Parental Participation in Child-Friendly School Practices at Elementary Schoolduring the Covid-19 Pandemic

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Abstract

Educational practitioners are paying more attention to the practise of distance learning, nowadays. Furthermore, the Covid-19 pandemic prompted changes to child-friendly school policies that involved parental participation in distance learning environments. The purpose of this qualitative study was to examine, using nine sub-components, how parents at Tlacap Elementary School participated in promoting Child-Friendly School (CFS) implementation during the pandemic Covid-19 timeframe. The subjects are the headmaster, program coordinator, teacher of 3rd and 5th grade, and parents of 3rd and 5th grade. It used a google form and Focus Group Discussion by google meet in the data collecting process. Data analysis was conducted through reduction, display, and generalization and verified by Miles and Huberman. Internal validation undertakes by more careful observation, member check, and use of documentation tools. The parents' participation in supporting CFS implementation during the Covid-19 pandemic at Tlacap primary school has achieved six of the nine sub-components of participation well. School programs must consider the proper duration and frequency for all parents' backgrounds. This research results can be a consideration in developing a school-home collaboration model in primary-level distance learning in the future.

Keywords: Parents' Participation, Child-friendly School, Pandemic Covid-19

Abstrak

Praktik pendidikan jarak jauh dewasa ini semakin banyak dikaji oleh praktisi pendidikan. Terlebih, pada masa pandemi Covid-19 yang mendorong terjadinya penyesuaian praktik sekolah ramah anak yang melibatkan partisipasi orang tua dalam setting pendidikan jarak jauh. Penelitian kualitatif ini bertujuan menganalisis partisipasi orang tua siswa dalam mendukung penerapan Sekolah Ramah Anak (SRA) pada masa pandemi di SDN Tlacap berdasarkan sembilan sub-komponen SRA. Informan terdiri dari kepala sekolah, koordinator program SRA, guru kelas 3 dan 5, serta perwakilan orang tua siswa kelas 3 dan 5 yang dipilih dengan purposive sampling. Pengumpulan data menggunakan kuisioner google form dan FGD daring melalui google meet. Analisis data dilakukan dengan reduksi data, display data, penarikan kesimpulan dan verifikasi. Penelitian ini menggunakan validitas internal melalui pengamatan lebih cermat, member check, dan penggunaan alat bantu dokumentasi. Partisipasi orang tua dalam mendukung penerapan SRA pada masa pandemi Covid-19 di SD Negeri Tlacap telah meraih enam dari sembilan sub-komponen partisipasi dengan baik. Program sekolah harus mempertimbangkan durasi dan frekuensi program parenting yang sesuai dengan berbagai latar belakang orang tua siswa. Hasil penelitian ini dapat menjadi bahan pertimbangan dalam mengembangkan model kolaborasi sekolah-rumah pada praktik sekolah ramah anak melalui pembelajaran jarak jauh di tingkat sekolah dasar di masa mendatang.

Kata Kunci: *Partisipasi Orang Tua, Sekolah Ramah Anak, Pandemi Covid-19*

Introduction

Child-friendly school (CFS) places children at the center of the learning process. School is not a space where they learn, but also where all aspects of children's development take place. The purpose of the CFS model is to increase schools and education systems progressively against quality standards and manage all factors that affect the wellbeing and rights of the child as a learner and the main beneficiary of teaching while improving school functions throughout the process[1]. The CFS model has been implemented in many countries with various strategies based on

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cultural background and local wisdom[2]. Moreover, the social-economic level of the school, students' characteristics, and the grade level also influence CFS practice[3]. In Indonesia, CFS was started in 2015 as part of the government's effort to advance children's rights[4].

The Covid-19 pandemic has affected educational systems all over the world and has encouraged UNESCO to promote Emergency Remote Education (ERE)[5]. Because of this situation, the role of parents in formal education has become more important. Notably, the Ministry of Education and Culture of the Republic of Indonesia has issued Circular No. 4 of 2020, one of the contents of which is to instruct the implementation of "Learning from Home" during the pandemic for the safety of students, teachers, and parents. Furthermore, parents play a role in assisting children in learning, explaining the material, and being an intermediary for teachers in delivering assignments and school activities. Parents must be present for their children's learning activity at home. Parents must be able to teach spiritual, social, knowledge, and skills. They must have the sensitivity and knowledge to develop their children's abilities[6].

