Parent Engagement in Online Learning During the Covid-19 Pandemic: Teacher Perception

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Abstract: *The online learning system during the Covid-19 pandemic tends to back up face-to-face learning in almost all the places in the world. This sudden shift evokes new difficulties for teachers, parents, and students. They need to adjust new learning habits and perform extra efforts. Parents, in particular, have to play a more prominent role during this pandemic time, especially for elementary school students. This condition places a greater responsibility on parents to support and facilitate their students' learning. This case study used teacher surveys and interviews to better understand the parent's responsibility and how they fulfil it in online learning from the teacher's perspective. Teachers perceived and supported parents' attempts to support their students in online learning. The results showed that there are three main responsibilities that parents have to play in online learning for elementary school students (a) organizing, (b) facilitating engagement and interaction, and (c) instructing students when necessary. The level of parental engagement is generally good. However, the parents face some obstacles and difficulties in playing their role due to some factors. The teachers also make some efforts to support parents' attempts to support their students in online learning.*

Key Words: *online learning, parent involvement, parent engagement, elementary school.*

1. INTRODUCTION:

The Covid-19 epidemic has caused widespread worry and anxiety all across the world. The rapid global transmission of the Coronavirus requires us to acknowledge that the world is changing. We can observe how these changes affect life in various sectors, such as business, politics, and even education. This change in life's order necessitates a reorganization of the work system regarding space and time. We used to do many things outside the house, but now we have to do them at home. Activities at home encompass all activities, including teaching and learning. Governments worldwide are now creating an online learning system to break the virus's chain of transmission. The online learning system tends to back up face-to-face learning for a period of pandemic time. This sudden shift evokes new difficulties for teachers, parents, and students. They need to adjust new learning habits and perform extra efforts. Parents, in particular, have to play a more prominent role during this pandemic time. To have compelling learning circumstances at home, they must be intensely involved in this unexpected and unprepared online learning (Novianti and Garzia, 2020). Since the objective of learning is students' achievement, it is critical to increasingly support higher learning goals by engaging parents in a child's education (Henderson, Anne T.; Mapp, 2002). The success of children's academic achievement requires harmonious collaboration between parents and the school. Especially parental support is a vital element in building the smooth process of children's education. Taylor et al. (2004) stated that it is difficult for students to achieve academics without parental support. Parents are crucial in every stage of a child's development, especially during this pandemic. If parents do not provide adequate care and help, children will suffer several obstacles and problems. Besides, in this pandemic period, parents must be digitally educated due to the demand for new learning systems and understanding online media use (Hoover-Dempsey and Sandler, 2005). Parents should also be more aware of the significance of having access to information and communications technology (ICT) at home.

Teachers and parents have varying attitudes towards online learning. Parents, in particular, understand their essential role in supporting children's education. These roles determine the level of involvement they spend with their child. Parents will try their best to give full support to their kids. But, even so, some parents will still have some difficulties accompanying children's online learning due to a lack of knowledge on online tools or monitoring problems. As such, this research will examine teachers' perceptions of parental involvement in children's online learning processes as an evaluation. It is expected to contribute to the school's online learning system and inform parents about the expectations for their role in assisting children in learning online at home. Teachers' perceptions of parental engagement in online learning are advantageous for educational system settings. Since parents share physical space with students and have a strong understanding of their children's needs, the involvement must be intense. However, further study is required to investigate teachers' perception of parental involvement in online education and see how parents' assistance takes part in children's learning. We conducted and evaluated online surveys and

interviews with numerous teachers due to this research to better understand their perspectives of parents' attempts to address their kids' needs.

