

Digital Learning: Indispensable Impact of Parental Involvement toward Children's Learning Beyond The Pandemic Era (A Literature Review)

Haryasena Panduwiyasa¹, Fariz Rifqi M², Elvaretta Alexandra³, Mayla Fatima Putri I.Y⁴,
Izzafi Aziz Mannan⁵

haryasenapandu@telkomuniversity.ac.id¹, farizrifqiaiz@student.telkomuniversity.ac.id²,
elvarettaalexa@student.telkomuniversity.ac.id³, maylafatima@student.telkomuniversity.ac.id⁴,
izzafi@student.telkomuniversity.ac.id⁵

Universitas Telkom, Bandung, Indonesia^{1,2,3,4,5}

Abstract. In the light of digital education towards Society 5.0 and the transformation of learning in the post-pandemic era, this study investigates the impact of parental influence on children's motivation to learn across three distinct phases of the COVID-19 pandemic: pre-pandemic, during the pandemic, and post-pandemic. Parents have served as primary motivators in fostering a conducive and effective learning environment to enhance children's intrinsic motivation naturally. However, the COVID-19 pandemic necessitated changes in parenting styles and approaches, significantly altering parents' involvement in education and requiring a reassessment of previous norms and rules. This literature review aims to elucidate the influence of parents on children's learning motivation considering the revolutionary changes brought about by the pandemic, focusing on the transition to digital learning. Employing the PRISMA method, the review examines the role of parents in motivating children's learning through an analysis of relevant research and historical literature, synthesizing new knowledge for practical application. The findings provide a comprehensive overview of the challenges and strategies parents employ to inspire learning amidst the shift towards hybrid education, offering valuable insights into the evolving role of parents during time change.

Keywords: Digital learning, Parental involvement, Learning motivation, Literature review, Post pandemic

1 Introduction

According to the research by [1], COVID-19 pandemic has undoubtedly precipitated a seismic shift in various facets of society, with perhaps one of the most profoundly affected domains being education. The onset of the pandemic prompted a rapid transition from traditional onsite learning to remote and hybrid models, disrupting established paradigms and necessitating unprecedented adaptations. Central to this transformation was the recalibration of the parent-child dynamic within the educational landscape [2].

Before the pandemic, parental involvement in education was typically construed within the framework of tangible, day-to-day activities [3]. Parents were acknowledged as significant contributors to their children's academic journey, engaging in tasks such as homework assistance, participation in school events, and facilitation of extracurricular activities [4]. However, the abrupt pivot to online learning environments necessitated a reevaluation of these roles, thrusting parents into more diverse and prominent positions in their children's educational endeavors.

Research conducted by [5] underscores the pivotal role of parents in their children's education, highlighting the multifaceted nature of parental involvement beyond mere academic support. Prior to the pandemic, the traditional educational structure provided a familiar framework within which parents could fulfill their supportive roles. However, the transition to online learning via digital environments precipitated a fundamental reconfiguration of parental engagement, requiring caregivers to navigate unfamiliar terrain and adapt to new modes of participation [6].

[7] Emphasizes the significance of understanding parental roles in education, particularly in the context of the pandemic-induced shift to digital learning. While parental involvement was traditionally confined to conventional activities such as homework assistance and school event attendance, the exigencies of online education necessitated a broader spectrum of parental engagement. Parents found themselves assuming roles as facilitators, mentors, and advocates, actively shaping their children's educational experiences in digital environments [8].

According to [9] underscore the pivotal role of parental support in mitigating the challenges associated with online learning. As schools scrambled to adapt pedagogical practices to digital platforms, parents emerged as crucial allies in fostering a conducive learning environment at home. Beyond academic assistance, caregivers were tasked with creating structured routines, managing technological challenges, and providing emotional support to help children navigate the complexities of remote education [10].

The transition learning by using digital platform also highlighted the importance of parental involvement in fostering intrinsic motivation and self-regulated learning. According to research by [11] emphasize the critical role of parental encouragement and reinforcement in cultivating children's sense of autonomy and ownership over their learning process. In the absence of traditional classroom structures, parents played a pivotal role in nurturing students' motivation, resilience, and adaptability in the face of unprecedented challenges.

[12] highlight the evolving nature of parental roles in education and the need for comprehensive support structures to empower caregivers in navigating the complexities of online learning. As the educational landscape continues to evolve in the post-pandemic era, understanding and harnessing parental involvement will be essential in promoting equitable access to education and fostering positive learning outcomes for all students [13].

This literature review carries a pressing need to delve deeper into understanding the profound impact of parental attention and norms on students' motivation amidst the transition in education—both pre, during, and post-COVID-19. Exploring this study becomes crucial as it not only sheds light on the immediate challenges posed by the pandemic but also unravels the long-term implications on educational paradigms [14]. By promoting the dynamics of parental involvement and expectations within the context of evolving educational landscapes, this research aims to unearth the intricate interplay between familial influences and learning motivation in digital learning evolution nowadays.

