



---

---

## **Does the motivation and parents involvement affected by distance learning media during Pandemic Covid 19?**

**Sujarwo, Erma Kusumawardani, Yuli Nurmalasari**

Universitas Negeri Yogyakarta

\*Corresponding Author: [sujarwo@uny.ac.id](mailto:sujarwo@uny.ac.id)

---

### **ABSTRACT**

The Covid-19 pandemic has been increasing the demand for creative and innovative strategies for early childhood education in achieving adequate educational goals. The present study aimed to empirically find out the effect of the use of tutorial video and children worksheet on preschool children's motivation and parents' involvement in accompanying children during study from home period. This research is experimental with a one-group pre-test-post-test experimental design. The population of this study were parents of grade A kindergarten children consisting of 8 kindergarten schools through purposive. Each class consists of 12-20 parents. The research sample consisting of two classes was divided into class A as an experimental group and class B as control group. Data collection using parental involvement and motivation questionnaires, observation, interviews, and documentation. Data analysis used T-test and analysis of variance (ANOVA) paths. The results showed that there was a significant difference both in parents' motivation and involvement when using children's worksheets and tutorial videos obtained from the results of analysis with ANOVA by the sig. value of  $0.01 < 0.05$ , which means the using children's worksheets and tutorial videos was enhancing parents' motivation and involvement in assisting children's learning process.

**Keywords:** children's worksheets, early childhood education, learning assistance from home, parental involvement, parental motivation

---

#### **Article history**

*Received:*

11 December 2021

*Revised:*

23 March 2022

*Accepted:*

15 April 2022

*Published:*

1 June 2022

---

**Citation (APA Style):** Sujarwo, S., Kusumawardani, E., & Nurmalasari, Y. (2022). Does the motivation and parents involvement affected by distance learning media during Pandemic Covid 19? *Cakrawala Pendidikan: Jurnal Pendidikan Ilmiah*, 41(2), 481-493. <https://doi.org/10.21831/cp.v41i2.46265>

---

### **INTRODUCTION**

Teachers should maintain their spirit in managing the early childhood learning process amid the social restriction due to the Covid-19 pandemic. The epidemic of the Covid-19 enforced many universities, colleges, and schools to close momentarily (Hafeez et al., 2022). The students learn through a variety of virtual learning activities, such as watching videos (YouTube or Teacher's presentation), completing quizzes, doing assignments, discussion via Google Meet, and the like depending on the class design (Haryati et al., 2021). During Covid-19 pandemic, e-learning have already replaced traditional learning totally resulting many problems related to lack of effective infrastructure and human expertise (Garad et al., 2021).

The learning process is an important activity for preschool children to support optimal cognitive development. Early childhood represents a phase where individuals undergo rapid growth and development. This stage is proven to be a phase in which significant development occurs, as children in this stage exhibit remarkable sensitivity and acceptance. Due to its importance and pivotal role for the next developmental stage, this stage is often called the golden age. Every child possesses various potentials that grow and develop based on their stimulus throughout their developmental stages. Catron and Allen mention six important aspects of early childhood considered interactive functions, including personal awareness, emotional health, socialization, communication, cognition, and motor skills. Creativity is not viewed as an

additional development. It is instead viewed as an integral component of a creative playing environment (Sujono, 2013).

Early childhood education (ECE) focuses on the provision of a basis for physical growth and development (fine and gross motor coordination), intelligence (creativity, emotional intelligence, spiritual intelligence), socioemotional (attitude, behavior, and religion), language, and communication skills, depending on children's unique difference and developmental stages they undergo. On the other hand, ECE aims to facilitate children's holistic growth and development since childhood is a fundamental stage that significantly affects children's development.

Education Minister Circular Letter issues four policies regarding the online learning process, including: (1) Autonomous learning that aims to provide a meaningful learning experience; (2) Preparing students with life skills regarding the Covid-19 pandemic; (3) providing various tasks by considering students' individual differences and learning facilities; and (4) providing qualitative feedbacks for students' performance (Gusty et al., 2020). Social restriction due to the Covid-19 pandemic forces the learning activities to be conducted from home. In this regard, most teachers apply two methods to facilitate the learning process, online and offline learning methods. The former is carried out through internet-based applications such as Zoom and WhatsApp, while the latter is performed by delivering and picking up the children's worksheets at their homes. Both methods were carried out by considering the safety and comfort amid the pandemic.

During the Covid-19 pandemic, teachers play their central role as a motivator to create an interesting learning process for children, while parents act as the facilitator (Aslindah & Sari, 2021). Extra efforts are required to deliver an optimal online childhood education. On the other hand, several studies have found that, in addition to parental support, parental education appears to be a significant factor, since children of parents with greater levels of education receive better scores. In fact, children who receive parental assistance through an empathetic teaching approach perform better academically than those who have authoritarian parents (Garcia et al., 2019).

Childhood is a critical, fundamental period due to its strategic role in determining children's future quality. The early childhood education institution in Indonesia is guaranteed by the 1945 Constitution, stating that each child holds a right to live, grow, and develop and is protected from violence and discrimination. Preschool children are physically, mentally, socially, and morally unique. Each child is born with different potentials, superiority, aptitude, and interests. Childhood is the most important phase in one's life since it determines the basic character and personality that substantially affect children's experience in the next developmental stage. A childhood experience is likely to sustain. It even will not disappear. Although one may forget, an adequate stimulus may trigger a childhood experience.