Researchers are researching whether involving parents in their child's learning positively impacts home learning. Parental engagement in earlier studies has been shown to have a substantial impact on children's educational and career accomplishments. Based on the hypothesis, this study examines how parental involvement impacts children's learning goals at home during the Covid-19 epidemic, as seen by their teachers. Furthermore, there has been no research on teachers' perceptions of parental involvement in the online learning process during the Covid-19 pandemic in Indonesia. The study takes place at an Indonesian primary school. Students at this level have a limited capacity to maintain their focus. They have no idea how to manage their time wisely or study effectively. Children study according to their phase of growth and development in the educational setting. According to Jean Piaget, every kid goes through cognitive stages to grasp information. At primary school, kids are still in the development phase and have difficulties comprehending a subject and asking questions. They require assistance from an instructor to understand a lesson. It is also important for parents to pay attention to their children's preparedness to participate in online learning since an adaptation process takes place. Many researchers believe that children who receive greater parental attention may be more likely to succeed in the learning process (Spillane, 2004). They usually learn physically in school, with their instructors leading and guiding them. Due to the present COVID-19 epidemic, however, teaching and learning activities must be conducted at home so that their parents may take on more of the teacher's responsibilities.

2. LITERATURE REVIEW:
2.1. Parental Engagement in Online Learning During Covid-19 Pandemic:

The coronavirus epidemic is causing concern in the world of education at the current due to the emergence, forcing the learning system to shift from face-to-face to virtual learning. Terminologically, Coronavirus is an etiologic agent (Kannan et al., 2020) that causes respiratory tract infections in both humans and animals, ranging from cold and flu to even more severe illnesses such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). According to the World Health Organization, the disease is officially known as COVID-19. COVID-19 is a virus that spreads rapidly at low, intermediate, and severe infection levels. This outbreak started in China, namely in Wuhan city. This epidemic's spread is just out of control, and we shouldn't ignore it. According to the current cases worldwide, the COVID-19 infection epidemic has thrown off the way the world works, paralyzing the interaction system and causing deaths. As a result, the COVID-19 pandemic requires extreme precaution and monitoring.

Naturally, the transition in the learning system from offline to online has significantly adjusted the role of teachers, students, and parents. In terms of student monitoring, changes in settings and interactions are limited. It, without a doubt, causes teachers and parents to be concerned about the achievement of student learning objectives. Online learning necessitates a collaborative effort involving both teachers and parents. Although there is a widespread assumption that minority parents choose not to engage in student development due to various language problems or lack of understanding, this is not always the case (Epstein, 1990). And this has a significant impact on online learning parenting at home, where the supervision of the learning process has to be enhanced, particularly the role of control and parental engagement, among other things. Several research studies (Epstein, 1985) on parental engagement have shown numerous advantages for students. For this reason, research has demonstrated the multiple benefits of involving parents as partners in their children's education (Dwyer and Hecht, 1992). There is a pressing need to better integrate parents' engagement in students' learning process.

In this study, engagement in the learning process and interaction with children are examples of parental engagement. Parents must participate in their child learning actively. According to Bradley and Corwyn (2002), One of the critical components of achieving student development from the online learning environment is the relationship between the engagement of parents and children in the learning process. Children whose parents participate in their children's school activities are more likely than children whose parents do not participate (Spera, 2005). Particularly early primary pupils who still require their parents to provide particular support. At this stage, parental involvement in developing a child's intellectual environment is critical because children in this period are still developing their autonomy, and the parent must train them at home. Simatwa (2010) states that according to Piaget's theory of cognitive development, children in primary school grades one and two are in the formal operational stage. Children of this age grasp precisely what they see and struggle with human knowledge's conceptual and probabilistic character. Age is one factor that affects children's independence (Sooter, 2013). Children's ideas and actions evolve throughout age to become more independent of their home and school duties.

Kristiyani (2016) discovered a significant correlation between parental involvement in school and student motivation to school. The findings of this study were published in the journal Psychological Science in 2016. Students believe that when parents engage in events at their school, there will be better communication between instructors and

parents. This motivates pupils to provide their best effort since, at their core, every human desire to be acknowledged and regarded positively by their environment. This type of stimulus motivates pupils to work incredibly hard.

