# The practice of *Tri Sentra Pendidikan* through Parents Assistances in Online Learning During Covid-19 Pandemic

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**Abstract.** This study is focussing to analyze the practice of tri sentra pendidikan by investigating parents' assistance (including technique and method use by parents) in assisting students learning activity during online classes. The data collection is conducted through the implementation of library reviews by analyzing several previous studies about parents' role during online learning. The data is analysed by using a qualitative analysis approach. The analysis result shows parents actively assist students learning during online learning. Mostly parents who conduct WFH (Work From Home) or housewife will accompany learners during the online class, and help them to finish the learner schools task. However, the parents who are still working during the Covid-19 pandemic will review their kids' school work after their work hours. In brief, there are a variety of techniques that parents conduct to assist students' activity during online learning. Moreover, the communication between teachers and pupils parent is also determining the quality of learning process and pupils learning achievement.

**Keywords:** Tri Sentra Pendidikan, Parents Assistance, Online Learning, Parents.

## 1 Introduction

The Covid-19 pandemic, which is currently still taking place in almost all countries in the world, including Indonesia which has a large global impact. One of the most severe impacts of the Covid-19 pandemic is in the field of education. The field of education has become a hot topic in all countries, starting from kindergarten, elementary schools, to universities, which have been affected by the Covid-19 pandemic. According to government regulation No 4 Year 2020 which is concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Corona Virus Disease (COVID-19) is informed that learning activity during covid-19 pandemic is conducted through online. The regulation forced all the educational institutions and teachers to conduct the online teaching and learning activities in order to prevent and avoid the spread of the Covid-19 virus. The online learning approach is a learning method used without face to face meeting between teachers and students but is carried out online using the internet network. This learning system as a substitute for face-to-face meetings, the teacher must ensure that teaching and learning activities continue even though the students are at home. The online learning system is conducted by all educational

institutions in Indonesia and even throughout the world [1, 2]. This typical learning approach is the only solution to keep the learning activity running during a Covid-19 pandemic situation. The way online learning serve during covid-19 pandemic situation is provide using video conferences. Web and video conferences is known as the most beneficial for learning for interactive process [3].

Learning from home programs enhanced by online learning has various educational positive and negative impacts during Covid-19 pandemic situations. The positive side of online learning implementation is helping learners to reduce barriers of face-to-face learning format that require physical presence in the classroom in which learners create their own learning environment. However, the negative implication of online learning is the lack of control and direct communication between learner and instructor. The students' characteristics are massively affecting the process of online learning, the character of students including their readiness to accept learning. The character does not just appear but is constructed continuously. Teachers and parents have an important role in the constructing of student character [4, 5]. Consequently, the online learning process needs the role of pupils' parents in supporting and assisting the learning process. Parents have a major role in online learning to control pupils' learning time and how learners understand the learning topic that is presented by their teacher via online tutoring. There are four important roles of parents in accompanying their children during online learning, including: (1) as a first teacher. These roles were possessed by parents because it is believed that before the children/pupils entered the formal school, the parents took the teachers and educators role for the pupils. As the first teacher for children/pupils, Parents have a role in controlling the study time of pupils and creating a comfortable learning atmosphere for children in doing the tasks given by the teacher; (2) as a facilitator. The parents are providing instructional sources and media for pupils/children during online learning. The availability of proper instructional sources and media positively support pupils' learner performances during online learning; (3) as a motivator. As pupils' first role model, the parents should have the sense of motivating and inspiring the pupils, especially when a learner faces difficulty during online learning; (4) as a director. Parents also have a role to guide their children/pupils to achieve their success by directing children/pupils based on their talents and interests.

The online learning process needs coordination and communication between parents and teachers/schools. Parents and teachers should foster better cooperation for successful online learning. The cooperation between parents and teachers could be in any form, including: (1) to inform the obstacles faced by pupils during online learning; (2) to share about pupils' learning progress; and (3) to give a suggestion and support to each other in creating a learning atmosphere for pupils. The important element is that teachers and parents should construct mutual understanding and empathy for better communication. The process of communication between teachers and pupil parents should rely on a communication model. The common communication model used is suggested by the circular model by Osgord and Schramm. The model is describing the dynamic relationship between the first communicator and the second communicator which is transmitted through the process of encoding and decoding. The dynamic communication process that is provided by the model is a response in the form of feedback between the communicator. Consequently, the interpersonal communication relationships are well-maintained and more dynamic. The relationship between teachers and pupil parents is more emphasized in cooperative relationships by providing information needed by both parties, supervision, and others in an effort to improve student achievement.

