

## Systematic Literature Review of Role of Parents in Supporting Home Based Online Learning of Early Grade Learners

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### Abstract

COVID-19 outbreak around the world has changed various aspects of life, the education system not being spared. The learning process has changed from face to face class attendance to synchronous and asynchronous online pedagogical practices. Consequently, key actors in the provision of education have greatly changed from professionally trained teachers to parents that are either fully or partially locked at home with their children. In this study, researchers explore the role parents have played in facilitating children's online learning during COVID-19 in order to continue their education and see them complete one stage and move to the other. In this study, researchers have utilized a systematic literature review of existing articles published at Google scholar between January 2020 and August 2021 to analyze the problem under study. In total, 35 out of 10400 articles were systematically selected and analyzed. Among these, 63% articles were investigated using qualitative research approaches and 37% were quantitatively studied. Key findings reveal that parents have played a vital role in sustaining and supporting online learning through acting as educators, guides, facilitators, communicators, supervisors and motivators. Further findings reveal that the level of support to online learning offered by parents has been greatly affected by their levels of education, technology savvy, social class and family setup. That is to say, the educated, rich, nuclear family and urban based parents have played a greater role in online learning than their counterparts. Hence, successful adoption of both online and home based learning requires a concerted effort to improve parents' technology skills and attitude on lifelong learning. Further, they need the assistance of teachers in order to implement their role. Therefore, it is critical to develop both andragogic and pedagogical competencies among teachers in order to realistically support parents as the latter facilitates both online and home based learning. Equally, teachers who cannot effectively use technology, the future has foretold that they might be replaced by those who can and thus totally end up kicked out of the education field.

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**Keywords:** Parents, Early Grade Learners, Home Based Learning, Internet Based Learning, Online Learning.

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### INTRODUCTION

The global spread of COVID19 affected the education system enormously, triggering a range of public responses such as compelling the schools in nearly 200 countries around the world to close in order to limit the spread of the virus [1] This saw about 1.6 billion children globally radically disrupted [2]. Thus, many schools adopted the system of online learning as the most feasible and common pedagogical approach across the globe. Online learning refers to learning experienced via the internet in either asynchronous or synchronous environment where students engage with instructors and their peers at their convenient time and place using internet networks that can bring up various types of learning interaction such as zoom application, google classroom and teacher room [3]. Switching to online learning was a wakeup call for parents to strengthen their role in provision of education to children. Hence, parents have become

the first and foremost educators to children while at home with the help of the various guidelines in the parenting tips released by [4]. WHO (4) guides parents with best practices of guiding their children during this pandemic. These guidelines include a more positive and constructive approach of being teachers at home, facilitators, influencers and directors, supervisors, motivators and time planners. It's important to note that WHO guidelines don't only cater for online learning but it makes parents' role very central in the implementation and success of their children's learning for example via online learning.

However, many parents especially from rural and remote settings were not ready to take on such a sudden and drastic step in facilitating teaching and learning and therefore experienced a culture shock necessitating the need to take up lifelong education by parents. The success of their new role is

influenced by social status factors such as education, employment, income and family factors [5]. In order for parents to effectively contribute towards the success of online learning, teachers have to be involved and there is a need for continuous communication "it should involve in-person online interaction between teachers and their students on a regular basis, relying on digital forms of synchronous and asynchronous communication such as emails, instant messaging apps, discussion boards, video calls or teleconferences, collaboration tools, and learning management systems" [6]. However, some teachers and parents especially in third world countries and rural based schools are not well equipped with technology skills and therefore can't conduct and or support online classes giving room t education gap between the disadvantaged class and the advantaged. This therefore necessitate a call for government involvement especially on information technology training from family levels to schools, provision of gadgets and Network connections as a move to achieve the goals of online learning,

**METHOD**

Gough’s nine-phase process outlined in Bengtsson (7) systematic review of available literature guided the collection of data for this study. Specifically, elaborate inclusion/exclusion criteria as well as search and screening strategies were laid down before we conducted an internet search. Potential articles that have been reviewed were primarily identified by searching published articles on Google Scholar. The key words used to search literature are online learning, COVID19 and role of parents.

**Inclusion/Exclusion Criteria**

All data for this article was obtained from Google Scholar. An article to qualify to be considered for identification, it should have been published between 1st January 2020 and 23rd September 2021. Secondly, the search title that was used to identify eligible articles for selection was; “Role of Parents in

Supporting Home Based Online Learning of Early Grade Learners." This title identified for us 10400 results. At the prescreening stage, the main inclusion criteria were that the title include the phrases online learning, COVID19, early grade learning, and parents. If the title included those keywords, the article was passed on to the abstract stage. The pre-screening phase resulted in 35 articles selected. Abstracts of 35 articles were screened to see if they were discussing the nature of support parents offered their children in online studies during the lockdown. Results of the abstract screening, gave rise to 32 articles that were eligible for full textual perusal stage. Among the 32 eligible articles, seven articles had detailed information concerning the role of parents in online learning of early grade learners while the other 25 only gave a brief note about the topic. The results of the exclusion and inclusion criteria gave rise to the following findings presented in Table 4. 1 and Table 4.2 in the subsequent section of findings and discussion.

**PRESENTATION AND DISCUSSION OF FINDINGS**

**Introduction**

Analysis of data has given rise to two major themes: role of parents in supporting children to study online during the lockdown and factors that determine the level of parents’ support for their children’s online studies. Detailed findings and discussions are presented in sub - sections 4.2 and 4.3 below;

**Role of Parents in Supporting Children to Study Online During the Lockdown**

Analysis of the 32 included Google Scholar articles has indicated that parents were able to offer support to early grade learners in order to continue their education and get promoted from one class to the other at a time when schools as a measure to curb the spread of COVID19. Detailed presentations of findings are presented in Table 1 below and a subsequent discussion follows.

