



Parent and Teacher Cooperation in Improving Learning Quality in the Covid-19 Pandemic Era: A Site Study of the Madrasah Ibtidaiyah in Trenggalek City

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Abstract

Indonesia is one of the countries affected by the spread of the COVID-19 virus, and education is no exception. The government enforces a policy that all learning activities are carried out at home with an online learning system. Thus, a collaboration between parents and teachers aims to improve learning quality in the COVID-19 pandemic era. Second, the collaboration between parents and teachers also aims to make children receive subject matter, develop their abilities, and grow their character. This study took data from MI Masaran I and MI Tawing III GUPPI Trenggalek, with the research data sources being principals, teachers, and students' parents. Collecting data used participant observation, documentation, and in-depth interviews. This study employed a qualitative approach with the type of site study and multi-site study. The findings of this study revealed that parents were involved in learning, established good communication to solve problems, engaged in materials and actions, provided facilities to support learning, and teachers visited students' homes and invited parents to school. With the results of this research, it is hoped to improve the students' development and ability so that the educational goals in Indonesia continue to run as expected.

Keywords:

Cooperation, Learning Quality, COVID-19 Pandemic Era

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Abstrak

Indonesia merupakan salah satu negara yang terkena dampak penyebaran virus COVID-19, tak terkecuali pendidikan. Pemerintah memberlakukan kebijakan bahwa semua kegiatan pembelajaran dilakukan di rumah dengan sistem pembelajaran online. Dengan demikian, kolaborasi antara orang tua dan guru bertujuan untuk meningkatkan kualitas pembelajaran di era pandemi COVID-19. Kedua, kerjasama antara orang tua dan guru juga bertujuan agar anak menerima materi pelajaran, mengembangkan kemampuannya, dan menumbuhkan karakternya. Penelitian ini mengambil data dari MI Masaran I dan MI Tawing III GUPPI Trenggalek, dengan sumber data penelitian adalah kepala sekolah, guru, dan orang tua siswa. Pengumpulan data menggunakan observasi partisipan, dokumentasi, dan wawancara mendalam. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi lokasi dan studi multi lokasi. Temuan penelitian ini mengungkapkan bahwa orang tua terlibat dalam pembelajaran, menjalin komunikasi yang baik untuk memecahkan masalah, terlibat dalam materi dan tindakan, menyediakan fasilitas untuk mendukung pembelajaran, dan guru mengunjungi rumah siswa dan mengundang orang tua ke sekolah. Dengan hasil penelitian ini diharapkan dapat meningkatkan perkembangan dan kemampuan peserta didik agar tujuan pendidikan di Indonesia tetap berjalan sesuai dengan yang diharapkan.

Kata Kunci:

Kerjasama, Kualitas Pembelajaran, Era Pandemi COVID-19

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INTRODUCTION

The world is currently experiencing a pandemic that affects all countries. The whole world community is affected in various sectors, such as social, economic, tourism, and especially education. Thus, in Indonesia, the central and local governments issued policies to minimize the spread of the COVID-19 pandemic by bringing up alternatives in the education process by carrying out learning at home using an online learning system (Dewi, 2020; Wardhani & Krisnanti, 2020).

Online learning, commonly referred to as distance learning, is a learning process utilizing the internet network. Online learning is carried out by teachers and students and can be done anywhere and anytime, but success in this learning is determined by factors such as learning environment and student characteristics (Nakayama et al., 2007). In fact, many factors can become obstacles when conducting online learning, such as economic factors that not all families have gadgets and the ability to buy data packages to connect to the internet.

Parental assistance also has a vital role in learning because, basically, a child has potential that should be explored. Hence, parental involvement is crucial for children. With the involvement of parents, whether during a pandemic or not, a child will always get used to learning, both at home and at school. In particular, during a pandemic, when children are required to study at home, parents' role is to accompany and continue to provide support so that children continue to have a passion for learning. However, many children still study without getting assistance from their parents for various reasons.

Moreover, the duties of parents, especially mothers, have increased after the government decided to implement a policy in which the direct-learning process is replaced with online, which means that children study at home during the COVID-19 pandemic. Meanwhile, the teacher's task is to prepare teaching materials given to students by determining learning media, such as WhatsApp, email, or other applications, to support learning. Parents should ensure that children always carry out activities at home, limit activities outside the home, always

coordinate with the homeroom teacher and adopt a healthy lifestyle. To students, it is always suggested to study the subject matter that the teacher has uploaded (Wardhani & Krisnanti, 2020).