The importance of cooperation between pupil parents and instructor/teacher is becoming the reason for implementing *Tri Sentra Pendidikan* in supporting online learning. The

fundamental element that promote by *Tri Sentra Pendidikan* is the cooperation of all the educational stakeholder in constructing proper educational environment and system. Educational process in schools is running effectively when the school environment has support of the family and the community. The role of the family, community and school is very much needed to achieve the goals of education which have their respective roles. This is called the *Tri Sentra Pendidikan* which means empowering the synergy of the school, family and community environment. The schools will face the difficulty to achieve the expected educational goals when schools work without any support from other educational stakeholders [6]. The good quality of education is need the role of the family by the contribution of parent to assistance the pupils is one of the keys factor nn achieving better learning experiences during online learning. Moreover, the parent assistances will make pupils easier to understand the subject material. According to Iftitah & Anawaty, accompanying children at home can build the closeness in relations between parents and children [7]. The parents' role is to encourage, facilitate pupils needs, as a person to practice and ask questions, to help in pupils self identify, and develop pupil's talents and create a conducive environment for learning [8]. According to a study conducted by Apriyanti, 82% mothers were involved in online learning, and 18% did not engage in the learning process. Based on the learning media used during online learning, most of parents used textbooks and students' worksheets as learning sources (48%), followed by both books and internet sources 35%, internet sources 10%, and others 7%. The study result also shows that 85% of parents did not improve their learning creativity in providing learning subjects during online learning, while 15% of parents were creatively handling online learning. [9]. The strategies used to improve the parents' creativity by setting up the surroundings environment as the learning media and sources.

In conclusion, this study is attempting to analyze the practice of *Tri Sentra Pendidikan* by investigating parents' assistance (including technique and method use by parents) in assisting students' learning activity during online classes. Moreover, this study also would like to examine parents' coordination and communication with teachers in providing a learning process at home. Based on the research objective, the researcher proposed the research question that is "how the parents assist in supporting pupils' learning activity during online learning?"

## 2  Research Method

This study is literature review research which is conducted by using library research methods. The library research is a research approach that collects, reviewing, and analyzes literature sources, previous studies, data bank, etc [10]. The data used in library research is typically secondary data. This study has obtained the data from online published articles which were published during covid-19 pandemic (2020 – 2022). The data collected were analyzed and meticulously examined to find the specific information that is suitable for research purposes and needs. To specify the information that researcher need for this study, several indicator were administered to set the standard in analysis the previous study including: (1) Parents role and involvement in online learning; (2) online learning during Covid-19 pandemic situations (2020 – 2022); and (3) Parent strategies to assist pupil's online learning.

# 3 Result and Discussion

The study result showed the outcome which includes the selecting process of related study and the analysis of previous study articles conducting by several authors about the parents' role in assisting pupils' online learning during Covid-19 pandemic process.

## 3.1 Selecting Related Study

The paper reviewed in this study consists of 15 scientific article papers which analyzed the parents' assistance towards students learning through online learning during Covid-19 Pandemic. The scientific articles were carefully selected and meticulously examined in which the scientific article should consist of several criteria, including: (1) Parents role and involvement in online learning; (2) online learning during Covid-19 pandemic situations (2020 – 2022); and (3) Parent strategies to assist pupil's online learning.

**Table 1**. Selecting scientific article that suitable with criteria

| No | Article Title | Journal | Year | Author |
|----|---------------|---------|------|--------|
| 1 | Mitigation of Gadget Risk through the parents' assistances during Covid-19 Pandemic. | *Jurnal Pendidik Anak Usia Dini* | 2022 | Siti Chusnul Chotimah & Harun [11] |
| 2 | Parent strategies in learning during *Learning at the home* during Covid-19 Pandemic | *Stain. Purworejo Jurnal Al_Athfal* | 2020 | Eva Luthfi Fakhru Ahsani [12] |
| 3 | Parent strategies in online learning assistance during Covid-19 pandemic. | *Jurnal Ilmiah Mahasiswa Pendidik. Anak Usia Dini,* | 2021 | Azilla, Bahrun, & Rosmiati [13] |
| 4 | Parents communication strategies to overcome learner boredom during online learning | *Jurnal Interaksi: Jurnal Ilmu Komunikasi* | 2022 | Nopita Dewi, Dasrun Hidayat, & Iris Fatia Maharani [14] |
| 5 | Parent strategies to assistance students of Kindergarten Syarif Hidayatullah in online learning during Covid-19 pandemic | *Jurnal Mahasiswa Pendidik. Luar Sekolah* | 2021 | Erwina Image Rumawi Putri & I Ketut Atmaja Johny Arta [15] |
| 6 | Parent strategies to assistance pupils in learning from home during Covid-19 Pandemic | *Jurnal Ilmiah Profesi Pendidik* | 2021 | Haqul Siddiqi, Sudirman, & Muhammad Turmuzi [16] |
| 7 | Parents role to assistance pupils learning from home during Covid-19 Pandemic | *JCE (Journal Child. Education)* | 2021 | Sitti Abidah [17] |
| 8 | Parent strategies to assistance pupils learning process during Covid-19 pandemic | *Literasi Jurnal Kajian Keislaman Multi-Perspektif* | 2021 | Shokhib Rahmania, Retno Wijayanti, Siddiq & Luqman Hakim [18] |