The Covid-19 pandemic has demanded many changes in the pattern of education and family life[7]. The family member, especially parents have a larger part than before to participate in the learning process from home[8]. It has forced the necessity of adapting the curriculum with the home-schooling method[9]. Some research found that parents face many obstacles in carrying out their role as educators during the pandemic. Riberio, L. et al (2021) revealed that Portuguese parents faced difficulties in facilitating online learning, telework, and school activities during Covid-19 pandemic[10]. Furthermore, Riberio et al have reported that other barriers range from personal barriers, technical barriers, logistical barriers, to financial barriers[11]. Personal constraints included parents' lack of technical knowledge to help their kids access online

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learning and the resources or tools used in this context[12]. Technical difficulties were primarily caused by the inadequate internet access or a lack of tools to follow the lessons correctly[13]. Economic obstacles are closely tied to logistical ones in terms of importance (such not being able to afford better technological tools and internet access)[14].

Preliminary studies in Indonesia from Mukarromah (2022) and Wardani, K. et al, (2021) have shown that some of the obstacles experienced by the parents were inability to explain difficult material to the children[15], finding time so that they could accompany children to study, especially for working parents, and limitations in using online learning technologies[16]. Several other studies have found that in general, the obstacles for parents in accompanying children in their studies at home include difficulties in recognizing the subject material and motivating the children's interest in learning[17], time management to accompany children because

they have to work[18], parents being impatient in accompanying children while studying at home[19], parents' difficulties in operating online learning tools[20], additional spending to buy internet quota[21], and unequal internet network constraints[22]. Based on the results of a preliminary study conducted by interviewing the school and studying literature, it can be interpreted that implementing Child-friendly schools (CFS) during a pandemic is not an easy thing. During the pandemic, parents as one of the components of implementing child-friendly schools need support so that they can contribute to the development of their children's potential optimally.

Involving parents and the community in the educational process is fundamental for the best result in developing CFS[23]. Thomas et al (2018) have explained that the implementation of CFS nowadays must be developed and supported by simultaneous improvement in teacher-parent collaborations, school staff capacity building, and transparent school management between administrators and stakeholders[24]. In the local

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context, the good practice of child-friendly schools have been successfully carried out at Tlacap State Elementary School. Tlacap State Elementary School is located in the Sleman Regency, Yogyakarta Special Region Province. The Sleman Regency has succeeded in receiving an award in the implementation of a child-friendly school approach. SD Negeri Tlacap has been implementing the learning process from home while still applying the principles of child-friendly schools.

The child-friendly school itself is explained by the Ministry of Women's Empowerment and Child Protection as an educational unit in the form of formal and informal education that is based on the criteria for being safe, clean and healthy, caring, and cultured. It should also guarantee, fulfill, and respect the rights of children. It also aims at advancing children's rights and protection of children from violence, discrimination, and other mistreatment as well as supporting children's participation, in planning, policies, learning, supervision, and complaint mechanisms related to the fulfilling of children's rights and protection in the field of education[25]. The implementation of child-friendly schools must be based on the principles of non-discrimination, the best interests of children, respect for the right to life and development, respect for the views of children, and good management[26]. Due to the pandemic situation, many schools ran programs based on the principles of child-friendly schools[27].

The pandemic situation has demanded various school program adaptations including of child-friendly school programs that were initially implemented in a direct context at school, which must be arranged in such a way as to include learning activities at home. This home learning activity re-emphasizes the importance of the role of the family, especially parents as one of the Three Education Centers in carrying out education that adheres to child-friendly principles[28]. In fact, as found through various research and preliminary studies, parents still face various problems in implementing distance learning in accordance with child-friendly principles. There are reports that cases of violence against children have increased during the pandemic up to 40%. This is an indication that the implementation of education during the pandemic has not met the principles of child-friendly schools[29]. This has prompted the researchers to analyze the participation of parents in supporting child-friendly schools during the pandemic that has been carried out at Tlacap elementary school, Sleman, Yogyakarta. The purpose of this study is to determine the form of parental participation in supporting the implementation of child-friendly schools during the Covid-19 pandemic at SD Negeri Tlacap which has undertook a mini piloting of child-friendly schools since the 2016/2017 academic year.

