

Parents' Roles in Formation of Knowledge Culture among Children during covid-19 Outbreak

Asma' Wardah Surtahman, Noor Aziera Mohammad Rohana,
Izzah Nur Aida Zur Raffar

Academy of Contemporary Islamic Studies, Universiti Teknologi MARA (UiTM) Melaka
Branch

To Link this Article: <http://dx.doi.org/10.6007/IJARBS/v11-i11/11147> DOI:10.6007/IJARBS/v11-i11/11147

Published Date: 05 November 2021

Abstract

Education for children is very important either in school or at home especially in time of the Movement Control Order (MCO) which limits the conventional formal learning at schools. This research is a descriptive qualitative study which emphasis on analysis design. This study focuses on the role of parents for children education during COVID-19 outbreak. All the findings in this study prove that parents must play an important role in formation the knowledge culture at home especially during the pandemic throughout the MCO. Parents should play an active role in providing continuous education for children at home which reflect parents as the role model through scheduling, monitoring, moral application and conducive learning environment.

Keywords: Parents, Knowledge Culture, Home, Pandemic, COVID-19

Introduction

COVID-19 pandemic has greatly changed the lifestyles of communities around the world in many aspects. These aspects are not only focused on national affairs covering the political, economic and health sectors only, but also affected the educational aspect as well. The proclamation and implementation of the Movement Control Order (MCO) in early 2020 supported measures to prevent the spread of the COVID-19 epidemic through gatherings or even crowded places that are the focus of many. This follows the World Health Organization (WHO) declaring COVID-19 as a pandemic that caused the majority of countries around the world to begin implementing restrictions or entry into their respective countries, including the United States, Columbia, Saudi Arabia and New Zealand. Meanwhile in Malaysia, the Ministry of Health (MOH) at the time recommended that the public not participate in public gatherings, especially more than 50 people to prevent the spread of the infection. Following the recommendation, the Department of Higher Education also recommended that group

activities at all institutions of higher learning during March and April be postponed (Anon, 2020).

All Malaysian citizens are no exception and need to respond due to the demands of this phenomenon. They should empowering the implementation of education continuously with cooperation between the school and parents. According to Hamzah (2020), the demand for online learning should be an alternative to the continuity of education. Despite of phenomena that have also occurred before, due to the haze that hit several states in the Peninsula caused the closure of schools and educational institutions. The spread of the COVID-19 pandemic clearly shows the need for increasing on using the online learning to replace face -to -face learning systems in the classroom. Thus, during this pandemic, Teaching and Learning at Home (PdPR-short form that used in Malaysia) (Ramli & Rahman, 2021) became the best method (Zuki, 2021) in ensuring that the education system can continue even though its implementation is not denied quite fragile when compared to the face -to -face education system (Anon, 2021).

Until the middle of 2021, the implementation of PdPR is seen to be more consistent and accepted by the general public despite the various constraints that parents have to face, especially during the operation of PdPR. This situation has indirectly created a culture of education and learning at home as well as further strengthen the family relationship between parents and children. The role and involvement of parents during the PdPR do not mean that school institutions or teachers give up their essential duties, in fact this situation creates more bilateral cooperation as well as empowering the online medium as a communication tool for successful education among children at the school level. Anon (2021) describes that PdPR is implemented with learning aids that are not tied to 'soft copy' only, but still guided by learning materials in the form of 'hard copy' according to the suitability between the ability of teachers and parents.

Parents are important individuals in shaping the children in a family. This includes the aspect of home education. We know that many aspects of learning are focused on educational institutions, namely schools. This role is seen to be focused on teachers as educators and mentors. The success of education is seen specifically in the teachers and schools involved. Yet, educational success actually starts at home with the role played by the parents themselves. This happens especially during pandemics especially during MCO where, children concentrate their learning activities at home. As such, it depends on the ability of the parents to provide a learning environment at home.

President of the National Union of Teaching Professions Malaysia (NUTP), Aminuddin Awang, said the burden of the PdPR was admittedly more focused on parents and students, compared to teachers and schools. Parents need to find ways to reduce the stress experienced in ensuring that their child gets perfect learning and the process should preferably not be interrupted. "We need to continue to provide understanding to parents and students about the urgent need for PdPR because its implementation is not easy. In fact, we have no other effective option to continue learning sessions when the pandemic is still ongoing. Hence, parents are very influential in building the personality, the personality of children and it occurs in two forms that give a positive image or perception to the child and play an important role as parents (Zamani & Rouyan, 2016).

