Home Learning Pattern of Elementary School Students During Covid-19 Pandemic

by Fitri Nurmahmudah

HOME LEARNING PATTERN FOR INDONESIAN ELEMENTARY STUDENTS DURING COVID-19 PANDEMIC

Nurul Hidayah, Fitri Nur Mahmudah

[1,2]Education Management, Universitas Ahmad Dahlan

E-mail: nurul.pmat@gmail.com, fitri.mahmudah@mp.uad.ac.id

ABSTRACT

Changes in educational arrangements due to Covid-19 have led to new system adjustments for all elements, especially parents. The purpose of this study was to determine the learning patterns at home for elementary school students during the Covid-19 pandemic. This study used qualitative research methods. The approach used is a case study. This research setting was carried out in the researcher's home environment. Participants consist of 6 people and 6 schools. The data collection technique used a focus group discussion (FGD) using discussion guidelines. The research procedure uses the Creswell model. Data analysis was carried out with the Atlas.ti software version 8. The results of this study can be observed regarding learning patterns at home during the Covid-19 pandemic, namely by having indicators, namely convenience place, parental assistance, activity, effective learning, and anticipate problems.

Keywords: home learning patterns, elementary school students, the covid-19 pandemic

INTRODUCTION

The Covid-19 pandemic has become a phenomenon whose impact has been felt by all people from various sectors of life, such as health, economy, education and other sectors. For months forged by the Covid-19 pandemic, the government immediately took steps that were deemed effective to overcome the spread of this virus. In the education sector, the government through the ministry of education and culture has adopted a new policy in an effort to break the chain of Covid-19 spread, namely through the "Learning From Home" program. This is stated in a circular [1] that "learning from

---

[1] Sekretaris Jenderal, *Surat Edaran Nomor 15 Tahun 2020 Tentang Pedoman Penyelenggaraan Belajar Dari Rumah Dalam Masa Darurat Penyebaran Corona Virus Disease (Covid-19)* (Jakarta, 2020), pp. 1–20.

home aims to ensure the fulfillment of students' rights to get educational services during the Covid-19 emergency".

This learning aims to fulfill the obligations and rights of education. Distance learning is the main thing in delivering material amid the conditions of the Covid-19 pandemic[2]. This requires a different innovation in learning[3]. Learning adjustments also require joint contributions[4]. This condition causes all teachers and students to learn remotely. Data from the Ministry of Education and Culture provides an overview of the number of those who undertake distance learning.
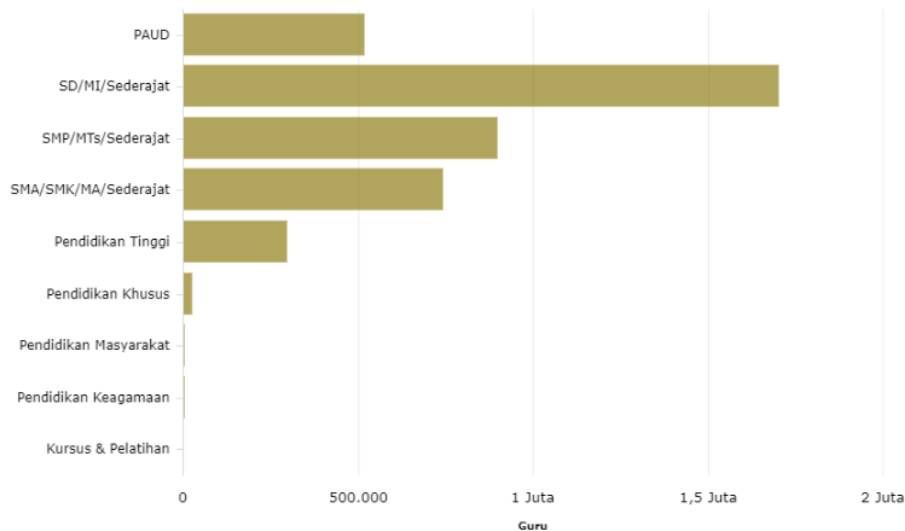

Figure 1.

Number of Teachers and Lecturers Teaching Remotely

Source: Ministry of Education and Culture, 2020

---

[2] Suryo Raden Adji Utomo and Fitri Nur Mahmudah, 'The Implementation of Distance Learning during the Covid-19 Pandemic', *Jurnal Madrasah*, 13.2 (2021), 114–25 <https://doi.org/10.18860/mad.v13i2.11330>.

[3] Fitri Nur Mahmudah, 'Self-Innovation Guru Dalam Meningkatkan Prestasi Siswa Pada Masa Pandemi COVID-19', *Ta'dibuna: JUrnal Pendidikan Islam*, 10.1 (2021), 119–34 <https://doi.org/10.32832/tadibuna.v10i1.4075>.

