

Overcoming Learning Disorder through Parental Involvement in *Madrasah*

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Abstract

This study describes parental involvement in overcoming learning disorders at *Madrasah Ibtidaiyah*. In overcoming learning difficulties (concentration) experienced by students, it is closely related to the role of parents and the surrounding environment. This research uses a qualitative case study approach. There were eight informants in this study, consisting of principals, teachers, parents, and students who were experiencing learning disorders. Data analysis is data collection, condensation, display, and conclusions. The results of the research obtained are that there are six forms of parental involvement carried out by parents of *Madrasah Ibtidaiyah* students in overcoming their child's learning disorder, including (1) Giving More Attention, (2) Cooperation with the School, (3) Enthusiasm for School Programs, (4) Assisting children in doing school assignments at home, (5) Updates on Child Development Information, (6) and Facilitating tutoring at home.

Keywords: Learning Disorders, Parental Involvement, Tutoring Activities.

Abstrak

Penelitian ini mendeskripsikan keterlibatan orang tua dalam mengatasi gangguan belajar di Madrasah Ibtidaiyah. Dalam mengatasi kesulitan belajar (konsentrasi) yang dialami siswa, hal itu sangat erat kaitannya dengan peran orang tua dan lingkungan sekitarnya. Penelitian ini menggunakan pendekatan studi kasus kualitatif. Informan dalam penelitian ini berjumlah delapan orang yang terdiri dari kepala sekolah, guru, orang tua, dan siswa yang mengalami gangguan belajar. Analisis datanya adalah pengumpulan data, kondensasi data, display data, dan penarikan kesimpulan. Hasil penelitian yang diperoleh menemukan bahwa terdapat enam bentuk keterlibatan orang tua yang dilakukan oleh orang tua siswa Madrasah Ibtidaiyah dalam mengatasi gangguan belajar anaknya, antara lain (1) Memberi Perhatian Lebih, (2) Kerjasama dengan Sekolah, (3) Antusiasme untuk Program Sekolah, (4) Membantu anak mengerjakan tugas sekolah di rumah, (5) *Update* Informasi Perkembangan Anak dan (6) Memfasilitasi bimbingan belajar di rumah.

Kata kunci: Gangguan Belajar, Kegiatan Bimbingan Belajar, Keterlibatan Orang Tua.

Introduction

Each individual has various ways to recognize and explore the potential within him.¹ When it is related to the learning process in schools, a teacher needs many ways, techniques, methods, and media to carry out the learning process and balance several students' various characteristics.² Teacher innovation and creativity in classroom management are needed so students can take learning activities quickly and smoothly without experiencing learning difficulties or distractions.³

However, in a learning process, only some things will run perfectly; sometimes, there are problems. These obstacles can come from internal aspects and external aspects.⁴ One of them is the constraints experienced by students in the learning process. That is known as a learning disorder. A learning disorder is a disorder experienced by students in the learning process.⁵

Madrasah Ibtidaiyah (MI) Nurul Yaqin is one of the primary educational institutions in which several students experience learning disabilities. Children who have learning difficulties at MI Nurul Yaqin vary widely. Some have difficulty reading only, some are very slow to accept lessons, some have difficulty counting, and some have difficulty reading, listening, and responding to lessons especially counting. That can be seen with low learning outcomes, and the learning outcomes achieved are not balanced with the efforts made by the teacher; it can disrupt the learning process in class. The classification of the number of children who have difficulty at MI Nurul Yaqin is two people in class 1, 1 person in class 3, and 2 people in class 5. One person in class 1 has difficulty reading and arithmetic, while one person is in class 3 and 2 people in grade 5 have difficulty accepting slow learning and low grades.

¹ Adi Wibowo, "Kepemimpinan Perempuan Dalam Menciptakan Sekolah Ramah Anak," *Quality* 9, no. 1 (2021): 87–102.

² Stephanie Beni, Tim Fletcher, and Déirdre Ní Chróinín, "'It's Not a Linear Thing; There Are a Lot of Intersecting Circles': Factors Influencing Teachers' Implementation of Meaningful Physical Education," *Teaching and Teacher Education* 117, no. 103806 (2022): 1–11, <https://doi.org/10.1016/j.tate.2022.103806>.