Problem Statement and Reviews

Online learning environments have grown in popularity and application in educational settings. Usage of these tools continues to grow, placing continued demand on instructional

designers to develop appropriate applications of these information and communication technologies for the benefit of learners (Kinasevych, 2010). Hence, nowadays the usage of online learning is increasing due to home based learning instruction across the country for pandemic constraints.

Nevertheless, home based learning should be continued after the reopening and learning in schools. Unless the efforts that have been made in the past to ensure effective home learning will be in vain if this does not affect the culture of continuous learning at home. Therefore, parents and teachers as well play an important role in realization knowledge culture among students. According to Mingyong et al (2020), they finds that students in online learning have poor learning status, lack of selfdiscipline consciousness, and need teachers' supervision to a certain extent. There are also some problems in the interaction between teachers and students. Hence, parents play a role in mobilizing learning activities for children at home and are always be prepared for home based learning for cases like this pandemic.

While, Faith et al (1999) indicated that changes in the parent-child relationship and home learning environment from pre-to post-Head Start were associated with improvements in school readiness. In particular, on the one hand, increases in a parent's understanding of play and ability to facilitate a child's learning predicted several positive behavioral outcomes in the classroom including increased independence and creativity/curiosity. On the other hand, increased parental aggravation and strictness over time had a negative impact on a child's distractibility and hostility in the classroom and predicted a decrease in associative vocabulary skills.

According to Mingyong et al (2020), questionnaire was designed and sent to students in various sections in the form of an electronic survey, and 1100 valid questionnaires were recovered. Based to the questionnaire data, whether or not there is an independent learning space is the primary influencing factor for home study. The survey shows that 54.64% of students have an independent learning environment are not disturbed, while 35.82% of students have independent learning space but are easily disturbed by other things. For learners, according to their family situation, it is best to choose a study room. If there is no particular study room, you can choose a quiet and tidy place suitable for studying. It is best to be free from external interference and have a calm learning atmosphere. The learning environment is the beginning of formal learning. However, parents should actively cooperate with the arrangement of the school and play the role of supervision, reminder, suggestion and feedback. The survey shows that 24.82% of parents often urge students and 50.27% of parents occasionally urge students. Besides, parents should also cooperate with the school to complete the daily learning video shooting, assist the teacher in supervise the learning and regularly shoot short videos to report the regular learning status to the school. They must also set an example for their children.

Students, especially those at a young age, may not be ready to be independent and self-directed learners. Students learn at different rates, respond to learning differently, and their ability to understand instructions and self-directed learning vary (Lesaux et al., 2015; Van & Murray, 2008; Wai & Misty, 2020). In addition to navigating through online learning platforms with their children, parents must also support their children in learning. Research shows the success of children's learning depends on parents' interests and involvement in helping their children with school-related assignments; responding to their children's academic achievement; communicating with their children about school-related issues; providing conducive learning environments (Mora & Escardíbul, 2018); guiding children

through the learning processes; and transmitting their educational philosophies, expectations, and values to their children (Suizzo et al., 2014; Wai & Misty, 2020).

While, the cognitive development is an important aspect because it leads to the ability to reason, analyze, remember and solve problems. This theory has a great influence in ensuring the children understanding and applying the knowledge. A study from Saifudin & Hamzah (2021) states that the role and involvement of parents is very important in the learning and teaching process to stimulate cognitive, emotional, personality and spiritual development. In fact, it also helps towards improving their academic achievement. This statement is also supported by Ramli & Rahman (2021) which stressed that the effectiveness of the implementation of PdPR depends on the efforts and close cooperation between school administrators, teachers, parents and students themselves. Parents have a role to create a positive environment throughout PdPR, such as helping children to access the learning information according to the sessions determined by the teacher.

The implementation of PdPR has encouraged the commitment of parents to form the culture of knowledge at home. Every parent certainly has particular methods and plays an important role such as being the best example in teaching the values of life to children. Along the implementation in schools, parents also have a role to ensure the level of understanding of children's learning while at home, enhancing personalities and skills, encouraging humanitarian education and so on. The implementation of PdPR has opened up space for parents to be indirectly involved in the children's learning process such as helping when children do not understand, conducting lessons and even facilitating online learning. A study (Wahyu & Sugito, 2021) stated that the implementation of PdPR shows that the commitment of teachers is only 25% while parents are 75%. Thus this study shows that learning at home is relevant and can be implemented even if schooling is open. Therefore, this study aims to identify parent's role between online based learning and in formation of knowledge culture at home.

