

Father's Involvement in Learning From Home Program During Covid-19 Pandemic

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Abstract

This study aims to find out the level of Father's involvement in learning from home program during covid-19 pandemic in Purwosari village. The approach in this study used a mixture method of sequential explanation with the type of survey research. The subject in this study was father who had kindergarten children in Purwosari Village. Sampling technique was a census technique using the entire population of 85 fathers in 1 village in Purwosari Village, Patebon District, Kendal Regency. Data collection techniques were conducted with questionnaires, interviews and documentation. Quantitative data was analyzed using descriptive analysis of percentages and scores, while qualitative data were analyzed using the Miles and Hubermans model.

The results of this study showed the level of father's involvement in the home learning program amid covid-19 in Purwosari Village was a low category with a percentage of 53% and an average score of 2.49. With the results on each aspect can be described as follows, in Paternal Aspects Engagement had an average value of 2.67 which was in the medium category, the Paternal Accessibility aspect had an average value of 2.53 which was in the medium category, and the Paternal Responsibility aspect had an average value of 2.27 which was in the low category. The conclusion in this study was that the father basically had an understanding and awareness about the involvement in the home learning program, but in practice the father had not been able to fully present in accompanying the child in the home learning program. In addition, in the Paternal Responsibility aspect got the lowest result of 2.27 so that the father needs to be fully present in accompanying the child in the home learning program.

INTRODUCTION

The corona virus or commonly called Covid-19 is currently shaking the world and Indonesia is no exception. This virus originated in Wuhan, China since December 2019. Many fields have been affected by the corona virus (Covid-19), one of which is education. Circular Letter Number 3 of 2020 on Education Units and Number 36962/MPK.A/HK/2020, issued by the Minister of Education and Culture of the Republic of Indonesia, namely Nadiem Anwar Makarim, regarding preventing the spread of Covid-19 conducting KBM (Teaching and Learning Activities) through online. Where it can be done using various applications that support such as, google class room, whatsapp group, and teacher's room (Sari, D, N et al 2020). With the government issuing a policy to study from home, the burden on parents increases because parents have to be directly involved in the education of their children. Parents play an important role in Early Childhood online learning. Not only accompany the child when learning online, will but parents must also be able to become a teacher of the school for their children. It is not easy for parents to be able to replace their child's school teacher or to accompany their children to learn online. This is something new for parents.

From the results of research that has been done about the role of parents in children's education, it is found that many parents pay attention to children's learning activities by making children's study schedules. This is expected to encourage children to foster children's interest in learning from home (Aziza, F, N & Yunus, M 2020). In another study on the role of parents in children's education, it was found that parents can increase the attachment relationship with their children and parents can see firsthand the development of their children's abilities in learning (Cahyati, N & Kusumah, R 2020). In another study that has been done by (Sari, D, N et al 2020). shows the results that parents play an important role in helping children in *online* learning and can see firsthand the development of their children's learning abilities.

Similar research that has been carried out by (Wardani, A & Ayriza, Y 2020) shows the results that the obstacles faced by parents in accompanying children to study at home during the Covid-19 pandemic are that parents do not understand the material, parents have difficulty in growing interest children's learning, not having enough time to accompany children because they have to work, lack of patience for parents

to accompany children to study at home, parents having difficulty operating gadgets, and also obstacles related to internet service coverage. Other research that has been conducted by (Akollo, J & Toisuta, M 2021) shows the results that the form of parental involvement is communication between parents and teachers, mentoring children to learn, and facilitating children's learning. The positive impact is the creation of closeness between parents and children, following the development of children's learning, parents are more creative when accompanying children to learn from home.

In another study that has been carried out by (Sari, D, N et al 2020) showed the results that PSBB had positive and negative impacts on mothers. The positive impact is that mothers have more quality time with their children, and can do activities together. The negative impact is that children become fussy because they are bored at home, feel nostalgic for their friends, teachers and school. Mother feels confused to play with her child. With conditions like this, mothers feel tired, bored, and impatient, because there are many other jobs that mothers have to do besides taking care of children. Lack of readiness of mothers to play with children all day and every day during the PSBB period. In another study that has been carried out by (Lilawati, A 2020) shows the results that the role of parents in learning at home during the pandemic includes mentoring and motivators. The impact of the role of parents towards learning during the pandemic in RA Team Scholar Surabaya, facilitate parental involvement in the education learning activities of children ages early in RA Team Scholar Surabaya.

