



## Emergency Remote Learning in a Foreign Language Learning: The Parents' Involvement

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### Abstract

Remote learning has gained its popularity in recent years with existing studies in context emergency remote learning have mainly focused on methods, strategies, assessment, and teachers' and students' challenges. Meanwhile, parents as 'substitute' teachers seem to be missed from exploration. This two-phased mixed method study explores the roles parents play in their children's learning of English and Arabic as foreign languages in Indonesia. Quantitative data were gathered through the distribution of online questionnaires and analyzed using SPSS25. Forty-two (42) parents with children aged 6-18, selected through snowball sampling, responded to the questionnaires. Six (6) parents were interviewed to get in-depth qualitative-exploratory data on parental involvement. The responses were transcribed, coded, and categorized based on the main themes related to parental involvement. The two sets of quantitative and qualitative data in corroboration were used to draw a conclusion. The findings suggest that roles in controlling, motivating, and managing the learning time are the parents' most salient involvements. The results also highlight some strategies parents use when their children learn the two foreign languages. It can be concluded that during the remote learning, parents are actively engaged in their children learning of English and Arabic and take some strategies to overcome any challenges during the learning. Recommendations for schools and teachers to optimize parental involvement in remote learning for foreign languages are also presented.

Keywords: Emergency remote learning; English; Arabic; parent involvement

### Introduction

Parental involvement has been believed to play an essential role in their children's academic success. Goodall and Vorhaus (2011) state that the more parents are engaged in the education of their children, the more likely their children are to succeed in the education system" (p.10). The involvement can be based on formal and school-based parental involvement programs or voluntary parental involvement

(Wilder, 2014). Be it organized by the school or by the initiatives of the parents, parental involvement may take several forms (Cherubini, 2020; Fisher, 2016; Mahaffey & Kinard, 2020).

As parental involvement may take an extensive range of aspects, forms, and activities, the term parental involvement may relate to many dimensions and facets. Parents' participation may be in the form of parents being engaged in students when learning from home, communicating with the school, volunteering in school activities, taking a role in school committees and advisory group decision making, and collaborating with school-related communities (Goodall & Vorhaus, 2011). Hill and Tyson (2009:3), however, scrutinize several resources and categorize parental involvement into school-based involvement and home-based involvement. The former covers volunteering, communicating with teachers, and being involved in school governance, while the latter includes being engaged in educational activities at home. Regardless of the forms of parental involvement, their positive effects on academic success have been much explored.

While the constructive influence and various types of participation of the parents have been highlighted in literature and studies in the year before the pandemic, such influence and forms may be even stronger and more varied during the pandemic of Coronavirus 2019 (COVID 19). However, issues of parental involvement in schooling during the pandemic era seem less prevalent. Studies on education, teaching, and learning during the pandemic mainly focus on methods and strategies (Ariawan & Malang, 2020; Darras et al., 2021; Johnson et al., 2020; Sandars et al., 2020; Schlesselman, 2020; Yulia, 2020;), assessment (Amin et al., 2021; Sajjad et al., 2018), and challenges of teachers and students (Puput Arianto, 2017). Cherubini (2020) also edited articles reflecting stories of teaching and learning during the pandemic of Covid-19. Interestingly, from 125 articles in 594 pages, Mahaffey and Kinard (2020) discuss the home-school connection for teaching and learning during the pandemic. Parents as substitute teachers in distance learning during the pandemic play more intensive roles in their children's learning.

In Indonesia's primary and secondary education, parents still have a significant role in the teaching and learning process, especially in the context of emergency remote learning. Some students even have to wait for their parents to do the assignment because they do not have their devices. These situations show

that parental involvement plays a critical role in the Indonesian remote learning context.

There have been several previous studies on remote learning conducted before the outbreak of the pandemic Covid-19. Savickaite (2013) found that to improve the learning outcomes; there should be a continuous adaptation to the distance system by keeping in mind and considering that every discipline has its learning methods; thus, they have different critical points for adaptation. A study by Cavus (2015) gives an extended description of the structure and types of several learning management systems that teachers and students can select from for their distance teaching and learning. Research finds the flexibility of interactive e-books for personalized learning in open and distance learning (Bozkurt & Bozkaya, 2015).