The Concept of Home Based Learning and The Role of Parents

The implementation of Home Teaching and Learning (PdPR) requires the commitment and role of parents in ensuring its effectiveness (Bernama, 2021). Nearly 200 countries shut down schools with over 90% of these learners ranging from early years through higher education facing some sort of disruption to their education (UNESCO, 2020). and 'forced' out of comfort zones and daily routines. If before, the routine of life was passed in a 'normal' way, now many activities have to be changed in mode, method and manner, in turn becoming 'new normal'. Most notably, media and communication equipment became very important, no longer as a want, but a necessity and part of life during this PKP.

While most parents have been helpless in how to keep their children engaged, many have tried to befriend technology and grapple with online learning. Those already familiar with technology and online tools were far more effective in creating a routine of learning at home with their children, including activities and home assignments given by the schools, and using more online resources for reading and home-based activities (Bhamani, 2020). Nevertheless, a study by Garbe et al (2020), calls for some future training programs for parents. Educators and policymakers should organize some training programs on effective remote learning at home for parents considering their struggles indicated in this study. Many districts required teachers and other school personnel to contact families to discover what support each needed. The efforts to provide supportive resources and tools to parents were predominantly reactionary. Educating parents about the system and platforms for remote

learning, including the tools, key pedagogical concepts, and teacher-student-parents communication options, is essential for future remote learning efforts.

Agaton & Cueto (2021) stated that learning at home during Covid-19 pandemic provides three important implications. These include the implications on the implementation of distance learning as an instructional modality during and beyond the pandemic, psychological support for both learners and their parents during the emergency, and technical and financial support for the family while schooling at home. Therefore, as parents who are concerned about family affairs as well as the education and future of their children, several methods can be considered to help support children's PdPR. Among them are the technical aspects in PdPR, the relationship between teachers and parents as well as learning materials.

Research Methodology

This research uses a qualitative research approach that uses documentation techniques and conventional content analysis methods. In data collection, researchers used library documents and studies. Meanwhile, inductive and deductive approaches in data analysis were also used in this research.

This study uses qualitative research techniques by adapting the document data study design and document content analysis. Like qualitative research, the inductive approach is the main approach in analyzing data. According to Franklin (2013), a "Induction refers to the process of reasoning from specific observation to general principle of theory." The inductive analysis also refers to an approach that prioritizes the reading of original data to derive concepts, themes or models through interpretations made from the original data evaluated by the researcher. Figure 1 shows the inductive process for data analysis for this research:

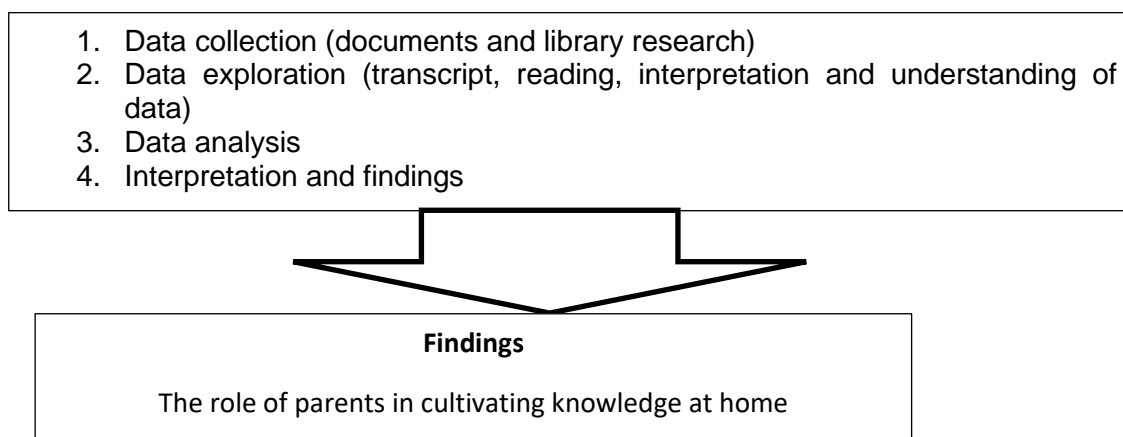


Figure 1: Inductive Process In Data Analysis

In conclusion, the inductive and deductive approaches involve several levels in analyzing primary and secondary data as well as focusing on the content of a variety of documents, books, websites and journals. This analysis manifests the writing that led to the findings of the study.