Children's growth and development are significantly affected by parents (Landry et al., 2008). Parents are the central figures to provide stimulus to their children. They have emotional and physical proximity with their children. Parents are naturally responsible for internalizing values and providing new experiences to their children. Their roles are pivotal in children's education, both at home and school. Parents' support of the children's education is important to the children's learning process (Latunde, 2016). The support can be given by introducing children to various activities in their surroundings. Providing optimal stimulus may allow children's cerebellum to capture various knowledge intentionally or unintentionally through experiences. Ideal parenting can be implemented through treatment, care, needs satisfaction, and parents' attitude in daily life, which may affect children's learning motivation.

Parenting styles applied to children's characteristics include: (1) religious, (2) discipline, (3) independent, (4) communicative, (5) tolerant, and (6) achievement appreciation. Students do not only obtain optimal learning motivation but also receive a proper character education to prepare them with a positive attitude. With proper treatment from parents, children's learning motivation can be enhanced more easily (Fatmawati et al., 2021). While many of the techniques described in this study are frequently addressed by schools, service providers, and program makers, others are in desperate need of particular targeting and evaluation (e.g., priorities for

parent engagement in schools, professional training for educational staff on parent engagement and engagement of parents in co-designing parent education programs).

The identified strategies can be promoted to parent advocates, educators, family service providers, program developers, and policymakers as a set of broad, expert-informed recommendations, at least some of which will be applicable and of interest to each stakeholder in the public health, social, or education sectors (Sim et al., 2021). According to the findings, schools should develop stronger parent-child interactions so that parents can be more involved in their children's education. According to the findings, schools should develop stronger parent-child interactions so that parents can be more involved in their children's education (Kong & Wang, 2021). In reality, strong parental support is linked to higher school satisfaction and academic performance, as well as parental involvement in their children's school adjustment (Serna & Martínez, 2019).

Children with opportunities to play may exhibit better cognitive development than those without playing opportunities. The preliminary study showed that children who study from home during the Covid-19 pandemic still exhibit suboptimal development regarding children's numerical and alphabetical skills, learning motivation, and autonomy. In the context of young children, learning that is shifted to online mode during a pandemic becomes a challenge and creates various problems for families (Barnett & Jung, 2021; Dong et al., 2020). This condition is reported during the virtual learning process or the teachers' home visits. Some children were found to experience learning difficulty.

Difficulties studying at home during the pandemic include managing emotions. Children often show some signs of anxiety, such as difficulty concentrating or falling asleep. The support of family members, especially parents as children's learning companions will contribute to the child's ability to manage emotions while learning is carried out at home during the Covid-19 pandemic (Morgan, 2020). They find it difficult to describe the presented image, calculate the object within an image, tell their experience at home, and lack the willingness to study or do the exercise during the learning process. Furthermore, the observation result shows that most early childhood educators lack attractive learning media such as colorless image media, textual, or verbal assignments.

The observation also found suboptimal parents' motivation and minimal involvement in assisting their children's online learning process. Although almost all parents have already had an android device that can assist their children's learning process, the use is still far from ideal. Most parents only use their mobile devices for their own purposes. Their motivation and involvement in children's learning process are also still low. Parents' involvement in assisting children's learning process is still limited to reminding school tasks. They are still far from intensively guiding and assisting children's study time.

This condition is found in the student's WhatsApp group, where only a few students submit the result of their learning process. Some parents express their objection to the concept of studying from home because they see that home is a place to play, not to study. Another drawback of online learning lies in the limited media when studying from home, preventing the online learning process during the Covid-19 pandemic from obtaining optimal outcomes. Considering that children in childhood period actively play, parenting style and learning method should also offer interactive activities to attract children's attention. The media that involves and motivates parents to assist their children's learning process is among the factors supporting the interactive learning process.

A tutorial video and children's worksheet are among the learning media that allow parents to assist their children's learning process. No study reports the optimal use of tutorial videos and children's worksheets. It is necessary to have a systematic effort to utilize tutorial videos and children's worksheets to support children's learning process at home, in addition to providing parents with ease and encouragement to assist children's learning process at home. A tutorial video refers to a video containing a learning material. The video can be used following the teachers' guidance. Parents and children watch, listen, and follow the guidance presented by the teacher in the video. The second tutorial video presents several images and materials relevant to the images. Parents assist children in following the teacher's guidance.

The tutorial video is sent through parents' WhatsApp group and VCDs. A children's worksheet refers to a set of materials and assignments delivered to children to be studied and done at home. The children's worksheet is given in a task bundle containing a few papers for seven days. The implementation of the learning process using children's worksheets is still suboptimal. Therefore, it is necessary to conduct a study on the effect of tutorial videos and children's worksheets on parents' motivation and involvement in children's learning process. The present study aimed to empirically find out the effect of the use of tutorial videos and children worksheets on preschool children's motivation and parents' involvement in accompanying children during the study from home period.

## **METHOD**

### **Population and sample**

This study was categorized as a quasi-experimental pretest-posttest nonequivalent group design. A quasi-experimental design was selected because this study could not fully control the external variables affecting the experiment. The population of this study were parents of grade A kindergarten children consisting of 8 kindergarten schools through purposive. Each class consists of 12-20 parents. The random technique is used to select the class that will be selected as the sample, while the cluster is used to select all students in the class that has been selected as the sample (intact group). Samples taken through cluster random sampling technique resulted in two classes that were used as research samples.