2 Method

The PRISMA (acronym of Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method illustrated in the flowchart provides a structured approach to conducting a systematic literature review. This procedure aims to uncover current results and new advancements in the subject in addition to helping the reader understand important topics [15], [16]. In order to ensure the quality and sustainability of the conversation in the articles that will be generated, as well as to deepen the theoretical foundation, it is intended that this research will make a substantial contribution.

The process begins with the identification of main and secondary resources, encompassing journals, reports, and observations. An initial literature analysis is performed, yielding 372 potential studies. This broad collection aims to capture all relevant literature on the topic under investigation. The next step involves removing duplicates for relevancy, reducing the pool of studies to 127. This step ensures that only unique and pertinent studies are retained for further analysis, avoiding redundancy and maintaining the focus on relevant data. Additionally, secondary resources undergo a similar duplication removal process to further streamline the dataset.

Following the removal of duplicates, the eligibility of the remaining studies is assessed based on topic similarity and relevance. This critical appraisal step narrows down the studies to 47, ensuring that only those directly pertinent to the research question are considered. This phase is crucial for maintaining the quality and focus of the review, eliminating studies that do not align with the core objectives of the investigation.

The final step involves a thorough review of the eligible studies, resulting in 19 studies being included in the systematic review. These studies are selected based on their rigorous adherence to the predefined criteria of relevance and quality. The inclusion of these studies represents a comprehensive and focused collection of evidence that addresses the research question effectively. The PRISMA method flow can be seen on Figure 1:

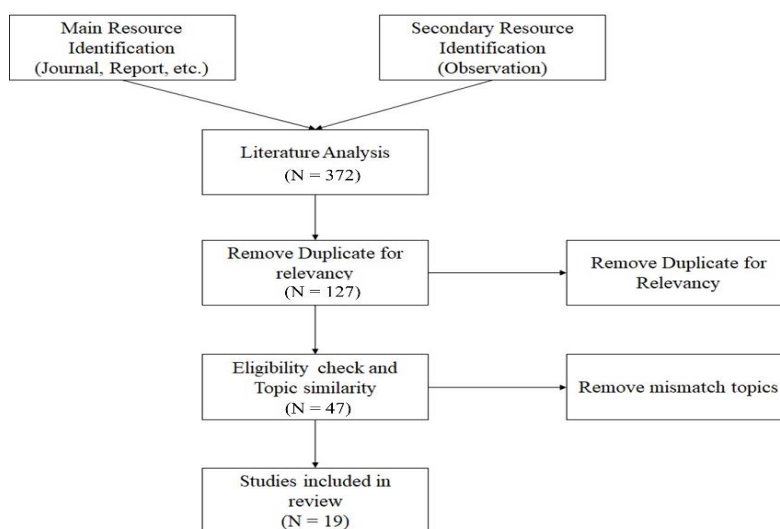


Fig. 1. PRISMA Research Method

An in-depth examination of how parents not only survived the pandemic but also prospered in the face of hardship is necessary, as this revolutionary transition from traditional to more involved parenting roles marks a turning point in the history of education [17]. Given the changing nature of education, a thorough examination of the numerous ways parents became motivators and influenced their kids' learning experiences beyond pre-pandemic expectations is essential [18].

Inspired by these considerations, the research seeks to explore about journals and reveal the subtleties of parental involvement in fostering children's education during three different time periods: before, during, and after the COVID-19 pandemic [19]. By carefully analyzing the development of parental roles and their significant influence on kids' motivation, this research hope to significantly add to the corpus of knowledge [20].

The three temporal phases (which are prior, on-going, and post pandemic) provide interesting concern into parent-child motivation in a general background [20]. Prior to COVID-19, parental participation was frequently limited to traditional and direct interaction with responsibilities that prioritized regular academic participation [21]. This balance was upset by the pandemic, which forced parents to take on new responsibilities as both holistic learning environment designers and academic allies. The parent-child dynamic changed significantly during COVID-19, so it's important to look more closely at how parents became motivators in the face of extraordinary difficulties [22].

Examining the long-lasting effects of these remarkable events on the parent-child bond is important as entering the post-COVID-19 era. What changes have you seen in the roles of parents? What long-lasting adjustments have been made to the way kids are motivated to learn? The review seeks to offer a thorough grasp of the complex interactions between parent and child motivation in the dynamic field of education by analyzing these questions. This investigation acknowledges the pandemic's long-lasting influence on the paradigm of education, extending beyond the times preceding, during, and following the world crisis [23]

3 Result and Discussion

The meticulous examination and filtering process, encompassing 372 journals, culminated in a meticulously curated selection of 19 journals through the rigorous application of the PRISMA method. This methodological approach not only ensured the comprehensiveness of literature review but also facilitated the identification of key trends and patterns across a diverse array of scholarly works. Within this refined corpus of literature, a prominent theme emerges: the pivotal role of parental influence in shaping students' learning motivation.