³ Marieke van Geel, Trynke Keuning, and Ilen Safar, "How Teachers Develop Skills for Implementing Differentiated Instruction: Helpful and Hindering Factors," *Teaching and Teacher Education: Leadership and Professional Development* 1, no. July (2022): 1–11, <https://doi.org/10.1016/j.tatelp.2022.100007>.

⁴ Nicole Bruner et al., "Assessment for Learning While Learning to Assess: Assessment in Initial Teacher Education Through the Eyes of Pre-Service Teachers and Teacher Educators Assessment For Learning While Learning To Assess: Assessment In Initial Teacher Educators," *Australian Journal of Teacher Education* 44, no. 9 (2019): 88–109.

⁵ Muhammad Mushfi El Iq Bali and Itatul Masuloh, "Hypnoteaching: Solusi Siswa Learning Disorder," *At-Turats: Jurnal Pemikiran Pendidikan Islam* 13, no. 1 (2019): 89–103, <https://doi.org/10.24260/at-turats.v13i1.1188>.

This problem is a big challenge for teachers at MI Nurul Yaqin because these students are indifferent and do not even have the will to learn. Even though the teacher insists on teaching, the results are not optimal because the students do not respond to lessons, and their behavior is less adaptive and kind to others; students, the community, or the teacher. That is similar to the fact that students who experience difficulties in grade 1 start from providing a variety of methods to providing learning media assistance. However, not responsive and needs to be faster in receiving lessons.

As a form of effort to tackle the problems that exist at MI Nurul Yaqin, the school collaborates with the parents of students. In this case, it is known as parental involvement or involvement with schools to deal with students with problems. Parents are the most important social support system for child development. Compared to other social support systems. Parental involvement is significant in achieving optimal learning in the golden age of children. That is confirmed by Wu and Brown's opinion that parental participation is one of the critical factors determining the development of children with learning disorders.⁶ This involvement can be in the form of encouragement given by parents, such as helping children in learning, as explained. Parent involvement as a form of social capital is an essential predictor in explaining achievement, where social capital is built from the strength of the relationship between adults and children.⁷ Parental participation is essential in children's education because not only at school, children must receive education but also at home with the family, namely education from the father and mother.

Several studies on parental involvement in education and its influence on student learning outcomes have become topics of interest to researchers, especially those who focus on teaching and learning outcomes. Research by Hoover-Dempsey⁸ has shown that parental involvement in the educational process in schools plays a vital role in helping students learn, forming behaviors that support schools, teachers, and their

⁶ Kusaeri et al., "Socioeconomic Status, Parental Involvement in Learning And Student' Mathematics Achievement in Indonesian Senior High School," *Cakrawala Pendidikan* 37, no. 3 (2018): 333–44, <https://doi.org/10.1177/0309133309346882>.

⁷ Frances K. Harper et al., "Mathathome During the Covid-19 Pandemic: Exploring and Reimagining Resources and Social Supports for Parents," *Education Sciences* 11, no. 2 (2021): 1–24, <https://doi.org/10.3390/educsci11020060>.

⁸ Kehinde Clement Lawrence and Olubusayo Victor Fakuade, "Parental Involvement, Learning Participation and Online Learning Commitment of Adolescent Learners During the COVID-19 Lockdown," *Research in Learning Technology* 29, no. 1063519 (2021): 1–16, <https://doi.org/10.25304/rlt.v29.2544>.

environment, and the ability to adapt well to the effects of globalization.⁹ A study with a similar theme was also conducted by Lawrence and concluded that parental involvement and learning participation makes a significant contribution to the prediction of online learning commitment. These results have implications for young students, education stakeholders, and governments.

Similar research was also conducted by Ribeiro et al. and revealed that involvement is needed to support children's learning at home during the Covid-19 pandemic.¹⁰ In order to analyze Portuguese language parents' perceptions of the involvement of their home-based parents in their children's learning during the lockdown and school closures in 2020 due to COVID-19. An online survey, using a closed questionnaire, was employed. Variables include parental sociodemographic and COVID-19-related characteristics (students' sociodemographic characteristics; distance learning context; parent involvement; and student autonomy). Findings reveal that Portuguese parents supported their children during the pandemic mainly through monitoring attention in class and realizing assignments.