The research sample consisting of two classes was divided into class A which received treatment with tutorial media learning (i.e. experimental group) and class B which received treatment with children's worksheets (i.e. control group). The results of the determination carried out randomly are presented in Table 1.

**Table 1. Population and sample**

Group	Class	Number of students	The subject
Experiment	A	68	60
Control	B	72	62
Total		140	122

### **Data collection instrument**

This study also employed questionnaires on parents' motivation and involvement in assisting children's learning process. Data collection was carried out through the following steps: (1) providing motivational and parental involvement questionnaires, (2) providing questionnaires, (3) carrying out learning treatments (experiments), (4) observing for collaboration skills activities carried out by students, and (5) providing post-test test. The study was conducted in each class for 8 meetings. The results of data collection through a questionnaire on the involvement and motivation of parents who were used as the experimental and control groups showed results that were not significantly different.

### **Research procedure**

#### ***Preparation stage***

The activities included in this preparation stage are conducting a preliminary study, starting from August to November 2021, preparing learning tools, research instruments and training lecturers (pilot study). Activities carried out include: (1) prepare all research instruments, (2) hold discussions with teachers who support children regarding problems related to student conditions, facilities, learning management, material organization, and evaluation forms, (3) conduct the learning process by interviewing parents, and (4) holding a meeting with kindergarten teachers preparing learning tools (syllabus, daily activity plans, learning scenarios, children's worksheets, and evaluation tools).

The next stage, the activities carried out are to understand the syllabus, lesson plans and teaching materials. Furthermore, the learning tools that are arranged are the children's worksheet. In general the children's worksheet contains; title, identity theme (theme, topic, semester, objectives, time allocation), instructions, assignments, examples of learning resources and worksheets). After the children's worksheet is completed, the next step is to develop a learning scenario that is attached to the learning implementation plan by referring to the stages of collaborative and conventional learning.

After the learning tools are complete, a pilot study is carried out. Prior to the pilot study, the kindergarten teacher who was in charge was given learning tools, namely: lesson plans, video tutorial learning scenarios, children's worksheets, teaching materials and teacher guidelines. Teachers are asked to study and observe the learning tools. The first activity was the researcher held a meeting with teachers and parents. In this meeting, briefing activities, discussions, questions and answers, and demonstrations on how to use learning tools were carried out in accordance with each lesson that were adapted to the learning scenario.

After the teacher understands the application of the learning steps, the teacher practices learning strategies with video tutorials and children's worksheet. After the practical activities were completed, the researcher and the teacher held a meeting to evaluate the course of the practical activities of implementing learning with video tutorials and children's worksheet. In general, the application of learning patterns with video tutorials and children's worksheet runs according to the learning scenario.

After the teacher understands the application of the learning steps, the teacher practices learning strategies with video tutorials and children's worksheet. After the practical activities were completed, the researcher and the teacher held a meeting to evaluate the course of the practical activities of implementing learning with video tutorials and children's worksheet. In general, the application of learning patterns with video tutorials and children's worksheet runs according to the learning scenario.

### ***Implementation stage***

In this study, data collection was carried out through the following steps: (1) giving a motivation and parental involvement questionnaire, (2) giving a questionnaire, (3) carry out learning treatment with learning videos and children's worksheet, and (4) provide questionnaires. The research was conducted in each class for 8 meetings, starting from August-November 2021. Learning steps with video tutorials: (1) Parents receive an explanation of how to use Video Tutorial; (2) Parents receive assistance from teachers on how to accompany children using video tutorials; (3) Parents receive an example explanation of how to use video tutorials to accompany their children's learning; (4) The teacher gives 5-10 time to do the task; and (5) Rating and score announcement. Learning steps with children's worksheet, including: (1) Parents receive an explanation of how to use the child's worksheet; (2) Parents receive assistance from teachers on how to accompany children using children's worksheets; (3) Parents receive an example explanation of how to use a child's worksheet to accompany their child's learning; (4) The teacher gives 5-10 time to do the task; (5) Rating and score announcement.

### ***Data analysis***

Questionnaires were used to determine the level of parental motivation by using the parent motivation inventory (Nock & Photos, 2006) and parental involvement by using the parental involvement (Liu et al., 2010) in assisting children's learning before and after being given learning treatment with Video Tutorials and Children's Worksheets. Data analysis is the process of systematically searching and organizing test results records and questionnaires to increase the researcher's understanding of the case under study and present them as findings to others. To improve this understanding, data analysis needs to be continued to the stage of finding meaning. In accordance with the types of variables in this study, the data analysis techniques used were T-test and analysis of variance (ANOVA) paths. The research hypothesis testing was carried out in two stages, namely the analysis assumption test stage and the hypothesis testing stage.

## FINDING AND DISCUSSION

### Finding

Regarding the difference in parents' involvement when using tutorial videos and children's worksheets, the posttest result analysis with ANAVA showed a significant difference in parents' involvement when using children's worksheets and tutorial videos. The data processing using SPSS release 23 shows an F-count of 4,396 and sig. value of  $0.01 < 0.05$ . The result implies that  $H_0$  was rejected and  $H_1$  was accepted, meaning a significant difference in parents' involvement when assisting children's learning process using tutorial videos and children worksheets. Thus, it could be concluded that the parents' involvement in assisting children's learning process at home was higher than parent motivation when using children's worksheets than tutorial videos.

