




# Artikel 6

## Ika Rizky Anggraini-DOSKEP

-  Ika Rizky Anggraini-DOSKEP
-  SI Keperawatan
-  University of Muhammadiyah Malang

---

### Document Details

**Submission ID**

trn:oid::1:3173666454

**Submission Date**

Mar 5, 2025, 12:45 PM GMT+7

**Download Date**

Mar 8, 2025, 12:12 PM GMT+7

**File Name**

Jurnal\_Q4\_Career\_Non\_Carireer.pdf

**File Size**

253.3 KB

**15 Pages****4,831 Words****27,019 Characters**

# 5% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

## Exclusions

▸ 13 Excluded Matches

## Match Groups

- 6 Not Cited or Quoted 5%**  
 Matches with neither in-text citation nor quotation marks
- 0 Missing Quotations 0%**  
 Matches that are still very similar to source material
- 0 Missing Citation 0%**  
 Matches that have quotation marks, but no in-text citation
- 0 Cited and Quoted 0%**  
 Matches with in-text citation present, but no quotation marks

## Top Sources

- 5% Internet sources
- 2% Publications
- 2% Submitted works (Student Papers)

## Integrity Flags

### 0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

## Match Groups

- 6** Not Cited or Quoted 5%  
Matches with neither in-text citation nor quotation marks
- 0** Missing Quotations 0%  
Matches that are still very similar to source material
- 0** Missing Citation 0%  
Matches that have quotation marks, but no in-text citation
- 0** Cited and Quoted 0%  
Matches with in-text citation present, but no quotation marks

## Top Sources

- 5% Internet sources
- 2% Publications
- 2% Submitted works (Student Papers)

---

## Top Sources

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

- 1** Internet  
**www.pagepressjournals.org** 3%
- 2** Internet  
**doaj.org** 2%

## Healthcare in Low-resource Settings



eISSN: 2281-7824

<https://www.pagepressjournals.org/index.php/hls/index>

**Publisher's Disclaimer.** E-publishing ahead of print is increasingly important for the rapid dissemination of science. The **Early Access** service lets users access peer-reviewed articles well before print / regular issue publication, significantly reducing the time it takes for critical findings to reach the research community.

These articles are searchable and citable by their DOI (Digital Object Identifier).

The **Healthcare in Low-resource Settings** is, therefore, e-publishing PDF files of an early version of manuscripts that undergone a regular peer review and have been accepted for publication, but have not been through the typesetting, pagination and proofreading processes, which may lead to differences between this version and the final one.

The final version of the manuscript will then appear on a regular issue of the journal.

E-publishing of this PDF file has been approved by the authors.

Healthc Low-resour S 2024 [Online ahead of print]

*To cite this Article:*

Ilmiasih R, Permatasari R, Alifatin A, et al. **Difference in learning attention between career and non-career parents during the COVID-19 pandemic in elementary school children.** *Healthc Low-resour S* doi: 10.4081/hls.2024.11844

 ©The Author(s), 2024

Licensee PAGEPress, Italy

Note: The publisher is not responsible for the content or functionality of any supporting information supplied by the authors. Any queries should be directed to the corresponding author for the article.

All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers. Any product that may be evaluated in this article or claim that may be made by its manufacturer is not guaranteed or endorsed by the publisher.



## **Difference in learning attention between career and non-career parents during the COVID-19 pandemic in elementary school children**

Reni Ilmiasih,<sup>1</sup> Ratih Permatasari,<sup>2</sup> Aini Alifatin,<sup>2</sup> Ika Rizki Anggraini,<sup>2</sup> Nurul Aini<sup>2</sup>

<sup>1</sup>Nursing Diploma Study Program, Vocational Directorate, Universitas Muhammadiyah Malang, Malang; <sup>2</sup>Nursing Science Study Program, Faculty of Health Sciences, Universitas Muhammadiyah Malang, Malang, Indonesia

**Correspondence:** Reni Ilmiasih, Nursing Diploma Study Program, Vocational Directorate, University of Muhammadiyah Malang, Malang, Indonesia.

