CHAPTER 2
LITERATURE REVIEW

2.1   Theoretical Framework

2.1.1   School From Home

The outbreak of COVID-19 brings a large impact on education globally. UNESCO claimed there were approximately 421.388.462 students in 39 countries around the world who shifted their face-to-face learning to online learning to restrict the number of infected people (Nugroho, 2020), including Indonesia.

School From Home is a program that was released by the Government of Indonesia in March 2020 as the solution during the COVID-19 pandemic. It proposes an online learning system where the students learn from their homes which is expected to decrease the number of people infected by COVID-19 in the educational field (Rasmitadila et al., 2020; Regulation of Indonesian Government No. 21, 2020).

School From Home with an online learning system is the best solution for continuity of studying. There are many statements by many researchers that support online learning as the best solution for an urgent situation that needs social-distancing to solve the problem. One of them is UNESCO (2020) who claimed that online learning is a solution for academic stakeholders (policymakers, schools, teachers, students, and also parents) to keep healthy during COVID-19 pandemic. In line with Centers for Disease Control and Prevention's statements (2020) who said online learning is appropriate to continue studying during the pandemic.

Furthermore, Ifijeh & Yusuf (2020) stated that online learning is a recent medium for long-distance education and can be held synchronously and asynchronously using the internet. Also, Rasmitadila et al. (2020) articulated that School From Home moves the learning process from school to home by using internet-based learning synchronously and asynchronously as the solution for school during the pandemic, and policymakers have no other option to solve this problem but by implementing online learning (Demuyakor, 2020)

Online learning or e-learning is a learning system using the internet. Churton in 2006 stated that online learning is a learning system that uses

Information Communication and Technology (ICT) devices. It can be held synchronously (i.e. using virtual meeting, video conference, etc) and asynchronously (e.i. chatting, e-mail, etc) through the internet according to Hidayat & Noeraida (2020)

The online learning setting is different from a traditional learning setting. According to Chiu, Yang, Liang, & Chen (2010), face-to-face communication involves more verbal and non-verbal signs than online communication. On the other hand, the use of the internet, technology, and electronic devices is needed in online learning according to Wheeler's statement in 2012 than traditional learning. Moreover, according to the Ministry of Education and Culture of Indonesia, students and teachers are not burdened to achieve all requirements of the curriculum in online learning but teachers still should provide meaningful learning during the process (as cited in Rasmitadila et al. (2020).

There are several advantages and disadvantages which are brought by School From Home program. According to Stern (n.d.), there are many advantages of online learning, such as:

1) Access flexibility
2) Enhance learning
3) Develop introvert students
4) Increase student-teacher and student-student interaction
5) Develop creativity in learning
6) Promote convenience in assessing students
7) Accommodate more students
8) Availability of infrastructure which is limited in the traditional learning setting
9) Independency for students in learning

A study which was designed by Alqudah, Jammal, Saleh, Khader, & Obeidat (2020) found that flexibility is the major advantage of online learning. Also, Khurana (2016) claimed that online learning has time, place, and learning speed flexibility which is easier, cheaper, and effective to access in getting

information, but unfortunately has some disadvantages such as lack of social interaction, interactivity, and participation (as cited in Dong, Cao, & Li, (2020)).

A communicative approach is the most effective method in language learning. It aims to develop a learner's communicative skill that is needed for high professional requirements (Jabeen, 2014). According to Lee, Kim, Lee, & Liu (2005), students are placed as the center of language learning and an open-ended learning environment is needed to make successful communicative learning. Online learning that provides various tools and materials for learning promotes learner-centered, interactive, open, and flexible learning which is suitable for communicative language learning (Jabeen & Thomas, 2015).

On the other hand, Lye, Abas, Tay, & Saban (2012) said that online learning is only a complement for children's traditional learning and prioritize traditional learning over online learning because "the students are still young and the physical presence of a teacher is much needed to guide them" (p. 156). Moreover, the lack of infrastructure availability, bad internet network, lack of internet data, late in collecting and completing assignments, complexities, and limitations are several disadvantages of online learning (Rasmitadila et al., 2020). It is in line with Bakalar (2018) that stated that the unavailability of infrastructure is one of the problems during online learning. So, it needs parents, teachers, and the government's support.

