

Home Learning Pattern for Indonesian Elementary Students during Covid-19 Pandemic

by Fitri Nurmahmudah

Submission date: 12-Nov-2023 09:53PM (UTC+0700)

Submission ID: 2225335711

File name: ttern_of_Elementary_School_Students_During_Covid-19_Pandemic.doc (305.5K)

Word count: 4270

Character count: 24504

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 objective of this study is to determine the learning patterns at home for elementary school students during the Covid-19 pandemic. This study employed qualitative research methods. The approach used was a case study. This research setting was performed in the researcher's home environment. Participants consisted of 6 people and 6 schools. The data collection technique used a focus group discussion (FGD) with discussion guidelines. The research procedure employed the Creswell model. Data analysis was conducted with the Atlas.ti software version 8. The results of this study was observed regarding learning patterns at home during the Covid-19 pandemic, which was by having indicators, comprising of 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 which impact has been suffered 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 performed steps deemed effective to overcome the spread of this virus. In the education sector, the government through the ministry of education and culture adopted a new policy in an effort to break the chain of Covid-19 spread, which was

through the "Learning from Home" program. It is stated in a circular ¹ that "learning from home aims to ensure the fulfillment of students' rights to get educational services during the Covid-19 emergency".

The purpose of the learning is to fulfill the obligations and rights of education. Distance learning is the main thing in delivering material amid the conditions of the Covid-19 pandemic². It requires a different innovation in learning³. Learning adjustments also require joint contributions⁴. This condition causes all teachers and students to learn remotely. Data ⁹ from the Ministry of Education and Culture provide an overview of the number of those who undertake distance learning.

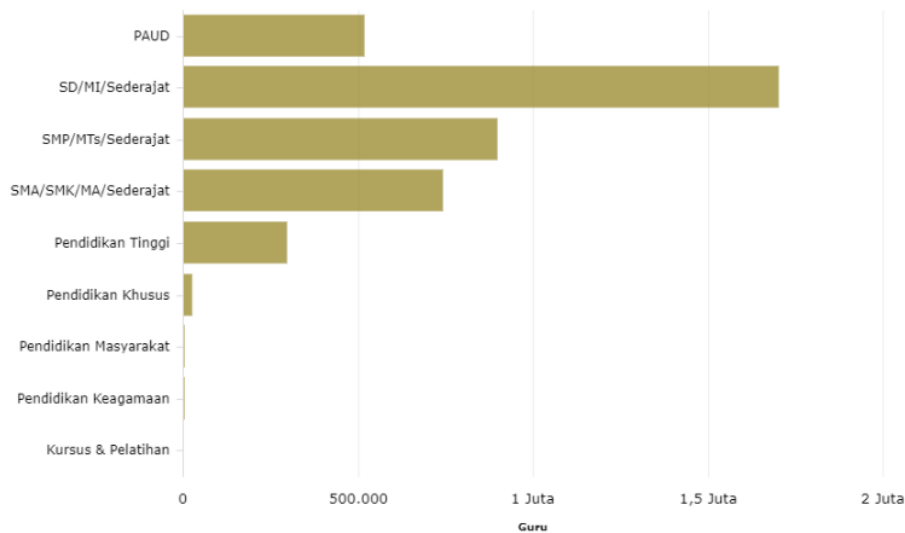


Figure 1.

Number of Teachers and Lecturers Teaching Remotely

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.

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 Mahm¹⁷h, '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).

Source: ³ Ministry of Education and Culture, 2020

Figure 1 above can be interpreted that the amount of learning performed remotely is at the elementary school level. There are 68,729,037 students⁵. It 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 ³² efforts need to be performed to keep learning at home. Elementary school students are one of the subjects affected by the Covid-19 pandemic. Therefore, it require extra attention from various parties, especially parents. Because elementary school students need parental help in learning, learning at home is ideally accompanied by parents.

Parental assistance is a primary need for elementary school students studying at home. It is completed 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 accompany⁸, provide assistance in overcoming children's learning problems⁹, provide encouragement, motivation, support, supervise and provide facilities for children so that they are enthusiastic in learning¹⁰. 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 provide, 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 provided assignment".