Parents' motivation in assisting children's learning process at home using tutorial video and children worksheet, the data processing using SPSS release 23 shows a F-count of 1.951 and sig. value of  $0.01 < 0.05$ . The result implies that  $H_0$  was rejected and  $H_1$  was accepted, meaning that there is a significant difference in parents' involvement when assisting children's learning process using tutorial videos and children's worksheets. Thus, it could be concluded that the parents' motivation in assisting children's learning process at home was found to be higher when using children worksheets, compared to tutorial video.

**Table 2. The effect of parents' involvement in assisting children's learning process**

#### Tests of Between-Subjects Effects

Dependent Variable: Parents' involvement in assisting children's learning process

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	108.281 <sup>a</sup>	1	108,281	4,396	.039
Intercept	151250.860	1	151250.860	6140.230	.000
X	108,281	1	108,281	4,396	.039
Error	1822.825	74	24,633		
Total	153500.000	76			
Corrected Total	1931.105	75			

a. R Squared = ,056 (Adjusted R Squared = ,043)

### *Parents motivation in assisting children's learning process at home using tutorial video and children worksheet*

**Table 3. The effect of parents motivation in assisting children's learning process**

#### Tests of Between-Subjects Effects

Dependent Variable: Parents' motivation in assisting children's learning process

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	67.859 <sup>a</sup>	1	67,859	1,951	.167
Intercept	168342.122	1	168342.122	4840.992	.000
X	67,859	1	67,859	1,951	.167
Error	2573.299	74	34,774		
Total	171278.000	76			
Corrected Total	2641.158	75			

a. R Squared = ,026 (Adjusted R Squared = ,013)

### Discussion

The result shows that video tutorial positively affects parents' involvement in assisting children's learning process at home. Regarding parents' role, Irma et al. (2019) state that parents' involvement in children's educational process, particularly in early childhood education, requires a synergy with various efforts that suits the parents' condition, including family development stage, social status, family form, and role model. The Covid-19 pandemic greatly affects the children's learning process. Children need more supports and assistance from parents, other family

members, teachers, and schools to ensure optimal development, including physical health, social interaction, and logical and creativity development. The fact shows that some working parents tend to ignore their children's development and focus more on their job. During the pandemic, working parents are allowed to work from home, resulting in more time with their children. However, some parents still have to work outside to fulfill their daily needs. This condition becomes one of the reasons why learning media should be self-didactic. In other words, it is necessary to have a learning media that can enhance the parents' involvement. Among a range of learning media is the tutorial video. Several forms of current learning continue throughout, including during the Covid-19 pandemic as a crisis condition where students cannot do face-to-face learning at school, recommended by many international organizations and education experts (Dayal & Tiko, 2020).

This study found that tutorial video positively affects the parents' involvement in assisting the children's learning process, indicating that tutorial video can facilitate parents' involvement in assisting children's learning process at home during the Covid-19 pandemic. Children can independently learn through tutorial videos while parents do their domestic work. As a learning medium, a tutorial video provides audio and visuals containing concepts, principles, procedures, and application theories to help students understand a learning material. According to Mashuri and Budiyo (2020), a tutorial video refers to recorded learning activities presented through computer and mobile devices.

Students are asked to follow the predetermined learning stages to help them understand the material. However, preschool children have not achieved the fully independent developmental stage, thus requiring assistance to prevent them from misunderstanding the materials presented in the tutorial video. The assistance is crucial so that the children can enjoy the pleasant and educative aspects of the video, thus optimizing the learning outcome. An interactive tutorial video is also helpful for parents to guide the children's learning process (e.g., to explain the material using the visualization provided in the tutorial video). Both parents and children can be interactively involved in a dialog about the learning material or follow the activities presented in the tutorial video. Children can ask parents to explain the materials they find difficult to understand, and parents can help children achieve the determined academic target through the tutorial video.

The parents' involvement in children's learning process also affects the children's developmental task achievement. Early childhood education serves as the foundation to shape children's character and the indicator of an individual's optimized future developmental task (Tippett & Milford, 2017). Thus, the learning activities in ECE should not merely offer a learning experience but also develop the children's socio-emotional skills and confidence. Having adequate socioemotional skills and confidence, children are prevented from suffering various potential developmental hindrances in the future (Essa & Burnham, 2019).

The Pretest and Posttest result showed that Children's Worksheet positively affects parents' involvement in assisting children's learning process at home. As a part of efforts to deliver a quality generation, consistent, continuous attempts should be made by parents to maintain, nurture, and educate their children. Parents need to collaborate with teachers by training them through the children's worksheet to assist children studying at home. Parents should pay attention and monitor their children when using smartphones. In addition, it should develop positive and harmonious family cohesion (Rachmat et al., 2021).

The worksheet is prepared by teachers to be done by children. When using children worksheets as the learning media, parents visit the school twice a week to take the worksheet, or teachers take the worksheet to the students' house and check the children's previous work. Better learning outcomes were found among students whose parents have opportunities to accompany their children's learning process. In addition, children also exhibit higher learning motivation when their parents are with them. Pujiaswati et al. (2020) literature review reports that many children's worksheets do not suit the children's developmental stage. However, children's worksheet still serves as an effective medium to facilitate the children's learning process, helping them to properly understand the materials. Children worksheet is considered to be easy to understand and is expected to develop children's various skills.

