

The Role of Parents in Guiding Children's Learning Activities at Home

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Abstract

This study aims to determine the role of parents in guiding learning activities from home in fourth-grade elementary school students. This type of research is descriptive qualitative research. This research was conducted at SDN Kaliwadas 01. The source of data used was primary data using interviews with teachers, parents and students, and secondary data in the form of documentation. The informant selection technique in this study used a purposive sampling technique. Analysis of the data used in this study using an interactive analysis model from Miles and Huberman which consists of data collection, data reduction, data presentation, and drawing conclusions. The results of this study on the role of parents in guiding learning activities from home during the covid-19 pandemic, the results of interviews, observations, and documentation regarding the role of parents in learning from home, there are several problems found in parents when guiding learning activities from home, some of these problems can conclude in this study: the lack of students in understanding the material so that it requires parents to study material that is not in their field, limited facilities, especially in terms of quotas, parents' educational backgrounds. The active role of parents in mentoring learning, directing children to study well, limiting children from playing with gadgets and parents providing facilities for children.

INTRODUCTION

Education is a step used by the government in developing human resources so as to get human resources that are able to compete. Through education, individual attitudes and behavior are changed so that they are able to become potential human beings. However, currently the world of education is being tested by the Covid 19 pandemic. This pandemic requires people to practice social distancing, this is a new challenge. With the COVID-19 pandemic, the government finally issued a policy regarding the Implementation of Education Policies in the Emergency Period for the Spread of Covid-19 (Subarto, 2020). There are 6 important points contained in the circular letter in relation to the implementation of education policies that must be addressed by school principals, teachers, students, and all school members, namely: 1) Implementation of the National Examination, 2) Learning from Home, 3) School Exams, 4) Grade Promotion, 5) New Student Admissions, and 6). School Operational Assistance Fund. The policies that have been circulated by the Ministry of Education and Culture during the current Covid-19 pandemic have produced an interesting phenomenon in the atmosphere of education in Indonesia. Formal education in schools which under normal circumstances is carried out face to face or face to face, now has to be carried out remotely from their respective homes.

This policy of the Minister of Education is certainly a new thing that must be adapted by students, teachers, and parents of students. The role of teachers to teach students at school has been replaced by

parents at home. Parents have a big role in the success of their children, especially children who are still in basic education, namely PAUD, TK and SD in participating in distance learning from home. However, children who are still in primary education cannot be released to study on their own at home. They really need the role of their parents in guiding them to carry out the process of distance learning activities at home. The learning model policy from the impact of Covid-19 has made the role of parents in assisting children's success while studying at home becomes very central. In this regard, the World Health Organization or WHO (2020) released various guidelines for parents in accompanying their children during this pandemic which includes parenting tips to be more positive and constructive in accompanying children during activities at home. Parents initially played a role in guiding basic attitudes and skills, such as religious education to obey the rules, and for good habits (Nurlaeni & Juniarti, 2017: 54). This also agrees with Prabhawani (in Kurniati et al, 2020: 242) stating that the implementation of education is the responsibility of parents and the surrounding community, not only the responsibility of educational institutions. Therefore, parents are at the forefront of their children's education in the current situation.

All elements of Education in the current Covid-19 pandemic situation, are very dependent on the role of parents as substitute teachers at home in guiding their children during the distance learning process at their respective homes. According to Cahyati & Kusumah (2020) there are four roles of parents during Distance Learning, namely: 1) Parents have a role as teachers at home, where parents can guide their children in learning remotely from home. 2) Parents as facilitators, namely parents as facilities and infrastructure for their children in implementing distance learning. 3) Parents as motivators, namely parents can provide encouragement and support to their children in carrying out learning, so that children have the enthusiasm to learn, and get good achievements. 4) Parents as influences or directors, namely parents as figures who influence the way children learn distance learning in their respective homes.

All parents in Indonesia should take this role for the success of their children in carrying out the distance learning process at home. However, every parent has their own busy schedule, not even being able to accompany their child because of the busy work they have. The Kaliwadas village area is no exception, Bumiayu sub-district, Brebes district. The residents of Kaliwadas village, especially the men, mostly work as tambourine musical instrument craftsmen. This condition certainly affects its role in guiding children during the learning process at home. On this basis, the researcher is interested in conducting research related to the role of parents in guiding children to do learning activities from home at SD N Kaliwadas. Parents of grade IV students at SD N Kaliwadas have diverse educational backgrounds, parents' habits of using gadgets or the internet are not the same, not all parents have devices or gadgets, and the level of parental technology stuttering will affect their role in guiding and supervising their children while following the learning process from home. Therefore, adjusting the transition to the learning system is certainly not easy for all elements of education, especially for parents.