Table 1 Frequency of literature cited

NO	Role	Source(s)	Frequency	Percentage
1	Communication and feedback	Sujarwo et al (2021); Nurasiah, and Sohlehuddin (2021), Muhdi et al (2020) Weldemina et al (2021), Alipasa et al (2021), Munastiwi (2020), Dedi et al (2021), Ilmanto, Agama, and Harahap (2021), Kehinde and Olubusayo (2021), Wai- cook (2020). Gwyneth, Angelique, and Ang-see (2021), Siahaan, Murniarti and Simbolon (2020), Ogurlu, Logan, and Perry (2020).	13	10.7%

2	Balancing responsibility/ Time table	Khomsiyatum et Al (2020),Sari S.D , Roylsyidamayani T.M, et al , (2020) Ihath Ihat (2020), Koesoemo,R and Fahimijohwn ,S. (2021), Wajdi,F. W., et al. (2021) , Alipasa,C.D ,Baroja,M. Et Al(2021). Munastiwi, E (2020), Fontenelle,D. (2021). Siahaan,C. , Erni Murniarti and Simbolon,K. (2020) Uzeyir Ogurlu,A.G , Logan,N. and Perry,C.(2020), Amber Garbe,et.,Al (2020)	11	9.0%
3	Motivation	Umi khomsiyatum et Al (2020), Sujarwo, kusumawardani Erma et Al (2021), Sari K.D, Roylsyidamayani T.M, et al (2020), Koesoemo,R and Fahimijohwn ,S. (2021) , Muhdi, Nurko et Al (2020) Purspita,S.I and Asmidir,I (n.d) Djafar,H , Ruslan,R et Al(n.d), Rahmadni,D., Chastanti ,I and Harahap,D (2021). Dwiyono, Y. Harnowo, R. And Ridani, A. (2021). Dedi,R.R , Nurhyati,E. et Al (2021). Ilmanto,A.H , Agama,F.I and Harahap,A. (2021), Uzeyir Ogurlu,A.G , Logan,N. and Perry,C.(2020)	10	8.2%
4	Support	Pratama, A.R and Firmansyah,F.M (2021), Sujarwo, kusumawardani Erma et Al (2021), Sari S.D , Roylsyidamayani T.M et al (2020), Nurasiah, N, and Sohlehuddin ,M (2021) Alipasa,C.D ,Baroja,M. Et Al(2021) , Rahmadni,D., Chastanti ,I and Harahap,D (2021), Kehinde,C.L and Olubusayo,V.F (2021). Wai- cook,M.S (2020), Fontenelle,D. (2021) Uzeyir Ogurlu,A.G , Logan,N. and Perry,C.(2020)	10	8.2%
5	Facilitation	Ihath Ihat (2020), Koesoemo,R and Fahimijohwn ,S. (2021), Muhdi, Nurko et Al (2020), Djafar,H , Ruslan,R et Al(n.d) Rahmadni,D., Chastanti ,I and Harahap,D (2021). Dwiyono,W. Harnowo,R. And Ridani,A.(2021). Ilmanto,A.H , Agama,F.I and Harahap,A. (2021) Kehinde,C.L and Olubusayo,V.F (2021), Uzeyir Ogurlu,A.G , Logan,N. and Perry,C.(2020) . Dedi,R.R , Nurhyati,E. et Al (2021)	8	6.6%
6	Conducive learning environment	Ihath Ihat (2020), Nurasiah,N,and Sohlehuddin ,M (2021), Koesoemo,R and Fahimijohwn ,S. (2021), wajdi,F. Wahyono,E et Al (2021) , Rahmadni,D., Chastanti ,I and Harahap,D (2021) Dwiyono,W. Harnowo,R. And Ridani,A.(2021), Wai- cook,M.S (2020), Siahaan,C. , Erni Murniarti and Simbolon,K. (2020)	8	6.6%
7	Guidance	Sari S.D , Roylsyidamayani T.M et Al (2020), Koesoemo,R and Fahimijohwn ,S. (2021), wajdi,F. Wahyono,E et Al (2021) Alipasa,C.D ,Baroja,M. Et Al(2021) , Rahmadni,D., Chastanti ,I and Harahap,D (2021), Ilmanto,A.H , Agama,F.I and Harahap,A. (2021). Wai- cook,M.S (2020)	7	5.7%
8	Giving company to children	Sujarwo, kusumawardani Erma et Al (2021), Sari S.D, Roylsyidamayani T.M et al (2020), Koesoemo,R and Fahimijohwn ,S. (2021) wajdi,F. Wahyono,E et al (2021), Weldemina Y.T, Febby,N.P Et Al (2021). Ilmanto, A.H, Agama,F.I and Harahap,A. (2021). Siahaan, C. Erni Murniarti and Simbolon, K. (2020)	7	5.7%
9	Supervision	Ihath Ihat (2020), Lidya A. And mustika R. (2020), Nurasiah, N, and Sohlehuddin, M (2021), Muhdi, Nurko et Al (2020), Rahmadni, D. Chastanti, I and Harahap,D (2021) Dedi,R.R , Nurhyati,E. et al (2021)	6	4.9%
10	Having technological skills	Ida Ayu Gdo wulandari and Gedi Eka surya kunta (2021), Pratama, A.R and Firmansyah,F.M (2021), Sujarwo, kusumawardani Erma et Al (2021), Ihath Ihat (2020). Munastiwi, E (2020)	5	4.1%
11	Educators	Wajdi,F. Wahyono,E et Al (2021) Dwiyono,W. Harnowo,R. Et,Al,(2021) Rahmadni,D., Chastanti ,I and Harahap,D (2021), Siahaan,C. , Erni Murniarti and Simbolon,K. (2020)	4	3.3%

