. Descriptive statistical analysis was used to find out the general description of the variables of parental involvement in learning (Riduwan, 2013) :

$$Pd = \frac{Sk}{\sum Sk} \times 100$$

Description:

Pd = percentage of parental involvement in learning guidance

Sk = overall score obtained

$\sum Sk$ = the maximum number of scores

Table 1. Criteria for Parental Involvement in Child Assistance during Learning from

Home	
Percentage	Classification
81% - 100%	Very good
61% - 80%	Good
41% - 60%	Pretty good
21% - 40%	Not good
0% - 20%	Very Not Good

RESULTS AND DISCUSSION

Parental Involvement

Early childhood learning activities during the COVID-19 pandemic seem different from the policies taken by the Darussalam Plus Kindergarten school institution. This Kindergarten, which is located within the Sunni Darussalam Islamic Boarding School Foundation, Tempelsari, Maguwoharjo Depok, Sleman, has adopted a dual learning policy, online and offline, even though it has to enforce very strict health protocols with a total of 222 students. Online activities by activating parents as educators through media listening to learning materials from videos, WA groups and

voice notes and doing assignments according to the learning theme. While offline is carried out in the context of mentoring the Koran and assisting learning difficulties with a duration of 1 hour involving parents dropping off and picking up in strict Covid-19 conditions.

The involvement of parents in learning guidance for early childhood during the pandemic at Darussalam Plus Kindergarten can be seen in the distribution of the variables below:

1. Provision of facilities and infrastructure

Based on the results of research on the sub-variable of providing good parental involvement facilities and infrastructure, this is supported by the suitability of the answers to the sub-variables, with the distribution of the percentage of answers as follows:

Table 2. Percentage of answers to the sub-variable of providing facilities and infrastructure

No	Answer options	Frequency	Percentage
1.	Always	417	74%
2.	Often	101	18%
3.	Sometimes	22	4%
4.	Never	24	4%
Total		564	100%

Based on the table above, it is known that most parents choose "always" with a percentage of 74%. Thus, judging by the number of parents who choose it can always be concluded that parents are very supportive of children's learning guidance activities both at home and at school. The provision of facilities and infrastructure carried out by parents includes providing all the needs needed in learning activities at home in accordance with the learning tasks submitted by the teacher, in line with research conducted by the teacher (Wijayanti & Fauziah, 2020). The task of parents during a pandemic is to facilitate the needs of their children. In this case, the task carried out by parents at Darussalam Plus

Kindergarten is to facilitate the needs of children's learning tasks, find materials and report children's activities in the form of photos or videos.

Further guidance from parents is to facilitate the health protocol equipment brought by children during offline activities at school, such as masks, hand sanitizers and maintain the health of children's stamina by preparing breakfast at home and bringing their own drinking supplies. The need to maintain health as the responsibility of parental involvement is also an appeal from the Ministry of Education and Culture which states that parents must regulate children's food menus, do things that children like and adopt appropriate parenting styles (Kemendikbud, 2020). Children's sense of security and comfort by maintaining health protocols and personal provisions while studying at school is one of the needs that must be met. Abraham Maslow said that human needs (Siagian, 2004). The same thing is also confirmed by Kurniati et al. (2020) in his research which stated that the roles of parents that emerged in general during the Covid-19 pandemic were as mentors, educators, carers, developers and supervisors and creating a conducive environment for learning (Iftitah & Anawaty, 2020) which is realized by orderly delivering children to school through strict health protocols and pick-up and drop-off schedules according to the shift schedule imposed by the school.

2. Supervision of learning activities at home

Based on the results of research on the sub-variable of supervision of learning activities at home, this is supported by the suitability of the answers to the sub-variables, with the distribution of the percentage of answers as follows:

Table 3. Percentage of answers to supervision of learning activities at home

No	Answer options	Frequency	Percentage
1.	Always	393	70%
2.	Often	127	22%
3.	Sometimes	35	6%

4. Never	9	2%
Total	564	100%

The involvement of parents in learning guidance at Darussalam Plus Kindergarten is evidenced by the willingness of parents to share time with their children studying at home, reminding children to do assignments given by the teacher, helping with difficulties faced by children checking and arranging assignments through the information provided. Through the Whats App Group and report the child's assignments to the teacher.

Based on the table above, parental involvement in learning guidance is good, as evidenced by the number of parents who always choose with a percentage of 70%, even though dividing time is a problem that is often found by parents (Harahap et al., 2021), which is in line with Wardani and Ayriza's research which states that not all parents have free time and can share time with their children (Wardani, A., & Ayriza, 2020), especially if the family has more than one school-age child who must be accompanied, coupled with the background of the parents of Darussalam Plus Kindergarten 75% work until the afternoon as labourers and entrepreneurs (interviews with school principals). Responsibility for sending assignments with 81% success (interview with Mrs. Santi, group B1). Good supervision of children while at home also shows the success of learning and children's achievements (Kemendikbud, 2020).