Similar to other countries, the implementation of CFS in Indonesia has been modified based on the local context. In Indonesia, the parents' involvement in the CFS model is

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conducted under a guideline from KPPPA. As a result, this study specifically uses nine family sub-components in the implementation of child-friendly schools to analyze the form of parental participation of students during the Covid-19 pandemic. Later, the data will be compared to the UNICEF standard. This is what distinguishes this study from previous research, where the results of similar research are limited to a general description of parental participation and the obstacles experienced in online learning in the pandemic situation. Parental participation in this study was reviewed to the level of school activity management according to the nine family sub-components in the 2015 child-friendly school operational guidelines of KPPPA. This study also tried to describe the possible parental involvement for supporting CFS implementation in a remote learning setting.

The results of this study are expected to provide an overview of the model for parental involvement in running the CFS program in the context of distance learning. The results of this study for the school can be used as a critical reflection on the implementation of child-friendly school programs during the pandemic. In addition, for other educational institutions, the results of this study can be used as a reference. The results of this study can also enrich the literature related to the implementation of the distance education system in Indonesia which is currently still being developed.

Methods

This study uses a qualitative approach to collect and interpret the data. The type of this research is descriptive qualitative. This research was conducted at Tlacap State Elementary School which is located in Tlacap, Pandowoharjo, Grojogan, Pandowoharjo, Sleman District, Sleman Regency, Yogyakarta Special Region 55512. In this case, the Sleman regency has a track record of success in implementing child-friendly schools in its district. Furthermore, Tlacap State Elementary School was chosen as the research location because it is undergoing a mini

piloting of child-friendly schools (CFS) with the "A" grade accreditation in Sleman Regency.

Research informants selection was based on purposive sampling technique. These are the principal, coordinator of child-friendly school programs, one grade 3 teacher, one grade 5 teacher, and representatives of parents of grade 3 (one) and grade 5 (two) students. Grade 3 is chosen as the representative of the low class, while the class 5 is the representative of the high class. The two classes were chosen because they took into account the length of time the students have attended Tlacap public elementary school (for low grades) and have not taken preparations for graduation exams (for high grades). Representatives of parents of students were selected based on the recommendation of the school and met the criteria determined by the researchers as follows: (1) parents/guardians of students with active status at Tlacap public elementary school both at low and high levels, (2) willing to become informants, (3) communicative, (4) easy to contact or meet during the research process, (5) open-minded, and (6) willing to convey information as it is through the media determined by the researcher. The total of the research subjects were seven people.

This research took place for four months from April to July 2020 when the Covid-19 pandemic was still ongoing around the world. The research was conducted with the stages of literature study, online questionnaire by Google Form, focus group discussions, data processing, data verification, and reporting of research results. Data collection techniques used were an online questionnaire via Google Form, while Focus Group Discussion (FGD) was conducted online through Google Meet attended by all participants and the research team. Data analysis uses the analysis stages by Miles and Huberman, namely data reduction, data display, conclusion drawing and verification. The validity of the data uses internal validity by making more careful observations, member checks, and the use of documentation aids. More careful observations were made by researchers by checking in detail the

data obtained from Google Forms and FGDs. The data that has been obtained are concluded and then verified by the informants (member check). To assist the process of data analysis, documentation was carried out by recording the informants' answers via Google Forms and recording virtual FGD.

Result and Discussion

This study discusses the involvement of parents in the implementation of the online learning process during the Covid-19 pandemic and child-friendly school programs in general.