In this study, MI Masaran I and MI Tawing III GUPPI are excellent educational institutions in learning, management, and others. In fact, the school is more advanced and has a large number of students. It is what makes people put more trust in schools in educating their children. In addition, aside from promoting knowledge, the MI Masaran I and MI Tawing 3 GUPPI schools also prioritize character and religion.

The success of education and the quality of learning at MI Masaran I and MI Tawing III GUPPI illustrated the real actions taken by teachers and parents. MI Masaran I teacher expressed support from all parties, both schools, especially teachers and parents, to always carry out all their responsibilities towards students or children in improving learning. Parents of students also assisted children when studying at home during the COVID-19 pandemic to develop children's abilities (Interview with SR, teacher of MI Masaran I on 12 February 2021). Then, according to MI Tawing III GUPPI teacher, the great responsibility and real contribution between teachers and parents would improve learning quality by mobilizing all abilities or continuously making efforts to run as expected. Good cooperation between schools, families, and communities makes the learning system and the learning quality according to expectations (Interview with SB, teacher of MI Tawing III on 12 February 2021).

For this reason, this research is related to the collaboration between parents and teachers in learning. Thus, this research is different from previous research, where many previous studies were associated with student discipline, student communication, or in the field of religion. Therefore, this research has its specialty because the affective and psychomotor fields are also emphasized apart from the cognitive.

Based on the discussion above, the researchers are interested in researching the collaboration carried out by teachers and parents in improving the learning quality by assisting children during the learning process

at home during the pandemic. It is hoped that children will continue to learn, receive proper education, and develop their potential.

METHODS

Research Design

In this study, the researchers used a qualitative approach. The research approach employed is a type of field research, which aims to study the background intensely, current situation, and environmental interactions of a social unit, individual, group, institution, or community. In addition, the researchers in this study conducted a multi-case study, which aims to study intensively specific social units, such as individuals, groups, institutions, and society.

The type of research utilized was a multi-site study design because the researchers examined cases in two schools: MI Masaran I and MI Tawing III GUPPI Trenggalek, which were assumed to have the same characteristics. These characteristics included being both private schools under the auspices of the Ministry of Religion, both being excellent schools, having a high level of parental trust in the education system in schools, having a large number of students, and having various achievements supporting children's success. The case studied was the collaboration between parents and teachers in improving learning quality.

Research Subject

The researcher or someone who helps research in qualitative research is the main data collection tool because by using human subjects, it is easier to make adjustments to the realities in the field, who can understand the relationship between realities in the field. Moeleong in *Metode Penelitian Kualitatif* said that the presence of researchers in the field is necessary as they are the main instrument.

The researchers in this study acted as data takers by making school seniors, teachers, and students' guardians the resource persons in seeking information. The research was conducted at MI Masaran I and MI Tawing III GUPPI, with the data presented in letters, numbers, pictures, and other symbols obtained through observation, interviews, and documentation.

Data Collection Instruments

Participant Observation

Participant observation refers to research founded on the existence of intensive social interaction between the researcher and the community being studied in a society or institution. In this study, observations were made by coming directly to the research location at MI Masaeen I and MI Tawing III GUPPI to see activities or events, observing, and taking documentation from research locations related to the collaboration of parents and teachers in learning in the COVID-19 pandemic era.

In-depth Interview

An in-depth interview is an effort to find experiences and information from a particular topic or situation being studied. Therefore, in conducting interviews to find data, questions that require answers in the form of information are used (Muhammad et al., 2021). Among the parties to be interviewed by the researchers were school principals, teachers, and students' parents.

Documentation Study

Documentation is a way of collecting research data. In this study, the data obtained were written and pictures, both during study assistance and interviews. Then, it was compared for further analysis.

Data Analysis

The researchers in this study analyzed data using single and multi-case data analysis. Single data analysis was carried out at each research location of MI Masaran I and MI Tawing III GUPPI. The analysis was carried out simultaneously with data collection and when data had been collected. The data analysis technique in this study employed a three-step procedure: (1) Data reduction. It is summarizing and choosing the main things, focusing on important things, looking for themes and patterns, and discarding unnecessary ones. (2) Data presentation. In qualitative research, data presentation is carried out in the form of brief descriptions, charts, relationships between categories, graphs, pictograms and the like, or narrative text. (3) Verification/drawing conclusion. With the conclusion, it is expected that the data obtained will be clear and understandable, both from themselves and respondents. Bogdan and

Taylor in *Introduction to Qualitative Research Methods* mentioned that data analysis in multiple sites is carried out in two stages:

Single site data analysis

In this study, single-site data analysis was data analysis on each subject, namely MI Masaran I and MI Tawing III GUPPI, through observations, interviews, and documentation recorded by researchers during field research. Therefore, qualitative approach research consists of words instead of numbers.