The problems which arise when studying at home by students are a part which must be considered and studied. "Children's learning assistance is seen from the way parents assist children's task difficulties, explain material that children do not understand, and respond well to all online learning from school"¹². Therefore, it is significant to understand patterns which can be used as a reference for parents in learning assistance at students' homes during Covid-19. It is given that the parents of each student have different backgrounds and conditions. Heterogeneous parental conditions led to differences in learning patterns performed during the home learning program. Therefore, the objectives of this study is to discover 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 employed a case study. The reason for using the case study method was to gather information related to learning patterns at home for elementary school students. The reasons as asserted by¹³ 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 used purposive. Purposive sampling is a technique for sampling data sources with certain considerations¹⁴. Participants in this study is seen in table 1

¹² Wiwin Yulianingsih and Rivo Ngroho, '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.v5i1340>>.

¹³ John W. Creswell, *Second Edition Qualitative Inquiry & Research Design. Choosing Among Five Approaches* (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. Karangajen 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 is based on activities in providing 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 employed to discover comprehensive answers to research participants in the learning practices provided by students while studying at home during the Covid-19 pandemic. Researchers may find many meanings from the practices conducted by teachers in various elementary schools which are the object of this research study. It 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, which meetings present characteristics defined with respect to the proposal, size, composition, and interview procedures"¹⁶. FGD was conducted in research using the zoom cloud meeting.

This research procedure used a model Denzin & Lincoln¹⁷. There were five steps employed to be able to complete this research, which are:

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 <<http://doi.org/10.1111/2041-210X.12860>>.

¹⁶ Kanath 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, that was by compiling a research framework related to learning patterns. The learning of elementary school students is very complex, hence, the first reference in this research study is related to students studying at home during the Covid-19 pandemic. This distance learning performed at home requires an ideal pattern to be applied to all elementary school students. It is needed to anticipate boredom in the monotonous learning provided by the teacher.
- 2) Then, it is determining 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 the students' achievement. Therefore, it required 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 were then analyzed employing the help of the Atlas.ti software version 8. This analysis was performed to reduce a lot of data by getting data that was in accordance with the theme and study¹⁸, which is the learning patterns of elementary school students at home during the Covid-19 pandemic. Furthermore, the analysis was conducted to obtain a concept map from the results of this study.
- 4) After being analyzed, the next step was validating the process using triangulation techniques. The researcher returned to the FGD to confirm the data which had been analyzed, and the results were obtained to the participants. It is completed 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 conduct effective preventive measures. In the field of education, the home learning policy is the best solution in implementing education. The home learning program can be implemented using two methods which are 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 distance learning. The home study program was responded positively by parents of students, especially elementary school students. It 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 occurs, schools are provided 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 possess 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 available time of students to study is also different. The classification of learning patterns at 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
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>	Flexible		

From table 1 above, it can be identified that parent who work and have tutors, the time for student tutoring is more, while parents who work without tutors own less time for tutoring. Weanwhile, 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 assistance of Atlas.ti software version 8.3



Figure 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 interpreted that the patterns which are necessary 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 discussing the parents as a vital role in handling the home education environment for children. However, not all parents meet the standard criteria to deal with learning at home¹⁹. The results of this study become the latest study for a learning model at home during the COVID-19 pandemic. It is because there are research results which state that seeing home-school as a deficit model²⁰. 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 home²¹.

Therefore, the findings indicators answer the formulation of this research problem. The pattern is 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:

Convenient 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 factor for students to study well. A calm place can make the heart condition calm too. Hence, students can have good concentration to focus on learning. The findings of this study on a convenient place have several indicators, which are quite environment, lighting, 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 ' 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>>.

the cultural understanding and the ability to lead within these communities²². Place-based learning approaches seek to capitalize on the strong affinity people have for their communities to accomplish ecological and cultural literacy as well as a range of conservation and community stewardship objectives²³. Therefore, it is essential to have a comfortable place to concentrate on primary school students while studying at home during the Covid-19 pandemic. It also increases self-sensitivity to the material ²⁷ provided by the teacher and is ultimately able to improve the learning outcomes and learning achievement of the students.

Parental Assistance

Learning for primary school students at home ¹² during the Covid-19 pandemic certainly needs the help of parents. It can be performed 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. However, the importance of ³³ the role of parents in children's learning at home will increase bonding between parent and child. The finding of the results of this study is that parental assistance own several useful indicators, which are giving motivation, accompanying full time, and providing understanding. There are many benefits encountered by students when parents are able to assist children's learning ¹ at home. Assistance to learning is meant starting from the presence of parents when their children perform homework from teachers at school, to the provision of learning facilities for their children in home study²⁴. 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 can²⁵. The importance of parental involvement needs to be considered by.

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*, 20 ¹.