E-mail: [reni@umm.ac.id](mailto:reni@umm.ac.id)

**Key words:** school, COVID-19 pandemic, learning attention, career parents, non-career parents.

**Contributions:** RI conceptualization, data curation, formal analysis, methodology, validation, visualization, writing – original draft, review & editing; RP conceptualization, investigation, methodology, validation, and writing – original draft, review & editing; AA conceptualization, methodology, formal analysis, validation, and writing – original draft, review & editing; IRA methodology, visualization, writing – review & editing; NA resources, investigation, and writing – review & editing.

**Conflict of interest:** the authors declare no conflict of interest.

**Ethics approval and consent to participate:** the research has received ethical approval from the Health Research Ethics Commission, Universitas Jember Health Research (KEPK) no. 1249/UN25.8/KEPK/DL/2021. During the research, the researcher pays attention to the ethical principles of information to consent, respect for human rights, beneficence, and non-maleficence.

**Patient consent for publication:** written informed consent was obtained for anonymized patient information to be published in this article.

**Funding:** this research did not receive external funding.

**Availability of data and materials:** all data generated or analyzed during this study are included in this published article.

**Acknowledgment:** we would like to thank to Faculty of Health Sciences, Universitas Muhammadiyah Malang for their valuable insights and contributions to this study.

### **Abstract**

The COVID-19 pandemic has prompted Indonesian students to transition from traditional to online learning. The role of parents, both career and non-career, in focusing on paying attention to their children's learning has also changed. The study aimed to compare learning attention between parents with careers and parents without careers before and after the COVID-19 pandemic. This study was a comparative design with a questionnaire as the instrument. The variable measured is elementary school children's learning attention. A total sampling technique was employed, involving 64 respondents. The Wilcoxon Signed Rank Test and Mann-Whitney U Test were used in data analysis. The findings indicated a significant difference in the learning attention of parents with careers before and after the COVID-19 pandemic ( $p$ -value = 0.000). Similarly, parents without careers also exhibited a significant difference in learning attention before and after the pandemic ( $p$ -value = 0.000). Notably, within both the career and non-career parent groups, there was a substantial difference in the learning attention provided to their children before and after the COVID-19 pandemic. These results highlight the significant impact of the pandemic on parental involvement in their children's education. The findings emphasize the need for parents to be conscious of their responsibilities in the face of the unique demands posed by the pandemic, underlining the crucial role they play in supporting their children's education.

### **Introduction**

The COVID-19 pandemic forced the Indonesian government to implement regulations in all sectors including education.<sup>1</sup> According to the Ministry of Education and Culture, the principal education policy during the pandemic places a high priority on the well-being and safety of participants, including students, educators, and the broader community. It also encompasses the provision of educational services tailored to the growth and development, as well as the psycho-social

conditions, of the participants.<sup>2</sup> This comprehensive policy aims to fulfill the educational needs during the pandemic, emphasizing the utilization of distance learning conducted from the safety of individuals' homes.<sup>3</sup>

The learning paradigm has shifted from traditional face-to-face instruction to online learning facilitated through technological devices.<sup>4-7</sup> However, a significant concern arises from statistics provided by the Central Statistics Agency (BPS) in 2021, revealing that only 17.66% of Indonesian children exhibit an interest in reading or engaging in educational activities. Instead, a considerable number of children prefer activities such as playing online games and watching cartoons, soap operas, or movies on YouTube, all of which are easily accessible on electronic devices during online learning.<sup>8,9</sup> Efficient online learning at home necessitates active parental involvement. Parents play a crucial role in motivating their children by offering clear instructions, providing assistance when needed, and maintaining supervision.<sup>10</sup> A dedicated commitment to education involves fostering an environment conducive to completing the school curriculum during online learning.<sup>11-13</sup> This commitment entails parents taking education seriously and providing the necessary resources for their children to successfully navigate the online learning process. Crucially, parental attention is identified as the ability of parents to channel their energy, both physical and psychological, towards their children. This focused effort is instrumental in ensuring successful understanding and adapting to a particular parenting style.<sup>14,15</sup>