Results

The results obtained from the questionnaire and FGD were analyzed by narrating the forms of parental participation based on the nine sub-components of the family contained in the child-friendly school (CFS) guidelines by the Ministry of Empowerment and Protection of Children and Women in 2015. The nine sub-components are: (1) Sending children to school close to their parents (home/office); (2) Providing routine time of at least 20 (twenty) minutes a day to listen and respond to students and/or assisting them in learning; (3) Providing time, thought, energy, and material to ensure the growth and development of students' interests, talents, and abilities; (4) Giving approval for each student activity in the education unit as long as it is in accordance with the child-friendly school principles; (5) Supervising the security, safety, and comfort of students, including ensuring the use of healthy internet and student-friendly social media; (6) Being proactive to ensure that child-friendly school principals were included in the preparation, implementation, and accountability of the School Activity Plan and Budget (RKAS); (7) Actively participating in coordination meeting for child-friendly school implementation; (8) Being active in communication, for example through social media; (9) Actively communicating the child's health history.

The following is a description of the form of parental participation at Tlacap public elementary school to support the implementation of child-friendly school during the Covid-19 pandemic based on the above-mentioned sub-components.

1. Sending their children to school close to their parents (home/office).

   The results of filling in the questionnaires for parents show that most parents send their children to schools that are close to their homes, which is less than 2 kilometers.

2. Provide routine time of at least 20 (twenty) minutes a day to listen and respond to the students' and/or assist children in learning.

   The results of filling out questionnaires by parents of students are that the time provided by parents varies. Some provide at least 20 minutes a day, which is less than 20 minutes, even more than 20 minutes. This duration depends on the activity patterns of parents at home. Most parents who accompany children at home are mothers. Mothers who are at home every day can directly accompany their children for a longer time. While mothers work, they involve other family members such as grandparents who are at home to accompany and supervise their children when they work.

3. Providing the time, thought, energy, and material according to ability to ensure the growth and development of students' interests, talents and abilities.

   The form of parental participation in this case is the time parents allot to accompany their children to study at home, especially when doing assignments by the teacher. Every day students can submit assignments, even though some exceed the agreed deadline of collection due to waiting for their parents to come home from work. There are also parents who complain that they cannot allocate time to accompany their children studying; as a result, they would contact the teacher to get a solution. Parents often participate by helping their children understand difficult material. Although the subject matter was also not understood by the parents, they tried to

consult the teacher regarding the material that was considered difficult. Parents would provide smartphones as children's learning media to support the online learning process during the pandemic. In addition, parents also encourage children to study online so they don't get bored.

4. Giving approval for each student activity in the education unit as long as it is in accordance with the child-friendly school principles.

Parents received school program information through the WhatsApp group media. The school principal revealed that the school had involved parents in preparing the child-friendly school program through a limited meeting with the school committee. The school committee is the representative of the parents for each class. If there is a discussion on an activity will be carried out, it is conveyed through the class WhatsApp group to receive feedback from the parents/guardians. Parents also revealed that classroom teachers actively provided information about new programs through the WhatsApp group.

Regarding the parents' understanding of the principles of child-friendly schools, the results of the questionnaire revealed that three of the four parents who were the data sources admitted to understanding the principles of child-friendly schools. According to parents, the school program during the Covid-19 pandemic is child friendly. The application of the principle of non-discrimination in school programs/activities during the pandemic is carried out by discussing the complaints of parents of students when there were obstacles in online learning. The school has also provided a solution that the guardians of the students can still accompany the child in learning. In terms of implementing "interest for students" in every school program, parents feel that the school program is good enough. In addition, the school program is also deemed to have been structured according to the principle of respecting the dignity of the child

and ensuring comprehensive development, as well as respecting the views of the child. School programs during the pandemic are also considered transparent and can be accounted for according to applicable legal rules.

The application of good management principles to the child-friendly school program at Tlacap public elementary school was obtained from the results of the principal and coordinator of the child-friendly school program at Tlacap public elementary school. According to the coordinator of the child-friendly school program at Tlacap public elementary school, the school makes regulations related to friendly schools. The regulation aims to ensure comfort and safety for students and their parents so as to create public confidence in the Tlacap public elementary school. The school is open to receiving criticism and suggestions from parents. The statement from the coordinator of the child-friendly school program was reaffirmed by the principal, who stated that good management at Tlacap public elementary school is carried out by prioritizing the interests of the child. When a problem occurs, the school quickly tracks it down, even if it concerns minor things such as disputes between children. The school strives to make both parties feel comfortable and valued. In resolving any conflict, the school prioritizes openness and the interests of the child. For example, when there are two children who are at odds because of accusations of bullying, the principal and class teacher called the two students and their parents to discuss the conflict.