[4] Direktorat jenderal guru dan tenaga kependidikan, *Panduan Pembelajaran Jarak Jauh Bagi Guru Selama Sekolah Tutup Dan Pandemi Covid-19 Dengan Semangat Merdeka Belajar* (Jakarta, 2020).

Figure 1 above can be interpreted that the amount of learning carried out remotely is at the elementary school level. There are 68,729,037 students[5]. This means that elementary school students have the highest number in the learning process. The data can be used as a reference in the complexity of opportunities, obstacles, and success in the learning process at home. Various efforts need to be made to keep learning at home. Elementary school students are one of the subjects affected by the Covid-19 pandemic. Therefore it needs extra attention from various parties, especially parents. Because elementary school students need parental help in learning. So that learning at home is ideally accompanied by parents.

Parental assistance is a primary need for elementary school students who study at home. This is done because there are assumptions as conveyed by [6] that the importance of parental assistance due to children's behavior that often changes (moody). Likewise, it is related to "low learning motivation of students"[7]. Parental assistance in the child's learning process is an attempt by parents to accompany[8], provide assistance in overcoming children's learning problems[9], provide encouragement, motivation, support, supervision and provide facilities for children so that they are enthusiastic in learning[10]. The same thing was also conveyed by [11] that "there is a need for assistance in learning at home during covid-19 that parents can do, including helping when

---

[5] Kementerian Pendidikan dan Kebudayaan, *Panduan Penyelenggaraan Pembelajaran Pada Tahun Ajaran Dan Tahun Akademik Baru Di Masa Pandemi Covid-19: Satuan Pendidikan Di Zona Kuning, Oranye, Dan Merah Dilarang Melakukan Pembelajaran Tatap Muka* (Jakarta, 2020).

[6] Direktorat Jenderal Pendidikan Islam, 'Panduan Orang Tua Dalam Pendampingan Belajar Anak Pada Masa Pandemi Covid-19' (Jakarta, 2020), pp. 1–30.

[7] Kurnia Dwi Setyaningsih, Karma Iswasta Eka, and Badarudin, 'Analisis Pelaksanaan Pembelajaran Jarak Jauh Di Sd Negeri Karangrena 03', *Jurnal Riset Pendidikan Dasar (JRPD)*, 1.2 (2020), 19–27.

[8] Cecilia Sin-sze Cheung and Eva M Pomerantz, 'Parents ' Involvement in Children ' S Learning in the United States and China: Implications for Children ' S Academic and Emotional Adjustment', *Child Development*, 82.3 (2011), 932–50 <https://doi.org/10.1111/j.1467-8624.2011.01582.x>.

[9] Maša Đurišić and Mila Bunijevac, 'Parental Involvement as a Important Factor for Successful Education', *CEPS Journal*, 7.3 (2017), 137–53.

[10] Fajar Ahmad Dwi Prasetyo, 'Pendampingan Orang Tua Dalam Proses Belajar Anak: Studi Deskriptif Tentang Tingkat Optimalisasi Pendampingan Orang Tua Dalam Proses Belajar Anak Menurut Persepsi Siswa Kelas X SMK N 1 Nanggulan Tahun Ajaran 2017/2018' (Universitas Sanata Dharma, 2018).

[11] Betty Kusumaningrum and others, 'Pendampingan Orangtua Dalam Pembelajaran Daring Di Sekolah Dasar : Evaluasi Pembelajaran Daring Selama Masa Pandemi Covid-19 Inventa : Jurnal Pendidikan Guru Sekolah Dasar Pendampingan Orangtua Dalam Pembelajaran Daring Di Sekolah Dasar : Evaluasi Pembela', *Inventa: Jurnal Pendidikan Guru Sekolah Dasar*, 4.2 (2020), 1–12.

children have difficulties, guiding and even providing deeper exploration of learning related to the assignment given".

The problems that arise when studying at home by students are a part that must be considered and studied. "Children's learning assistance can be seen from the way parents help children's task difficulties, explain material that children do not understand, and respond well to all online learning from school"[12]. Therefore, it is important to understand patterns that can be used as a reference for parents in learning assistance at students' homes during Covid-19. Given that the parents of each student have different backgrounds and conditions. Heterogeneous parental conditions led to differences in learning patterns taken during the home learning program. Therefore, the aim of this study is to find out the exact patterns that can be used in home learning during the Covid-19 pandemic.

RESEARCH METHODS

This study used qualitative research methods. The approach used is a case study. The reason for using the case study method is to gather information related to learning patterns at home for elementary school students. The reasons as stated by [13] that "case study research involves the study of an issue explored through one or more cases within a bounded system". This research setting was conducted around the researcher's house where the researcher observed the existing symptoms associated with studying at home by elementary school students.

The participants in this study were parents and teachers. This technique of selecting participants uses purposive. Purposive sampling is a technique for sampling data sources with certain considerations [14]. Participants in this study can be seen in table 1

---

[12] Wiwin Yulianingsih and Rivo Nugroho, 'Keterlibatan Orangtua Dalam Pendampingan Belajar Anak Selama Masa Pandemi Covid-19', *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5.2 (2021), 1138–50 <https://doi.org/10.31004/obsesi.v5i2.740>.

