Collaboration Model of Parents, Teacher and University Students in Supporting Learning from Home

Ahmad Wael
Universitas Muhammadiyah Sorong
Jl. Pendidikan Km. 8. No. 27 Kota Sorong
ahmadwael@um-sorong.ac.id

Rizal Akib
Universitas Muhammadiyah Sorong
Jl. Pendidikan Km. 8. No. 27 Kota Sorong
akibrizal@um-sorong.ac.id

Paulina
Universitas Muhammadiyah Gresik
Jl. Sumatera No.101, Kabupaten Gresik,
paulina@umg.ac.id

Hayat M. Ohorella
Universitas Muhammadiyah Sorong
Jl. Pendidikan Km. 8. No. 27 Kota Sorong
hayatohorella@gmail.com

Dian Saputra
Universitas Muhammadiyah Sorong
Jl. Pendidikan Km. 8. No. 27 Kota Sorong
diansaputra@um-sorong.ac.id

Abstract

This research aims to develop a model of Teacher-Parent Collaboration and Student Assistance to support learning from home and strengthening post-pandemic learning. By using the Plom Development model, this research data was obtained through three stages of development, namely 1) Preliminary Research using interviews and field assessments as data collection instruments; 2) Development model with reference to preliminary research data; 3) Assessment to determine the validity, practicality and effectiveness of the model that has been developed using validity sheets, FGDs and student daily reports. The results of this research concluded that the collaborative model of teachers and parents with student assistance is applicable based on validity with an average value of 3.47 and Cronbach alpha 0.83 which can be interpreted as an acceptable model for implementation. In addition, this model is said to be effective in helping parents and students in the learning process from home by looking at an average value of 90% on aspects that are used to evaluate its effectiveness and being an effective model according to the responses of teachers and students in the implementation process.

Keywords: Learning from home; Teacher-parent collaboration; University students.

1. Introduction

The success of education in schools is certainly not only entrusted to teachers and curriculum. Other support needed in achieving educational success and goals is the role of parents who are active and participatory in the student learning process. The active role of parents is very important, especially during a pandemic like this, which requires students to learn from home through the guidance of teachers and parents (Lilawati, 2020). Even though *Pembelajaran Dari Rumah (PDR)* for some parents is felt to be ineffective because PDR does not allow students to interact directly with teachers and eliminates socializing activities with their friends, learning at home is considered to be able to improve the quality of learning (Cahyati & Kusumah, 2020).

The Indonesian government, through the Ministry of Education in responding to this condition, has also paid attention through programs that support learning from home as an effort to stop the spread of the COVID-19 outbreak, including providing assistance with internet data package quotas to carry out online learning and carrying out teaching assistance activities that involve students in efforts support the implementation of the educational process in elementary schools through the Teaching Campus program. In addition, research and community service carried out by academics are also trying to find scientific breakthroughs in order to provide an overview of the challenges and conditions of the current implementation of education (Arifa, 2020)

Through the roles of various parties, especially teachers and parents as individuals who interact directly with students, the learning process can still be carried out properly as well as learning during normal conditions. In this case, many studies have been conducted that examine the role of parents in implementing PDR such as online learning and the challenges faced by both teachers and parents in implementing it (Astuti & Harun, 2020). Based on research by Sholikah & Hanifah (2021), parents play five crucial roles in supporting their children's learning: facilitator, companion, teacher or guide, motivator, and director. It is essential for parents to effectively fulfill these roles to ensure that home-based learning is as effective as in-school education. Additionally, the response to the challenges faced by students, the institution is proactively designing a new educational approach for the post-pandemic era, centered around an autonomous learning model that emphasizes personalized instruction (Saputra et all, 2023).

Moreover, as highlighted by Saudah et al. (2022), cultivating a sense of responsibility in children involves encouraging them to complete tasks and tidy up their play materials after use. This discipline, instilled by both parents and teachers, often commences with adherence to school rules. Collaboratively, parents and teachers foster essential social skills, enhancing children's abilities to communicate and interact with peers, educators, and family members.