One of the most prominent themes emerging from the review is the substantial impact of parental influence on students' motivation to learn. This influence operates through various dimensions, including direct involvement in academic activities, the cultivation of educational norms and values within the family, and the establishment of explicit expectations. The literature consistently emphasizes the role of parents not only as facilitators of the learning process but also as key agents in shaping the motivational frameworks within which students operate.

Parental influence manifests itself in multifaceted ways, ranging from direct involvement in academic activities to the establishment of expectations and norms within the household. Numerous studies within reviewed literature underscore the significance of parental support and encouragement in fostering a positive attitude towards learning. For instance, active engagement

in a child's educational journey, such as assisting with homework, attending parent-teacher conferences, and fostering a conducive home environment for study, has been consistently associated with heightened levels of motivation and academic achievement.

Furthermore, the establishment of clear expectations and aspirations by parents plays a crucial role in shaping students' intrinsic motivation towards learning. When parents communicate high expectations and demonstrate a belief in their child's abilities, it instills a sense of self-efficacy and purpose, driving the student to strive for excellence. Conversely, the absence of parental involvement or the imposition of unrealistic expectations can lead to feelings of inadequacy and disengagement from academic pursuits. All the literature review result can be seen on Table 1:

Table 1. Literature Review Result

Title and Author	Sample	Research Purposes	Method	Findings	Advantages and Disadvantages
The Role of Parental Involvement Towards the Students' Learning Motivati on [5]	The research sample is 136 fourth grade student with a guidance of their own parents/g uardian – Prior COVID-19 Pandemi c. (N = 136)	To identify the role of parental involvement in influencing students' learning motivation. Specifically, the goal is to determine the relationship between parental involvement and learning motivation among fourth-grade students in elementary school.	The research utilizes a questionnaire as the primary instrument for data collection.	The analysis indicates a significant positive relationship between parental involvement and students' learning motivation. The regression equation is provided	Advantages: The research contributes to understanding the importance of parental involvement in enhancing students' learning motivation. Disadvantages: The study focuses on fourth-grade students in a specific context, limiting its generalizability to other grade levels or educational settings.
COVID-19: The Effect of Lockdown on Children's Remote Learning Experience - Parents' Perspective, [24]	The research surveyed 260 respondents residing in Nigeria across all six Geopolitical Zones, since On-going COVID-	To investigate parental views towards their children's education impacted by the ongoing stay-at-home measures in the country.	The study uses a survey-based approach to collect data from parents in Nigeria during the early stages of the COVID-19 pandemic and school closures.	The research found that despite access to TV/radio and computers, many children had limited learning during the lockdown. Less than half used computers for education, and working parents struggled to support learning. TV/radio was more common in lower-income households due to internet	The study offers valuable insights into the challenges faced by both children and parents during school closures, highlighting the critical role of technology in facilitating learning during such disruptions. Its focus on the impact of COVID-19 on education, particularly within the context of Nigeria, addresses an important and timely issue. However, the

Title and Author	Sample	Research Purposes	Method	Findings	Advantages and Disadvantages
	19 Pandemic (N = 260)			costs and lack of devices.	study also has several limitations. The small sample size and limited representativeness may restrict the generalizability of the findings, and the exclusion of vulnerable populations and individuals with lower education levels could introduce bias, as their perspectives are not reflected. Additionally, the study does not provide a discussion of potential solutions or policy recommendations, which limits its practical applicability for addressing the identified challenges.
Parenting Strategy for Enhancing Children's Self-Regulated Learning [25]	The respondents included parents from 18 districts across 9 cities, and data analysis utilized both quantitative and qualitative approaches. (N = 162)	To create effective childcare strategies that focus on self-regulation, specifically targeting children's abilities in metacognition, and motivation, and behavior. These strategies are intended to reduce problems associated with the transition from pre-school to elementary school.	The study adopts a research and development approach typically involving systematic steps in developing and testing the effectiveness of the method.	The study's findings support the theory that students in early primary level classes are in the earliest stages of developmental stage. At this age, all aspects of childhood growth were progressing rapidly. One of these is a component of their intelligence.	Advantages: Conducts systematic testing, including one-to-one, small group, and field trials, to assess the effectiveness of the developed parenting strategies. Disadvantages: The reliance on parental self-reports for evaluating the effectiveness of the manual book may introduce biases, as parents may provide socially desirable responses.
The Analysis of Parental	The study aims to understand	To investigate the extent of parental involvement in enhancing	The research methodology involves a combination	The results indicate that parental participation in enhancing	Advantages: The research addresses a timely and relevant issue – the impact of