[13] John W. Creswell, *Second Edition Qualitative Inquiry & Research Design. Choosing Among Five Apporaches* (SAGE Publications Asia-Pacific Pte. Ltd., 2007).

[14] Saumya Verma and others, 'Sampling Typology and Techniques', *IJSRD - International Journal for Scientific Research & Development*, 5.9 (2017), 7–11.

Table 1

Research Participants

No.	Source of Participants	Number of Participants
1	Primary School Muh. Karangkajen 4	1
2	Primary School Muh. Nitikan	1
3	Primary School Muh. Pandeyan	1
4	Primary School Muh. Boarding School Prambanan	1
5	Primary School Muh. Mertoyudan	1
6	State Primary School Demangan	1
7	Parents	6

Determination of participants in this study based on activities in giving assignments and teaching for students at home. The heterogeneity of these participant characteristics was raised with the aim of obtaining complete data.

The technique used in this research is Focus Group Discussion (FGD). This FGD technique was used to find comprehensive answers to research participants in the learning practices provided by students while studying at home during the Covid-19 pandemic. Researchers can find many meanings from the practices carried out by teachers in various elementary schools which are the object of this research study. This is consistent with the statement that "focus group discussion is frequently used as a qualitative approach to gain an in-depth understanding of social issues"[15]. The same thing was conveyed in that article "focus Group is a type of in-depth interview accomplished in a group, whose meetings present characteristics defined with respect to the proposal, size, composition, and interview procedures"[16]. FGD conducted in research using the zoom cloud meeting.

This research procedure uses a model Denzin & Lincoln[17]. There are five steps taken to be able to complete this research, namely:

---

[15] Tobias O Nyumba and others, 'The Use of Focus Group Discussion Methodology: Insights from Two Decades of Application in Conservation', *Methods in Ecology and Evolution*, 2018.March 2017 (2018), 20–32 <https://doi.org/10.1111/2041-210X.12860>.

[16] Lokanath Mishra, 'Focus Group Discussion in Qualitative Research', *TechnoLEARN*, 6.1 (2016), 1–5 <https://doi.org/10.5958/2249-5223.2016.00001.2>.

[17] Norman K. Denzin and Yvonna S. Lincoln, *The Sage Handbook of Qualitative Research Fifth Edition* (United States: SAGE Publications, Inc., 2018).

1) Creating a conceptualization of the research object, namely by compiling a research framework related to learning patterns. The learning of elementary school students is very complex, so that the first reference in this research study is related to students who studied at home during the Covid-19 pandemic. This distance learning and carried out at home requires an ideal pattern to be applied to all elementary school students. This is needed to anticipate boredom in the monotonous learning given by the teacher;

2) Next is to determine the selected themes through the symptoms seen in remote learning practices by teachers and students at home. The most important theme is in order to improve student achievement. So that it requires an ideal pattern to be able to reveal existing problems;

3) Taking data and tracing data patterns to enrich data related to learning at home during the Covid-19 pandemic. The data collected was then analyzed using the help of the Atlas.ti software version 8. This analysis was carried out to reduce a lot of data by getting data that was in accordance with the theme and study[18], namely the learning patterns of elementary school students at home during the Covid-19 pandemic. Furthermore, the analysis is carried out to obtain a concept map from the results of this study;

4) After being analyzed, the next step is to validate the process using triangulation techniques. The researcher returned to the FGD to confirm the data that had been analyzed and the results obtained to the participants. This is done to improve the quality of qualitative research data and serve as a basis for making conclusions or interpretations;

5) The final step is to write down the conclusions of this qualitative study.

RESULT AND DISCUSSION

The increasingly massive spread of Covid-19 requires the government to immediately take effective preventive measures. In the field of education, the home study policy is the best solution in implementing education. The home learning program can be implemented using two methods, namely online / online distance learning and

---

[18] Fitri Nur Mahmudah, *Analisis Data Penelitian Kualitatif Manajemen Pendidikan Berbantuan Software Atlas.ti Versi 8* (Yogyakarta: UAD Press, 2021).

offline / offline distance learning. The home study program has been responded positively by parents of students, especially elementary school students. This is because elementary school students who are still children are very vulnerable to contracting and potentially transmitting the virus. As long as the Covid-19 pandemic still occurs, schools are given the freedom to regulate the learning curriculum. Schools can apply different learning curricula with each other.

During the Covid-19 Pandemic, the home study program was greatly influenced by the participation of parents in learning assistance. Parents of students have different activities from one another so that studying at home for each student also experiences differences. There are parents who work and there are parents who do not work so that the study time of students is also different. The classification of learning patterns in the homes of elementary school students during the Covid-19 pandemic is presented in table 1.