Collaboration is essential for success in any endeavor. In its most basic form, collaboration is setting objectives with others, and sharing responsibilities while working simultaneously to achieve more than a person could do alone. When people collaborate effectively, they are able to tap into each other's strengths and knowledge to achieve great things. Collaboration is also a powerful tool for learning and growth. By working together, people can learn new skills and perspectives, and develop their own abilities (Barfield, 2016). Several examples of mentoring and collaboration models between parents and teachers have been documented in recent research. For instance, Mulyono et al. (2017) introduced the Teacher-Student-Family Collaboration Model (KOGUSIGA) aimed at enhancing teachers' knowledge and skills related to food safety for elementary school (SD) students. Adams, et all (2018) claims that research identifies obstacles to engaging families, including sociodemographic and school structural factors that forecast parental involvement in their children's education. Additionally, recent studies emphasize the effectiveness of system-wide initiatives aimed at establishing school-family partnerships, where educators and parents join forces to enhance student success. Moreover, Apriani (2021) studied the pivotal role of collaboration between teachers and parents, particularly in achieving successful learning outcomes. These were a collaborative effort between teachers and parents in facilitating home-based learning (PDR). This approach involved creating learning groups to monitor children's educational activities at home. Additionally, Rantauwati (2020) presented findings from research highlighting the significance of collaboration between parents and teachers in shaping the character of elementary school students.

Nowadays, researchers rarely find the development of a PDR model that provides good and practical solutions for collaboration between teachers and parents to support PDR, even though it is very important to understand this collaboration between teachers and parents (Myende & Nhlumayo, 2020). Therefore, it is necessary to research to find a model of collaboration between teachers and parents that can be implemented to support Learning from home for school students.

Students Assistantship

According to the Big Indonesian Dictionary (KBBI, 2016), assistance is helping or aiding someone in their professional duties. Student assistance encompasses activities undertaken by students to support their peers or the community, particularly in the context of educational endeavors. Student assistance initiatives can occur within the school environment or extend to the students' residential surroundings. On the other hand, teaching assistance denotes a type of activity in which students help their fellow students in their academic pursuits within the school setting.

Teacher-Parent Collaboration

In accordance with Winatraputra (2001), a model can be understood as a conceptual framework that serves as a reference or guide for conducting a specific activity. On the other hand, a learning model, as defined by Zakir (2020), represents a conceptual framework that outlines a structured and organized educational experience designed to attain

specific learning objectives. According to Bang, Y. S. (2018) in fostering collaboration between parents and teachers, the aim is to minimize misinterpretations, foster mutual understanding, and lay the groundwork for a trustworthy partnership between both parties. Additionally, parent-teacher relationship styles vary, ranging from those led by professionals to those directed by parents (Porter, 2008). This research identifies four fundamental collaboration models based on these definitions of collaboration between parents and teachers. School-family collaboration has been extensively explored in the international scientific literature, with compelling evidence showcasing the positive impact of effective school-family partnerships on students' academic progress, motivation, and overall well-being (Paccaud et all, 2021). These models are contingent on how the school perceives and defines the role of parents as collaborative partners.

The first model is the independent model, which is a model based on the assumption that parents give responsibility for their children's education to the school. The teacher in turn accepts the responsibility. Parents hold the school responsible. Schools work independently from families to educate children. Parental involvement in decision making and cooperation is considered inappropriate or unnecessary by the school. There are few, if any, opportunities to share resources or responsibilities.

The second model is the mission-driven model. Schools set a mission and ask for parental support. The school identifies appropriate values and practices for children's success. The school believes that success is fostered by shared expectations and values throughout the school and home. The directions are mainly from school to home with little parental input.