²⁴ Andy Sapta, Abdul Hamid, and Edi Syahputra, 'Assistance of Parent ³¹ 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 ³⁰ Abie Ntekane, 'Parental Involvement in Education', *Research Gate*, 1.April (2018), 1–5 <<https://doi.org/10.13140/RG.2.2.36330.21440>>.

Thus, one of the things which can be conducted by children to be able to follow the learning well is by means of help and attention from parents.

Activity

The main activity in ⁸ children's learning at home during the Covid-19 pandemic is that children are able to follow the learning well. The presence of children in the course of learning or in the active collection of assignments on time is the prior thing for the achievement of learning implementation. The teacher finds it easier to monitor the attendance and assignments collected by the students. The results of this study found important indicators which need to be considered together that children's activities while learning at home require consistent learning, schedule learning time, and increasing 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 asynchronous system. It means that the teacher requires the presense of students as an acitivity to participate in learning. The students were also discovered 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 focused²⁶. It is able to improve children's creativity and skills. Activities at home such as reading book, telling stories and singing songs for reading performance in later primary school in children's first as well as second language²⁷ can be the alternative activities stuents may implement. Hence, increasing children's learning activities at home requires a learning schedule. This aims is able to learn consistently and increase children's creativity.

Effective Learning

The achievement of learning is due to effective learning. It can be interpreted as learning which succeeds in achieving student learning goals as expected by the teacher. Even though ²¹ the implementation of remote learning and during the Covid-19 pandemic. The findings of this study provide important indicators for effective learning, which are teacher's attention, teacher creativity, good learning method, ease to access, and two-

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>>.

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 which is not two-way, the material presented cannot be understood by parents, and the difficulties in accessing material for use in learning. Therefore, the learning management is needed to be more effective. Home learning and management during COVID-19 to obtain an insight into real-life experiences²⁸. Teachers can use virtual classrooms to teach from home with all necessary tools which makes the online sessions as effective as the conventional or offline classes²⁹. 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 facilities³⁰. It means that effective learning makes use of all resources to optimize distance learning.

Anticipating Problem

All learning activities both face-to-face at school and remotely at home may create problems. The right solution is to be able to anticipate any possibility used to support successful learning. The findings from the results of this study indicate that the steps in anticipating problems encountered by students learning at home are not conducive, learning material difficulties, busy parents, too many tasks, monotone, and boredom of studying. A problem is much higher in families which also reports difficulties in balancing the demands of work and family, especially those with children in elementary school³¹. The challenges encountered by teachers when frequently occur when teaching learners with developmental and how try to overcome these challenges³². Learner with emotional problems experience behavior problems which serve as barriers to effective learning³³. Children's home learning experiences vary over time, and they also present how different groups of children can be identified based on such a

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/joed.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 Environment: Parents, Adoloscents, and the Homework Problem', *Canadian Council on Learning*, 1 January (2007), 4–53.

³² Humphrey Alexander Udobu, 'Challenges Faced by Teachers When Teaching Learners with Developmental Disability' (Norwegia. University of Oslo, 2014).

³³ Francina Hester Weeks, 'Behaviour Problems in The Classroom: A Model For Teachers to Assist Learners with Unmet Emotional Needs' (University of South Africa, 2000).

longitudinal perspective³⁴. Therefore, it is important to identify problems that may arise and occur. Hence, children may learn in pleasant conditions ³⁵. It aims to conduct concrete steps to anticipate and provide the best solutions related to problems existing during the implementation of the 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 performed at home is a concept which needs to be conducted 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 which need to be considered are how the parents are involved. Time management and learning management, anticipating problems, and communication also need to be considered between teachers and parents so that the material provided can be accepted and performed 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. Thus, the data collected is still not rich and deep.

The results of this study may become recommendations for parents and teachers. It is necessary to consider the concept of learning at home, which is material that is easily accessible, teacher creativity in providing learning material, and parental involvement. Learning for primary school students at home during the Covid-19 pandemic will run as expected if the teacher is able to provide understanding material and material and good communication to parents. Furthermore, parents are able to spend time accompanying children's learning at home. Hence, children can learn comfortably, calmly, happily, and be able to improve learning achievement. This pattern can be performed by anyone, including suggestions for all parents who like to assist their

³⁴ Simone Lehl, Maria Evangelou, and Pam Sammons, 'The Home Learning Environment and Its Role in Shaping Children ' S Educational Development', *School Effectiveness and School Improvement* 18, *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>>.