Cross-site data analysis

This cross-site data analysis aims to compare the findings obtained from each research site and integrate them. In general, the process is as follows: (1) Compiling propositions based on the findings of the first site and then proceeding to the second site, comparing and integrating provisional theoretical findings from the two research sites. (2) Formulating theoretical conclusions based on cross-site analysis as final findings from both research sites.

RESULTS AND DISCUSSION

Shared Responsibility between Parents and Teachers in Improving Learning Quality

The shared responsibility between parents and teachers in improving learning quality in the COVID-19 pandemic era at MI Masaran I and MI Tawing III GUPPI resulted in findings. First, distance learning with an online system in the COVID-19 pandemic era involved parents in learning so that the relationship between parents and teachers became close to facilitate the exchange of information about children's development. It is a form of collaboration between parents and teachers in learning. Involving parents in learning at MI Masaran I and MI Tawing III GUPPI was also an effort to facilitate the supervision of children during the COVID-19 pandemic. In addition, distance learning policies require parents and teachers to have more responsibility for their children. Apart from giving love, parents have the role of guiding, accompanying, and supervising children's learning at home. Meanwhile, teachers are also responsible for educating their students to have good morals in addition to teaching.

Teachers are also responsible for planning in learning, both when face-to-face learning and distance learning with an online system. In addition, learning activities with reference to the curriculum are automatically adjusted to the characteristics of students, environmental conditions, and the demands of the times. Due to the large number of learning materials that are the teacher's responsibility in delivering them to children, the teacher must also strive to create fun learning.

The concept of learning quality aligns with the explanation above that in the learning quality. There are indicators of conformity to the characteristics of students, in accordance with community aspirations, in line with community needs, in keeping with environmental conditions, consistent with the demands of the times, and in compliant with theory/ principles or values in education. Thus, with adjustments, the quality of existing learning can be easily adjusted and improved in its implementation (Rofiqi & Mansyur, 2019).

In addition, the responsibilities implemented by teachers and parents in learning impact the sustainability of children's learning because in optimizing growth and development, children need collaboration from both, namely parents and teachers. When a policy was enacted so that all kinds of activities were carried out at home, a teacher could not directly supervise and accompany children in learning. Thus, involving parents in learning could have various benefits, such as learning at home was more effective because children directly got guidance and assistance from parents in children's learning activities (Khotimah et al., 2016). This explanation strengthens Diadha's, (2015) research results that parental involvement in learning in question is parental activities in helping children learn at home based on activities at school. Because they are aware of the many assignments in online learning, the involvement of parents and teachers in encouraging children affects children's learning motivation so that children's success in education will impact their future.

In this study, teachers at MI Masaran I and MI Tawing III GUPPI involved parents in learning, broadly covering the objectives of what was achieved in learning, easy

acceptance of the material conveyed to children, and improving the quality of the relationship between children and parents so that it would have an impact on children's future success. It corroborates with the journal Darwahita's contents that the importance of parental involvement is positively related to children's success in the future (Nazarudin, 2018; Akbar, 2017). Parental involvement also helps children grow self-confidence, improve children's achievement, enhance parent-child relationships, and make parents better understand children's learning.

The importance of involvement in the online learning process during the COVID-19 pandemic carried out through WhatsApp was due to limitations, where children needed guidance and control from parents who were aware of the importance of parental involvement in learning. The enthusiasm of students' parents is influential in encouraging children to learn. Parents were eager to help step by step in every online learning activity by guiding and motivating children in addition to their busyness and daily work routines. It is the background behind the implementation of this research.

How important it is for teachers to involve parents in learning in this study also supports the contents of the elementary school teacher education journal that parental involvement by supporting and carrying out the commitments made with the teacher is to optimize the assistance of children studying at home, not turning on the TV while studying, supervising children in playing and socializing, reminding children to pray, and monitoring student activities and progress at home (Krisnawati, 2016).