2.1.2   Elementary English Education in Indonesia

Education in Indonesia uses two national curricula as a teaching and learning standard. According to Nuraeni (2018), the curricula used in Indonesia are Curriculum 2006 and Curriculum 2013. Curriculum 2006 was released in 2006 by Ministry of National Education through Decree No. 22/2006 on The Structure of National Curriculum and Curriculum 2013 was planned in 2012 to replace Curriculum 2006 by Ministry of National Education in the 2003 Education Art's spirit (Zein, 2017). Nuraeni (2018) stated Curriculum 2006 aims to develop a sense of belonging and awareness of students to their local culture and appreciate diversity in their environment, and Curriculum 2013 aims to develop students' competencies in related to religion, behavior, working cooperatively, and

respecting other people to internalize the values of Pancasila. Schools in Indonesia were recommended to implement Curriculum 2013, but they can still use Curriculum 2006 if they are not ready to implement Curriculum 2013.

Each curriculum has the impact on English language learning. English language learning is included in local content subjects that can be taught earlier than Grade 4 in Curriculum 2006 and in Curriculum 2013 English language learning is taught from secondary level (Zein, 2017). Zein in 2017 explained that English language learning is taught from primary level in Curriculum 2006 in order to provide English language learning in school because in the early years of 2000 parents tended to enroll their children in schools that provided English language learning. In contrast, English language learning is taught from secondary level in Curriculum 2013 in order to strengthen the ideology of Pancasila to Elementary school students which is claimed as the more important thing to be constructed than learning a foreign language according to Zein's statement in 2017.

The regulation of Curriculum 2013 about English language learning that is not implemented at primary level brings pros and cons from many elements in education. One of the researchers, Alwasilah (2012) in The Jakarta Post stated that foreign language which contains other country's culture doesn't fit Indonesian culture and religion. In addition, Hadisantosa (2010) claimed that local language teaching will disappear from school because its teaching duration will be given to English language teaching.

On the other hand, Stakanova & Tolstikhina (2014) described that teaching English should be taught at an early age because linguistic development happens in this period, children have more time in learning the language, children can take other foreign languages earlier, it develops tolerant and sympathetic, it develops the use of children's mother tongue, it increases memory, imagination, thinking, and perception. In addition, Maili (2018) stated that children are able to learn language easily, English will help children to use technology in this digital period, and learning English from primary level will make children more understand the language when they continue learning it at secondary level.

2.1.3 Children's Characteristics during Online Learning

Children have many characteristics during learning. According to Rasmitadila et al., (2020), children's characteristics during online learning are less interest, less participation (data packages problem, signal problem, devices availability problem), less focus, students are often late in collecting and finishing the assignment during School From Home process, and also difficult to understand the material. Moreover, Chiu et al. (2010) found children's styles during online collaboration and communication such as "less contribution, coordination emphasizing, communicative or task-oriented" (p. 571).

Dong et al. (2020) stated that if students have motivation in involvement and participation during the process, online learning can be a success (Dong et al., 2020; Rasmitadila et al., 2020) by using various instructional methods that can boost students' interest (Rasmitadila et al., 2020). Unfortunately, children are less contribution during online learning because of less motivation (Dong et al., 2020).

2.1.4 Parental Involvement during Online Learning Activities

Parents have the most important role in online learning, such as during School From Home. The success of children in online learning depends on how good parents assist and guide their children. Dong et al. (2020) stated the development of children in online learning is influenced by parents facilitating the technologies needed in online learning. In addition, Makrooni (2019) and Woofter (2019) articulated that parents give a significant contribution to learners' successful learning. Given these facts, parents' experiences in assisting their children are important to be analyzed.

