

UNDERSTANDING THE STUDENTS' ENGLISH LEARNING ACHIEVEMENT AND HOME ENVIRONMENT SUPPORTS DURING SCHOOL CLOSURE TO RESPOND TO PANDEMIC AT PRIVATE MADRASAH TSANAWIYAH AT-TAKWA SAMBAS

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Abstract

Understanding the perception of students' English education through the support of parents and the home environment when responding to class closures, the government's policy to save students but opening classes remotely is a critical and exciting study to carry out. For this reason, we have interviewed ten student resource persons to gain their experience and understanding of learning English and support from home. The results of these interviews and also supported by a review of several related literature, we can finally conclude that learning English which produces a reasonably good reference through a support approach from home during the pandemic response, has resulted in, among other things, the role and activity of parents supporting students during significant learning. In terms of motivational learning facilities, mental and physical support, and other support, which is the direct expression of students during distance learning. The publication and analysis of student interview data were carried out using a phenomenological approach involving data coding techniques and analysis according to in-depth evaluation and interpretation to obtain relevant and valid data to answer problems. The findings of this data will be helpful in the development of English language studies supported by parents and the home environment for similar studies in the future.

Keywords: Understanding, English Learning, Home Support, School Closures, Pandemic.

INTRODUCTION

Students' success in learning foreign languages, especially English, is closely related to the support of the parties, both from the school, the home environment, and even the community. Most education learning in schools, even though successful, only sometimes occurs in the school environment. However, most of the learning in everyday life strictly speaking English as a foreign language in Indonesia is proven that school students only succeed in mastering English if by using English. They are relying on a school approach. Even though the government through education is supported by various methods and teacher expertise and is further supported by government policies, many students face significant obstacles in learning both psychologically and socially because learning English as a foreign language is considered a foreign subject. However, it will be promising when learning is familiarized at home with the support of parents and playmates.

Students learn English for motivational reasons, attitudes, and feelings toward foreign languages. Some study with the teacher, some with friends, and some with their parents. All of them have to take a natural path, such as applying English in a home environment that parents and family members support. This will be a different momentum. It is essential to think about how learning English never relies on teacher knowledge or school involvement, but learning English is closely related to the involvement of parents in the community and also other elements of participation in activities outside the curriculum so that children can get a variety of quality learning studies. For the sake of the study, an investigation has been carried out to investigate the approach to learning English in an educational plan with the government curriculum. However, only some have tried to dig up the secrets in Bali. Learning English, supported by the involvement of parents or family members, will undoubtedly produce learning achievements that make learning more interesting and exciting.

Research reports, English language teaching literature, and support from the home environment are constantly evolving. Parent support has increased lately through early learning in the home environment and social learning outside of school. It is generally regarded as a support and revival of learning English in the home environment. Report on the evidence of the study of equality of educational opportunities in the community. This phenomenon confirms that fostering children's learning achievement with parents or the ease of learning facilities at home significantly affects learning more than other school interventions. This out-of-school approach to learning that emphasizes the role and support of parents and parenting is the basis for most of the early years of learning theory about parental care at home.

The role of parents and various supports from the home environment in various forms of support and family are the main things that must be continuously studied. This way emphasizes the parental support and potential out-of-school child learning support they have for their children to be successful in learning English. The theory of

learning and social support needs to continue to be developed as a theory that can be a framework for nurturing children's learning and interactions and the actions of parents and family members with their children. Based on the description above, the authors are interested in studying and researching how practical home environment support is for learning success and children's English learning achievement—judging from the experience of the lack of motivation from students to study in school with various reasons in learning English. Our assumption is to apply the knowledge and learning success gained in life outside of school, especially in speaking English. Thus, the author puts it forward in a scientific paper entitled "Students' Learning Achievement in English and Home Environment Supports."

We focus on the impact models and social learning theories that encourage behavior change through observation and socialization of children. This theory assumes that there must be a model that can later be used as observation by children who are learning. That is why social theory and modeling theory are very relevant to be applied in student learning. Similarly, learning within the family theory provides an essential foundation for research on family involvement and support (parents, brothers, and sisters). Gordon's methods of distinguishing the origins of impacts on student learning include the family and parent impact model, the school impact model, and the community impact model. The literature on child learning outcomes related to home, family, parent, community, and community support has grown in two directions from this background: towards a parent and school involvement and support for partnership relationships. The theory focuses on cooperation, and the relationship between home, school, and the child's community is more closely related to learning success. The latter is a continuation of the literature on parental involvement and support.