12	Collaboration	Muhdi, Nurko et Al (2020) Purspita,S.I and Asmidir,I (n.d). Wai- cook,M.S (2020). Gwyneth,G.A , Angelique,F.E and Ang-see ,C. (2021).	4	3.3%
13	Decision maker	Gwyneth,G.A , Angelique,F.E and Ang-see ,C. (2021). Koesoemo,R and Fahimijohwn ,S. (2021).	2	1.6%
14	Modelling and character	Sujarwo, kusumawardani Erma et Al (2021), Ihath Ihat (2020) ,Dedi,R.R , Nurhyati,E. et Al (2021)	3	3.3%
15	Entertainer	Sari S.D , Roylsyidamayani T.M et Al (2020) , Koesoemo,R and Fahimijohwn ,S. (2021) wajid,F. Wahyono,E et Al (2021)	3	3.3%
16	Creativity	<b>khomsiyatum,U. and Samiaji,H.M (2020),</b> Ida Ayu Gdo wulandari and Gedi Eka surya kunta (2021)	2	1.6%
17	Praise And Criticism Correctly	Ihath Ihat (2020), Rahmadni,D., Chastanti ,I and Harahap,D (2021)	2	1.6%
18	Understanding	Sari S.D , Roylsyidamayani T.M et Al (2020) , Ihat, H. (2020)	2	1.6%
19	Providing home tutor	Ida Ayu Gdo Wulandari and Gedi Eka surya Kunta (2021), Rahmadni,D., Chastanti ,I and Harahap,D (2021)	2	1.6%
20	Having content knowledge	Munastiwi, E (2020) Uzeyir Ogurlu,A.G , Logan,N. and Perry,C.(2020)	2	1.6%
21	EStablishing Relationship	Nurasiah,N,and Sohlehuddin ,M (2021), Fontenelle,D. (2021)	2	1.6%
22	Problem solver	Rahmadni,D., Chastanti ,I and Harahap,D (2021)	1	0.8%
23	Being empathetic	Koesoemo,R and Fahimijohwn ,S. (2021)	1	0.8%
24	Counselor and advisor	Djafar,H , Ruslan,R et Al(n.d) Rahmadni,D., Chastanti ,I and Harahap,D (2021)	1	0.8%
25	Persuasion/enth usiasm	Nurasiah,N,and Sohlehuddin ,M (2021)	1	0.8%
26	Influence	Ilmanto,A.H , Agama,F.I and Harahap,A. (2021). Dwiyono,W. Harnowo,R.et,Al.(2021) wajid,F. Wahyono,E et Al (2021)	3	3.3%
27	Attending to psychological needs	Sujarwo, kusumawardani Erma et Al (2021)	1	0.8%
28	Instructor	Uzeyir Ogurlu,A.G , Logan,N. and Perry,C.(2020)	1	0.8%

From the table, the number of frequency shows how strong the role is stressed by different scholars. Therefore most scholars presented the parents' major contribution to the success of online and home based learning as communication and feedback with students, instructors and schools , followed by giving adequate time to their learners during online learning as they plan well and balance other personal obligations, motivating learners ,the need for support to learners in form of providing them with basic requirements and fostering their zeal to learn and the

subsequent roles as shown by the frequency from the highest to the lowest value in table 4.1.

Communication and feedback. Communication and feedback is the highest presented role with 10.7% in the reviewed literature considering scholar's various views. For example, Batoebara and Hasugian (8) in Sujarwo et al 34) presented that Communication should effectively happen between the parent and the children, parents and teachers [9;10], parents and educators [11 cited in 40], that is educators not only

give assignments to students but also communicate with parents about children's progress therefore parents are called upon to communicate actively with instructors so that learning at home can run optimally [12]. Nurasiah, and Sohlehuddin (13) indicate that parents contact the teachers or schools on material that is hard to understand so that they can guide their learners effectively. For communication to be complete, there is need for feedback therefore, Parents should always give feedback to schools or instructors on how the learner is adapting to the learning situation, student's achievements and challenges and also teachers give feedback to parents on the queries made in the earlier communication as this will provide effective structure to link both school-home and home school collaboration regarding the child's progress [14], for mutual understanding and successful online learning.

Balancing home education with other parental commitments. This is the second highly stressed parental role with a percentage of 9.0%. Despite the busy schedules parents have especially the working parents, Garbe et al., (15) noted that they have to balance their responsibilities to create time for their children's learning. Kehinde and Olubusayo (41) further stressed that parents have to balance between work responsibilities and online learning. And therefore they must be readily available in every way to ensure the success of online learning [9]. They have to fix time for their children and ensure they engage in learning and complete assignments, if any, on time [35]. Parents ensure that they create a balance between personal commitments and online learning. Through this, they are responsible for designing timetables regarding study hours and play time [27].

Motivation. Motivation weighed 8.2%. According to Dwiyono, Y et.al (29) parents provide support to children in online learning, advice, praise reward and punish. Rahmadani et al, (16)'s results show that parents act as motivators to children during online learning. Parents raise awareness of the condition and understanding of problems children face during the learning process. Since Parents are assuming the role of teachers, there is need for them to play all parts that were initially played by the teacher in the normal school setup including but not limited to motivation as they give enthusiasm to persuade children to learn online at the time determined by the instructor, be cheerful and empathize with their children during learning, encourage them where they are failing rather than discourage them and give praise or rewards where they do well, accompany them to study so that they don't feel lonely, be friends for stress healing [22] in a bid to motivate them .

Based on Lilawati (23 in [27])'s study, the influence of parents as motivators to foster children's interest in online learning is very visible in the success of

children's learning thus parents should devote their time to be able to motivate children's learning while at home for example when students start showing disinterest in learning [12].

Provision of support. Support occupied a percentage of 8.2% in the reviewed articles. Support from parents greatly contribute to the educational attainment of early grade children. Based on Trans et al (24), when parents provide their children with the required support, it stimulates the home environment and provide cognitive development thus success in learning. Therefore, parents should prioritize children's needs and give them support accordingly. notes that parents need to have pedagogical skills and knowledge about the use of technology to offer the required technological support to children during learning and navigating through online learning platforms [25; 26]. Lastly, parents support children through providing them with gadgets, internet and other learning facilities as well as preparing materials and tools for playing and learning [22; 27].