There are many studies that discussed parents' obstacles that appear because of the sudden implementation of School From Home regulation and the sudden roles they get during online learning such as School From Home. Selwyn, Banaji, Hadjithoma-Garstka, & Clark (2011) found some parents felt that the assignment which was given to students during online learning made them more connected to their children's assignment, but other parents felt that they were burdened with their children's assignment. Parents found it difficult and was beyond their capability/competence because parents are obligated to be their

children's teacher, organizer (Parczewska, 2020), facilitator, and coach (Viner et al., 2020). Rasmitadila et al. (2020) wrote "parents must understand the material because parents help students to understand the subject matter in the SFH process" (p. 103). Moreover, Sorensen in 2012 found that the most obstacles that are faced by parents in assisting their children during online learning is in helping their children to collect their assignments on time and contact their children's teachers (as cited in Garbe, Ogurlu, Logan, & Cook (2020)). Dong et al. (2020) found that parents thought that traditional learning is more appropriate for children than online learning because of the disadvantages of online learning, children's lack of self-efficacy, and parents' lack of time and knowledge to assist their children. Inline, parents worry about their children's education since they lack the skill in guiding their children (Alqudah et al., 2020). In addition, Goodall (2016) explained the reason why parents face some difficulties during online learning and it's because teachers and schools do not guide parents in developing their parental involvement skills especially in using technology effectively and they were not trained how to guide their children professionally (Dong et al., 2020). These can be a reason that parents' opinions and experiences during assisting their children in online learning are needed to be investigated and be considered for future policy decision making.

Parental involvement is parent's assistance to support children's learning. Fishel & Ramirez (2005) defined parental involvement as "a wide range of parent activities that support children's learning". Hoover-Dempsey and Sandler promoted a model of parental involvement which described four mechanisms of behaviours of learning coach: encouraging, reinforcing, modeling, and instructing.

1) Parental encouragement: Affective support from parents to involve their children in learning activities.

2) Parental modeling: Parents show their children how to learn or help their children learn how the learning works.

3) Parental reinforcement: Parents reinforce children to strengthen children's knowledge toward learning.

4) Parental instruction: What parents do to gain effective learning related to learning strategies, processes, and outcomes.

Hasler-Waters (2012) added two behaviours to Hoover-Dempsey and Sandler's frameworks of parental engagement in an online setting: Adapting and leveraging.

1) Adapting: Parents' adaptation that change the strategies in guiding, adaptation to the new environment, and the materials that fit their children.

2) Leveraging: Parents optimize the sources (support and material) to enrich their understanding related to the learning to support their children.

Table 1. Categories, Patterns and Dimensionalized Examples of Behaviors

Categories	Patterns	Dimensionalized Examples	
Encouraging	Motivate student to progress; praise student for meeting expectations	Give high fives and hugs	Use of Kindle
Reinforcing	Enrich student learning; validate what student knows	Use of online media	Real life practices, i.e. apply math concepts to baking
Modeling	Develop student learning skills and work ethics	Show student how to research online and validate findings	Business at home = work then play
Instructing	Guide learning based on unique needs of student	Guide on the side as student needs	Help student to connect to what he knows, real life
Adapting	Change guidance strategies, environment, materials to suit the learner	Facilitate ability of student to move around during lessons	Altered schedule to enable student to focus on one subject each day if desired by student
Leveraging	Source and leverage materials,	Family affair to share expertise	Teacher is "go-to" person, while

personnel, technology	technology is immediate source

(Hasler-Waters, 2012)

2.2 Study of The Relevant Research

One of the previous research about children's parents' experiences of online learning during COVID-19 was carried out by Garbe, Ogurlu, Logan, and Cook in 2020. They had carried out research with the title, "COVID-19 and Remote Learning: Experiences of Parents with Children during the Pandemic." The result showed that the parents struggled with the motivation of the learner, balancing responsibilities, accessibility, and outcomes of learning. While describing their struggles, they explained that they agreed with online learning in order to restrict the increasing number of infected people in the USA and were satisfied with the schools' support.

The other study which was carried out by Dong, Cao, & Li (2020) with the title "Young children's online learning during COVID-19 pandemic: Chinese parents' beliefs and attitudes" also discussed parents' beliefs and attitudes in assisting their children's online learning during the pandemic. The result showed that most parents preferred traditional learning to online learning because they were doubtful that online learning promotes value and benefits. They resisted online learning because of three reasons; because the disadvantages of online learning, the difficulty of controlling their children, and they felt having lack of time and competence to support their children. In conclusion, online learning during COVID-19 gave a few problems and challenges for the family.