

Parents' Involvement in Students' Academic Achievement in Distance Learning Process During the Pandemic of Covid-19

DOI: <https://doi.org/10.47175/rielsj.v2i1.202>

| Yohana Eva Mau Kasi^{1,*} | Suparno² | Abdul Asib³ |

¹²³ Department of Teacher
Training and Education
faculty, Sebelas Maret
University, Surakarta,
Indonesia

*kasiyohana@gmail.com

ABSTRACT

This study examined the parents' involvement in students' Distance Learning during the pandemic of Covid-19 concerning with the school's policy. This research aimed to explore the private junior high school students' academic achievement in the pandemic of Covid-19 which was influenced by social factors, such as teachers, parents' motivational beliefs (Hoover-Dempsey & Sandler, 1995) and home-based and school-based parental involvement (Epstein, 1995). Qualitative method was used to do this study specifically employed a case study design. Questionnaire and semi-structured interview were used to collect the data. 20 parents, eight grade students, homeroom teacher and principle would be the participants in this study. Likert scale and open-ended questionnaire were used to know the participants' responses on parent's involvement in children's education in the Distance Learning. Semi-structured interview would be used to interview the three parents, three students, homeroom teacher and principle for exploring their deep opinions on parental involvement in children's education success in Distance Learning during the pandemic of Covid-19. The results showed the positives beliefs of parents, students, and school in parents' involvement in order to influence students' academic achievement, especially in Distance Learning. At home, parents agreed to control and guide their children in doing the assignments, while at school, they took part in school's meetings and seminars held by the school.

KEYWORDS

Parents' involvement; Students' Academic Achievement; Distance Learning; Pandemic of Covid-19.

INTRODUCTION

The pandemic of Covid-19 has influenced some countries in Education system, especially Turkey, Kazakhstan, and Philippines (Tanik-Önal & Önal, 2020; Bokayev, Torebokova & Devletbayeva, 2020; Miguel, Prudente & Aguja, 2021). This situation happened because UNESCO (2020) declared that 1.3 billion children and their families have been affected by national mandates to close schools in more than half of the world's countries. In Turkey, the Ministry has concluded its work on two distance education pathways: The Educational Informatics Network online educational portal and the Educational Informatics Network TV (EBA TV) (Tanik-Önal & Önal, 2020), while in Kazakhstan, subject teachers were to modify their curricula so that they could be disseminated online or via other accessible communication technologies, as the government empowered schools to provide versatile approaches to providing learning materials and education to students (Bokayev, Torebokova & Devletbayeva, 2020). Moreover, the Department of Education in Philippines (DepEd) said that educators and parents are continuing to prepare for distance education in order to reduce

the risk of health problems among students. Therefore, in previous countries, they really need the roles of parents' involvement at home to also help the students to adapt themselves in the Distance Learning or online learning.

This Distance Learning also happened in Indonesia in the beginning of March, 2020. The distance learning also regulated to be implemented in Indonesia. The Ministry of Education and Culture in Indonesia, issued Circular No. 4 of 2020 dated March 24, 2020, concerning the Covid-19 emergency period, said that all students reaching from primary childhood education to senior high school have to learn from home. This policy has changed the face-to-face learning into Distance Learning or used an online learning (Miguel et al, 2021; Domina, Renzulli, Murray, Garza, & Perez, 2020; Feizi & Bakhtiarvand, 2020). Regarding to Distance Learning in which students must learn from home, teachers and parents need to work together to support and guide the students in order to help their learning development in Distance Learning. Parents and teachers are increasingly influencing students' learning development in education. Parents can help their children develop learning persistence, research skills, and time management skills in their children's Distance Learning (Berthelsen & Walker, 2008; Black, 2009; Borup et al., 2013). Parents and teachers become students' social support in which they must collaborate to build a good teamwork that encourages their children's academic success (LaRocque, Kleiman, & Darling, 2011; Sudirman, Nurmandi, & Bashori, 2020). Education should not be limited to teacher-student interactions. Parents may play an important role in their children's lives. Parents should be involved in their children's education both at school and at home (Walker, Wilkins, Dallaire, Sandler, & Hoover-Dempsey, 2005). Without abandoning the view that education is the duty of the educator, parents accept that parental involvement is a major factor in their children's educational success. (Erdener and Knoepfel, 2018).