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Participation in Improving Children's Learning Motivations During The Covid-19 Pandemic [26]	nd the role of parental participation in improving children's learning motivations during the pandemic. The study seeks to identify and analyze three key aspects: facilities, time, and child psychology, as they relate to parental participation in supporting children's education during the pandemic. (N = 103)	children's learning motivation in the context of distance learning imposed by the COVID-19 pandemic. The study seeks to identify and analyze three key aspects: facilities, time, and child psychology, as they relate to parental participation in supporting children's education during the pandemic.	of literature review and survey methods.	children's learning motivation during distance learning consists of three main aspects: facilities, time, and child psychology. The majority of parents, as revealed by the survey, actively provide necessary facilities, allocate time for guiding children, and offer psychological support, including encouragement, praise, and advice, to boost children's enthusiasm for learning.	the COVID-19 pandemic on education and the role of parents in mitigating its effects. Disadvantages: The survey relies on self-reported responses from parents, which may introduce biases and subjectivity into the results.
Their Children's Online Learning Process, [22]	The problem addressed in this journal is the impact of the COVID-19 pandemic on children's online learning processes, with a focus on the role of parents in supporting their children's education.	The aim of the study is to explore how parents support their children's online learning during the pandemic and to identify the challenges they encounter in the process. The research also touches on the impact of parents' income and education levels on their ability to support their children's education.	The methodology used in this study involves qualitative case study research. The data was collected primarily through open-ended interviews with parents who were supporting their children's online learning.	The findings indicate several important themes related to parents' role in supporting their children's online learning during the pandemic. These themes include the impact of parents' income and education, time management challenges, and the particular challenges posed by younger children who are less familiar with online learning.	Advantages: The study highlights the importance of considering parents' income and education levels when designing support mechanisms for children's online learning. Disadvantages: The study's findings are based on a small number of participants and may not be easily generalizable to a larger population.

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	n during this challenging time (N = 27)				
Parents' Perceptions of Student Academic Motivation During the COVID-19 Lockdown: A Cross-Country Comparison [27]	The impact of COVID-19 Pandemic on student academic motivation during lockdown and post lockdown	The purpose of the research was to learn more about the challenges students faced during the pandemic and the ways in which schools and parents tried to support them.	The researchers used a survey to collect data from parents of Italian and Portuguese students. The survey asked questions about students' academic motivation, participation in extracurricular activities, and other factors related to their well-being.	Parents can nurture their children's motivation by using several practices that aim to satisfy the psychological needs for competence, autonomy, and relatedness	Advantages: It has a large sample size, which means that the results are more likely to be generalizable to other populations. Disadvantage: It relies on parental self-report data, which means that the results may be biased. For example, parents may have overestimated or underestimated their children's academic motivation.
Children's Motivation to Learn at Home During the COVID-19 Pandemic: Insights from Indian Parents [28]	The decrease in motivation to learn at home by children and studying during the COVID-19 pandemic in India. The survey are conducted	The purpose of the research was to learn more about the factors that influence children's motivation in learning during the scourge of COVID-19 and how parents motivated their children.	The researchers used a survey to collect data from parents of children in India. The survey asked questions about children's motivation to learn, household income, academic achievement, parents' enjoyment of homeschooling, and the availability of	The COVID-19 pandemic has had a negative impact on children's motivation to learn, with Indian children being on average about 10% less motivated to learn at home than at school pre-COVID-19	Advantage: It provides insights into how parents motivated their children during the pandemic in India. Disadvantage: It is correlational, which means that it cannot prove that the factors identified caused changes in motivation.

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	d for 30 family (N=134)		technological devices.		
Strength-Based Parenting and Academic Motivation in Adolescents Returning to School After COVID-19 School Closure: Exploring the Effect of School Belonging and Strength Use [23]	Adolescents aged 12-18 years, returning to school post-COVID-19 pandemic. Participants are from urban and rural areas. (N = 482)	The research objective is to investigate the effect of strength-based parenting on the academic motivation of adolescents that return to new normal activities at school after the COVID-19 closures.	The researchers used a survey to collect data from parents of children in India. The survey asked questions about children's motivation to learn, household income, academic achievement, parents' enjoyment of homeschooling, and the availability of technological devices.	The COVID-19 pandemic has had a negative impact on children's motivation to learn, with Indian children being on average about 10% less motivated to learn at home than at school pre-COVID-19	Advantages: It provides insights into how parents motivated their children during the pandemic in India. Second, the study is large-scale, which means that the results are more likely to be generalizable to other populations. Disadvantages: The study has one main disadvantage. It is correlational, which means that it cannot prove that the factors identified caused changes in motivation.