From several previous studies that discussed involvement in learning from home programs during the pandemic, none had focused on father involvement. The focus of previous research is on parents which consists of father and mother. In systems theory, the general term conceptualizes a group of interrelated elements. According to the system theory of Ludwig Von Bertalanffy in (Samuel, 2012) that all living organisms are composed of components that interact mutually, and influence each other. The functioning of a family is like a system, when one of the systems does not function, its functioning will not be perfect. In this case, it is assisting children in learning from home programs. Previous researchers mostly focused on mothers or parents as a package. However, the father as one of the systems must also play a role. Fathers also play an important role in the upbringing of their children. All positive

behavior of children will also be formed with the intervention of parenting from a father. This is based on a study conducted by McIntyre, Nass and Battistone regarding the role of fathers in parenting, which found that 88% of respondents stated that fathers had an equally important role in raising children (Hasanah, N 2015).

Therefore, researchers are interested in further research on fathers, apart from rarely researching, the contribution of fathers in the family is very large, on the grounds that fathers are the head of the family and fathers have the highest position in the family. Meanwhile, based on the observations and observations of researchers in Purwosari Village, on average, fathers in Purwosari Village work from morning to evening, so the time for children is less, while the process of teaching and learning activities for children from home is adjusted to the school schedule. There are still many fathers in Purwosari Village in terms of gadgets who have difficulty operating it, while during this pandemic, children's learning is related to gadgets. For that researchers are interested in researching this.

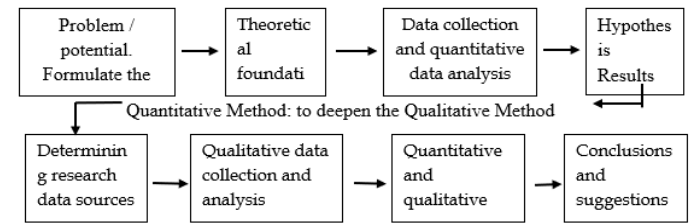
The purpose of this research is the first to find out how much father's involvement in the learning program from home during the Covid-19 pandemic in Purwosari village is, this goal is to answer quantitative data in the field. The first objective has a sub-objective, namely to find out how much father's involvement in the home learning program is in the *Paternal Engagement* aspect, *Paternal Accessibility* aspect, *Paternal Responsibility* aspect during the Covid-19 pandemic in Purwosari village, this second objective describes the results of quantitative data on father involvement based on 3 aspects. The second objective is to find out how fathers are involved in learning from home programs during the Covid-19 pandemic in Purwosari village, this goal is to answer qualitative data in the field. This research differs from research -Research before, because the focus of this research is the father and this study using the method mix.

METHOD

This research uses a mix of explanatory sequential model method research design with survey research. Research *sequential explanatory* called *sequentially* due to the first phase of the use of quantitative and qualitative phase followed. *Explanatory* is a way of presenting the results of quantitative data which will be explained further using qualitative (Creswell, 2010). The subjects in this study were fathers who had kindergarten children

in Purwosari Village. The sampling technique used the census technique using the entire population of 85 fathers in 1 village in Purwosari Village, Patebon District, Kendal Regency.

Chart 1. Research Procedure



Research instruments in a test using validity and reliability test which is known Cronbach's Alpha value of 0, 763 with high reliability coefficient interpretation so that the instrument can be used for research. While the validity of the data using: 1) Degree of trust: in this study using 2 triangulation techniques, namely source triangulation and technical triangulation, (2) Referential adequacy, (3) Transferability, (4) Dependence and (5) Certainty. Data collection techniques were carried out by questionnaires / questionnaires, interviews and documentation. Quantitative data were analyzed using descriptive analysis of percentages and scores.

Table 1. Operational Definition of Father's Involvement in Learning From Home Programs During the Covid-19 Pandemic

Variable	Aspect	Indicator	Measurement	Criteria
Father's Engagement	<i>Paternal Engagement</i> is an interaction between father and son who also carries out activities and activities with children and makes time for children	Understand about father involvement Interact with children	Pengu k u r a n k o m p e t e n s i k e t e r l i b a t a n a y a h m e n g g u n a k a n S k a l a Likert	Favorabel SS = 4, S = 3, TS = 2, STS = 1 Unfavorabel SS = 1, S = 2, TS = 3, STS = 4
	<i>Paternal Accessibility</i> where the father is present and always there for the child, close to the child but does not interact directly with the child	Doing activities with children Understanding children's difficulties		
	<i>Paternal Responsibility</i> where the child's father is understood and his needs met, including providing a living and planning for the child's future.	Meet the needs of children Planning children's future Understand the learning from home program provided by the school		

(Data source : Research data, 2021)

Table 2. Interval of Father's Involvement Class

No	Score Range	Percentage	Criteria
1	123.6 - 152	81.26% - 100%	Tall
2	96 - 123.5	62.51% - 81.25%	Currently
3	66.6 - 95	43.76% - 62.50 %	Low
4	38 - 66.5	25% - 43.75%	Very low

(Data source : Research data, 2021)

The basic of the analysis on the father involvement class interval is based on the calculation of the total score obtained through the father's involvement instrument and is used to describe the level of father involvement.