The third model is the Cooperative School model recognizing the expertise possessed by the family. Schools assume that the interaction between home and school is very helpful. One of the main attitudes is that parents and educators each have unique expertise related to education. Educators draw on parental knowledge and experience to improve teaching. Weaknesses in this model occur when schools do any of the following, (1) View the curriculum as everything important and stay in place, (2) Not willing to invite parents to be part of curricular decision-making, (3) Don't think about bridging school and home resources.

The fourth model is the Collaborative School model working with families to achieve a common mission for children's educational success. There is cooperation between parents, educators, and community members. Collaboration occurs through two-way communication, recognizing the strengths of parents, and solving problems together. Schools are open to exploring new policies, practices, relationships and attitudes that foster partnerships for children's school success.

2. Method

This research will use a development research approach with the Plomp development model, which consists of three stages, namely: preliminary research, prototyping phase, and assessment phase (Rijal & Sofiarini, 2019). Research data obtained from the results of validity, practicality, and effectiveness tests. Validity test data obtained through a validation sheet. Practicality data were obtained from response questionnaires (Teachers, Parents and Students), and interviews. Effectiveness data can be seen from the daily reports on the implementation of model trials and student interviews.
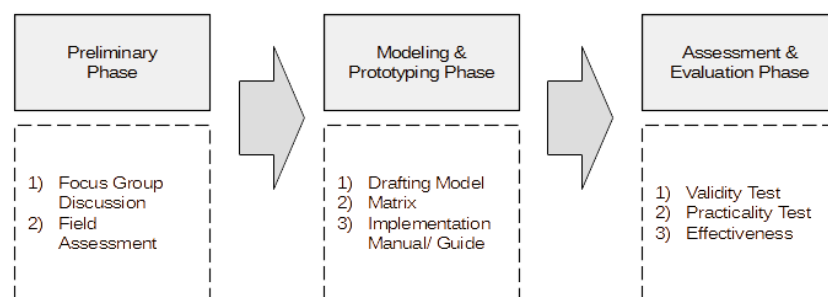

Figure 1. Research Diagram

1. Partipants of The Research
   The participants in this study were 2 class teachers, 1 subject teacher, 4 parents, and 8 students at junior high school.
2. Data Analysis
   The data to be collected in this study will be analyzed with the following procedures:
   a. Analyze the results of interviews and observations at the stage (preliminary research) by organizing the data into the required indicators as a basis for creating a learning model.

b. Analyzing the results of the validity test data on the model developed through the validity test instrument. The validity test of the collaboration model developed was validated by 3 experts in a discussion forum commonly called a Focus Group Discussion (FGD). Focus Group Discussion (FGD) is a small group discussion in which participants respond to a series of questions focused on one topic (Marrelli, 2008). The results of the FGD are used as a reference for revising the collaboration model. The validity of the collaboration model is assessed based on construct validity (add reference to research/assessment methods). reviewed from several aspects of the assessment as follows; 1) Communication, 2) availability of implementation guidelines, 3) involvement of parents, 4) role of students, 5) reports and evaluations, while the validity of the model is determined by referring to the validity criteria in the table below (Banjarani et al., 2020).

Table 1. Transition markers

Scores Interval	Criteria
$3.25 < P \leq 4.00$	High Validity
$2.50 < P \leq 3.25$	Valid
$1.75 < P \leq 2.50$	Less Validity
$1.00 \leq P \leq 1.75$	Invalid

c. Analyzing data from questionnaires and interviews as a result of model trials that have been developed at an early stage by organizing data, Coding and Data Reduction and Data Interpretation.

3. Findings and Discussion

The results of this study were divided into three parts, namely, (1) Results of the initial analysis of the PDR model during the pandemic based on teacher experience interviews, (2) Results of the development of the Teacher-Parent Collaboration model based on the existing PDR model with added student assistants and (3) Results The validity, practicality and effectiveness of developing and testing the Teacher-Parent Collaboration model with the assistance of students.

