LEARNING FROM HOME: SCHOOL AND PARENTS COLLABORATION IN MI MA'ARIF DARUSSALAM PRAMBANAN, YOGYAKARTA

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Abstract: *The application of online learning during the covid-19 pandemic requires parents to be involved in the learning process. Learning will not be carried out effectively and efficiently if parents do not contribute to the learning objectives that have been set. This study aims to obtain information about the form of collaborati on between parents and teachers carried out during online learning. The research method used is qualitative with a descriptive approach where the data source consists of primary and secondary data. The data collection techniques in this study used observation, interviews, and documentation. Meanwhile, the data analysis technique was processed through three stages, namely data reduction, data presentation, and conclusion drawing. The results showed that the form of collaboration between parents and the school was by forming an organization chaired by one of the guardians of the students named Paguyuban. This organizational structure was formed to facilitate communication and collaboration between schools and parents. In addition, the purpose of the organization is also as a forum for discussion of policies that will be implemented by the school based on the decision of the Head of School. As for the form of collaboration between parents and the school, parents act as providers of facilities, educators, and supervisors during the implementation of online learning. It is hoped that the collaboration between parents and the school will not only last during the implementation of online learning, but can be sustainable with or without the pandemic that is sweeping the world today so that innovative, collaborative, effective, and efficient education can be realized.*

Keywords: *Learning From Home, Collaboration, Parents and School*

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INTRODUCTION

The COVID-19 pandemic has impacted all aspects of life, including education. Education is defined as a means to shape humans into individuals who can face the challenges of the times. So education must also be ready to respond to all forms of changing times itself (Rahmi, 2020, pp.114). One form of change caused by the COVID-19 pandemic in the world of education is online learning which requires students to study from home and is the right solution for the pandemic situation (Rasmitadila, 2020, pp. 3). This situation is a new challenge for every level of education to be able to transform and adapt to implementing online learning. This of course triggers some obstacles as well as obstacles for stakeholders who affect it, including parents.

The obstacles faced during online learning include the readiness of human resources which include the readiness of teachers in teaching, the readiness of students during online learning, as well as the support and contribution of parents during online learning (Basar, 2021, pp. 208); there is no proper curriculum and limited facilities and infrastructure, especially technology support and internet networks (Ahsani, 2020, pp. 4). This statement is in line with what was conveyed by the principal of MI Ma'arif Darussalam Prambanan regarding the problems and obstacles that arise during online learning such as inadequate infrastructure, limited learning facilities such as lack of technological tools, lack of quota support, and internet networks that do not support by conditions geography of students and teachers. In addition, other problems that arise during online learning are the lack of understanding of students in capturing the material taught by the teacher and giving a lot of assignments, resulting in boredom and decreased student enthusiasm for learning. Therefore, parents have a very important role and contribution in assisting, educating, supervising, and providing for the needs of students when online learning takes place (Principal of MI Ma'arif Darussalam, 2021). In this regard, building a cooperative relationship between the school and parents is certainly highly expected to create continuity in effective and efficient online learning.

Based on the description above, effective and efficient learning certainly cannot be separated from the role, contribution, and cooperation of parents and the school both in terms of guiding to providing needs such as online learning facilities and infrastructure such as cellphones, laptops, internet quotas and so on (Wistanto, 2021). In this regard, the author realizes that there have been many studies on online learning, including the one conducted by (Saifulloh & Darwis, 2020) who explained that in the implementation of online learning, schools and parents must be ready to regulate management and management. Learning starts from planning, organizing, actuating, and evaluating. However, this study only discusses online learning in a general scope in carrying out learning activities during the pandemic to provide the best and excellent service by the SOPs that have been set by the government. Furthermore, research conducted by (Rahmi, 2020), this study aims to analyze the innovations that arise during online learning. So that these innovations can have a positive impact, solutions, and the prevention of COVID-19 can be implemented properly. The results of his research show that government policies on the implementation of online learning have an impact on the emergence of new concepts related to learning innovations that can be applied, including collaboration between parents and schools, learning as an opportunity as well as a challenge, and blended learning models. However, this research has differences from the research that the author did, where the research above only discusses the concept, while this research examines how the form of collaboration carried out

by MI Ma'arif Darussalam, Yogyakarta with parents of students during online learning is applied. Furthermore, the author cites the research conducted by (Suciati and Syafiq, 2021, pp. 1-15). This study aims to provide an overview of the problems faced by parents in accompanying their children to study at School From Home. The results of his research show that the lack of experience and knowledge in teaching children, the non-interactive learning system of the school, and the lack of motivation for children's learning during distance learning make it difficult for parents to help their children learn. This research represents the problems experienced by parents in accompanying their children to study at home. However, this study has not discussed how or solutions that can be applied by schools to solve problems experienced by parents.