Discussion

Children's involvement in PDPR will end as covid 19 will turn from pandemic to endemic. Therefore, parents need to play an important role in instilling the culture of knowledge in children, especially at home. Thus, parents must continue to play as a key role in instilling the

culture of knowledge in children, especially when they are at home. Parents also need to continue to play an important role towards the emergence of a family in the field of knowledge while constantly reminding children to comply with SOPs and rules in school at all times. Additionally, parents should always be open to the current situation in the country and support the current government's efforts in curbing the spread of COVID-19. The opening of school or method of face-to-face education should not be an excuse for parents to return children to school or hand back all teaching and learning tasks to teachers alone, instead continue to promote self-discipline and knowledge culture in home to and with children. Therefore, parents must play an important role as a factor in the formation of a family which guide and always remind children to comply with SOPs and school rules. Even for parents, returning children to school does not mean handing back all teaching tasks to the teacher alone. According to Hoover et al (2005), the factors that influence a parent's ability to actively contribute to a child's education are influenced by four constructs:

1. the parental role construction which is shaped by the beliefs, perception and experiences of the parent;
2. the invitation of parents by the teachers and schools to be active participants in the education of their children;
3. the socioeconomic status of the parent which influences the skill, knowledge, energy and time availability of the parent;
4. the self-efficacy and confidence derived by the parent from being an active participant.

Research has shown that parental involvement in their child's education improves their educational achievements from early childhood; it causes them to stay longer in school and encourages an overall positive development in the child (Mapp & Handerson, 2002).

Parental involvement in their children's learning not only improves a child's morale, attitude, and academic achievement across all subject areas, but it also promotes better behavior and social adjustment. It further says that family involvement in education helps children to grow up to be productive, responsible members of the society. This means that if we involve the parents in educating their children, it is tantamount to saying that the school is proactive in implementing changes or development among the students. As parent's involvement is increased, teachers and school administrators also raise the chance to realize quality reform in education. It has been proven time and time again that parents who invest time and place value on their children's education will have children who are more successful in school. There are always exceptions, but teaching a child to value education brings a positive impact on their education. Parents' commitment to their children's learning process gives plenty of opportunities for children to become successful and that parent involvement can assist children for them to take significant roles in society in the future (Sapungan & Sapungan, 2014).

Nevertheless, Olsen (2010) proved that researchers have evidenced for the positive effects of parent involvement on children, families, and school when schools and parents continuously support and encourage the children's learning and development. He quoted the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to: (1) Create a home environment that encourages learning; (2) Express high (but not unrealistic) expectations for their children's achievement and future careers; and (3) Become involved in their children's education at school and in the community.

The discussion of this article is about the efforts which can be made by parents in shaping the culture of knowledge among children. According to Travica (2013), knowledge develops through a process of learning, which engages other cognitive processes (e.g., perception, meaning creation, reasoning, and memorizing). Learning is also subject to psychological factors, such as motivation, attention, and style. All these are likely to have individual marks, thus imprinting individual character onto learning and resulting knowledge.

Knowledge Culture

Learning is to obtain knowledge and skills from somebody or something through studying and understanding. Daud (1997), explains "Culture of Knowledge means the existence of a situation in which every layer of society is involved either directly or indirectly with scientific activities at every opportunity: and a situation in which all human actions are good at the individual level, let alone at the community level which must be decided and implemented on the basis of science". According to him, the culture of knowledge is a culture that places the highest value and foundation of knowledge as the key to all goodness which resides in individuals, families, communities, nations and countries.

Home learning had emerged as a substitute to the conventional schooling methods, which should be made effective to provide essential learning skills to children at home using the limited available resources. Online resources which are adapted to our curriculum's expectations can be implemented at home (Bhamani, 2020). Parents must play an important role in shaping the personality of children.

Choose the Right Device

Throughout the duration of online classes, the main challenge that is faced by parents is choosing the right and appropriate devices to ensure sufficient two way communication. Anon (2021) reported that there was a disinclination among parents that were unable to afford to purchase devices to support their children's online classes. Furthermore, online classes don't just create hassle for parents to provide devices for their children's online classes but it also inconveniently increases their monthly expenses because they now have to subscribe to internet services for that very purpose. Even though, the reality is that there are also support channels by the government that tries to support parents throughout this crisis with several initiatives such as free internet quotas and also "Projek Rintis Peranti" where the government provides over 150,000 laptops to 95 schools that was under 51 District Educational Office all over the nation (Anon, 2021). Online classes include a few methods that require an array of choices for devices that require internet connection such as desktops, laptops, tablets or even smartphones. For instance, parents can help their children to register a Google account, search for subjects in Google Classroom, look for materials from various platforms such as YouTube, educational websites and many more.