Table 1.
Classification of Learning Patterns at Students' Homes During the Covid-19 Pandemic

Parent		Teacher		Time to Learn		
Work	Not Work	✔	X	Morning	Evening	Night
☐		☐		☐	☐	☐
☐			☐		☐	☐
	☐	☐		☐		☐
	☐		☐	Flexible		

From table 1 above, it can be seen that parents who work and have tutors, the time for student tutoring is more, while parents who work without tutors have less time for tutoring. While parents who do not work and have no tutors, the study schedule is uncertain or flexible according to the mood of students. Furthermore, based on the

research data that has been carried out, the following are the results of qualitative research data analysis with the help of Atlas.ti software version 8.3

Gambar 2.
Results of Qualitative Research Data Analysis Assisted by Atlas.ti Software 8.3

Based on the results of data analysis in Figure 2, it can be explained that the patterns that need to be used by teachers and parents when providing learning to elementary school students at home are based on the convenience place, parental assistance, activity, effective learning, and anticipate problems. The findings from the

data analysis of this study provide the latest information related to learning patterns at home. The results of this study are in line with the statement that discussing the parents as a vital role in handling the home education environment for children, not all parents meet the standard criteria to deal with learning at home[19]. The results of this study become the latest study for a learning model at home during the COVID-19 pandemic. Because there are research results which state that seeing home-school as a deficit model[20]. In distance learning, the role of parents is also involved in the learning process, parents must be able to accompany, direct and even become educators for students during teaching and learning activities at home[21].

So that the findings indicators can answer the formulation of this research problem. The pattern needed by all students and parents when studying at home and needed by the teacher in order as a basis for conducting evaluations so that learning continues and does not cause boredom for students studying at home. Indicators of the findings of this study will be discussed in the following section:

Conveniont Place

A comfortable place to study is the carrying capacity for elementary school students to study and follow the learning provided by teachers at school. A comfortable place is the first function for students to study well. A calm place will be able to make the heart condition calm too. That way students can have good concentration to focus on learning. The findings of this study on a convenience place have several indicators, namely quite environment, ligting, and room temperature. These three things can determine a comfortable place to study. The results of the study are in accordance with the following statement, that place-based learning through this program engages futures teachers with experiences in the communities and the hopeful end result is to increase

[19] Chusna Apriyanti, 'The Parents Role in Guiding Distance Learning and the Obstacle during Covid-19 Outbreak', *Jurnal Ilmiah Pendidikan Dasar*, VII.2 (2020), 68–83 <https://doi.org/10.30659/pendas.7.2.68-83>.

[20] Sara Bubb, 'Improving Schools Learning from the COVID-19 Home-Schooling Experience : Listening to Pupils , Parents / Carers and Teachers', *Improving Schools*, 23.3 (2020), 209–22 <https://doi.org/10.1177/1365480220958797>.

[21] Wawan Setiawan and Nurul Fazriyah, 'Students â€™ Learning Motivation in Distance Learning During the COVID- 19 Pandemic Period at Primary School', in *The 3rd International Conference on Elementary Education (ICEE 2020)*, 2020, III, 359–63 <http://proceedings2.upi.edu/index.php/icee/article/view/1486>.

cultural understanding and the ability to lead within these communities[22]. Place-based learning approaches seek to capitalize on the strong affinity people have for their communities to accomplish ecological and cultural literacy as well a range of conservation and community stewardship objectives[23]. Therefore, it is important to have a comfortable place to concentrate on primary school students while studying at home during the Covid-19 pandemic. It can also increase self-sensitivity to the material provided by the teacher and ultimately be able to improve student learning outcomes and student learning achievement.

Parental Assistance

Learning for primary school students at home during the Covid-19 pandemic certainly needs the help of parents. This can be done together because elementary school students are still not good at using technology or media in learning. Likewise in terms of access to material provided by the teacher. The importance of the role of parents in children's learning at home. This will increase bonding between parent and child. The finding of the results of this study is that parental assistance has several useful indicators, namely giving motivation, accompany full time, and provide understanding. There are many benefits felt by students when parents are able to assist children's learning at home. Assistance to learning is meant starting from the presence of parents when their children do homework from teachers at school, to the provision of learning facilities for their children in home study[24]. Parental assistance (or involvement) refers to a situation where parents are directly involved in the education of their children, they involve themselves and are involved by the school and teachers in the learning process of their children, and they fulfil their duties as parents in making sure that the learner is assisted in the process of learning as much as they possibly can[25]. The importance of parental involvement needs to be considered by parents wherever

---

[22] Jeanne L Surface, 'Place-Based Learning: Instilling a Sense of Wonder', *Rural Futures Institute*, 7.1 (2017), 1–12.

[23] Richard Louv, *Learning to Make Choices for the Future: The Foundations of Place-Based Learning*, 2005.