The level of busyness among parents, influenced by factors such as parental status, career involvement, and non-career engagement, significantly impacts their ability to devote attention to their active children during online learning.<sup>16</sup> The number of career and non-career workers can be seen from amount residents age employed in Indonesia, which is approximately 75.49 percent of the total population of Indonesia, from 203.97 million residents aged work, which belongs to the workforce as many as 138.22 million people with a Labor Force Participation Rate of 67.77 percent.<sup>17</sup> According to BPS, the number of persons working in East Java in August 2020 was 22.26 million, up 1.81 percent from 21.87 million in August 2019. TPAK increased by 0.72 points as well.<sup>18</sup> According to BPS Banyuwangi Regency, main work residents, fine career and non-career, totaling 873,521 including parents' medium the child take education, as many as 265,305 declared work as employees (career) and as many as 104,388 were stated as worker free (non-career) as many as 165,408 declared own workers like self-employed and similar (non-career).<sup>19</sup> According to this data, non-career workers outnumber worker careers. These findings are consistent with parent data from students at a state elementary school in Banyuwangi, where early researchers discovered in May 2021 that as many as 39 parents and children at the elementary school work as non-career workers and 25 children at the elementary school work as career worker.

The findings of the study indicate that busy parents' employment has an impact on school achievement. According to the findings, 75 percent of parents in the group are busy, and 92 percent of achievement is insufficient. The findings indicate a relationship between varying workloads of parents and student performance learning in State Elementary Schools in grades 4 and 5.<sup>20</sup> The type of employment done by parents while their children attend school, particularly in elementary school, will greatly impact their child's learning activities, particularly online learning. Parents support their children's learning implementation, particularly online learning. High levels of parental involvement will have a detrimental impact on this study's child's activities and outcome. Lack of parental attention will cause a child to seek attention from sources other than school, such as a friend or peer, or parents when they are at home.<sup>16</sup> This study aimed to determine the difference in learning attention between parents' careers and non-career at a student's state elementary school in Banyuwangi before and after the COVID-19 pandemic.

## **Materials and Methods**

### ***Design***

This study used a design to compare learning attention between parents' careers and non-career before and after the COVID-19 pandemic in children at an elementary school in Banyuwangi.

### ***Sample and sampling technique***

The population in this study comprises all fifth-grade students at the elementary school, totaling 64 students. The sample, consisting of characteristics utilized in respondent research,<sup>21</sup> specifically encompasses 64 students from a state elementary school in Banyuwangi. Within this sample, there are 25 respondents representing parents with careers and 39 respondents representing parents without careers. The sampling methodology employs total sampling, which means that obtaining a sample with the method counts the entire population as a sample.

### ***Variables***

The learning attention parents' career and non-career before the COVID-19 pandemic is an independent variable in this study. This study's dependent variable is paying attention to parents' careers and non-careers after the COVID-19 pandemic. This study was conducted at the Banyuwangi state elementary school from 1 May 2021 to 30 August 2021.

### ***Instruments***

This study's instruments included a form questionnaire with 15 positive and closed comments. Each statement will be given a score of 1 for an answer "no ever", 2 for "sometimes", 3 for an answer "often", and 4 for the answer "always". The questionnaire has been thoroughly tested for validity and reliability. The validity test results instrument says that all statement items (15 statements) are considered valid where all  $r_{count} > r_{table}$  (0.444), reliability test findings stated 0.895.