Thus, in this research, the author will examine and review the form of collaboration between schools, in this case, MI Ma'arif Darussalam, Prambanan Yogyakarta, and the parents of students. As it is known that parents have an important role in the growth and development of children, in addition, parents play the main role in smooth and successful learning. Thus, the implementation of online learning during the pandemic must have been planned, developed, and the implementation stage is a collaboration between schools and parents (Hasim, 2010, pp. 3-4). So that the achievement of learning objectives can be achieved as expected even in a pandemic that is sweeping the world right now.

METHOD

This study uses qualitative research methods descriptive approach to describe the object of research and the results that emphasize the data collection process system, not just with conclusions alone. Furthermore, the data sources in this study use primary and secondary data sources. Primary data sources were obtained by conducting interviews with related parties consisting of principals, class teachers, parents, and students. Secondary data are obtained from school documents, government, scientific journals, books, and other documents that have a connection with this study. Data collection techniques are carried out by observation, interviews, and documentation. In observation techniques, the author observes things related to space, time, place, event/ event, purpose, and so on; meanwhile, interviews and documentation are carried out as previously described at the source stage of the data obtained. Furthermore, in analyzing the data, the authors use techniques that include: data reduction, data presentation, and conclusion.

RESULT AND DISCUSSION

Carrying out online teaching and learning activities is certainly not an easy thing to do, especially at the level of elementary school students. The transformation of learning from face-to-face to distance learning appears to several obstacles that must be faced by teachers or parents, ranging from limited facilities to limited ability to accompany students during online learning. Thus, in these conditions and situations, the involvement of parents is important to realize effective and efficient learning. Related to this, in addition to the school, parents are also required to be able to adapt to the new atmosphere and also participate actively in supporting student learning activities (Rochanah, 2017, pp. 188-204).

The application of online learning makes parents the main characters. Parents must provide all student learning needs such as mobile phones, and wifi/internet quota (Wistanto, 2021). In addition, parents are also actively building communication with the school, especially teachers about materials that have been studied and have not yet been understood by students (Tukiman, 2021). Thus, through the form of parental involvement in school learning programs and parenting

at home students have a relationship and can provide maximum results (Rochanah, 2017). Therefore, the cooperation of all related parties or stakeholders in the implementation of learning both during a pandemic or post-pandemic needs to be improved.

Related to this, based on the data obtained by the author based on the results of observations, MI ma'arif Darussalam has formed an association of students 'parents called "association" This organization is chaired by one of the parents who are elected by deliberation. Furthermore, in the form of the management structure of each class with several coordinators as the head of the Association of each class. The establishment of this association aims to facilitate schools to coordinate, cooperate, and be actively involved in school policy in making decisions. However, the presence of a pandemic requires schools to reconstitute the right strategy by adjusting to a previously designed strategy (Dian, 2021). In addition, the meeting of teachers and parents is also a place for friendship and can share knowledge related to student cognitive development, the spirit of educating students during online learning, and agreeing on things established based on a joint decision (Suminip, 2021). Thus, through the community as a form of cooperation between the school and parents, in addition to improving better communication between the two parties, it will also have a positive impact on the academic and emotional development of students and the social development between parents, both directly and through online media.

Collaboration between teachers and parents should be well organized and neat, for example, in designing and making learning methods that are fun and require students to be more active so that various questions arise that want to be known between students and teachers, friends, or parents when accompanying them to learn from home. For this reason, this activity can encourage the cooperation of teachers and parents to help each other in preparing for the needs of students and achieving the goals that have been set (Syamsidar, 2021). Thus, it can be concluded that the cooperation between teachers and schools is a joint effort in achieving the goals and improving and developing the academic potential of students as a whole, in online learning, the contribution of parents in accompanying students to learn greatly affects the learning outcomes of children themselves. this is because parents are the spearhead and the main figure in the success of student learning. to that end, the following authors describe the contribution of parents as a form of cooperation with the school of MI Ma'arif Darussalam in online learning:

Parents as Facility Providers

Online learning cannot be done if the role of parents as facility providers is not fulfilled. In this case, parents are obliged to provide facilities to support student learning programs related to all learning needs such as tools or online media equipment consisting of Hp/laptop, internet quota, or wifi (Wistanto, 2021). In addition, parents also play a role to help and provide other school needs such as masks, hand-sanitizers and other health protocol equipment when defending the new normal era, this is done to provide comfort to teachers and other school parties while serving at school (Dian, 2021).

