

Perspective of Early Childhood Education Teachers on School Connectivity to Parental Support in the Context of Blended Learning During a Pandemic

Ikaningtyas Purnamasari¹, Ali Formen², Yuli Kurniawati Sugiyo Pranoto³, Sri Sularti Dewanti Handayani⁴

^{1,2,3,4} Universitas Negeri Semarang

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ABSTRACT

Although we now see a point where we can control the pandemic, its impact on education remains a major highlight. Schools worldwide have been forced to change significantly by switching to distance learning and adopting blended learning methods that integrate face-to-face and online learning. This transition creates challenges for students, teachers, and parents and new opportunities to improve how we educate and connect. This research explores the views of Early Childhood Education teachers in Semarang regarding School Connectedness and parent support during the pandemic. With 74 Kindergarten A and Kindergarten B teachers as participants, using the Ex post facto quantitative method in the 2021-2022 school year, this research utilized an online questionnaire via Google Forms. Ordinal regression analysis shows that parental support significantly influences School Connectedness (Wald = 7.318, sig. = 0.007). The novelty of the research lies in its focus on PAUD teachers in Semarang who are facing the challenges of distance learning and blended learning due to the pandemic. The benefits involve a deeper understanding of the crucial role of parental support in strengthening teacher-school-student relationships. The research results can be a basis for schools, teachers, and parents to develop strategies to improve School Connectedness in the future, especially in an ever-changing learning context. Thus, this research contributes to our understanding of the factors that influence the quality of education in the pandemic era.

Keywords: Parental support, Blended Learning, School Connectedness

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Corresponding Author:

Ikaningtyas Purnamasari
Universitas Negeri Semarang
Email: ikaning.tyas@students.unnes.ac.id

1. INTRODUCTION

The global pandemic we are experiencing has changed the educational paradigm throughout the world. Currently, we are at a point where this pandemic is under control. Even though the COVID-19 pandemic has been successfully controlled, its impact on education remains significant. Research exploring the dynamics of school connectedness and parent support in blended learning contexts remains critical. This pandemic has changed education significantly

with the widespread implementation of distance and online learning. Connectedness to school and parental support is vital in driving successful learning outcomes. Therefore, this research was undertaken to delve deeper into this topic. It provided valuable insights to inform education policy, curriculum development, and best practices in addressing children's challenges and optimizing their future learning experiences. Several international institutions and education experts argue that the learning process must continue, even in times of crisis when students cannot physically attend school (Dayal & Tiko, 2020).

However, as in various countries worldwide (Niemi & Kousa, 2020), implementing effective educational practices for young children in distance education has yet to receive attention. Sufficient emphasis from the early stages of early childhood teacher training programs. Therefore, this research was undertaken to delve deeper into this topic. It provided valuable insights to inform education policy, curriculum development, and best practices in addressing children's challenges and optimizing their future learning experiences.

The COVID-19 pandemic has significantly impacted education, including early childhood education. The Indonesian government has temporarily suspended face-to-face learning in schools and transitioned to online learning at home. Students and teachers are required to adapt to this new situation. This step is supported by Circular No. 4 of 2020 from the Ministry of Education and Culture, which encourages distance or online learning to curb the spread of the coronavirus. Teachers must be adaptive and creative in finding, selecting, and implementing effective learning strategies. This approach aims to provide meaningful learning experiences despite the lack of face-to-face interactions. Digital technology, particularly online learning, has emerged as a solution, although it presents its strengths, challenges, and obstacles. In their research, Satrianingrum and Prasetyo (2020) found that there are obstacles in implementing online learning, such as teachers needing help creating an effective virtual learning environment and limitations in monitoring children's development. As a result, this can lead to inauthentic interactions and a lack of quality engagement during the learning process.

Early Childhood Education (PAUD) is an environment specifically designed for young children to receive education and build a foundation for their future success. One crucial aspect of PAUD is the establishment of emotional bonds between students and the school environment, referred to as 'School Connectedness' (Blum in Rahma et al., 2020). Numerous studies have demonstrated the significant implications of school connectedness for students. It is closely related to academic achievement, psychological adjustment, happiness, identity formation, mental health, and physical well-being (Rahma et al., 2020). According to Thomson (in Korpershoek et al., 2019), school connectedness is reflected in students' recognition of the school's importance, active involvement in school activities, and a sense of happiness when present at school. Sugar (in Rahma et al., 2020) describes school connectedness as a sense of ownership and the students' connection with various elements within the school environment, influencing the overall school atmosphere. Support, in the

form of assistance during the learning process, positive interactions between teachers and students, and a sense of security, plays a significant role (Marraccini & Brier, 2017).