Difference in parents' involvement in assisting children's learning process at home using tutorial Video and children worksheet. The posttest result analysis with ANOVA showed a significant difference in parents' involvement when using children's worksheets and tutorial videos. The parents' involvement in assisting children's learning process at home was higher when using children's worksheets than tutorial videos. Parents' involvement is known to enhance children's perceived self-competence and perceived self-control. Involvement represents an interaction to actively participate and contribute in various activities, constituting a collaboration that brings advantages for parents, children, and the school to achieve the positive outcome. Based on responses from 1,100 targeted kids, perceived parental support for physical activities was found to be advantageous to students' healthy habits and academic achievement in a recent study. Indeed, few research on parental involvement in students' academic development from the perspective of the parents exist (Moral-García et al., 2020). Undertook a parent-child dyadic study to investigate the creative attitude of parents and their children. The results of over 1,100 dyads revealed a mutual influence of creative thinking within dyads. Based on these data, we believe that students' creative personalities and behaviors can have an impact on their parents' parenting techniques (Karwowski et al., 2020).

An interactive tutorial video can guide students to understand the material through visualization. Children can interactively follow the activity according to the guidelines presented in the video with the parents' assistance. An interactive tutorial learning video has its own uniqueness in helping children follow the learning process. The video contains a learning process presented in a narrative, images, and story. In addition to a tutorial video, children's worksheets can also be used as a learning medium for preschool children. A student worksheet is helpful in students' learning process (Pujiaswati et al., 2020).

According to Prastowo (2012), a student worksheet represents a bundle of papers that should be done by students containing guidelines or steps to do the given homework or assignment. The assignment given should be in accordance with the competence to achieve. Pujiaswati et al. (2020) found that students exhibit a better understanding of the material when using student worksheets since it guides students through a sequence of pictorial questions. Each media has different degrees and forms of involvement. When doing the assignment in students' worksheets, parents' involvement is required to solve more intensive assignments. This is different from the use of tutorial videos, in which the involvement process takes the form of supervision, control, and clarification of materials children do not understand.

The Pretest and post-test result showed that video tutorial positively affects parents' motivation to assist children's learning process at home. Parents play a central role in internalizing values in children before they interact with their surroundings. Various methods and media can be used to internalize values to children. However, the most pivotal role is the parents' model as a proper model may provide humane support, preventing children from feeling being forced to learn. Human motivation or encouragement may result in a harmonious parent-children relationship. For parents, motivating their children serves as a moral responsibility to their descendants (Hasbullah et al., 2018). Motivation aims to move or trigger individuals to be willing to make an effort to achieve certain goals or purposes. In a study-at-home context, developing parents' motivation in assisting children's learning process requires interesting learning media. Among a range of learning media used in ECE is a tutorial video.

A tutorial video represents a set of motion pictures presented by an educator, containing learning messages to help the student understand the material. The tutorial video is sometimes also known as an instructional video. The making of a tutorial video often refers to an active learning model. In addition to resulting in more effective learning, tutorial video allows for a student-centered learning process. As a learning medium, the video becomes one of the media considered effective to support the learning process. Cho and Kim (2020) states that a video platform is a comfortable, suitable, and encouraging online learning media that trigger students' participation during the Covid-19 pandemic.

The advantages of video as a learning media lies in its ability to rewind, allowing the student to understand the explanation more clearly, develop their thought, imagination, and opinion, in addition to enhancing their interest and motivation (Munadi, 2012). Considering that

preschool children need accompaniment, an interactive tutorial video may also affect the parents' motivation in assisting their children's learning process. Parents can use every scene and symbol presented in the video to help them explain the materials to the children. Parental support is becoming more important as adolescents spend more time each day using screen devices, a situation that is exacerbated when both parents set a bad example by using these devices excessively and engaging in sedentary leisure. Although both genders require parental support, it appears that mother modeling of healthy behaviours has a stronger impact on children than paternal modeling (Brzęk et al., 2018).

The pretest and post-test results showed that children's worksheets positively affect parents' motivation to assist children's learning process at home. The result indicates that student worksheets can motivate parents to engage with their children's learning process. A student worksheet is a common learning media frequently used at the ECE level. A student worksheet refers to a bundle of papers containing assignments a student should do during the learning process. It contains guidance and steps to finish an assignment. However, some children's worksheets were unsuitable for the children's characteristics and learning goals.

Pujiaswati et al. (2020) argue that the use of student worksheets in children's learning process is suboptimal. Many student worksheets are found not to fit the learning goals. Furthermore, the worksheet has not supported students' active, autonomous learning process. When studying at home, children see parents as a learning model and environment. Parents' acceptance (or refusal), care (or ignorance), patience (impatience) may directly affect the children's emotional reactions (Hasbullah et al., 2018). This becomes one of the issues when children's learning process is not supported by students' worksheets that tends to require parents' involvement. In an online context, however, the use of student worksheets is helpful for parents to provide structured, systematic learning assistance. The worksheet may explain the sequence of learning. It is viewed as an easy-to-understand guideline for parents to help their children finish the given tasks. Prastowo (2012) mentions a number of functions of worksheets. It serves as a teaching material that minimizes the teacher's role while enhancing students' participation. It also serves as a learning material that helps children understand the material and stimulates independent learning habits.

