



Disharmony of Parents and Children in an Online Learning during the Covid-19 Pandemic in Indonesia

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The disharmony between parents and children in online learning during the pandemic was a crucial topic to be discussed in the current pandemic outbreak. This disharmony had caused difficulties for children to improve their learning motivation. This study mapped out the forms of disharmony between parents and children in online learning and analyzed the causes behind disharmony and its implications for children's learning motivation. The data of this study was based on interviews with three different groups of informants by taking into account the structural characteristics of the groups. The results of this study showed that the emotional pressure, inability, and unpreparedness of parents and children in dealing with changes in learning traditions during the pandemic had strengthened the disharmony between them. The disharmony resulted in declining children's learning motivation in online learning during the Covid-19 pandemic. This study suggested the need to expand the cases studied and added data sources to enable understanding of the impact of the Covid-19 pandemic on the disharmony of parents and children.

Keywords: online learning, the burden on parents and children, disharmony, the Covid-19 pandemic.

Introduction

There has been disharmony between parents and children in online learning during the Covid-19 pandemic in Indonesia. Since the Covid-19 pandemic hit the world, the learning process must be conducted online from home. The transfer of learning from school to home initially brought hopes for harmonizing the relationship between parents and children. It happened because the intensity of the meeting between children and parents was getting higher, and parents could directly accompany their children to study at home. However, attending to children during online learning at home was not as easy as parents imagine.

Some parents complained that they were stressed seeing their children doing schoolwork leisurely, even while snacking.¹ A mother in Kupang expressed concern that her child was becoming

more difficult to control after the child began online learning at home.² Moreover, a housewife in Semarang stated that *“learning at school is better. The online learning makes the teacher’s duty to be transferred to the students’ parents. We are the ones who are bothered”*, she complained.³ The results of a survey conducted by a researcher were quite surprising because 70% of parents wanted to return their children to school.⁴ In line with this, the children complained that they were bored of studying online from home and wanted to go back to school immediately.⁵

²Teguh Firmansyah, “Orang Tua Mengeluh Materi Belajar Daring Bebani Anak,” *Republika*, 2020, <https://www.republika.co.id/berita/qe40z2377/orang-tua-mengeluh-materi-belajar-daring-bebani-anak>.

³Ida Fadilah and Miftahul A’la, “Yang Belajar Anak, Yang Repot Orang Tua,” *Radar Semarang*, 2020, <https://radarsemarang.jawapos.com/features/coverstory/2020/08/03/yang-belajar-anak-yang-repot-orang-tua/>.

⁴Yohanes Enggar Harususilo, “Belajar (Lagi) Dari Rumah, Ini 3 Tips Orangtua Mendampingi Anak,” *Kompas*, 2020.

⁵Ayunda Pininta Kasiih, “Anak Mulai Bosan Dan Menolak

¹Andri Saubani, “Murid Belajar Di Rumah: Stres Orang Tua Dan Kendala Lainnya,” *Republika*, 2020.

Studies on disharmony in online learning so far tend to see three things. *First*, a study examined the role of parents and teachers in facing the challenges of online learning during the Covid-19 pandemic.⁶ Parents and teachers had to work well together so that online learning outcomes were not inferior to face-to-face learning outcomes. *Second*, a study examined parents' involvement in helping children in online learning.^{7; 8} Parents became an essential key in the success of online

learning. *Third*, a study examined the experiences of parents and children interaction in online learning during a pandemic.⁹ Online learning during the pandemic brought a new routine that made it difficult for parents. The three tendencies above showed that online learning was a problem during the pandemic. In reality, online learning during the pandemic involved many aspects that were not thoroughly examined. One of the aspects that must be underlined was that online learning always involved the relationship harmony between parents and children.

This study aimed to fill in the gaps left by previous studies that did not observe the dimensions associated with the pandemic issues. In particular, this study showed that disharmony between parents and children was a central dimension in online learning. In line with that, three questions were

Belajar Di Rumah, Orangtua Lakukan Ini," *Kompas*, 2020.

⁶Muhammad Fadhil AL Hakim, "Peran Guru Dan Orang Tua: Tantangan Dan Solusi Dalam Pembelajaran Daring Pada Masa Pandemi COVID-19," *Riwayat: Educational Journal of History and Humanities*, 2021.