Parental involvement, according to Hill et al. (2004, p. 1491), is described as parents' experiences with school and with their children to support their children's educational outcomes and potential success. This definition represents the viewpoint of parents, but other school stakeholders include principals, teachers, students, the municipal council, and Ministry of Education policymakers. Parental engagement and family-school partnerships have a direct positive effect on children's educational outcomes and future progress. For teachers, parental involvement applies to activities at home in which parents support their children with academic achievement, such as homework, while for parents, it means engaging in educational decisions as a strategy of involvement (Göktürk & Dinçkal, 2018).

Parents' involvement in their children's education has been linked to their involvement in their children's education, which has been one factor affecting student achievement (Boonk et al., 2018; LeFevre & Shaw, 2012; Warren et al., 2018). School-based and home-based parental involvement are the two most common forms of parental involvement. In most cases, school-based involvement necessitates parents making direct contact with schools. Participating in school activities or groups, engaging with teachers, and volunteering at school are examples of school-based involvement, while home-based involvement occurs outside of school (e.g, helping children with homework, reading with children, encouraging academic success, talking with children about academic issues, expressing high educational expectations (Epstein, 1995). Also, Epstein et al. (2002), on the other hand, concentrate on the tactics that parents should use in order to become more active in their children's education. They claim that students' learning processes are directly influenced by school, family, and community experiences, and they suggested the theory of overlapping spheres of influence, which supports the notion that school, family, and community are the structures that socialize and educate children. As a result, they propose that these organizations collaborate in order to achieve shared objectives for the children who should be at the core

of the structure. They suggest a structure based on this principle that includes six forms of participation that schools can choose from depending on their needs or expectations. Parenting, communication, volunteering, studying at home, decision-making, and collaboration with family are all elements of the home-school relationship in this context. According to their needs and goals, schools and parents can choose one or more of these strategies.

The previous studies have been studied about the parents' involvement in children education achievement in which influence young students' academic success (Warren & Locklear, 2021; Grace & Gerdes, 2018; Hampden-Thompson & Galindo, 2016). Warren & Locklear (2021) were also studied about the parental involvement in which referring to parenting beliefs and style in American Indian Students academic achievement. According to the findings, parental involvement is related to student achievement. A considerable amount of variation in authoritative parenting was clarified by rational views. School counselors who are familiar with the effect of parenting on student achievement are best situated to help American Indian students succeed. Instead, Epstein et al. (2002) propose that teachers and parents need to collaborate in order to go into an effective corporation and provide an effective learning environment for the children. In addition, Hoover-Dempsey & Sandler (1995) described the model of parental involvement mechanism. Parents' motivational beliefs, parents' perception of invitations for participation from others, and parents' perceived life contexts are listed as the three key factors that lead to parental involvement in this model. Parents' motivational beliefs concern with the belief of parents in get involved with children's education or their belief of their participation would improve their children's academic achievement. Parents' perceptions of involvement are based on their belief that the school, teachers, and their children want to engage parents in the educational process. Parents' knowledge and skills, as well as the time and energy they think parental involvement requires, are referred to as the perceived life context of parental involvement.

Grace & Gerdes (2018) studied about the value of parent-teacher relationships and parental engagement in education in Latino youth and families is illustrated in this report. Result indicated that many Latino parents are passionate about their children's education, and this commitment has been related to positive results for children and families. For Latino youth and families, positive, high-quality parent-teacher relationships and parental involvement in education are linked to required outcomes. While, Hampden-Thompson & Galindo (2016) are interested to study about parents' involvement with the school satisfaction of young people achievement in England. A strong combination of school-family partnerships, as well as high levels of school satisfaction, help young people achieve academic success. As a result, school policies and practices that strengthen family relationships and increase parent satisfaction will benefit all students, especially those from low-income families. They argued in this article that relationships between systems that are close to young people, such as school and family, are important contributors to their educational success. Good connections between schools and families result in higher parental satisfaction and, as a result, higher educational achievement among children. Parents' involvement in Distance Learning is crucial to their children's academic success.

Even though, the previous studies explained much about parental involvement in students' learning achievement in offline way, the current study is intended to explore the parents' and school's beliefs in parents' involvement in the school's policy in the eighth grade students in one private junior high school. This study aims to explore parents' and school's beliefs on parents' involvement in private junior high school students' academic achievement. Therefore, the two research questions are formulated below:

1. What are parents' beliefs regarding their involvement in school's policy in the Distance Learning?
2. What are the teacher and principle's perception on parents' involvement in school's policy?