1. Early Analysis Result

The results of this initial analysis were obtained by carrying out focus group discussions with teachers and parents as well as field assessments at schools that were the target of conducting research activities. This analysis is intended to obtain data on teacher experience when carrying out learning from home during a pandemic and parental involvement.

The PDR Model During a Pandemic Based on Teacher's Experience

In general, based on the results of interviews with teachers, the learning process during the pandemic some time ago was carried out using two approaches, namely online and offline. With an online approach, teachers use chat applications such as the WA Group for each subject, but if students do not have devices that can be used to access these online applications, the teacher forms study groups consisting of students who have smartphones paired with students who do not have them so they can help each other to complete their school assignments. This is done because the teacher focuses not on the physical or virtual presence of students, but for teacher students they can still do school assignments and learning from home is the main goal.

> "Actually, the implementation is flexible and adapts to the conditions of students, because just submitting assignments makes us happy"

Apart from that, by going offline, the teacher also provides an opportunity for students to keep learning by doing the assignments given and then submitting the assignments they have done directly at school if they don't have a smartphone and internet access. However, the teacher acknowledged that this method was not very effective so that only a few students implemented it because the distance from home to school was so far and it was considered less effective if students had to go to school just to collect their assignments.

Another method that is also used by the teacher is to divide the class into two groups and two different schedules with the aim that there are no large crowds of students in the class, but this method is recognized by the teacher as very ineffective because they have to repeat the same material to two groups of students at the same time. different.

> "What makes it a hassle, we have to teach the same material to 2 groups so that the material delivered is slow, time wasted and ineffective."

This makes teachers do not really recommend dividing their classes into two groups and different study schedules because this will make it difficult for schools that have a limited number of teachers.

Model of Parental Involvement in Children's Learning during a Pandemic

During a pandemic, parents also have a very important role in supporting their children's teaching and learning process at home. There are many ways that parents can do it, but based on the results of interviews with teachers and parents, the role of parents in supporting their child's learning is still only in the form of technical matters, such as taking assignments given by the teacher and then delivering the completed assignments back to school.

Moreover, some teachers also regularly communicate with parents of students via mobile phones and even visit students' homes on a scheduled basis.

> *"For communication between us, the school and parents, teachers who live around the*
> *company routinely visit several parents whose students are not actively participating in the*
> *learning process that has been given."*

Visiting homes can be done by teachers because the school that is the location of this research is a school where the majority of students live not far from the school environment. In addition, the results of this study also reveal that parents and students are quite open to being invited to communicate with teachers when learning from home or when teachers visit students' homes. They parents and students are ready and openly accept every suggestion given by the school.

2. Development of Parent and Teacher Collaboration Models with Student Assistantship

After seeing the results of early studies related to the learning model from home and parental involvement, a model of parent-teacher collaboration was developed by adding the role of students in assisting this collaboration to support students to continue learning from home. This model divides the role of parents and communication models between parents, teachers and students, to support learning from home as shown in the diagram below.
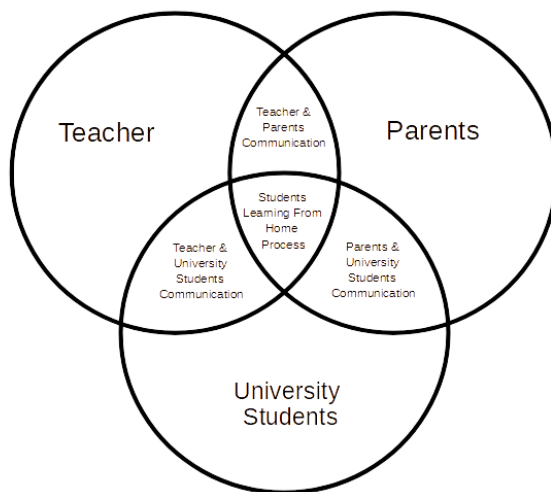
Figure 2. Collaboration Model

The picture above shows the purpose and focus of collaboration built by parents, teachers and students is the implementation of the learning process from home by building communication between the parties. In addition, it is also necessary to describe the syntax of the collaboration model as shown in the table below.

