



Assessing the Experience-Sharing Parenting Method through Online Learning during Covid-19 Pandemic

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Empowering children to study at home with diverse parenting patterns during the Covid-19 pandemic is a challenging experience for parents of elementary school students. This study aims to determine changes in parenting patterns used by parents of elementary school students after undergoing online learning of parenting patterns with the method of sharing experiences. This study uses the concurrent embedded research method where both qualitative and quantitative data are being collected at the same time. The descriptive qualitative method is embedded within the quantitative method, with a pre-experimental one group pre-test and post-test design. Data collection techniques used questionnaires, observations, and interviews with Chi-Square non-parametric inferential statistical analysis techniques and descriptive qualitative. The research setting was online learning, which was carried out during the Covid-19 pandemic, where parents of elementary school students were more likely to accompany their children to study at home. The results showed that online learning with parenting experience-sharing methods can change the understanding of parenting patterns of students whose parents were initially more dominant in the permissive type, to become more dominant in the authoritative type. This study's findings imply that future research would benefit from examining the differential, nonlinear, and interactive components of authoritative parenting can affect school achievement.

Keywords: parenting experience, online learning, Covid-19 pandemic, learning, students

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INTRODUCTION

Parenting is a way for parents to nurture and provide education to children to understand themselves and their environment (Hartati, Suryadarma, & Hanum, 2020). Mabbe et al. (2018) formulated four types of parenting patterns, namely (1) authoritative parenting, (2) authoritarian parenting, (3) permissive parenting, and (4) neglectful parenting. Authoritative parenting is also called democratic parenting, where parents try to be responsive and build dialogue with their children. Authoritarian parenting is a parenting pattern characterized by rigid rules and high expectations for children. Permissive parenting is a parenting style that provides tolerance and always indulges or fulfills the child's wishes, while neglectful parenting is a parenting style that ignores and leaves children without clear rules. Parents should pay attention to parenting patterns for elementary school age children by understanding aspects of child development, effective communication, and positive discipline (Madigan et al., 2019). Some experts suggest that at the stage of development of elementary school age children, the parenting pattern is prioritized on the authoritative type of parenting. Authoritative parenting patterns are characterized by parents having equally high responsiveness and demands, making rules with clear-cut standards and made known to the children, as well as being responsive and understanding of children's needs (Lau & Power, 2020).

At the initial study stage, information obtained indicated that parents did not understand the parenting pattern they applied to their children. The parenting pattern that is carried out is based more on experience and belief in the values and norms that are understood by parents. Parenting experience refers to past experiences when parents received care as a child, and values or norms are taken from religious beliefs and/or local customary rules. Parenting patterns have an impact on the adjustment of children's behavior (Syahril, Ilfiandra, & Adiputra, 2020). Cabus & Ariës (2017) revealed that there is a causal relationship between parental involvement in parenting and the adjustment of children's behavior at school. Yulianti et al (2021) revealed that active parenting and parental involvement in the learning process can improve children's learning achievement. On the other hand, the opportunity for parents to develop themselves and increase knowledge about parenting is very limited (Körük, Öztürk, & Kara, 2016).

Learning parenting is an effort to increase parenting knowledge and skills for parents. The most significant impact of the Covid-19 pandemic on the implementation of online learning is that children are mostly at home with their parents. Some parents experience panic and unpreparedness in having to accompany their children to study at home. Some parents make very strict rules and supervision of their children but others give freedom and there are no clear rules for their children. As an effort to reduce panic and increase parenting knowledge of parents in accompanying children to study at home, online learning activities are carried out using the experience-sharing method. The experience-sharing method was used to reveal parenting experiences that occurred during the pandemic. The method used in this learning is more participatory because the participants are adults, the parents of students. Online learning with experience-sharing method helps parents to learn analytical and problem-solving skills by presenting one of the experiences (cases) of parents. Based on the problem in several cases, the learning

participants are asked to make rational problem-solving processes which include restating important facts, drawing conclusions from these facts, stating a problem or several problems, developing alternative solutions and then stating the consequences of each solution and define and support a course of action. The facilitator used the experience-sharing method as an effective way to improve and clarify rational decision making (Souza et al., 2019).