Maphosa and Bhebhe (2019) state that for distance learning to enhance, provide more collaborative experience and interactivity, teachers and students need good digital literacy. However, such a need becomes a real challenge when access to technology is not readily available or technological skills are not well developed yet. Their research, however, focuses on teachers and learners but not on parents. Most research on distance education has focused on distance learning in terms of the learning management system and platform, teachers' and students' experiences (mainly adult learners), and some aspects related to culture and institution management. Meanwhile, parental involvement in remote learning, particularly that of primary and secondary learning, seems to lack attention, mainly on how parents play roles in learning foreign languages. Moreover, in foreign language contexts such as in Indonesia, not all parents have similar foreign language mastery. Some of them may not have time to teach their children any English or Arabic for different reasons. Hence, this study aimed to explore the roles parents play when they are involved in their children's learning of English and Arabic as foreign languages in Indonesia. The selection of these two foreign languages is because English and Arabic are foreign languages in Indonesia and consider that most parents in Indonesia may not have the sufficient ability to tutor within an emergency remote learning. Therefore, this study aims to portray parents' roles when they are involved in their children's learning of English and Arabic as foreign languages in Indonesia, i.e. what roles do the parents play in their involvement in their children's learning of English and Arabic as foreign languages in Indonesia?

### Research Methodology

This two-phase mixed method research explored parents' roles when they are involved in implementing foreign language emergency remote teaching. The explanatory design was chosen to gain qualitative data upon the initial quantitative results. The participant selection model of explanatory design needs quantitative information to identify and purposefully select participants for a follow-up, in-depth, qualitative study. Starting with a quantitative survey study in the first phase, the researchers followed up these results with in-depth qualitative analysis in the second phase to explain why these results occurred.

Data about Indonesian students' involvement in English and Arabic learning were collected from 42 parents responding to the questionnaire. These parents come from various schools that are not pre-determined. This is because the focus of the research is on parents and does not specifically differentiate the schools in terms of the 'which school' but rather on the level of education of the children. The research participant's inclusion criteria are the parents with children from the primary and secondary levels in Indonesian schools with the ages range from 6 to 18 years old. Next, six parents were interviewed through WhatsApp calls to gain further details about the initial findings. Moreover, these parents represent diverse educational backgrounds from the elementary level up to the master's degree. The parents facilitate children from primary to secondary levels: an online survey method and online semi-structured interview were used to collect data in this study. The detailed data of the parents' background are presented in Table 1 below.

Table 1. Descriptive Statistics of the Survey Participants

Gender	Valid	42
	Missing	
N		
Mean		.33
Std. Error of Mean		.074
Median		.00
Mode		0
Std. Deviation		.477
Variance		.228

Gender

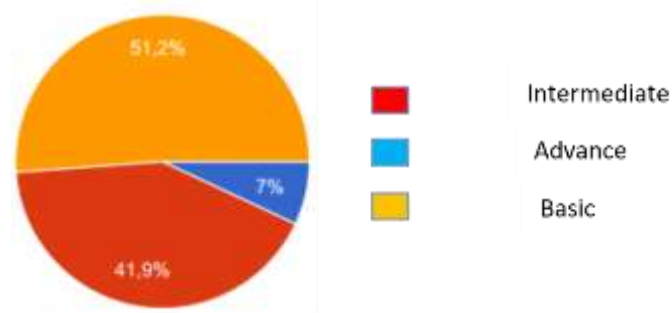
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	28	66.7	66.7	66.7
	Male	14	33.3	33.3	100.0
	Total	42	100.0	100.0	

Table 1 shows that 66.7 % of the respondents were female, and 33.3 % were male. This figure indicates that both male and female parents are involved in the emergency remote foreign language teaching. However, the researchers did not distinguish gender as the possible factor that may influence the result of the research. While there were more female respondents in comparison to the male ones, this does not mean that the female respondents have better involvement than the male. The following information about the parents is presented in the following table.

**Table 2. The Parents' profile based on their educational background**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Junior High School	3	7.1	7.1	7.1
	Senior High School	6	14.3	14.3	21.4
	Bachelor Degree	13	31.0	31.0	52.4
	Primary School	6	14.3	14.3	66.7
	Master Degree	14	33.3	33.3	100.0
	Total	42	100.0	100.0	

Table 2 shows that 31 % of the parents have a Bachelor's Degree, 33.3 % of the respondents with a master's degree, and 14.3 % were in senior high school. The other 14.3 % of the respondents graduated from Primary School, and 7.1% of the respondents graduated from Junior High School. This figure indicates that parents with different educational backgrounds have participated in the survey. Therefore, the findings would represent the parents' perspective on parental involvement since it involves multi-perspective and multi-source information. Further information about the parents' ability to use Arabic is presented in the following Figure 3.