3. Supervision and communication with schools

Based on the results of research on the sub-variable of communication with schools, parental involvement is good, this is supported by the suitability of the answers to the sub-variables, with the distribution of the percentage of answers as follows:

Table 4. Percentage of responses to supervision and communication with schools

No	Answer options	Frequency	Percentage
1.	Always	376	67%
2.	Often	113	20%
3.	Sometimes	65	11%
4.	Never	10	2%
Total		564	100%

Based on the table above, the involvement of parents in learning in the form of supervision and communication with schools is good, as evidenced by the number of parents who always choose with a percentage of 67% with indicators asking the teacher for child development, asking and asking for guidance from the teacher when the child has difficulties, always listen to new information from teachers or schools through Whattaps groups. Hill & Taylor and Berk in (Amini, 2015) said that one of the involvements of parents in learning guidance is maintaining the direction of the child's progress by communicating with the teacher frequently.

Parents who communicate with teachers are parents who are able to position themselves as facilitators, good liaisons (Khadijah & Gusman, 2020). Good communication also reduces explanations that are less detailed or clear can be resolved. On the other hand, poor communication also makes the understanding of each parent different and conveys to children when learning assistance is also different.

Communication between parents and teachers or schools in Darussalam Plus Kindergarten is done through direct communication and communication through services in the WA group or private network. Communication made by parents does not meet the maximum limit, with a percentage of always 67% due to the very short duration of mentoring for one hour at school, pick-up and drop-off is also true, and all teachers are involved in mentoring services for groups A and B, so that parents find it difficult to meet the teacher directly. Most parents communicate via android (interview with the principal).

4. Giving motivation

Based on the results of research on parental involvement in learning guidance in the form of providing motivation, the percentage of answers is obtained as follows:

Table 5. Percentage of answers giving motivation

No	Answer options	Frequency	Percentage
1.	Always	261	46%
2.	Often	169	30%
3.	Sometimes	110	20%
4.	Never	24	4%
Total		564	100%

The involvement of parents in learning guidance through the provision of motivation is quite good. Various sources found through interviews. The main factors are the level of knowledge of parents in motivating and the background of parents who are mostly from rural geographic lines, middle to lower economic levels which result in children spending a lot of time playing and parents spending a lot of time working. The guidance provided by parents to children through the assistance of classroom teachers is to maintain emotions and eliminate children's laziness, maintain children's moods by providing opportunities to play, provide rewards for finishing learning with praise, not letting children learn on their own, giving enthusiasm for learning, happy to learn at home. Home and study at school.

Good motivation from parents to their children in the learning process at home and mentoring the Koran to learn at school is one of the duties of parents as a motivator to provide enthusiasm, motivation, and support in carrying out learning so as to obtain good achievements (Arda, 2020). Research conducted by Arya also explains that the role of parents in motivating children's talents and interests can be done by: (1) teaching children to expect success, (2) adjusting

children's education to their interests and learning styles, (3) children must learn that tenacity is needed to achieve success, and (4) children must learn to be responsible and learn to face failure (Amini, 2015), and parents are willing to play as friends (Khadijah & Gusman, 2020).

Motivating children to remain disciplined in going to Koranic schools and assisting learning difficulties are things that require a lot of attention, considering that during the pandemic, almost all children in the surrounding environment are not brave, and there are no institutions that serve to learn. It is sometimes felt by children to be lazy because some of their friends in the village are cool to play (interview with Radit's mother), reinforced by 90% of students at Darussalam Plus Kindergarten are students with rural conditions (interview with the principal).

Meanwhile, the challenges faced by parents in assisting children in learning include having to know and overcome the learning mood of children, inviting children to do learning activities in a pleasant atmosphere, and being able to divide time between work and accompanying children to study and agree with Astuti's research (Astuti & Harun, 2020). Parents during the covid-19 pandemic not only function as the first and foremost place for children's education in shaping character, religious values and character but now have an additional role as second teachers for children in learning at home. The important role of parents during the learning process from home is to maintain children's motivation (Trisnadewi, K., & Muliani, 2020).

5. Encouraging seeking religious knowledge

Based on the results of the study, research on parental involvement in learning guidance in the form of encouraging the search for religious knowledge obtained the percentage of answers as follows:

Table 6. Percentage of encouraging seeking religious knowledge

No	Answer options	Frequency	Percentage
----	----------------	-----------	------------

1.	Always	382	68%
2.	Often	151	27%
3.	Sometimes	23	4%
4.	Never	8	1%
Total		564	100%

Al-Qurthuby in Tafsir writes that the important things needed in life are not only general knowledge but also knowledge of closeness to God (Tafsir, 2014), which is corroborated by Hamzah in (Rohmah, 2018) that the points of religious education in the family are faith, worship, morality and skills. The religious education carried out is programmed by Darusslam Plus Kindergarten, one of which is in learning to recite the Qur'an, which begins with learning Iqra. This program has become a superior program and is highly favoured by parents, and is evidenced by the number of parents choosing to always be in research with a percentage of 68%. The guidance provided by parents includes delivering the Koran to school with strict health protocols, accompanying the Koran at home, understanding the difficulties in reading the Koran faced by children, encouraging children to recite the Koran and setting an example at home.