Adaptation with online classes amongst Malaysians have shown growth in innovation and research by researchers from various institutes. Application Development for Mobile Learning (M-Learning) of Adik-Adik Jawi for example has proven the importance of additional aids from devices digitally throughout this pandemic. Adik-Adik Jawi is an application that uses mobile devices that uses Android as their operational system. Research conducted by Ali et al (2021) summarises that there were a total of 84.25% users of Android based mobile devices that happens to be a result of Android's free open source operating system. Development of M-Learning Adik-Adik Jawi focuses on new methods to learn Jawi calligraphy

that focuses on skills such as critical thinking, problem solving, creativity and many more from a positive aspect in a form of digital or e-content that is very suitable to be used by teachers and parents for online classes throughout this Covid-19 pandemic.

Hence, besides implementing face-to-face classes at full capacity soon, the culture of educating that exists from home has to go on and be encouraged wisely. This is because students are exposed to the ease of access towards educational materials via the internet. The diversity of additional educational channels can be benefited by students and the general public through Youtube such as Ustaznikazizan (Tarannum al-Quran), Cikgu Rachael (English), Khalil Channel (Mandarin) and Shafiq Educations (Tamil).

Monitoring and Planning of Daily Schedule for Children

Besides that, the frequency of monitoring on childrens' online classes by parents needs to be carried on to ensure that education can be carried out more effectively. Other than providing devices that are suitable for online classes, knowledge culture at home is best to be sustained since parents can obtain experience handling education proses by schools or teachers. Mahad et al (2021) explained that the closing of educational institutions be it low or higher had given a huge impact towards teachers and students. The change of methods from teaching face-to-face to online classes has raised concerns and anxiety amongst teachers if perhaps that online classes does not obtain participation and preparedness from students or if there are students that did not give any cooperation during online classes. Students need high motivational support from family and surroundings because they are in the observation vicinity of their parents absolutely, this can influence psychological aspects such as emotion, stress and attitude.

Additionally, there is research that states among the main challenges in aspects of self-education are the weakness of students in time management. Weak time management can increase studying stress towards children, this is why they need to manage their time efficiently. Observations from parents are very important because according to Aziz et al., (2020), online classes can also shape unsystematic learning discipline can be caused by lack of supervision or nonchalant attitude.

Weekly study timetables that are organised can be implemented throughout the time students are at home. Hence, discipline and time management in balancing academics and other activities at home is imminent in order to encourage creativity and student excellence. This includes a conducive studying space that is provided by parents at home that needs to be maintained in order that students are comfortable to revise their subjects. According to Bhamani (2020), parents around the world are rightfully concerned about how their childrens' routines are disrupted extensively. Yet, implementing a schedule helps children feel less restless and more productive. It can also prevent any unnecessary internet and computer time.

Manners Empowerment Through Lifelong Learning

Future generations who are knowledgeable and skilled must be nurtured in children through formation of manners. Manners can be learnt directly in the home environment through parental upbringing and influence. Major emphasis needs to be given discretely as today's society is more likely to punish and issue complaints without consideration of reason and knowledge which may cause social depravity. Family institution integrity is very important which can act as a catalyst for the formation of a harmonious family, thus becomes a source of strength for the development of the nation and country. Tight family ties will always be a

tool to nurture and strengthen any individuals in facing any question and probability in society. Islam had emphasized about family in the Quran and Sunnah. Element of family can be referred in the Quran through the story of Luqman al-Hakim which emphasizes the education of faith in children (Sahidi et al., 2020).

Generally, the implementation of PKP can give wisdom or advantage through utilizing opportunities with family members by spending a lot of time together. This opportunity can strengthen family ties while giving parents space to focus fully on the mental and emotional development of children while building spiritual strength. This effort can be done through strengthening religious and spiritual aspects as well as strategizing on how to deal with stress by learning in children. Joint activities such as tadabbur, which is to appreciate the verses of the Quran is one of the activities that can get closer to Allah SWT in addition to seeking wisdom and forming good manners or behavior in children (Aziz et al., 2020)

The space gained indirectly through the PdPR period is closely related to the context of lifelong learning (Hairia'an & Dzainudin, 2020) in children in addition to cultivating good values based on religion and common sense. The unification of these elements is further manifested through a variety of skills that are appropriate to the skills of the 21st century.