⁷Mark Stevens and Jered Borup, "Parental Engagement in Online Learning Environments: A Review of the Literature," *Advances in Research on Teaching*, 2015, <https://doi.org/10.1108/S1479-368720150000027005>.

⁸Eva Patrikakou, "Relationships among Parents, Students, and Teachers: The Technology Wild Card," *Procedia - Social and Behavioral Sciences* 174 (2015): 2253-58, <https://doi.org/10.1016/j.sbspro.2015.01.883>.

⁹ Shelina Bhamani et al., "Home Learning in Times of COVID: Experiences of Parents," *Journal of Education and Educational Development* 7, no. 1 (July 2020): 9, <https://doi.org/10.22555/joeeed.v7i1.3260>.

answered in this study. *First*, how was the disharmony between parents and children in online learning during the pandemic? *Second*, what factors became the basis of disharmony between parents and children in online learning? *Third*, how were the implications of parental disharmony on children's learning motivation in online learning? The answers to these three questions made it possible to understand the reasons behind the disharmony between parents and children in online learning during the Covid-19 pandemic.

This study was written based on the argument that the disharmony between parents and children in online learning was caused by the pressure (stress) that parents and children felt during the Covid-19 pandemic. In addition, the inability and unpreparedness of parents to accompany their children to learn online during the pandemic increased the emotional pressure. These three things were essential factors for the emergence of disharmony between parents and children in online

learning during the Covid-19 pandemic.

Method

The disharmony of parents and children in online learning during the pandemic was chosen as the subject of this study's discussion for three considerations. *First*, the issue of disharmony was a central topic that had not been much attention to in previous studies. *Second*, the disharmony explained the misalignment of the relationship between parents and children in online learning during the pandemic, which required careful understanding. *Third*, disharmony became the basis for a series of consequences that occurred. All these consequences were needed to be mapped out so that action could be taken. The three reasons for choosing the issue of disharmony as the topic of this study were expected to provide a comprehensive understanding of problem-solving.

This study was qualitative research that relied on primary and secondary data. Data were obtained from field studies to observe directly and map research aspects.

The data required consisted of form data, factors, and implications. For example, disharmony involves relationships, knowledge, values, and social practices.

This study involved three parties in data collection: (a). The informants consisted of intellectuals in the community, such as parents, particularly mothers who had a bachelor's degree background and worked; (b). The middle class consisted of parents (mothers) who did not have a bachelor's degree and did not work, (c). elementary and middle school-age children. The three informants were involved in examining how the process of disharmony between parents and children occurred in online learning during the pandemic and whether the intellectual capacity of parents influenced the friction of the relationship.

The study lasted two months, beginning with reviews, field observations, and interviews. According to Denzin and Lincoln, observation in qualitative research becomes necessary and even mandatory. Then, observations are not limited

by the categorization that has been predicted previously.¹⁰ Interviews were also a valuable method in qualitative research to gain insights, perceptions, understandings, and experiences of research informants.¹¹ The various secondary materials were collected before the field research was conducted, such as online news to map the disharmony that occurred between parents and children in online learning during the pandemic at the textual level. The observations were conducted on six children and their parents who could observe the disharmony phenomenon directly. The interviews were conducted on the three categories of research informants above to obtain comprehensive data. The interviews were conducted in person and via WhatsApp. Data analysis was carried out in two forms. *First*, data processing

¹⁰ Norman K. Denzin and Yvonna S. (Ed.) Lincoln, *Handbook of Qualitative Research*, 2nd Editions (New Delhi, Teller Road Thousand Oaks, California USA: Sage Publication, Inc, 2009).

¹¹ Michael Coughlan, "Interviewing in Qualitative Research", *International Journal of Therapy and Rehabilitation* 16, no. 6 (2009), <https://doi.org/DOI.12968/ljtr.2009.16.6.42433>.

followed the stages.¹² The stages began with reducing observation and interview data, displaying data in the form of a summary and synopsis based on the themes of findings in the field, and verifying data for the conclusion process. *Second*, the analysis used in this study followed an interpretation technique that began from the “restatement” of the data found, both from observations and interviews. Then, it was followed by “description” to find out patterns or tendencies in the data and ending with “interpretation” to reveal the meaning of the data that had been collected.