Table 2. Teacher and parent collaboration model syntax

Syntax Model	Activities and Role	Achievement Indicator
Parent and Teacher Collaboration	1. Communication of student learning objectives 2. Communication of student learning outcomes 3. Communication of children's learning difficulties at home and at school 4. Provide study time for children at home accompanied by students 5. The teacher provides teaching materials and exercises	1. Parents understand the important goals of children's learning 2. Parents get regular reports on their children's learning outcomes 3. Find solutions together to overcome children's learning problems 4. The process of learning from home can be carried out
Parent and University	1. University students communicate the	Implement of PDR

Student Collaboration		process of assisting students to parents	
	2.	Form study groups from home for students	
	3.	Report the process and results of student learning at home to parents	
Teacher and University Student Collaboration	1.	University students communicate the process of assisting students to parents	Implement of PDR
	2.	Form study groups from home for students	
	3.	Report the process and results of student learning at home to parents	

Teacher and Parent Communication Model

Parents are advised to actively communicate with teachers through group communication media such as the WhatsApp's group but, if necessary, parents can directly contact the teacher. Things that are communicated are things that are helpful in facilitating the student learning process but are not limited to asking about the assignments given but to how to prepare and build their children to become independent learners.

Using group communication media will really help teachers to effectively answer and solve student learning problems not only for one or two parents but also for other parents who may have the same problem. This pattern of communication must be built jointly between the school and parents to find patterns and ways to build good communication between teachers because through good communication good collaboration will also be created.

Parents and Students Communication Model

The next pattern of communication in this model is between parents and students. Communication in this section aims to make it easier for parents to get communication alternatives if communication options between parents and teachers are not available. It is hoped that the presence of students can help parents in supporting their children's learning at home. Students who are assigned to become assistants for collaboration between parents and teachers are students who have received training and understand the lesson plan that has been prepared by the teacher.

Teacher and Student Communication Model

Teachers and students also establish communication such as between teachers and parents but in this communication model, teachers need to provide guidance to students which contains instructions to help students learn from home and communicate with parents. Teachers and students not only need to communicate through media such as wag but also need to regularly evaluate the entire assistance process face to face.

Students Role

To be able to carry out the role as a collaboration assistant, students need to be equipped with several skills such as effective communication skills, problem solving and understanding learning objectives. In addition, students also play an active role in forming and assisting student study groups at home and discussing the mentoring process both to teachers and to students' parents.

Verification results of the validity, practicality and effectiveness of the developed and verified model

Based on the creation of the previous mentioned cooperation model, the model was tested in target schools and the following model experiment results were obtained.

Model Validity Test

The validity test was carried out by giving a validation sheet to 3 learning model development experts from the Faculty of Teacher Training and Education University Muhammadiyah Sorong.

Table 3. Validity Test Results

Assessment Aspects	Validity Scores	Criteria	Cronbach α	Reliability
Communication	3.67	High Validity	0.83	Acceptable
Implementation Guide	3.33	High Validity		
Parental Involvement	3.67	High Validity		
Student Role Report	3.33	High Validity		
Report and Evaluation	3.33	High Validity		
Average	**3.47**			

Practicality Test

The data on the outcomes of this practicality test were acquired through student and teacher responses to the practicality test questionnaire, which was completed after the model testing procedure, with the following findings.

Table 5. Practicality test results of student responses

No	Aspect assessed	Student		Teacher	
		Average (%)	Categories	Average (%)	Categories
1	Implementation Guide	89%	Practical	85%	Practical
2	Implementation Process	73%	Practical	83%	Practical
3	Daily Report	92%	High Practicality	85%	Practical

Practicality test results are assessed through 6 questions from 3 aspects, namely, 1) implementation guide, implementation process and daily reports with an average student response percentage for aspects of implementation guidelines of 89%, implementation process 73% and daily reports 92% in the practical category so practical.