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 Environment: 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/joeeed.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

Penulis Pertama, Kedua

- 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' 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, Francina 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 for Indonesian Elementary Students during Covid-19 Pandemic

ORIGINALITY REPORT

11%	%	11%	%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

- 1** Andy Sapta, Abdul Hamid, Edi Syahputra. "Assistance of Parents In The Learning At Home", Journal of Physics: Conference Series, 2018
Publication 1%
- 2** Putu Indah Lestari, Elizabeth Prima. "Home-Based Learning di Masa Normal Baru: Partisipasi Orang tua Anak Usia Prasekolah", Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 2021
Publication 1%
- 3** Novita Sari Tanuwijaya, Mesta Limbong. "Analysis Students Psychosocial Problems During Distance Learning And Importance Role of Teacher's to Overcome", EDUKATIF : JURNAL ILMU PENDIDIKAN, 2022
Publication 1%
- 4** Lukman Asha. "The Principal's Role and Islamic Education Learning at Muhammadiyah Elementary School during

the Covid-19 Pandemic", AL-ISHLAH: Jurnal Pendidikan, 2021

Publication

5

June O'Sullivan. "Home learning: an exploration of parents perspectives", International Journal of Early Years Education, 2022

Publication

<1 %

6

Simone Lehl, Maria Evangelou, Pam Sammons. "The home learning environment and its role in shaping children's educational development", School Effectiveness and School Improvement, 2020

Publication

<1 %

7

Didik Efendi. "PERAN ORANG TUA DALAM PEMBELAJARAN MODEL DISTANCE LEARNING DI SEKOLAH DASAR KOTA JAYAPURA", Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah, 2020

Publication

<1 %

8

Burcu Izci, Rachel Louise Geesa, Shiyi Chen, Hyuksoon S. Song. "Home Learning Environments During the COVID-19 Pandemic: Caregivers' and Children's Perceptions", Journal of Research in Childhood Education, 2022

Publication

<1 %

9

Muhammad Amirrudin, Syukrul Hamdi.
"Evaluation of Managerial Distance Learning
Program in Junior High School Special Region
of Yogyakarta", Walter de Gruyter GmbH,
2020

Publication

<1 %

10

Ahlam Mohammed Al-Abdullatif, Hibah Khalid
Aladsani. "Parental Involvement in Distance K-
12 Learning and the Effect of Technostress:
Sustaining Post-Pandemic Distance Education
in Saudi Arabia", Sustainability, 2022

Publication

<1 %

11

Arnadi Arnadi, Kamal Kamal. "Implications of
the Islamic Education Learning Model on
Learning Outcomes During the Covid-19
Pandemic", AL-ISHLAH: Jurnal Pendidikan,
2022

Publication

<1 %

12

Wenting Zhu, Qianqian Liu, Xiumin Hong.
"Implementation and Challenges of Online
Education during the COVID-19 Outbreak: A
National Survey of Children and Parents in
China", Early Childhood Research Quarterly,
2022

Publication

<1 %

13

Wongelawit Mesfin, Kassahun Habtamu.
"Challenges and coping mechanisms of
parents of children with attention deficit

<1 %

hyperactivity disorder in Addis Ababa, Ethiopia: a qualitative study", Research Square Platform LLC, 2023

Publication

14

Edy Herianto, M. Ismail, Dahlan Dahlan, M. Mustari, Sawaludin Sawaludin.

"PENGEMBANGAN MODEL PEMBELAJARAN PORTOFOLIO BERBASIS HOTS DI SEKOLAH MENENGAH PERTAMA", JMM (Jurnal Masyarakat Mandiri), 2022

Publication

15

Fetri Charisma Mahardika, Dimas Teguh Prasetyo. "Sense of Humor in Student Task Discussion During Covid-19 Pandemic, Is It Important?", Proceedings Series on Social Sciences & Humanities, 2021

Publication

16

Shaymaa E. Sorour, Tamer M. Kamel, Hanan E. Abdelkader. "A Hybrid Virtual Cloud Learning Model During the COVID-19 Pandemic", Computers, Materials & Continua, 2021

Publication

17

Purwati Purwati, Sofyan Sauri, Aiman Faiz. "Analisis Istilah Kampus Ilmiah, Religius, Dan Edukatif Dalam Tinjauan Teori Realms Of Meaning Karya Phenix", EDUKATIF : JURNAL ILMU PENDIDIKAN, 2021