Results and Discussions

The form of disharmony between parents and children in online learning during the pandemic

The online learning experienced by children during the Covid-19 pandemic did not go as harmoniously as expected by parents. The various forms of disharmony occurred between parents and children in online learning from home. These conditions can be observed in table 1 and table 2.

Table 1.

The form of disharmony between parents and children in online learning during the Covid-19 pandemic

No.	Informants	Interview results	Codes/ themes
1.	IND (working mother, 44 years old).	I often get angry and quarrel with my child, who is studying online at home, because he is not disciplined.	Angry, quarrel
2.	KRS (working mother, 45 years old)	Sometimes, I get angry with my child because he always plays games on his phone, school assignments are ignored.	Angry

¹² Matthew B Miles and A. Michael Huberman, “Miles and Huberman 1994.Pdf,” *Qualitative Data Analysis: An Expanded Sourcebook*, 1994.

3.	SHL (non-working mother, 47 years old)	I often get angry with my child when online learning from home, the child does not want to wear a uniform, the child's head is covered with a table.	Angry
4.	NSH (non-working mother, 49 years old)	Almost every day, I am carried away by emotions, the lessons pile up, the child procrastinates on his assignments. In addition, it is not very easy if the child cannot do his duties. For example, if the child is asked to memorize, he cannot do it. It is hard to force.	Angry
5.	MRD (a mother with many children who participated in online learning, 30 years old)	Wow, I often get angry with my children; my voice is loudest in the morning, there is always drama every day. My little child always has to be accompanied when doing school assignments, then I have to cook every day, so I have to go back and forth to the kitchen. If it is his brother, he can do it by himself.	Angry
6.	ELD (a mother with many children who participated in online learning, 45 years).	Wow, I argue and get angry all the time, especially with my son; he only wears school clothes on top, the assignments are postponed until they pile up.	Angry, quarrel

Table 2.
Children's experiences in online learning during the Covid-19 pandemic

No.	Informants	Interview results	Codes
1.	Deru (12 years old, his mother is working)	"My mother is rarely angry because she is at work. However, my mother will be fussy when I often play with my phone."	The mother was not angry because she was rarely home, but she liked to be detailed.
2.	Amira (9 years old, her mother is working)	It is not comfortable to study with mom; she is always angry. So it is better to learn with 'Wak' (father's brother).	Parents often scolded them.
3.	Azka (9 years old, his mother is not working)	"My mother is often angry when I cannot do my homework online; it is better to study with my teacher at school."	The mother often scolded the children; they did not like to accompany their mother in learning.
4.	Daffa (11 years old, his mother is not working)	"My mother is often angry; it is not comfortable to study with my mother".	Often scolded by their mother, they did not like to accompany their parents.
5.	Rifat (12 years old, his mother is working and has two children who participated in online	My mother likes to be angry. So it is not comfortable to be accompanied by a mother, it is better with the teacher.	Often scolded by parents, they did not feel comfortable learning online accompanied by parents.

6.	Hani (9 years old, her mother is working and has two children who participated in online learning)	My mother often scolds me when I study online; my mother gets angry up to 4 times a day. Therefore, I would not say I like learning online with my mother because my mother does not understand the lesson.	Not comfortable learning online at home.
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Based on the data above, the disharmony between parents and children in online learning could be mapped into three things. *First*, there were often quarrels between parents and children. *Second*, parents often scold their children. *Third*, children did not like being accompanied by their parents in online learning. Finally, disharmony continued to occur, both for working and non-working parents, because the mental burden experienced by parents was the same. Moreover, the parents who had many children

who participated in online learning experience it too. In this condition, disharmony was increasingly happening due to the mental burden of parents getting heavier.

Factors that caused disharmony between parents and children in online learning during the pandemic

The disharmony between parents and children in online learning during the Covid-19 pandemic was caused by several factors, as illustrated in table 3.

Table 3.