[24] Andy Sapta, Abdul Hamid, and Edi Syahputra, 'Assistance of Parents in the Learning at Home', *Journal of Physics: Conference Series*, 1.1114 (2018), 1–6 <https://doi.org/10.1088/1742-6596/1114/1/012020>.

[25] Abie Ntekane, 'Parental Involvement in Education', *Research Gate*, 1.April (2018), 1–5 <https://doi.org/10.13140/RG.2.2.36330.21440>.

they are. That, one of the things that can be done by children to be able to follow the learning well is by means of help and attention from parents.

Activity

The main activity in children's learning at home during the Covid-19 pandemic is that children are able to follow learning well. The presence of children in the course of learning or in the active collection of assignments on time is the main thing for the achievement of learning implementation. The teacher will find it easier to monitor the attendance and assignments collected by the child. The results of this study found important indicators that need to be considered together that children's activities while learning at home require learn consistently, schedule learning time, and increase creativity. There are several schools where the implementation of learning does not use zoom cloud meetings during class hours. There are also those who use a-synchronous system. This means that the implementation of any learning, the teacher requires the presence of students as an activity to participate in learning. The students were also found to have a significant deficit in their skills for engagement in home-learning tasks as informed by the four lifelong learning skills on which the study focused[26]. This is able to improve children's creativity and skills. Activities at home such as book reading, telling stories and singing songs for reading performance in later primary school in children's first as well as second language[27]. Therefore, increasing children's learning activities at home requires a learning schedule. This aims to be able to learn consistently and increase children's creativity.

Effective Learning

The achievement of learning is due to effective learning. This can be interpreted as learning that succeeds in achieving student learning goals as expected by the teacher. Even though the implementation of remote learning and during the Covid-19 pandemic. The findings of this study provide important indicators for effective learning, namely

---

[26] Tanju Deveci, 'Homework vs Home-Learning: A Lifelong Learning Perspective and Student Perceptions', *ESBB*, 5.1 (2019), 57–80.

[27] Shek Kam Tse, 'The Effects of Home Reading Activities during Preschool and Grade 4 on Children ' S Reading Performance in Chinese and English in Hong Kong', *ACER: Australian Council for Educational Research*, 61.1 (2017), 5–23 <https://doi.org/10.1177/0004944116689093>.

teacher's attention, teacher creativity, good learning method, ease to access, and two-way communication. One of the symptoms and effects of ineffective learning is when the teacher and parents do not match. Both in terms of communication that is not two-way, the material presented cannot be understood by parents, and difficulties in accessing material for use in learning. Therefore the need for learning management to be more effective. Home learning and management during COVID-19 to get an insight into real-life experiences[28]. Teachers can use virtual classrooms to teach from home with all necessary tools which makes the online sessions as effective as traditional ones[29]. The effectiveness of the learning program is not only in terms of the level of learning achievement, but must also be reviewed in terms of the processes and supporting facilities[30]. This means that effective learning makes use of all resources to optimize distance learning.

Anticipate Problem

All learning activities both face-to-face at school and remotely at home will have problems. The right solution is to be able to prepare anticipations to be used to support successful learning. The findings from the results of this study indicate that the steps to anticipate problems encountered when children learn at home are not condusive, learning material difficulties, busy parents, too many tasks, monotone, and boredom of studying. A problem is much higher in families that also report difficulties in balancing the demands of work and family, especially those with children in elementary school[31]. The problem which was the challenges faced by teachers when teaching learners with developmental and how they try to overcome these challenges[32]. Learner with emotional problems experience behaviour problems which serve as barriers to effective

---

28 Shelina Bhamani, 'Home Learning in Times of Covid: Experiences of Parents', *Journal of Education and Educational Development*, 7.1 (2020), 9–26 <https://doi.org/10.22555/joeed.v7i1.3260>.
29 Pravat Kumar Jena, 'Online Learning during Lockdown Period for Covid-19 in India', *International Journal of Multidisciplinary Educational Research*, 9.5 (2020), 82–92.
30 Bernadetha Nadeak, 'The Effectiveness of Distance Learning Using Social Media during the Pandemic Period of COVID-19 : A Case in Universitas Kristen Indonesia', 29.7 (2020), 1764–72.
31 Maria Adamuti-trache, 'Managing the Home Learning Environtment: Parents, Adoloscents, and the Homework Problem', *Canadian Council on Learning*, 1.January (2007), 4–53.
32 Humphrey Alexander Udoba, 'Challenges Faced by Teachers When Teaching Learners with Developmental Disability' (Norwegia. University of Oslo, 2014).

leraning[33]. Children's home learning experiences vary over time, and they also show how different groups of children can be ident- ified based on such a longitudinal perspective[34]. Therefore it is important to identify problems that may arise and occur. So that children learn in pleasant conditions [35]. This aims to take concrete steps to anticipate and provide the best solutions related to problems that exist during the implementation of distance learning.