Inconsistency in the opinion of learning experts about parental support and involvement in children's success in learning English continues to be reported (Yusup & Ahmad, 2016; Aslan et al., 2020; Rachmawati et al., 2020). Most studies have shown that the support of parents and family members dramatically impacts the outcomes of English language education for children and even undergraduate students (Jalongo, 2021). Likewise, reports on the results of teaching English. In addition, scientific reports have yet to define parental support for English achievement explicitly. A comprehensive critical review of the literature in general and many previous reviews from 2000 to 2020 is provided by Khodabandelou et al., (2021); analyzing 21st-century learning trends in smartphone English learning has convinced us that successful English learning can also occur outside of school programs. Currently, similar studies have the potential to be more accurate, including clear findings on the relationship between variables (learning achievement and family member support).

This emphasizes the support and cooperation between family members, schools, and the community to benefit children's education and achievement. The direction of parental support is centered on specific relationships at the family level. It focuses more

on parental involvement, support, role, relevance, significance, and impact on children's English learning achievement. According to Good et al., (2010) vaginal English learning efforts can be carried out with the support of the family environment to achieve success between school teachers and family members. The theory of learning achievement in English extends the direction of the three learning models, namely parental support, from a pedagogical point of view. We have used frameworks such as family social support in this study to emphasize the influence of learning outcomes and attitudes, achievements, expectations, and beliefs on achievement on children's achievement. This study's title is chosen because of the research questions and the terminology focusing on parental family support on children's English learning achievement and outcomes. The location of data was done at MIS At-Takwa Sambas.

METHODS

In this methodology section, the study will describe the process of conducting a study that aims to understand students' learning achievement in English with theme of "Understanding the Students' English Learning Achievement and Home Environment Supports during School Closure to Respond to Pandemic" and the support of the family environment, including parents and family members, when responding to class closures at MIS At-Takwa Sambas public junior high school (Hwang et al., 2021). This study uses two data sources; the first is interviews with ten junior high school students and examines several pieces of information and data related to the achievement of learning English through the involvement of parental support at home during the pandemic. The data from interviews and a review of several kinds of literature were then analyzed under a phenomenological approach, which among others, involved a data coding system in depth evaluating the data and interpreting finding valid data to answer the problems of students' English learning achievement and support from the family environment such as parents and siblings (Campbell, 2014).

Our data search, among others, by conducting an online literature review and conducting direct interviews with schools, found several students who excel in English. In analyzing the data, we chose a phenomenological approach (Greening, 2019). This method can provide answers and data relevant to this study's problems. The phenomenological approach is the ability to understand something phenomenal, namely learning supported by parents, especially in the field of study. English. In determining the literature category, we chose the last ten years, considering that learning English has experienced a tremendous acceleration, especially during the response period of classroom life and online opening. Thus, among others, the methodology of conducting the study was that we focused on identifying the core problems of the study, then searching for interview data and data analysis, and ending with reporting (Malcolm & Knighting, 2021).

RESULT AND DISCUSSION

Family support and English learning achievement

In the results section, we will examine the results of analyzing interview data for some students at MIS At Takwa Sambas. We got the data from a series of interviews with ten students and their experiences of learning especially English when they studied from home in response to the government's policy of closing schools during the pandemic disruption.

The first question tells a little about the experience of learning support from home, including from your parents and family members, for the success of learning English.

While studying from home, I received a prefix from my mother, occasionally, my father, and also my brother, who was in college. The relationship they provide, for example, helps with assignments, uses the internet for support, and searches for other help materials (P.01, 2).

In learning from home during the pandemic, the care of parents and support of family members, especially parents, positively impact learning progress in general and English in particular. However, parental participation and support in much of the literature are only sometimes confirmed (Iadarola et al., 2019). In this case, it is implied to understand. Understandable operationalization and understandable measurement are when students look for how they are helped in learning, and family members can contribute to helping students. This is a simple indication that involvement and support have occurred.

Many things clarify the involvement and support of parents at home for the continuity of learning English, and it can be clearer how parents integrate their presence mentally and physically as part of one family. However, participation can help progress in learning actions such as managing situations and inviting children to remain active. Various understandings of parental involvement in student learning remain a matter of debate among experts. Support and involvement are a multidimensional understanding and a continuity between helping and not helping (Calderón et al., 2011).