Park and Holloway also researched the same theme, and the results showed that parental involvement had examined its effect on student outcomes.¹¹ The purpose of our study was to explore the determinants of parental involvement. From this research, it can be understood that parental involvement influences the student learning process. Research on students who experience learning difficulties was carried out by Aam Amaliyah et al., who found that in overcoming learning difficulties experienced by students, the teacher needs to arouse enthusiasm and motivation for student learning. Teachers need to provide a more in-depth explanation using learning media to simplify and provide an understanding of concepts.¹² Hasanah and Lena also conducted similar research, obtaining results in dealing with students who have difficulty learning. There needs to be an effort from teachers, parents, and other adults around the child to provide

⁹ Dewi Arum Widhiyanti Metra Putri and Rahma Widyana, "Peran Persepsi Keterlibatan Orangtua Dan Peran Sosial Guru Dengan Efikasi Diri Akademis Siswa Dalam Pembelajaran Online Di Masa Pandemi," *Jurnal Konseling Dan Pendidikan* 9, no. 2 (2021): 139–46, <https://doi.org/10.29210/155500>.

¹⁰ Luísa Mota Ribeiro et al., "Parental Involvement during Pandemic Times: Challenges and Opportunities," *Education Sciences* 11, no. 6 (2021): 1–17, <https://doi.org/10.3390/educsci11060302>.

¹¹ Sira Park and Susan Holloway, "Parental Involvement in Adolescents' Education: An Examination of the Interplay among School Factors, Parental Role Construction, and Family Income.," *School Community Journal* 28, no. 1 (2018): 9–36.

¹² Aam Amaliyah et al., "Analisis Kesulitan Belajar Matematika Siswa Kelas V Sd Negeri Taman Cibodas Kecamatan Periuk Kota Tangerang," *Indonesian Journal of Elementary Education (IJOEE)* 2, no. 1 (2021): 11–20, <https://doi.org/10.31000/ijoe.v2i1.3228>.

assistance and assistance so that the child immediately obtains proper handling.¹³ One effort that can be made at this research location is to analyze each student's difficulty in beginning reading. From several studies regarding learning disorders or learning difficulties, it can be understood that in dealing with them, support is needed from various parties, both from the school and from the family.

Previous studies only focused on parental involvement in certain situations, the majority during the Covid-19 pandemic. Meanwhile, research on learning disorders only focuses on presenting solutions to overcome them in a subject. The update in this research regards collaboration regarding parental involvement as an effort to deal with learning disorders. For this reason, this research focuses on efforts to overcome learning disorders through parental involvement at *Madrasah Ibtidaiyah* Nurul Yaqin, Paiton, Probolinggo, East Java.

Method

This study uses a qualitative research method with a case study type. This research focuses on parental involvement in overcoming learning disorders at MI Nurul Yaqin. Observations and interviews are a way for researchers to obtain data. The researcher determines the focus of the research on July 20, 2022, then before going to the location, he explains the problems in the research and continues to report the research. Various data obtained by researchers are then systematically narrated, then reduced, and adapted to research needs to facilitate researchers in obtaining conclusions.

The researchers interviewed several informants using a purposive sampling technique to obtain valid and accountable data: eight informants, the principal, two teachers, three students' guardians, and two students who have learning disorders. Researchers provide structured explanations, as facts in the field can also be measured regarding the existing conditions at the research location both in the form of the object under study and facts related to these conditions and to take a conclusion later.¹⁴

This research is expected to be able to fully and thoroughly describe efforts to deal with learning disorders. For this reason, this research focuses on efforts to overcome learning disorders through parental involvement at *Madrasah Ibtidaiyah*

¹³ Asratul Hasanah and Mai Sri Lena, "Analisis Kemampuan Membaca Permulaan Dan Kesulitan Yang Dihadapi Siswa Sekolah Dasar," *Edukatif: Jurnal Ilmu Pendidikan* 3, no. 5 (2021): 3297–3307.