2.2. Types of Involvement:

The participation of parents in online learning in elementary schools is a relatively recent phenomenon that is now being investigated further. With the transmission of the disease in other places globally, researchers have pushed harder to develop a universally recognized online learning framework. This section will discuss early attempts to classify parental engagement in online learning environments. Hasler Waters (2014) did a case study to look at how five parents were active in their children's learning at a cyber primary school. Parents are expected to take on significant duties and act as learning monitors by their children's schools. He discovered that parents serve as learning monitors to help their children push their boundaries, reinforce them, and teach them. Hoover-Dempsey and Sandler (2005) report similar behavior. The distinction, however, is that he discovered two more forms of parental engagement. To begin, parents implement techniques that assist them in adapting their learning methodologies, surroundings, routines, and belief systems to better match the requirements of their children. Second, parents make use of assistance and materials available from various sources in ways that are beneficial to student learning.

The framework developed by Hasler Waters and Hoover-Dempsey can be useful as a starting point for researchers interested in parental engagement and its relationship to online secondary education settings in general. On the other hand, the framework is not completely generalizable due to the characteristics of the schools and the students. According to the findings of a study done by Noel, Stark, Redford, and Zuckerberg (2015) on offline learning environments, the necessity for parental involvement may vary as kids grow older and as they move through the grades. Parental participation may not be as beneficial for older children as for younger ones. Curtis's (2013) dissertation research identifies the types of parental involvement in cyber secondary schools. He categorizes the primary involvement responsibilities of parents into three categories: monitoring, mentoring, and motivation. Monitoring is an action such as observing how students behave, compiling learning materials, and setting a daily learning schedule. Mentoring is parental attention to students in accompanying their learning activities. And motivation is encouragement from parents who can give students a sense of enthusiasm in the learning process.

Recently, Borup, West, Graham, and Davies (2014) used existing online learning research to create an Adolescent Community of Engagement (ACE) framework. This framework provides a more comprehensive understanding of how parents, teachers, and fellow students can work together to increase student engagement in online learning settings. The ACE framework hypothesizes that parents have the following overlapping responsibilities to organize students' environment and time. It also instructs students in the course content and how to learn it effectively. And facilitate student interactions with the content and others in the course, such as nurturing caring relationships and fulfilling students' basic needs, volunteering at school activities, and monitoring and motivating student engagement. The authors claimed that parents and teachers could perform these responsibilities separately but that more remarkable educational outcomes would result if their efforts were coordinated. It should also be noted that the ACE framework was not designed specifically to explain parental engagement within cyber schools, and the authors stated, "Differing learner models will also place varying emphasis on parent engagement. In full-time online programs, students work from home, increasing the need for parental monitoring, organizing, and instructing in comparison to what is required in supplemental programs" (Borup et al., 2014, p. 23).

Borup (2015) used the ACE framework to examine teacher perceptions of parental engagement at a cyber charter high school and found the framework broadly consistent with teachers' perceptions. However, Borup also identified encouraging communication as an essential element of parent engagement because teachers commonly reported that parents fostered learner–instructor interactions. Additionally, while volunteering was a vital way parents fostered student engagement, it appeared to be a motivational subcategory rather than its element, as initially explained in the ACE framework. Teachers also expressed some frustrations when working with parents who failed to communicate or overstepped their responsibilities. For instance, some teachers believed that a small number of parents were doing students' work rather than scaffolding them throughout the learning process. One of the primary limitations of this research was that it relied solely on teacher perceptions. The ACE framework also guided this research, but we focused on interviews with teachers.

2.3. Levels of Parental Involvement:

During the COVID-19 epidemic, online learning is the only viable option. Parents take on a new role due to this shift in the teaching and learning system in the home. Parents should also take a more active part in their children's development by preparing the learning daily, managing learning experience challenges, implementing teaching assistant solutions, altering schedules, structuring lessons, and adapting activities to their child's requirements. In his study, Borup (2016) highlighted those teachers reported varying levels of parental involvement. When he surveyed the level of parents' participation in their child's online learning experiences, they frequently

reported higher levels of involvement and communication than in previous face-to-face interactions. Teachers require time to design and coordinate family activities to develop cooperative relationships with parents(Peña, 2000).