CONCLUSION

Based on the results of research and discussion, it can be concluded that the distance learning process during the Covid-19 pandemic and carried out at home is a concept that needs to be done to continue implementing education. Elementary school students are students whose independence is still under the supervision of their parents. Therefore, learning at home during the Covid-19 pandemic requires full parental involvement. The results of this study provide the best pattern of home learning. Some things that need to be considered are how the parents are involved, time management and learning management, anticipating problems, and communication that need to be considered between teachers and parents so that the material provided can be accepted and carried out by children while studying at home. The limitation in this study is that there is no observation in the learning process due to the covid-19 pandemic, so the data collected is still not rich and deep.

The results of this study can become recommendations for parents and teachers. Things that need to be considered are the concept of learning at home, namely material that is easily accessible, teacher creativity in providing learning material, and parental involvement. Learning for primary school children at home during the Covid-19 pandemic will run as expected if the teacher is able to provide understanding and

---

[33] Franscina Hester Weeks, 'Behaviour Problems in The Classroom: A Model For Teachers to Assist Learners with Unmet Emotional Needs' (University of South Africa, 2000).
[34] Simone Lehrl, Maria Evangelou, and Pam Sammons, 'The Home Learning Environment and Its Role in Shaping Children ' S Educational Development', *School Effectiveness and School Improvement. An International Journal of Research, Policy and Practice*, 31.1 (2020), 1–6 <https://doi.org/10.1080/09243453.2020.1693487>.
[35] KN Widyaningrum and Fitri Nur Mahmudah, 'Kreasi Iklim Sekolah Melalui Gerakan Menyenangkan Di SD Muhammadiyah Mantara', *Jurnal Kependidikan*, 6.2 (2019), 115–28 <https://doi.org/10.23917/ppd.v1i2.9259>.

material and good communication to parents. Furthermore, parents are able to spend time accompanying children's learning at home. So that children will learn comfortably, calmly, happily, and be able to improve learning achievement. This pattern can be done by anyone, including suggestions for all parents who like to assist their children in learning at home. This research is also recommended for further research related to the development of learning models at home.

REFERENCES

Adamuti-trache, Maria, 'Managing the Home Learning Environtment: Parents, Adoloscents, and the Homework Problem', *Canadian Council on Learning*, 1 (2007), 4–53

Apriyanti, Chusna, 'The Parents Role in Guiding Distance Learning and the Obstacle during Covid-19 Outbreak', *Jurnal Ilmiah Pendidikan Dasar*, VII (2020), 68–83 <https://doi.org/10.30659/pendas.7.2.68-83>

Bhamani, Shelina, 'Home Learning in Times of Covid: Experiences of Parents', *Journal of Education and Educational Development*, 7 (2020), 9–26 <https://doi.org/10.22555/joeed.v7i1.3260>

Bubb, Sara, 'Improving Schools Learning from the COVID-19 Home-Schooling Experience : Listening to Pupils , Parents / Carers and Teachers', *Improving Schools*, 23 (2020), 209–22 <https://doi.org/10.1177/1365480220958797>

Cheung, Cecilia Sin-sze, and Eva M Pomerantz, 'Parents ' Involvement in Children ' S Learning in the United States and China: Implications for Children ' S Academic and Emotional Adjustment', *Child Development*, 82 (2011), 932–50 <https://doi.org/10.1111/j.1467-8624.2011.01582.x>

Creswell, John W., *Second Edition Qualitative Inquiry & Research Design. Choosing Among Five Apporaches* (SAGE Publications Asia-Pacific Pte. Ltd., 2007)

Denzin, Norman K., and Yvonna S. Lincoln, *The Sage Handbook of Qualitative Research Fifth Edition* (United States: SAGE Publications, Inc., 2018)

Deveci, Tanju, 'Homework vs Home-Learning: A Lifelong Learning Perspective and Student Perceptions', *ESBB*, 5 (2019), 57–80

Direktorat jenderal guru dan tenaga kependidikan, *Panduan Pembelajaran Jarak Jauh Bagi Guru Selama Sekolah Tutup Dan Pandemi Covid-19 Dengan Semangat Merdeka Belajar* (Jakarta, 2020)

Direktorat Jenderal Pendidikan Islam, 'Panduan Orang Tua Dalam Pendampingan Belajar Anak Pada Masa Pandemi Covid-19' (Jakarta, 2020), pp. 1–30

Đurišić, Maša, and Mila Bunijevac, 'Parental Involvement as a Important Factor for Successful Education', *CEPS Journal*, 7 (2017), 137–53

Jena, Pravat Kumar, 'Online Learning during Lockdown Period for Covid-19 in India', *International Journal of Multidisciplinary Educational Research*, 9 (2020), 82–92

Kementerian Pendidikan dan Kebudayaan, *Panduan Penyelenggaraan Pembelajaran Pada Tahun Ajaran Dan Tahun Akademik Baru Di Masa Pandemi Covid-19: Satuan Pendidikan Di Zona Kuning, Oranye, Dan Merah Dilarang Melakukan Pembelajaran Tatap Muka* (Jakarta, 2020)