RESEARCH METHODS

This study was employed qualitative method concerning to a case study design Yin (2018). Parents, students, principle, and homeroom teacher of eight grade in one private junior high school in Kupang, East Nusa Tenggara, Indonesia would be used as the research subject and informants. This study aimed to investigate parents' and school's beliefs and activities of parents' involvement in students' Distance Learning.

Questionnaires and interview would be used to collect the data. Open-ended question of questionnaire was employed to know parents' beliefs and activities in their involvement in children's academic development in learning distance. While, semi-structured interview was used to know the comprehension of parents' involvement in their children's learning activities in learning distance. Interactive model would be used to analyze the data (Miles et al, 2014). Data condensation, data display and draw of conclusion were some ways in analysing the data from questionnaire and interview.

The Likert scale and open-ended of questionnaire would be given to parents of eighth grade students in private junior high school. Five items of questions would be delivered to the parents for knowing their responses on their involvement in distance learning. while, open-ended question of questionnaire would be delivered to homeroom teacher in order to give their opinions about parents' involvement. Three parents, three students, a homeroom teacher and principle would be interviewed to get deep information about their beliefs in parents' involvement in students' education. These research subject and informants were asked to answer the questions on their involvement in children's academic achievement in distance learning. Meanwhile, semi-structured interview was used to ask deep comprehension of parents, students and homeroom teachers on parents' involvement in children's academic development in Distance Learning.

RESULTS AND DISCUSSION

Parents' Beliefs regarding to school's policy

The first section of open-ended questionnaire was explaining about the beliefs of parents in their involvement in school's policy. One question was given to know the parents' beliefs on school's policy. Based on the question, the parents gave their deep understanding or comprehension about the policy of the school. It was showed in table 1 below.

Table 1. Parents' beliefs in School's Policy

Question	Parents' categories	Parents' Perception
Is it true that school rules and policies regarding parents are obliged to cooperate with the school? What do you think about that?	Parent 1 (from seventh grade student)	Yes. So, when my son entered first. There are several stages that we go through including one of the interviews. Well, the interview we as parents were also given a statement letter, yes, a statement to be signed related to several commitments that we have to collaborate with, so that between schools and parents, maybe one example of attending the EPC (Excellent Parenting Community) seminar or EPC

meeting. Now, it is mandatory to be included where parents are obliged to follow, because from there we also what the name is, we can see how the children develop both academically and in character. So, for ourselves, for the rules like that, we must follow the EPC and then we are also asked to build good communication with the school because it means that success is on the part of the school, parents, and the child itself. So maybe, if from myself, I don't mind, meaning that I am ready to follow any rules that have been or policies given by the school, as a parent.

Parent 2 (from eighth grade student)	<p>He, that's absolutely right, there must be cooperation between parents and teachers.</p> <p>If I agree, the problem is that education actually originated from the family, so when we as parents don't have basic education but when the children are in school, we have to keep it eh, what is the name, holding hands, so parents are still have a role, so there must be cooperation with schools for the development of the child itself.</p>
Parent 3 (from ninth grade student)	<p>Yes, true.</p> <p>Okay, I think it's good because what children actually get first is from their parents. Because it is not 24 hours at school, the role of parents is very important in shaping character, enthusiasm, motivation in children as long as they are in the educational process. So, school rules are good, good.</p>

The first parent of seventh grade student said that schools have explained the policy before his or her child entered the school. Therefore, the parent 1 agreed to follow the school's policy. Parent 1 also explained that the success of education got by children was part of school, parents, and students itself. Besides, parent 2 said that school (teachers) and family (parents) needed to work together for the development of the child itself, while the parent 3 said explained that the first education that the child got was from families, it means that the child was not 24 hours at school, therefore, parents needed to play a role in order to shape child' character, motivation, enthusiasm for the child' education process.

In conclusion, parent 1, 2, and 3 were agreeing to follow school's policy in order to help students' academic achievement. It meant that parents' involvement in school's policy was believed could link with the academic achievement got by the students. This was corresponding to (Boonk et al., 2018; LeFevre & Shaw, 2012; Warren et al., 2018) in which

parents' involvement in their children's education has been linked to their involvement in their children's education, which has been one factor affecting student achievement.