5. Supervise the security, safety, and comfort of students, including ensuring the use of healthy internet and student-friendly social media. Five parents revealed their various strategies to monitor the safety and comfort of students, including ensuring healthy internet use through questionnaires and FGDs. The strategy is summarized as follows.

a.   Parent 1: The parent facilitated the child with smartphones, but only the parent joined the WhatsApp group. The parent forwards the schoolwork announced by the teacher in the group to the child. The parent allows the child to use smartphones for playing at certain times. The parent monitors the use of gadgets by viewing the browsing history on the smartphones periodically.

b.   Parents 2 and 4: Children use their parents' smartphones; parents accompany children when using smartphones for online learning. Parents actively ask children and see first-hand what the child is opening with the smartphone.

c.   Parent 3: Giving a smartphone to the child but its use is for a special time and under the supervision of parents and other family members who are at home with the child when the parents are working.

d.   Parents 5: Parents must ensure their children learn online safely by providing understanding and guidance so that they do not misuse the internet and social media.

The school supports the role of parents by educating them about the dangers of the excessive use of gadgets in children with the aim of monitoring and controlling the use of gadgets at home. The school's efforts to educate parents were carried out in collaboration with the Samin Foundation from Solo, Central Java, through two activities. The activity was held in early 2020, before the Covid-19 pandemic and the learning from home policy was implemented. In addition, the 3rd grade teacher also gave instructions to students to ask parents for help in finding assignment materials through the browser and the process of submitting school assignments through Google Forms.

6. Be proactive to ensure that a child-friendly school is included in the preparation, implementation, and accountability of the RKAS.

Based on the results of the questionnaire, most parents said they were proactive in ensuring that a child-friendly school was included in the preparation, implementation, and accountability of the RKAS. The school principal explained that during the Covid-19 pandemic only representatives of parents were involved in the preparation of the RKAS. In the RKAS there is always a signature from the school committee. In the public test activity, there are also representatives from parents, committees, and students. School programs programmed in RKAS also appear during public examinations, so they have been through representatives of parents and committees. RKAS have also been socialized to parents.

7. Actively participating in the coordination meeting for the child-friendly school implementation.

The results of the questionnaire revealed that 50% of students' parents did not participate in the coordination for the child-friendly school implementation during the pandemic. The principal explained that the school held limited online meetings for teachers and committees or representatives of parents. All new information will be distributed through WhatsApp to the respective class. For instance, teachers sent information regarding the Independence Day of Indonesia virtual celebration. These activities include dressing like heroes, drawing or poster competitions which are virtually delivered through the WhatsApp group of each class group. According to the parents' confession, there has not been face-to-face meeting of parents/guardians at Tlacap public elementary school.

The principal of Tlacap public elementary school also explained that the school has tried to empower students' families by providing information and asking for help to improve the condition of students at home and to improve good habits in learning through the Child Friendly method. At home, parents actively supervise their children. Parents are

encouraged to apply disciplinary rules such as limiting television viewing.

8. Intense communication between parents and teachers, for example through social media.

Based on data from questionnaires and FGDs, parents claimed to be actively communicating with teachers through WhatsApp. The school uses the WhatsApp group for guardians of students in each class for several purposes, namely to monitor children's learning progress, inform school programs/activities, discuss learning contracts and school programs, convey study assignments, and consulting when there are difficulties in the learning process at home or there are problems related to student participation in school programs. The WhatsApp platform is also used to report on the health conditions of children and families during the pandemic. However, the principal explained that the collaboration between the school and parents during the pandemic did not go smoothly because they could not meet in person. However, the school still maintained communication regarding child-friendly schools openly through the parents' WhatsApp group to encourage the learning at home process so that the students' progress could be checked. This condition shows that the school and parents of students are continuously trying to overcome coordination barriers during the pandemic.