¹⁴ Darna Nana and Herlina Elin, "Memilih Metode Penelitian Yang Tepat: Bagi Penelitian Bidang Ilmu Manajemen," *Jurnal Ilmu Manajemen* 5, no. 1 (2018): 288.

Nurul Yaqin Paiton Probolinggo. Data analysis was carried out by Milles and Huberman model, referring to data collection, data condensation, data display, and conclusions.¹⁵

Result and Discussion

The parental involvement forms in education can be identified in several patterns, such as cooperation between parents and their children at home (for example, helping with homework), school-based activities (for example, attending school events), or parent-teacher communication (for example, talking to teachers about homework), as well as monitoring children's behavior outside the school setting. Parental involvement can also be associated with other indicators such as school success, low repetition rates, lower drop-out rates, higher graduation and timeliness rates, and higher enrollment rates in other education programs.¹⁶

There are several efforts to involve parents in overcoming students' learning disorders at MI Nurul Yaqin, namely, giving more attention which is reflected in the activities of dropping off and picking up children, positive responses from student guardians, enthusiasm in school activities, accompanying children in doing homework, attend school invitations, and provide facilities in the form of tutors. That was stated by the MI school principal Nurul Yaqin in the interview as follows:

"Some students learning difficulties are overcome with the parent's involvement, so there is a kind of collaboration. Among these are the efforts of parents to accompany and pick up their children, respond to information from schools, have high enthusiasm for school activities, accompany children when studying at home, fulfill invitations from schools, and provide additional lessons through private tutors, like that usually.

The data can then be understood that there are several things as a form of parental involvement in tackling learning disorders at MI Nurul Yaqin. That is in line with Epstein's explanation that parental involvement in several activities carried out by parents, which include parenting activities, communicating with children, accompanying children to study at home, participating or being involved in school activities, and helping children make decisions related to problems. There are six forms of involvement with parents, namely: parenting, communication, volunteering,

¹⁵ M. B. Milles and Huberman, *Qualitative Data Analysis: A Methods Sourcebook* (USA: Sage Publications, 2014).

¹⁶ Suriyati et al., "Model Pengembangan Parental Involment Dalam Membentuk Karakter Peserta Didik Di Tengah Pandemi Covid-19 Di MAN 1 Sinjai," in *Prosiding Sentikjar*, vol. 1, 2022, 66–76.

involving parents in children's learning at home, decision-making, and collaboration with community groups.¹⁷

1. Pay more attention

Giving more attention to children, which in this case can be seen in the activities of taking students to school and picking them up when they go home, is part of the form of parental involvement in overcoming student learning difficulties. This is because dropping off and picking up children at school is part of a form of support and concern for parents toward their child's learning process, given that not all parents are concerned about taking the time to drop off and pick up their children at school. The majority let their children be independent by cycling with other friends. However, it is different when what is faced is a child has learning difficulties; he must get more attention, especially from his parents. This was conveyed by one MI teacher Nurul Yaqin in his interview as follows:

"The form of parental involvement in helping students overcome learning difficulties is taking their children to school. These parents care for and support their child's learning stages. This can also be a motivating factor for students to get out of their learning difficulty zone."

This was corroborated by a similar sentence conveyed by one of the parents in his interview as follows:

"Yes, I am usually the one who takes me to school. Erm, what is it? After learning from the school that my child is having difficulty studying and concentrating, she said there is an initiative for me as the mother to give him support and encouragement; yes, one way is by taking him and picking him up at school. On the sidelines, I said that as his parent, I would always support whatever process he was going through. The goal is just for my child to understand that when he is having difficulties, he is not alone, and when he wants to get out of that zone, we are there."

