



## Research Article

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# Impact of Student Learning at Home Prevent Pandemic Covid-19 in Indonesia

Amrazi Zakso

Tanjungpura University, Jl. Prof. Dr. H. Hadari Nawawi,  
Bansir Laut, Kec. Pontianak Tenggara, Kota Pontianak,  
Kalimantan Barat 78124, Indonesia

Iskandar Agung

Center of Research Policy,  
Research and Development and Books Agency,  
MOEC, Indonesia

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## Abstract

*This paper aims to explain the impact of implementing student learning at home in preventing the COVID-19 pandemic on school management, learning activities, reading literacy, and parental participation. The paper is the result of a short study by distributing questionnaires to junior high school students in various regions. From the distribution of the questionnaire obtained 558 students. The analysis technique uses Structural Equation Modeling (SEM) processed through the Lisrel 8.70 program. The implementation of student learning at home has a positive impact on school management, learning activities, reading literacy and parental participation in their children. However, student learning at home still faces several obstacles, both in terms of students and schools and teachers. Students who still rely on teachers as a source of face-to-face teaching said that studying at school is better than at home, absorbing teaching materials more easily and overcoming learning difficulties. In the case of schools and teachers, there are still many who are not ready to provide learning at home, let alone many who do not have digital technology. To carry out student learning at home still requires optimal stakeholder roles. One of them is the government, it is recommended to provide adequate laptops and internet access in schools that can be used by teachers and students in learning.*

**Keywords:** *pandemic, management, learning, literacy, participation*

## 1. Introduction

Starting from the Wuhan-China shut down the city since January 2020 against the plague COVID-19, and then spread to many countries. Currently, there are over 21 million people are infected with this virus which resulted in 300 thousand people were killed, including doctors and other medical personnel. Including Indonesia, since March 2020 also closed offices and schools to work from home and students studying at home in order to break the chain of pandemic COVID-19. Initially only two people contracted COVID-19, but then it spread rapidly to most other areas in Indonesia. On August

15, 2020, a government spokesman informed already recorded as many as 137 thousand people infected with the virus Corona, said 6,000 people died. It is estimated that the number will continue to grow, and it is unknown how long it will recede and stop.

One of the government's instructions is to require students to study at home (SLH), starting from elementary school to higher education. Especially elementary and middle level students do learning at home with teaching materials from teachers and other sources. Of course, this method of learning is different from the face-to-face meetings that have been carried out so far, as well as the delivery of learning materials. Teacher responses are also different: for teachers who are used to implementing e-learning-based learning and utilizing digital technology, it is certainly not new, but for other teachers it may be difficult. The latter is not just a teacher who is not familiar with and understands the use of digital technology such as PCs, laptops, notebooks, android cellphones, but also students who have them are still limited. In fact, many schools do not have access to computers, the internet and other communication tools that can be used by teachers to support the implementation of distance learning (students learning at home/SLH).

The implementation of the student learning at home policy in overcoming the COVID-19 pandemic raises new views and attitudes, especially regarding the readiness of schools and teachers in developing and utilizing digital technology. This unexpected case brings experience and understanding of how ready schools and teachers are to anticipate, respond to, and adapt to the development and use of digital technology in learning. In the future, mastery, development and use of digital technology will be part of learning to foster student competence.

The implication is that the implementation of SLH will have an impact on various aspects related to learning at home. It is suspected that SLH will have an impact on school management, learning activities, students' reading literacy, and parental participation. Like it or not, students study at home will have an impact on school management patterns, both in providing learning facilities needed to support SLH, allocating school budget expenditures, and others. Teacher activities undergo changes and adjustments, both in the preparation of materials, methods, monitoring, evaluation, and others individually and in collaboration between teachers. From the student's perspective, studying at home encourages reading textbooks, completing assignments from the teacher, browsing teaching materials from the internet, borrowing books from the school library, and so on. SLH is also suspected of having an impact on parental participation in children's learning.