Publication

<1 %

<1 %

<1 %

<1 %

18

Martin Senkbeil. "How well does the digital home learning environment predict ICT literacy and ICT self-efficacy? Comparing the predictive power of adolescent and parent reports", *Computers & Education*, 2023

Publication

<1 %

19

Xinning Gui, Yao Li, Yanlai Wu. "Teacher-Guardian Collaboration for Emergency Remote Learning in the COVID-19 Crisis", *Proceedings of the ACM on Human-Computer Interaction*, 2021

Publication

<1 %

20

Florence Luhanga, Sithokozile Maposa, Vivian Puplampu, Eunice Abudu. "'Let's Call a Spade a Spade. My Barrier is Being a Black Student': Challenges for Black Undergraduate Nursing Students in a Western Canadian Province", *Canadian Journal of Nursing Research*, 2023

Publication

<1 %

21

Jumardi Budiman. "EVALUASI PELAKSANAAN PEMBELAJARAN DARING DI INDONESIA SELAMA MASA PANDEMI COVID-19", *VOX EDUKASI: Jurnal Ilmiah Ilmu Pendidikan*, 2021

Publication

<1 %

22

Md. Mamun-ur-Rashid. "Quality of government secondary school services in regional Bangladesh", *Heliyon*, 2023

Publication

<1 %

23 Enung Hasanah, Suyatno Suyatno, Ika Maryani, M Ikhwan Al Badar, Yanti Fitria, Linda Patmasari. "Conceptual Model of Differentiated-Instruction (DI) Based on Teachers' Experiences in Indonesia", Education Sciences, 2022
Publication

24 Fairusy Fitria Haryani, Sarwanto Sarwanto, Dwi Maryono. "Online learning in Indonesian higher education: New indicators during the COVID-19 pandemic", International Journal of Evaluation and Research in Education (IJERE), 2023
Publication

25 Jery Mihardi, Afriva Khaidir. "A Government Policy in Determining the Regional Boundaries Between Lima Puluh Kota Regency and Payakumbuh City, West Sumatra", INTERNATIONAL JOURNAL OF EDUCATIONAL REVIEW, 2020
Publication

26 Maya Mutiasari. "MODEL SELF ORGANIZED LEARNING ENVIRONMENTS (SOLE) DAPAT MENINGKATKAN KREATIVITAS PADA PELAJARAN KIMIA", Jurnal Ilmiah Ar-Razi, 2021
Publication

27 Nicola Ward Petty, Terri Green. "Measuring educational opportunity as perceived by

students: A process indicator", School Effectiveness and School Improvement, 2007

Publication

28

Poppy Yaniawati, Sudirman Sudirman, Mellawaty Mellawaty, Rully Indrawan, Melinda Putri Mubarika. "The potential of mobile augmented reality as a didactic and pedagogical source in learning geometry 3D", Journal of Technology and Science Education, 2023

Publication

<1 %

29

"Handbook of Youth Development", Springer Science and Business Media LLC, 2023

Publication

<1 %

30

Liebling, Alison, Maruna, Shadd, McAra, Lesley. "The Oxford Handbook of Criminology", The Oxford Handbook of Criminology, 2023

Publication

<1 %

31

Risa Utaminingsih, Cholis Sa'dijah, Abd. Qohar. "NEEDS ANALYSIS OF THE DEVELOPMENT STUDENT WORKSHEET BASED BLENDED LEARNING TO ENCOURAGE MATHEMATICAL LITERACY", AKSIOMA: Jurnal Program Studi Pendidikan Matematika, 2021

Publication

<1 %

32

Xiaoqiao Cheng, Marta Pellegrini, Longjun Zhou, Alan C. K. Cheung. "Not Only Survival

<1 %

but Stronger: The Impact of Alarming Invader of SARS-CoV-2 on Global Education", Science Insights Education Frontiers, 2020

Publication

33

Jun Wei, Eva M. Pomerantz, Florrie Fei-Yin Ng, Yanhong Yu, Mingzhu Wang, Qian Wang. "Do the effects of parents' involvement in youth's academic adjustment vary with youth's developmental phase? A longitudinal investigation in China", Contemporary Educational Psychology, 2022

Publication

<1 %

34

Martin Oulu, Deborah Darko, Richard Osaliya, Fati Aziz, David Wekesa. "Governing the nexus: Water-energy-food nexus governance strategies in Ghana and Uganda", Environmental Development, 2023

Publication

<1 %

Exclude quotes On

Exclude matches Off

Exclude bibliography On