From this data, it can be understood that dropping off and picking up students at school is part of an effort to involve parents in tackling student learning disorders, namely giving more attention and care. Attention is significant for children because parents' attention influences children's development. Parents' attention is needed as reinforcement in the child's learning process; this attention can be done by accompanying children in learning activities at school and at home. The parents' attention will be awe-inspiring to the child so that the child's enthusiasm for learning is higher than before. Parental involvement is shown as parental support in building a home/family environment to support children as students. In this case, involvement in

¹⁷ Ribeiro et al., "Parental Involvement during Pandemic Times: Challenges and Opportunities."

dropping off and picking up children at school is part of parenting. Parenting is parenting or parenting, which can be interpreted as a process of interaction between parents and children. Good parenting can build a harmonious relationship between parents and children through acceptance, concern, and responsiveness to what children need and the limitations that can be realized with demands and control. The demands here themselves intend that children are given tasks and obligations but must be accompanied by responsibilities and consequences. At the same time, self-control means parents must continue to supervise and direct children. However, the application of parenting will always be influenced by the parenting style adopted by each parent.¹⁸

Delivering and picking up children is part of parenting, which can motivate children with learning disorders. Students with learning disorders need support and motivation. This was conveyed by one of the students who experienced a learning disorder in his interview as follows:

"Yes, I prefer to be delivered by my parents because when I cannot focus or concentrate while studying, I always remember and feel sorry for those who have taken me to school. So, you can feel enthusiastic again; try again, ma'am."

The data can then be understood that the moment of dropping off and picking up students who have difficulty learning can be motivation so they can try to study even more complex. Motivation as an inner factor functions to generate, underlie, and direct learning actions. Motivation can determine whether or not it is good to achieve goals, so the more significant the motivation, the greater the success of learning. Highly motivated students will try hard, look persistent, and do not want to give up, actively read books to improve their problem-solving achievements. Vice versa, those with low motivation seem indifferent and easily discouraged, and their attention is not focused on the lesson.

2. Collaboration with the School

Collaboration between the school and parents of students, as seen in the positive response from parents of students, is a form of parental involvement in dealing with learning disorders at MI Nurul Yaqin. This positive response was obtained from the parents of students who experienced learning disorders when they received information from the school, either from the teacher or the homeroom teacher. The positive responses given by parents include contacting each other regarding the development of

¹⁸ Lasmini et al., "Konsep Dan Tahapan Pembentukan Program Parenting," *Jurnal Multidisipliner Kapalamada* 10, no. 02 (June 2022): 274–80.

the student concerned and fulfilling the parents' wishes when invited to school. This was conveyed by one of MI Nurul Yaqin's parents in his interview:

"Initially, when I received information from the school, my child was having difficulty studying, his concentration broke, as he said, madam, he could not focus; I felt sad, of course. However, later on, I felt that my child also needed support from me as his parent. That makes me always respect what the school is doing for him. Whether it requires my presence or not, is that so, ma'am."

From these data, it can be understood that the good response from parents of students is a form of collaboration between parents and the school, which is also an effort to involve parents in dealing with students who have difficulty learning at MI Nurul Yaqin. The parents and teacher's collaboration is intended so that the daily activities of each student are balanced in activities that can interfere with their learning activities. Moreover, the school regarding child development is an effective effort to try. That aligns with Epstein's theory that communication is part of parental involvement. Communication is one of the essential parts of human life. Since humans were born, communication has occurred both verbally and nonverbally.¹⁹

Therefore, communication becomes an inseparable part of human life as interacting beings. The communication process itself is something that is very much needed and is one of the most frequent activities among many other activities carried out by humans as social beings. Communication can determine the harmony of a person's fabric. With a harmonious relationship between the school and parents, it will be easier to coordinate the development of students with learning disorders. According to Epstein, some things must be understood from parents' communication. Namely, parents can understand school programs and policies, monitor and information on child development, respond effectively to student problems, interact with teachers, and communicate easily with schools and teachers. Parents need to clearly understand the importance of communicating with the school by knowing the developments and obstacles experienced by their children. Most of them will only communicate with the school if they are given an invitation or the school holds a gathering with the parents of students. In addition, intense communication only occurs when distributing year-end report cards. Parents rarely hold informal meetings to ask what happened to their children as students at the school.

¹⁹ Organizing Engagement, "Framework of Six Types of Involvement," Organizing Engagement, November 1, 2019, <https://organizingengagement.org/models/framework-of-six-types-of-involvement/>.

