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A wide variety of parental perceptions towards children's remote learning during the Covid-19 outbreak points to partial acceptance as well as complaints and challenges.

Abstract

Considering parents as important key in children's education during the Covid 19 outbreak, it is necessary to explore their perceptions regarding their involvement in children's remote learning. Data were gathered from forty parents of elementary students in Bekasi, Indonesia voluntarily filled out the survey. Ten participated in semi-structured interviews via one-on-one phone calls. Findings reveal four emerging themes; 1) ways of involvement 2) benefits of home learning, 3) challenges 4) expectations and recommendations. This study suggests that parent involvement must be taken into account as they become parent-educators and collaborators to improve the quality of education. Further research needs to be conducted to obtain better results.

Introduction

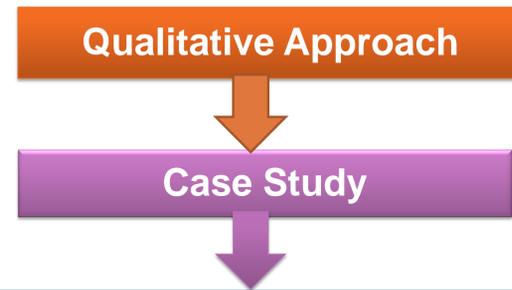


- The April 3rd 2020 decree about guidelines for implementation of social distancing on large scale for the acceleration of Covid 19 Management (Kemenkes RI, 2020)
- The role of parental involvement on children's education (Bæck, 2010; Barge & Loges, 2003; Duan, 2016; Duffy, 2014; Gonzalez-pienda et al., 2002; Jafarov, 2015; Yulianti et al., 2019)
- In Indonesia, the issue of parental involvement has been emerging, yet research to explore parents' perception relating to their experience and involvement in home-schooling during the pandemic is lacking.

Objective of Study

To explore parents' perceptions with regard to their involvement in children's remote learning during the Covid 19 Outbreak.

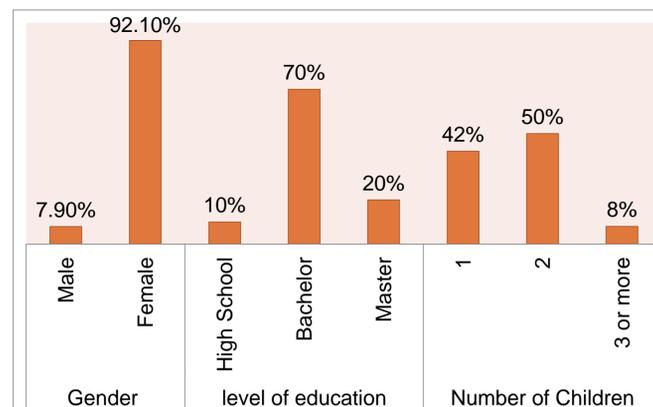
Methodology



- Participant: 40 parents of elementary students
- Setting: Bekasi, Indonesia

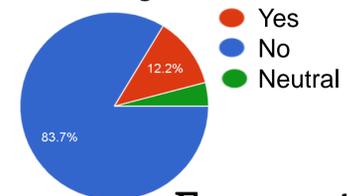
- Survey (40 participants)
- Interview (10 out of 40)

Demographics

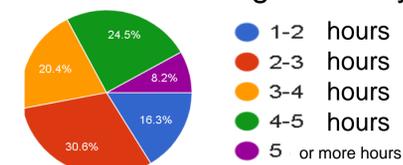


Findings

Do parents feel home learning is effective?



How long do parents help children in learning each day?



Emergent themes

Ways of Involvement

- Helping children work on assignments
- Teaching
- Controlling

Challenges

- Keeping children's mood and motivation
- New role as parent educator
- Additional workloads
- Additional costs
- Lack of time
- Lack of expertise
- Lack of devices and internet access

Benefits

- Feeling Secure from Covid 19
- Being able to see children's academic progress

Expectations and

- Fewer assignments
- teacher presence
- Need for engagement and interaction
- clear instruction

Recommendations

- differentiated instruction
- Same online platforms for all subjects,
- Real-life projects
- Home visit



Conclusion

- Parent's perceptions must be taken into account since their new role as parent-educator and teaching collaborator can improve Children's education.
- It is necessary to hear parent's voice in order to address their needs, support them and offer solutions to the challenges they face
- These results provide an enriched picture of parents' insights in supporting children learning and contributes to the opportunity for future research with more participants, different or nationwide context as well as mixed method design.

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Excerpts from the Interviews

"I enjoy teaching my kids at home with some limitations because this is the best way to avoid them from corona virus and I can see their learning progress everyday"

"I feel so exhausted, because my kids got more than two assignments everyday and there is no detail explanation from teacher"

"When it comes to the subject of local language (Bahasa Sunda), no one at home can help my daughter doing the homework because we are from Kalimantan"