| 9 | Home as educational place: The parent adaptation and strategies who lives in urban area to educate their children during Pandemic situation. | *Aspirasi: Jurnal Masalah-Masalah Sosial* | 2022 | Anggi Afriansyah [19] |
|---|---|---|---|---|
| 10 | Parent role to educate pupils in online learning during Covid-19 pandemic | *Jurnal Paradigma* | 2021 | Ahmad Wahib [20] |
| 11 | Parent role to assistance pupils learning from home process during Covid-19 pandemic | *Jurnal JUPISI* | 2022 | Nanang Sahriana, Raeh Niken Baghiroh & Silfa Saadatunnisa [21] |
| 12 | Parent problematize in assistance pupils online learning during Covid-19 pandemic (Case study in Tambakbaya village, Cibadak District, Lebak Regency. | *JURNAL AKSIOMA AL-ASAS : Jurnal Pendidikan Islam Anak Usia Dini* | 2021 | Siti Erma Maemunah [22] |
| 13 | Parents involvement to assistance pupils learning process during Covid-19 pandemic | *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* | 2021 | Wiwin Yulianingsih, Suhanadji, Rivo Nugroho, & Mustakim [23] |
| 14 | The influence of parents assistance in online learning towards emotional quotient | *Jurnal Pendidik. Dasar* | 2020 | Ghesya Athira Hasna'ul Fauzyah, Luthfi Hamdani Maula, & Iis Nurasiah [24] |
| 15 | Parents role to assistance online learning towards the learner social-emotional development | *Prosiding Seminar Nasional Pascasarjana UNNES* | 2020 | Sasmita Sari, Woro Sumarni [25] |

### 3.2. Literature analysis (Parents' assistance method in online learning during Covid-19 Pandemic)

Through the analysis of several scientific paper, researcher identify six method that suggested by previous study that dominantly used by parent in assisting pupils during online learning, including: (1) accompany during class activity; (2) Spending time to repeat and accompany learner to finish school tasks; (3) Make an intrapersonal discussion (giving motivation); (4) Arranging specific time and rule for learning; (5) Preparing an environment & facilities in supporting learning; and (6) Giving a reward and punishment.

The result analysis shows that mostly the article paper mentioned that the parents make an intrapersonal discussion by giving motivation to the pupils in improving their performances. The second most suggested method is spending time to repeat and accompany learners to finish school tasks & preparing an environment & facilities in supporting learning (including providing a gadget, internet network, book or learning material, etc). The third most suggested method is arranging specific time and rules for learning (by allocating study time and leisure time for pupils, and accompanying during class activity (especially for parents who have work from home or housewives which spend more time at home). The least method suggested is

giving a reward and punishment, parents will give the rewards when pupils can achieve good performance during online learning. While the parent is giving the punishment when pupils break the rules.