3. Enthusiastic

The involvement of parents in overcoming students who have learning difficulties by enthusiastically participating in launching programs or activities organized by the school; in this case, the position is as a volunteer. One of the examples, as conveyed by MI Nurul Yaqin's parents in his interview:

"Usually enthusiastic when the school holds events or activities. The reason is that with me, as a parent, what my child will see, my child is in a special category. As a form of support for my child to stay motivated, as well as for institutions that are always trying to make them smart with their efforts. One of the forms is optimal to help when preparing children to participate in an activity. For example, yes, ma'am, there is a counseling visit, so be prepared from home so that you can be more prepared when your turn is called."

The data can then be understood that the parents of students give high enthusiasm as a form of involvement in the school program because they are believed to be able to help their children deal with learning difficulties. According to Epstein, willingness or volunteering is on the list of parental involvement indicators. Epstein stated that in the volunteering aspect, parents are expected to understand the teacher's work, increase comfort at school, and carry out school activities at home.²⁰ Parents are also expected to help the school launch and succeed in the learning program the school has run, parental involvement in the school volunteer program. For example, parents prepare their children to appear when the school holds events, contributing funds when holding school study tour activities. The word enthusiasm comes from the word enthusiasm. It also means passionate or excited.²¹

Furthermore, it is explained that the word enthusiasm means having passion or a vibrant spirit. In simple terms, it is called interest, which means tendency and high enthusiasm or a great desire for something.²² Interest is not widespread in psychology because it depends greatly on other internal factors, such as focus, attention, curiosity, motivation, and needs.

4. Accompanying children doing schoolwork at home

The following form of parental involvement carried out by MI Nurul Yaqin's guardians is accompanying their children to do their assignments at home. This is done

²⁰ Lawrence and Fakuade, "Parental Involvement, Learning Participation and Online Learning Commitment of Adolescent Learners During the COVID-19 Lockdown."

²¹ Adhitya Dharma et al., "Menumbuhkan Antusias Belajar Dalam Situasi Pandemi Covid-19 Di Desa Cimenyan Rw 11," in *Proceedings UIN Sunan Gunung Djati Bandung*, vol. 48, 2021, 128–35.

²² Tri Wiyoko et al., "Pendampingan Orang Tua Dalam Penggunaan Literasi Media Belajar Anak Sekolah Dasar Di Sungai Kapas," *Warta LPM* 25, no. 2 (2022): 134–42, <https://doi.org/10.23917/warta.v25i2.639>.

to provide support for students who experience learning disorders. This was conveyed by one of the student's parents in his interview:

"Accompanying children doing school work when at home is one of my efforts to help overcome children's difficulties in learning. Because maybe at school several factors cause children not to be able to focus together when studying."

The data can then be understood that accompanying children when doing homework is one of the things parents of MI Nurul Yaqin students do to help their children get out of learning difficulties. Epstein stated that in this aspect, parents are expected to know how to support, encourage and help students at home every year. However, interviews show there are difficulties for parents in helping their children learn because these parents tend to obey what their children ask. Children with learning disorders often state that they do not understand if the material is explained by their parents and prefer to ask their school teacher for help. Conditions make learning disorders children less than optimal for learning at home. Even though slow learners, student learning requires repetition; this should be done at home. Parental involvement in the world of education is as an educator and facilitates children in learning so that parents can practice learning for their children.²³ One very efficient strategy for parents at home is preparing a fun and supportive learning space accompanied by positive appreciation-parental involvement in children's learning at home.²⁴ There is the involvement of both information and ideas to family members at home about how to help students study at home with homework.

5. Update Regarding Student Development Information

Attend meeting invitations or invitations to discuss the development of students who experience learning disorders. This was conveyed by MI teacher Nurul Yaqin in his interview as follows:

"The form of parental involvement in dealing with children who have learning difficulties can also be seen from the parents' efforts to attend invitations from the school, both to convey their child's progress and to discuss appropriate learning strategies."

From this data, it can be understood that attending school invitations is one of the efforts of parents of students to help their children with learning difficulties. Parental involvement in making decisions about children's learning at school. Parental

²³ Jeaprileni A. Eli Manafe and Ezra Tari, "Pendampingan Orang Tua Membimbing Anak Belajar Dari Rumah Di Era Wabah Covid-19," *Jurnal Shanan* 5, no. 2 (2021): 137–52, <https://doi.org/10.33541/shanan.v5i2.3249>.