This relationship is demonstrated by teachers providing positive support and reinforcement to students, contributing to their success and happiness at school (Desmita in Syal Sabila et al., 2019). The National Research Council and the Institute of Medicine (Rahma et al., 2020) revealed that, besides teachers and friends, students feel supported and cared for when their parents dedicate time, interest, attention, and emotional support to them. Positive parental relationships take various forms in school connectedness, including providing academic and social support, maintaining good communication, offering encouragement, demonstrating affection and acceptance, and ensuring a sense of security. These factors are often considered essential in fostering a student's sense of belonging to the school, as they greatly influence their relationship with their school environment (Allen et al., 2021). In developing School Connectedness, Karcher and Lee (2002) have identified three main aspects: specific social support, general support/belongingness, and student engagement in school, encompassing behavioral, emotional, and academic aspects. The School Connectedness Scale (SCS) method, developed by Jill Hendrickson Lohmeier and Steven W. Lee (2011), is used to assess students' relationships with peers, adults, and schools across three different categories: togetherness (general support), relatedness (exceptional support), and connectedness (engagement). Given the changes in the current implementation of learning, it is crucial to focus on the aspect of School Connectedness, utilizing the aspects developed by Karcher and Lee (2002).

One solution to distance learning or studying at home (BDR) challenges is to implement blended learning, which combines online and offline learning. Blended learning utilizes various technologies and media to facilitate student collaboration, interaction, critical thinking, and communication (Harahap et al., 2019; Seraji et al., 2019). This method involves conducting a portion of the learning directly in the classroom while utilizing online platforms for the remaining part (Metcalf in Eriani, 2020). In early childhood education, blended learning can be applied by considering interaction patterns, incorporating diverse types of homework, and utilizing available media to create engaging and varied learning experiences that motivate children (Eriani, 2020).

Based on these factors, it becomes evident that School Connectedness is essential in children's education, including within PAUD units. Observing school connectedness, which encompasses students' behavioral, emotional, and academic aspects, becomes crucial in the context of the ongoing changes in learning implementation during the pandemic. Students establish strong connections with the school environment when they develop deep emotional bonds and feel supported and cared for by parents, school teachers, and peers who dedicate time, show interest, pay attention, and provide emotional support. This study aims to investigate the perspectives of PAUD teachers regarding students' school connectedness and parental support within the context of blended learning during the pandemic.

2. METHOD

The research design used was *ex post facto*, which aims to determine whether there is a relationship and whether the direction of the relationship is negative or positive. This research investigates the influence between early childhood education teachers' views about school connectedness and students' academic resilience and the support parents provide. Researchers collected data through questionnaires given to early childhood education teachers to investigate the

relationship between these variables. The population of this research is Kindergarten teachers in Semarang City who are teaching Kindergarten A and Kindergarten B in the 2021/2022 academic year. The researcher made the limitations by using simple random sampling, namely selecting samples randomly from the population and taking eight sub-districts. The number of samples in this study was carried out using the Slovin formula from a population obtained by 74 Kindergarten A and Kindergarten B teachers spread across 33 Early Childhood Education institutions from 8 Districts in Semarang City.

The instrument was developed to explore the respondents' perspectives on school connectedness with parental support during the pandemic in the context of blended learning. The instrument for the School Connectedness Variable aims to understand how respondents perceive school connectedness in the context of blended learning during the pandemic. The indicators are derived from the School Connectedness Scale (SCS) proposed by Karcher and Lee (2002), consisting of three main components: (1) Social Support, (2) Belongingness, and (3) Engagement. Meanwhile, the instrument for the Parental Support Variable aims to investigate respondents' perspectives on parental support about school connectedness. To measure parental support, the researchers utilized the SPS (Social et al.) developed by Weiss (1974). These aspects include 1) Reliable Alliance, 2) Appreciation (Reassurance of Worth), 3) Emotional Closeness (Attachment), 4) Guidance, 5) Social Integration, and 6) Opportunity for Nurturing