Appropriate Conducive Space for Learning

The home learning environment is the combination of everything you and your family do and the spaces your child has access to that affect your child's development and learning. This includes the opportunities your child has to play and interact with books, objects and everyday experiences to help them make sense of their world (education.gov.scot). The foundation for a good home-based learning experience is to have an environment that is conducive and well-equipped with relevant tools and furniture. Students spend hours learning everyday, so having a comfortable space will ensure that they will remain engaged while studying (Khandelwal, 2021). Meanwhile, Prof Loh Sau Cheong said "Research has shown that the learning environment can be one of the antecedents for learner behavior to take place. So, an unfavourable learning environment may lead to inattentive behavior, low motivation to learn and lack of interest in learning.

Besides, parents can create a mini library as an encouragement and may develop reading and creativity activities, thus providing a good environment and nurturing knowledge culture. Definitely, during PdPR, many reading materials will be used but keep in mind that through readings, the activities will develop mind capacity and capabilities. In addition, children also need tables and chairs that are physically fit and support their body posture. Parents also need to ensure that there is a satisfactory lighting and ventilation system as well as adequate stationery and study equipment.

Motivation and Discipline

In the context of education, students desperately need help, support, attention, encouragement and motivation from parents. Low motivation among students occurs due to lack of motivation from parents. Parents need to be responsible for their children's education by providing means for online learning as well as providing motivation and encouragement because parents are individuals who are close to the child during PdPR. Malaysians are no exception in adapting to survival during pandemic era. Therefore, it is important for parents to also emphasize on the educational aspect of their children so they may not be left behind due to parental negligence. Family relationships and ties are important in dealing with the

epidemic where parents need to play a key role in educating and nurturing children (Sahidi et al., 2020).

According to Khandelwal (2021), mindfully motivating your child with appropriate praises can build confidence, strengthen intrinsic motivation and reinforce positive behaviors that lead to better outcomes. Phrases like “That is really well done!” or “Good job” might seem insignificant at first but they can be a great source of motivation to encourage your child to try new and more challenging tasks. The Teaching and Learning at Home Process (PdPR) demands high discipline of students and even parents need to play an important role to ensure that their children do not drop out and fill time with beneficial things.

Conclusion

Parents’ roles in formation of knowledge culture among children during covid-19 outbreak by encouraging knowledge culture at home, choose the right device, monitoring and planning of daily schedule for children, manners empowerment through lifelong learning, appropriate conducive space for learning, motivation and discipline. Overall, the implementation of face-to-face PdPR will only be fully successful if all parties are collectively responsible in implementing it. Society must always be motivated to be enthusiastic, knowledgeable, civilized, smart and agile in adapting to all possibilities and continue to maintain a culture of learning at home. Parents must have a positive mind in whatever the current government try to implement in ensuring knowledge keep been passed down to new generations. Parents need to reconcile the atmosphere of knowledge in home by being mentors and role models to children.

Acknowledgment

This project is funded under the Teja Grant (GDT2021/1-8), Universiti Teknologi MARA (UiTM), Melaka Branch. The highest appreciation to Universiti Teknologi MARA (UiTM), Melaka Branch for the assistance given to this project.

Corresponding Author

Izzah Nur Aida Binti Zur Raffar

Academy of Contemporary Islamic Studies (ACIS), Universiti Teknologi MARA, Melaka Branch, Alor Gajah Campus, 78000 Alor Gajah Melaka, Malaysia. Email: izzahnur@uitm.edu.my

References

- Agaton, C. B., & Cueto, L. J. (2021). Learning At Home: Parents’ Lived Experiences On Distance Learning During COVID-19 Pandemic In The Philippines. *International Journal of Evaluation and Research in Education (IJERE)*, 10 (3), 901-911.
http://doi.org/10.11591/ijere.v10i3.21136_
- Ali, M. H. M., Hafidzi, A., Mohamed, J., Hamid, M. A., Bahrudin, I. A., & Samad, N. A. (2021). Pembangunan Aplikasi Pembelajaran Mobil (M-Learning) Adik-Adik Jawi bagi Meningkatkan Pengalaman Pembelajaran dalam Kaligrafi Jawi. *Journal of Quranic Sciences and Research*, 2 (1), 27-34.
- Anon. (2020). Conducive Environment A Must For Learning. *The Star Online*, 26 July. Retrieved from <https://www.thestar.com.my/news/education/2020/07/26/conducive-environmenta-must-for-learning>.
- Anon. (2020). Kejayaan Pdpr Bergantung Kepada Ibu Bapa, Murid. *Berita Harian Online*, 19 Mei. Retrieved from