**Figure 1. The Arabic Language Mastery of the parents**

Figure 1 shows that 51.2 % of the parents had a basic Arabic Language mastery. Moreover, 41.9 % of the parents had an intermediate Arabic Language mastery, and only 7 % of the respondents had advanced Arabic Language mastery. On the other hand, the profile of the English Language Mastery of the parents can be seen in Figure 4 below.

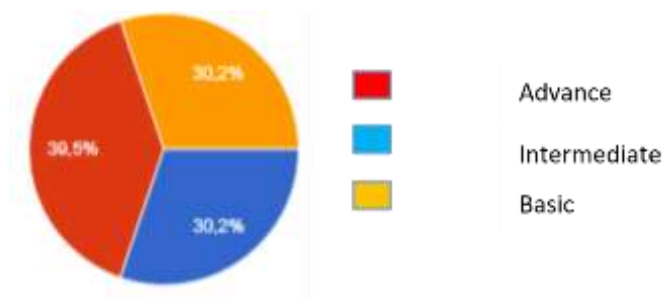
**Figure 2. The English Language Mastery of the parents**

Figure 2 shows that 39.5 % of the parents had advanced English Language mastery. Moreover, 30.2 % of the parents had intermediate and basic English Language mastery. Figure 3 and figure 4 indicate that some parents may support and do a tutorial for their children within an emergency remote teaching because some have sufficient foreign language mastery. These findings are related to the parents' perspective about their role in giving an example on the practice of foreign language in the figure below

The questionnaire was developed by referring to Fisher (2016) and Smith (2006). The items in the instrument were piloted and checked for validity. There were 20 questions in the questionnaire. The first part consists of three questions that collected information on the parents' background, including their gender, level of education, and their competencies in English and Arabic, and information about their children's education level. The second part of the questionnaires collected preliminary information about parental involvement. Question one to question three explored the parents' perspective about the design of online foreign language activities. An example from this part is "I encourage my children to take an interest in foreign languages, both Arabic and English, as determined by the teacher/school during online learning activities."

Meanwhile, the issue related to the role of the parents when they are involved in their children's remote language learning and the strategies used by parents to accommodate their children's difficulties within an emergency remote teaching was covered in questions four to sixteen. To appraise the reliability, the statistical analysis

revealed that the Cronbach alpha coefficient was  $(\alpha) = .860$ , indicating a high internal consistency value as it is represented on the table below.

Table 3. The result of Reliability Test

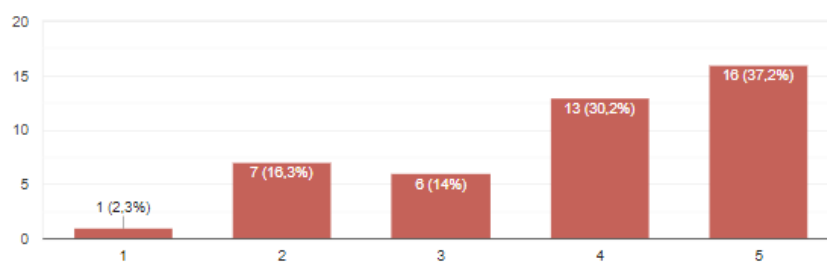
Reliability Statistics	
Cronbach's Alpha	N of Items
.860	42

The interview guide was developed by Fisher (2016) and Smith (2006). The questionnaire was put in a Google form and was distributed online through parents' WhatsApp groups in several schools. Responses were collected from May to July 2020. It included sixteen items considering Indonesian parents' role in implementing foreign language emergency remote teaching among primary and secondary students. The questionnaires were done anonymously and presented in Indonesian. The parents are from diverse educational backgrounds with children ranging from primary to secondary levels. Some of them were lecturers, teachers, officers, and housewives. Next, semi-structured interviews were done via WhatsApp in January 2021. The interview was done in Indonesian. There were three main open questions related to facilitating their children to study English and Arabic.