The causes of disharmony between parents and children in online learning yesterday

No.	Informants	Interview results	Codes
1.	IND (working mother, 44 years old).	If the children learn online, they must be tidy and wear uniforms. School assignments must be submitted immediately	The differences in the concept of online learning; about the learning process.
	RFT (child, 12 years old)	Online schools do not need to be tidy if we join zoom wearing uniforms. Submitting assignments also depends on the teacher. Some projects must be raised quickly, while others are given a time limit.	
2.	SHL (non-working mother, 47 years old)	I want my child to take a bath first when they want to go to online school, wear a uniform, and not just cover their head on the table when Zoom.	The differences in the concept of online learning: about learning readiness
	AZK (9 years old)	The most important thing is ready in front of the phone. To submit the assignments can be later.	
3.	MRD (a mother with many children who participated in online learning, 30 years old)	Every time the children want to go to an online school, they wear a uniform until the assignments are finished.	The differences in the concept of online learning: the learning process
	DFD (12 years old)	When participating in online learning, it is unnecessary to wear a school uniform. The assignments could be submitted at the end of the lesson.	

Parents and children had different opinions on the concept of online learning. The difference of opinion included at least two things, namely readiness to learn and time or the online learning process. For parents, online learning preparedness was defined by physical readiness, such as wearing a complete school uniform every day when participating in online learning. Meanwhile, online learning readiness for children did not have to be defined by physical readiness. Moreover, face-to-face online learning was carried out through the Zoom application, whose videos could be adjusted as needed and made the children

did not need to wear a complete school uniform every day.

On the other hand, parents considered the online learning process the same as face-to-face schools, where all assignments must be completed and submitted by the children to the teacher. Meanwhile, the time or process for submitting assignments in online learning was more flexible for children. As a result, parents believe their children like piling on tasks or ignoring their homework. The following causes of disharmony are shown in table 4.

Table 4.

The causes of disharmony between parents and children in online learning

No.	Informants	Interview Results	Codes
1.	FRA (non-working mother with many children who participated in online learning)	I do not understand the children's lessons. So, I asked their brother to teach."	Parents who had no competence
	BYU (15 years old)	My mother does not understand the lesson.	
	FRS (9 years old)	My mother is unable to teach me for an online school.	

2.	MRD (a mother with many children who participated in online learning, 30 years old)	It is hard to accompany the child if a private teacher helped the other day, but now the teacher is sick, and it is confusing to teach the child online.	Parents who had no competence
DFA	(12 years old)	My mother cannot teach me to learn to be brave.	
3.	SHL (non-working mother, 47 years old)	I do not know how the teacher explains the lesson at school. I also accompanied when the child was joining the Zoom to see how the teacher used the language to the child, but it is still different. If a mother has a different task (housework), but for teachers, it is their job to teach children.	Parents who had no competence to accompany their children to study Teaching children was not the job of parents.
AZK	(9 years old)	It is not comfortable to study with my mother; it is better with my teacher at school. My mother does not know about the lesson.	Parents who had no competence

The inability of parents to accompany children to study online at home was the next cause that inspired disharmony between parents and children. This is because parents did not

have the competence to teach like teachers in schools. Meanwhile, children also thought that their parents could not replace their teachers' duties at school.

The implications of disharmony between parents and children on learning motivation

The disharmony of parents and children in online learning during the pandemic had implications for

children's learning motivation. One of the indicators of learning motivation was interest and enthusiasm in the study. The following was data from interviews with children's informants.

No.	Informants	Interview results	Codes
1.	FRA (a mother with many children who participated in online learning, 45 years old)	My child is starting to be lazy about studying, not enthusiastic, maybe because he has been studying online for a year.	Lazy, not enthusiastic
2.	Bayu (child, 12 years old)	I am too lazy to study online from home; it is better to look at school, my mother asked me to check with my sister, but she gets angry when teaching me.	Lazy, not enthusiastic
3.	NSH (non-working mother, 49 years old)	My child is less enthusiastic about learning, lazy. They must be scolded first and lured by a new gift; the spirit will reappear.	Not enthusiastic
4.	NYL (child, nine years old)	Sometimes, I am too lazy to participate in online learning; my mother likes to get angry.	Less enthusiastic
5.	AML (working mother, 35 years old)	My child is not enthusiastic about learning; maybe the child is tired of studying online.	Not enthusiastic
6.	DRU (child, 12 years old)	I am bored of studying online; my mother is fussy at home.	Bored

The disharmony of parents and children in online learning during the pandemic turned out to reduce children's learning motivation. Parents who were often angry with their children who were learning online would make their children's motivation for learning decrease. Furthermore, the children were bored after more than a year of online learning from home. As a result, children were not enthusiastic about completing their online school assignments.