The second section of questionnaire showed that parents' involvement in children academic achievement became a positive responding to their involvement in students' learning distance. The results on parents' involvement in children's education success were showed in table 2 in which it was the parents' responses of four questions of questionnaire.

Table 2. Parents' Responses on Their Involvement

No	Questions	Parents' Responses			
		Strongly agree	Agree	Disagree	Strongly disagree
1	Parents must communicate with homeroom teachers during the remote learning process to discuss students' learning development.	90%	10%		
2	Parents must attend the activities (online seminars) held by the school.	80%	20%		
3	Parents should attend meetings with teachers to discuss children's learning activities during Distance Learning.	65%	35%		
4	Parents must discuss the weaknesses and strengths of their children during their children learn from home.	75%	25%		

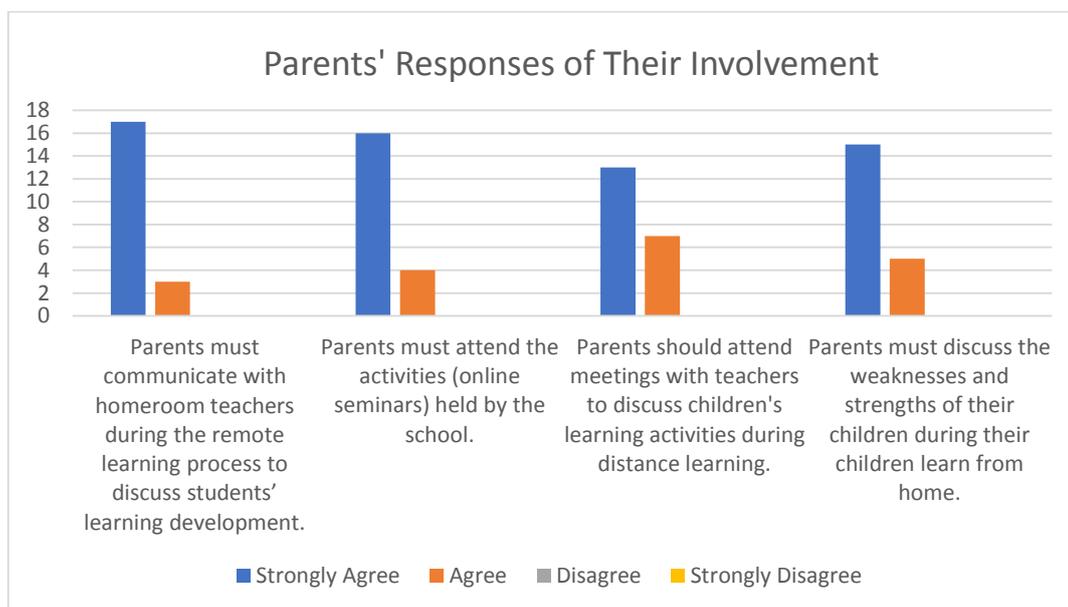


Figure 1. Results of Parents' Responses in Likert Scale

Most of the parents in the eighth grade were giving their positives responses to the first second of questionnaire. For supporting parents' choices of questionnaire, some parents have given their reasons why they strongly agreed and agreed about their involvement in school's seminar and meeting.

Some parents give their statements why did they strongly agree and agree with their involvement in school's meeting and seminar.

Parent 1 said that *“with my participation with the school, I think from there I can find out the progress of their learning, especially in the current pandemic situation.”*

Parent 5 also said *“during the current pandemic, especially children learn from home. So, as a parent, I strongly agree if I attend meetings with the school, especially with my child's homeroom teacher. Because that way I can communicate with the teacher to ask about their learning progress. So, for children, if there is a problem with the child, of course the school will return to communicate to us parents, yeah. But if you don't care too much, it means that school also fails, parents fail like that. So, it's not just paying our obligations as parents, paying school fees, right not, but our attendance is also, for example, what kind of EPC is it, such as seminars or meetings with schools, with homeroom teachers, that's also part of us helping, working together. school for how we know the development of our children.”*

Parent 6 said that *“I mostly communicate with the homeroom teacher. Because I think the homeroom teacher is the parent, they are children at school, so I usually even if there are things, I need to tell the teacher, I usually go through the homeroom teacher first I will tell the homeroom teacher and then the homeroom teacher will tell the subject teacher.”*