Second, the findings in this study uncovered consensus deliberation, both with private and group chats, carried out by parents and teachers so that solving problems or obstacles experienced during learning during a pandemic could be easily resolved by establishing good communication between parents and teachers. As stated by the Principal of MI Tawing III GUPPI:

Kendala atau masalah yang pernah dialami orangtua berusaha diselesaikan dengan menjalin komunikasi yang baik dengan guru sehingga dicarikan solusi. Selain itu terkadang orangtua juga

sharing dengan wali lain yang menguasai android jika kendala tentang pemakaian android. Alhamdulillah dengan adanya grup WA masalah dapat diselesaikan (Interview with SF, Principal of MI Tawing III GUPPI on 04 July 2021).

["Constraints or problems that parents have experienced are trying to be solved by establishing good communication with teachers so that solutions are found. In addition, sometimes, parents also share with other guardians who master Android if there are problems with using it. Thank God, with the WA group, problems can be solved."]

Furthermore, continuous online learning made children, parents, and teachers find many obstacles or problems while studying at home. Many parents were stressed by the piling up tasks for children because, sometimes, children felt bored when learning was continuously carried out online. In addition to their responsibility to assist children in learning, parents also had work and other routines, making the work of parents and teachers pile up. Therefore, good communication is needed so that everything is well organized.

On the other hand, the factor influencing the success of education is the role of parents in it. Teachers and parents have the same responsibility in education, namely developing children's abilities and forming character in children. As stated in Law Number 20 of 2003 concerning the National Education System, national education functions to develop capabilities and shape the character and civilization of a dignified nation in the intellectual life of the nation, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

Good communication between parents and teachers, such as that carried out by parents and teachers at the MI Masaran I and MI Tawing III GUPPI schools, resulted in the exchange of information about the events

experienced by children daily. The exchange of information experienced in the school, family, and community environment is essential that parents and teachers should pay attention to in supervising children's daily activities. With the collaboration between parents and teachers through their responsibility to establish good communication, it would gain knowledge and experience regarding the level of success of children in participating in activities at school and home (Suryosubroto in Aulia et al., 2020), especially learning during the pandemic with an online system, the majority of which was done through WhatsApp.

Good communication will also obtain information about the children's condition when receiving subject matter and the difficulties or obstacles faced during online distance learning. Education is the responsibility of all parties so that children grow and develop according to their age. This research is reinforced by Natsir's research that parent-teacher communication is vital in knowing the child's development at school and home. Schools provide information about children's progress in school, while parents provide information about learning progress, talents that must be developed, and even problems students face when studying at school to help each other with difficulties faced by children (Natsir et al., 2018).

In this study, the obstacles or difficulties were resolved by utilizing WhatsApp and the telephone to exchange information so that it was necessary to consult with the teacher through private or group chats for deliberation to find a solution. In addition, the solution could also be done by holding a meeting to discuss the solution to the problem. The parents and teachers first resolved the problem, but when they could not find a solution, it was discussed with the principal, as conducted by MI Masaran I and MI Tawing III GUPPI.

This research strengthens the research of Prayoga (2017) that overcoming problems can be done by handling them personally, conducting deliberation to make decisions to solve problems, giving it to disciplinary officers, and calling parents or using various other activities. It also supports Natsir's research that other decision-making activities include taking on a leadership role that

disseminating information to other parents, including creating a parent-student association group (Natsir et al., 2018). It is performed to facilitate the interaction of parents and teachers.

Moreover, the responsibilities carried out by parents and teachers by involving parents in this learning provide parents with a clearer understanding of the responsibilities carried out to achieve an expected goal. Responsibilities carried out to achieve the goals are expected to help parents and teachers achieve educational goals for children's learning, meet children's needs, encourage children's learning motivation, resolve problems through deliberation, and assist teachers and parents in developing children's abilities tailored to children's needs so that they can improve learning quality (Harahap & Yus, 2019).

Joint Contribution between Parents and Teachers in Improving Learning Quality

The joint contribution between parents and teachers in improving learning quality in the COVID-19 pandemic era at MI Masaran I and MI Tawing III GUPPI resulted in findings, namely in materials, actions, and learning facilities to improve learning quality during the COVID-19 pandemic. The involvement of schools and parents in learning was given for the success of education, especially distance learning with an online system, carried out at home.