This study showed three forms of disharmony that occurred between parents and children in online learning during the pandemic. First, there were often quarrels between parents and children. Second, parents were often angry with their children. Third, children did not like being accompanied by their parents during online learning.

Online learning from home, which was originally expected to increase intimacy and emotional bonding between parents and children, actually brought tension between the two, especially when accompanying children with

schoolwork.¹³ Disharmony between parents and children in online learning during the pandemic was caused by disagreements between parents and children about the concept of online learning. Physical readiness in online learning was marked by always wearing a uniform whenever online learning was a must for parents, while for children, it was not a necessity. But, then, there was the flexibility of the time for completing online learning tasks.

Furthermore, the shift in the traditions of learning from offline to online during the pandemic had caused parents and children not to have the mental readiness to learn. Moreover, as indicated by Leli Efrina,¹⁴ online learning requires parents to have good

¹³Ifoni Ludji and Tiarna Marpaung, "Parents' Perception on the Implementation of Home Learning during Covid-19 (A Case Study on Elementary School in Rural Area)," *Jurnal Basicedu* 5, no. 5 (2021): 3636-43.

¹⁴Leli Efrina, "Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution," *JELITA:Journal of English Language Teaching and Literature* 2, no. 1 (2021): 38-47.

technological literacy. It happened because online learning was very dependent on technology.

The limited competence of parents to accompany children to learn online from home was an important cause of further disharmony. A mother who could not attend her child learn online from home would tend to give instructions only and make the child complete the tasks independently.¹⁵ Parents found it difficult to help their children because of business, pedagogical competence, and low professionalism.¹⁶ Although it did not create a negative perception, online learning during the pandemic had increased the burden on parents economically, psychologically, and

socially.¹⁷ One of the implications of this situation was the decline in children's learning motivation.¹⁸ In reality, the cause was like a "moving engine" in the learning process.

The occurrence of disharmony between parents and children in online learning during the Covid-19 pandemic emphasized the need for an educational process for parents. It happened because education will affect the mindset, attitudes, and actions of parents towards their children. Parenting education was a program that aimed to increase parental awareness of child care and education.¹⁹

¹⁵Chusna Apriyanti, "The Parents Role in Guiding Distance Learning and the Obstacle during Covid-19 Outbreak," *Jurnal Ilmiah Pendidikan* 7, no. 2 (2020): 68-83.

¹⁶Erni Munastiwi and Sri Puryono, "Unprepared Management Decreases Education Performance in Kindergartens during Covid-19 Pandemic," *Heliyon* 7, no. 5 (2021): e07138, <https://doi.org/10.1016/j.heliyon.2021.e07138>.

¹⁷Delipiter Lase, Trisa Genia Chrisantiana Zega, and Dorkas Orienti Daeli, "Parents' Perceptions of Distance Learning during COVID-19 Pandemic in Rural Indonesia," *SSRN Electronic Journal*, no. November (2021), <https://doi.org/10.2139/ssrn.3890610>.

¹⁸Sri Gustiani, "Students' Motivation in Online Learning During Covid-19 Pandemic Era: A Case Study," *Holistics Journal* 12, no. 2 (2020): 23-40.