The involvement of parents in supporting school programs by encouraging the study of religious knowledge, according to Hamdani is an educational responsibility that needs to be made aware and nurtured by both parents towards their children and the realization of the implementation of the curriculum for early childhood 13 which emphasizes that religious education is an aspect that must be developed for early childhood (Hamdani, 2011). These developments include believing in God, recognizing daily prayer, imitating daily worship activities, and reflecting noble character in daily life.

Institutional Preventive and Curative Efforts

Regarding the task of parents in the learning process during the pandemic, the reality is that it requires maximum guidance and counseling from schools and classroom teachers. Guidance and counseling efforts carried out by the Darussalam

Plus Kindergarten Kindergarten institution in maximizing teacher involvement in online and offline learning processes include group guidance in the form of parenting as shown in the table below:

Table 7. Parenting material

No	Program name	Media	Description
1.	Socialization of the roles, duties and responsibilities of parents during the COVID-19 pandemic	Face to face	Online and offline learning
2.	Guide to mentoring learning from home	Face to face	Online learning
3.	Standard operating guidelines for welcoming children, learning activities, picking up children and arriving at home	Face to face	Offline learning
4.	Guide on how to maintain personal hygiene and personal health.	videos	Online and offline activities

Meanwhile, the guidance and counseling carried out by classroom teachers to parents in order to maximize their involvement during learning from home is through an integrative model *Adlerian Play Therapy* and *Adventure-Based Counseling*. This model is carried out by individual teachers to solve problems found by parents, considering the children's backgrounds and knowledge of different learning mentoring skills. *Adlerian Play Therapy* is a teacher intervention in emphasizing the importance of playing by giving children the opportunity to express their feelings in natural situations, while *Adventure-Based Counseling* integrates experiential learning and outdoor education.

Common problems for parents who are often found in home learning assistance are sharing time with children, the method of educating in this case is to carry out the learning process, motivate themselves and motivate children because parents and children are prepared and think the task is heavy. Interventions carried out by teachers to parents are sequencing, ensuring the tasks to be carried out with children, not threatening and providing opportunities for children, not limiting challenges, and focusing on children's fun so that children are involved in learning

and games in a natural way. For example, when parents complain about experimenting with smells, recognizing tastes, the teacher provides solutions so that parents go on an adventure in the kitchen, cook together while talking about the spices that are prepared with salt and chilli then take turns tasting the taste of salt, as well as when making drinks. Meanwhile, in smell, you can experiment with playing in the bathroom, there is shampoo, soap, etc. For example, when parents have difficulty in cognitive stimulation, the theme of clothing sorting clothes in 4 series, the teacher provides a solution for parents to carry out outdoor education involving children drying clothes while having conversations and playing competitions to dry the clothes of family members from the largest to the smallest, and if not successful Continue the adventure by folding clothes, before folding clothes begins with sorting clothes.

CONCLUSION

The learning process during the COVID-19 pandemic requires the involvement of parents in learning guidance at home. Guiding and accompanying early childhood is very different from guiding and accompanying adult children. The involvement of parents in learning guidance shows good achievements in the provision of infrastructure, supervision of activities at home, communication with schools and encouragement to learn religious knowledge. Meanwhile, in providing motivation, it is quite good because during childhood, the emotions and spirit of the child are not stable, so the mood in learning requires strong motivation from the environment and the knowledge of parents.

REFERENCES

- Amini, M. (2015). Parent Involvement Profile Profile of Parents Involvement in the Education. *Scientific Journal of VISION PPTK PAUDNI*, 10(1), 9–20. <http://journal.unj.ac.id/jurnalfip/index.php/visi/article/view/7/8>
- Arda, A. &. (2020). The Role of Parents in the Children's Learning Process in the Covid-19 Pandemic Period in Fostering a Scientific Attitude. *Musawa*, 12(1), 140–164.
- Arikunto, S. (2010). *Research Procedures A practical approach*. Rineka Cipta.
- Astuti, IY, & Harun, H. (2020). Challenges of Teachers and Parents in Learning From Home Activities for Early Childhood During the Covid-19 Pandemic. *Journal of*