This paper intends to explain the impact of SLH on these factors. From the research results, it is hoped that conclusions can be drawn about the implementation of SLH, as well as alternatives that are still needed to optimize learning through the use of digital technology.

## 2. Literature Review

### 2.1 School Management

School management is an effort to empower schools and the environment to make schools independent and effective by optimizing the roles and functions of schools in accordance with the vision and mission set together. School management aims to improve the quality of learning, by empowering all existing resources in the school. Terry (2014), Govindarajan and Natarajan (2005), Dahl (2013), and Morden (2017) suggest that management is a typical process consisting of planning, organizing, and monitoring performance actions to determine and achieve predetermined goals through utilization human resources and other sources. According to Moshal (2012), management is dynamic and changes according to the environmental context at hand. Changes and developments in the current situation require planning and formulation of appropriate management strategies. Motivation, leadership, communication, and supporting resources for an organization require rapid adjustments, especially in anticipating and responding to the changes that occur.

No exception, schools as educational organizations are required to adjust management styles in the face of rapid environmental changes. The current educational challenge is the readiness and ability

to develop and utilize digital technology in learning. School management is very important to overcome these challenges, starting from the formulation of the right planning and strategy process, visionary leadership, provision of digital technology, personal training, to the availability of adequate communication channels. All of that is needed to support online learning by utilizing the help of digital technology, PCs, laptops, notebooks, Android phones, and others.

Basically, the application of students to study at home as an effort to prevent COVID-19 transmission really needs school management readiness and support. Schools that have developed management and provided resources for the implementation of e-learning certainly do not experience difficulties, but it will be different from schools that have not answered their needs and rely entirely on face-to-face learning systems. Therefore, it is necessary to have school readiness for students to study at home, especially regarding the availability of access to digital technology owned by schools, staff, and the ability of teachers to use it, as well as communication channels that can facilitate and facilitate distance learning.

## 2.2 Learning Activity

Various kinds of understanding of learning are expressed by educational experts. Gagne (1985) argues that learning is a collection of individual processes that change a person's environmental stimuli into several which in turn can lead to learning outcomes in the form of long-term memory. Briggs, Gustafson, Tillman eds. (1991) argued that learning is a set of events that affect learning in such a way that students find it easy to interact with their environment. Corey (2001) suggests that learning is a process in which a person deliberately arranges his environment to produce certain behaviors or responses to certain situations.

In this paper the meaning of learning refers to the Law of the Republic of Indonesia No. 20/2003 which states that learning is a process of student interaction with educators and learning resources in the learning environment. In other words, it is said that learning is a process of interaction between teachers and students and learning resources to help students gain knowledge, mastery of skills, formation of attitudes, and self-confidence. There are two types of learning that have been carried out so far, namely face-to-face learning systems and distance learning systems. Face-to-face learning systems are implemented and developed with patterns of interaction between teachers and students who are face-to-face. Distance learning systems are not direct and are usually implemented through on-line systems accompanied by information and communication technology (ICT). Alzyoudi et al. (2020) argue that ICT is ubiquitous, effective for enhancing student learning. Students have the skills to use hardware and software. They involve information retrieval, communication, and content creation.

Applying the home study assignment here means shifting the face-to-face system into the distance. Although it is temporary, it is suspected that students use homeschooling to depend on the ability of teachers. Learning can vary from assignment only from textbooks, to enrichment of library books, and other resources, but also to developing learning by utilizing digital technology. On that basis, we wanted to find out whether the learning carried out by the teacher, especially related to the source of the teaching materials used, the ability to use digital technology in learning, and collaborative activities between teachers in designing plans and strategies for students.