9. Parental communication to the school regarding the child's health history

Some parents report their children's health during the pandemic to the classroom teacher. Reporting on children's health during the pandemic is carried out via cellphone. The principal also emphasized that the WhatsApp group created for each class also aims to monitor the health condition of students. So far, no student have been exposed to Covid-19. When there are parents who have to be quarantined due to being exposed to Covid-19, parents notify them via cell phones and come to school to ask for assignments for their children so they do not miss lessons because parents cannot accompany them when studying online during the quarantine.

Discussion

Internationally, the CFS standard was issued by UNICEF with six key principles which are derived from children's right. While, in the local context, the implementation of CFS in Indonesia is conducted under the guideline from the KPPPA in 2015. This discussion will explain the parents' participation in in regard to both regulations.

Based on the nine sub-component indicators of parental participation in the implementation of CFS, there are indicators that have been achieved and this has become the positive side of implementing CFS during the pandemic. Meanwhile, there are indicators that still need to be achieved. Indicators of parental participation that have been achieved during the pandemic include the active participation of parents as seen in the role of parents in assisting the learning process from home (indicator 3), ensuring the application of CFS principles in school programs through school committees and providing comments and program approvals through Whatsapp group voting (indicator 4), supervision of healthy internet use during the pandemic (indicator 5), involvement of parents in the planning, implementation, and accountability of RKAS (indicator 6), and intense parent-teacher communication through social media although not as smoothly as before the pandemic (indicator 8). Meanwhile, indicators that still have obstacles are the presence of parents who have not been active in coordinating the CFS program, namely not attending meetings (indicator 7), not all parents reporting the health condition of their children (indicator 9), and not all parents have the ability to explain the material which is considered difficult for children, while working parents often have an impact on the late submission of assignments (indicators 2 and 3).

The indicators that have been achieved cannot be separated from the school's efforts in

involving parents/guardians of students in the planning, implementation, and evaluation of the CFS program. The form of parental contribution to a child-friendly school is the participation of parents in the planning, implementing, controlling, and evaluation process[30]. School staff should push the willingness of parents to take a part in school programs and also respond either directly or indirectly from the initiation, and formulation of policies to the implementation of child-friendly school programs[31]. The findings show that the form of parental participation at the Tlacap public elementary school is in accordance with the concept mentioned.

According to UNICEF the key principles in implementing CFS are inclusiveness; safe, healthy, and protective environment; effectiveness; democratic participation; and gender responsiveness[32]. According to CFS key principles from UNICEF, the parents' participation only met five of six principles. That participations are described in the tabel 1.

Tabel 1. Parents' Participation Analysis Based on the UNICEF's CFS key Principles.

Principles	Implementation
Inclusiveness	Parents who live near or far from the school enrolled their children in Tlacap public elementary school.
Safe, healthy, and protective environment	Parents and teachers protect the students from internet abuse during online learning.
	Parents repot the health status of the children and others family members who infected by Covid-19 virus.
	The school staff supports the parents to educate their children to practice clean living habits and physical distancing to prevent the spread of Covid-19.
Effectiveness	Parents get information regarding learning material and school program through the WhatsApp group.
	Parents get assistance from classroom teacher for difficult learning material that would be taught to their children at home.

Democratic participation	Selected parents (each grades representative) are involved in school committee meetings for discussing school programs and budgeting (RKAS)
	Parents offer feedback on any new school programs/activities through WhatsApp groups.

Based on Table 1, parents' involvement in Tlacap public elementary school did not reach the target of gender responsiveness. Information about gender topics needs to be explored further. It is important because educational practice requires that every student have the equal right of education regardless of their gender[33].

Parents at Tlacap public elementary school have been involved in the planning, implementation, and accountability of the RKAS through parent representatives who are active in the school committee. In addition, the school also uses class groups on Whatsapp to receive input from parents and coordinate planning and implementation of school activities during the pandemic. The implementation of the CFS does not necessarily lead to a series of programs without an introduction to the CFS concept itself. The CFS Coordinator at Tlacap public elementary school explained that the CFS program which started in 2016/2017 was initiated by outreach to parents and the community about the purpose of CFS, which is to make schools feel comfortable so that schools are like a second home for children. The socialization aims to make parents understand the importance of creating child-friendly schools so that parents can voluntarily support and actively participate in school activities. It is suitable with the democratic principles of CFS by UNICEF. The parents must be involved in decisions-making process[34].