In contrast to the teacher's response, the average implementation guidance aspect is 85%, the implementation process is 83% and the daily report is 85% which is below when compared to the average student response in these three aspects but is still in the practical category.

Discussion

Collaboration between parents, teachers, and university students in supporting learning from home is a critical aspect of ensuring effective remote education. The findings suggest that most of the academic community, especially students, reported their experiences as positive. However, they encountered challenges and limitations associated with using technology during the learning process. Parent and teacher collaboration is a significant guiding force in the students' learning process. Parental involvement and guidance are crucial to creating a conducive home learning environment. Parents can provide guidance and support to their children, ensuring their engagement and focus on their studies. This research aligns with the findings of Agaton & Cueto (2021), which indicated that parents have encountered various challenges in the new virtual learning mode. These challenges include the delivery of instruction, unsatisfactory learning outcomes, financial difficulties while balancing work and family commitments during lockdown, struggles with the use and availability of technology, and personal issues related to health, stress, and learning styles. Effective communication between teachers and parents is crucial. This communication can take various forms, including regular meetings, messaging, or dedicated communication platforms. It facilitates the exchange of feedback, progress updates, and the resolution of concerns.

Collaboration between parents and university students enhances the effectiveness of communication. Resource sharing and mutual support can be key aspects of this collaboration, enabling the exchange of educational resources, teaching materials, and support networks. This collective effort contributes to creating a more enriched and dynamic learning environment. The involvement of university students in this collaboration brings fresh perspectives and enthusiasm. They can play a role in tutoring, mentoring, and providing additional learning resources. Technology and digital literacy play a crucial role in remote learning. Parents, teachers, and university students should ensure that students can access the necessary tools and develop digital literacy skills. This aligns with research conducted by Putra et al. (2020), which highlights the significant impacts of learning from home. These impacts encompass the availability of online learning technology, parental readiness to support learning, student learning management, and the government's preparedness to support their national learning policies during pandemic crises.

Collaboration between teachers and university students is pivotal in bridging communication between parents and the learning process. This collaboration encompasses several crucial functions: First, they can communicate students' progress and learning outcomes at home, ensuring that parents are well-informed about their child's academic performance. Second, they can organize study groups for students from home, promoting productive collaboration and mutual support among students in their learning journey. Third, they can assist students in understanding their coursework and offer guidance when necessary, ensuring that students receive the help they need to succeed. Through active engagement in these tasks, university students significantly contribute to creating a more supportive and effective learning environment for students studying from home. Adaptability and flexibility are vital in the collaboration model as they need to evolve to suit the changing needs of students. Flexibility in teaching methods and learning resources is crucial to accommodate various learning styles and preferences. Research identifies obstacles to engaging families, including sociodemographic and school structural factors that forecast parental involvement in their children's education. Additionally, recent studies emphasize the effectiveness of system-wide initiatives aimed at establishing school-family partnerships, where educators and parents join forces to enhance student success (Raftery, et all, 2012). Furthermore, university students should focus on fostering collaboration that addresses the social and emotional well-being of students.

Parents, teachers, and university students can collaborate to provide emotional support, maintain social connections, and ensure students are effectively coping with the challenges of remote learning.

Overall, this collaboration model recognizes that education is a shared responsibility. By bringing together parents, teachers, and university students, it provides students with a well-rounded and supportive educational experience, irrespective of their physical location. The model could enhance the quality and effectiveness of remote learning while fostering a strong sense of community and shared goals among all stakeholders. An evaluation and continuous improvement are needed, while the collaboration model should be subject to regular evaluation and improvement. Data collection and analysis help identify what works and what needs adjustment.