Based on the description above, activities are needed to increase parents' understanding of parenting knowledge by maximizing online learning (Chi, Tu, & Minh, 2020). One of the activities to increase parenting knowledge for parents is learning parenting skills. Zhang et al. (2021) put forth that learning is an effort made to acquire knowledge, skills, and attitudes that can be used immediately to improve performance. Herro et al. (2021) reveals learning as a series of activities designed to improve skills, knowledge, experience, or change an individual's attitude. Meanwhile, according to Haryani, Ashari, & Linarti (2021), parenting is how parents educate, guide, discipline and protect children going into adulthood. This includes efforts to establish norms that exist in certain communities in accordance with the development of children and the absence of coercion, unfair punishment, and giving prizes or awards as a reward for success.

Based on the results of the observations and interviews in several elementary schools in Yogyakarta, it can be concluded that there have been no schools that regularly and programmatically provide services to parents to increase parenting knowledge and build strategic partnerships between schools and families. In general, schools do not have a special program that accommodates parents to increase parenting knowledge as an effort to support the child's learning process. Meanwhile, the awareness of parents to actively participate in the learning development of their children is still lacking. In the initial study, it was found that many parents applied parenting patterns that tended to be permissive, namely parenting with low demands and high responses. Permissive parents tend to love their children very much, but parent with few guidelines and rules.

The remaining of this paper proceeds as follows. Section 2 presents the literature review and related research, section 3 presents the concurrent embedded research methodology used to conduct this research. Section 4 presents the Results, Section 5 discusses the results, and finally Section 6 concludes with some direction of future work.

Literature Review

Educational technology is the study and practice of providing solutions to educational problems. In the 1994 field definition, it is explained that educational technology is theory and practice in the design, development, utilization, management, and evaluation of processes and resources for learning (Xie, & Rice, 2021). With the development of educational science and technology, Association educational communication and technology (AECT) put forward the definition of the field in 2004, namely educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources (Englund, Olofsson, & Price, 2017). Based on the AECT 2004 definition, educational technology has the main goal of facilitating learning to be effective,

efficient, and interesting, as well as being able to improve performance. This definition also discusses ethics in using technology in educational practice as an effort to facilitate the educational process and improve educational performance (Oke, & Fernandes, 2020).

Based on the definition of the field of educational technology, it can be concluded that educational technology is a field of study of scientific studies / theory and practice in designing, utilizing or using, managing, and evaluating the process of learning resources and systems to facilitate learning and improve performance in order to achieve effectiveness and efficiency for learning and training. One of the efforts to improve performance can be done by training. The definition of the field of educational technology in 1994 explains the area of the field of educational technology activities through theoretical studies and research, as well as trying to emphasize the existence of processes and products in the application of educational technology. The definition formulates five areas or fields of work for educational technology, which include: design, development, utilization, management, and assessment (Englund, Olofsson, & Price, 2017). Based on the 2004 definition by AECT, it can be illustrated as follows:

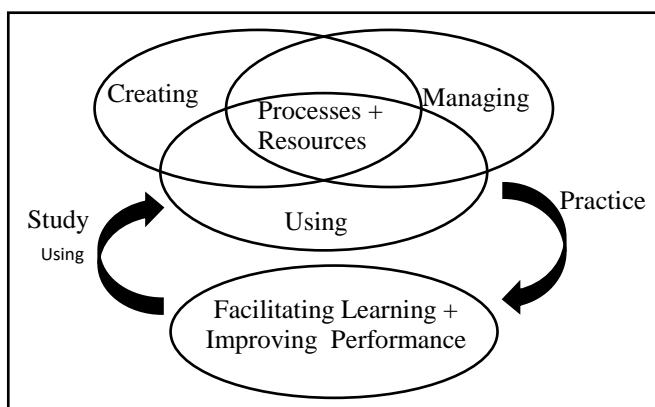


Figure 1
Illustration of the 2004 definition

After the researchers observed previous research related to parenting patterns, the relevant research can be detailed as follows:

1. Sunarty & Dirawan Darma (2015) explained the development parenting model to increase the independence of children. This study examines parenting and the child's independence model. The research problem is whether there is a relationship between parenting and the child's independence. The purpose of research is to determine: firstly, the type of parenting in an effort to increase the independence of the child; and the relationship between parenting models and the child's independence. The study population was a junior high school student in the city of Makassar. Data were collected through the scale/questionnaire. Data were analyzed by using descriptive analysis statistics and statistical inferential. The results showed that: firstly the type of parenting

patterns used today in relation with the independence of children are respectively: positive parenting, democratic, authoritarian, permissive, negative/unhealthy, and derelict; secondly, a positive parenting and a democratic parenting model can increase the child's independence, and finally, there is a positive and significant relationship between parenting models and the child independence.