Parent 11 said that *“In my child's school, there are events that are what are called obligations, they must be followed by parents, so if, for example, there is an event held by the school, I will definitely attend.”*

Parent 17 said that *“I agree, because I am not used to attending these meetings, I work in the private sector, so sometimes I come home at night, so usually the one who comes along is the mother. But if there is something that must be communicated about my children's difficulties, I communicate with my wife, but at the most after returning from work we look for solutions or solutions for children if for example they are having difficulties in their distance learning.”*

Table 3. Eight Grade Students' Responses in Open-ended Questions

Questions	Students' Categories (Seventh, Eighth, Ninth)	Students' Opinion
Do your parents help you as long as you do the distance learning process?	Student 1	Yes.
	Student 2	Yes, they do
	Student 3	Yes
What kind of helping do your parents do to you?	Student 1	Just directing and asking, for example mom used to ask, "have you done your assignment yet, remember the gathering must be on time."
	Student 2	Usually, my mother helps me in controlling my tasks.
	Student 3	My parent guides me if I face a problem in doing my homework
Do your parents facilitate you in this distance learning process? And what kind of facilities do your parents give to you?	Student 1	Yes. In the form of handphone, WiFi as well as to help me in the learning process.
	Student 2	Yes. Handphone and data internet for following online learning.
	Student 3	Yes. Handphone, WiFi, and sometimes they borrow their laptop to me to follow online learning
Do your parents get involved in school's meeting and seminar?	Student 1	Yes, they usually attend EPC seminars and meetings
	Student 2	Yes, they attend EPC meetings and seminars.

	Student 3	Yes, usually what my mom joins is EPC meetings and seminars
Do you agree if teacher and parents work together to help your learning achievement in distance learning? If you do, why?	Student 1	Yes, I agree. Because in this Distance Learning Apart from teacher, my parents also have to guide and control me because I learn from home.
	Student 2	Yes. Because I only expect the teacher, I don't think it's enough. For the current situation, parents also have an important role in directing and providing explanations for me.
	Student 3	Yes, I do. Because of the learning are from home, so not only teachers but parents also had a big role to play in helping guide me.

The results on students' opinion showed that parents had play their roles of involvement in their Distance Learning process. Some students said that how their parents help them in Distance Learning were controlling, guiding, and following the school's seminar and meetings. They also agree that in Distance Learning both teacher and parents became the factors in helping their learning achievement. Helping here meant that their parents were guiding them if they faced a problem in doing the tasks.

Based on the results above, it can be concluded that, parents became one factors that influence students' learning achievement in Distance Learning process. In the situation of Distance Learning, the parents believed that their participation or involvement in school's seminar and meeting were important to be followed. This was also the way for the parents to communicate with the teacher. Moreover, they argued that by attending the online meeting and seminar with the school, they could know their children's learning progress or even academic achievement in the pandemic situation. They also argued that their responsibility not just paying the school fee but their attendance was also one form of assistance and cooperation with the school. it means that they believed in the situation of distance learning school could not work alone, school needed the family as parents to help students' learning progress and academic achievement. These findings were relating to school-based, home-based participation between teacher-parent and parent-teacher, and the model of parents' motivational beliefs in their involvement in their children's academic success (Epstein et al, 2001; Hoover-Dempsey & Sandler, 2001). Parents were believed that to follow school's invitation of meeting and seminar regarding to school's policy would influence students' academic achievement in Distance Learning. However, in this Distance Learning, students could get more explanation from teacher and also parents. Because students' learning process are directly affected by the combination of school and family partnerships (Epstein et al, 2002; Hampden-Thompson & Galindo, 2016).

Teacher' and Principle's Perception in Parents' Involvement in School's Policy

This second section was relating to second research question of this study. The results on open-ended question and semi-structure interview had a high agreement on parents' involvement in students' academic achievement in distance learning. It was showed in table 3 and table 4 below.