The present study found that student worksheets positively influence parents' motivation to assist children's learning process. The finding could be accounted for by the motivational principles. Regarding the driving factor, the student worksheet serves as the source of motivation that encourages parents to perform a systematic effort. The student worksheet sets the deadline and the number of assignments that should be done in one period. From the reward-and-punishment perspective, the children's worksheet serves as one of the media that stimulates the increase and decrease of one's motivation level through evaluation and scoring. The student worksheet also contains clarity and goals as it determines the number of questions given, the task given, and the teacher's deadline. Regarding the outcome, the student worksheet becomes the parents' guideline to see if the given task is accomplished or not. Parents' feeling of success in assisting their children's learning process is likely to encourage them to maintain or enhance success. In the same vein, Hoy and Miskel (2004) state that feedbacks play a pivotal role in motivation

Difference in parents' motivation in assisting children's learning process at home using tutorial video and children worksheet. The posttest result analysis with ANAVA showed a significant difference in parents' involvement when using children's worksheets and tutorial videos. The parents' motivation in assisting children's learning process at home was found to be higher when using children's worksheets compared to a tutorial video. Yulianingsih et al. (2021) state that parents' role is to facilitate the children's learning process, fulfill their needs, assist their children in obtaining spiritual understanding, supervise and motivate the children.

Research Solekhah (2020) on the use of online media during the pandemic shows that in the aspect of skills in using technology and the process of providing learning materials, both teachers and parents experience obstacles. The parents' assistance can be viewed from the way how parents help children to overcome difficulties when doing the task, explain the difficult material, and ensure the proper response to the learning materials. In carrying out their role as

learning assistants at home, parents need to be equipped with the media that fit their conditions, resources, and needs. It should be noted that parents have different conditions, resources, and needs. This study found that parents' motivation in assisting children's learning process using student worksheets is higher than those using tutorial videos.

This finding may be accounted for by the condition that an interactive tutorial video allows children to learn independently without parents' direct involvement. They tend to understand the materials without asking the parents. As a learning media, a tutorial video is a media providing audio and visual containing concepts, principles, procedures, and application theories to help students understand a learning material. Because dragging and snapping command blocks provides for quick visual stimulation and interactive play, visual programming can be a useful technique for fostering students' flow experiences (Papadakis et al., 2019).

This is different from a student worksheet that requires more intensive dialog and interactions during the learning process. Thus, parents have to allocate more time to provide children with care and assistance (Singh et al., 2020). A student worksheet does not allow children to have a direct interaction as it does not have visual features like a tutorial video. The absence of visual features motivates parents to sit together with their children until they completely understand the materials in the student worksheet. Regarding the advantages of student worksheets in the learning assistance process, Umiyati et al. (2019) states that the student worksheet is considered better suit children's learning process as it contains attractive images that are expected to allow children to understand the materials more easily, particularly preschool children. The learning process using children's worksheets allows individuals to understand the materials more easily since they are guided using systematic, structured text and questions equipped with attractive images.

## **CONCLUSION**

Research based on changes in learning during the Covid-19 pandemic requires a different approach to parenting of children's learning assistance. The approach used will certainly not be separated from the distance learning media used in accompanying children to learn. The results of the study succeeded in revealing the effect of parental involvement and motivation on the use of distance learning media. The present study provides empirical evidence that the tutorial video positively affects parents' motivation in assisting children's learning process. The use of children's worksheets is also found to positively affect the parents' motivation in assisting the children's learning process. This study also found a significant difference in the use of a tutorial video and the children's worksheet on parents' motivation to assist children's learning process at home. Parents' motivation was found to be higher when using children's worksheets compared to using a tutorial video. The finding of this study highlights the important role of parents in assisting their children's learning process at home. It is crucial to enhance the parents' involvement and motivation in assisting their children's learning process. Grounded on the result of this study, teachers are recommended to optimize the use of tutorial videos and children's worksheets to achieve the optimal learning outcome. Future studies are recommended to experiment with the effect of variables in this study on the preschool children's learning achievement.

## **ACKNOWLEDGEMENT**

Thank you for parents of grade A kindergarten children consisting of 8 kindergarten schools consists of 12-20 parents, research team, and also to Rector of Universitas Negeri Yogyakarta for financial support.

## **REFERENCES**

- Aslindah, A., & Sari, N. (2021). Kolaborasi orang tua dan guru paud dalam melaksanakan pembelajaran di masa pandemi Covid-19. *JECIE (Journal of Early Childhood and Inclusive Education)*, 4(2), 59–67. <https://doi.org/10.31537/jecie.v4i2.497>