The data were analyzed in two-phase. In the first phase, the result of the questionnaires was translated into English. The incomplete answer to the questionnaires was eliminated. The researchers listed thematic summaries from the survey result by carefully identifying issues and themes. The thematic analyses were conducted using Braun and Clarke's (2006) steps of thematic analysis including data familiarization, initial code generation, theme search, theme review, theme defining and writing up. For example, the response '...taught her how to pronounce' is coded as modelling and themed as role of being model. SPSS 25 was used to describe the information about research participants. The process confirmed accuracy because of the information gathered from many sources. Finally, the data were presented in Chart. The second phase started with the translation of the participants' answers. Next, coding was done to the interview responses. Next, the data were organized based on the thematic issues emerged from the responses as the basis to interpret the result and draw the conclusions.

## Findings

Parental involvement in the education of students plays an important role. Based on the survey, some prominent information may influence parental involvement in emergency remote teaching. The objective of this research is to portray parents' roles when they are involved in their children's learning of English and Arabic as foreign languages in Indonesia, i.e. what roles do the parents play in their involvement in their children's learning of English and Arabic as foreign languages in Indonesia? Related to the above objective, data from both questionnaire and interview highlight that parents in majority confirmed that they are involved in their children's English and Arabic learning process during the remote learning. Figure 3 summarizes the responses.



**Figure 3. The Parents voices about their involvement in giving an example on the practice of Arabic and English Language**

Figure 3 shows that 37.2 % (n=16) of the parents strongly agree that they had a role in giving an example of Arabic and English Language practice within an emergency remote teaching. Moreover, 30.2 % (n=13) of the parents also agree with the statement. There are 14 % (n=6) of the parents who state that they feel neutral, 16% (n=7) state that they disagree, and only 2.3% (n=1) of parents who strongly disagree with this involvement. This finding is supported by the result of the interview presented in the following excerpt.

#### Excerpt 1

*So usually, every time they want to sleep, they are asked to have bedtime stories. The story sometimes was presented in Indonesian or sometimes English. (P4).*

Excerpt 1 explains that the way to give examples in English can be provided through bedtime stories. In this context, children can develop the vocabulary through the difficult words within the stories. Since it is done every day, their vocabulary can be developed, and they become aware of the use of foreign language. This excerpt is also in line with the following excerpt.

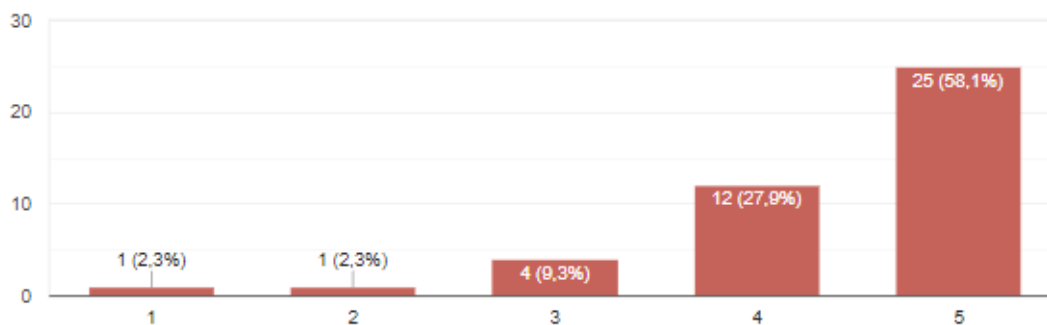


## Excerpt 2

*Her sister taught her how to pronounce the correct way of writing in English and Arabic. (P.5)*

Excerpt 2 explains that the way to give an example in English can be provided through the modeling. In this context, peer tutors by sibling can effectively offer a model for pronouncing the words.