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Mindset and perceived parental support of autonomy safeguarded adolescents' autonomous motivation during COVID-19 home-based learning [29]	Adolescents aged 13-17 years who experienced home-based learning during COVID-19, from middle and high schools. (N = 236)	The purpose of the research was to examine the impact of mindset and perceived parental support on motivation during and post COVID-19	The researchers used a survey design to collect data from a group of Dutch adolescents and their parents. The survey asked questions about adolescents' mindset, perceived parental support, feelings of school burnout, and autonomous motivation.	Parents' perceptions of secondary school students' motivation and well-being changed during the COVID-19 lockdown, with the moderating role of student characteristics	Advantages: It provides insights into the effects of mindset and perceived parental support on autonomous motivation in adolescents during COVID-19 home-based learning and that it uses a variety of measures to assess the key variables. Advantages: One disadvantage of the study is that it is cross-sectional, which means that it cannot prove that mindset and perceived parental support cause changes in autonomous motivation.
Parents' Perceptions of Secondary School Students' Motivation and Well-Being before and during the COVID-19 Lockdown: The Moderating Role of Student Characteristics [30]	Secondary school students aged 11-19 years and their parents, diverse in socioeconomic backgrounds. (N = 652)	Investigate the Impact of COVID-19 Lockdown Assess Changes in Need Satisfaction, Analyze Changes in Motivation and Well-being, Explore Differential Effects	Design, Participants, Instruments, Data Analysis	The study showed that the COVID-19 lockdown negatively impacted Dutch children's education and well-being. Specifically, during the lockdown, there were decreases in children's need satisfaction, motivation for schoolwork, and overall well-being. The impact of the lockdown varied based on student characteristics, with students having special educational needs, such as gifted students and those	The advantages of this study include its timely relevance, as it addresses current issues pertinent to the context of learning motivation and parental influence. The study is comprehensive in its approach, utilizing well-established scales to ensure robust measurement of variables. Additionally, it includes an exploration of potential moderators, providing a nuanced understanding of factors that may influence the primary relationships studied.

Title and Author	Sample	Research Purposes	Method	Findings	Advantages and Disadvantages
				with behavioral disabilities, experiencing somewhat milder negative effects compared to those without special education needs.	
Parents Role in Learning of Elementary Students During the Covid-19 Pandemic [20]	Elementary school students aged 7-12 years and their parents, focusing on urban areas. (N = 60)	The research aims to analyze the role of parents in elementary students' learning process during the COVID-19 pandemic. Specifically, it seeks to understand how parents act as teachers, facilitators, motivators, and influencers in their children's education.	The research uses a qualitative approach with descriptive methods.	The results of the research indicate that parents play a significant role in their children's learning during the COVID-19 pandemic. They serve as teachers, facilitators, motivators, and influencers. Parents have actively engaged in guiding their children's learning, providing necessary facilities, offering motivation, and monitoring their children's progress. The research suggests that parents' involvement is crucial in maintaining a positive learning environment during online education.	Advantages: The research shedding light on the vital role of parents in supporting elementary students' education during the pandemic. It provides insights into how parents can effectively contribute to their children's learning. Disadvantages: It may include potential biases or limitations in the sample population, as the study involves only 60 respondents.
The role of teachers and parents to improve children's motivational	Elementary students aged 6-11 years, with teachers and parents collaborating from	To Analyze the roles of teachers and parents in motivating children to participate in online learning during the COVID-19 pandemic. Explore whether parents mediate the	The research used a survey questionnaire distributed via Google Form to parents of preschool and elementary school students across 17	The study found that, during the COVID-19 pandemic in Indonesia, parents played a significant role in motivating children to engage in online learning at home. They also mediated the	This study has several advantages, beginning with its focus on a relevant and timely topic: the shift to online learning during the pandemic. It provides valuable insights into the roles of both teachers and parents in fostering

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learning in pandemic situation [15]	suburban areas. (N = 374)	impact of teachers on children's learning motivation.	provinces in Indonesia.	impact of teachers on children's learning motivation. However, the direct role of teachers in motivating students was not significant.	students' motivation for online learning, highlighting the importance of support networks in virtual education contexts. Additionally, the use of Structural Equation Modeling (SEM) enables a robust analysis of the research model and hypotheses, enhancing the reliability of the findings. However, the study also has limitations. Its focus on the Indonesian context may limit the universality of the findings, potentially reducing applicability to other educational settings. The reliance on survey methodology introduces the risk of self-reporting and social desirability biases, which may impact the accuracy of responses. Furthermore, there is limited exploration of specific strategies and practices by teachers and parents for directly enhancing student motivation, which could offer practical applications of the findings.
Parents' New Role and Needs During the COVID-19	Parents of children aged 5-18 years, from various geograph	To investigate parents' experiences and challenges during school closures. The research also examines the role of Parent	-Qualitative research design using semi-structured interviews with ten	Parents took on new teaching roles, especially mothers from vulnerable groups facing challenges in language lessons.	The research provides substantial advantages by offering in-depth insights into the specific challenges families faced with parental involvement (PI) during the