4. Conclusion

Based on the above results, the study concluded that the teacher-parent collaboration model with student assistance can be applied in terms of validity with an average value of 3.47 and Cronbach alpha 0.83 which can be interpreted as an acceptable model for implementation. Whereas in the practical test section, this model can be said to be practical by looking at the average student response value of 85% and teacher 84% in the 3 aspects that are indicators of the assessment. In addition, this model is said to be effective in helping parents and students in the learning process from home by looking at an average value of 90% on the aspects that evaluate its effectiveness. In addition, the results of the interviews also support the effectiveness of this model in aspects of the student's role and the implementation process.

The collaboration model involving parents, teachers, and university students can significantly enhance the effectiveness of remote learning. It ensures a comprehensive and supportive approach to education that addresses not only academic needs but also social and emotional well-being. By fostering open communication and resource sharing, this model creates a more enriching and nurturing educational experience for students learning from home. In conclusion, the collaboration model involving parents, teachers, and university students in supporting learning from home has proven to be a dynamic and effective approach to address the challenges of remote education. Through the sharing of resources, guidance, and a commitment to open communication, this model ensures a holistic and student-centered learning experience.

This research recommends a number of things based on the results of the development and trials of this collaboration model including, 1) Schools need to initiate and invite parents to be able to work together to support children's learning from home, 2) schools and universities are advised to establish partnerships in order to support children's education good during a pandemic even after. Apart from that, the researcher also recommends developing and testing the model by taking into account other aspects such as the characteristics of the accompanying students and the development of a more comprehensive guide and making it a part that can support the implementation of Independent Learning on an Independent Campus.

5. References

Adams, D., Harris, A., & Jones, M. S. (2018). Teacher-parent collaboration for an inclusive classroom: Success for every child. MOJES: Malaysian Online Journal of Educational Sciences, 4(3), 58-72.

Agaton, C. B., & Cueto, L. J. (2021). Learning at Home: Parents' Lived Experiences on Distance Learning during COVID-19 Pandemic in the Philippines. International Journal of Evaluation and Research in Education, 10(3), 901-911.

Apriani, Y. (2021). KOLABORASI GURU DAN ORANG TUA DALAM PEMBELAJARAN DARI RUMAH (PDR) PADA MATA PELAJARAN AL-QUR'AN HADIST DI MIN 2 KOTA BENGKULU (Doctoral dissertation, UIN Fatmawati Sukarno Bengkulu).

Arifa, F. N. (2020). Tantangan Pelaksanaan Kebijakan Belajar Dari Rumah Dalam Masa Darurat Covid-19. Info Singkat;Kajian Singkat Terhadap Isu Aktual Dan Strategis, XII(7/I), 6. http://berkas.dpr.go.id/puslit/files/info_singkat/Info Singkat-XII-7-I-P3DI-April-2020-1953.pdf

Astuti, I. Y., & Harun, H. (2020). Tantangan Guru dan Orang Tua dalam Kegiatan Belajar Dari Rumah Anak Usia Dini pada Masa Pandemi Covid-19. Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 5(2), 1454–1463. https://doi.org/10.31004/obsesi.v5i2.808

Bang, Y. S. (2018). Parents' perspectives on how their behaviors impede parent–teacher collaboration. Social Behavior and Personality: an international journal, 46(11), 1787-1799.

Banjarani, T., Putri, A. N., & Hindrasti, N. E. K. (2020). Validitas Lembar Kerja Peserta (LKPD) Berbasis Problem Based Learning Pada Materi Sistem Ekskresi Untuk Kelas VIII SMP. Jurnal Pendidikan Dan Pembelajaran Sains Indonesia (JPPSI), 3(2), 130–139.