Thus, in this case, parents are said to be facilitators in the implementation of online learning. Therefore, the role of parents as facilitators is very influential on the development of students. in addition, the role of parents to students during online learning consists of mentoring learning while at home, establishing good communication, providing trust, supervision, motivation, and directing students to be more independent, as well as evaluating each student's learning

activities so as to increase the spirit and motivation of learning.

Parents as Educators

Online learning during the pandemic also requires parents to act as educators. Regardless of what profession it is. As educators, parents should formulate goals to determine what kind of learning will be applied to their children (Oviyanti and Sukiman, 2019, pp. 139). Regarding this, parents should be able to divide their time to work, accompany, and educate their children during the learning process. For this reason, parents are obliged to accompany, pay attention and become study companions as well as teachers. Therefore, parents not only provide affection, sufficient material, and other luxuries but also parents must educate and guide their children. Because basically, the first child's education is obtained from both parents (Hidayat, 2018, pp. 83).

Referring to the description above, the demands of parents who act as educators, of course, experience some problems that must be faced. However, these problems can be made as a challenge as well as an opportunity for parents to work with the school, and pay more attention to the level of development of their children in the field of Education. Like his thing, the parents do not understand the ongoing material, especially on the subjects of Mathematics, English, and Arabic so confusion when accompanying their children to learn. This is not spared due to the diverse educational background of parents (Rahmi, 2020, pp. 111-123). But even so, MI ma'arif Darussalam's parents try to establish good cooperation by building communication-related to materials that students have not yet understood (Wawancara: Tukiman, 2021). This is done so that parents can explain again related to the material that the teacher has given to their children. Therefore, parents who act as teachers in online learning have a dual role, namely as parents, teachers, playmates, and study companions.

Parents as Supervisors

The next form of parental collaboration in online learning is to act as a supervisor. This is not much different from the role of parents that has been discussed before, the role of one with the other has a significant relationship or relationship. But what distinguishes the role of parents as supervisors is that parents must be able to give a great influence on the success of students. so that activities involving parents as supervisors can help students in the development of literacy, intellectual, motivation, and also achievement (Yulianinngsih, 2020, pp. 113). Through this role, parents are required to supervise students learning online, in addition to achieving the learning objectives that have been set as well as correcting mistakes that can be fatal to the development of the students themselves. Therefore, the role of parents in this matter is needed for the continuity of effective and efficient education. Therefore, it can be seen that education is not only the responsibility of the government and the school but also a shared responsibility between the government, the school, and parents.

Related to this, in accompanying and supervising students learning, parents must have a patient nature in guiding students to learn, because in this situation parents become the main characters who act as tutors who replace teachers in schools. For this reason, parents must be able to assume this role to monitor the movements and behavior of students when online shopping is applied, be it social, spiritual, or other behaviors (Suminip, 2021). The form of supervision carried out by parents aims to assist students in doing every task obtained from the teacher. In this case, parents actively establish communication with good gnat students who are motivated to stay motivated during online learning. In addition, other forms of communication

carried out by parents are by asking the extent to which students understand the material provided by the teacher and re-examining the tasks that have been done before being collected to the teacher. Furthermore, with parental supervision during online learning, parents can supervise students in the use of online learning facilities so as not to open sites that are not eligible to be opened and viewed (Mujianto, 2021). This statement, of course, is familiar to all parties, where when online learning is without parental supervision, it turns out that students are not learning, they are negligent by playing online games or watching content that has no relevance to on going learning materials on youtube.

Based on the reviews above, it is clear that the success of students in the learning process is inseparable from the involvement of parents who act as facility providers, educators, and supervisors to control the extent to which the level of understanding of students in the teaching and learning process to achieve the learning goals that have been set. Therefore, good cooperation between the school and parents can lead students to the ultimate goal of shared expectations.

CONCLUSION

The contribution of parents to online learning has a very significant influence. Therefore, collaboration between schools and parents in a pandemic situation is necessary to achieve the learning goals that have been set. In this case, parents are required to be able to provide facilities and other learning needs to support the implementation of the teaching and learning process effectively and efficiently. In addition, parents are also obliged to assist, educate, and supervise students in the online learning process despite the limited time that parents have. Through collaboration, parents can control the extent of their child's development in various aspects of life, so that they can take what actions need to be taken to

overcome the shortcomings that students have. This is due to the potential and development of students can not be separated from the responsibility of parents. The involvement of parents can encourage the motivation and spirit of learning of students despite being implemented during a pandemic.

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