- <https://www.bharian.com.my/berita/nasional/2021/05/818379/kejayaan-pdpr-bergantung-kepada-ibu-bapa-murid>.
- Anon. (2020). Seluruh Dunia Laksana Pencegahan Lebih Ketat. *Berita Harian Online*, 15 Mac. Retrieved from <https://www.bharian.com.my/berita/nasional/2020/03/665504/seluruh-dunia-laksana-pencegahan-lebih-ketat>.
- Anon. (2021). Bantuan PDPR murid B40, lebih 40,000 unit komputer riba bakal diagih selewat-lewatnya 12 Jun ini. *Berita RTM*, 6 Jun. Retrieved from <https://berita.rtm.gov.my/index.php/covid19/28311-bantuan-pdpr-murid-b40-lebih-40-000-unit-komputer-riba-bakal-diagih-selewat-lewatnya-12-jun-ini>.
- Anon. (2021). Ibu Bapa Tertekan Urus Pdpr Anak. *Sinar Harian*, 11 Julai. Retrieved from <https://www.sinarharian.com.my/article/149337/LAPORAN-KHAS/Ibu-bapa-tertekan-urus-PdPR-anak>.
- Anon. (2021). *Pdpr: Masalah Peralatan, Internet, Isu Keberkesanan Antara Keluhan*. *Utusan Borneo Online*, 23 Januari. Retrieved from <https://www.utusanborneo.com.my/2021/01/23/pdpr-masalah-peralatan-internet-isu-keberkesanan-antara-keluhan>.
- Aziz, A. R. A., Shafie, A. A. H., Lee, U. H. M. S., Ashaari, R. N. S. (2020). Strategi Pembangunan Aspek Kesejahteraan Kendiri bagi Mendepani Tekanan Akademik Semasa Wabak COVID-19. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 5 (12), 16-30.
- BERNAMA. (2021). *Kerjasama guru dan ibu bapa jayakan PdPR*. Retrieved from <https://www.astroawani.com/berita-malaysia/kerjasama-guru-dan-ibu-bapa-jayakan-pdpr-304989>.
- BERNAMA. (2021). PdPR: Apa Peranan Ibu Bapa?. Retrieved from <https://www.bernama.com/bm/tintaminda/news.php?id=1926022>.
- Bhamani, S. (2020). Home Learning in Times of COVID: Experiences of Parents. *Journal of Education and Educational Development* 7 (1), 9-26. <https://files.eric.ed.gov/fulltext/EJ1259928.pdf>.
- Daud, W. M. N. W. (1997). *Penjelasan Budaya Ilmu*. Malaysia, Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Faith, L. P., Alison, Y. B., Kenneth, W. G., Carol, R., & Lenore, P. (1999). Parent-Child Relationship, Home Learning Environment and School Readiness. *School Psychology Review* 28 (3), 413-425.
- Franklin, M. I. (2013). *Understanding Research: Coping With the Quantitative-Qualitative Divide*. London, England: Routledge.
- Garbe, A., Ogurlu, U., Logan, N., & Cook, P. (2020). COVID-19 and Remote Learning: Experiences of Parents with Children during the Pandemic. *American Journal of Qualitative Research*, 4(3), 45-65. <https://doi.org/10.29333/ajqr/8471>.
- Hairia'an, N. H., & Dzainudin, M. (2020). Pengajaran dan Pemudahcaraan dalam Talian semasa Perintah Kawalan Pergerakan. *Jurnal Pendidikan Awal Kanak-kanak Kebangsaan (Special Issue)*, 9 (1), 18-28.
- Hamzah, M. (2020). *Sedia hadapi kelas maya sesuai normal baharu*. Retrieved from Berita Harian Online: <https://www.bharian.com.my/berita/nasional/2020/04/679003/sedia-hadapi-kelas-maya-sesuai-normal-baharu>.
- Harian Metro. (2021). *PdPR bukan hanya dalam talian*. Retrieved from <https://www.hmetro.com.my/rencana/2021/06/723298/pdpr-bukan-hanya-dalam-talian>.