According to studies, the level of parental involvement might differ tremendously. For example, Borup et al. (2014) analyzed 79 parent survey answers and found that 60% of parents communicated with instructors for an average of 9.1 (SD 14.2) minutes each week. And this is an example of a significant level of variance in the number of minutes (MD 86, SD D 74.4). Litke (1998) also conducted the same investigation. He interviewed 12 teachers, 13 students, and seven parents while researching a mall program. He classifies parental involvement into three categories. The first is absentee, which refers to parents working full time and letting their children study without supervision. Second, parents are involved as supporters of kids by routinely monitoring student development by engaging with their children and teachers. The third is participative, with parents watching and tutoring children throughout the day. The parents' background might affect their amount of parental involvement. This parental background appears to play a significant role in determining their level of involvement. To increase parental involvement and address some of the factors that affect parents, school staff should consider the parents' educational level, language proficiency, cultural background, and family status (Peña, 2000). Parental involvement is also affected by instructors' invitation, other time limitations, and parents' perceived effectiveness in assisting their kids (Waters et al., 2014; Hoover-Dempsey and Sandler, 2005). According to researchers, a special invitation from teachers has been shown to significantly affect parent involvement (Anderson and Minke, 2007).

2.4. Impact of Parental Involvement:

Numerous studies have investigated parents' involvement in online learning settings. Prior studies have found significant variations in parental involvement levels. This variation might be due to students' varying needs, but it could also be due to parents' inability to grasp their roles in their children's learning. Numerous assumptions assert that parental participation benefits student learning (Boulton, 2008). Researchers that have attempted to connect parental engagement with learning results have not discovered a substantial positive relationship between the two variables (Black, 2009; Borup et al., 2013). McNeal (2012) speculated that the lack of a more significant relationship was since parents may either assist or impair student development, depending on the student's qualities and the type of parent.

McNeal (2012) also suggests paying more attention to the various types of parental involvement and how they affect students with diverse characteristics. For instance, he hypothesizes that parental involvement that benefits children may harm adolescents seeking independence. Wilder (2014) further confirmed this theory, demonstrating through a meta-analysis that not all types of parental involvement had the same impact on student learning in face-to-face contexts. Numerous frameworks exist to categorize various types of parental involvement. According to Merriam (1998), qualitative research is preferable for studying new phenomena. It enables researchers to employ qualitative interpretive techniques to develop "abstractions, concepts, hypotheses, or theories" rather than verifying existent hypotheses and theories.

Additionally, Stake (2010) says that qualitative research is best suited when the purpose of the study is to better understand "how things work"—in this example, parental participation. As a result, further qualitative research needs to develop a framework identifying various types of parental involvement. Although the nature of online learning precludes direct observation, interviews and questionnaires may be highly beneficial in determining the most successful forms of parental involvement.

Borup et al. (2013) found that parental engagement considerably less affected student learning than their children believed. According to a previous study, parents' roles in online learning settings are frequently misunderstood. Parental misconceptions may be caused partly by parents' lack of expertise with online learning mixed with their past role formation in a face-to-face context (Hoover-Dempsey and Sandler, 2005). In Boulton's (2008) research, this is the case. He discovered that, at first, parents were supportive of their children's educational progress, but support decreased with time and caused the failure of certain children. After doing research, Boulton concluded that ongoing parent-teacher contact might assist parents in carrying out their roles. While the number of schools with explicit rules requiring teacher-parent connection is increasing, many schools lack such a requirement, and those that do tend to be reactive, forcing parents to speak with instructors when their students do poorly (Cavanaugh, 2009). In comparison to parents, teachers are subject-matter and pedagogical specialists who have observed and worked with a diverse range of parents in their content areas. Teachers' knowledge and background make them excellent resources for determining how parents may be more successfully involved in their children's learning. As a result, this study examines instructors' opinions of parental engagement using interviews and questionnaires.