The research was conducted on the fourth grade which is the transition class from the lower class to the upper class of Elementary School. The transition class students certainly need good assistance by teachers and parents so that students in the transition class do not lose their values and norms and do not commit social deviations. Then the research is located in Kaliwadas Village, Bumiayu District, Brebes Regency because the research location is close to the researcher's residence so that the mobility of researchers in conducting research is easier and faster. In addition, the variation in the value of assignments and tests obtained by fourth grade students at SD N Kaliwadas while studying from home also attracted researchers to conduct this research, because it can describe the role of parents in guiding their children to study from home during the Covid-19 pandemic. 19.

Based on the description above, the research aims to observe how the role of parents in guiding their children to study during the pandemic. This study focused on the role of parents in guiding and assisting students during distance learning.

METHODS

This research is field research in the form of descriptive research. This researcher describes how the role of parents in assisting and guiding students in learning activities from home in fourth-grade elementary

school students. This research was conducted at SD Negeri Kaliwadas, Bumiayu District, Brebes Regency. The time of the study was carried out in the odd semester of 2020/2021, namely in December 2020. The subjects and objects of research in this study were the parents of fourth-grade students at SDN Kaliwadas. While the object of this research is the role of parents in guiding their children who are grade IV students at SDN Kaliwadas to study from home during the Covid-19 pandemic. Data collection techniques in this study consist of three techniques, namely observation, interviews, and documentation. The sampling technique used in this study was purposive sampling, the informants in this study were 10 parents of fourth-grade students at SDN Kaliwadas, and 10 informants from fourth-grade students at SDN 3 Kaliwadas, and 1 informant from the fourth- grade teacher at SDN Kaliwadas.

The validity of the data in this study was carried out with the technical implementation according to Patton, who was quoted by Moleong (2018: 334) stating that this could be achieved by: a) Comparing the data from observations with the results of interviews; b) Comparing the statement of the informant in public with saying in private; c) Comparing what people say about the research situation with what they say over time; d) Comparing the data from the questionnaire with each informant; e) Comparing the data from the questionnaire with the contents of the related documents. This research uses Miles and Huberman's interactive model analysis technique. The data analysis process is carried out through 4 stages of activities that occur simultaneously, namely data collection, data reduction, data presentation, conclusion drawing or verification.

RESULTS AND DISCUSSION

Research conducted by researchers at SD Negeri 01 Kaliwadas obtained research results in the form of qualitative data. Interviews were conducted to obtain information orally so that the data obtained were more extensive and in-depth. Information obtained from interviews, namely; the role of parents in guiding children to carry out learning from home, the obstacles experienced by parents in guiding children to carry out learning from home, and the efforts of parents to overcome obstacles in guiding children to learn from home during the Covid-19 pandemic . Interviews were conducted using structured interview techniques so that researchers can sharpen the focus of the questions according to the indicators of this research variable. The research data can be described in detail as follows.

The Role of Parents In Guiding Children Carrying Out Learning From Home During the Covid-19 Pandemic

Parents can act as teachers, while teachers generally refer to professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. Educational and mentoring activities given by parents to children are carried out by children of birth age. until adulthood, both giving life lessons, religion, and general learning (Imron, 2016: 97-98). The role of parents in accompanying children when carrying out learning at home (online) during the Covid-19 pandemic includes accompanying children, establishing communication with children, providing opportunities for children to learn, supervising children while they are studying, encouraging or motivating children, and directing that children are always good in carrying out learning at home.

Parents act as teachers at home

As long as the Covid-19 pandemic in Indonesia has not ended, all school activities, including in this case teaching and learning activities, are carried out at home. When students study at school, they are accompanied by teachers in their learning activities, but when they are learning at home, the parents or guardians of students accompany students when studying. The role of parents in assisting children in carrying out online learning is very important. Like it or not and like it or not, parents have to do that. Because it is parents who know better about the ability and perseverance of students in learning. And many parents know about their children's shortcomings, especially academic problems (Interview, homeroom teacher for grade 4 SD Negeri 01 Kaliwadas, 05 November 2020)".

Parents must be able to position themselves as teachers or educators who at any time will guide and of course, will receive various questions from their children regarding the material being studied or school

assignments that are being done if the child has difficulties in learning. The homeroom teacher for grade 4 SD Negeri 01 Kaliwadadas, Mrs K (05 December 2020) explained that parents can directly accompany, see and direct their children to study. Therefore, parents must be ready when asked by children regarding learning materials or related to school assignments such as doing questions. So, in my opinion, parents must always accompany their children when carrying out learning activities. In this case, I hope that my parents are obliged to take part in delivering student assignments that have been done by students at home to the school. Do not let the child alone deliver the results of school assignments. This is part of the role of parents in guiding children when learning at home to accompanying children to collect assignments to school, in my opinion.

