



Workshop on Parental Involvement for Children Learning

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Abstrak

Penggunaan teknologi seperti platform Google Meeting, zoom meeting, Google classroom, Webex dan aplikasi lainnya banyak digunakan untuk pembelajaran daring. Penggunaan aplikasi atau platform tersebut sangat membantu mempermudah proses pembelajaran dan tetap digunakan pasca pandemi. Bagi siswa taman kanak-kanak dan sekolah dasar, kondisi ini menimbulkan tantangan baru karena perlunya pengetahuan dan ketrampilan dalam menggunakan aplikasi dan platform tersebut. Oleh karena itu, peran orang tua menjadi penting dalam keberhasilan belajar anak-anak mereka. Tujuan pengabdian masyarakat ini adalah untuk menginformasikan dan mengedukasi orang tua tentang pentingnya keterlibatan mereka dalam proses pembelajaran anak-anak. Kegiatan pengabdian ini dilakukan dalam bentuk lokakarya yang diikuti oleh 23 orang tua. Metode pelaksanaan dilakukan dengan metode ceramah interaktif, curah pendapat, berbagi pengalaman dengan orang tua siswa dan diskusi. Hasil survey secara daring mengungkapkan kepuasan peserta dengan kegiatan ini yang memberikan pencerahan dan pengetahuan kepada mereka.

Kata kunci: pembelajaran daring, Pengasuhan, Keterlibatan orangtua, Penggunaan dawai dan platform

Abstract

Technology like the Google Meeting platform, Zoom Meeting, Google Classroom, Webex, and other apps were extensively used for online learning. These platforms or programs are still utilized today, even after the pandemic, and they significantly aid in the learning process. Due to the requirement for knowledge and skills in using these programs and platforms, this condition presents additional challenges for children in kindergarten and elementary school. As a result, parents are crucial to their children's academic performance. This community service has as its goal educating and informing parents about the value of being involved in their children's educational journey. 23 parents attended this service activity, which was carried out in the form of a workshop. The implementation method is carried out by interactive lecture methods, brainstorming, sharing experiences with students' parents and discussions. The results of the online survey revealed the participants' satisfaction with this activity which provided enlightenment and knowledge to them.

Keywords: online learning, parenting, parental involvement, the use of gadget and platforms

Introduction

Online learning has become one of the fastest-growing trends in educational technology due to the rapid intensification of Internet use (Bates, 2019; Çiğdem & Yıldırım, 2014), especially for the COVID 19 pandemic period, which forces everyone to understand and use the application and technology and for students to use online learning. Morrison (2003) described online learning as the process of learning through synchronous and asynchronous learning applications. The essential components of distance learning, also known as e-learning, distance education, and online learning, are the physical separation of teachers and students during instruction and the use of various

technologies to encourage student-teacher and student-student engagement (Simonsan & Berg., 2020).

The usage of online learning tools like Google Classroom, Google Meet, webex and Zoom and others is now becoming an interesting issue and challenge as well because, for the most part, only a few parents are familiar with the application. On top of that, parents must work from home while also helping their kindergarten and elementary school-aged children with daily assignments from the classroom. The numerous assignments given by their teachers place a heavy load on the pupils because they take a lot of time and effort to complete. Not to mention the physical and emotional changes that are likely to occur during the online learning experience that they have never experience beforehand. In the perspective of Wang, Xu, & Hu (2019), learning-related emotions can affect cognition, motivation, and achievement and are associated with parenting, which is termed as "the process of developing and utilizing the information and skills relevant to preparing for, establishing, giving birth to, rearing and providing care for offspring" (G. S. Morrison, 1978). Thus, the need of parental involvement is required to support not only children's learning but also their emotions.

Numerous studies have demonstrated the importance of parental participation in children's academic learning, process, and outcomes (Fan & Chen, 2001; Henderson & Mapp, 2002; Hill & Tyson, 2009; Pomerantz et al., 2007). Therefore, parents' assistance and encouragement are required to ensure that pupils succeed in learning, whether at school or at home. Parental involvement refers to the responsibilities of parents in their children's education, both at home and at schools (Christenson & Sheridan, 2001). Parenting and parental participation in the educational process are implied to be essential. The study thus focuses on the current community service, which was carried out to address the connected issues through the creation of online workshops for parents who have a comparable level of difficulty in coping with the circumstance.