- Barnett, W. S., & Jung, K. (2021). *Seven impacts of the pandemic on young children and their parents: Initial findings from NIEER's December 2020 preschool learning activities survey*. [https://www.wishtv.com/wp-content/uploads/2021/02/NIEER\\_Seven\\_Impacts\\_of\\_the\\_Pandemic\\_on\\_Young\\_Children\\_and\\_their\\_Parents.pdf](https://www.wishtv.com/wp-content/uploads/2021/02/NIEER_Seven_Impacts_of_the_Pandemic_on_Young_Children_and_their_Parents.pdf)
- Brzęk, A., Strauss, M., Przybyłek, B., Dworak, T., Dworak, B., & Leischik, R. (2018). How does the activity level of the parents influence their children's activity? The contemporary life in a world ruled by electronic devices. *Archives of Medical Science: AMS*, *14*(1), 190–198. <https://doi.org/10.5114/aoms.2018.72242>
- Cho, M. K., & Kim, M. K. (2020). Investigating elementary students' problem solving and teacher scaffolding in solving an Ill-structured problem. *International Journal of Education in Mathematics, Science and Technology*, *8*(4), 274–289. <https://doi.org/10.46328/IJEMST.V8I4.1148>
- Dayal, H. C., & Tiko, L. (2020). When are we going to have the real school? A case study of early childhood education and care teachers' experiences surrounding education during the COVID-19 pandemic. *Australasian Journal of Early Childhood*, *45*(4), 336–347. <https://doi.org/10.1177/1836939120966085>
- Dong, C., Cao, S., & Li, H. (2020). Young children's online learning during COVID-19 pandemic: Chinese parents' beliefs and attitudes. *Children and Youth Services Review*, *118*, 105440. <https://doi.org/10.1016/j.childyouth.2020.105440>
- Essa, E. L., & Burnham, M. M. (2019). *Introduction to early childhood education*. SAGE Publications.
- Fatmawati, E., Ismaya, E. A., & Setiawan, D. (2021). Pola asuh orang tua dalam memotivasi belajar anak pada pembelajaran daring. *Jurnal Educatio FKIP UNMA*, *7*(1), 104–110. <https://doi.org/10.31949/educatio.v7i1.871>
- Garad, A., Al-Ansi, A. M., & Qamari, I. N. (2021). The role of e-learning infrastructure and cognitive competence in distance learning effectiveness during the Covid-19 Pandemic. *Cakrawala Pendidikan*, *40*(1), 81–91. <https://doi.org/10.21831/cp.v40i1.33474>
- Garcia, F., Serra, E., Garcia, O. F., Martinez, I., & Cruise, E. (2019). A third emerging stage for the current digital society? Optimal parenting styles in Spain, the United States, Germany, and Brazil. *International Journal of Environmental Research and Public Health*, *16*(13), 2333. <https://doi.org/10.3390/ijerph16132333>
- Gusty, S., Nurmiati, N., Muliana, M., Sulaiman, O. K., Ginantra, N. L. W. S. R., Manuhutu, M. A., Sudarso, A., Leuwol, N. V., Apriza, A., Sahabuddin, A. A., Hastuti, P., Setianto, A. Y., Metanfanuan, T., Uktolseja, L. J., Jamaludin, J., Gaspersz, S., Karwanto, K., Bungin, E. R., & Warella, S. Y. (2020). *Belajar mandiri: Pembelajaran daring di tengah Pandemi Covid-19*. Yayasan Kita Menulis.
- Hafeez, M., Kazmi, Q. A., & Tahira, F. (2022). Challenges faced by the Teachers and Students in online learning during COVID-19. *Cakrawala Pendidikan*, *41*(1), 55–70. <https://doi.org/10.21831/cp.v41i1.35411>
- Haryati, S., Sukarno, S., & Purwanto, S. (2021). Implementation of online education during the global Covid-19 pandemic: Prospects and challenges. *Cakrawala Pendidikan*, *40*(3), 604–612. <https://doi.org/10.21831/cp.v40i3.42646>
- Hasbullah, H., Hatta, M., & Arifin, Z. (2018). Communication pattern of Wilayatul Hisbah, Lhokseumawe City in implementing amar makruf nahi mungkar. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, *1*(4), 194–205. <https://doi.org/10.33258/birci.v1i4.109>