Table 3 Class Intervals Aspects of Father's Involvement

No	Average Score	Category
1	3.26 - 4	Tall
2	2.51 - 3.25	Currently
3	1.76 - 2.50	Low
4	1.00 - 1.75	Very Low

(Source: Research data, 2021)

While the basis for calculating the analysis on the class interval of the father's involvement aspect is based on the average results for each indicator item on the father's involvement instrument. The data is presented descriptively, the percentage includes the minimum, maximum, and average (mean) values with the help of SPSS. 16 and Microsoft Excel. Qualitative data were analyzed using the Miles and Hubermans model, namely: data collection, data reduction, data display and conclusion drawing.

RESULTS AND DISCUSSION

Characteristics of Respondents

Table 4 Characteristics of Respondents based on the sex of the child

Gender	Frequency	Percentage
Man	33	39%
Woman	52	61%
Total	85	100%

(Source: Research data, 2021)

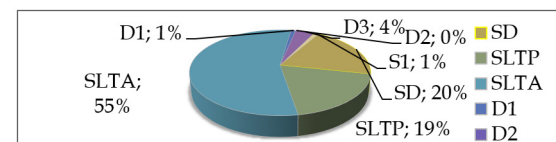
Based on the table above, the average respondent in this study had a daughter with a percentage of 61%.

Table 5. Characteristics of Respondents by Age in the MDG's Category

Generation Category	Frequency	Percentage
Millennial Generation (22 years - 36 years)	42	49%
Generation of <i>The Xers</i> (37 years - 56 years)	43	51 %
Baby Bloomer Generation (57 years - 74 years)	0	0%
Total	85	100%

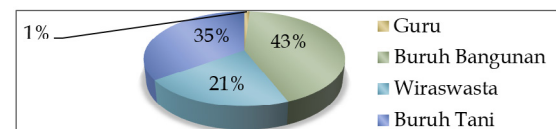
(Source: Research data, 2021)

Based on the table above the average respondent in this study occupies Generation category *The Xers* with a percentage of 51%.

Figure 1. Characteristics of Respondents Based on Last Educations

(Source: Research data, 2021)

Based on the table above, the average last education of respondents in this study was high school with a percentage of 55%.

Figure 2. Characteristics of Respondents by Occupation

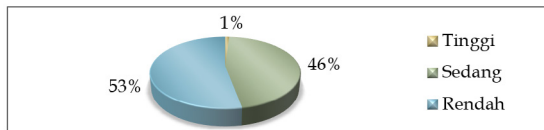
(Source: Research data, 2021)

Based on the picture above, the average occupation of the respondents in this study is construction workers with a percentage of 43 %.

Quantitative Data Analysis

Based on the quantitative research that the researcher has done, the following data are obtained.

Figure 3. Categorization of father involvement in learning from home programs during the Covid-19 pandemic



(Source: Research data, 2021)

The percentage of father involvement in the low category is 53% with 45 respondents, 46% in the medium category with 39 respondents and 1% in the high category with 1 respondent. While the average value of each aspect of father involvement which includes aspects of *Paternal Engagement*, *Paternal Accessibility*, and *Paternal Responsibility* is as follows:

Table 6 Involvement of fathers in learning from home programs during the Covid-19 pandemic based on average scores

Father's Engagement	Average value	Category
Paternal Engagement	2.67	Currently
Paternal Accessibility	2.53	Currently
Paternal Responsibility	2.27	Low
Average	2.49	Low

(Source: Research data, 2021)

The aspect of *Paternal Engagement* has an average value of 2.67 which is in the moderate category. This finding is in line with research conducted by (Amini, M 2015) on the profile of parental involvement in the education of kindergarten age children showing results in terms of education and work. parents have the potential to be much involved in child care. The involvement of parents both in kindergarten and at home is good enough, but needs to be improved, especially in training children's daily independence at home and willingness to become volunteers in kindergarten. Therefore, it is necessary to think about appropriate strategies so that parents are more involved in their children's education. This finding is also in line with research conducted (Abdullah, SM 2010) on an exploratory study on the role of fathers in early childhood care, which explains that there are 269 family units (41.32%) who have children aged less than 7 years whose fathers do not come when they arrive. accompany. When a child does physical activity, there is a father-child interaction, in addition to activities such as meeting the needs of the child, for example, feeding, giving water, taking off and putting on clothes, there is a mother-child interaction.