The data regarding parents' participation at Tlacap public elementary school during the Covid-19 pandemic shows that there is a decent collaboration between the school and parents. This positive collaboration has impacted the success of schools in realizing CFS so that quality

[30] UNICEF; Fitriani, Istaryatiningtias, and Qodariah.

[31] Herliati Susanti, 'Tingkat Partisipasi Orang Tua Dalam Pengembangan Program Kesiswaan Di SD N', *Skripsi, FKIP Universitas PGRI Yogyakarta* (Universitas PGRI Yogyakarta, 2017).

[32] Çobanoğlu, Ayvaz-Tuncel, and Ordu.

[33] Çobanoğlu, Ayvaz-Tuncel, and Ordu.

[34] Çobanoğlu, Ayvaz-Tuncel, and Ordu.

education can be achieved. School staff efforts to encourage collaboration between teachers and parents throughout the Covid-19 era are (1) establishing intensive communication, (2) providing assistance for parents, (3) flexibility, (4) focusing on student centeredness and applying open management, (5) Involving school committees in program planning and budgeting.

Communication is the key to collaboration between the school and parents[35]. Teachers and the principal establish intensive communication with parents through class WhatsApp groups for delivering information related to learning contracts, learning materials and assignments, family and child health conditions, and various school programs. WhatsApp class groups are also used as a medium for discussion between class teachers and parents when a new activity is planned. This communication method aligns with the CFS guidelines issued by UNICEF. The school provides regular communications through online media and promotes parents' participation in the discussion for all[36].

The class teacher aids the parents if there are difficulties in carrying out a learning assignment at home. Assistance is provided by class teachers in the form of material consultations that are considered difficult to learn when studying from home. Besides that, teachers also provide direct learning assistance services in schools on a limited basis and under strict health protocols. Moreover, classroom teachers provide flexibility in study assignment collection time for students whose parents work.

The implementation of child-friendly school program management prioritizes the interests of children. Every regulation at school is always based on the student's needs and responds to the parents' perspectives. The school applies openness in terms of program planning and budget management. Conflict management which has been implemented is friendly for parents and children through meeting in school. In a

pandemic situation, the school involves school committees (parent representatives) for online meetings to compile RKAS (school program and budget planning).

The efforts of Tlacap State Elementary School in encouraging parental participation are in line with the results of other studies that reveal that schools can enact several strategies to increase parents' participation. Some of the strategies are (1) preparing and implementing school programs that are beneficial for students and attractive for parents to participate in, and (2) involving the parents in each program implementation, whether in planning, coordination, and evaluation of programs both individually and through school committees, (3) intensifying communication between schools and parents both directly and through the media so that partnerships are established, and (4) applying the principles of transparency and accountability in each program by reporting to all stakeholders to foster trust in schools[37].

Parental participation in the educational process has an influence on the success of students. Some forms of parental participation that support student success are, (1) direct assistance when studying at home, (2) an active role in participating in school activities, and (3) participating in training/direction from the school in accompanying children at home (Bahanshal, 2021; Boonk et al., 2018; Castro et al., 2015; Erdem & Kaya, 2020; Roy & Giraldo-García, 2018; Sumarsono, 2019)[38]. When viewed from the

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[35] Knopik and others.
[36] UNICEF.

[37] Raden Bambang Sumarsono, 'upaya mewujudkan mutu pendidikan melalui partisipasi orangtua siswa', *Jurnal Ilmu Pendidikan*, 24.2 (2019), 63 <https://doi.org/10.17977/um048v24i2p63-74>.
[38] Dalal Bahanshal, 'Saudi Parents' Involvement in Children's Education during COVID-19', *Journal of Education and Training*, 9.1 (2021), 44 <https://doi.org/10.5296/jet.v9i1.19262>; Lisa Boonk and others, 'A Review of the Relationship between Parental Involvement Indicators and Academic Achievement', *Educational Research Review*, 24 (2018), 10–30 <https://doi.org/10.1016/j.edurev.2018.02.001>; María Castro and others, 'Parental Involvement on Student Academic Achievement: A Meta-Analysis', *Educational Research Review*, 2015 <https://doi.org/10.1016/j.edurev.2015.01.002>; Cahit