Table 4. Homeroom Teacher's Opinions on Parents' Involvement in Students' Distance Learning

No	Questions	Teacher's statements
1	What factors do help students' learning achievement in learning distance process?	In my opinion, in this distance learning, the important factor that is needed to help children's learning outcomes is of course first going to school, then the house where the children study, the students themselves and the facilities used to support their distance learning.
2	Do you believe parents' involvement learning distance influencing students' learning achievement?	Yes, of course I really believe, indeed the parents here are very helpful to us, the school, as much as possible get involved such as follow the school's meeting, I also believe that parents who help, control, their children will give a good impact on students' outcomes. For instance, if the students have not yet submitted the assignment, now that is usually the parents inform me as the homeroom teacher even, the teacher who gave the task.
3	Do you believe controlling students' learning distance process can help their learning outcomes? Why?	Well, in my opinion, I really believe because apart from us teachers who only give assignments and teachings from home, parents who come directly, well, meet directly with the children to control whether their assignments have been done or not. not yet, if not, the class mentor will inform them and the parents will immediately execute it to their children.
4	Do you report students' activities in learning distance to parents every day? If you do, Why?	Yes, because in my opinion, parents must know the development of their children during learning from home. Have you really followed the learning well, like that.
5	What strategies do you use to involve parents during distance learning?	Well, the strategy is more on communication, so communication with parents, children.

Table 5. Principle's Deep Opinions in Parents' Involvement in School's Policy

No	Questions	Principle's beliefs
1	According to you, is it important to involve parents in the education of their children in school? Why is that important?	Yes. indeed, to involve parents in children's education is very important. Why is very important, because the success of children's education is not only determined by the school but also by the responsibility of the parents. When children are in school it is the responsibility of the school, but when children are at home, having a commitment is the responsibility of the parents especially now that in a pandemic, our children learn from home, meaning that the bigger responsibility lies with the parents. And maybe parents feel confused at first or don't know how to educate their children while learning from home. Because of that the school made a meeting and seminar program. So that parents are helped, how to educate and direct children when learning from

	home. So that the role of parents for children's education at home is bigger and very important to be directed.
2 What involvement that do you believe is important for parents to follow?	The involvement that is important and must be followed by parents is the first, of course, parents need to exercise control over children's learning. Both during the pandemic and during normal times, parents need to control their children's learning. In addition to controlling children's learning, parents need to communicate with the school when they experience problems educating their children at home or at school. And thirdly, parents have the right to receive information and academic reports and children's character from the school, hah so there are more or less 3 things the role of parents, controlling, communicating and receiving reports from the school.
3 Can you explain how to make parents obliged to follow the policies in school?	At first, before parents entered this school, during the first initial registration, we conducted interviews with parents, in the interview conveying what kind of school was genu, what kind of learning system, assessment, including parental activities that must be followed by parents. Although the activity is mandatory, we provide information about the benefits of the activity. Well, the name of the program is Excellent Parenting Community (EPC). From there, as a form of parental commitment to agree with the school to collaborate, a statement was signed. The statement letter contains a sentence or word where parents are ready to cooperate. So, signing the letter, parents are willing to cooperate with the school, including attending activities that must be followed by parents, one of which is the EPC, both meetings and seminars. In the meeting, parents get academic reports and student characters, while EPC seminars, parents get material on how to educate their children directly from the foundation.
4 According to you, does the school's relationship with parents during Distance Learning have a positive impact on children's learning achievement?	Yes, totally correct. It really plays a role. Parents are very instrumental and will definitely be seen in academics and character. Parents have a big role to pay attention to and control the learning time of children at home during distance learning, it will definitely be seen that the academic and character of the child will improve. However, parents who do not pay attention to, or are not involved in cooperation with the school, in educating their children during distance learning from home, it also shows that the results are low, both academically and in character. Well, that's what we experienced. So, the role of parents during this PJJ is quite large, very important. In terms of guiding, reminding, controlling.

5	Could you mention the programs and activities that parents must participate in?	Yes, the first is EPC meetings, EPC seminars, and the third is family discipleship services.
6	What strategies do you use in involving parents in student education?	Well, the strategy is more on communication, so communication with parents and children.