²⁴ Oksiana Jatiningsih et al., "Peran Orang Tua Dalam Pemenuhan Hak Pendidikan Anak Pada Masa Belajar Dari Rumah," *Jurnal Ilmu Sosial Dan Humaniora* 10, no. 1 (2021): 147–57, <https://doi.org/10.23887/jish-undiksha.v10i1.29943>.

participation is a form of parental involvement in school activities.²⁵ Participation can be in the form of ideas, constructive criticism, support, and implementation of education. Parental participation is needed because the school is a partner or partner image of parents in achieving educational goals.²⁶ This shows that efforts to involve parents in making decisions related to their children's learning still need to be fully involved with the school. In interviews, parents stated that they preferred to leave any decision to the school. They feel confident that the school understands better and feel free to understand the teaching program only a few times a year and what children learn in each subject.

6. Parents provide tutoring facilitation at home

Providing additional learning facilities when at home is a form of concern and involvement of parents in overcoming learning difficulties experienced by students. By providing additional facilities, parents hope that students will gain additional knowledge and knowledge at home that can support their knowledge at school. The form is by presenting a private teacher or tutor. This was conveyed by one of the student's parents in his interview:

"I usually provide additional facilities for my child, so when I received information that my child had difficulty learning, I took the initiative to bring in a private tutor. The goal is yes so that what is not understood while at school due to lack of concentration can be explored and asked about by the tutor at home. Even though I brought in a tutor, I, as a parent, am usually still there by his side."

It can be understood from the data that bringing in tutors is a form of parental involvement by parents in dealing with their children's learning difficulties. Parental involvement in various resources and services from the community to strengthen school programs, learning, and student development. Parents still focus on the fact that a smart child is a child who is always good academically without looking at the other strengths the child has.²⁷ Parents efforts to cooperate with other parties who can help children find other ways of learning that are suitable and comfortable so that children can more easily understand the material. In addition, efforts that can be made are providing learning

²⁵ Raden Bambang Sumarsono et al., "Strategi Kepala Sekolah Dalam Mengoptimalkan Partisipasi Orangtua Untuk Meningkatkan Kualitas Sekolah," *JMSP (Jurnal Manajemen Dan Supervisi Pendidikan)* 4, no. 1 (2019): 7–13.

²⁶ Mohammad Roesli, Ahmad Syafi, and Aina Amalia, "Kajian Islam Tentang Partisipasi Orang Tua Dalam Pendidikan Anak," *Jurnal Darussalam; Jurnal Pendidikan, Komunikasi Dan Pemikiran Hukum Islam* IX, no. 2 (2018): 2549–4171.

²⁷ Salafuddin Salafuddin et al., "Pola Asuh Orang Tua Dalam Penguatan Pendidikan Karakter Anak (Studi Kasus Pada Anak TKW Di SDN Pidodo Kecamatan Karangtengah)," *JPAI: Jurnal Perempuan Dan Anak Indonesia* 2, no. 1 (2020): 18–30, <https://doi.org/10.35801/jpai.2.1.2020.28276>.

facilities for children at home, such as providing a room for children to study, providing additional tutoring outside class hours, completing stationery and books supporting children's learning, and reducing children's playing time in order to maintain children's health conditions, because Health conditions can affect children's interest in learning.²⁸ In this way, learning disorders are expected to be adequately minimized.

Conclusion

It can be concluded from the presentation of the data that preventing the learning disorder experienced by students at MI Nurul Yaqin is by carrying out parental involvement. This parental involvement can be seen in several forms, including giving more attention, collaborating with the school, being enthusiastic about school programs, accompanying children to do schoolwork at home, updating children's development, and facilitating tutoring at home. The implication that can be seen from this collaborative effort is that there will be maximum results. Namely, the efforts made by teachers at schools are supported by parents. Because when only the teacher is trying, it will not be optimal; this is because students are only at school for half the day, and then students are with their parents. The cooperation between parents and teachers and the school is very much needed in developing students, especially elementary school children who still need special attention from parents and teachers. Teachers need to know their students specifically, so the teaching is on target. This research is limited to parental involvement in dealing with learning disorders. Therefore further research is needed regarding the supporting factors in its implementation.

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