

# Supporting the Parenting Programs in Learning during the Pandemic Period through a Comprehensive Connecting Sheet

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**Abstract** This article discusses about the contact sheet in parenting program which is useful for supporting learning during a pandemic. Participants in this article were 17 special school teachers and parents of students. Using the seminar and workshop method, teachers and parents are trained to develop comprehensive contact sheets to support learning during a pandemic. The seminar activities presented two experts, namely special education experts and educational technology. Workshop activities were carried out for five days in a row to assist teachers in which they can be more skilled in compiling comprehensive contact sheets. The result of this training is expected to support the achievement of learning objectives during the COVID-19 pandemic as well as on weekdays later through online and non-online home learning activities.

**Keywords:** parenting, children with special need, special school, management, education

## 1. Research Background

During the COVID-19 pandemic, all schools from elementary to tertiary level have implemented study from home and work from home based on the Circular of Minister of Education and Culture Number 3 of 2020 concerning Prevention of COVID-19 in the Education Unit. This requires parents of students to participate in supporting activities by being facilitators of learning activities at home.

However, in its implementation, there are several issues that have not been able to maximize learning activities at home. In its implementation, not all students with special needs are children of economically well-off families, so that online communication and learning tools as an alternative to learning during learning activities at home are not carried out optimally.

Moreover, the educational background of the students' parents, who are not all educated, it leads to the parents undergo the difficulties in helping their children study at home. Basically, dealing with the special education, support and collaboration between teachers and families (parents) can assist to achieve learning goals for children with special needs, especially in the transition to distance learning during the COVID-19 pandemic (Fleming, 2020). Parents and families of children with special need have different challenges when compared to parents of children without special needs in terms of children's education (Woodman, 2014). Parents who have children with special need have various emotional feeling such as shock, sadness, anger till neglect the child (Kandel & Merrick, 2003). This triggers a lack of parental concern for children, so that they do not understand the characteristics of children's learning and have an impact on learning activities at home. In other words, parents do not have good parenting skills in terms of supporting children's education.

Parenting skill is one of the most relevant skills in the study of the relationship between

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parents and children. These skills need to be understood by parents in all aspects of child development, including the education (Ajilchi & Kargar, 2013). The parenting program is very useful for the achievement of the learning objectives of students in special schools due to the learning principle of children with special needs that require repetition at home and become habituation. It definitely requires the support of parents to repeat the material taught at school to be repeated at home. Especially with the COVID-19 pandemic situation, the students will study more at home online and non-online. Apart from parents, in learning activities at home / online learning, teachers and school are necessary to have programs to help parents and understand activities that are suitable for children when studying at home. Teachers need to collaborate with parents during the implementation of learning activities at home / online learning related to the various needs that children have. However, if the communication between teachers and parents cannot be carried out optimally and it can cause problems due to there is no parenting program that should exist in the special school. The parenting program is a program that effectively supports the achievement of the learning goals of students with special needs (Barlow & Coren, 2018).

Based on this explanation, it is necessary to have a learning support during the pandemic that is included in the parenting program and it can be utilized in helping students to achieve learning goals in the school. Through the support of learning that invites collaboration between teachers and parents, it is expected that students who do not have gadgets or find difficulty to get signals during the pandemic period can still learn and achieve learning goals optimally.

## 2. Method

Training activities for teachers and parents in compiling comprehensive contact sheets were undertaken two ways, namely seminar and workshop. The seminar was attended by twelve teachers and five students' parents of SLB Kemala Bhayangkari, Lintau, West Sumatra. The seminar was conducted in one day and the workshop was carried out in five days. The seminar presented the special education experts who provided material in the form of parenting

concepts for children with special needs and the implementation of comprehensive contact sheets as one of the strategies in parenting to support learning during a pandemic. Other material was delivered by educational technology experts who conveyed the material about learning during a pandemic.

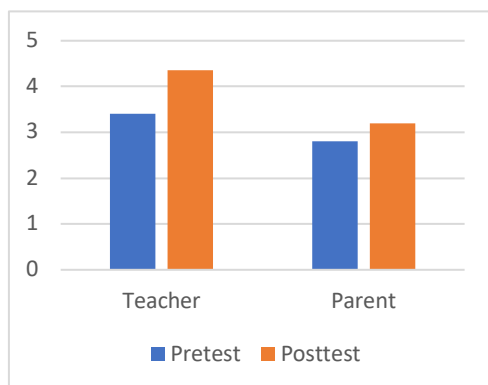
The workshop activities were carried out in five days, by compiling comprehensive contact sheets by teachers who collaborated with parents. The results of this comprehensive connecting sheet were then evaluated with experts to be assessed its achievement with learning indicators.