KL, who is the parent of VCL, is concerned about the role of parents in accompanying children when carrying out learning from home. Parents always accompany children in learning, especially when there are assignments from school. Because if they are not accompanied, children are sometimes lazy to study, sometimes they want to learn, sometimes they don't want to learn" (07 December 2020). Based on the explanation above, it is known that in learning activities from home, parents play an active role as companion teachers for their children. The teacher's duties to educate, teach direct students and evaluate learning activities are all carried out by the parents of grade 4 students at SD Negeri 01 Kaliwadadas.

Parents as facilitators

Parents as facilitators, namely parents as facilities and infrastructure for their children in carrying out distance learning (Hayati, 2020; Lestari, 2020; Wijayanti & Fauziah, 2020). Parents can be facilitators, while facilitators generally have the meaning of people who provide facilities or needs. The purpose of parents acting as facilitators is that parents play a role in meeting all the needs needed in online learning for their children (Cahyati & Kusumah, 2020). The role of parents as facilitators is very important, especially in terms of facilitating their children with smartphones that are connected to the internet network. Parents are also expected to have provided books that will be used as learning materials before their children start learning. The above is the same as what has been conveyed by YI (07 December 2020) who works as a school teacher and is a parent of ML explaining that as a parent, I always provide books that Luna will study before she does activities. study. Mbak Gita knows for herself that a child in the fourth grade of elementary school can think about which books to study tomorrow morning. There may be one, or two, but in general, children of the same age cannot be independent. Yes, in the end, I prepared the books, and prepared the cellphone that would be used, the only thing was that the children just used it and read it

Parents in addition to providing book facilities, also provide other facilities such as smartphones and internet quota. What ES said above is the same as what was said by DW (06 December 2020) who is a parent of MFA explaining that in the morning I always prepare books for children. Usually, you don't have to study in the living room here so you don't get disturbed by the sound of the TV or the noise of the crowd outside. Then I also provide cell phones, including internet credit, Ms., I provide everything. Based on the respondent's explanation above, the role of parents as facilitators in learning activities from home by grade 4 students at SD Negeri 01 Kaliwadadas has played its role as it should. Children are assisted with ease in terms of the preparation of learning materials and other learning support facilities such as cell phones. In addition, parents can also provide a comfortable place for children to learn.

Parents as motivators

Parents can give enthusiasm and support to their children in carrying out learning, so that children have the enthusiasm to learn, and get good achievements (Winingsih, 2020). This is as stated by DW (06 December 2020) who is a parent of AN P explained that I always give motivation to children, such as; telling children not to be lazy to study, so that they become smart children, so that they rank first, etc. In line with the statement above, LS (06 December 2020) who is a parent of MAAS also explained that every day I always motivate children to learn, such by telling children; that if you don't study later you won't be able to understand the lessons at school if school starts again or the child doesn't tell me to study, I'll give you a snack later. At least that's my motivation for the child.

The role of parents is very important in accompanying their children because good mentoring is one of the factors in the process of growing and developing a child. The motivation given to children should lead to

a strong increase in motivation to take part in educational activities. This situation can be created when there is an emotional bond between parents and their children. A safe and comfortable home atmosphere will help children to develop and prepare themselves for the future (Prasetyo & Jannah, 2018).

Parents as influence

The role of parents as influences or directors can have a good influence on increasing children's learning motivation from home. Influence in general has the meaning of power that arises from something (person or thing) that helps shape a person's character, belief, or action. According to Widayati (2018), the role of parents in the family consists of; 1) As educators, parents need to instil in their children the importance of education and the knowledge they get from school. 2) Role as a motivator, as a child who is facing a transition period, children need parental encouragement to grow courage and self-confidence in dealing with problems. 3) Role as role models, parents need to provide examples and role models for children, both in telling the truth and in carrying out daily life and in society. 4) Role as a friend, dealing with children who are facing a transition period. 5) In The role of the supervisor, the obligation of parents is to see and supervise the attitudes and behavior of children so that they do not come out far from their identity, especially from environmental influences both from the family, school and community environment. 6) Role as counselors, parents can provide an overview and consideration of positive and negative values so that children are able to make the best decisions.