On the other hand, the policy of online learning is implemented to break the chain of the COVID-19 virus spread in Indonesia. The pandemic happening in the world has had an impact on all sectors, including education. However, learning done at home raised various problems faced by students, teachers, and parents, such as many learning materials, which had not been delivered yet, had been replaced with other tasks. Another problem that emerged from an online learning system is that signals constrained access to information. As a result, students were left behind with information. Then, there were the problems of online media used as a substitute for learning in class and the use of online learning facilities.

Teaching and learning activities during the pandemic carried out with an online system also raised problems with too much material so

that it was not completed in its delivery. However, MI Masaran I contributed a book package to support children's learning at home. Likewise, there was a policy of distributing credit and data packages for children by MI Masaran I and MI Tawing III GUPPI, obtained from the Ministry of Religion. However, previously, parents had been involved in providing these facilities to support online learning. Thus, the success of online learning was attained with the involvement of schools and parents, and information was easily obtained with smooth signals because of the data package provided. It supports Siahaan's research results that learning is safer to do at home than outside the home but is bothered by all the existing regulations. Therefore, the government provides leeway to provide credit for data packets for children to reduce the burden on parents (Siahaan, 2020).

Moreover, the need to continue carrying out distance learning through an online system certainly utilizes learning media to make it easier for students to receive subject matter. Parents and parents must master the learning media to facilitate the delivery of material from teachers to children. Various distance learning media are tried and used without reducing the quality of the material and the achievement targets in learning. As did MI Masaran I and MI Tawing III GUPPI teachers, they created WhatsApp groups as online learning media, which are easy to use and accessible to students, parents, and teachers. In addition, at MI Masaran I, google forms were used to facilitate material delivery by sending learning links so that children could read and understand carefully. The online learning media used were also supported by learning media prepared by parents to use them, namely by facilitating mobile phones to support learning. As stated,

“Video penjelasan atau lewat voicenote untuk meningkatkan penjelasan anak diberikan agar mempermudah dalam pemahaman. Selain itu dengan dipinjamkannya buku paket dan diberikan paket data sangat mendukung untuk pembelajaran ketika pembelajaran” (Interview with SB, Teacher of Grade I MI Tawing III GUPPI on 03 July 2021).

[“Explanatory videos or via voice notes to improve explanations for children are given to make it easier to understand. In addition, by lending textbooks and providing data packages, it supports learning.”]

It is also supported by another statement:

“Sekarang di masa pandemic pembelajaran dilakukan dengan media elektronik, saya sebagai wali murid dengan legowo memberikan fasilitas handphone untuk belajar. tentunya tetap saya awasi karena anak-anak ketika menggunakan handphone mereka akan mencari cara untuk mengalihkan pengawasan agar mereka dapat bermain handphone tersebut. selain itu paket data juga harus on jadi kami memasang wifi untuk memudahkan pembelajaran anak, karena kalau paketan terus malah dirasa boros. Dan tak lupa selalu mengingatkan akan tugas-tugas yang harus dikerjakan” (Interview with EM, Parent of Grade III Students of MI Tawing III GUPPI, on 02 July 2021).

[“Now, during the pandemic, learning is done using electronic media. As a student's guardian, I freely provide cellphone facilities for studying. Of course, I keep an eye on the kids. When using a cell phone, they will look for ways to divert supervision to play on the cell phone. In addition, the data package must also be on so that we install wifi to facilitate children's learning because if the data package continues, it is considered wasteful. Not to forget, I always remind the tasks that must be done.”]

The teachers of the two schools supported online learning with an online system by creating learning videos and voice recordings to facilitate children's understanding. In addition, parents also helped explain or understand children's difficult material. The motivation to keep the learning enthusiasm also never forget given by parents and teachers to children.

In addition to the online system, learning was also carried out offline with face-to-face grouping to remain safe and continue to carry out health protocols. Grouping was also done so that learning remained safe and calm in accordance with the expected achievements. Thus, facilities should be provided by parents and teachers when students study at the

teacher's house or student's home or a place allowing offline learning. This research is also reinforced by Hidayat's research that parents not only provide love, adequate facilities, and a living but are also teachers for their children because education is received by children from birth to adulthood.

The contribution of materials and actions given by parents and teachers of MI Masaran I and MI Tawing III GUPPI through learning media, learning facilities, mentoring, education, and motivation is useful for improving learning quality during the pandemic in line with achievement targets and expectations.