## 2.3 Reading Literacy

The Study Program for International Student Assessment (PISA) conducted by the OECD (Organization for Economic Co-operation and Development), a multinational organization, shows that so far the reading ability of Indonesian students is relatively low and tends not to show improvement. From year to year until 2018, the results of the PISA test showed that Indonesian students' mathematics, science and reading skills were in the lowest rank. In reading Indonesian students get an average test score of 371, which means that they are ranked 72 out of 77 countries studied.

Reading literacy is not only a person's ability to read, but also the ability to understand, use, analyze, and transform the text that is read. The Education Development Center (2017) argues that literacy is not just about recognizing letters, but more than that as an individual's ability to use all the potential and skills he has in his life. The objectives of literacy include helping to increase knowledge by reading, helping to improve understanding of information, improving critical literary works, developing literacy culture, and so on.

Although SLH is an effort to prevent the Covid-19 pandemic, its application should emphasize students to be more independent and increase reading literacy from various sources, textbooks, other enrichment books from school libraries or others, and the internet. Learning at home is expected to have an impact on students to be more active and creative in finding sources of learning material and increase the ability to interpret reading content, be creative, use, and transform reading text.

#### 2.4 Parent Participation

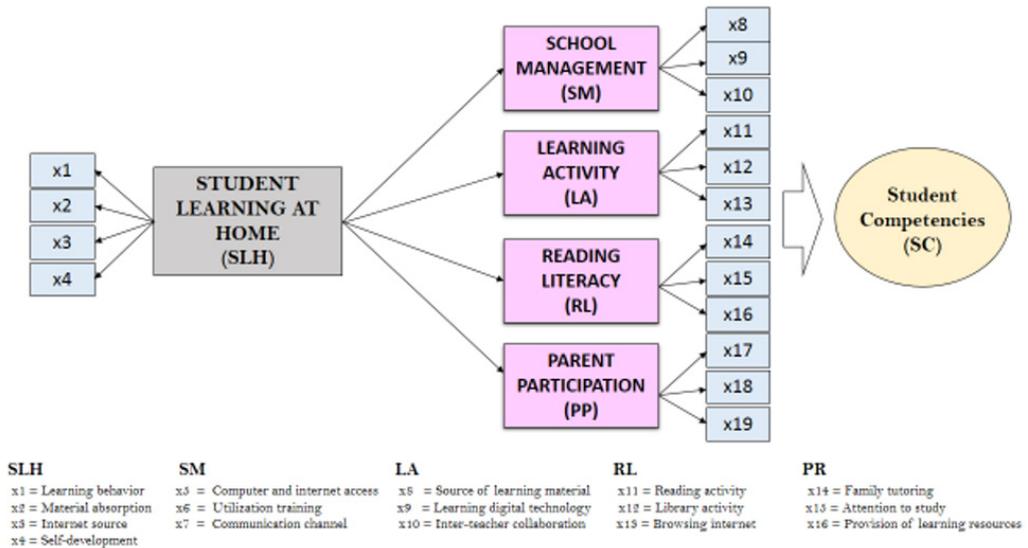
Davis and Newstrom (1985) argue that participation is a person's mental and emotional involvement to take responsibility for achieving common goals. It can be said explicitly that participation is the involvement of a person or group in an activity or program to achieve certain goals.

In the context of learning, it is hoped that parents will participate in supporting the children's learning process both at home and at school. Several studies have been conducted which found a relationship between parental participation in education and children's achievement. Studies by Achoui (2004), Ahmad et al. (2017), and Syamsudduha (2017) show that children's achievement is good, because it is supported by the participation of parents in the form of concern for children's learning at home. Putri (2010), Mutodi and Ngirande (2014), Islami (2016), Muryati (2017), Persada, et al. (2017), and Juwita, et al. (2020) show that the active participation of parents in supporting children's learning activities can improve the quality of learning outcomes.