KN Widyaningrum, and Fitri Nur Mahmudah, 'Kreasi Iklim Sekolah Melalui Gerakan Menyenangkan Di SD Muhammadiyah Mantara', *Jurnal Kependidikan*, 6 (2019), 115–28 <https://doi.org/10.23917/ppd.v1i2.9259>

Kusumaningrum, Betty, Krida Singgih Kuncoro, Tri Astuti Arigiyati, and Trisniawati, 'Pendampingan Orangtua Dalam Pembelajaran Daring Di Sekolah Dasar : Evaluasi Pembelajaran Daring Selama Masa Pandemi Covid-19 Inventa : Jurnal Pendidikan Guru Sekolah Dasar Pendampingan Orangtua Dalam Pembelajaran Daring Di Sekolah Dasar : Evaluasi Pembela', *Inventa: Jurnal Pendidikan Guru Sekolah Dasar*, 4 (2020), 1–12

Lehrl, Simone, Maria Evangelou, and Pam Sammons, 'The Home Learning Environment and Its Role in Shaping Children ' S Educational Development', *School Effectiveness and School Improvement. An International Journal of Research, Policy and Practice*, 31 (2020), 1–6 <https://doi.org/10.1080/09243453.2020.1693487>

Louv, Richard, *Learning to Make Choices for the Future: The Foundations of Place-Based Learning*, 2005

Mahmudah, Fitri Nur, *Analisis Data Penelitian Kualitatif Manajemen Pendidikan Berbantuan Software Atlas.ti Versi 8* (Yogyakarta: UAD Press, 2021)

———, 'Self-Innovation Guru Dalam Meningkatkan Prestasi Siswa Pada Masa Pandemi COVID-19', *Ta'dibuna: JUrnal Pendidikan Islam*, 10 (2021), 119–34 <https://doi.org/10.32832/tadibuna.v10i1.4075>

Mishra, Lokanath, 'Focus Group Discussion in Qualitative Research', *TechnoLEARN*, 6 (2016), 1–5 <https://doi.org/10.5958/2249-5223.2016.00001.2>

Nadeak, Bernadetha, 'The Effectiveness of Distance Learning Using Social Media during the Pandemic Period of COVID-19 : A Case in Universitas Kristen Indonesia', 29 (2020), 1764–72

Ntekane, Abie, 'Parental Involvement in Education', *Research Gate*, 1 (2018), 1–5 <https://doi.org/10.13140/RG.2.2.36330.21440>

Nyumba, Tobias O, Kerrie Wilson, Christina J Derrick, and Nibedita Mukherjee, 'The Use of Focus Group Discussion Methodology: Insights from Two Decades of Application in Conservation', *Methods in Ecology and Evolution*, 2018 (2018), 20–32 <https://doi.org/10.1111/2041-210X.12860>

Prasetyo, Fajar Ahmad Dwi, 'Pendampingan Orang Tua Dalam Proses Belajar Anak: Studi Deskriptif Tentang Tingkat Optimalisasi Pendampingan Orang Tua Dalam Proses Belajar Anak Menurut Persepsi Siswa Kelas X SMK N 1 Nanggulan Tahun Ajaran 2017/2018' (Universitas Sanata Dharma, 2018)

Sapta, Andy, Abdul Hamid, and Edi Syahputra, 'Assistance of Parents in the Learning at Home', *Journal of Physics: Conference Series*, 1 (2018), 1–6 <https://doi.org/10.1088/1742-6596/1114/1/012020>

Sekretaris Jenderal, *Surat Edaran Nomor 15 Tahun 2020 Tentang Pedoman Penyelenggaraan Belajar Dari Rumah Dalam Masa Darurat Penyebaran Corona Virus Disease (Covid-19)* (Jakarta, 2020), pp. 1–20

Setiawan, Wawan, and Nurul Fazriyah, 'Students â€™ Learning Motivation in Distance Learning During the COVID- 19 Pandemic Period at Primary School', in *The 3rd International Conference on Elementary Education (ICEE 2020)*, 2020, III, 359–63 <http://proceedings2.upi.edu/index.php/icee/article/view/1486>

Setyaningsih, Kurnia Dwi, Karma Iswasta Eka, and Badarudin, 'Analisis Pelaksanaan Pembelajaran Jarak Jauh Di Sd Negeri Karangrena 03', *Jurnal Riset Pendidikan Dasar (JRPD)*, 1 (2020), 19–27

Surface, Jeanne L, 'Place-Based Learning: Instilling a Sense of Wonder', *Rural Futures Institute*, 7 (2017), 1–12

Tse, Shek Kam, 'The Effects of Home Reading Activities during Preschool and Grade 4 on Children ' S Reading Performance in Chinese and English in Hong Kong', *ACER: Australian Council for Educational Research*, 61 (2017), 5–23 <https://doi.org/10.1177/0004944116689093>