3. RESEACH METHOD:

This study was conducted from January to August 2021 in Indonesia. This study aimed to find out parental engagement in children's online learning. The design used in this study is converging, simultaneously collecting quantitative and qualitative data, combining the data, comparing the results, and explaining all descriptions in the

results. Researchers collected qualitative data through closed interviews. This design aims to explain the quantitative outcome with the qualitative data to see if they are converging and provide similar results. Quantitative and qualitative data are collected simultaneously and analyzed to complement each other. This study focused on investigating parental involvement in online learning settings using the ACE (Adolescent Community of Engagement) framework (Borup et al., 2014). In this framework, the student's online learning environment is the object to be examined. The ACE framework's primary assumption is that parental engagement correlates favorably with academic achievement. Parental involvement has three primary responsibilities (Borup, 2016).

- First, students learn best when they are in a safe and caring environment. Parents have guidance and support when students are involved in learning programs, and parents can monitor their children's progress by participating in school activities.
- Second, parents should assist children in managing their physical learning environment and schedules.
- Third, parents position themselves as educators by helping children with schoolwork, locating resources online, and explaining things that students do not comprehend. Parents can also assist their children in developing critical thinking abilities. With the involvement of parents, the child's academic development will be more effective.

This framework is an advanced framework of research conducted by Borup, all types and indicators of parental involvement are the result of coding research from Borup. This study aims to find out teacher opinions on the kinds of parental involvement in the online learning process of elementary school students during a pandemic, find out how far the participation of parents in student mentoring, find out the impact of the relationship between parental involvement and student learning effectiveness and know the obstacles and difficulties of teachers in establishing communication with parents. The object of investigation in this study is the teacher's perception of parental involvement, which is limited to a case study methodology. This case study includes an incorporated unit that enables the analysis and interpretation among many teachers in the institution. However, it is essential to note that this study's conclusions need interpretation in its absence of broader generalization. According to (Stake, 2010), the focus of case studies is not to find generalizable insights but rather to understand one issue well. However, other researchers believe that the extent of depth and richness discovered in the final result is the distinguishing feature of a case study. On the other hand, others feel that the unit of analysis is the distinctive feature of a case study.

3.1. Setting and Participant:

This study took place in primary schools from 5 major islands in Indonesia, and are the island of Sumatra, Java, Kalimantan, Sulawesi, and Papua. The participants in this study are 15 currently employed teachers. The purpose of this study was to assess the teacher's perception of parental involvement in children's online learning. Researchers target elementary school students by considering the amount of parental support required at home when online learning is ongoing.

3.2. Instrumentation and Procedures:

The sampling approach employed is simple random sampling. Respondents are randomly selected without regard for population stratification (Sugiyono, 2008). Using Google Forms, the researcher collected and processed quantitative data. All participants were encouraged to complete an online survey before the activity began. This online survey includes questions on the teacher's background and degree of satisfaction. Teachers were then asked to rank their replies in order of importance in achieving positive learning outcomes. In this study, there were two stages in filling out the questionnaire, and the first stage was a survey on the type of parental involvement. The statement in this questionnaire was developed using a Likert Scale with five alternative answer choices, namely answers that were strongly agree given a score of 1, agree given a score of 2, neutral given a score of 3, agree given a score of 4, and strongly disagree given a score of 5. The second stage is a survey on the level of parental involvement, with three alternative answer choices: never given a score of 1, sometimes given a score of 2, and often given a score of 3. After the data collection questionnaire, the next step is to conduct interviews to confirm the data obtained in the questionnaire. Fifteen people were then interviewed for 20-30 minutes to understand instructors' opinions and experiences. The interviews were done through Zoom video call. The interview will be comprised of two sessions.

3.3. Data collection and analysis:

Two ways collected the data; online survey through google form and online virtual interview. The surveys were taken twice and used the Likert scale to collect and analyze the data. The first survey is used to gain information about teacher perception on parental engagement types or parents' responsibility in online learning for elementary school students. In the first survey, we used a five scale to ask the agreement about the statements in the questionnaire. Because those were positive statements, the score was set as follows:

Statement	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

The collected data is then analyzed by the formula below:
Total score/maximum score x 100%

The second survey was used to understand the level of parental engagement based on teacher perception. In this part of the survey, we used three scales to ask about the level of parental engagement. The score is set as follows:

Categories	Score
Often	3
Sometime	2
Never	1

The collected data is then analyzed by the formula below:
Total score/maximum score x 100%

The first part of the interview was on teachers' expectations about instructional responsibilities. These perspectives are described comprehensively in Borup et al. (2014). The second interview focused on how instructors understand parents' roles in their students' learning and their experiences dealing with parents. Teachers utilized interviews to summarize their survey results, offer particular instances of what they had observed or experienced, and explain perceived limitations to successful parent involvement. The interviewer also looked into additional parenting obligations. After doing the comparable study, external qualitative researchers assessed the interview procedure. Before analysis, participants were asked to review and confirm the correctness of the transcripts. The constant comparison coding approach evaluated interview transcripts and survey responses (Glaser, 1965). All interviews were coded by the same researcher, who then grouped codes within the same theme. The Adolescent Community of Engagement (ACE) framework (Borup et al., 2014) and the idea of teacher involvement influenced the topic classification, although no a priori coding was employed. This permits topics not covered by the ACE framework to be identified. An external investigator also periodically examined the coding during the analysis and discussed any discrepancies until an agreement was obtained.

4. RESULT:

This section presents the results from the survey analysis followed by the results from the teacher interviews.

Surveys:

The surveys are taken online from fifteen elementary school teachers twice. The first survey is used to gain information about teacher perception on parental engagement types or parents' responsibility in online learning for elementary school students. Based on the ACE framework, a parent's responsibilities in student's online learning are grouped into three main points; organizing, facilitating engagement and interaction, and instructing. Those 3 points were then spelled out into 20 indicators. They responded to 20 items of parental responsibilities in students' online learning. The results are listed in table 1 below:

Table 1. Teacher- Reported Responsibilities of parents

Parent Responsibilities	Response (%)					Standard Deviation
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Organizing						
Developing daily learning schedules	46,67	33,33	13,33	6,67	0,00	2.608
Helping to organize students' physical space	20,00	53,33	26,27	0,00	0,00	3.32
Asking teachers for organization guidance	33,33	53,33	6,67	6,67	0,00	3.39
Facilitating engagement and interaction						
Initiating teacher communication	66,67	20,00	6,67	0,00	6,67	4.06

Attending to teacher communication	66,67	20,00	13,33	0,00	0,00	4.12
Responding quickly to teacher inquiries	26,67	53,33	20,00	0,00	0,00	3.32
Attending face-to-face activities	26,67	53,33	6,67	13,33	0,00	3.16
Showing appreciation and support to teachers	26,67	66,67	0,00	6,67	0,00	4.24
Encouraging students to contact teachers	53,33	40,00	6,67	0,00	0,00	3.74
Informing teachers of student communication preferences	20,00	80,00	0,00	0,00	0,00	5.20
Monitoring students' offline behavior	40.00	40,00	13,33	6,67	0,00	2.83
Monitoring students' academic progress	53,33	40,00	6,67	0,00	0,00	3.74
Setting high expectations	46,67	40,00	13,33	0,00	0,00	3.32
Providing verbal encouragement	53,33	40,00	6,67	0,00	0,00	3.74
Praising student successes	86,67	13,33	0,00	0,00	0,00	5.66
Rewarding or punishing student behavior	33,33	53,33	13,33	0,00	0,00	3.46
Modeling that education is valuable	80,00	6,67	13,33	0,00	0,00	5.10
Instructing						
Tutoring students	66,67	33,33	0,00	0,00	0,00	4.47
Participating in learning activities with students	53,33	33,33	13,33	0,00	0,00	3.46
Advocating for support or accommodations	40,00	60,00	0.00	0,00	0,00	4.24

The data shows that most of the respondents are agree with the 20 points of parents' responsibility in virtual learning for elementary school students. There is some disagreement in several points that we tried to reconfirm in the interview. The interview result shows that disagreements are caused by a misunderstanding of the statement in the survey when they fill the survey. So, we can conclude that basically, all the points are agreed by the respondents. Besides, we also tried to gain another opinion from the teacher about parents' responsibility. In five cases, some parents' responsibility was added from the respondents, but it was finally combined because they were similar. The second survey is used to understand the level of parental engagement based on teacher perception. The level of parental engagements means the intensity of parents in fulfilling their responsibilities. The result of data processing from this second survey is presented in table 2.