The technique used for data collection in this study uses an assessment instrument. Then, the author carries out an analysis, and conclusions are drawn. Data collection techniques can be done with a questionnaire. Questionnaires as a data collection technique were carried out by sending instruments containing questions to Kindergarten teacher respondents to be answered and returned to the researcher. The delivery of instruments in this study is an online survey, the most common and efficient technique for sending research instruments. Researchers use Google Forms to create and send online surveys with questions that have provided alternative answers. Respondents are asked to provide answers by checking the answers according to their circumstances (H. Djaali, 2020), starting September 12, 2022 – October 31, 2022. This questionnaire uses the Guttman scale to get firm (consistent) answers to a problem asked. Answers from respondents can be given the highest score of "one" and the lowest score of "zero." Because the instrument in this study used a questionnaire with a Guttman scale, the authors used the reproducibility and scalability coefficients to obtain the validity level of the questionnaire instrument. At the same time, the reliability test was carried out using KR 20. the results of the reproducibility coefficient and scalability coefficient, and the reliability test was carried out using the Kuder-Richardson Formula 20 (KR-20) in Table 1 presented the reliability test with the Kr value for the School Connectedness variable and parental support having a more excellent reliability value than the Cronbach Alpha value = 0.60, namely 0.691 and 0.792 respectively, then the research instrument is declared reliable and successful.

Table 1. Results of the Validity and Reliability of Research Instruments

Variable	Reliability	Cronbach Alpha	Information
<i>School Connectedness</i>	0,691	0,60	Reliable
Dukungan Orang Tua	0,792	0,60	Reliable

Respondents are teachers in Semarang who teach in Kindergarten A and Kindergarten B for the 2021/2022 academic year. The researcher made the limitations by using simple random sampling, namely selecting samples randomly from the population and taking eight sub-districts. The number of samples in this study was carried out using the Slovin formula from the population, which obtained as many as 74 Kindergarten A and Kindergarten B teachers spread across 33 Kindergarten institutions from 8 Districts in Semarang City.

The research data were collected and analyzed using SPSS software version 26. Descriptive methods were employed for data analysis. The data analysis techniques included ordinal regression, the overall model fit test, the goodness of fit test, the pseudo-R-square test, the parallel line test, and the Wald test. These techniques aimed to examine the effect of parental support on school connectedness.

3. RESULTS AND DISCUSSION

The results of the data analysis indicate that there is an influence of parental support on school connectedness, as perceived by kindergarten teachers from 8 sub-districts in the city of Semarang. However, further in-depth discussion is needed to explore the theories and frameworks that have been previously examined. Based on the research findings regarding the impact of parental support on school connectedness, descriptive statistical analysis was conducted to provide an overview and description of the variables in the study. Descriptive statistics were used to present each variable's average, maximum, minimum, and standard deviation values.

Table 2. Descriptive Analysis Results

	N	Min	Max	Mean	SD
<i>School</i>	74	5,00	34,00	20,1622	4,63172
<i>Connectedness</i>					
Dukungan Orang Tua	74	9,00	35,00	24,2162	5,83628
Valid N	74				

Table 2 presents the average response values of the 74 sample respondents for the school connectedness variable, ranging from 0.0811 to 0.9054. The standard deviation for this variable ranges from 0.29465 to 0.50323. Overall, the standard deviation of the school connectedness variable is 4.63, with a mean of 20.16. These results indicate that the data distribution of the School Connectedness variable is approximately normal or evenly distributed. Regarding the parental support variable, the range of values is between 0.027 and 0.9189. The standard deviation for this variable ranges from 0.16327 to 0.50323. Overall, the standard deviation of the parental support variable is 5.83628, with a mean of 24.2162. These findings suggest that the data distribution of the parental support variable is also approximately normal or evenly distributed, as the standard deviation is smaller than the mean value.

In Table 3, an Overall Model Fit Test is conducted to assess whether the assumed model aligns with the data.

Table 3. The result of the Overall Model Fit Test

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	289,392			
Final	282,228	7,164	1	,007

Based on Table 3, the -2 log-likelihood value indicates that when using only the intercept (without independent variables), the value is 289.392. However, after including the independent variables in the final model, the value decreased to 282.228. This change in value corresponds to a chi-square value of 7.164, which is statistically significant at the 5% confidence level. The significant decrease in the -2 log-likelihood value ($0.007 < 0.05$) aligns with expectations, suggesting that the model with the independent variables provides a better fit. Therefore, the model is a good fit for the observed data.

Table 4. Goodness of Fit Test Results

	Chi-Square	Sig.
Pearson	458,289	,015
Deviance	214,949	1,000

The results of the model fit test in Table 4 show that the Chi-square value of the person test is 458.289 with a significance of 0.015. Meanwhile, the Chi-square deviation test value is 214.949 with a significance of 1,000. From the table, it can be seen that the significance value is above 0.05. Therefore, with a 95% confidence level, the ordinal logistic regression model obtained can be used to see the effect of parental support on school connectedness.