2. Asbari, Nurhayati, & Purwanto, (2019) showed the effect of parenting style and genetic personality on children character development. The purpose of this research is to identify the influence of parenting style and genetic personality to children's character development. This research is a correlational study using a survey and quantitative method. The population in this study was parents of students in Aya Sophia Foundation Islamic School. Data collection was carried out by simple random sampling to a population of 1,243 students' parents using an electronic questionnaire. The returned and valid questionnaire results were 398 samples. The data collection technique used was a questionnaire with a Likert scale. The instrument of this study is a modification from the Parenting Style Questionnaire (PSQ) of Robinson et al. and Roman et al. To measure the genetic personality, the instrument was adapted from STIFIn Personality Concept. Another instrument used to measure children's character development is an adaptation from Poniman et. al. The analysis in this study used SEM (Structural Equation Model) with SmartPLS version 3.0 as a statistic tool. The result of this study shows that parenting style and genetic personality have a positive influence and significantly contribute to children's character building.

3. Garcia, O. F., & Serra, E. (2019) explained the raising children with poor school performance: parenting styles and short- and long-term consequences for adolescent and adult development. This study examines the correlates of authoritative (warmth and strictness), indulgent (warmth but not strictness), authoritarian (strictness but not warmth), and neglectful (neither warmth nor strictness) parenting with short- and long-term socialization outcomes in adolescents and adults, with and without poor school performance during adolescence. Short- and long-term socialization outcomes were captured by multidimensional self-esteem (academic/professional, emotional, and family), psychological maturity (self-competence, social competence, and empathy), and emotional maladjustment (nervousness, emotional instability, and hostility). Participants (1195 female and 874 male) consisted of a community sample of adolescents ($n = 602$), young adults ($n = 610$), middle-aged adults ($n = 469$) and older adults ($n = 388$). Design was a $4 \times 3 \times 2 \times 4$ MANOVA (parenting style \times school performance \times sex \times age). Results indicated that the relationship between parenting styles and children's socialization outcomes does not vary as a function of school performance. The link between parenting styles and socialization outcomes shares a common short- and long-term pattern in adolescents and adults: Indulgent parenting was related to equal or even better socialization outcomes than authoritative parenting, whereas authoritarian and neglectful styles were associated with the worst socialization outcomes.

The results of the two studies above show an increase in understanding and skills after treatment, both in the form of applying the parenting style model and implementing a parenting training. The similarity between these two studies and the research that will be

studied by the researcher is the similarity of the material on parenting patterns, and the implementation of parenting training. While the differences in research conducted by researchers with previous researchers are research methods, training designs and research variables subject. This research method uses the concurrent embedded method. The design of this research parenting training used an experience-sharing method that was compiled based on a guide which was then developed by the researcher. The use of training methods in this study aims to enable parents to actively explore logical thoughts based on parenting cases. While the research subjects were parents of class III A students at Deresan Elementary School. Both of these studies contributed ideas and inspiration in the implementation of this research.

Parenting training is an activity designed to increase knowledge, skills, and attitudes regarding care, protection, and guidance for parents in an effort to meet the needs of children with love, care, and values. In the design and implementation of training, it must be guided by training objectives, training principles, using supporting media to meet the requirements of effective training in order to achieve all indicators of an effective training program. Parenting training is one of the education carried out by parents. Adult education is a learning process that is carried out consciously and voluntarily by adults in order to improve knowledge and skills that will result in changes in attitudes and behaviour as a way to solve or overcome problems in their lives. Parenting training aimed at parents must pay attention to how adult education is. So that the planning and implementation of parenting training must pay attention to aspects of training and also aspects of adult education. In addition to paying attention to these aspects, parenting training must also choose an appropriate method to achieve the training objectives that have been set.

The training method is the way/technique of learning in training. The use of training methods can be done by using one method that is used as the main method in every training meeting with the help of supporting training methods. Parenting training that uses the experience-sharing method as the main method is training that helps trainees learn analytical and problem-solving skills by presenting stories (cases) so that critical, logical, and rational thinking processes occur for problem solving so that there is an increase in thinking power and understanding. The use of the experience sharing method as the main method and assisted by other supporting methods such as the lecture method, discussion, and audio-visual media aims to ensure that the training materials provided can be delivered properly. One of the parenting training materials is understanding parenting patterns. Understanding parenting is the intellectual/thinking ability in explaining and interpreting concepts regarding parenting methods or techniques in interacting with their children to provide love, care, guidance, and fulfilment of needs that affect child growth and development. Parenting patterns include authoritative, authoritarian, permissive, and neglectful parenting patterns. Parenting patterns that are suitable for elementary school age children are parenting patterns that pay attention to the stage of development, effective communication, and positive discipline. This shows that an appropriate parenting pattern for elementary school-aged children is an authoritative parenting pattern.