Implementation Method

A one-day community service was held online by using Zoom application. Laz Dewan Da'wah, as the workshop facilitator, invited parents to the workshop through social media. The event, titled "Tips and Trick to Educate Children During the COVID 19 Pandemic," attempts to ease parents' concerns and anxiety about their children's learning because they must deal with online learning along with a variety of school-related chores. The workshop also aimed to educate and explain the significance of parents' involvement in their children's education. Out of 65 registrants, 23 people attended the workshop, which was split into two sessions. The procedures of the workshop are as follows:

1. Interactive lecturing and brainstorming: The spoke person discussed the idea of parenting generally and from an Islamic perspective after the moderator opened the workshop, introduced the spoke person and the topic. Additionally, the topic includes discussions on technology use and parental participation. The moderator also gave the audience members the chance to voice their opinions on the subjects.
2. Sharing experiences: In addition to outlining the fundamentals of the topic, the spoke persons also share their own experiences with the subjects. It is an



important thing to share based on an individual's experience because they can see the actual reality.

3. Discussion: The moderator gathered questions from the audience and recorded their answers throughout the question-and-answer period. Only six attendees were invited to submit questions because the session was held at night. They were encouraged to share their thoughts and opinions as well as to ask questions about the subjects being discussed.
4. Evaluation: to figure out the effectiveness of our workshop and whether the participants benefitted from the workshop and the topic presented, we sent the evaluation consisting nine statements through google form.

Findings and Discussion

Since practically all activities must be carried out at home or through so-called "work from home" (WFH) and "distance learning," the community service in the form of an online workshop helps all participants prepare for the uncertain circumstances during the COVID19 Pandemic. Throughout the circumstance, the terms WFH and distance learning become more familiar. Additionally, it turns out that more people use online learning systems like Google Classroom, Google Meet, Jitsi, Zoom, and other programs. These days, more people use them frequently, notably the zoom application's video and online chat features, which are provided via a peer-to-peer cloud software network. Additionally, it is utilized for social interaction, teleconferencing, remote learning, and communication. Users of zoom's online, video-or-no-video desktop and mobile apps can participate in online video conferences. On a user-friendly platform, zoom users can record sessions, work on projects, and publish or annotate on each other's screens.

The goal of the workshop was to educate participants about parenting and the value of parental involvement in the educational process. Additionally, one of the subjects includes how to utilize technology appropriately when taking a distance education course. As a result, the studies highlight the following four workshop essentials:

1. The completion of workshop goals and material requirements for community service.

The lecturers' participation in the sphere of education and social responsibility are both demonstrated by this community service workshop. One of the lecturers' social duties is to assist the community, particularly the parents of students, in supporting their children while they learn online from pre-kindergarten to postsecondary institutions during this pandemic. In order to educate and disseminate knowledge about the value of parenting, learning support, and parental involvement for their children, workshops are offered through the Zoom application. The material provided includes: a) the general concept of parenting and the perspective of Islam on parenting; b) parenting style and its types; c) the importance of parents' engagement in teaching their children during the pandemic; and d) the smart use of technology and gadgets.

2. The number of participants' attendance.

65 people from 65 different occupations registered for the workshop at the time of registration, which was held a week before the activity took place. These participants included homemakers, teachers, office professionals, and others. On the D-day, however, 23 volunteers signed up, 22 of them were female (95.24%) and one was male (4.76%). This information leads to the assumption or conclusion that mothers are primarily responsible for parenting and parental engagement in children's education. They were

unable to attend the workshop, most likely as a result of a number of factors, including the fact that it was held at night, the signal was poor, there was not enough space, participants forgot, there were other events going on at the same time, the information was provided for a short period of time (only one week), or there were technical issues.

3. Participants' enthusiasm on the workshop.

The passion for asking the participants was so strong that the moderator had to put an end to it even if the number of participants was less than those who registered. Due to time restrictions, the questions were split into two sessions, each of which contained three inquiries. The questions include: a) How to improve children's learning circumstances given that they continue to receive remote education while parents continue to work from home; b) The distinction between the ideas of home schooling and distance learning approaches; c) How to convey to children—especially kindergarten and primary school pupils in grades 4 and below—that staying home entails taking a break from school and not learning; d) Parents' emotional and psychological well-being affects their ability to support learning, particularly if they have multiple children who need to continue receiving mentoring; e) Parents' insufficient education and expertise regarding how to support learning; f) Dissimilarities between the learning environments at home and school; g) The difference between the concept of home schooling and the concept of the distance learning approach.

4. The participants' comprehension of the topics

The execution of workshops that are held in-person differs from activities that are carried out online. The challenges faced in this session are connected to technical problems like subpar sound systems or speakers that can make it difficult to hear the participants or the resource individuals. Other issues include dropped signals, the 40-minute time limit on the Zoom program, poor Internet quality, and the cost of high-speed internet. Despite these obstacles, it was clear from the participants' engaged comments and inquiries that they grasped the information the spoke persons had to offer.