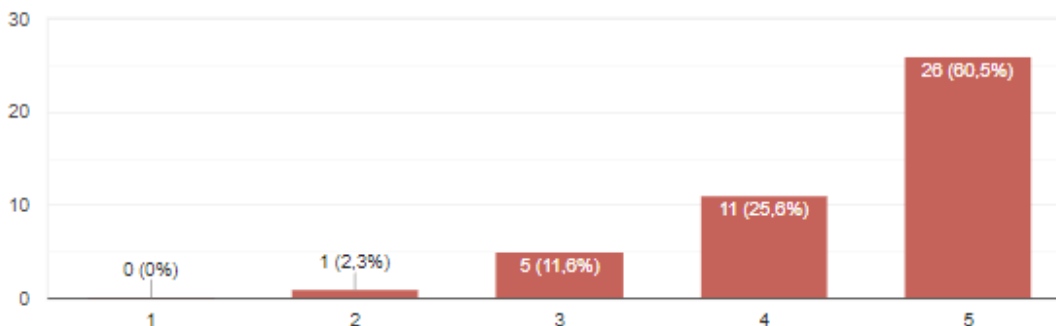
Another voice related to the parents' perspective about their role in motivating their children is presented in Figure 4.



**Figure 4. The Parents voices about their involvement in motivating their children**

Figure 4 shows that 58.1 % (n=25) of the parents strongly agree that they had a role in motivating their children. Moreover, 27.9 % (n=12) of the parents also agree with the statement. 9.3 % (n=4) of the parent's state that they feel neutral, and only 2.3% (n=1) state that they disagree and strongly disagree with this involvement. Figure 3 and figure 4 point out that most parents show their agreement about their role in giving examples and motivating their children in the context of Arabic and English, remote teaching.

The other important role that is related to the practice of Arabic and English language learning is presented in the Figure 7 below.



**Figure 5. The Parents voices about their involvement in controlling their children**

Figure 5 shows that 60.5 % (n=26) of the parents strongly agree that they had a role in controlling their children. Moreover, 25.6 % (n=11) of the parents also agree with the statement. 11.6 % (n=5) of the parent's state that they feel neutral, and only 2.3% (n=1) state that they disagree, and nobody states strongly disagree with this involvement.

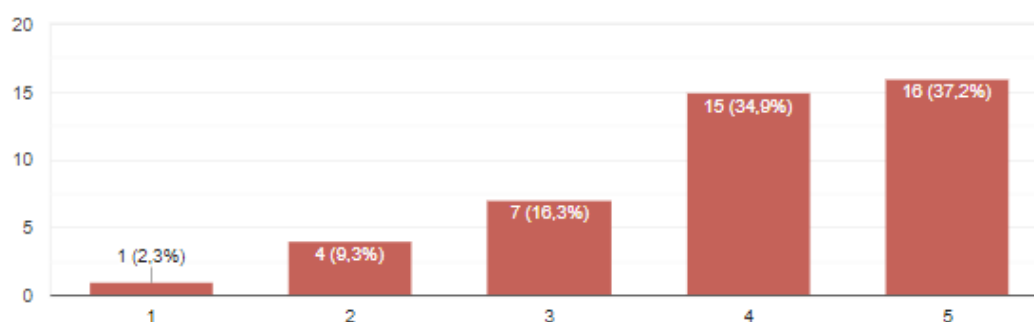
Data from the interview support this finding on controlling children learning as a form of parental involvement in foreign language learning as highlighted in Excerpt 3.

### Excerpt 3

*... I asked a few questions, just to check, some of the things he said were correct or not, indeed he understood it, he really understood. So, I asked again. (P1).*

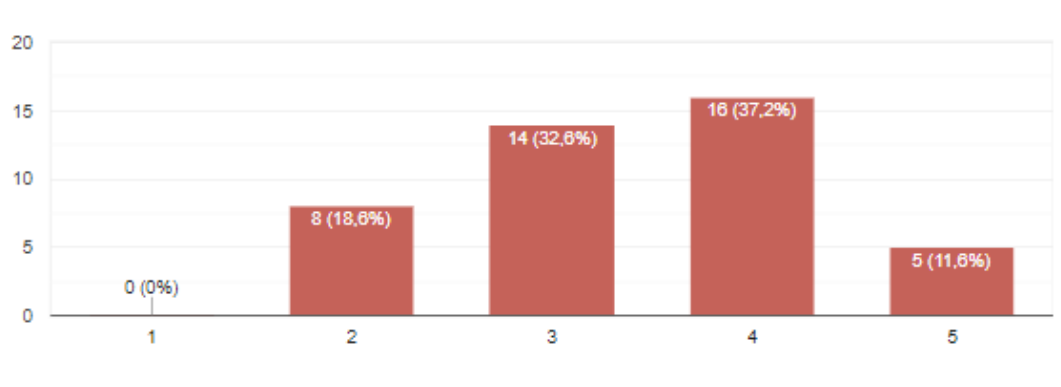
This excerpt explains how parents can use questioning to exert control over their children. In this case, children could increase their knowledge by answering their parents' comprehension questions. Because it is done for every task, their language skills can be strengthened and monitored by their parents on a regular basis.