Facilitation. A percentage of 6.6% of reviewed articles talked about facilitation. Parents act as facilitators by facilitating a pleasant learning atmosphere [22] which can be achieved through provision of various choices of learning materials or resources for example dimensional books which can be an interesting learning option for children [28], provision of facilities and infrastructure for children's online learning like cellphones, books and other equipment [29], provision of places of study, tables, chairs and light aimed towards the success of online learning.

Providing a conducive learning environment. It's addressed by 6.6% as presented in the discussion. Setiawati et al (46) called upon parents to create both a physical and non-physical environment that is conducive for students learning so that knowledge can be maximized and therefore Parents are responsible for creating a fun learning environment for their children for example through innovative daily activities that their children engage into and availing a comfortable learning atmosphere to learners for them to concentrate well in online learning for example when doing assignments or in a discussion with the teacher [29]. The learning environment should be stimulating consisting a variety of educational materials ensuring safety and comfort to the learner so that learners enjoy the lessons without fear or depression [5; 22].

Parents should offer guidance to the Early grade learners throughout the process of online learning. Parents as guides manifested in a percentage of 5.7%. According to Gan and Bilige (30), the success of children's wellbeing and academic achievement rely heavily on parental guidance and Wang et al (31)

noted that it's good if parents were there for students so they could guide and support them particularly during challenging school tasks. Rahmadani et al. (16) noted that guidance should be given in online learning if the child has difficulty in material matters and he also noted that a parent has a responsibility of involving a tutor or instructor to give guidance to the child when he lacks competency. Wajid et al (32)'s research showed that parent's guidance should be aimed at directing their children to act and face a good life so that the goals and results are for their happiness in future after online learning is complete and Sari et al (27) concluded that by guiding learners to study at home, parents are replacing the role of teachers at school.

**Parents as companions.** The stress given to this role weighed 5.7%. Siahaan et al (5), noted that fulfilling the companionship role needed parental sacrifice. For example, a mother should prioritize children's needs and delay her personal obligations like washing or cooking to accompany her children during Learning. Parents should give company to their children and step up tasks lovingly without emotions throughout the online learning process so that children don't feel bored or miss out on learning, Parents can opt for working from home as they give company to their children during their study. Wajid et al (32) noted that companionship should go hand in hand with supervising and communication in order to create a harmonious relationship between parent and the children.

**Supervising children's activities.** The supervision role occupied a percentage of 4.9% and the scholars presented that parental supervision is one of the essential things in the learning process especially in the Early childhood [22] early grade children easily get distracted [33], and therefore, there is need for parents to keep a watch on them right from preparation, during learning and attending to assignments. Ihat (18) pointed out that Parents should supervise the child's learning process, supervise the use and activities on social media be it YouTube, zoom or teachers chat room as some students might misbehave and misuse the media.

**Parents should be open to technology.** The stress exerted on parent's openness to technology weighed 4.1%. According to Munastiwi (9), the leading media to online learning is technology in form of gadgets and internet access , therefore parents need to acquire technological skills like use of computer, internet and other related gadgets, through this, Ihat (18) noted that parent's will be able to surf web sites that offer online lessons, materials available online for use in learning and connecting to all e learning lessons designed by the instructors at the appropriate time so that their children are engaged in learning. Furthermore, Surjawo et al, (34) noted that parent's

openness to technology help them become good mentors and companions of change for their children at home during learning.

**Parents as influence.** Parents as influence to children took the dimension of 3.3%. Based on Dwiyo et al (29)'s study, parents are an influence for children in online learning, by this, parents should influence children's looks and beliefs shaping their personality by paying close attention to children's behavior during online learning so that they shape them into good people, this however requires parents to be more of authoritative in order to increase the level of independence in the child, develop social skills, self-control and self-reliance. Wajid et al (32) noted that parent's should influence children's thoughts and behaviors in acting and forming personal traits.

**Parents as educators.** The educator role was stressed on a percentage of 3.3%. Based on the literature, Parents were initially acting as informal educators, but for the effectiveness of online learning, they should also consume the role of formal educators and there's need for parents to bridge the gap that is in educating children the comprehensive abilities such as soul play, patience, creativity and also to continually provide motivation, support guiding and facilitating of a good education [16] to ensure the development of all children's potential in the affective, cognitive and psychomotor domains [35]. As educators, they should be able to develop the mindset of children so that they have high abilities and personalities [36].

**Parents as collaborators.** Collaborating between parents, teachers, children and community occupied a percentage of 3.3%. Wai-cook (26)'s results showed that Parents should work closely with the teachers to know their expectations and monitor children's progress at home simultaneously, this will help parents to provide the right support to their children at home once they know the instructors' expectations on children's academic performance and behavior thus good results from children's education will be achieved [37]. According to Gwyneth et al (14), Parents should collaborate with the community as this will help to integrate resources and services that strengthen student -parent relationship together with the online programs and creates an increase of skills, creativity and openness to Various opportunities like sharing computers and internet especially WIFI as a community.

**Decision making.** Parent as a decision maker was given the attention of 1.6% from the viewed literature. The parent has a role to play when it comes to decision making in online learning for early grade children, decisions regarding the study time agreements [22], play time, learning platforms and tutors. The parent is responsible for negotiating with the learner on the best time to learn and stick on the

agreement, also negotiating with the school or teacher in several online activities including but not limited to assignment due dates. Gwyneth et al (14) commented on the need for parents to be included in the school decision making process in regard to online learning because parents have a great role to play in achieving the aim of online learning and therefore their opinions should be considered. Parents should make decisions with their children on when to deal with and finish tasks assigned weekly [35].

Parents should act as role models before children during online learning. The role model aspect occupied a percentage of 3.3%. Since children spend Pa more time with their parents during online learning, parents should watch out their code of conduct because children practice what they see from people around them, parents should aim at inspiring their children and this can be achieved if parents act responsible in the process so that character is instilled in the children as they learn from the daily activities and conduct of their parents at home [28].