In order to get feedback on the workshop, we also emailed the online survey to the participants' WhatsApp accounts. There are nine items on the survey, and there are five possible answers: strongly disagree, disagree, neutral, agree, and strongly agree. According to the results of the online survey, the majority of respondents selected agree (57%) for the first option, strongly disagree (51) for the second, neutral (86%), and disagree (5%). A good category scored 46,35 out of a total value of 50, according to the results. The questionnaire is shown in Table 1.

Table 1. The results of survey

No	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	The workshop is beneficial				6 (30%)	14 (70%)
2.	The topic and the material are appropriate with the need of participant				7 (35%)	13 (65%)
3.	The time is sufficient for execution		2 (10%)	12 (60%)	6 (30%)	
4.	The atmosphere is enjoyable			7 (35%)	13	



			(65%)	
5.	The spoke persons offer thorough justification		14 (70%)	6 (30%)
6.	The spoke persons are able to control the activity pleasantly	4 (20%)	15 (75%)	1 (5%)
7.	It has a pleasant situation	3 (15%)	17 (85%)	
8.	Spoke persons are knowledgeable		14 (70%)	6 (30%)
9.	Participants are given the chance to ask questions.		9 (45%)	11 (55%)
	Total	2 26	109	51

Based on the four aforementioned elements and the survey's findings, which were collected using a Google form, it can be concluded that, despite some difficulties and restrictions, this activity is successful. Specifically, the findings of the community service are as follows.

1. To increase awareness of the necessity of parental involvement in children's education, parenting approaches both a general and Islamic perspective, and the use of online learning tools
2. Understand the terminologies used to describe parenting, parental participation, and the use of online learning.
3. To help parents educate their children at home during the pandemic and to improve their parental skills.

Due to the coronavirus disease outbreak, which was originally identified on December 31, 2019, in Wuhan and is currently spreading quickly to every country in the world (Kang et al., 2020), the global order has undergone some significant shift, and online learning is now required. Young children in kindergarten and primary school encounter novel situations and struggle to acclimate to the new era. Parenting and parental participation are important in this situation because they help children deal with these problems. The studies about parenting based on religion demonstrate that parenting is influenced by religion, and parenting will improve with intervention to strengthen particular skills (Petro et al., 2018).

Parenting styles also influence child development. Parents' parenting styles have been found to have two innate qualities—behavioural control and psychological control—that have a direct impact on their children's academic success (Brown & Iyengar, 2008). Four parenting styles—authoritarian or disciplinarian, permissive or indulgent, uninvolved, and authoritative—were distinguished by Diane Baumrind in the 1960s. The results of a hierarchy regression analysis showed that the authoritative parenting style was the best predictor of fewer behavioural problems in children. (Querido et al., 2002). Given potential cultural differences between the West and India, the study discovered that parenting and child outcomes were not influenced by culture, and that the effects of parenting methods on children in different cultures appeared to be fairly comparable. Furthermore, authoritative parenting is more common in Western and Indian

cultures than authoritarian, negligent, and unconnected parenting styles, and it produces better results. There have been conflicting findings about permissive or indulgent parenting in both Western and Indian nations (Sahithya et al., 2019).

Students' readiness is another driver of successful online learning (Aydın & Tasci, 2005). Additionally, students should be able to employ multimedia tools and e-learning resources to improve the quality of their education so that they are better equipped to manage an independent training program (Powell, 2000). Children will therefore probably be more prepared and able to utilise resources and multimedia technology with parental involvement. Their participation will maximize the advantages for their kids. Earlier studies found out that the efficiency of their participation is mostly influenced by the parents' role. Additionally, it is asserted that certain children may benefit more from parent involvement than others (Pomerantz et al., 2007). Parent involvement seems to have long-lasting benefits, even through high school (Deslandes & Bertrand, 2005). Since almost all participants are mothers, the finding reported that mothers assist their children with their homework more frequently than father is pertinent (Deslandes & Cloutier, 2000). In order for both parents to become more involved and see their engagement as a parental necessity, it is crucial that they both understand their duties and responsibilities.

Conclusion

Religion-based parenting and social standards have an impact on pupils' development, particularly in younger students who require the most support because their time is so crucial. Furthermore, parental support and involvement in children's education has a significant impact on children's social and academic achievement in school, as well as their behavioural and psychological development. In addition to helping their children learn at home, parents should watch their children's behaviour and activities at school to prevent negative outcomes like bullying, discrimination, and other delinquent acts, among other things, from ever happening to them. The necessity of parenting, as well as parents' involvement and help with their children, makes this training important. The result also suggests that the school educate parents about their roles and responsibilities and encourage them to participate completely for the benefit of their children's achievement and quality of life.

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