- Obsession: *Journal of Early Childhood Education*, 5(2), 1454–1463.
<https://doi.org/10.31004/obsesi.v5i2.808>
- Darmalaksana, W., Hambali, RYA, Masrur, A., & M. (2020). Analysis of Online Learning During the WFH Pandemic Covid-19 as a Challenge for 21st Century Digital Leaders. UIN Sunan Gunung Djati Bandung.
- Diadha, R. (2015). Parental Involvement in Early Childhood Education in Kindergarten. *Educentric*, 2(1), 61–71.
<https://doi.org/https://doi.org/10.17509/educentric.v2i1.161>
- Gutman, LM, & McLoyd, VC (2000). Parents' management of their children's education within the home, at school, and in the community: An examination of african-american families living in poverty. *Urban Review*, 32(1)(1–24).
<https://doi.org/https://doi.org/10.1023/A:1005112300726>
- Hamdani. (2011). *Educational Fundamentals*. Faithful Library.
- Harahap, SA, Dimiyati, D., & Purwanta, E. (2021). Problems of Early Childhood Online and Offline Learning for Teachers and Parents during the Covid 19 Pandemic. *Obsession Journal: Journal of Early Childhood Education*, 5(2), 1825–1836.
<https://doi.org/10.31004/obsesi.v5i2.1013>
- Iftitah, SL, & Anawaty, MF (2020). The Role of Parents in Accompanying Children at Home During the Covid-19 Pandemic *JCE (Journal of Childhood Education)*, 4(2), 71. <https://doi.org/10.30736/jce.v4i2.256>
- Ministry of Education and Culture. (2020). Getting to Know Early Psychological Support.
- Khadijah, K., & Gusman, M. (2020). The Pattern of Collaboration between Teachers and Parents in Managing Aud Play During the Covid-19 Pandemic. *Kumara Scholar*, 8(2), 154. <https://doi.org/10.20961/kc.v8i2.41871>
- Magta M. (2013). Ki Hajara Dewantara's Education Concept in Early Childhood. *Early Childhood Education*, 7(2), 221–132.
<https://doi.org/https://doi.org/10.21009/JPUD.072.02>
- Noble, KG, E. al. (2015). Family Income, Parental Education and Brain Structure in Children and Adolescents. *Nature Neuroscience*, 18(5), 773–778.
<https://doi.org/https://doi.org/10.1038/nn.3983>
- Rahayu, A., & Dewi, T. (2018). The Effect of Parental Involvement on Behavior. *Golden Age Hamzanwadi University*, 2(2), 66–74.
- Riduwan. (2013). *Easy Learning Research for Teachers-Employees and Beginner Researchers*. Alfabet.
- Rohmah, N. (2018). CONCEPT OF RELIGIOUS EDUCATION FOR EARLY CHILDREN Siti Noor Rochmah Study Program PGPAUD STKIP Eleven April Sumedang. *Journal of Education*, 2(2).
- Salkiah, B. (2020). Changes in Educational and Economic Paradigms in the Covid-19 Pandemic Period. *Scientific Development Media*, 15(1), 3781–3787.
<https://doi.org/https://doi.org/https://doi.org/10.33758/mbi.v15i1.647>
- Schunk, DH, Pintrich, PR, Meece, JL (2010). *Motivation in Education : Theory, Research and Application*. Pearson Education Inc.
- Siagian, SP (2004). *Motivation Theory and Its Application*. Rineka Cipta.
- National Education System. (2003). Law of the Republic of Indonesia concerning the

- National Education System Number 20 of 2003.
- Slamet. (2010). *Learning and the Factors That Affect It*. Revised Edition. PT. Rineka Cipta.
- Sudjana, D. (2004). *Education Program Management; For Non-Formal Education Programs and Human Resource Development*. Falah Production.
- Sukardi, DK (2010). *Introduction to the Implementation of Guidance and Counseling Programs in Schools*. Rineka Cipta.
- Tafsir, A. (2014). *Educational Science in Islamic Perspective*. Rosdakarya Youth.
- Trisnadewi, K., & Muliani, NM (2020). *Online Learning in the Time of the Covid-19 Pandemic*. Our Writing Foundation.
- Wardani, A., & Ayriza, Y. (2020). Analysis of Parental Obstacles in Accompanying Children Studying at Home During the Covid-19 Pandemic *Journal of Obsession : Journal of Early Childhood Education*, 5(1), 772. <https://doi.org/https://doi.org/10.31004/obsesi.v5i1.705>
- Wijayanti, RM, & Fauziah, PY (2020). Parents' Perspectives and Roles in the PJJ Program during the Covid-19 Pandemic in PAUD. *Journal of Obsession: Journal of Early Childhood Education*, 5(2), 1304–1312. <https://doi.org/10.31004/obsesi.v5i2.768>
- Yovita, A. (2020). More than 849 Million Students in the World Study at Home. <https://kompas.id/baca/humaniora/dikbud/2020/03/18/more-dari-849-juta-siswa-di-dunia-belajar-di-rumah/>