Tabel 5. Pseudo R Square Test Results

Pseudo R-Square	
Cox and Snell	,092
Nagelkerke	,093
McFadden	,018

Table 5 shows the value of the Mc Fadden coefficient of determination of 0.018 while the coefficient of determination of Cox and Snell is 0.092, and the coefficient of determination of Nagelkerke is 0.093 or 9.3%. The Nagelkerke coefficient of 9.3% means that the independent variable parental support influences school connectedness in general by 9.3%, while 90.7% is influenced by other factors not included in the model test.

Table 6. Parallel Line Test Results

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Null Hypothesis	282,228			
General	252,061 ^b	30,167	17	,025

Table 6 shows that the Chi-Square value is 30.167, and the significance is 0.025. So, the result is that H1 is accepted because the p-value is < 0.05 .

Table 7. Wald

Threshold	Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval		
						Lower Bound	Upper Bound	
[SchoolConnectedness = 5,00]	-2,077	1,277	2,643	1	,104	-4,580	,427	
[SchoolConnectedness = 7,00]	-1,348	1,065	1,603	1	,205	-3,434	,739	
[SchoolConnectedness = 13,00]	-,908	,986	,848	1	,357	-2,840	1,024	
[SchoolConnectedness = 14,00]	-,593	,947	,392	1	,531	-2,448	1,263	
[SchoolConnectedness = 15,00]	-,148	,910	,027	1	,871	-1,932	1,635	
[SchoolConnectedness = 16,00]	,675	,884	,582	1	,445	-1,058	2,408	
[SchoolConnectedness = 17,00]	1,136	,885	1,647	1	,199	-,599	2,872	
[SchoolConnectedness = 18,00]	1,717	,897	3,666	1	,056	-,041	3,475	
[SchoolConnectedness = 19,00]	2,166	,910	5,663	1	,017	,382	3,950	
[SchoolConnectedness = 20,00]	2,826	,933	9,182	1	,002	,998	4,654	
[SchoolConnectedness = 21,00]	3,256	,948	11,797	1	,001	1,398	5,114	
[SchoolConnectedness = 22,00]	3,743	,967	14,995	1	,000	1,849	5,638	
[SchoolConnectedness = 23,00]	4,081	,981	17,299	1	,000	2,158	6,004	
[SchoolConnectedness = 24,00]	4,392	,997	19,417	1	,000	2,439	6,346	
[SchoolConnectedness = 25,00]	4,645	1,012	21,079	1	,000	2,662	6,628	
[SchoolConnectedness = 26,00]	4,958	1,034	22,973	1	,000	2,931	6,985	
[SchoolConnectedness = 27,00]	5,389	1,076	25,080	1	,000	3,280	7,498	
[SchoolConnectedness = 28,00]	6,110	1,189	26,414	1	,000	3,780	8,439	
Location	Dukungan OrangTua	,098	,036	7,318	1	,007	,027	,170

Test Results

The results of the Wald parameter test in Table 7 above explain that the variable parental support significantly influences school connectedness. The results show that the parental support variable has a Wald value of 7.318 with a significance of 0.007 (<0.05). This explains that parental support influences school connectedness according to the teacher's view. Therefore, the H1 hypothesis in this study is accepted.

Early Childhood Education Teachers' Views About School Connectedness

Early Childhood Education teachers consider that more than 50% of students showed involvement in school connectedness during the pandemic. Regarding social support, teachers feel that students have a close relationship with them, provide solutions, and support students' expression of opinions during blended learning. A sense of belonging is also evident, with more than 50% of students feeling part of the school, involved in activities, and feeling care from teachers and friends.

Student involvement in learning is also visible, with more than 50% remaining active, enthusiastic, motivated, obeying the rules, and doing assignments during the pandemic. However, most teachers (91%) stated that students did not enjoy answering questions independently in blended learning.

This research confirms that a sense of belonging, specific support, and engagement are part of school connectedness. The research results also support the view that school connectedness in PAUD students is influenced by aspects of Social Support, such as closeness and a feeling of being valued by teachers and school staff.

Research results in implementing blended learning in PAUD show that teachers continue to create enjoyable learning experiences, manage time effectively, and create an innovative learning atmosphere, even in a pandemic.

Early Childhood Education Teachers' Views Regarding Parental Support

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Research results in implementing blended learning in PAUD show that teachers continue to create enjoyable learning experiences, manage time effectively, and create an innovative learning atmosphere, even in a pandemic. PAUD teachers see parental support for students' academic resilience during the pandemic from various sources. Aspect. More than 50% of teachers think parents help children overcome difficulties in blended learning, provide praise, and create a sense of security.