### **Data analysis**

Univariate analysis was utilized to explain the frequency and percentage of learning attention about parents' careers and non-careers before the COVID-19 pandemic and worries about learning about parents' careers and non-careers following the COVID-19 pandemic. Bivariate analysis using the Mann-Whitney U Test for a different test for two groups of parents' career and non-career and Wilcoxon Signed Rank Test as technique data analysis for comparison learning attention parent before and after the pandemic in each group. These two tests use level significance by 5%. This obtained approval from the Universitas Jember Health Research Ethics Committee (KEPK) no. 1249/UN25.8/KEPK/DL/2021. The researchers have given a clear understanding of the research goals to the participants and have also provided them with consent forms to become respondents.

### **Results**

According to Table 1, the majority of parents' career age by category was mature (100%), kind sex women (52%), and employees' private sector (56.0%). Meanwhile, the majority of adults (79.5%) did not work, as do many sex women (51.3%) and farmers (51.3%).

Table 2 provided information on the learning attention of parents' careers before the COVID-19 pandemic (84%). Meanwhile, most of the good (80%) occurred after the pandemic. Learning attention in non-career parents also increased from before the majority of the COVID-19 pandemic in the category (92.3%) after the pandemic all non-career parents' learning attention was good (100%).

Table 3 showed a difference in parents' and non-career learning attention with a p-value of 0.000. Before the COVID-19 pandemic, non-significant results were solely assigned to group testing of the parent's career and non-career in children (p-value=0.118).

### **Discussion**

The research findings regarding the learning attention of parents with careers and non-careers before the pandemic reveal no significant difference between the two groups. In both cases, the majority of parents provided sufficient attention to their children's learning. This lack of significant

difference can be attributed to the pre-pandemic study conditions, which were typically conducted at school.<sup>22-24</sup> Parents only give special attention to challenging activities at home and need help.<sup>25</sup> There was no significant difference between the two data groups due to the type of work occupied by career and non-career parents where work requires quite a lot of activities outside the home. Several employees dominate parents' job careers by a significant 56.0%, confiscating lots of time and sparing together children at home.<sup>26</sup> Although in general employment parents' non-career no bound with time and more lots time interacting with their son at home, work as several traders reached 41.0% as showed results of this study, it makes time spare lots spent outside the house.<sup>27,28</sup> Busy outside homes are carried out by non-career parents, particularly those who work as traders in the market, on the sidewalk roads, and the like. This busy work environment affects both career and non-career parents, resulting in a lack of sufficient attention to their children's education before the COVID-19 pandemic.<sup>29</sup> The study emphasizes the impact of parents' busy work schedules on their ability to provide adequate attention to their children, underscoring that this lack of attention can influence a child's understanding of their educational and social world. The findings highlight the need for a balanced approach to parental commitments to ensure that children receive the attention necessary for their overall development, particularly in the context of the pre-pandemic learning environment.<sup>30</sup>

The test results on learning attention after the pandemic revealed a significant difference between parent groups with careers and those without careers. In the category of learning attention, most parents with careers and overall non-career parents performed well. However, despite both groups falling into the "good" category, there was a distinction wherein parents with careers exhibited lower attention compared to non-career parents.<sup>31,32</sup> This disparity is attributed to coping strategies employed during the online learning process amidst the pandemic, particularly regarding parental involvement.<sup>33</sup> Parents with careers may face challenges in dedicating attention to their children's learning due to the added workload associated with working from home. The demands of the home office contribute to increased stress, with the egalitarian nature of parenting serving as a more significant stressor than traditional parenting approaches.<sup>32</sup> In contrast, non-career parents, particularly those who are self-employed or involved in business, faced lockdown policies and restrictions on operating hours for economic centers like markets. The reduced time available for producing goods or food for sale created an environment where non-career parents had more interaction and increased learning attention for their children. The Work From Home (WFH) situation, especially for mothers, involves multitasking in caring for their children while fulfilling work responsibilities, reflecting efforts to be good parents under challenging circumstances.<sup>34</sup>