Udoba, Humphrey Alexander, 'Challenges Faced by Teachers When Teaching Learners with Developmental Disability' (Norwegia. University of Oslo, 2014)

Utomo, Suryo Raden Adji, and Fitri Nur Mahmudah, 'The Implementation of Distance Learning during the Covid-19 Pandemic', *Jurnal Madrasah*, 13 (2021), 114–25 <https://doi.org/10.18860/mad.v13i2.11330>

Verma, Saumya, Rajneesh K Gautam, Spriha Pandey, Aman Mishra, and Shubham Shukla, 'Sampling Typology and Techniques', *IJSRD - International Journal for Scientific Research & Development*, 5 (2017), 7–11

Weeks, Franscina Hester, 'Behaviour Problems in The Classroom: A Model For Teachers to Assist Learners with Unmet Emotional Needs' (University of South Africa, 2000)

Yulianingsih, Wiwin, and Rivo Nugroho, 'Keterlibatan Orangtua Dalam Pendampingan Belajar Anak Selama Masa Pandemi Covid-19', *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5 (2021), 1138–50 <https://doi.org/10.31004/obsesi.v5i2.740>

Home Learning Pattern of Elementary School Students During Covid-19 Pandemic

PRIMARY SOURCES

1	**Submitted to Leyte Normal Univ** Student Paper	**2%**
2	www.e-journal.ikhac.ac.id Internet Source	**1%**
3	repository.uki.ac.id Internet Source	**1%**
4	iopscience.iop.org Internet Source	**1%**
5	docplayer.net Internet Source	**1%**
6	www.journals.iobmresearch.com Internet Source	**1%**
7	ejurnal.stkip-pessel.ac.id Internet Source	**1%**
8	Alfiana Falan Syarri Auliya, Pujiyanti Fauziah. "Advices for Involving Parents in Children's Learning Activities from School to Home",	**1%**

Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 2020
Publication

9   Submitted to UIN Sunan Gunung DJati Bandung
    Student Paper
    1%

10 ejournal.uin-malang.ac.id
    Internet Source
    1%

11 www.researchgate.net
    Internet Source
    1%

12 journals.sagepub.com
    Internet Source
    1%

13 www.lppm-unissula.com
    Internet Source
    1%

14 www.tandfonline.com
    Internet Source
    1%

15 proceedings.upi.edu
    Internet Source
    1%

16 www.ccl-cca.ca
    Internet Source
    1%

17 ejournal.uika-bogor.ac.id
    Internet Source
    1%

18 www.scribd.com
    Internet Source
    1%

eprintslib.ummgl.ac.id

| 19 | Internet Source | 1 % |

| 20 | Submitted to CSU, San Jose State University
Student Paper | 1 % |

| 21 | digilib.uinsby.ac.id
Internet Source | <1 % |

| 22 | Submitted to Abilene Christian University
Student Paper | <1 % |

| 23 | www.mashenry.com
Internet Source | <1 % |

| 24 | Xinyun Hu, Ming Ming Chiu, Wai Man Vivienne Leung, Nicola Yelland. "Technology integration for young children during COVID‐19: Towards future online teaching", British Journal of Educational Technology, 2021
Publication | <1 % |

| 25 | Submitted to Universitas Negeri Surabaya The State University of Surabaya
Student Paper | <1 % |

| 26 | eprints.kwikkiangie.ac.id
Internet Source | <1 % |

| 27 | journal2.uad.ac.id
Internet Source | <1 % |

| 28 | Submitted to Universitas PGRI Semarang
Student Paper | <1 % |

29   Anita Wardani, Yulia Ayriza. "Analisis Kendala Orang Tua dalam Mendampingi Anak Belajar di Rumah Pada Masa Pandemi Covid-19", Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 2020
Publication   <1 %

30   Sujarwo Sujarwo, Erma Kusumawardani, Iis Prasetyo, Adin Ariyanti Dewi. "Intensification the Role of Parent for Learning Assistance Model at Home in The New Normal Era", Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 2021
Publication   <1 %

31   profiles.uonbi.ac.ke
Internet Source   <1 %

32   res.mdpi.com
Internet Source   <1 %

33   Xiaoqiao Cheng, Marta Pellegrini, Longjun Zhou, Alan C. K. Cheung. "Not Only Survival but Stronger: The Impact of Alarming Invader of SARS-CoV-2 on Global Education", Science Insights Education Frontiers, 2020
Publication   <1 %

34   education.gov.scot
Internet Source   <1 %

35   hdl.handle.net
Internet Source   <1 %

36 Pebriana Priyambodo, Enung Hasanah. "Strategic Planning in Increasing Quality of Education", Nidhomul Haq : Jurnal Manajemen Pendidikan Islam, 2021
Publication

<1 %

Exclude quotes	On	Exclude matches	Off
Exclude bibliography	On		