Parents as entertainers. The emphasis given to the entertainment role corresponded to 3.3%. Studies have urged parents to find a way to reduce children's boredom while learning at home and this can be achieved through involving entertainment in learning. For learning to be successful, there's a need for enjoyment where parents come in to create a fun environment and learning situation through their creativity and putting into consideration the learners' interests. Koesoemo et al (22) commented that parents as entertainers should for example compose and sing songs to learners, crack inspirational jokes, involve them in dancing and playing some games for example by the use of smart phone games and watching videos on YouTube so that children are amused and get warmth during their learning.

Creativity. Creativity contributed to a percentage of 1.6% Parents should be creative as this will make learners enjoy the online lessons and learning. Their creativity should be oriented toward children's interests like playing video games, cartoons, art and craft, give constructive jokes to children such that learning is fun, interesting, lively and healthy. Parents should ensure that children do not get bored in the process. Therefore, they need to put into consideration children's interests and emotions. Ihat (18) reported parents' creativity in their ability to create a safe and comfortable home atmosphere, Rahmadani et al (16) reported creativity in the ability to create a physical and nonphysical environment conducive to students learning and Siahaan (19) reported creativity in creating peace and comfort for children's learning.

Offering praise and criticism correctly. Parents have a role to play when It comes to giving comments on a

learner's achievements and the stress enacted on this occupied 1.6%. Siahaan (19) noted that parents should give persuasive sentences, nonassertive and not intimidating to their learners, this calls upon them to take care of the words, phrases and sentences used in giving appraise and criticism to learners so that they are correctly used [18] because Some words of criticism will demotivate learners, make them feel depressed and lose focus in the learning. And therefore, parents should try to find a few points of strength in their children and use them to build from the weaknesses. Parents should give more encouragement to learners by showing appreciation for any step achieved hence learners will gain enthusiasm to engage and focus more on learning.

Parents should have Competency in understanding content taught to their children. This role contributed to 1.6% from the study. Amber Garbe et al (15) noted that parents should have content knowledge on pedagogy because parents who have extensive knowledge on the pedagogy will face little difficulties in explaining to the learner, instructing them and teaching them during online learning, Munastiwi (9) further noted that the child will be at ease to understand any explanation and comments given by the parent without errors. Therefore, the best way for parents to engage in children's learning successfully is for them to have an idea about what is taught thus there's a need for them to understand the content from the school or instructor as this will help them gain strength and confidence in directing and guiding their children at home which will make the implementation of education at home successful.

Providing and hiring a home based tutor. 2 scholars made a mention on provision of a home tutor accounting to 1.6%. Rahmadani (16) stressed the fact that parents should provide tutoring to their children especially if they can't afford educating their children, instructing, supervising and guiding their children. It's a responsibility of parents, especially the busy and illiterate parents, to negotiate a home tutor to their children who can help to guide them through the process of online learning. The tutor can be very necessary especially when the child experiences difficulties in learning that the parent can't solve. Although, home tutors aren't so feasible in the developing countries, the system is greatly helping working parents and people from developed countries.

Understanding. Understanding applied to the learners, instructors and learning materials corresponded to 1.6%. Based on Wardanis and Ayriza 34)'s study, Parents should show understanding of the leaning materials from instructors so that the implementation of education at home can be successful and also actively provide understanding to children, Ihat [18] further noted that

parents should respond to and back to the activities their learners carry out for example limiting the use of social media and choosing the channels good for studying .Parents should also be in position to understand their children's needs and emotions and also be able to take good control of them. The failure to understand children can greatly affect the effectiveness of online learning.

Establishment of relationship. Relationships contributed to 1.6%. Siahaan (19) noted that parent's should establish a harmonious relationship with their children as this will help to achieve success in accompaniment of their children during online learning, the relationship should also be established and maintained between the parent and the teacher [13] as this will help the parent to effectively organise and manage students' schedules and to engage with the teacher in decision making regarding children's learning issues, putting into account that even at home children need to concentrate in the ongoing learning process and that the support, understanding and involvement of the teacher is required to initiate the learning.

Parents as problem solvers. Parents are responsible for solving learners' problems and this constituted to 0.8%. Children face a lot of challenges when learning through the new normal of online learning right from connecting to the Internet, communicating to the instructors, working on the assignments and submitting them, physical destruction, being left behind by the instructor and low motivation. This calls upon parents to get engaged and offer solutions to such challenges learners face through showing them the right way of doing things, establish a conducive learning atmosphere, talking to the instructor about the learning pace of their children and encouraging them respectively.

Parents as empathizers. Parents have an obligation of being empathetic with their children for the success of online learning, this was presented by one scholar thus a percentage of 0.8%. Children face many challenges during online learning and therefore, parents need to express the same feelings children go through in order to give them comfort, strength and emotional support for example Koesoemo et al (22) noted that parents should be more patient with their children and always available in times of need for example when the children become sulky, want to be hugged or carried so that they feel comfortable.

Parents as Counselor, this corresponded to 0.8%. In the normal school setup, schools always have patrons and matrons who act as counsellors to learners with the different challenges and life changes, this role is shifting to the parents because children learn from home therefore, parents should take children through the counselling process and also establish a healthy environment where children can feel safe and free to share their life changes, emotional, physical or psychological challenges with their parents. Parents should avail a wide range of opportunities for children to choose as a remedy to the situations they face. As counsellors, Rahmadani et al (16) showed that they should listen to their children's complaints, provide understanding and motivation so that they can offer a good counseling session for children to feel more enthusiastic in their education.

Parents play a role of persuading their children to learn. Persuasion and enthusiasm accounted to 0.8%. Nurasih (13) noted that parents should devote their time to give enthusiasm and persuade their learners to help them through the process of learning at home because most of the early grade children love sleeping more than studying and don't clearly understand the value of education therefore, parents should ensure that they persuade these children to love learning. This can be done through positive reinforcement for the value of education by parents as this is integral to the intellectual and social development of children at all ages.