Many experts understand that parental involvement and support for children in learning English is part of behavior that will stimulate intellectual cognition so that parents continue to work by investing time and energy in children's English education. So the difference between support from school teachers and support from parents at home can be understood as something different where many studies say the results will differ because the central location of children in schools with a rigorous education system compared to everyday life at home is something that requires the consistency of parents and teachers to communicate knowing what children need when learning, especially English (Ma et al., 2016).

The second question we asked other students about their parents' involvement in helping with homework and family members' participation in practicing English together is rarely done due to this pandemic period.

How do you complete the tasks, do your brothers and sisters or your parent's help?

Yes, that is right, for homework, all lessons, especially English, involve my mother, father, sister, and friends from one place; we are often helped with assignments, and not only are my parents at home but neighbors. There is also a study group created in the community center. We often go there to get help and find ways to complete the main task of getting an internet connection during pandemic learning (P.03,4).

In contrast, home-based support might involve parents helping with the child's assignment or participating in practicing English learning activities together. This distinction was made by (Okado et al., 2014), who defined parental support as the child's learning-related activities at home and school. The types of parental and family members have become the most widely used operationalizing and have also been utilized in English language learning-related research. Then, parenting, communication, volunteering, homeschooling, making decisions, solving problems, and working with the community outside were separated (Paul et al., 2022).

According to Mizani et al., (2020) "significant participation of caregivers in the educational process and experience of their children" is a critical definition of participatory parenting. Others have used the term "participation," and the literature continues to use it and discuss it recently. The phrases "active participation" and "passive participation," Poon, (2020) defines the participation is the potential process by which parents assist their children, either actively or passively, at home and in school. He created and broadened the definition to include more than just activities and actions alone. Similar distinctions have been made between direct and indirect parental involvement and open and closed parental involvement in mathematics settings. Based on the mentioned operationalizations and definitions, the new definition provides a conceptual understanding of the research question and the indicators chosen. Based on the literature reviewed, this study defines parental involvement as the physical, social, cognitive, or emotional presence or action that influences a child's educational outcomes—in this case, English language learning outcomes (Xu et al., 2020).

In your experience, which is more fun in your school learning, especially learning English at school by studying at home remotely with the help of your father's and mother's support in doing homework, continuing with assignments, and everything ordered by the teacher?

Indeed, in terms of studying, sometimes it is better at school. However, during the pandemic, it is better at home because we have a study group supported by our father's name and all family members during school holidays. We indeed have

the internet at home. If there is rarely internet at school, then we say it is fun learning English with your sister at home during the holidays too (P.05.6).

The results of learning English for children's learning are believed not only through learning at school but can also be the result of natural learning in the environment, especially at home (Susanty et al., 2021). The term English learning outcomes express a deep understanding of how parental participation impacts every aspect of a child's learning in terms of the child's relationship with parents and success in English. Children who gain experience and knowledge develop English language skills naturally; they believe that parents and household members are learning friends so that whatever action they take at home is not categorized as something that impacts learning. However, the problem with the language is how learning or students learn naturally so that they get optimal results, and the actual results can be seen; they are learning to master English content (Sumanti & Muljani, 2021).

The results of learning English are what students get when tested at school; hopefully, what they get is derived from the emotional motivation learning process and students' attitudes when learning (Ahmad & Rao, 2013). In an educational environment, the results of English lessons are combined with the concept of understanding and skills in English to become a comprehensive achievement of measurable skills. The impact of the English gold payment results is a factor that clarifies the difference between success and failure. It can be seen how the learning developed clarifies the learning outcomes of English which is a continuation of an emotional student motivation that leads to decision-making and behavior by ensuring that they have sufficient thoughts and information when they study. Short actions and decisions about English lessons, such as students being diligent, having positive behavior, and having pleasant ethics towards learning, are all part of the learning outcomes (Kamal, 2021).

Regarding the support of parents and family members for students, there is a very significant difference between the assistance provided during remote school responses to the pandemic and a typical school atmosphere. Our question is, what do you think about how your parents support doing homework while studying at home there is a school closure due to the pandemic with support before the pandemic?

Compared to my Mama's support before the pandemic. Previously we also studied at home, but Mom and Dad were not very involved in helping us. However, since the pandemic, Mom and Dad and friends do actively provide help and support for all our learning problems, including the internet provision (P.07.8).