The implementation of SLH is expected to increase the participation of parents and other family members in supporting children's education; In addition, this also has an impact on the application of many parents who work at home to prevent the spread of Covid-19 infection. Working from home (WFH) directly provides free and special time between parents and children, which has been difficult because of their busy schedule, except on holidays. The gathering time is expected to increase parental and non-physical participation in the learning process of children at home (Basrawi, 2015). Physical participation is given in an intangible form such as providing learning resources for textbooks, providing laptops, notebooks, internet networks, etc., while non-physical participation in intangible forms such as attention to learning time, thinking, and others.

#### 2.5 Theoretical Framework

From the above description, drawn up a theoretical framework to approach the problem studied as follows.



**Diagram 1:** Impact of Student Learning at Home Prevent Pandemic Covid-19

## 2.6 Hypothesis

The hypothesis of this paper:

- Implementation of student learning at home has an impact on school management, learning, reading literacy, and the participation of the parents.

## 3. Methodology

### 3.1 Location and Sample Respondent

This paper is the result of rapid research conducted by distributing questionnaires to students randomly using Whatsapp and E-mail. The study received help from fellow researchers, lecturers, teachers, family, and others to distribute surveys to the families, friends, neighbors, and other people who have children studying at home to prevent the transmission of plague Covid-19.

### 3.2 Data Collection and Analysis Techniques

Primary data collected through a questionnaire. Before the survey distributed, a test conducted to determine its validation and reliability using the Pearson and Cronbach Alpha criteria, which processed through the SPSS program version 24.0. Study analysis using Structural Equation Modeling (SEM) processed through the LISREL 8.70 program. SEM can be done because the number of samples meets the relatively large requirements (Joreskog and Sorborn, 1993; Ferdinand, 200; Kusnendi, 2009; Hair et al, 2010; Haryono and Wardoyo, 2017).

## 4. Findings

### 4.1 Characteristic of Respondent

A total of 558 students in junior high school sent questionnaire entries from 13 regions in Indonesia,

namely: Pekanbaru City, Jambi City, Palembang City, East Jakarta City, Bogor Regency, South Tangerang City, Mataram City, East Lombok Regency, Pontianak City, Makassar City, Kendari City, Ternate City, and Nabire Regency. As many as 54.66% of students come from public schools, while the remaining 45.34% come from private schools. The work backgrounds of students' parents varied from the central / regional government apparatus (31.72%), soldiers (4.48%), police (3.05%), businessmen (6.45%), teachers / lecturers (8.06%), traders (34.95%), and laborers (0.90%), drivers (5.02%), and others (5.37%). Parental education of 4.48% graduated from elementary school, 12.19% graduated from junior high school, 55.37% graduated from high school, and 27.96% graduated from college / university (bachelor, master, and doctorate).

A small proportion of student respondents (14.70%) have personal computers (PCs), 21.15% have laptops / notebooks, 58.24% have cell phones (29.39% types of android phones), 65.41% have textbooks. Allocation of time studying at home ranges from 2-4 hours in the afternoon / evening / night, but it could be more than that if they work on specific assignments given by teachers, for example: complete the exercises.

As many as 51.08% of students said that their teachers only gave text books to study at home, 86.38% gave assignments, 22.04% provided book summaries related to the subject matter, 40.32% sought book enrichment through searching on the internet . From the respondents' answers, it was found that only 29.57% of teachers developed and utilized digital technology in learning, while 70.43% did not. The reason is, many teachers and students do not yet have digital technology (PC / Laptop / Notebook) and cannot use it. On the other hand, there are still many schools that have not facilitated the provision of digital technology that can be used by teachers and students as well as provide training on mastery of using digital technology to their teachers. From the implementation of student learning at home, almost all students stated that their teachers routinely monitor and evaluate the assignments given, either by telephone, cellphone, Whatsapp, or E-mail. Table 1 shows the responses of students who studied at home during the prevention of the Covid-19 pandemic (until now, learning at home is still ongoing).