Deployment of Joint Capability by Parents and Teachers in Improving Learning Quality

The joint deployment of abilities by parents and teachers in improving learning in quality in the COVID-19 pandemic revealed findings, namely the mobilization of abilities by visiting homes and inviting parents to school. The cooperative relationship can be pursued by parents and teachers in various ways. This effort is made so that learning runs smoothly and the relationship between parents and teachers is getting closer so that it is possible to exchange information about children's development when learning is carried out using an online system at home.

In order to meet the target of achieving learning success and expectations, MI Masaran I and MI Tawing III GUPPI teachers exerted all their abilities by making home visits. This home visit can be interpreted as the teacher visiting the student's house, or vice versa, the student visiting the teacher's house. It was done when a new policy replaced offline learning with online learning. Offline learning was conducted by grouping or scheduling students. Thus, students in one class were given several waves to do face-to-face learning. It was done to continue to comply with the learning protocol so that children learned safely and comfortably. As stated,

"Pembelajaran di masa pandemic ini melalui whatsapp, pernah mencoba memai zoom tapi kurang berhasil karena banyak anak yang tidak bisa mengikuti. Meskipun dilakukan lewat WA tapi kita tetap

mengontrol kepada orangtua, atau melalui absen ketika pembelajaran agar anak tetap terfokus untuk belajar, setiap dimulai pembelajarn selalu absen dulu, kalau ada yang belum mengumpulkan tugas ya diingatkan di chat secara pribadi" (Interview with SH, Teacher of MI Masaran I on 02 July 2021).

[*"Learning during this pandemic is through WhatsApp. Learning once tried to use Zoom, but less worked because many children could not keep up. Even though it is done through WA, we still supervise through the parents or attendances when learning so that children stay focused on learning. Every time learning starts, it is always checked for attendance first. If someone has not submitted an assignment, they will be reminded in a private chat."*]

and also, another idea stated that

Segala usaha kami berikan kepada anak. Ketika pembelajaran apabila mampu mendampingi anak, anak kami damping. Kami selalu mengingatkan akan tugas-tugas anak seperti yang guru-guru mereka mengingatkan agar antara orangtua dan guru tidak ada yang tidak sejalan. Kami selalu mengingatkan untuk selalu belajar dan mengerjakan tugas karena kalau tidak rajin akan kalah dengan teman-teman yang lebih rajin lagi (Interview with WN, Parent of MI Tawing III GUPPI, student on 02 July 2021).

[*"We give all our efforts to the children. When learning, if we can accompany the child, we will accompany the child. We always remind the children's tasks, such as the teachers reminding them that there is no disagreement between parents and teachers. We always remind to study and do assignments because if the child is not diligent, the child will lose to friends who are even more diligent."*]

Moreover, during the pandemic, all learning was carried out remotely so that when offline learning was applied, children had the opportunity to get direct information from the teacher. In addition, when given the leeway to meet face-to-face, children who had only studied at home so far got motivated to study hard again.

These findings support Pratiningsih's research that visits to students' homes have positive impacts, namely giving children a feeling that the school is always watching them; the teacher has the opportunity to provide direct information about the child's development to parents or vice versa; teachers can motivate parents and children; teachers and parents are more open and able to work together in fostering children's abilities (Pratiningsih, 2017). Teacher visits to students' homes were also carried out to better understand children and their parents by knowing their backgrounds. This finding is also reinforced Natsir's research that if realized, the purpose of the home visit is to observe the development of children during learning at home, collect children's problems as a means to obtain information on the development and improvement of children, and a means to bring teachers and parents closer together in developing children's learning quality (Natsir et al., 2018).

Further, the implementation of online learning allows all policies to be carried out to improve learning quality. Visiting homes or inviting parents to school is an effort made so that children's learning goes well as expected. At MI Tawing III Guppi, apart from visiting children's homes, inviting parents to school was also done to exchange information about children's progress. It was carried out during the pandemic with the approval of the village head because all meeting activities must be done first with the permission of the village head. The activity was carried out in stages per two classes.

Activities organized by the school allow parents to attend so that it will have a positive impact. It means that when parents are invited to come to school, teachers and parents can directly face-to-face discussing the development of children (Pratiningsih, 2017). This statement is in accordance with the findings of this study. Talking about children's development will be easier when done face to face. The efforts implemented will also have a real impact. Thus, everything that can be given according to ability will be given for the progress and development of children in learning. Achievement targets and expectations are always prioritized so that there is an increase in the quality of learning.