The homeroom teacher's opinions in table 4 were concerning on the parents' involvement in students' distance learning process. It was showed that teacher agreed with the involvement of the parents in students' Distance Learning process. Even the parents were not with them in online learning process, they could help the students in facilitating, guiding and controlling the students' activities at home, especially about their tasks or assignments. The homeroom teacher did really believe that one factor could help students' Distance Learning were the involvement of their parents at home and at school. this was consistent with other results of studies in parents' involvement (Berthelsen & Walker, 2008; Black, 2009; Borup et al., 2013; (Göktürk & Dinçkal, 2018). The principle also gave deep opinions and beliefs on parents' involvement in students' academic achievement, especially in pandemic of Covid-19 in which students learnt from home. In table 5, it showed that the principle of this private junior high school was believed to engage and involve parents in students' education were very important because students' academic achievement was not determined by the school, but also by the responsibility of the parents, especially in this situation of Distance Learning. Therefore, the homeroom teacher was believed that apart from them, parents' involvement was also becoming the good factor in helping students' academic achievement in both in face-to-face learning and Distance Learning. Therefore, this private junior high school' policy required parents to attend EPC (Excellent Parenting Community) meetings and seminars twice a month. With this EPC meetings and seminars, parents would know the progress of their children' learning process and would know how to educate their children's education, especially in Distance Learning. This was concerning with the theory of Epstein (1995) of school-based parental involvement where the school expected the parents to follow school's meetings and seminars. Even, Hampden-Thompson & Galindo (2016) said in their results school, policies and practices that supported family relationships and increase parent satisfaction will benefit all students, and the relationships between systems that are close to young people, such as school and family, are important contributors to their educational achievement.

CONCLUSION

The findings and discussion above were relating to the research questions of this study. 1. What are parents' beliefs regarding their involvement in school's policy in the Distance Learning? 2. What are teacher and principle' perception on parents' involvement in school's policy?

The results showed that parents were believed in their involvement of children' educational achievement, especially in situation of Distance Learning. The way they got involved in school's policy at home were controlling and guiding the students when they were doing their homework or even the time management of the students, so they would not be late in submitting the assignments and following the Distance Learning process.

Meanwhile, the results of homeroom and principle' perception concluded that school did really need the involvement in students' education at home and at school, moreover, in students' Distance Learning process. The homeroom teacher expected to the parents to always get involved in students' activities at home, especially when the students faced



difficulties in doing the assignments and controlling the way the students learned from home. Similarly, the principle gave deep opinions about the school's policy where parents had to take part in students' education both at home and at school, especially in Distance Learning process.

ACKNOWLEDGMENT

Parents and students are extremely dedicated and respected because their dedication taking part in this study. We also appreciate the teacher and principle who allow us to do this study in the private junior high school in Kupang city, East Nusa Tenggara, Indonesia. I also sincerely thank to Lembaga Pengelola Dana Pendidikan (LPDP), Indonesian Ministry of Finance, for providing me with the financial support during my study at Sebelas Maret University, Surakarta, Indonesia.

REFERENCES

- Al-Mahrooqi, R., Denman, C., & Al-Maamari, F. (2016). Omani parents' involvement in their children's English education. *SAGE Open*, 6(1), 1-12.
- Berthelsen, D., & Walker, S. (2008). Parents' involvement in their children's education. *Family Matters*, 79, 34-41.
- Black, E. W. (2009). An evaluation of familial involvements' influence on student achievement in K-12 virtual schooling [Unpublished doctoral dissertation]. University of Florida.
- Bokayev, B., Torebekova, Z., Davletbayeva, Z., & Zhakypova, F. (2021). Distance learning in Kazakhstan: estimating parents' satisfaction of educational quality during the coronavirus. *Technology, Pedagogy and Education*, 00(00), 1-13. <https://doi.org/10.1080/1475939X.2020.1865192>.
- Boonk, L., Gijsselaers, H. J. M., Ritzen, H., & Brand-Gruwel, S. (2018). A review of the relationship between parental involvement indicators and academic achievement. *Educational Research Review*, 24, 10-30. <https://doi.org/10.1016/j.edurev.2018.02.001>
- Borup, J., Graham, C. R., & Davies, R. S. (2013). The nature of parental interactions in an online charter school. *American Journal of Distance Education*, 27(1), 40-55. <https://doi.org/10.1080/08923647.2013.754271>.
- Domina, T., Renzulli, L., Murray, B., Garza, A. N., & Perez, L. (2021). Remote or Removed: Predicting Successful Engagement with Online Learning during COVID-19. *Socius*, 7. <https://doi.org/10.1177/2378023120988200>.
- Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). *School, family, and community partnerships: Your handbook for action* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Epstein, J. L. (1995). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan*, 76(9), 701-712. <https://doi.org/10.1177/003172171009200326>.
- Erdener, M. A., & Knoepfel, R. C. (2018). Parents' perceptions of their involvement in schooling. *International Journal of Research in Education and Science*, 4(1), 1-13
- Feizi, F., & Bakhtiarvand, M. (2020). Online Teaching of Rural Multi-Grade Classes in the Context of COVID-19: Proposing a Holistic Approach. *Randwick International of Education and Linguistics Science Journal*, 1(3), 246-252. <https://doi.org/10.47175/rielsj.v1i3.134>.
- Göktürk, S., & Dinçkal, S. (2018). Effective parental involvement in education: experiences and perceptions of Turkish teachers from private schools. *Teachers and Teaching*, 24(2), 183-201.
- Grace, M., & Gerdes, C. A. (2018). Parent-Teacher Relationships and Parental Involvement in Education in Latino Families.