**Table 1:** Percentage responses of the student studying at home (N = 558)

No.	Activity	1	2	3	4	5	Total
1.	Studying at home is no better than at school	-	13.98	16.12	52.87	17.03	100.0
2.	Home study supports the absorption of material	15.23	39.43	15.94	29.4	-	100.0
3.	Study at home freely accessing material from the internet	6.30	11.65	34.05	28.0	20.0	100.0
4.	Students are constrained in solving problems of learning at home.	-	38.53	13.45	32.97	15.05	100.0
5.	Schools improve the provision of computer and internet access	-	46.24	27.77	25.99	-	100.0
6.	Staff and teachers are trained using computers	-	11.83	31.18	44.80	12.19	100.0
7.	The school provides adequate communication channels	-	49.10	10.58	40.32	-	100.0
8.	Schools improve learning resources for students	14.16	24.73	25.27	35.84	-	100.0
9.	The teacher develops the use of digital technology	-	45.16	22.58	32.26	-	100.0
10.	Teachers collaborate to provide learning materials at home	3.95	31.36	15.05	49.64	-	100.0
11.	Studying at home increases student reading activities	-	28.31	28.68	30.82	12.19	100.0
12.	Students actively search for books from various sources	-	35.84	13.62	38.53	9.01	100.0
13.	Students browse the internet looking for teaching material	-	54.12	12.55	33.33	-	100.0
14.	The family provides learning assistance at home	-	20.25	8.79	62.90	8.06	100.0
15.	Parents care about children's learning at home	-	28.31	11.12	35.76	6.81	100.0
16.	Parents provide children's learning resources at home	0.0	23.66	4.84	39.96	31.54	100.0

1 = Strongly disagree    2 = Disagree    3 = Ambivalence    4 = Agree    5 = Strongly Agree

**Source:** Study impact of student learning at home prevent pandemic Covid-19.

Several things can be seen in table 1, namely: most students think that studying at home is no better than at school, does not support the absorption of teaching materials, and makes it difficult for students

to solve learning barriers. Schools and teachers are still weak in supporting their students to study at home, especially in the use of digital technology and the provision of internet networks. However SLH can improve the role of the family in helping students learn, caring parents in providing learning resources (one of which is a credit purchase internet, although it is often complained of as an extra-cost family).

#### 4.2 CFA: Validity and Reliability

Confirmatory Factor Analysis (CFA) is one of the widely used validity and reliability tests. CFA is used to test unidimensional, validity and reliability of construct measurement models that cannot be measured directly or also called descriptive measurement theory models or confirmatory factor models that show the operationalization of variables or research constructs into measurable indicators formulated in the form of equations and / or specific path charts. (Joreskog and Sorborn, 1993; Ferdinand, 2002; Kusnendi, 2008; Hair et al, 2010; Haryono and Wardoyo, 2017; Sarjono and Yulianita, 2019). The purpose of the CFA is to confirm or test the model, which is a measurement model whose formulation is derived from theory. CFA can be said to have two focuses, namely: whether indicators that are conceptualized are unidimensional, precise, and consistent; and what are the dominant indicators that make up the construct under study.

The CFA should be implemented as a test of validity to determine whether the indicator variable actually forms the latent variable being studied (Hair et al, 2010; Haryono and Wardoyo, 2017). The validity test is related to the measurement of variables so they are valid or not. The validity test is done by comparing the loading factor to a minimum of 0.5. If the load factor value is greater than 0.5 then the indicator is valid. Reliability tests show how well the gauge can produce relatively similar results if repeated measurements on the same object. Reliability values were measured with Construct Reliability (CR) and Variance Extract (VE). It is said to be reliable if CR values > 0.70 and VE > 0.50. Error measurement (ei) is intended to overcome the effect of parameter estimators and large or small size variances provided that the higher the loading factor value means the smaller the error value, thus indicating that the indicator truly reflects the latent variable. Below is shown the results of the validity and reliability of the indicators of each variable studied (Table 2).