Table 2. The level of Parental Engagement in children's online learning

Indicators	Actual Score	Ideal Score	Percentage	Category
Organizing				
Confirming student's schedule, task, or activities to the teacher	40	45	88.89 %	Good
Asking teachers for organizational guidance	35	45	77.78 %	Good
Facilitating Engagement and Interaction				
Initiating teacher communication	38	45	84.44%	Good
Attending to teacher communication	43	45	95.56%	Good
Responding quickly to teacher inquiries	37	45	82.22%	Good
Attending face-to-face activities	34	45	75.56%	Good
Showing appreciation and support to teachers	37	45	82.22%	Good
Encouraging students to contact teachers	39	45	86.67%	Good
Informing teachers of student communication preferences	34	45	75.56%	Good

Sharing students' offline behavior	37	45	82.22%	Good
Monitoring students' academic progress	39	45	86.67%	Good
Setting high expectations	41	45	91.11%	Good
Instructing				
Participating in learning activities with students	40	45	88.89%	Good
Advocating for support or accommodations	40	45	88.89%	Good

Based on the data, the level of parental engagement is very good. It's found that there is some low number of several points, we tried to gain the more information about the factors that caused those low number in interviews.
Interviews:

All respondents agreed that parental engagement in online learning is highly essential for developing children's education, primarily for elementary school children who still require a mentor while learning, based on the findings of the interview data collection. The significance of parents' roles in online learning is the most important element in determining the success, both internally, such as accompanying children. At the same time, they also learn, encourage them, supervise their learning activities, and facilitate their needs externally, such as establishing two-way communication between teachers and parents or inviting private tutors to the home. The closest individuals to a child are their parents. This epidemic forces parents to stay at home with their children more than any other time in recent history. As a result, parental support is crucial for children in elementary school. Teachers and parents have had a major shift in their roles due to the transition from offline to online schooling. Teachers play a critical role in students' learning in the classroom setting, but their role is limited to that of a content facilitator and evaluator in online environments. The remaining responsibilities fall to parents, who must accompany, supervise, explain, monitor, and facilitate their children's activities. The shift in teachers' and parents' roles affects children's development, depending on the extent of intensity intended by the teacher and, particularly, the parents. According to respondents, the intensity of parental assistance is a major necessity for developing children's learning habits. The more intense parental assistance, the better the learning results for primary school pupils. Parental intensity ranges between 30% and 80%, according to teacher responses. Numerous variables undoubtedly contribute to this intensity variation. The activity of individuals in their professions and the parents' inadequate knowledge all impact the level of parental aid to the child's learning process. Science as well as technology. The first aspect affecting parents' participation in accompanying children is their level of education. Parents with a higher level of education are more concerned with their children's educational development. Sometimes, the children's parents had just completed elementary school and could not read. This case, of course, creates challenges for parents who are aware of accompanying and guiding their children. The second factor is the parents' economic status. Parents have been unable to provide their children's online learning needs in many circumstances, such as cellphones, laptops, or PC. Without such instruments, children's education would undoubtedly fall behind. The third factor is social background; many children live with their grandmothers and grandfathers due to their parents' divorce or work overseas. Children have trouble receiving instructions under these conditions.

Teachers' efforts to encourage parents to accompany their children to study are. First, teachers and school principals occasionally visit children in their homes. The goal is to provide teacher care for children's education. With the visit, the teacher hopes that the children feel cared for that their teachers will always be there for them even though the pandemic requires them not to see each other often. Second, building active communication between teachers and parents by reminding them to always control their school assignments. Third, providing understanding and motivation to parents that success in learning for the child during this pandemic is the support from parents. And the fourth is to provide feedback on their learning outcomes so that parents can directly evaluate their children's learning outcomes. The response of parents is one of the challenges that the instructor faces. Some parents are indifferent to their children's education. Teachers have a tough time supervising children's activities at home since they are difficult to interact with. Furthermore, some parents are easily offended. Teachers encounter several situations when instructing their students. Many parents are outraged and sometimes blame the teacher. On the other hand, teachers advise their students for the benefit of students.