- Hampden-Thompson, G., & Galindo, C. (2016). and the academic achievement of young people. 1911(August). <https://doi.org/10.1080/00131911.2016.1207613>.
- Hill, N. E., Castellino, D. R., Lansford, J. E., Nowlin, P., Dodge, K. A., Bates, J. E., & Pettit, G. S. (2004). Parent academic involvement as related to school behavior, achievement, and aspirations: Demographic variations across adolescence. *Child Development*, 75, 1491-1509. <https://doi.org/10.1111/j.1467-8624.2004.00753.x>
- Hoover-Dempsey, K., & Sandler, H. M. (1995). Parental involvement in children's education: Why does it make a difference? *Teachers College Record*, 97, 311-331.
- Teachers College Record, 97, 311-331. LaRocque, M., Kleiman, I., & Darling, S. M. (2011). Parental involvement: The missing link in school achievement. *Preventing School Failure*, 55(3), 115-122.
- LaRocque, M., I. Kleiman, and S. Darling. (2011). "Parental Involvement: The Missing Link in School Achievement." *Preventing School Failure* 55 (3): 115–122. doi:10.1080/10459880903472876.
- LeFevre, A. L., & Shaw, T. V. (2012). Latino parent involvement and school success: Longitudinal effects of formal and informal support. *Education and Urban Society*, 44(6), 707–723. <https://doi.org/10.1177/0013124511406719>.
- Miguel, F. F., Prudente, S. M., & Aguja, E. S. (2021). Teachers Initiatives and Perceived Parental Involvement Practices among Filipino Junior High School Students. February. <https://doi.org/10.1145/3450148.3450173>.
- Miles, M. B, Huberman, A. M, and Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook*, 3rd Edition. USA: Sage Publications.
- Niehaus, K., & Adelson, J. L. (2014). School support, parental involvement, and academic and social-emotional outcomes for English language learners. *American Educational Research Journal*, 51(4), 810-844.
- Sudirman, S. A., Nurmandi, A., & Bashori, K. (2020). English writing skills through perception of siri' cultural values: Optimism, social support, and academic self-efficacy. *Cakrawala Pendidikan*, 39(2), 242–256. <https://doi.org/10.21831/cp.v39i2.26118>.
- Tanik-Önal, N., & Önal, N. (2020). Teaching Science through Distance Education during the COVID-19 Pandemic. *International Online Journal of Education and Teaching*, 7(4), 1898–1911.
- UNESCO. (2020). UNESCO's support: Educational response to COVID-19. UNESCO. <https://ru.unesco.org/covid19/educationresponse>.
- UU Republik Indonesia No. 4 Tahun 2020 Tentang Pedoman Penyelenggaraan Belajar Dari Rumah (Republic of Indonesia Law No. 4 of 2020 concerning Guidelines for Organizing Learning From Home).
- Walker, J. M. T., Wilkins, A. S., Dallaire, J. R., Sandler, H. M., & Hoover-Dempsey, K. V. (2005). Parental involvement: Model revision through scale development. *The Elementary School Journal*, 106(2), 85–104.
- Warren, J. M., Locklear, L. A., & Watson, N. A. (2018). The role of parenting in predicting student achievement: Considerations for school counseling practice and research. *The Professional Counselor*, 8(4), 328–340. <https://doi.org/10.15241/jmw.8.4.328>.
- Warren, J. M., & Locklear, L. A. (2021). The Role of Parental Involvement, Including Parenting Beliefs and Styles, in the Academic Success of American Indian Students. *Professional School Counseling*, 25(1), 2156759X2098583. <https://doi.org/10.1177/2156759x20985837>.
- Yin, R. K. (2018). Designing Case Studies. In *Case Study Research and Applications: Design and Methods*.