This can also be seen in the statement from SM (December 06, 2020) who is a parent of MDU who explained that I influence the child to want to learn at least by promising the child's favorite food, such as milk, chocolate or the food he likes, after that he just wants to learn. Besides that, I also compare my child with other people's children who are in the same class as him, for example, I say this, he can only do it, but you can't! Or by saying; Look at your father, he is an enthusiastic person even though your father is often sickly. Frankly, ma'am, I'm a tough person, but that doesn't mean I'm fierce. Yes, more precisely, maybe discipline."

The results of the previous data descriptions have also shown that the role of parents of SD Negeri 01 Kaliwadas students in learning from home includes: a) the role of parents as teachers; b) the role of parents as facilitators; c) the role of parents as motivators; d) the role of parents as influence or director. This research is in accordance with research conducted by Abdul Talib Hashim, Azli Ariffin, Zaini Abdullah, Abu Bakar Yusuf, and Sharlini Maniam (2018) under the title Parental Involvement in Primary School: Understanding The Strategies That Promote Academic Achievement. This study aims to identify the types and strategies of parental involvement and their implications on student academic achievement. The difference between the research conducted by the researcher and previous research lies in several aspects including a) Previous research to identify the types and strategies of parental involvement and their implications for student academic achievement, while this study aims to identify and describe the implementation of the role of parents in guiding children to carry out learning activities from home during the Covid-19 pandemic for fourth-grade students of SD Negeri 01 Kaliwadas; b) Previous research analyzed the involvement of parents with their children, the involvement of parents with teachers and parents involved with the association of parents and school teachers, while this study analyzed the involvement of parents with their children as students.

Obstacles of Parents in Guiding Children Carrying Out Learning From Home During the Covid-19 Pandemic

Many obstacles that occur in learning from home with an online system that utilizes internet media that is felt by parents. These constraints include the limited time of parents, limited mastery of science and technology, cost efficiency, cost efficiency required in the process of children's education, and the effectiveness of children's education programs.

Limited time available for parents

In learning from home, not all parents can spend their time optimally to guide children in the implementation of learning. This is due to the various activities that parents do at home and outside the home. As stated LS (December 06, 2020), who is a parent of MAAS, explained that the obstacle I

experienced was dividing my time between my busy life as an online merchant who received and delivered orders from customers, which became an obstacle. For example, I was accompanying a child, suddenly there was an order and it had to be delivered. Automatically you have to prioritize one, and usually, I put the child first.

According to Valeza (2017), the time and opportunity for parents to educate their children usually have something to do with the work of the parents. Parents have different jobs, so there are parents who can divide their time well and some are always being chased by time. No matter how busy parents are with their various activities, they should still take the time to communicate and provide guidance in various matters, especially in tutoring at home.

Limited mastery of science and technology

In learning from home, parents become substitute teachers at school. Thus, whenever children ask their parents about the material they don't understand, most parents have difficulty answering questions from their children. As this was conveyed by J (07 December 2020) who is a parent of QAS, he explained that when asked by a child, he frankly couldn't answer, at least I searched for the question on google, especially for mathematics, it was really difficult. In addition, one cellphone is used by the child's father for traveling around, so there is no cellphone.

Parents, namely mothers and fathers, play an important and very influential role in the education of their children (Hulukati & Hulukati, 2015; Wahidin, 2020). A father plays a role in managing and managing all the affairs of the child and giving appropriate and useful directions. A father is also obliged to earn a living for his family and is also due to seek additional knowledge for himself with this knowledge he will be able to guide and educate himself and his family for the better.

Parents should supervise and guide children in the use of internet media so that children do not become addicted to the internet which has a negative effect on children's behavior. Parents are tasked with directing children to the positive use of the internet, for example for education and increasing knowledge. Parents direct their children to visit useful sites, such as doing schoolwork using the internet. Controlling internet usage doesn't have to be strictly enforced. Controlling or supervising needs to be done persuasively while respecting children's privacy (Khairani, 2019).

Cost efficiency is needed in the children's education process

Implementing learning from home also causes additional costs that must be incurred by parents. Most of these costs are to buy internet credit. As this was said by KL (December 07, 2020), who is a parent of VC L, said that the problem with credit is that you have to buy credit often, the problem is that cellphones are sometimes used to play, not just to study. According to Valeza (2017), explaining that the economic situation of parents greatly affects the existence of guidance for their children. Even though this cannot be applied to all parents. However, in general, parents who have a well-established economy will pay more attention to and guide their children in learning. This allows the parents concerned to meet the learning facilities needed by their children in learning. In addition, a well-established economy allows parents to concentrate on providing guidance to their children in learning because they do not need to feel disturbed by the urge to earn a living/work to fulfill their daily needs.