¹⁹Rodica and Annick, "Parenting Education: Which Intervention Model to Use?," *Procedia, Journal of Social and Behavioral Sciences*, 2013, 1-14,

Some skills had to be learned through parenting education by parents to support the success of children in online learning.²⁰ Heidi Stolz insists that children do best when their parents support them and spend quality time together.²¹ Sapungan also stated that parental involvement in the child's learning process offers a lot of success and improvement in children's morals, attitudes, and academic achievement.²² Therefore, it was crucial to do parenting education in order to support children's online learning at home. There were

two approaches to ensure the implementation of education for parents. *First*, it was necessary to design a parenting education program for parents in order to give them a better understanding of parenting, and would be able to execute it correctly. Furthermore, parents could be managing their emotions when accompanying children in online learning. *Second*, it was necessary to establish active communication between parents and teachers in order to create good cooperation to support children's success in online learning, especially during the pandemic.

The importance of harmony between parents and children in learning had shown in a literature study conducted by Husain Hamka. According to him, Islam considered a family to be the main environment for the psychological and mental development of children. To develop all aspects of a child's self, including the spiritual aspect, harmonious family relationships were needed.²³

<https://doi.org/DOI.10.10.16./j.sbspro>.

²⁰Ria Novianti, "Parental Engagement in Children's Online Learning during Covid-19 Pandemic," *Journal of Teaching and Learning in Elementary Education (JTLEE)* 3, no. 2 (2020): 117-31, <https://doi.org/http://dx.doi.org/10.33578/jtlee.v3i2.7845> R. Novianti & M. Garzia.

²¹Heidi Stolz, "Parenting Education", *Family Life Education: Principle and Practices for Effective Outreach, 2nd Edition*, Stephen Duncan (Editor), 2011.

²²Gina Madrigal Sapungan and Ronel Mondragon Sapungan, "Parental Involvement in Child's Education: Importance, Barriers and Benefits," *Asian Journal of Management Sciences & Educations* 3, no. 2 (2014): 42-48.

²³Husain Hamka, "Harmonization of Family Influenced the Development of the Soul and

In Islam, a harmonious family was known as the *Sakinah* family concept.²⁴ *Sakinah* means calm, safe, and honorable. The *Sakinah* family is a sub-system of the social system according to the Qur'an, not a building that stands on vacant land, but a building that stands very firmly and majestically.²⁵ Thus, a *Sakinah* family could be a comfortable place for children to learn from home. The house must be able to become "paradise" for all its members, including children. *Baiti Jannati* was a familiar expression in the ears of Muslims. An expression that described the importance of harmony in the family was created by all its members to support the success and progress of living together.

Psyche of the Child of Islam," *Journal of Humanity* 1, no. 1 (2013): 59-70.

²⁴Zainab Alwani, *The Qur'anic Model to Harmony in Family Relations*, in Book "Change from within: Diverse Perspective on Domestic Violence in Muslim Community", 1st Edition, Chapter One of the Islamic Paradigm, Maha Al-Khateeb (Editor), 2007.

²⁵M Quraish Shihab, *Wawasan Al-Qur'an: Tafsir Tematik Atas Pelbagai Persoalan Umat* (Bandung: Mizan, 1996).

Conclusion

This study found disharmony between parents and children in online learning during the Covid-19 pandemic in the form of quarrels. Parents tend to be angry with their children, and the children do not feel comfortable being accompanied by parents in learning online at home. Disagreements between parents and children on the concept of online learning caused quarrels that led to disharmony. The limited ability of parents to become teachers for their children to study online at home provided a big chance for disharmony to occur.

The analysis of the disharmony of parents and children in online learning during the pandemic had revealed two things. *First*, the dynamic nature of disharmony showed that not only do parents feel stress due to online learning, but children also feel the same mental pressure. *Second*, this study also gave new viewpoints on online learning during the Covid-19 pandemic, which had previously only been seen objectively. The dynamic

meaning of online learning during the Covid-19 pandemic had made it possible to find new directions for Covid-19 pandemic study.

This study was limited to analysis in Palembang, Indonesia, using a qualitative technique and the level of informants' viewpoints. This analysis did not possible the research results to be used as a reference to explain the disharmony of parents and children in online learning on a large scale. Moreover, the informants' perspectives as the foundation for concluding the meaning of disharmony between parents and children did not give a complete picture of the intention of disharmony. Due to these limitations, it was necessary to conduct further research by comparing the research area and sourcing from more varied data. Thus, the appropriate steps could be formulated through those ways to address disharmony between parents and children in online learning during the Covid-19 pandemic.

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