Title and Author	Sample	Research Purposes	Method	Findings	Advantages and Disadvantages
Educational Emergency [16]	ical regions and educational backgrounds. (N = 562)	involvement in relation to self-efficacy, beliefs, and contribution to children's emergency remote education.	mothers and two teachers. -Data collection through open-ended and closed-ended questions.	Lack of technological preparedness and digital literacy among parents. -Psychological effects included stress, worry, and exhaustion among parents and pupils.	of COVID-19 pandemic. It highlights practical issues such as balancing work-from-home demands with supporting children's online learning and adapting to new digital platforms, which directly impacted student engagement. These findings offer actionable implications for education stakeholders, such as school administrators and policymakers, who can use this information to better support families in managing these challenges and to develop resources or policies that improve PI during future disruptions. However, the study also has notable limitations. The small participant pool reduces the representativeness of the findings, limiting the extent to which they can be applied to broader populations. Additionally, the study's focus on mothers' perspectives means fathers' viewpoints and unique contributions to PI remain unexplored, leaving a gap in understanding the full parental role in supporting children's education. Addressing these limitations in future research could

Title and Author	Sample	Research Purposes	Method	Findings	Advantages and Disadvantages
					provide a more balanced and widely applicable understanding of PI during the pandemic.
Parental Communication Increases Student Learning Motivation in Elementary Schools [18]	Elementary students aged 6-12 years and their parents, from various educational settings. (N = 679)	To analyze parental communication on students' learning motivation in the context of Islamic religious education, examine the relationship between parental communication and students' learning motivation and understand the impact of parental communication on students' learning discipline.	This research employed a mixed-method approach, combining quantitative and qualitative methods with an explanatory design.	The research found that parental communication had a positive influence on students' learning motivation, particularly in the context of Islamic religious education. Students with positive feelings and support from their parents tended to exhibit more motivation and learning discipline. The study also showed that good parental communication can lead to better learning outcomes for students.	The study's advantages include addressing a significant gap in the literature regarding the impact of parental communication on elementary school students' motivation to learn. By utilizing a mixed-method approach that combines both quantitative and qualitative data, the study achieves a more comprehensive understanding of the topic. Furthermore, it provides valuable insights into how parental communication can enhance students' motivation and academic outcomes, contributing to the existing knowledge on student engagement. Nevertheless, the study also has limitations. Its applicability is somewhat constrained due to its focus on Islamic religious education, which may limit the transferability of findings to other subjects. Additionally, the study does not examine other potential factors, such as teacher communication, that could also influence student motivation.

Title and Author	Sample	Research Purposes	Method	Findings	Advantages and Disadvantages
					Moreover, the limited sample size, with data collected from only two cities, may restrict the generalizability of the results to broader populations.
Counseling Guidance Services in Improving Learning Motivation on Post Covid 19 [31]	High school students aged 15-18 years receiving counseling services post-pandemic, selected from urban regions. (N = 128)	Review how studying online affects students' drive for studying, what steps the teaching assistant takes to help students become more intrigued by learning, and what challenges the supervising educator encounters in doing so	Descriptive qualitative research.	Decreased student learning motivation, supervising teacher efforts, obstacles in increasing student learning motivation	The advantages of this study lie in its provision of valuable insights into the influence of online learning on student motivation. It also offers perspectives on strategies that supervising teachers can implement to increase student motivation. These findings allow educators to better understand the factors affecting student engagement in the online learning context and consider approaches to enhance their involvement. However, this study has certain limitations. It focuses solely on a single research study, potentially limiting the generalizability of the findings. Additionally, the data relies solely on observations and interviews, lacking quantitative data to support the results. This absence of empirical evidence may weaken the study's findings and reduce the comprehensiveness of the conclusions drawn.
The impact of	University students	The aim of the research is to understand the	Research methods include	The research results show that motivation, type of	Advantages: Its comprehensive approach in identifying