Parents should pay attention to the psychological needs of their children and try to fix them, the stress exerted on this weighed 0.8%. parents need to give children words of encouragement, motivation and inspirational talks, create peace and comfort, make them love the lessons instead of leaving them to feel depressed and also give enough time to listen to their children and give priority in answering their queries if any and guide them about how to cope up with such needs. Through this, a harmonious relationship between parent and the children will be created thus children's online learning will be successful.

Parents as instructors. Parents should instruct children to learn according to the schedule of online learning. Parents need to assist their children in learning [17] by acting as instructors.

**Factors contributing to the level of parents' support in online learning of their children**

Table 2. Factors contributing to the level of parents' support in online learning of their children

Factor	Role	Source
Parent's level of technological skills	Facilitation Educator Communication,	.Pellegrini,M,Maltinti,C.(2020), Pratama,A.R,Firmansyah,F.M (2021), Siahaan,C.(2020), Ihat (2020) Amber Garbe,et.,Al (2020) Anugrahana,E.L, et.,Al
Teacher's knowledge and skills	Provision of home tutor Collaboration between parent and teacher	Ihat (2020) Ilmanto,A.H. et.,Al. (2021) Siahaan,C.(2020) Anugrahana,E.L, et.,Al Pellegrini,M,Maltinti,C.(2020)
Parent's multi - home tasks/ nature of responsibility attached to the parent	Learning time timetable, companionship levels	Koesoemo,R.M et.Al(2021) Siahaan,C.(2020) Wai-cook,M.S (2020) Wajid,F. et.,Al (2021) Munastiwi,E. (2020)
Availability and accessibility of learning sources	Facilitation Educator Tutor Creativity	Koesoemo,R.M et.Al(2021) Wulandari,I,A and Kunta,G,E.S (2021, Kehinde,C.L,Olubusayo,V.F.( 2021,) Pellegrini,M,Maltinti,C.(2020) Ihat (2020)
Availability , accessibility and ownership of technological equipment.	Technical skills Support Communication Instructor Guide Supervision Entertainer	Pellegrini,M, Maltinti,C.(2020) Pratama,A.R,Firmansyah,F.M (2021) Weldemina,Y.T et.al., (2021) kehinde,C.L,Olubusayo,V.F.( 2021 Anugrahana,E.L, et.,Al Amber Garbe,et.,Al (2020)
The relationship between parent , children and teachers	Collaboration Communication and feedback Motivation Mentorship Understanding Company Guidance	Koesoemo,R.M et.Al(2021) Weldemina,Y.T et.al.,(2021) Alipasa,C.D, et.,Al (2021) Gwyneth,A. et.,Al (2021) Pellegrini,M,Maltinti,C.(2020) Ihat (2020)
Parent's work demands/nature of work	Time Communication Company Modelling Entertainer	Sujarwo et.,Al (2021) Dedi,R.R. et.,Al.(2021) Pratama,A.R,Firmansyah,F.M (2021) Fontenelle,D.T (2021) Pellegrini,M,Maltinti,C.(2020)
Parent's profession	Educator Balancing time Creativity Motivation Technological skills Knowledge on matter Empathy Supervision Mentorship Praise and criticism	Dwiyono, Y. et.,Al.(2021) Alipasa,C.D, et.,Al (2021)
Parent's level of education	Content mastery Support Facilitation Mentorship Educator ICT know how	Pratama,A.R,Firmansyah,F.M (2021) Rahmadni,D. Et Al (2021) Azubuike,O.B et.al., (2020) Dwiyono, Y. et.,Al.(2021) Pellegrini,M,Maltinti,C.(2020)

Cost of materials and the necessary equipments	Facilitation Support	Pratama,A.R,Firmansyah,F.M (2021) Azubuike,O.B et.al.. (2020) Munastiwi,E. (2020) kehinde,C.L,Olubusayo,V.F.( 2021
Location, reliability and internet access/internet quota	Facilitation Communication	Siahaan,C.(2020) Weldemina,Y.T et.al.,(2021) Monastiwi,E. (2020) Ilmanto,A.H. et.,Al. (2021) kehinde,C.L, Olubusayo,V.F.( 2021) Anugrahana,E.L, et.,Al Amber Garbe,et.,Al (2020)
Children's age and class level	Motivation Company Persuasion Guidance Supervision Praise and criticism Entertainment	Pratama,A.R,Firmansyah,F.M (2021) Azubuike,O.B et.al.. (2020) Amber Garbe,et.,Al (2020) Sujarwo et.,Al (2021)
Availability of time by the parent	Company Guidance Supervision	Anugrahana,E.L, et.,Al Gwyneth,A. et.,Al (2021) Ilmanto,A.H. et.,Al. (2021) Dwiyono, Y. et.,Al.(2021) Azubuike,O.B et.al.. (2020) Fontenelle,D.T (2021) Wai-cook,M.S (2020) Siahaan,C.(2020) Pellegrini,M,Maltinti,C.(2020) Koesoemo,R.M et.Al(2021)
Parents knowledge about content taught /pedagogy	Educator Creativity Instructor Guidance Modelling	Weldemina,Y.T et.al.,(2021) Monastiwi,E. (2020) Dwiyono, Y. et.,Al.(2021) Dedi,R.R. et.,Al.(2021) Chontina siahaan,et.,Al (2020) Amber Garbe,et.,Al (2020)
Income levels of the parent	Provision of home tutor Support Facilitation	Pratama,A.R,Firmansyah,F.M (2021) Monastiwi,E. (2020) Azubuike,O.B et.al.. (2020) Amber Garbe,et.,Al (2020) kehinde,C.L, Olubusayo,V.F.(2021) Dwiyono, Y. et.,Al.(2021) Pellegrini,M,Maltinti,C.(2020)
Mental wellbeing and health/ emotions of both parent and the child	Creativity Motivation Communication Company Empathy Mentorship	Wai-cook,M.S (2020) Sujarwo et.,Al (2021) Wulandari,I,A and Kunta,G,E.S (2021) Fontenelle,D.T (2021) Amber Garbe,et.,Al (2020)
Transformation and adaptation levels	Support Educate Supervision Companion	Sujarwo et.,Al (2021)

Parent's level of technological skills. Pratama & Firmansyah (6) noted "technological skills such as the abilities to use and navigate learning management systems, to curate materials from open education resources, and to utilize video conferencing apps " are a necessary possession to parents, Ithath (18) went ahead to show that possession of these skills will help parents know the development of technology, the use of technology, especially social media, which has a big impact on children, Get involved directly and supervise children's activities on social media, be

it YouTube, Facebook, WhatsApp or Instagram and mitting the use of social media to choose which ones are good and which are not good for their children.

parents who are more educated, digitally literate and own ICT devices are already in an advantaged position to correspond with the context and needed reliance on technology for online teaching purposes exercised.