However, most teachers feel that parents need more time to help their children, need to know their children's progress, and have doubts about their children's abilities in blended learning. Nevertheless, 57% of parents support their children's interest in learning.

Parents are considered to provide vital emotional support, with 85% of teachers seeing that parental expressions of love and affection provide a sense of security for children during blended learning. Guidance from parents, such as advice, information, and support, was also recognized by the majority of respondents.

Although most teachers saw positive support from parents, there was some disagreement regarding parents' beliefs about children's abilities in blended learning. However, parental support is still considered an essential factor in supporting children's learning achievements during online learning, and this is in line with previous research that highlights the crucial role of parents in supporting early childhood online learning.

Early Childhood Education Teachers' Views About School Connectedness Regarding Parental Support

The results of the descriptive analysis using SPSS version 26.0 and Microsoft Excel 2010 in Table 2 show that parental support significantly affects school connectedness. Therefore, the H1 hypothesis can be accepted. This shows that teachers view parental support in learning in kindergarten as affecting children's closeness to school or School Connectedness.

In this study, parental support was provided as a real help in learning during a pandemic, with a combination of online and offline learning, which demands collaboration between teachers, parents, and students (Khadijah & Gusman, 2020). Cooperation between parents and teachers in children's education is essential. The teacher acts as an activity planner and assessor of learning outcomes, while parents act as mentors for children at home in monitoring the learning process (Hewi & Asnawati, 2020). The teacher is not only responsible as an educator who conveys learning materials to children but also involves the role of parents in the learning process. Parents are actively involved in implementing learning at school so that the goals of achieving and completing the desired learning for children can be achieved. Parental support has a significant effect on school connectedness, in line with previous research conducted by the National Research Council and Institute of Medicine (as reported in Ace Review, 2016 and Rahma et al., 2020) stating that students feel supported and cared for when they receive time, interest, attention, and emotional support from parents, teachers, and peers. This support can be provided through assistance during the learning process, positive interactions between teachers and students, and the creation of a safe and comfortable school environment (as reported by Marraccini & Brier, 2017). Parental involvement in children's education at school can also increase students' self-confidence and attachment to the school, as stated by Keaton Gilbert (2020) in their research on online learning. Creating opportunities for families to be actively involved in children's education and open communication between teachers, staff, students, and families is a strategy recommended by the Centers for Disease Control and Prevention (2009) to improve School Connectedness.

This study confirms previous findings by Fadlilah (in Rahmadina and Firmiana, 2021), which states that parents play a significant role in influencing children's learning interests. In BDR system-based learning, parents provide crucial emotional support to their children by showing concern for the learning process. This support can manifest in various forms, including emotional attention, appreciation, practical assistance, and helpful information. The parental support variable in this study yields consistent results across eight indicators with 28 questions. Teachers observe that parents provide support in several ways. First, in attachment (emotional closeness), parents express love and affection towards their children. Second, in the guidance aspect, parents provide advice and information regarding blended learning during the pandemic. Third, in Social Integration, parents support their children's interests in learning. This finding aligns with previous research that emphasizes the crucial role of parents in fostering children's learning interests (Lee et al. in Rahmadina et al., 2021). Research by Yulianingsih et al. (2020) also highlights the detailed role of parents in accompanying their child's learning process. This includes active involvement in their children's learning, explaining and providing examples, offering spiritual understanding, supervising the learning process, providing motivation and encouragement, offering study guidance, providing solutions to problems, and delivering timely instruction.

Based on the description above, parental support is vital in improving school connectedness skills in the context of blended learning during the pandemic. Emotional support provided by parents, including attention, appreciation, practical assistance, and active involvement in children's learning, positively impacts students' interest in learning and attachment to school.

4. CONCLUSION

Based on the results of this research, as an effort to provide additional new knowledge in the field of early childhood education regarding school connectedness and parental support, the author suggests a) because this research still has limitations, it is recommended that future researchers consider the description of parents, both work and daily activities, and accompanying children, b) Future researchers can pay attention to the number of Early Childhood Education teachers who can be represented evenly as a sample of respondents for the following research, c) More research is needed regarding school connectivity, especially in Early Childhood Education students, in the future, d) Through this research, it is hoped that Early Childhood Education educators will be more motivated to see students' conditions with unexpected changes or can be said to be extraordinary events such as the COVID-19 pandemic.

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