The implementation of the parenting training program by using the experience sharing method as the main method and using other supporting methods regarding understanding parenting patterns for elementary-aged children will increase parents' understanding of appropriate parenting patterns for elementary-aged children. Therefore, if the parenting training program for sharing experiences regarding understanding parenting patterns for elementary-aged children is carried out properly to achieve the training objectives, then the understanding of parents regarding appropriate parenting patterns for elementary-aged children will increase.

METHOD

This study uses a quantitative approach with experimental methods which aims to determine the effectiveness of parenting training by taking the material on parenting patterns for elementary school-aged children to increase parenting understanding of third grade students at Deresan Elementary School, sub-district of Depok, Sleman Regency, Yogyakarta. The research sample was 25 parents of third grade students (Class A). Sampling in this study uses a non-probability sampling technique with purposive sampling method. The inclusion criteria of the parents used as samples in this study including; there are no school activities that involve parents to understand good parenting patterns and support learning at school, there has never been parenting training before, many parents apply permissive parenting.

This study employed the concurrent embedded model research methods. In this study, the primary method used to obtain the main data was an experimental method with a one group pre-test post-test design. Therefore, in this study, the measurements were carried out by comparing the results of the pre-test and the results of the post-test to see the effect of parenting training carried out on increasing students' understanding of parenting. Pre-experimental research design using one group pretest-posttest design can be illustrated in Fig. 2.

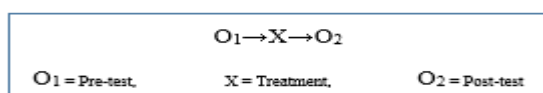


Figure 2
Research design

The pre-test was conducted in the first training meeting before the training activities started. The questions contain 40 statements with the answers listed in multiple choice. The treatment in this research is parenting training on the sharing of experiences with the material on parenting patterns for elementary school-aged children (Class A). The parenting training was carried out in 3 meetings. In one week, one meeting is held. So that the implementation of the training carried out 3 weeks in a row. The post-test was carried out after the implementation of the training series was completed, namely in the third training meeting in the last session. The technical implementation was assisted by the researcher as the training facilitator by reading the instructions for filling out the test sheet. Then parents were given time to fill in the statement questions. After completing

the post-test results, the data will be processed and compared with the pre-test results to determine the effectiveness of the training.

The secondary method used to obtain data in order to support the primary data obtained from the primary method was a qualitative method. Data collection techniques used questionnaires, observations, and interviews. The validity test in this study is based on the expert judgment by Dr. Puji Yanti Fauziah (M.Pd) from the Out of School Education study program at Yogyakarta State University, Indonesia. The instrument validation by expert judgment was carried out in March 2020 with one revision in the preparation of statements of parenting instrument item statements. Then the results of the improvement of the parenting pattern instrument were consulted again and declared suitable to be used for research. The results of instrument validity through expert judgment were then carried out by selecting instrument items and testing reliability.

The selection of instrument items was carried out by conducting a bivariate correlation test between each indicator score and the total construct score with Statistical Product and Service Solutions (SPSS) 22 for Windows. The selection of instrument items was carried out by measuring only once and then measuring the correlation between the answers to the statements. The instrument was tested on 30 parents of third grade elementary school students (class B) in Deresan. The test is carried out by comparing the calculated r value with r table for degree of freedom ($df = n - 2$), in this case n is the number of samples. In this study $n = 30$ with $df = 28$ and $alpha = 0.05$ so that r table = 0.361. The scale is declared valid if r count > 0.361 and $Sig. < 0.05$. The results of the selection of instrument items are as follows.

Table 1
The results of the selection of instrument items

No	Variable	No. of Questions	Valid	Invalid
1	Authoritative Parenting	10	10	0
2	Authoritarian Parenting	10	10	0
3	Permissive Parenting	10	10	0
4	Neglectful Parenting	10	10	0
Total		40	40	0

The results of the reliable test for authoritative parenting is 0.852, authoritarian parenting is 0.771, permissive parenting is 0.857, and neglectful parenting is 0.780. These results indicate that the instrument is reliable. Data analysis used nonparametric inferential statistics with Chi Square to determine the significance of changes in understanding of parenting patterns and descriptive qualitative analysis.

FINDINGS

This study attempts to assess the experience-sharing parenting method within the online learning environment by comparing the results of the pre-test and the post-test to see the effect of parenting training in increasing students' understanding. The pre-test results for parenting pattern among parents prior to online learning are shown in Figure 3.