**Table 2:** Validity and reliability results

Variables	Indicators	SLF	error i	CR	VE	Conclusion
SLH	x1	0.82	0.33	0.8882	0.6672	Valid & Reliable
	x2	0.89	0.20			
	x3	0.86	0.26			
	x4	0.68	0.54			
SM	x5	0.91	0.16	0.9315	0.8194	Valid & Reliable
	x6	0.87	0.24			
	x7	0.93	0.14			
LA	x8	0.66	0.56	0.8702	0.6956	Valid & Reliable
	x9	0.85	0.28			
	x10	0.96	0.07			
RL	x11	0.96	0.07	0.9010	0.7595	Valid & Reliable
	x12	0.99	0.02			
	x13	0.61	0.63			
PP	x14	0.76	0.43	0.8828	0.717	Valid & Reliable
	x15	0.83	0.31			
	x16	0.94	0.11			

**Source:** Study impact of student learning at home prevent pandemic Covid-19.

4.3 Goodness of Fit (GOF) Models

Structural model analysis in SEM begins by testing the suitability of the overall model seen based on the statistical indicators Goodness-of-Fit Index (GFI) from LISREL output (Hair et al., 2010). An overall summary of the critical values from the model fit test can be seen in the review of Table 3.

Table 3: Goodness of fit (GOF) models results

Goodness-of-Fit	Cutt-off-Value	Results	Conclusion
RMR (Root Mean Square Residual)	$\leq 0,05$ to $\leq 0,1$	0.0103	Good Fit
RMSEA (Root Mean square Error of Approximation)	$\leq 0,08$	0.0165	Good Fit
GFI (Goodness of Fit)	$\geq 0,90$	0.95	Good Fit
AGFI (Adjusted Goodness of Fit Index)	$\geq 0,90$	0.94	Good Fit
CFI (Comparative Fit Index)	$\geq 0,90$	0.97	Good Fit
Normed Fit Index (NFI)	$\geq 0,90$	0.96	Good Fit
Non-Normed Fit Index (NNFI)	$\geq 0,90$	0.97	Good Fit
Incremental Fit Index (IFI)	$\geq 0,90$	0.95	Good Fit
Relative Fit Index (RFI)	$\geq 0,90$	0.95	Good Fit

Source: Study impact of student learning at home prevent pandemic Covid-19.

Table 2 shows all indicators that the SEM model is Fit or good. Data from the questionnaire can answer the theory that was built.

4.4 Structural Equation Modeling Results (SEM)

SEM is an analytical technique used to build and test statistical models. One function of SEM is to measure indicators in latent variables (Sarwono, 2010; Haryono and Wardoyo, 2017; Hox, 2020). Data analysis techniques in this study used SEM, which was operated by using the Lisrel version 8.70 program. The advantage of SEM application is its ability to confirm the dimensions of concepts or factors that are very commonly used in management as well as its ability to measure the influence of relationships that theoretically exist (Ferdinand, 2006). The structural model and the values of the data process factors shown in diagram 2.

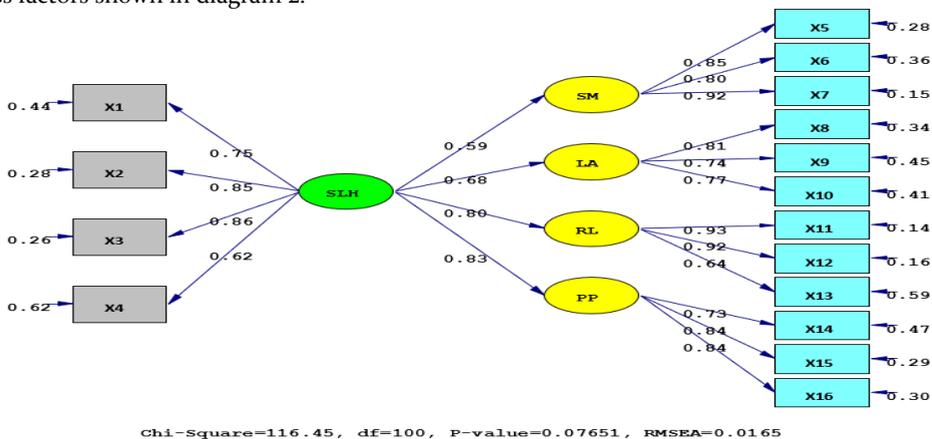


Diagram 2. Standardized loading factor study impact of student learning at home prevent infection epidemic Covid-19