The results of the data analysis indicate a significant difference in the learning attention of parents with careers before and after the COVID-19 pandemic. The pandemic has brought about substantial changes, impacting various aspects of parents' work activities.<sup>32,35</sup> The transition to online learning during the pandemic has necessitated increased parental supervision for a smooth and effective educational experience, as teacher supervision is limited.<sup>36</sup> Especially for children who are less interested in online learning, parents play a crucial role in providing the necessary attention and support.<sup>37</sup> Parents must be aware of their children's challenges in online learning and actively participate in addressing and resolving these issues.<sup>38</sup> Research also emphasizes the importance of daily communication and connection between parents and children. The family's ability to intertwine and establish a positive pattern of connection is vital. Busy parents who are often away from home may experience a reduction in the intensity of interaction with their children.<sup>39</sup> Conversely, research indicates that parental involvement in a child's learning process at school is a proven factor contributing to the child's success. Therefore, the level of parental engagement in the learning process is crucial for children's educational achievements, and this has become even more pronounced in the context of the changes brought about by the COVID-19 pandemic.<sup>40</sup> Comparison results in learning attention before and after the pandemic in groups non-career parents also found significant differences. The improvement in learning attention before the pandemic was mostly sufficient, but after the pandemic, it has significantly increased and is now considered good. This shift can be attributed to the dominant involvement of one parent in non-office-based work, such as being a farmer. Moreover, a considerable number have become traders or are self-employed, a trend that has been influenced by the enforcement of the Implementation of Community Activity Restriction policy.<sup>41</sup> This policy has led to restrictions on non-career parental activities, necessitating their presence at home more frequently. This change in occupation and the subsequent increased presence at home have positively influenced the overall learning attention provided by parents after the pandemic.<sup>33,34</sup> Appeal learning at home for student school during the COVID-19 pandemic made the parental role truly purified return as an educator.<sup>36</sup> Parent involvement in supervision activity learning, resources learning mainly for a child, parental authority gives teaching to the child by material from a teacher. They play a substitute teacher during activity teaching from home.<sup>42</sup> Patterns of learning attention parents' non-career during the COVID-19 pandemic increased bigger when compared to before because influence environment around them. The environment is one factor in learning attention parents to children or influences the success and achievement of learning children.<sup>43</sup> The environment around the moment the COVID-19 pandemic occurred necessitates somebody active at home or staying at home to disconnect eye COVID-19 viral chain.

This study is in line with the findings stated in research that many parents participate in helping and providing motivation to children during learning at home cause of an appeal government regarding COVID-19.<sup>44</sup> No few parents propose to spare time to get help with the learning process of their son while at home. Parental roles and learning child roles changed during the COVID-19 pandemic.<sup>22,35,37</sup> The involvement of parents in continuing the learning process at home during the pandemic is more effective and a solution, especially in schools and developing countries.<sup>45,46</sup> The most crucial factor influencing students' learning activity is surveillance, specifically parental attention to the child.<sup>31,47</sup> The role of parents, either career or non-career, in supervising a child inside the house, specifically during the COVID-19 pandemic, is far bigger than before the pandemic.<sup>36,37,47</sup> At this time, they work daily in a context fulfillment economy family from house, with intense activity outside their job more little from before the COVID-19 pandemic.<sup>32,34</sup> This related to attention or supervision to learn of children too far more significant when the COVID-19 pandemic occurred.

## Conclusions

Parents' careers and non-career learning attention to the child before the COVID-19 pandemic in the majority category was enough. Parents' careers learning attention after the COVID-19 pandemic was entirely category good. Then parents' careers and non-careers learning attention before the COVID-19 pandemic was no different. However, there was a significant difference in learning attention parents' careers with non-careers after the COVID-19 pandemic. This demonstrated the increase in condition pandemic learning attention by both groups of parents careers and non-career, particularly in the group of parents' non-career learning attention totally in the category is good. The key reason boosting learning attention for parents' career and non-career is an increase in home availability to accompany the online learning process. Parents' careers and non-careers are likewise linked to parents' enhancement requests in the online learning process.