Title and Author	Sample	Research Purposes	Method	Findings	Advantages and Disadvantages
teaching and learning quality process to school and university education for sustainable future [32]	aged 18-24 years, from public and private universities across different regions. (N = 489)	impact of motivation, type of learning, family environment and community environment on student learning outcomes, especially in terms of market balance and elasticity. Research also looks for advantages and disadvantages in this research.	analysis of factors that influence student learning outcomes, including variations in student learning styles.	learning, family environment, and community environment have a positive effect on student learning outcomes, especially in market balance and elasticity.	factors that influence student learning outcomes. Disadvantages: Research shortcomings include a lack of recommendations for concrete actions to improve student learning outcomes as well as a lack of information regarding steps that need to be taken regarding factors that influence learning outcomes.
School environmental influences, discipline and learning motivation on increasing senior students' achievement [33]	Senior high school students aged 16-18 years, exploring environment, discipline, and motivation. (N = 201)	The aim of the research is to assess the picture of learning motivation, student discipline and learning achievement at SMA Negeri 1 Darma. The research also aims to examine the influence of student learning motivation and discipline on student learning achievement.	The research used a survey method on class X students in Economics subjects. Data is taken through a lottery to determine an appropriate sample.	The research results show that there is a positive influence of student learning motivation and discipline on student learning achievement. Learning motivation plays a role in arousing students' enthusiasm and enthusiasm for learning, while discipline is related to rules and self-control in learning.	Advantage: It tests the influence of student learning motivation and discipline on student learning achievement with relevant data. Disadvantage: This research does not provide information about concrete actions that can be taken to increase student motivation and discipline in the learning process.
The Effect of Online Education after COVID-19 Focusing on Personal and Social Motivation	University students aged 18-25 years, from various academic disciplines, continuing online education	The aim of the research is to explain the role of parenting styles in increasing students' learning motivation. This research tries to understand the relationship between parental parenting styles and children's level of learning	The research uses a sequential exploratory design. Data was collected through questionnaire regarding parental parenting patterns and learning motivation.	The results of the research show that parents with permissive parenting tend to have low children's learning motivation, while parents with democratic parenting tend to have high children's learning motivation.	Advantage: It seeks the relationship between parenting styles and students' learning motivation. Disadvantage: Its representative sample of parents and students, and does not provide recommendations for concrete actions to

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[34]	n post-pandemic.(N = 322)	motivation during the pandemic.	Quantitative data was analyzed using scoring guidelines and tables.	Student motivation to learn during the pandemic plays an important role in learning success.	increase students' learning motivation during the pandemic.
Sustaining Student Roles, Digital Literacy, Learning Achievements, and Motivation in Online Learning Environments during the COVID-19 Pandemic [35]	High school students aged 14-18 years, participating in online learning with varying access to digital resources. (N = 120)	The aim of the research is to assess the impact of online learning on students' motivation and learning outcomes. This research identifies that good online learning can increase student motivation and learning outcomes.	This research uses the e-learning method, which allows students to learn via internet technology. In the context of the COVID-19 pandemic, online learning is an important alternative to avoid crowds and the spread of the virus.	The research results show that online learning has a significant influence on student learning motivation and student learning outcomes. Good online learning can help students learn more efficiently and safely during the pandemic.	Advantage: Identifying the positive influence of online learning on student motivation and learning outcomes. Disadvantage: There are several shortcomings in the interaction between teachers and students, as well as challenges in running efficient online learning.

Before the onset of the COVID-19 pandemic, the significance of parental involvement and self-regulated learning in determining student success was well-established. However, the focus of prior research on independent learning primarily centered on the school environment, neglecting the crucial role of the home situation. Parenting programs, often grounded in social learning theory, cognitive behavioral principles, and development theory, typically incorporated structured session activities and homework assignments aimed at optimizing parental self-regulation [25].

According to [36] research underscored the positive impact of parental involvement on students' learning motivation. Adequate and optimal support from parents was identified as a key contributor to enhanced learning motivation in students. In the pre-COVID era, parental involvement was recognized as a critical factor in shaping children's learning motivation [37].

The examination of different parenting styles, particularly permissive and democratic, was deemed essential to understanding their implications for academic motivation [38]. Traditional roles of parental involvement highlighted its significance in influencing learning motivation.

Permissive parenting, while occasionally positively influencing motivation, also presented potential drawbacks [39], [40].

On the other hand, the democratic parenting style emerged as a balanced approach, striking a chord between providing support and fostering autonomy, thereby positively contributing to academic motivation [8]. The parent-child relationship dynamics and the provision of academic support were pivotal aspects of parental involvement. A balanced parent-child relationship was identified as crucial in influencing learning motivation, emphasizing the quality of the relationship as a key factor in fostering a positive academic environment [15], [20]. Additionally, the role of parents in providing academic support was underscored, with a focus on effective ways to support children's learning at home [41], [42].

However, the pre-COVID era presented parents with multifaceted challenges in education, including disparities in resource access, adapting to evolving teaching methods, and managing the emotional stress of academic pressure [43], [44]. The digital divide further complicated matters, revealing discrepancies in families' access to necessary tools for online learning [45]. Intervention programs became imperative, addressing technological literacy, educational gaps, and promoting inclusivity. These programs aimed to empower parents with skills and resources to navigate the educational landscape and create supportive learning environments at home [46].

Emergency preparedness emerged as a paramount concern, particularly during unforeseen events like the sudden shift to remote learning witnessed during the COVID-19 pandemic. Parents grappled with the abrupt transition, lacking necessary skills and contingency plans. Challenges extended beyond technology to encompass time management, communication strategies, and creating conducive learning environments [16]. Intervention programs in emergency preparedness were deemed essential, providing practical guidance on time allocation, stress management, and fostering clear communication channels between educational institutions and parents during crises. The overarching goal was to equip parents with information and resources necessary to support their children effectively, emphasizing collaboration between schools and families [48].