results of the research obtained, the participation of parents in Tlacap State Elementary School during the Covid-19 pandemic has fulfilled all three forms of parental participation that support student success. However, the participation rate of parents in Tlacap State Elementary School has not reached 100%, both before and during the pandemic. As revealed by the principal of Tlacap State Elementary School, before the the spread of Covid-19 was declared as apandemic in Indonesia, the school collaborated with the Samin Foundation to educate parents about the dangers of excessive use of gadgets in children in at least two sessions. Regrettably, there are still parents of students who do not attend these activities. Based on these conditions, the school needs to conduct critical reflection to optimize parental participation in the child-friendly school program at Tlacap State Elementary School in order to support students' achievements. Serious reflection must be given to investigate not only the obstacles faced by parents', but also the approaches of the school administration. The principal needs to ensure that teachers acquire measures to build collaboration with parents, understand family dynamics and structures, improve communication skills, reduce barriers to family and community involvement in school, and appreciate the value of working together with a diverse culture[39].

The findings of parents' participation in supporting the implementation of CFS during the pandemic at Tlacap State Elementary School were also found in several other studies (Risdoyok and Aprison, 2021)[40]. The research by Risdoyok, R.

and Aprison, W. (2021) found that even if communication between teachers and parents were optimized by the use of the WhatsApp group, this does not necessarily mean that parental involvement in the learning process, would run well. Furthermore, the same study has also shown that the learning regulation agreement permitted them to participate in the first 1-3 weeks. Unfortunately, the rules are not well implemented because of the insufficient time working parents have outside their jobs.

The results of this study and similar studies reveal that further studies are still needed to understand how to improve parental participation rates in the child's educational process both at school and at home (if held remotely). The school can conduct training or socialization to parents, but the administrators must carefully consider its effectiveness. As explained by Cotton and Wikelund[41], training activities for parents that are carried out with fewer sessions are more effective. They further argue that intensive parental training programs do not have a high impact on student achievement and sometimes causes friction during the activities due to the possibility that the implementation time and capacity required in training exceeds the willingness of parents.

Conclusion

Parental involvement in Tlacap public elementary school during the Covid-19 crisis only met five of nine sub-components of parents' participation in CFS. School staff efforts to enhance parents' participation throughout ERE in the Covid-19 crisis are (1) establishing intensive communication, (2) providing assistance for parents, (3) providing flexibility for working parents, (4) focusing on a student-centered approach and applying open management, (5)

Erdem and Metin Kaya, 'A Meta-Analysis of the Effect of Parental Involvement on Students' Academic Achievement', *Journal of Learning for Development*, 7.3 (2020), 367–83; Mamta Roy and Regina Giraldo-García, 'The Role of Parental Involvement and Social/Emotional Skills in Academic Achievement: Global Perspectives', *School Community Journal*, 28.2 (2018), 29–46 <https://search.proquest.com/docview/2166969249?accountid=188730>; Sumarsono.

[39] UNICEF; Fitriani, Istaryatiningtias, and Qodariah.

[40] Risdoyok and Wedra Aprison, 'Kerjasama Guru PAI Dan Orang Tua Dalam Menghadapi Pembelajaran Selama Covid-19', *Jurnal Ilmu Pendidikan*, 3.5 (2021), 2319–35

<https://doi.org/https://doi.org/10.31004/edukatif.v3i5.819>.

[41] Mary Grace S.J. Rafael, 'Parents Involvement and Educational Level : The Significance To Students Academic Performance' (De La Salle University Graduate School Taft Avenue, Manila, 2020) <https://www.researchgate.net/publication/343537918%0AParents>.

Involving school committees in program planning and budgeting. The findings of this study confirm that maintaining collaboration between the school and parents is necessary to support CFS implementations in distance learning settings. Serious reflections are needed to identify parents and school staff's needs to increase parental participation. School programs must consider the proper duration and frequency for all parents' backgrounds. Furthermore, parents' participation needs to be appreciated to motivate their contribution. The results of this research can be considered in developing a school-home collaboration model in primary-level distance learning in the future.

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