## References

1. Mboi N, Syailendrawati R, Ostroff SM, et al. The state of health in Indonesia's provinces, 1990–2019: a systematic analysis for the Global Burden of Disease Study 2019. *Lancet Glob Heal* 2022;10:e1632–45.
2. Mundakir M, Efendi F, Susanti IA. Study of Knowledge, Attitude, Anxiety, and Perception of Mental Health Needs Among Nursing Students in Indonesia During COVID-19 Pandemic.

Indones Nurs J Educ Clin 2020;6:18–29.

3. Kemendikbud. Surat Edaran Mendikbud No 4 Tahun 2020 Tentang Pelaksanaan Kebijakan Pendidikan Dalam Masa Darurat Penyebaran Corona Virus Disease (Covid-19). 2020.
4. Visuddho V, Nugraha D, Melbiarta RR, et al. Predominant aspects of knowledge and practical skills among medical students with online learning during the COVID-19 pandemic era. *Med Educ Online* 2023;28:2182665.
5. Wulandari CP, Muthi'Ah AD, Aldhama SA, et al. Analyzing Perceived Academic Stress among First Year Undergraduate Students during Online Distance Learning. In: 1st International Conference on Advanced Technology and Multidiscipline. 2023.
6. d'Arqom A, Indistuti DN, Nasution Z. Online peer-group activism for thalassemia health education during the COVID-19 pandemic: a case study from East Java, Indonesia. *J Heal Res* 2022;36:158–65.
7. Shi-Hui S, Chaw LY, Aw EC-X, Sham R. Dataset of international students' acceptance of online distance learning during COVID-19 pandemic: A preliminary investigation. *Data Br* 2022;42.
8. Mubarok AM. Menumbuhkan Minat Baca Siswa Dari Keluarga. *Sindonews.com*. 2017.
9. Niu H, Wang S, Tao Y, et al. The association between online learning, parents' marital status, and internet addiction among adolescents during the COVID-19 pandemic period: A cross-lagged panel network approach. *J Affect Disord* 2023;333:553–61.
10. Hidaayah N, Yunitasari E, Nihayati HE, et al. Parenting stress against symptoms of gadget addiction in elementary school age during the COVID-19 pandemic. *Bali Med J* 2022;11:1189–94.
11. Prokupek L, Cohen F, Oppermann E, Anders Y. Families with young children during the COVID-19 pandemic—The importance of family type, perceived partnership roles, parental stress, and social support for changes in the home learning environment during lockdown. *Front Psychol* 2023;14:1–14.
12. Yang X, Jiang P, Zhu L. Parental Problematic Smartphone Use and Children's Executive Function: The Mediating Role of Technofence and the Moderating Role of Children's Age. *Early Child Res Q* 2023;63:219–27.
13. Rahem A, Syahrir A, Ismail H, Hermansyah A. Revisiting early online learning experiences amid the COVID-19 pandemic in Indonesia: Benefits, barriers, and impact on pharmacy student learning outcomes. *Pharm Educ* 2022;22:989–96.
14. Zamani S, Akrami N, Kooshki HAM. An Exploration of the Lived Experiences of Mothers with Successful Female Children to Develop a Native Parenting Style. *J Qual Res Heal Sci* 2023;12:37–44.