As the COVID-19 pandemic unfolded in the spring of 2020, schools globally faced closures to minimize virus transmission, leading to an unprecedented shift in the educational landscape. Home confinement emerged as a stringent measure adopted by national governments worldwide, resulting in the temporary suspension of traditional in-person teaching activities [49], [50]. By late April 2020, a staggering 85% of students across 180 countries were out of school due to these closures [51]. The abrupt transition to remote learning necessitated swift adaptations by teachers, who embraced distance learning programs and various educational platforms. Parental support became crucial, particularly for younger students lacking full autonomy in managing remote learning activities [52], [53]. However, concerns arose regarding the disparities in parental ability to work alongside their children and the availability of electronic devices essential for online learning [54], [55].

The educational paradigm during COVID-19 experienced a radical shift from traditional, in-person learning to virtual platforms. This transformation presented both challenges and opportunities, exploring the global adaptation to online education. The study delved into the challenges faced by educational institutions, teachers, and students in adjusting to online learning, emphasizing the implications for the overall educational experience [53], [55]. With technology becoming central to education during the pandemic, the study investigated how

parents and children navigated the technological aspects of virtual classrooms. Issues such as digital literacy, access to devices, and reliable internet connectivity were explored, highlighting the critical role of technology in the new educational normal. However, the shift to online learning also revealed stark disparities in access to education, influenced by socioeconomic factors [56].

The parent-child relationship underwent significant changes due to the shift to remote learning. Parents took on new roles as facilitators of learning at home, presenting both challenges and opportunities [48]. Effective communication and collaboration between parents, teachers, and students became paramount in ensuring a positive learning environment. The psychosocial impact of remote learning on children was also explored, emphasizing the crucial support provided by the parent-child relationship in addressing emotional and social challenges [58].

Hybrid learning models emerged as a response to the challenges posed by the pandemic, combining elements of in-person and online education. The study investigated how parents and students adapted to this hybrid approach, emphasizing the need for flexibility and effective time management [18], [59].

Motivation became a critical factor in the success of online learning, with parents serving as catalysts for their children's engagement. The study identified motivational factors and explored strategies employed by parents to address challenges and sustain motivation throughout the online learning experience [60]. Virtual learning presented specific technological challenges that parents had to navigate. The study examined digital literacy among parents, access to virtual platforms, and strategies employed to support children effectively in virtual spaces [61]. It emphasized the importance of providing resources and training to enhance parents' proficiency in digital tools. In the aftermath of the global COVID-19 pandemic, the educational landscape has undergone a profound transformation, marked by a pervasive shift to remote learning. Families, now deeply involved in their children's education, play a pivotal role in shaping attitudes towards learning in the post-COVID era [62]. Beyond creating a welcoming home atmosphere, parents are navigating the digital world, fostering resilience, and kindling a renewed enjoyment of learning in times of uncertainty [63].

4 Conclusions

The comparison of the pre-COVID-19, COVID-19, and post-COVID-19 educational environments draws attention to how dynamic and transformative the learning environment is. Prior to the pandemic, traditional in-person education was prioritized along with parental involvement and self-regulated learning. Academic success has been linked to a number of recognized factors, including the importance of a balanced parent-child relationship, the nuances of parenting styles, and the role that parents play in influencing their children's motivation to learn.

The onset of the COVID-19 pandemic brought about an unprecedented shift to remote learning, leading to widespread school closures and necessitating rapid adaptations by educators, students, and parents. The challenges of the digital divide, technological literacy, and the sudden transition to online education became apparent, revealing disparities in access to resources. Despite these challenges, parents played a crucial role in supporting their children's education, navigating the complexities of virtual classrooms, and adapting to hybrid learning models.

As the pandemic unfolded, concerns regarding the psychological impact of home-learning surfaced. The absence of direct contact with peers, stress associated with teaching

responsibilities, and challenges in adapting to the unconventional learning environment became apparent. The pivotal role of teachers in providing not only academic but also psychological support became evident, emphasizing the holistic nature of the educational experience.

In the post-COVID era, the educational landscape has undergone a profound transformation. Parents are now more deeply involved in their children's education, recognizing the importance of creating a conducive home atmosphere and navigating the digital world. The psychological impact of home-learning remains a concern, with parents taking on roles as facilitators of learning and providing crucial support for their children's mental health.

The educational journey before, during, and after the COVID-19 pandemic highlights the resilience and adaptability of educational systems, students, and parents. While challenges persist, there is a growing recognition of the multifaceted role parents play in shaping children's academic success and overall well-being. The experiences of the pandemic have underscored the need for continued collaboration between schools and families, targeted interventions to bridge educational gaps, and ongoing support for the psychological well-being of students in the ever-evolving landscape of education.

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