Thus, it has an impact on the future of bright and good-character children.

Table 1. Research Results

| Problem Focus | Research Results |
|--|--|
| Responsibilities of parents and teachers in improving learning quality at MI Masaran I and MI Tawing III GUPPI | Involving parents in learning by guiding, assisting, and supervising in learning & establishing communication to solve problems when online learning by consensus |
| Joint contribution between parents and teachers in improving learning quality at MI Masaran I and MI Tawing III GUPPI | Getting involved in materials and actions in the form of giving data packets and credit, lending package books, providing facilities with cellphones, and providing learning media in the form of videos and voice recordings to clarify understanding |
| Deployment of joint abilities between parents and teachers in improving learning quality at MI Masaran I and MI Tawing III GUPPI | By visiting students' homes and inviting parents to school to facilitate the exchange of information about children's development in learning |

Discussion

The pandemic period requires learning to be done at home, including elementary school education. As the MI Masaran I principal expressed, learning continued as it should be in MI Masaran I. Even though it was done online, learning ran smoothly because parents supported learning and motivated children to keep learning. It also aligns with the MI Tawing III GUPPI principal's opinion that in online learning activities, e-learning was carried out so that assignments could be checked at any time since some parents were busy.

It can be concluded that online learning during the pandemic still involves parents in learning, where in addition to guiding, parents must also supervise and assist in understanding the material. It is supported by the MI Tawing III GUPPI principal's opinion that by establishing good communication with parents, supervision, and support in

understanding children's material absorption could be optimized.

Therefore, it can be inferred that by involving parents in learning, children's teaching and learning activities could run more smoothly because they could help supervise and understand the material so that children continue to get lessons (Sabatina, 2020). Involving parents in learning at home means that the communication established must also strengthen the relationship between teachers and parents. The first-grade teacher expressed that problems could be discussed well with deliberation to find solutions so that learning became good with good communication.

To minimize problems with data packages, materials, and others, both MI Masaran I or MI Tawing III GUPPI teachers donated in the form of data packages or printed books to support learning at home. In addition, all abilities to support smooth learning during the pandemic were also carried out so that children could continue to develop themselves and improve their abilities with all their understanding. Efforts were also made by visiting children's homes and inviting parents to school to discuss the actions to improve learning quality. As in the interview results, to facilitate learning, teachers provided explanations via WhatsApp to facilitate children's understanding. In addition, visiting children's homes and inviting parents to school was an effort made to develop children's abilities and character.

CONCLUSION

Based on the analysis, the researchers used cooperation indicators according to West in *Effective Teamwork* that cooperation is measured from three elements: shared responsibility, mutual contribution, and joint deployment. In this study, the responsibility of parents and teachers in improving learning quality in the COVID-19 pandemic era was to involve parents in children's learning at home so that parents could help in learning at home, foster self-confidence, improve children's achievements, enhance child-parent relationships, and make them have a better understanding of children's learning. It was also by establishing good communication between parents and teachers to exchange

information about children for problem-solving amicably so that children could succeed in learning in the COVID-19 pandemic era.

Joint contributions between parents and teachers in improving learning quality in the COVID-19 pandemic era were given in several types: donations in the form of giving data packets and credit and lending textbooks from schools; mobile learning media with a WhatsApp application from parents; providing learning videos and voice recordings to support online learning at home. Then, when offline learning was implemented, teachers and parents provided full facilities for face-to-face learning at the teacher's house or the student's house. Contribution efforts were made to support learning implementation in accordance with the targets and expectations.

The deployment of joint capabilities by parents and teachers in improving learning quality in the COVID-19 pandemic era was also carried out by visiting students' homes and inviting parents to school. Visiting students' homes aimed to see children's development while learning was carried out at home, resolve problems related to child development, and bring parents and teachers closer to facilitate the exchange of information about children. Meanwhile, inviting parents to school aimed to discuss children's development with a face-to-face system so that the exchange of opinions was easy to express directly to improve learning quality.

For the government through relevant authorities, the results of this study can be used as a reference in the application of parent-teacher collaboration in improving learning quality in the COVID-19 pandemic era. For other researchers interested in researching the cooperation of parents and teachers in improving learning quality, the results of this study can be used as an implementation model to increase parent-teacher cooperation and become a reference so that they always work together to improve children's learning quality.

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