15. Arief YS, Kurnia ID, Nurkholida S. Parents, behaviour in individual-level prevention in children during the COVID-19 pandemic in Surabaya. *J Pak Med Assoc* 2023;73:S96–9.
16. Rachmawati A. *Orangtua Karir dan Pendidikan Anak*. Universitas Islam Negeri Sunan Ampel. 2019.
17. Pusdatinaker. *Ketenagakerjaan dalam Data (2021)*. Jakarta; 2021.
18. BPS Jawa Timur. *Provinsi Jawa Timur dalam Angka 2021*. Surabaya; 2021.
19. BPS Banyuwangi. *Kabupaten Banyuwangi dalam Angka*. Banyuwangi; 2021.
20. Wahyuni S. *Pengaruh Kesibukan Kerja Orangtua terhadap Prestasi Belajar Siswa SD Negeri Kalase'rena Kecamatan Bontonompo Kabupaten Gowa*. Palu; 2017.
21. Sugiyono. *Metode Penelitian Kuantitatif Kualitatif*. Bandung: Alfabeta; 2019.
22. Casimir OA, Blake SC, Klosky JV, Gazmararian JA. Adaptations to the Learning Environment for Elementary School Children in Georgia during the COVID-19 Pandemic. *J Child Fam Stud* 2023;32:1585–98.
23. Nurrosyida K, Firmanto NN, Fayanshah IBA, Sulistyawati SW. Parent's Level of Stress on Children's Online Classes during the COVID-19 Pandemic. *J Community Med Public Heal Res* 2022;3:19–25.
24. Wong LC, Tee PK, Cham T-H, Lim MF. Online Learning During Covid-19 Pandemic: A View of Undergraduate Student Perspective in Malaysia. *Lecture Notes in Networks and Systems* 2023;550:415–26.
25. Augustine JM, Prickett K. Gender Disparities in Increased Parenting Time During the COVID-19 Pandemic: A Research Note. *Demography* 2022;59:1233–47.
26. Harknett K, Schneider D, Luhr S. Who Cares if Parents have Unpredictable Work Schedules?: Just-in-Time Work Schedules and Child Care Arrangements. *Soc Probl* 2022;69:164–83.
27. Chung GSK, Chan XW, Lanier P, Wong PYJ. Associations between Work–Family Balance, Parenting Stress, and Marital Conflicts during COVID-19 Pandemic in Singapore. *J Child Fam Stud* 2023;32:132–44.
28. Luppi F, Mencarini L, See SG. Satisfaction with work–family roles and the relationship with working parents' life satisfaction: a cross-disciplinary perspective. *J Fam Stud* 2023; <https://doi.org/10.1080/13229400.2023.2218836>
29. Lyttelton T, Zang E, Musick K. Parents' work arrangements and gendered time use during the COVID-19 pandemic. *J Marriage Fam* 2023;85:657–73.
30. Faud FM. *Menjadi Orangtua Bijaksana*. Yogyakarta: Tugu Publisher.; 2005.
31. Mahmudi A, Sulianto J, Listyarini I. *Hubungan Perhatian Orang Tua Terhadap Hasil Belajar*

Kognitif Siswa. *J Pedagog dan Pembelajaran* 2020;3:122.