The form of the control is represented on their voices toward the way they control their children on the following figure 6



**Figure 6. The Parents voices about their involvement in determining learning strategies**

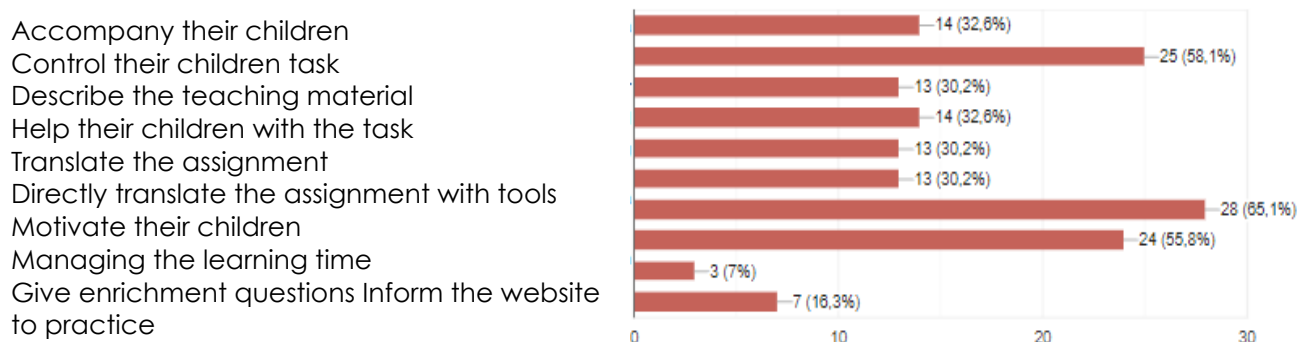
Figure 6 shows that 37.2 % (n=16) of the parents strongly agree that they had a role in determining learning strategies. Moreover, 34.9% (n=15) of the parents also agree with the statement. 16.3 % (n=7) of the parents' state that they feel neutral, and only 9.3% (n=4) state that they disagree. Still, 2.3% (n=1) of parents' state strong disagreement with these voices. Parents give some ideas about the steps that their children should take when they deal with the task. The parents' perspective about their role in facilitating the discussion can be seen in the following figure.



**Figure 7. The Parents voices about their involvement in facilitating the discussion within students and teacher**

Figure 7 shows that 11.6 % (n=5) of the parents strongly agree that they had a role in facilitating the discussion between students and teachers. Moreover, 37.2 % (n=16) of the parents also agree with the statement. There are 32.6 % (n=14) of the parents who state that they feel neutral, and 18.6% (n=8) state that they disagree. Moreover, nobody ticked the option strongly disagree with this involvement. Figure 9 indicates that some parents probably do not feel comfortable facilitating the discussion between students and teachers.

Within the various parental role, some typical roles chosen by the parents are described in figure 8



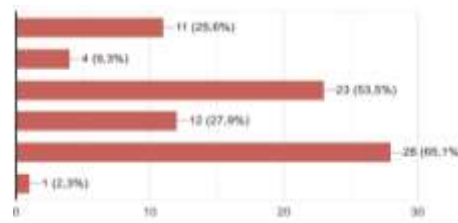
**Figure 8. The Parents voices about their typical roles in Emergency Remote Learning**

Figure 8 shows that the most common role chosen by the parents is to motivate the children. There are 65.1% (n=28) parents who claim this role. Moreover, 58.1% (n=25) of the parents control their children's tasks. There are 55.8 % (n=24) of the respondents who manage the learning time, 32.6% (n=14) of the respondents accompany their children and help children with the task. Furthermore, 30.2 % of the respondents describe the teaching material, translate the assignment directly, and translate the assignments with tools. There are 16.3% (n=7) parents stating that they

inform the other website to practice more, and finally, there are 7% (n=3) parents who can give enrichment questions. Figure 10 indicates the various roles that a parent commonly does in remote teaching. One parent may play more than one role.