The previous report of Wilczewski et al., (2021) during the pandemic response, emphasized the support and commitment of parents to distance learning activities from children's homes as a source of learning environment that can affect children's English achievement. A year later, Sinaga & Pustika, (2021) explored that the influence

of parents and the support of family members is the single force influencing children's achievement and practice of English regardless of gender or socioeconomic background. During this underlying school closure, the relationship between parental inclusion and English language outcomes was essentially through research on academic achievement. Children's English achievement is a fundamental part of the information material. Over the last few years, many research reports have described how parental participation during online and offline learning affects children's academic performance in predicting or mediating the impact of the pandemic (Goudeau et al., 2021). Hundreds of studies with an overall sample of more than 1 million children have emphasized the impact of family support on children's school achievement.

Wilder, (2014) summarizes nine meta-analyses in the meta-synthesis, showing a generally positive relationship between parental support and academic achievement, including English, despite differences in definitions and measures. The effect was consistent across class and ethnic levels. Most of this research is relevant to foreign languages: In a recent review (Boonk et al., 2018) indicators of parental involvement and children's academic achievement, there were 59 of the 75 articles reviewed measuring English academic achievement using children's English skills child. A recent meta-analysis of Valentino & Reardon, (2015) shows comparable numbers on similar English subjects where 22 of 37 exams predict academic achievement through English among different models. This emphasizes the importance of incorporating this research literature into the operational knowledge base of foreign languages, especially during learning during the pandemic crisis (Ali, 2020).

Next, we asked about the role of parents and guardians of students and family members in providing support and assistance for learning at home during the pandemic. We asked how your parents and guardians were about the support for learning facilities and whether they previously assisted, such as the internet and learning equipment; anything else you need?

During our learning at home to respond to the pandemic, our parents gave us much help in the form of facilities such as cell phones, internet notebooks, and encouragement in learning all subjects and English so that we do not get bored with studying at home long distance (P. 08,9).

Based on the answer above, the role of parents refers to the responsibility of guardians of students, providers of learning facilities, or caregivers of children who always care about the needs of children in learning (Rosenthal et al., 2013). However, the term "support" is subject to many definitions and interpretations, as well as the author's understanding. In short, *support* can be defined as a state of being physically or mentally present or supportive of others. However, participation and support in an event or action can also be emphasized as having meaning in children's progress in learning English. Shukla et al., (2015) suggest this led to various operationalizations and

definitions of the meaning of parental support. Behavioral and practical support, unidimensional care, and multidimensional support are some dichotomies used to classify full parental support in children's education. Aw et al., (2017) or as a continuum covering low or no participation to very active support.

Regarding behavior, cognitive-intellectual support, and personal involvement, Mistry et al., (2010) state that parental support is a child's resource for a successful future. Wang et al., (2022) define parental support as parents' investment in their child's education. The most prominent and widely used difference that has survived as a fundamental difference in research and literature is that between school assistance and support from home, which is based on the primary place where the child goes to school and lives success every day. Two examples of school-based support are attending a parent-teacher conference and interacting with a teacher.

On the other hand, home-based support may involve parents and family members participating in reading and writing activities or helping with the child's homework. Tamboto et al., (2021) define parental participation as activities related to children's learning at home and school.

Figure 1 Data summary of interview at MIS At_Takwa Sambas

No.	Question Issues	Answers	Goal to Achieve
1	... the experience of learning support...	... <i>relationship they provide... ...helps with assignments...</i>	... <i>the success of learning...</i>
2	about their parents' involvement	<i>all lessons, especially English...</i>	helping with homework
3	Allowing students to perform motor skills	...physical education class... move their body parts...	...changes in motor behavior... to form the movement...
4	train children to be active, invite students to solve problems...	repetitive movements, solve problems together...	...participate in team sports and social environment... aim to play together a mixture of sports and recreation...
5	... training children to practice balance bodies...	Motorics skills; involving in sports and fun activities	...all children practice simple flavors..
6	...encourages students to practice...	motor exercises, repetition of critical motions, different types of movement..	... interact with the environment..