4. DISCUSSION AND CONCLUSION:

This study examined teacher perceptions of parent responsibilities and level of engagement at online learning in elementary school during Covid 19 Pandemic in Indonesia guided by the ACE framework. Although the ACE framework guided this research, the data collection and analysis were not confined to the framework's defined elements of parent engagement. Interviewed teachers explained that parents are responsible for proactively encouraging communication between students and their teachers. This case study identified parents' specific responsibilities as they attempted to ensure that students stayed current in their coursework. For instance, interviewed and surveyed teachers largely agreed that parents were responsible for motivating their students to more fully engage

in their courses when their behaviour or performance failed to meet expectations. Teachers in this case study understood the motivational impact that parents could have on students and commonly contacted parents when students' engagement or performance declined. Teachers also reported that some parents were unprepared to assume their important responsibilities and sought advice and support from teachers. This finding supports previous researchers who reported that parents struggle to organize and motivate students' learning (Hasler-Waters & Leong, 2014; Waters, 2012; Sorensen, 2012).

Furthermore, even when parents had the prerequisite content knowledge to assist students, teachers believed that they lacked the skills to scaffold their students learning and, in some cases, would unintentionally complete their students' work. Teachers also believed that a small number of parents were intentionally completing student work. If true, these behaviours would not be unique to online learning environments. In a report on the advantages and disadvantages of doing homework, Cooper (1989) explained that "parental involvement can often turn into parental interference." It means parents use instructional techniques that differ from the teacher's and can promote cheating when "help with homework that goes beyond tutoring" (p. 87). Parents' background appeared to be a determining factor in their level of involvement. A more common concern than overly involved parents was uninvolved students who required more parent support than what was offered. Teachers believed that establishing teacher–parent relationships in some cases helped increase parent involvement and enabled teachers and parents to better collaborate. This finding supports previous claims that members of a learning community can more effectively collaborate once they have established their social presence and a sense of community (Borup, West, et al., 2014; Garrison, Anderson, & Archer, 2000). The level of parental engagement is described as the intensity of parents in fulfilling their responsibilities in online learning. Generally, it's found that the level of parental engagement in this case study is good. However, several teachers explained that not all the parents did well in the online learning system during the Covid 19 Pandemic. The children urgently need parents' guidance and supervision in elementary school because they haven't been ready to study independently.

Seginer (2006) argued that effective supervision from parents in the home environment could support children's learning activities and keep them motivated. Together, parents and children build a closer and warmer relationship while parents accompany children's learning activities. The most frequently mentioned aspect affecting parents' participation in accompanying children are parents' level of education and their economic condition. It's reported that most parents who don't fully guide the child in online learning are caused by work that can't be abandoned or because they have another child that demands the same attention.

Hoover-Dempsey et al. (1992) stated that parent had self-efficacy called parental self-efficacy, which refer to parents' belief and confidence that they are capable of assisting their children, in this case, to assist children in academic activity. They also consider that their thought and action will impact their children's development. Parents who feel competent regarding educational matters tend to be more involved in their children's learning, indicating the significance of specific efficacy.

Based on the result and discussion, it can be concluded that most of the parents were engaged in children's online activities during the Covid 19 pandemic. However, some still have obstacles and difficulties dividing time, giving attention, and explaining the learning material to the children. The most important aspect affecting parents' participation in accompanying children is the parent's level of education and economic condition. Teachers' efforts to encourage parents to accompany their children to study are: teachers and school principals occasionally visiting children in their homes; building active communication between teachers and parents by reminding them to always control their school assignments; providing understanding and motivation to parents that succeed in learning for the child during this pandemic is the support from parents; and providing feedback on their learning outcomes so that parents can directly evaluate their children's learning outcomes.

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