- Hoover, K. V., Walker, J. M., Sandler, H. M., Whetsel, D., Green, C. L., Wilkins, A. S., & Closson, K. (2005). Why Do Parents Become Involved? Research Findings And Implications. *The Elementary School Journal*, 106 (2), 105-130. <https://doi.org/10.1086/499194>.
- Kinasevych, O. (2010). The Effect of Culture on Online Learning. *Proceedings Cultural Attitudes Towards Communication and Technology*, 420-427.
- Khandelwal, P. (2021). *How to Create a Productive Learning Environment For Children at Home*. Retrieved from https://www.valuechampion.sg/how-create-productive-learning-environment-children-home_.
- Lesaux, N. K., Jones, S. M., Bock, K. P., & Harris, J. R. (2015). The Regulated Learning Environment: Supporting Adults To Support Children. *Young Children*, 1, 20-27.
- Mahad, I., Magesvaran, U., & Hamzah, I. N. S. (2021). Sikap dan Motivasi Murid Sekolah Rendah Terhadap Pembelajaran. *Jurnal Pendidikan Bahasa Melayu – JPBM (Malay Language Education Journal – MyLEJ)*, 11 (1), 16-28.
- Mapp, K. L., & Henderson, A. T. (2002). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. Annual Synthesis.
- Mingyong, L., Ziyi, A., Miaomiao, R. (2020). Student-centred Webcast + Home-based Learning Model and Investigation During the COVID-19 Epidemic. *Inteligencia Artificial* 23 (66), 51-65.
- Mora, T., & Escardíbul, J. O. (2018). Home Environment And Parental Involvement In Homework During Adolescence In Catalonia (Spain). *Youth & Society*, 50(2), 183-203.
- Olsen, G. (2010). The benefits of parent involvement: What research has to say?. Retrieved from <http://teaching.about.com/od/J-Rteachingvocabulary/g/Parental-Involvement.htm>
- Ramli, A. A., & Rahman, I. A. (2021). Isu dan Cabaran dalam Pelaksanaan Pendidikan Peringkat Rendah dan Menengah: Pendekatan Malaysia Semasa Pandemik Covid-19. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 6 (9), 1-13.
- Sahidi, M. M., Hashim, H., & Amar, F. (2020). Prinsip Keluarga Islam Mendepani Norma Baharu Semasa Pandemik Covid-19. *3rd International Seminar On Islam And Science 2020 (SAIS 2020) June*, 194-206.
- Saifudin, N. H. A., & Hamzah, M. I. (2021). Cabaran Pengajaran Dan Pembelajaran Di Rumah (PdPR) Dalam Talian Dengan Murid Sekolah Rendah. *Jurnal Dunia Pendidikan*, 3(3), 250-264.
- Sapungan, G. M., & Sapungan, R. M. (2014). Parental Involvement in Child's Education: Importance, Barriers and Benefits. *Asian Journal of Management Sciences & Education*, 3 (2), 42-48.
- Suizzo, M. A., Pahlke, E., Yarnell, L., Chen, K. Y., & Romero, S. (2014). Homebased Parental Involvement In Young Children's Learning Across US Ethnic Groups: Cultural Models Of Academic Socialization. *Journal of Family Issues*, 35(2), 254-287.
- Travica, B. (2013) Conceptualizing Knowledge Culture. *Online Journal of Applied Knowledge Management*, 1 (2): 13-20.
- UNESCO. (2020). Reopening schools: When, where and how? https://en.unesco.org/news/reopening-schools-when-where-and-how_
- Van, D. P., & Murray, H. R. (2005). The Inquiry Nature Of Primary Schools And Students' Self-Directed Learning Knowledge. *International Education Journal, ERC2004 Special Issue*, 5(5), 166-177.
- Wahyu, T., & Sugito. (2021). Pendidikan Anak dalam Keluarga Era Covid-19. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(1), 823-831.

- Wai, C., & Misty, S. S. (2020). The Reality of Home-Based Learning During COVID-19: Roles of Parents, Teachers, and School Administration in Promoting Self-Directed Learning. *Journal of School Administration Research and Development*, 5 (S2), 86-92.
- Zamani, M., & Rouyan, N. M. (2016). Pengaruh Serta Peranan Ibu Bapa Dalam Pembentukan Personaliti dan Keperibadian Syed Qutb: Analisis Autobiografi “Kisah Seorang Anak Kampung”, *International Journal of Humanities Technology and Civilization (IJHTC)* 1(2), 106-115.
- Zuki, N. M. (2021). PdPR Kaedah Terbaik Ketika Covid-19. *Sinar Harian*. Retrieved from <https://www.sinarharian.com.my/article/119965/BERITA/Nasional/PdPR-kaedah-terbaik-ketika-Covid-19>.