A spec *Paternal Accessibility* has an average value of 2.53 which enters the category of being, Research conducted (Marhamah, Novianti, R & Febrialismanto) of the picture of the role of fathers in childcare ages 5-6 years in kindergarten Aisyiyah Bustanul Athfal V, Bukit Raya District, Pekanbaru City explained that the results of research on the *Paternal Accessibility* indicator obtained a percentage of 75.14% with the criteria of "good". This finding is in line with research conducted (Hidayati, F, et al 2011) on the role of fathers in parenting, explaining that the average time spent by fathers in interacting with children is 6 hours. Quantitatively, it can be said that father's time with children is sufficient to carry out activities together with children. This finding is also in line with research conducted (Sipatuhar, M. 2018) on the interaction of children with parents in overcoming learning difficulties explaining that the interactions of children with parents in dealing with learning difficulties are as follows: a. if the child has learning difficulties, the parents call the private tutor b. if the child has learning difficulties then the parents provide motivation or encouragement to the child c. parents and children always communicate about everything. The factors that cause difficulties are a. playing too much b. lack of educational background of both parents c. lack of parental time for children in learning problems d. environmental factors. And aspects of *Paternal Responsibility* has an average value of 2, 27, which enters the low category. In this aspect there is a lack of understanding by parents , this finding is in line with research conducted (Wardani & Ayryza, 2021) .

While the total aspect of father involvement has an average value of 2.49 which is in the low category. This shows that the involvement of fathers in learning from home programs during the Covid-19 pandemic is in the low category. The findings of this study are in accordance with research conducted by (Asy'ari, H & Ariyanto, A 2019) on the description of father involvement in child care (*Paternal Involvement*) in Greater Jakarta which the results are equally low , the results of research conducted by (Asy Ari, H & Ariyanto, A 2019) shows that the level of father involvement in the 6 dimensions of parenting above tends to be low, ie from a scale of 1-5 obtained an average of 3.4. Meanwhile, the level of father involvement in parenting based on educational background shows a significant value of more than 0.05, meaning that there is no difference. The results of the analysis of the level of father involvement in child care for fathers who have children aged 2-4 years are significantly

higher ($M = 3.4$, $SD = 0.350$) compared to fathers who have children aged 5-12 years, namely ($M = 3.3$, $SD = 0.206$).

From the SPSS 16 Normality Test data, it can be seen that the significance is $0.063 > 0.05$. This means that the standard residual value is normally distributed. If a conclusion is drawn, then the first requirement to perform the Anova test has been fulfilled. While the *output of* SPSS data homogeneity, it can be seen that the significant value of $0.834 > 0.05$. So it can be concluded that the variance of the father's involvement variable is homogeneous and meets the requirements of the two-way Anova test. While the SPSS *output of the* relationship between father involvement and respondent characteristics can be concluded that there is no difference between father involvement based on respondent characteristics.

Qualitative Data Analysis

Meanwhile, based on the qualitative research that the researcher has done, the following data are obtained. In the aspect of *Paternal Engagement*, father involvement is understood as being involved in all things, including children's activities, meeting children's needs, and learning assistance. Some fathers always have time for their children, but in learning from home programs are never involved. In harmony with penelitian conducted by (Flowers et al 2017) about the perception raving on the involvement of fathers in the upbringing and education of children aged early results show that the keterlibatan shown are limited to meet the needs of the economy, while the time with children is still limited because it is used to make a living. Efforts are being made fathers to engage in learning activities and other activities is to invite children to interact so that children want to tell me anything at the father, and the father taking the time to their children.

In a study conducted by (Cahyati, N & Kusumah, R 2020) about the role of parents in implementing learning at home during the Covid 19 pandemic, the results showed that parents can increase the attachment relationship with their children and parents can see firsthand the development of their children's abilities in learning. In research conducted by (Roshonah, A, F et al 2020) the results show that parents play an important role in helping children in *online* learning and can see firsthand the development of their children's learning abilities. The majority of parents consider that through learning at home they can strengthen their relationship with their children, as well as their children are considered

to be able to do learning at home very well. Parents also feel that through learning at home, parents can see the progress of their children in learning.