7	develop students' motivation learning	independence skills focus, part of academic cores...	...develop habit learning for the academic and life, help students enjoy interacting and playing while learning
8	teach English learning skill, make student aware of indepeny	inclusive educational support, assignments and exercises...	...actively participate in family learning, appreciate their unique abilities...
9	Play with English language games at home...	Parents guidance; play, learn, and enjoy	...guide students at home enjoy fun with English lesson and other related subjects
10	Help students to socialize with lhome family learning..	Learning centers, treatments, built every students learning potential skill...	...motivated to exercise and interact with whole family, making children confident

Discussion

The results of the analysis of interviews with ten students at MIS At-Takwa Sambas and with a data coding analysis system have resulted in theoretical understanding and operationalization for English learning outcomes during the pandemic response where school closures have involved parents and family members of each student resulting in information and learning experiences as shown in the results section. The data confirm various indications of parental support, with most studies focusing on encouragement, reducing anxiety during the pandemic response, self-confidence, and values in addition to learning from home settings, schoolwork activities, support facilities, remote communication, and mental and physical support. On the other hand, outcome indicators of English subjects confirm previous research (Boonk et al., 2018; Wilder, 2014), with achievement and related concepts such as learning performance during a pandemic crisis, learning management skills, and ability to dominate prominently with family support. In addition, many studies have focused on attitudes, motivation, self-efficacy, and values related to children's English learning.

In the literature on children's English learning outcomes, an indicator used to operationalize parental involvement is the support and involvement of parents and other family members. How can these indicators be divided into groups? According to Budhrani et al., (2021) in the second phase of pattern and focus coding, Indicators that share content-related similarities are grouped in 2021, and concepts whose meanings are nearly identical are categorized as synonyms. Based on prominent patterns and similarities in the data, overarching categories for groups and other individual indicators are created and named. As a result, twelve categories of parental involvement with keywords were operational: Competence consists of belief,

motivation, emotion, presence, framing, nurturing, activity, speaking, assisting, selecting, and traveling. Although some categories are specific to English achievement, they can also be viewed in terms of other disciplines or as a whole. There are categories based on keywords, the volume and distribution of the indicators included, and the percentage distribution of the research volume for each category.

English achievements and results

What indicators of children's English learning outcomes were identified in published research on parental support in learning from home to respond to the pandemic? What could be considered research focus areas for English language outcomes? These indicators are the focus of the coding protocol because they are thematically grouped into a priori categories derived from the English definition of achievement outcomes with the keywords Learning, Belief, Motivation, Emotion, and Behavior. Keywords, distribution, and volume of accompanying indicators align with categories.

For the English outcome indicators, categorization difficulties should also be emphasized about the indicators of parental involvement and support. It is possible to assert that concepts like values, expectations, and attitudes belong in other categories, alternative categories, or even categories larger than one another. One way of thinking or feeling about something is called an attitude. As a result, it encompasses both cognitive and emotional aspects. Expectations, like values, are a part of the belief structure, influence behavior, and serve as a source of motivation. However, the choice of coding was influenced by prior comprehension and application of the terms in pertinent review articles. When divided into categories, the importance of achievement, performance, and skills is once more emphasized (Boonk et al., 2018), titled "Learning." However, 30% of all research on children's cognitive and affective English outcomes falls into the middle three categories. During pandemic school closures in many parts of the world, this paper recalls the increasing volume of exams for parental associations related to children's tension, mentality, grades, and inspiration for science, as well as the volume of markers for English outcomes over the past two years.

CONCLUSION

Arriving at the end of the study, we will summarize some important points we have obtained through interviews with several students at MIS At-Takwa Sambas who have proven successful in learning English during distance learning after the government adopted a policy of closing schools by continuing online history learning. The core of the problem that we are studying is trying to understand students' English learning achievement through the support of the family environment during the pandemic response to school life. As for the critical points that we have understood,

among others, that family support for English learning achievement is indeed beneficial for students, the recognition of the students proves this through interviews; among others, they said that while responding to the pandemic learning from home parents were fully involved and supported all learning activities as well as in carrying out tasks where brothers and sisters helped with task completion and were also assisted by the never to study together. In other words, learning is strongly supported by family and friends.

On the other hand, we also understand that the support of parents and family members is very significant in helping students learn from home with a charming atmosphere, including support for learning infrastructure facilities such as the internet and technology. In the end, we also understood that during the pandemic response, parents actively provided encouragement for motivational facilities and overcame so that students are not bored and also shy and mental and physical support so that children can continue to study and avoid the outbreak. These include, among others, the results of interviews and literature supporting learning during the pandemic.

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