Source: Study impact of student learning at home prevent pandemic Covid-19.

#### 4.5 Hypothesis Results

Hypothesis testing in this study was done by looking at the critical value (CR) at a 95% confidence level or 5% error, then the CR value received was > 1.96 (Hair, et.al., 2010). Table 3 explains that the 18 hypotheses proposed are acceptable because they obtain a t-value > 1.96.

**Table 4:** Hypothesis test results

Hypothesis	SLF	T-Count	Conclusion
SLH → SM	0.59	5.26	Significant
SLH → LA	0.68	7.26	Significant
SLH → RL	0.80	10.11	Significant
SLH → PP	0.83	15.56	Significant

**Source:** Study impact of student learning at home prevent pandemic Covid-19

Table 4 shows that student study at home (SLH) has a substantial impact on school management (SM), learning activity (LA), reading literacy (RL), and parental participation (PP). The most significant impact is on the involvement of families, especially parents, to help the children's learning at home, followed by a reading literacy, learning activities, and school management.

#### 4.6 Relationship Indicators in Variables

Based on the results of structural tests, it is known the amount of contribution from the indicator values for each variable studied, as in table 5.

**Table 5:** Relationships Indicators in Variables

Variables	Indicators	Loading Value	Construct Coeff.	Contribution
Student Learning at Home (SLH)	x1 = Better at school	0.44	0.75	0.3300
	x2 = Absorption of material in schools	0.28	0.85	0.2380
	x3 = Free internet access	0.26	0.86	0.2236
	x4 = Learning constraints	0.62	0.62	0.3844
School Management (SM)	x5 = Computer and internet access	0.28	0.85	0.2380
	x6 = Digital technology training	0.36	0.89	0.3204
	x7 = Improved communication	0.15	0.92	0.1380
Learning Activity (LA)	x8 = Increased learning resources	0.34	0.81	0.2754
	x9 = Learning digital technology	0.45	0.74	0.3330
	x10 = Teacher collaboration	0.41	0.79	0.3239
Reading Literacy (RL)	x11 = Increase reading activity	0.14	0.93	0.1302
	x12 = Actively seeking readings	0.16	0.92	0.1472
	x13 = Active internet browsing	0.59	0.64	0.3776
Parent Participation (PP)	x14 = Family assistance	0.47	0.79	0.3713
	x15 = Parental care	0.29	0.84	0.2436
	x16 = Provision of learning resources	0.30	0.84	0.2520

**Source:** Study impact of student learning at home prevent pandemic Covid-19

### 5. Discussion

Table 4 shows that SLH has a significant effect on SM, LA, RL, and PP. In Table 5, it can be seen that in the SLH variable the indicator of learning at home as an obstacle for students (x4) contributes the

strongest value of 0.3844, followed by the indicator deemed no better than school (x<sub>1</sub>) of 0.3300, the indicator of learning absorption at school is better than at home, even though internet use at home is free (x<sub>3</sub>) of 0.2236. This finding is in line with that stated by the Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia, that 58% of children do not like studying at home (Reuters, 11 April 2020). Even though at home students can freely access the internet, but the absorption of teaching materials is better for learning at school.