Teacher's knowledge and skills. According to Siahaan (19), teachers have to be able to present learning using technology or what we usually call "e-learning learning" [20]. Pellegrini and Maltinti (21) went ahead to show that staff training in information and communication technology (ICT) is essential for teachers helping them to improve their professional skills, technical and pedagogical skills focusing on the technical aspects of the use of the distance learning platforms to integrate digital devices in their teaching. The teachers' abilities to prepare lesson plans to clearly spell out their expectations from the children to their parents is a necessary skill that smoothen the parents' role of supervision, guidance and instruction in order to achieve the teachers' expectations and also give room for communication and feedback between the teacher, parent and the child regarding the progress of learning.

Parent's multi-home tasks/ nature of responsibility attached to the parent. Munastiwi (9)'s research showed that Success in online learning is in parents, depending on how parents can accompany their children during the online learning process. He noted that many parents still do not have time to accompany their children during the online learning process due to the nature of responsibility attached to them making it very detrimental for the child to achieve learning and therefore parents need to create time to help their children through online learning despite the home responsibilities attached to them. Furthermore, Koesoemo et al (22) revealed that parents need to work and at the same time show efforts in managing and making balanced of their working activities, caring for households, and keeping good mood of their children in order that their children keep studying. Siahaan (19) findings indicated that many parents or guardians feel disturbed doing their work at home because they have to attend children to learn online, some parents need to hire domestic help so that they get time to play their roles like accompany children effectively in learning and doing assignments.

Availability and accessibility of learning sources. these are accessed through YouTube, zoom, teacher's room, webinars and google classroom or any e-learning platforms as shown by Kehinde and Olubusayo (41), such as Adobe Captivate, Bamboo Learning, Blackboard Learn, Docebo, Microsoft Teams, Google Classroom, Google Hangout (meet), Skype, WiZIQ, Elucidat and Zoom, Koesoemo et al (22) also added the use of social media, such as Whatsapp, Youtube and Instagram as alternative learning media that can be used by parents Pellegrini and Maltinti (21) further mentioned webinars and video tutorials, google and Microsoft. Ihath (18) also pointed out learning resources provided by the school namely preparation Module/Text Book. Most of these learning sources are facilitated by technology and

internet which make learning available and accessible from different children's locations. Therefore, parents can easily facilitate, educate and support their children.

Ownership and availability of technological equipment. Weldemina, et al., (10) noted that the availability of learning devices at home is very central in the progress of online learning as Kehinde and Olubusayo (41) noted that it makes online learning much easier, more interesting and interactive. Pratama & Firmansyah, (6) further stressed the ownership of personal computer at home to be key. However, not only personal computers but also other gadgets as shown by different scholars for example According to Kehinde and Olubusayo (41), electronic resources or gadgets such as a desktop computer or laptop, internet connectivity or a smartphone, and power supply. Anugrahana et al (20) also added other information and technology devices such as cellphones and tablets. All these enable the parents to navigate through the internet to secure classes and other learning networks and programs to their children. Many parents in developed countries or urban areas can easily get access to these devices hence their children can swiftly reap the benefits of online, access more information than their counterparts.

The relationship between parent, student and teachers in form of cooperation. Pellegrini and Maltinti (21) mentioned the need for closer relationship between teachers and parents for a further integration between school education and family education .the existence of cooperation , partnerships and relationship between schools and parents and their children which can be established by meetings, correspondence, visits, involvements between school personnel with parents and also giving periodic reports in relation to the situation and conditions of teaching and learning for example about the cognitive aspects, emotional responses and character values in the child . Ihath (18) mentioned that The interaction between students and teachers/parents is mediated by technology, Parents being free and open to communicate with teachers freely at any time [14] which give a clear room for the success of parents' role in online learning. Siahaan (19) also noted that with the relationship, parents can communicate with the teacher if they don't understand the child's assignments.

Work demands. parents of students are influenced by working activities which either permit them to have time with their children or abandon them in the process of online learning for example most responsibility is left to mothers but they tend to be so busy with the official work and household activities therefore they will have limited time to accompany, guide, instruct or educate their children in online

learning 34], this shows that busy parents have very little time to meet their children and to those whose work demand less time are at an advantage of accompanying their children in the process of learning, so when they go home at home, parents are still fresh making it possible to accompany their children's learning activities, they are able to explain the material, controlling their children in learning carried out at their respective homes and conditioning their children to remain enthusiastic and active breaking the boredom felt by children due to loneliness in the learning, this made Pellegrini and Maltinti (21) to conclude that parents had to work from home using their personal computers to be able to take care of their children and support them studying.

Parent's profession and online learning. The parent's professional obligations will greatly influence the role they play towards the learning of their children for example parents whose professions are teachers will effectively play a role of educators, the counselors will effectively play the guiding and counseling roles well as parents involved in the music industry are most likely to play the role of entertainment very well, therefore, the nature of parents' profession greatly corresponds to their responsibility to support their children's emotional and academic needs especially during this pandemic. The level of education attained by the parents. Parents who are highly educated offer greater support to children's online learning than their counterparts for example Educated parents will be able to assist, instruct, guide and support their children in completing the tasks given by the instructors with ease and therefore they will influence the mindset of the child. Rahmadni, et al (16) noted that the level of parent's education directly affects their children's education. Furthermore, Rahmadni et al (16) showed that the higher the education of parents, the more expanding the mindset of children. Children living in families with a high level of education have better opportunities to cope with online learning compared to children from vulnerable and illiterate families [21]. As a consequence, many less educated parents might not have sufficient skills to give their children the necessary online educational support in such a pandemic era like their counterparts.