The parents take some strategies when their children face remote learning challenges, and it is described below.

Find a Private Tutor  
 Enroll their children in an online course  
 Provide textbook and dictionary  
 Prepare a study room  
 Provide facilities and the internet connection  
 Others



**Figure 11. The Parents voices about their strategies to overcome the challenges in Emergency Remote Learning**

Figure 11 shows that the parents' most common strategy is to provide facilities and an internet connection. There are 65.1% (n=28) parents who claim this role. Moreover, 53.5% (n=23) of the parents provide textbooks and dictionaries. As many as 25.8 % (n=11) of the respondents find a private tutor, 27.9% (n=12) of the respondents prepare a study room. Furthermore, 9.3 % (n=4) of the respondents enroll their students in an online course, and one respondent chooses another. Figure 11 indicates that the strategies used by the parents are mostly related to the way to create a supportive remote learning environment. Regarding to Figure 11, data from the interview support this finding on creating a supportive learning environment as a form of parental involvement in foreign language learning as highlighted in Excerpt 4.

#### Excerpt 4

*... In learning English, my daughter is learning more independently. She usually uses Google Translate and other Internet services. (P5).*

This excerpt explains how parents create a supportive remote learning environment for their children. In this case, children could use internet access to know the meaning of English words provided by her parents.

## Discussion

The objective of this research is to portray parents' roles when they are involved in their children's learning of English and Arabic as foreign languages in

Indonesia. The shift of learning modes from an offline mode into an online mode has dramatically impacted the parental role in education. In a traditional classroom setting, a parent is rarely involved in the teaching and learning process. In remote learning, parents categorized themselves as the key person to the online education of their children. The success of the students goes beyond the classroom. Some studies have discovered that family influences academic achievement. Li and Qiu (2018) have found that the cultivation of learning habits and the children's academic performance are affected by educational support and parenting behavior. Moreover, Ozfidan et al. (2020) state that parents seek quality education, a secure and safe environment, a healthy and nurturing school culture, and a good climate. It could be inferred that as the primary person in education, parents would determine the success of their children if they were involved in the teaching and learning process.

Data from questionnaires filled by parents and interview with them highlights that the main forms of parental involvement in the learning of Arabic and English of their children during the remote learning in Indonesia include motivating, controlling and managing the learning time. Motivation is one of the critical factors in enhancing the success of the learning process. While Horvat et al. (2012) found that self-maintain and motivation are important in distance learning, these two may be hard for children, particularly when learning foreign language. Hence, parent's role in giving motivation is crucial. Figure 10 indicates that most parents agree that their primary role is to motivate their children in remote learning. Such main role as motivator may be generated from their understanding that learning a foreign language is not easy. Students need to practice frequently to master a foreign language. Both English and Arabic are not the mother tongue of Indonesian children. Therefore, most students need an effort to master both languages. Learning a language is not only dealing with knowledge about the language. Students also need to understand how to use the language naturally. These may be very challenging for the students and bring risks of low motivation when learning in distant mode. The finding on parent's role as motivator well reflects Fisher's finding (2016) in that one facet of parental involvement include maintaining children's wellbeing both physically and mentally.

Figure 3 and Figure 4 may become possible reasons why most parents take their role as a motivator. Figure 3 and Figure 4 indicate that some parents have

good foreign language mastery. Since they could actively speak Arabic and English, they could motivate their children to practice within remote learning. They could give some directions to their children to study the language based on their parent's experience. A good motivator in foreign language teaching is someone who can successfully master a foreign language. Indeed, parents can become role models for their children, and of course, it directly motivates students to keep on learning. In this case, the finding also highlight that while playing the role as motivator, the parents also play roles within the spectrum being the resource and providing pedagogical content (Fisher, 2016). The parents' competence in the two foreign languages enables them to become the resource person for their children learning. Hence, they also play pedagogical roles in the learning during the pandemic. In the Islamic education, building morality is one of the main focuses. It is intended to promote moral virtues and good deeds based on Islamic rules (Nahar, 2020). Parents motivate their children not only to get a good score but they have to do it in a good manner. In this context, parents would develop the students' morality in studying English and Arabic based on Islamic rules.