- Hoy, W. K., & Miskel, C. (2004). *Educational administration, policy, and reform: Research and measurement*. Information Age Publishing Inc.
- Irma, C. N., Nisa, K., & Sururiyah, S. K. (2019). Keterlibatan orang tua dalam pendidikan anak usia dini di TK Masyithoh 1 Purworejo. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 3(1), 214–224. <https://doi.org/10.31004/obsesi.v3i1.152>
- Karwowski, M., Jankowska, D. M., Lebuda, I., & Czerwonka, M. (2020). Do parents and children perceive creativity similarly? A dyadic study of creative mindsets. *Psychology of Aesthetics, Creativity, and the Arts*. <https://doi.org/10.1037/aca0000358>
- Kong, S.-C., & Wang, Y.-Q. (2021). The influence of parental support and perceived usefulness on students' learning motivation and flow experience in visual programming: Investigation from a parent perspective. *British Journal of Educational Technology*, 52(4), 1749–1770. <https://doi.org/10.1111/bjet.13071>
- Landry, S. H., Smith, K. E., Swank, P. R., & Guttentag, C. (2008). A responsive parenting intervention: The optimal timing across early childhood for impacting maternal behaviors and child outcomes. *Developmental Psychology*, 44(5), 1335–1353. <https://doi.org/10.1037/a0013030>
- Latunde, Y. C. (2016). *Research in parental involvement: Methods and strategies for education and psychology*. Palgrave Macmillan. <https://doi.org/10.1057/978-1-137-59146-3>
- Liu, F., Black, E., Algina, J., Cavanaugh, C., & Dawson, K. (2010). The validation of one parental involvement measurement in virtual schooling. *Journal of Interactive Online Learning*, 9(2), 105–132. [https://www.researchgate.net/profile/Erik-Black-2/publication/265936274\\_The\\_Validation\\_of\\_One\\_Parental\\_Involvement\\_Measurement\\_in\\_Virtual\\_Schooling/links/54cbd6e70cf24601c089a5f8/The-Validation-of-One-Parental-Involvement-Measurement-in-Virtual-Schooling](https://www.researchgate.net/profile/Erik-Black-2/publication/265936274_The_Validation_of_One_Parental_Involvement_Measurement_in_Virtual_Schooling/links/54cbd6e70cf24601c089a5f8/The-Validation-of-One-Parental-Involvement-Measurement-in-Virtual-Schooling).
- Mashuri, D. K., & Budiyo, B. (2020). Pengembangan media pembelajaran video animasi materi volume bangun ruang untuk SD Kelas V. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 8(5), 893–903. <https://ejournal.unesa.ac.id/index.php/jurnal-penelitian-pgsd/article/view/35876>
- Moral-García, J. E., Urchaga-Litago, J. D., Ramos-Morcillo, A. J., & Maneiro, R. (2020). Relationship of parental support on healthy habits, school motivations and academic performance in adolescents. *International Journal of Environmental Research and Public Health*, 17(3), 882. <https://doi.org/10.3390/ijerph17030882>
- Morgan, H. (2020). Best practices for implementing remote learning during a pandemic. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 93(3), 135–141. <https://doi.org/10.1080/00098655.2020.1751480>
- Munadi, Y. (2012). *Media pembelajaran sebuah pendekatan baru*. Gaung Persada Press.
- Nock, M. K., & Photos, V. (2006). Parent motivation to participate in treatment: Assessment and prediction of subsequent participation. *Journal of Child and Family Studies*, 15(3), 333–346. <https://doi.org/10.1007/s10826-006-9022-4>
- Papadakis, S., Kalogiannakis, M., Orfanakis, V., & Zaranis, N. (2019). The appropriateness of scratch and app inventor as educational environments for teaching introductory programming in primary and secondary education. In *Childhood Development: Concepts, Methodologies, Tools, and Applications* (pp. 797–819). IGI Global. <https://doi.org/10.4018/978-1-5225-7507-8.ch039>
- Prastowo, A. (2012). Fenomena pendidikan elitis dalam sekolah/madrasah unggulan berstandar internasional. *Jurnal Pendidikan Islam*, 1(1), 31–54. <https://doi.org/10.14421/jpi.2011.11.31-54>

- Pujiaswati, R., Mulyana, E. H., & Mulyadi, S. (2020). Pengembangan Lembar Kerja Anak (LKA) model STEM pada konsep terapung melayang tenggelam untuk memfasilitasi keterampilan saintifik anak usia dini. *JURNAL PAUD AGAPEDIA*, 4(1), 107–117. <https://doi.org/10.17509/jpa.v4i1.27202>
- Rachmat, I. F., Hartati, S., & Erdawati, E. (2021). Family cohesion, interpersonal communication, and smartphone addiction: Does it affect children's emotional dysregulation. *Cakrawala Pendidikan*, 40(2), 279–291. <https://doi.org/10.21831/cp.v40i2.34214>
- Serna, C., & Martínez, I. (2019). Parental involvement as a protective factor in school adjustment among retained and promoted secondary students. *Sustainability*, 11(24), 7080. <https://doi.org/10.3390/su11247080>
- Sim, W. H., Toumbourou, J. W., Clancy, E. M., Westrupp, E. M., Benstead, M. L., & Yap, M. B. H. (2021). Strategies to increase uptake of parent education programs in preschool and school settings to improve child outcomes: A delphi study. *International Journal of Environmental Research and Public Health*, 18(7), 3524. <https://doi.org/10.3390/ijerph18073524>
- Singh, S., Roy, D., Sinha, K., Parveen, S., Sharma, G., & Joshi, G. (2020). Impact of COVID-19 and lockdown on mental health of children and adolescents: A narrative review with recommendations. *Psychiatry Research*, 293, 113429. <https://doi.org/10.1016/j.psychres.2020.113429>
- Solekhah, H. (2020). Distance learning of Indonesian early childhood education (PAUD) during the Covid-19 Pandemic. *International Journal of Emerging Issues in Early Childhood Education*, 2(2), 105–115. <https://doi.org/10.31098/ijeiece.v2i2.409>
- Sujono, Y. N. (2013). *Konsep dasar pendidikan anak usia dini*. PT. Indeks.
- Tippett, C. D., & Milford, T. M. (2017). Findings from a pre-kindergarten Classroom: Making the case for STEM in early childhood education. *International Journal of Science and Mathematics Education*, 15(1), 67–86. <https://doi.org/10.1007/s10763-017-9812-8>
- Umiyati, U., Syafar, S., & Sumarni, S. (2019). Pengembangan lembar kerja peserta didik materi bentuk-bentuk geometri berbasis saintifik anak kelompok B di taman kenak-kenak. *Tumbuh Kembang: Kajian Teori Dan Pembelajaran PAUD*, 6(1), 105–115. <https://doi.org/10.36706/jtk.v6i1.8358>
- Yulianingsih, W., Suhanadji, S., Nugroho, R., & Mustakim, M. (2021). Keterlibatan orangtua dalam pendampingan belajar anak selama masa Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1138–1150. <https://doi.org/10.31004/obsesi.v5i2.740>