Barfield, A. (2016). Collaboration. ELT Journal, 70(2), 222-224. https://doi.org/10.1093/elt/ccv074

Crossley, J. G., & Vivekananda-Schmidt, P. (2015). Student assistantships: bridging the gap between student and doctor. Advances in medical education and practice, 447-457. https://doi.org/10.1111/tct.12355

KBBI. (2016). Kamus Besar Bahasa Indonesia. https://kbbi.kemdikbud.go.id/entri/asistensi. Diakses pada 20 Agustus 2023

Lilawati, A. (2020). Peran orang tua dalam mendukung kegiatan pembelajaran di rumah pada masa pandemi. Jurnal obsesi: Jurnal pendidikan anak usia dini, 5(1), 549-558.

Marrelli, A. F. (2008). Collecting data through focus groups. Performance improvement, 47(4), 39-45.

Mulyono, S., Nurachmah, E., Sahar, J., & Prasetyo, S. (2017). Model Kolaborasi Guru, Siswa, Dan Keluarga (Kogusiga) Meningkatkan Pengetahuan Dan Keterampilan Guru Tentang Keamanan Makanan Anak Sekolah. Jurnal Keperawatan Indonesia, 20(2), 110-117.

Myende, P. E., & Nhlumayo, B. S. (2020). Enhancing parent–teacher collaboration in rural schools: parents' voices and implications for schools. International Journal of Leadership in Education, 1–25. https://doi.org/10.1080/13603124.2020.1731764

Nika Cahyati, & Rika Kusumah. (2020). Peran Orang Tua Dalam Menerapkan Pembelajaran Di Rumah Saat Pandemi Covid-19. Jurnal Golden Age, 4(01). https://doi.org/10.29408/jga.v4i01.2203

Paccaud, A., Keller, R., Luder, R., Pastore, G., & Kunz, A. (2021, April). Satisfaction with the collaboration between families and schools–the parent's view. In *Frontiers in Education* (Vol. 6, p. 646878). Frontiers Media SA. https://doi.org/10.3389/feduc.2021.646878

Porter, L. (2008). Teacher-parent collaboration: Early childhood to adolescence. Aust Council for Ed Research.

Putra, P., Liriwati, F. Y., Tahrim, T., Syafrudin, S., & Aslan, A. (2020). The students learning from home experience during covid-19 school closures policy in indonesia. Jurnal Iqra, 5(2).

Raftery, J. N., Grolnick, W. S., & Flamm, E. S. (2012). Families as facilitators of student engagement: Toward a home-school partnership model. In Handbook of research on student engagement (pp. 343-364). Boston, MA: Springer US.

Rantauwati, H. S. (2020). Kolaborasi Orang Tua Dan Guru Melalui Kubungortu Dalam Pembentukan Karakter Siswa SD. Jurnal Ilmiah WUNY, 2(1).

Rijal, A., & Sofiarini, A. (2019). Pengembangan e-Learning Mata Kuliah Pembelajaran Matematika SD Berbasis Aplikasi Moodle Di PGSD. Jurnal Basicedu, 3(4), 2071–2082. https://doi.org/10.31004/basicedu.v3i4.266

Saputra, D. Asnur, M. N. A. Hartanti, R. Randa, M. (2023). Teaching English at Junior High School: Post-Pandemic Recovery. *Interference: Journal of Language, Literature, and Linguistics*, 4(1), 119-128. https://doi.org/10.26858/interference.v4i1.44129

Saudah, S., Hidayati, S., & Emilia, R. (2022). Kolaborasi Orang Tua dan Guru Membangun Kemandirian Anak Usia Dini. Nanaeke: Indonesian Journal of Early Childhood Education, 5(1), 51-62.

Sholikah, M. A., & Hanifah, U. (2021). Peran orang tua dalam membantu belajar anak di masa pandemi COVID-19. PEMBELAJAR: Jurnal Ilmu Pendidikan, Keguruan, Dan Pembelajaran.

Winataputra, U. S. (2001). Model-Model Pembelajaran Inovatif. Universitas Terbuka, Jakarta.

Zakir, S. (2020). Menggagas Model Pembelajaran Dari Rumah (Learning from Home).