The effectiveness of children's education programs

In general, students are more concentrated and serious in learning when taught by teachers at school rather than being taught by their own parents. As stated by LS (December 6, 2020), who is a parent of MAAS, said that I am not a teacher, so when I explain lessons I am not like a teacher. Children sometimes trust their teachers more than me, such as children being told to learn but not learning right away, instead they are still playing. Based on the statements of the respondents above, there are many obstacles that occur in learning from home that is felt by students and parents of students. Some of them are students who cannot receive lessons or understand the material effectively, so parents must replace the position of teachers in schools to provide lessons to their children. Even if parents cannot guide their children to carry out learning at home, they will look for someone who can take their place to accompany their children to learn.

Another obstacle is regarding learning facilities in the form of smartphones, where not all parents have smartphones, or not all parents have more than one smartphone. As a result, when children will use smartphones to study or take lessons online, children must take turns using the smartphone with their parents or siblings who are still in school. As information and communication technology advances, now the learning approach has changed towards learning the age of knowledge. People can study anywhere, anytime, with anyone. That is the characteristic of learning in the age of knowledge known as computer-based (Kuntarto, 2017).

The results of previous data descriptions have also shown that the difficulties faced by parents in learning from home include: a) parents' educational background; b) limited learning facilities such as smartphones, and c) available time from parents to accompany children. The results of this study are in accordance with research conducted by Anita Wardani (2020) entitled "Analysis of Parental Constraints in Accompanying Children to Study at Home During the Covid-19 Pandemic". The results of this study indicate that in general the obstacles experienced by parents in accompanying children to study at home during the Covid-19 pandemic are the lack of understanding of the material by parents, the difficulty of parents in growing their children's interest in learning, not having enough time to assist them. children because they have to work, parents are impatient in accompanying children while studying at home, parents have difficulties in operating gadgets, and obstacles related to internet service coverage.

Parents' Efforts To Overcome Obstacles In Guiding Children Carrying Out Learning From Home During the Covid-19 Pandemic

According to Slameto (2003), the role of fathers or parents in children's education is a set of patterned activities that they usually do as; 1) Providers, namely providers of learning facilities, books and stationery, study schedules and daily activities, consultation/homework/practice books. 2) Educators; namely explaining the need to study and advise to study diligently and excel, what can and cannot be done, reprimand if children are negligent in their duties and provide sanctions if deemed necessary. 3) Problem solver or mentor, which helps solve children's problems and decision-makers in learning/school, regarding what steps children take in learning, checking them, and asking for grades obtained at school, for models or examples of routine life every day, set time to watch TV, tell children to study according to a schedule. Based on the obstacles or obstacles experienced by parents in guiding their children to carry out learning from home during the Covid-19 pandemic, this is what parents do.

Strive as a deterrent

Efforts made by parents to overcome obstacles in guiding children are by helping children find ways to overcome problems that might lead to mental development deviations. This is as conveyed by ES (December 07, 2020), who is the parent of ISA, who said that for example, if a child has difficulty in doing assignments, I will definitely guide and help them to complete their assignments. Because if that's not the case, children usually get bored easily, they want to keep playing and don't want to learn anymore

Helping children to face, understand, and solve problems

According to Ni'mah (2016), parents are the main and first educators for their children, because it is from them that children receive their first education. Parents help children to face, understand and solve problems to achieve optimal results, both at the level of education and in children's social relationships. This was conveyed by DW (December 06, 2020) who is a parent of ANP explaining that to overcome the problem of online learning, I opened a reading house in my house. according to grade level. So I gathered my child's friends so that they would accompany my child to study, the point is actually that, here there is a subject discussion too

Fixed on rooted difficulties

In learning activities from home, parents try to fix the difficulties that are common to their children. As stated by J (07 December 2020), who is a parent of QAS, explained that what I do every day now is how to get children to wake up early like when they study at school. Because they learn from home, children now wake up in the afternoon, not like they used to when they learned at school. When they enter school,

children usually wake up at 05.00 in the morning, but now they wake up in the afternoon. Over time, this can become a habit. This is what I'm trying to do so that children wake up in the morning like they used to even though they are learning from home.

CONCLUSION

The role of parents in guiding learning activities from home in grade 4 students of SD Negeri 01 Kaliwadas is very different when compared to conventional learning. Because in learning from home, parents carry out two roles at once, namely being parents to children and being teachers at home; providing facilities and infrastructure for children; giving encouragement; motivation; directing children according to the talents and interests of each child. The difficulties faced by parents in guiding learning activities from home in grade 4 students of SD Negeri Kaliwadas are the educational background of parents affecting the level of ease and difficulty of parents in educating their children; difficulty dividing time between children and work; as well as the limitations of learning tools such as smartphones used in learning activities from home.

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