In the aspect of *paternal accessibility*, basically, children are happy when fathers accompany children in their activities, both learning activities and other activities. In carrying out the learning from home program, children experience difficulties. The response that arises when children have difficulty is not wanting to do assignments from school. Efforts made by fathers when their children had difficulties in carrying out learning from home programs were explaining and directing children, giving examples both directly and through videos, and some asking their older siblings to do the work.

In the aspect of *Paternal Responsibility*, the father is very responsible for the needs of his child. The way the father meets the needs of the child by providing a living and what the child needs. Father has already planned the future of the child. The way fathers realize what fathers have planned for the future of children by supporting, directing and working hard. The study from home program forced the father to agree and the study from home program was also a hassle for the father. Learning from home program where the teacher prepares RPPM and emergency RPPH, then makes a video introduction of the teacher and the school environment, whatsapp groups are used for sharing assignments, making video tutorials for student learning activities, voice notes for religious introductions, and checklist sheets for daily habituation. at home. Meanwhile, the children's responses are happy with the learning from home program (Kartawidjaja, 2020). Circumstances that force fathers to support learning from home programs. The learning program from home which according to the father is good for the child is not just assignments, and the teacher visits the children whose houses are close to each other to carry out learning. As in the research conducted by (Lilawati, A 2020) on the role of parents in supporting learning activities at home during the pandemic, the results showed that the role of parents in implementing learning at home during the pandemic in educating children includes mentoring and as a motivator. According to (Lamb et al., 1987 in Dare, S. & Asante, O. 2021) *Responsibility* shows that the obligations towards the child's father was shortly prosperous k 's child. Tan ggung father answered may include p Making available health services, basic needs; food, clothing, and shelter, and making childcare arrangements. Dad could

be considered responsible for divulging u action without the act it. Thus , the responsibilities in the model make up part of the act of remembering, scheduling tasks, and planning child development activities .

The results of quantitative and qualitative analysis on the variable of father's involvement

CONCLUSION

The level of involvement of fathers in the program learn from home in the middle of the 19th in the village covid Purwosari included in the low category with a percentage of 53% and obtain an average value of 2 , 49 . The results for each aspect can be described as follows, the *Pa-*

ternal Engagement Aspect has an average value of 2.67 which is in the medium category, the *Paternal Accessibility* aspect has an average value of 2.53 which is in the medium category, and the *Paternal* aspect *Responsibility* has an average value of 2.27 which is in the low category.

While the father's understanding of the involvement of the father, the father basically has an understanding and awareness about the involvement of the father in the learning from home program , but in practice the father has not been able to fully attend to assist the child in the learning program from home. In addition, in the aspect of *Paternal Responsibility*, the lowest result is 2.27 , so fathers need to be fully present in assisting children in learning from home programs.

Table 7. Result of quantitative and qualitative analysis on the variable of father's involvement

Aspect	Quantitative data		Qualitative data
	Average score	Categorization	
<i>Paternal Engagement</i>	2.67	Currently	Father involvement is understood as being involved in all things, including children's activities, meeting children's needs, and learning assistance. Some fathers always have time for their children, but in learning from home programs are never involved. Efforts made by fathers to be involved in learning activities and other activities are to invite children to interact so that children want to tell anything to fathers, and fathers take time for their children.
<i>Paternal Accessibility</i>	2.53	Currently	Basically children are happy when fathers accompany children in their activities, both learning activities and other activities. In carrying out the learning from home program, children experience difficulties. The response that arises when children have difficulty is not wanting to do assignments from school. Efforts made by fathers when their children had difficulties in carrying out learning from home programs were explaining and directing children, giving examples both directly and through videos, and some asking their older siblings to do the work.
<i>Paternal Responsibility</i>	2.27	Low	Fathers are very responsible for the needs of their children. The way the father meets the needs of the child by providing a living and what the child needs. Father has already planned the future of the child. The way fathers realize what fathers have planned for the future of children by supporting, directing and working hard. The study from home program forced the father to agree and the study from home program was also a hassle for the father. Meanwhile, the children's responses are happy with the learning from home program. Circumstances that force fathers to support learning from home programs. The learning program from home which according to the father is good for the child is not just assignments, and the teacher visits the children whose houses are close to each other to carry out learning.

(Source: Research data, 2021)

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