Location, reliability and internet access Munastiwi (9) noted that The leading media for online learning is gadgets and internet access and therefore Parents in places with good internet, Network connections and good internet packages [20], good signals especially from urban centers, developed countries, flatlands and are economically stable that they can afford internet quota and install internet networks like WIFI are at an advantage to effectively play their role in online learning. Children of such parents will have the media for the learning, to receive assignments

from teachers through applications like WhatsApp therefore children will be able to participate in online learning Ilmanto et al (12)'s results, presented that with sufficient internet access children can participate in online learning to the fullest. Siahaan (19) findings indicated that there's need to internet access by subscribing to the internet at home or having good cellphones for internet access or limiting costs of purchasing internet packages, having a fast internet network.

Availability of time. Dwiyono et al [29] noted that Parents need special time to help their children learn, this forced Gwyneth, et al (14) to call upon parents especially the working parents to manage their time well, Pellegrini and Maltinti (21) noted that this will enable parents support their children in school online activities demanded that they manage the time devoted to work and their children. Koesoemo et al (22) also revealed that the learning patterns at homes are variously applied by parents depending on the amount of time they have. Ilmanto et al (12) gave examples of the learning patterns which include, determining agreements on study time with their children and tutors, availing themselves to give company to their children while studying and making a follow-up on their children's study. Parents will be able to communicate with their children and teachers if they have enough time. Equally, parents with sufficient time will always look out for and enroll their children to online extracurricular activities, such as classes, and tutorials that are beneficial for the success of online learning. Anugrahana, et al (20) also noted that they will also be able to prepare for the learning of their children.

The level of Parents knowledge on content taught. Munastiwi (9) 's results show the level of material mastery is the leading cause of online learning and he further concluded that Parents who have extensive material knowledge will make it easier to run online learning. According to Ilmanto et al (12) content of the material taught during online learning is delivered or packaged in the form of digital books, PowerPoints, and in the form of learning videos, allowing the material to be more easily understood but the understanding levels of children differ between one another thus Pedagogical awareness need more attention from the parent so as to give more explanation and break the content further for children's clear understanding to achieve the effective learning needed for early childhood during online learning. Munastiwi (9) noted that this will help parents to achieve the role of instructor, educator, director and guide. The child is easily controlled in learning when the parent has knowledge about the content being passed on, the child feels confident in the parent on realizing that the parent is well versed with the content, they become responsive

and enthusiastic to their parents. Siahaan (19)'s study revealed parents who had knowledge about and understanding of the content taught to their children felt less stressed in guiding and accompanying their children.

The income levels of the parents, that is parents who earn more, are much more likely to facilitate their children in every necessity, to hire home tutors and to ensure the success of their children's learning. Dwiyono, et al [29]'s findings revealed that the economy of parents is necessary for them to fulfill learning facilities and infrastructure supporting online learning for example mobile phones, computers, internet (Wi-Fi), textbooks and other equipment. Azubuike, et al, (43) noted that the parents' income will influence the schools their children attend and children who attended private schools were more likely to get engaged in online learning than those who Attended public schools, he further presented that the income level will influence their effort to avail digital tools and other online learning children's needs like the provision of home tutor, this made Pellegrini and Maltinti (21) to conclude that children living in families with a high income level had better opportunities to cope with online learning compared to vulnerable and poor families because poor families will have no computers, will not be able to purchase internet quota and to support online learning in general.

Cost of materials and the necessary equipment. Based on Munastiwi (9) 's study, the basic things needed in online learning include gadgets and most of them are costly for example the good smart phones that can support effective online learning, the internet quota is also expensive wifi installation and other sophisticated gadgets, parents whose income levels or salaries are low can't afford purchasing such costly equipment and therefore their role in online learning won't be perfectly achieved. Kehinde and Olubusayo (41) noted that technological tools and resources need to be accessible and affordable for the successful implementation of online learning and achievement of parents' role.

Mental wellbeing, emotions and mindset of both the child and the parent. Learning does not only focus on the object being studied, but every educator and learner on how to think and behave towards what they learn. A positive mindset towards online learning will influence the parent to facilitate, support, guide, educate, hire a home tutor, motivate and guide the learner while studying and therefore students will as well give a positive response towards the parents' efforts when they have a positive mindset towards what they are studying, the mindset will also help to excel solving problems and complexities that exist in the realm of online learning.

Parents levels of transformation and adaptation. Due to the sudden spread of COVID19 and the unexpected school closure, parents need to be swift in transforming and adapting to ensure the success of different roles they play in online learning of their children. They must be able to transform and adapt first so that they can become good companions, educators, supervisors and mentors of change for their children at home during learning [34]. With transformation and adaptation, parents will Support their children to become well educated people to avoid the problems that might arise in the future of having educated children who have a complete perspective and good behavior in dealing with various problems. The nature of their work. That is, parents who spend less time at work can easily balance time, create and follow the routine of their children's online learning.

Other factors that influence the role of parents in online learning include but not limited to the availability of communication channels, stage of family development, parental readiness levels, parent's level of commitment, power supply, nature of content taught, condition of home environment.

## CONCLUSION

The shift from school based learning to Online learning has necessitated the need for parents to become the main actors in the process of learning for their children, assuming the prior teacher's role and striking a balance between parental obligations and teaching responsibility right from preparation, implementation and completion of learning. However, striking a balance is greatly determined by the parents' levels of education, social cultural background, family setup and demographic factors for example the educated parents, digital literate, and who own information and technology equipment such as phones and computers are in a great position to help their children throughout the process.

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