SLH has a significant influence on school management (SM). Most students stated that schools did not have adequate computers and internet devices, and learning at home was only done through textbooks and giving exercise assignments (see also: Slameto, 2020). However, the implementation of SLH has an impact on schools in the form of activities to train teachers' skills in the development and use of digital technology (x<sub>6</sub>) of 0.3204, provision of computers and internet channels (x<sub>5</sub>) of 0.2380, and increased communication between schools, teachers, parents, and students (x<sub>7</sub>) 0.1380.

SLH also has a significant influence on teacher-student learning activities. Previously, many teachers who applied learning relied more on the use of textbooks, because they had not mastered the use of technology as a learning medium: teachers had not yet had the readiness to change in the use of technology. With the implementation of SLH, schools and teachers are aware of the importance of developing and utilizing digital technology in learning. In this learning activity, indicators of the need for the development and use of digital technology in learning (x<sub>9</sub>) contributed the strongest value of 0.3330, followed by an indicator of the need to increase teacher collaboration planning learning (x<sub>10</sub>) of 0.3239, and an indicator of increasing learning resources (x<sub>8</sub>) amounting to 0.2754.

SLH also has an impact on students' reading literacy (RL). The search indicator for teaching materials from the internet (x<sub>13</sub>) gave the strongest contribution to the reading literacy variable (RL) of 0.3776, followed by searching for reading books from various sources, such as: school libraries, public libraries, purchases at bookstores, and others (x<sub>12</sub>) of 0.14.72, as well as an increase in reading activity (x<sub>11</sub>) of 0.1302. However, it is necessary to further investigate the reading literacy level of these students which was not carried out in this study. Reading literacy does not only recognize letters and words, but also the ability to understand the content of the reading, utilize, analyze, change the reading text, and be creative in communicating new ideas. Improving reading literacy does not necessarily reflect the students' ability to understand the contents of the book, interpret it, increase creativity, and use it.

SLH also has an impact on parental participation (PP). The indicator that contributes the strongest value to parental participation is family assistance to the children's learning process at home (x<sub>14</sub>) of 0.3713, such as: completing assignments, holding textbooks, explaining subject matter, etc., followed by indicators of resource procurement learning power (x<sub>16</sub>) of 0.2520, and an indicator of parental concern (including the purchase of internet credit, although many parents complain about this additional cost).

The description above shows that SLH has a positive impact on school management, learning activities, reading literacy, and parental participation. However, it is necessary to note the problems of SLH, both in terms of students and schools and teachers. It should be noted that students still rely on teachers as a source of face-to-face learning. Students have the view that learning at school is better than at home, it is easier to absorb teaching materials and overcome difficulties or obstacles through learning at school, many teachers are still not ready to provide learning at home, both in preparing teaching materials and developing them. and take advantage of digital technology. as well as the role of stakeholders that have not been optimal in supporting student learning at home (such as: simplifying the curriculum, assisting the provision of laptops / notebooks in schools that students can borrow from studying at home, an adequate and fast internet network, internet credit assistance, and others).

On-line learning is not only done in the event of a pandemic, but it is a prerequisite for students to be able to master, develop and utilize digital technology in a creative and communicative. On that basis, the stakeholders should not look at it for a moment and stop after the pandemic had passed, but continued to push-based learning development and utilization of digital technology. The government's efforts to provide laptops to 2.5 million students, for example, must be immediately filled, coupled with training to improve teachers' abilities in developing and utilizing digital technology in learning.

## 6. Conclusion

The implementation of student learning at home has a positive impact on school management, learning activities, reading literacy and parental participation in their children. However, student learning at home still faces several obstacles, both in terms of students and schools and teachers. Students who still rely on teachers as a source of face-to-face teaching said that studying at school is better than at home, absorbing teaching materials more easily and overcoming learning difficulties. In the case of schools and teachers, there are still many who are not ready to provide learning at home, let alone many who do not have digital technology.

To carry out student learning at home still requires optimal stakeholder roles. One of them is the government, it is recommended to provide adequate laptops and internet access in schools that can be used by teachers and students in learning.

## 7. Acknowledgment

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