## 3. Result

Based on the results of data collection, the results were obtained regarding the current implementation of the parenting program, the training process compiled a comprehensive contact sheet and the results from compiling the comprehensive contact sheet related to the learning objectives. These three aspects are described in the following results:

- a. Current implementation of parenting programs. Based on the results of data collection, it was discovered that of the twelve teachers, only 3 teachers implemented the parenting programs in the school. Basically, the program has been established but it has not been implemented maximally. This is due to the lack of parental understanding, lack of parental attention, the barrier on the readiness of students in learning, the concentration of student in learning, unsupportive learning situations both at home and in the environment, constraints on the physical condition of students, and the presence of new teachers at school.
- b. The process of parenting program training by compiling a comprehensive contact sheet. The training process of compiling a comprehensive contact sheet in this parenting program is carried out through the following stages:
  - 1) Assessment. The first step that needs to be written on this contact sheet is the result of the assessment. In this section, it contains of student profiles, sources of information, the challenges and strengths of student, and students' preference on the learning

- accommodations. This accommodation includes student learning preferences in terms of media, methods, and environment.
- 2) The Program of Special Learning. In this section, the teacher writes down the learning objectives, the strategies are usually conducted and how to assess them. This section will be a source of information for parents on how their children learn in school with the teacher. Parents can imitate the teaching style of the teacher that loved by the child so that the child is interested in learning at home because the learning style and atmosphere are in accordance with when the child learns at school. In addition, parents can also understand the methods and media used by the teacher and can develop their own media.
  - 3) The record of parents. In this third section, parents record learning activities at home with their children to be reported to the teacher. This report can be in the form of activity reports and suggestions from parents to teachers. This section will assist the teachers to evaluate the achievement of learning carried out by parents at home.
- c. The improvement of skill in compiling parenting programs through comprehensive contact sheet. Before the seminar and workshop were began, participants were given one instrument to measure understanding concerning to the comprehensive contact sheet. The parenting programs. Dealing with the results of data collection, the following results are known:



Picture 1. Average score of pretest and posttest

Based on the diagram, it is found that the understanding of teachers and parents after attending the training has increased. The teacher's average score on the understanding of parents increased from 3.4 to 4.36. Meanwhile, the understanding value of parents increased from 2.8 to 3.2.

## 4. Discussion

The results of the study indicated that training activities to compile comprehensive contact sheets can be carried out to assist learning during the pandemic by teachers and parents. The collaboration between teachers and parents is needed because parents have a role in the education of children. School usually has parenting program that accommodates the involvement of parents and the education of children. Strong positive bonding between home and school, play in children's development and education are essential (Edwards & Alldred, 2000; Richardson, 2009; Sanders & Sheldon, 2009; Sheldon, 2009).

The theories put forward have been supported, and reaffirmed, by various studies that indicate that good cooperation between school, home and community can lead to academic achievement for students, as well as the reformation in education. Research also shows that successful students have strong academic support from their engaged parents. (Sheldon, 2009). The involvement of parents in their children's education starts at home by providing a safe and healthy environment, appropriate learning experiences, support, and a positive attitude about school. Several studies have shown that students who involve parents in learning, they have an increase in academic achievement (Epstein, 2001; Whitaker & Fiore, 2001). The study also points out that parental involvement is most effective when viewed as a partnership between educators and parents (Emeagwali, 2009; Epstein, 2001)

Learning at home during the pandemic is one of the most effective alternative teaching and learning activities at home. Parents' involvement in learning at home is needed because parents are the closest children to children at home. Home learning is concerned with providing parents with ideas and information about how they can help their children with homework and curriculum related

decisions and activities. Parents helping their children with homework or taking them to museums are examples of this type of engagement.

Learning at home activities make learning activities oriented at home and encourage parents to interact with the school curriculum. Activities to encourage parents to understand information about what children are doing in class and how to help them with homework. Includes information for families about the skills students need in all subjects in each class, information about homework policies and how to monitor and discuss homework at home, as well as family participation in setting student goals each year and in planning college or work (Đurišić & Bunijevac, 2017).

## 5. Conclusion

Based on results and discussion, it could be concluded that parenting programs need to be optimized to support learning at home or online learning during the pandemic. One of the ways to optimize the parenting program is using a comprehensive connecting sheet which covered assessment result, education program, and parent's note. If the comprehensive connecting sheet will be implemented in school, it will be one of the alternative learning supports in the pandemic. The parent who does not have facilities or live in a rural area which does not have an appropriate signal can use the comprehensive connecting sheet as a guide book in teaching their children. By this, it means the learning process still could run well, and the learning outcome can be reached.

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