Another interesting finding of this study is about the role of the parents in controlling the task. The use of online mode could harm the students if they were not handled remarkably. Hence, parents' control is need. The role of being the controller of the task reflected by the parents confirms the finding by Fisher (2016) in that parents are involved in the control processes of students' learning. Remote online learning and teaching activities may have got some natural disturbance from social media, Youtube, and even the internet connection. While students have a synchronous learning mode, some students may access another website while listening to the teacher. They could quickly turn off the camera and access the other website. With some asynchronous activities, students may delay submitting the assignment. Nahar (2020) states that educators have a duty to instill educated faith in kids. Educating a feeling of faith must be done in the proper method and in accordance with righteous faith so that they can develop a strong faith in their hearts. By being a raw model for them and bringing them positive behaviors on a daily basis, early grown faith will lead kids to have intended behavior. Finally, students are supposed to develop quickly after growing up in accordance with Islamic beliefs. As an educator at home, parents from a moslem family would have the same duty to educate based on righteous Islamic faith. This finding also reflects

Alalshaikh (2015) on the cultural sensitivity of online learning environment. Being the substitute teachers, the parents have played the role of providing culturally sensitive environment by making sure that the children are learning while at the same time abiding to the Muslim culture of being honest and having positive behavior.

The controlling role of the parents also relates to the completion of students' project. Parents need to understand the projects and to make sure that their children learn the language in the best way within the remote learning situation. Figure 9 may become one of the possible reasons for the way parents control the task. Such a control can only be done when parents fully understand the task their children are required to do. Figure 9 indicates that some parents agree to facilitate the discussion between teachers and students. In remote learning, parents facilitated instruction, gave support to their children, held responsible for maintaining their children's progress, reported progress, and integrated instructional ideas and interventions suggested by the virtual teacher. A good rapport between teacher, students and parents are essential. This facilitation of discussion by the parents further highlights Mahaffey and Kinard's (2020) findings on parental role of building home-school connection for the teaching and learning. In the case of the findings of this research, the parents take the instruction from the school then give it to the children, facilitate their learning and reported the progress to the school teacher. Hence, the finding also highlights the role of parents in building parent-school partnership as found by Kochanek et al (2011).

While the above roles show how parents are actively engaged in the learning of Arabic and English in the remote learning mode, there is also another remarkable finding of this study; that is about parents' strategy to solve the challenge in remote learning. Many people believe that facilities and internet connection are critical in remote learning. Therefore, most parents provide cellular phones or computers and an internet connection to ensure that their children could study the language effectively. They also provide textbooks and dictionaries to facilitate their children. Figure 11 indicates that most of the answers are related to the internet of things. Therefore, the role of the parents sounds very critical in the implementation of remote learning. Again, this role of facilitation reconfirms finding by Fisher (2016) on parent's role as resource.

This study has given some recommendations for schools and teachers to optimize parental involvement in distance learning for foreign languages. Schools

could use some parental meetings to maintain parental involvement in the teaching and learning process. The study suggested that some parents try to do their best to help their children accomplish their studies through diverse roles and effort, such as motivating children, being and providing resources, controlling, facilitating discussion and partnership between teacher and parent. Teachers could also have an intensive discussion and engaging task which involves the parents within the emergency remote learning because some parents are ready to communicate their children's problem in emergency remote learning. Building a solid community school engagement and having strong school-home connection can be one of the beneficial strategies to enhance parents' role in emergency remote learning.

### **Conclusion and Suggestion**

Parental involvement is associated with a wide range of positive child outcomes in primary and high schools, such as good academic skills, positive attitudes, and social competence. Controlling, motivating, and managing the learning time are common forms of Parental involvement in Distance Learning of English and Arabic during the Pandemic of Covid-19. Improving parental capacity to support their children's academic success sounds like a great idea for further research. Since this study does not discuss each parent's specific role in the language teaching process, the result of this research could be an insight to do further investigation. The result of the study indicates that many of the parents' involvement has facilitated the study from home session in the context of formal education. However, the influence of the parents' educational background towards the type of the involvement can be examined in further studies to refine the conclusions of the current study. A future study could further explore the parents' roles and challenges in facilitating specific language skill courses such as writing, reading, listening, or speaking in English or Arabic. As this current research does not specifically evaluate whether the levels of parents' education influence the type of parental involvement in the learning of foreign languages in Indonesian context, these variables can be further measured and evaluated by future researchers.



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