32. André S, van der Zwan R. The influence of the COVID-19 pandemic on changes in perceived work pressure for Dutch mothers and fathers. *Gender, Work Organ* 2023;30:1015–34.
33. Chara YLAA, Machaca ARC, Yopez JCM, et al. Coping Strategies for Online Learning from Home. *Int J Learn Teach Educ Res* 2023;22:359–78.
34. Handley KM. Troubling gender norms on Mumsnet: Working from home and parenting during the UK's first COVID lockdown. *Gender, Work Organ* 2023;30:999–1014.
35. Godwin KE, Kaur F, Sonnenschein S. Teaching and Learning during a Global Pandemic: Perspectives from Elementary School Teachers and Parents. *Educ Sci* 2023;13:426.
36. Putri RS, Purwanto A, Pramono R, et al. Impact of the COVID-19 pandemic on online home learning: An explorative study of primary schools in Indonesia. *Int J Adv Sci Technol* 2020;29:4809–18.
37. Rahardjo B, Rozie F, Maulina J. View of Parents' Role in Children's Learning During and After the Covid-19 Pandemic.pdf. *J Pendidik Usia Dini* 2022;16:69–84.
38. Perantika R. Peran Orang Tua dalam Belajar Daring Siswa MIN 1 Kepahiang Pada Masa Pandemi Covid-19. Bengkulu: Universitas Negeri Bengkulu; 2021.
39. Putro et. all. Pola Interaksi Anak dan Orangtua Selama Kebijakan Pembelajaran di Rumah. *J Islam Educ* 2020;1:23–4.
40. Avvisati F, Besbas B, Guyon N. Parental involvement in school: A literature review. *Rev Econ Polit* 2010;120:759–78.
41. Kemendagri. Instruksi Menteri Dalam Negeri (Mendagri) Nomor 1 Tahun 2021 dan diberlakukan di wilayah Jawa dan Bali. 2021.
42. Epstein JL, Becker HJ. Teachers' Reported Practices of Parent Involvement: Problems and Possibilities. *Sch Fam Community Partnerships, Student Econ Ed Prep Educ Improv Sch* 2018;83:115–28.
43. Slameto. Belajar dan Faktor-faktor yang Mempengaruhinya. Jakarta: Jakarta: PT. Rineka Cipta; 2010.
44. Haerudin H, Cahyani A, Sitihanifah N, et al. Peran Orangtua dalam Membimbing Anak Selama Pembelajaran di Rumah sebagai Upaya Memutus Covid-19. *J Stastistika Inferensial* 2020;1(12).
45. Sakaue K, Wokadala J, Ogawa K. Effect of parental engagement on children's home-based continued learning during COVID-19-induced school closures: Evidence from Uganda. *Int J Educ Dev* 2023;100.
46. Ye FT-F, Gao X, Sin K-F, Yang L. Remote learning and mental health during the societal

lockdown: a study of primary school students and parents in times of COVID-19. BMC Public Health 2023;23:1106.

47. Ceka A, Murati R. The Role of the Parents in the Education of Children. J Educ Pract 2016;7:61–4.

1

**Table 1.** Data demographic career and non-career parents.

Demographics	Career		Non-Career	
	n	%	n	%
<b>Age</b>				
20-60 years (adult)	25	100.0	31	79.5
> 60 years (continued age)	0	0	8	20.5
<b>Gender</b>				
Man	12	48.0	19	48.7
Woman	13	52.0	20	51.3
<b>Work</b>				
Retired/not work	0	0	3	7.7
Civil servants	2	8.0	0	0
Teacher	9	36.0	0	0
Employee private	14	56.0	0	0
Farmer	0	0	20	51.3
Entrepreneur/trader	0	0	16	41.0
<b>Total</b>	<b>25</b>	<b>100.0</b>	<b>39</b>	<b>100.0</b>

**1** **Table 2.** Learning attention career and non-career parents in elementary school children before and after COVID-19 pandemic.

Learning attention	Before		After	
	n	%	n	%
<b>Parents career</b>				
Good	3	12.0	20	80.0
Enough	21	84.0	5	20.0
Not enough	1	4.0	0	0
Total	25	100.0	25	100.0
<b>Non-career parents</b>				
Good	3	7.7	39	100.0
Enough	36	92.3	0	0
Not enough	0	0	0	0
Total	39	100.0	39	100.0

**1**

**1** **Table 3.** Difference between learning attention of career and non-career parents.

Learning attention	Mean	Z-values	p-values
Career and non-career parents before the COVID-19 Pandemic	40.68	-1.564	0.118
Career and non-career parents after COVID-19 Pandemic	50.22	-5.405	0.000*
Careers parents before and after the COVID-19 Pandemic	88.76	-4.212	0.000*
Non-Career parents before and after COVID-19 pandemic	92.28	-5.450	0.000*

\*p<0.05

**1** Submitted: 20 September 2023

Accepted: 20 December 2023

Early access: 6 February 2024