**Table 2.** Parents' assistance method in online learning

| Author | Assistance Method | | | | | |
|---|---|---|---|---|---|---|
| | Accompany during class activity | Spending time to repeat and accompany learner to finish school tasks | Make an intrapersonal discussion (giving motivation) | Arranging specific time and rule for learning | Preparing an environment & facilities in supporting learning | Giving reward and punishment |
| Siti Chusnul Chotimah & Harun (2022) [11] | | | | √ | √ | √ |
| Eva Luthfi Fakhru Ahsani (2020) [12] | | | √ | | √ | |
| Azilla, Bahrun, Rosmiati (2021) [13] | √ | | √ | √ | | √ |
| Nopita Dewi, Dasrun Hidayat, Iris Fatia Maharani (2022) [14] | | | √ | √ | √ | √ |
| Erwina Image Rumawi Putri dan I Ketut Atmaja Johny Arta (2021) [15] | | | | | | |
| Haqul Siddiqi, Sudirman, Muhammad Turmuzi (2021) [16] | √ | √ | √ | | √ | |
| Sitti Abidah (2021) [17] | √ | | √ | | | |
| Shokhib Rahmania, Retno Wijayanti, Siddiq Luqman Hakim (2021) [18] | | √ | | √ | √ | |
| Anggi Afriansyah (2022) [19] | | √ | √ | √ | | |
| Ahmad Wahib (2021) [20] | | √ | √ | | √ | |
| Nanang Sahriana, Raeh Niken Baghiroh dan Silfa Saadatunnisa (2022) [21] | √ | √ | √ | | √ | |
| Siti Erma Maemunah (2021) [22] | √ | √ | | | | |
| Wiwin, Yulianingsih, | √ | √ | √ | | √ | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Suhanadji, Rivo Nugroho, Mustakim (2021) [23] | | | | | | |
| Ghesya Athira Hasna'ul Fauzyah, Luthfi Hamdani Maula, Iis Nurasiah (2020) [24] | | √ | | √ | √ | |
| Sasmita, S, Woro, S (2020) [25] | | √ | √ | | | |
| **Total** | **6** | **9** | **10** | **6** | **9** | **3** |

The previous result shows that the parents have a massive contribution in improving the pupils' ability especially in this pandemic Covid-19 situation. Moreover, the parents' role is positively affected by pupils' learning achievement. The lack of concern and support from parents can lead to pupils' lack of attention towards their learning task or even deteriorate pupils' learning achievement and performances. On the contrary, the parents who always give more attention to the pupils' learning activities during online learning at home could lead to more positive impact. The pupils are more active and more enthusiastic in learning because pupils know that they are not the only ones who are eager to progress, but their parents also have the similar desire. As a consequence, the learning outcomes achieved by students as parents expected. The role of parents is also needed to provide education, awareness, and understanding to the pupils about the Covid-19 pandemic.

However, several studies suggested various methods for parent assistance during online learning, each study emphasized that the important thing that parents should conduct during online learning is conduct intensive communication with schools. According to a study conducted by Siolemba et al (2016) mentioned that the schools could make an initiative to build better communication with pupil parents. There are several efforts schools make to build better communication with pupils' parents by providing opportunities for parents to be involved and participate in various activities at school, such as parent seminar activities, forming school committees, and taking report cards at school to strengthen the cooperative relationship between the two parties [26]. However, there are several obstacle that might cause the lack of communication between the schools and pupils parent relation including the business of parents is becoming a factor that limits collaboration and cooperation between teachers/school and pupil parents, as it keeps out the parents from participating in school activities including the discussion about student achievement, school programs, and other educational topics. Parents are unaware of their children's school conditions and learning achievements, as well as crucial matters or information from schools, therefore misunderstandings between parents and teachers are common because there is no opportunity to meet and discuss directly about pupil academic progress.

The quality of schools and pupil-parent relations could be improved by the implementation of *Tri Sentra Pendidikan* during Covid-19 pandemic situations. The implementation could also lead to the improvement of pupils' learning process and achievement during Covid-19 pandemic situation. As previously mentioned, *Tri Sentra Pendidikan* which means empowering the synergy of the school, family and community environment.

# 4 Conclusion

The role and involvement of parents has a major impact on the success of pupils in online learning during Covid-19 Pandemic. The parents as part of the family are conducting their function in providing the proper education for the learner during covid-19 pandemic. The parents support can be in form of: (1) accompany pupils during class activity; (2) spending time to accompany pupils in repeating and finish school tasks; (3) to make an intrapersonal discussion (giving motivation); (4) arranging specific time and rule for learning; (5) preparing an environment & facilities in supporting learning; (6) giving a reward and punishment based on pupils learning performances. These all typical support prove that the parent support is vital in pupils learning process. However, the parent role in supporting online learning should be supported by other educational stakeholders (teacher, schools, and community) to improve learning quality during Covid-19 pandemic. The involvement of all educational stakeholder was known as part of the *Tri Sentra Pendidikan* implementation. The coordination and communication between parent and teacher should be strengthened to provide better learning programs, activity, and experiencing during online learning. The process of strengthening teacher and pupils cooperation is depend on how each side could proposed and promote various program.

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