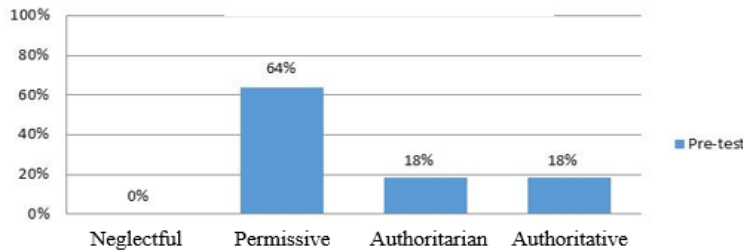


Figure 3
Pre-test of parenting pattern chart

From the graph of the pre-test results, it is known that the early parenting pattern of elementary school students is more dominant in the permissive parenting pattern, at 64%. Parents who had an authoritarian parenting pattern and an authoritative parenting pattern were at 18%. Parents of authoritarian and authoritative parenting styles had a smaller percentage than the percentage of permissive parenting patterns. Meanwhile, amongst parents who took part in the online parenting lessons, none of them applied the neglectful parenting pattern.

Changes in parenting patterns of elementary school students after online learning for parents with the method of sharing experiences based on the results of the pre-test and post-test are as shown in Fig. 4.

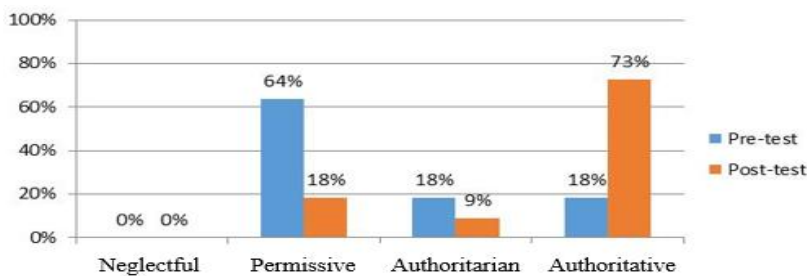


Figure 4
Changes in pre-test and post-test parenting patterns

From Fig. 4, it is indicated that there is a change between parenting patterns of students before and after learning. Based on these results, it can be seen that the parents of students, after participating in the online learning, experienced changes in knowledge to a better understanding of authoritative parenting patterns. Changes in knowledge of parenting patterns can be seen from the decrease in the percentage of permissive parenting by 46%, while the authoritarian parenting decreased by 9%, and the percentage of authoritative parenting increased by 55%. Although there were still parents who still used permissive parenting methods with a percentage of 18% and an authoritarian parenting pattern with a percentage of 9%, the percentage of neglectful parenting from the beginning of learning and after learning had no change, remaining at 0%. This means that there were no parents who chose neglectful parenting after parenting learning.

In the first lesson using the experience-sharing method, it was found that there were parents who had knowledge and applied authoritative parenting patterns. The method of sharing experiences that is delivered in a direct way produces in-depth information about the implementation of parenting that had been carried out so far. During the case study, all parents were given the opportunity to share their parenting experiences and other participants responded. In the second study, the case method was carried out by discussing in groups causing all parents to be more active in thinking critically and logically in overcoming problems to analyze real cases of childcare. All parents actively analyzed these problems by sharing their thoughts. This case method was used to determine the understanding of parenting knowledge that parents already had and acknowledge parents' understanding of parenting patterns.

The case method in this study plays a very important role in exploring knowledge, thoughts and parenting treatments applied by parents. By analyzing the experience of parenting cases based on the knowledge possessed by the parents, the results of the case study show how parents understand about parenting patterns. As such, parents began to understand the appropriate parenting pattern for elementary-aged children, namely authoritative parenting patterns. Prior to taking part in the online learning, the students' parents initially had the most knowledge of the permissive parenting type of parenting patterns. However, after the online learning sessions, they became more knowledgeable about authoritative parenting patterns. This can be seen from the decrease in permissive parenting style from 64% to 18%. This was followed by an increase in the percentage of authoritative parenting styles, from 18% to 73%. The change in parental knowledge, resulting in a better understanding of authoritative parenting patterns can be seen from the learning process using the experience of parenting cases. It indicates that initially there were parents who understood and applied authoritative parenting patterns, then were given material on the types of parenting patterns so that all parents would understand type of parenting. To observe the understanding of the parents, the assignment of parenting case analysis was given. This case analysis showed that all parents can analyze authoritative, authoritarian and neglectful and permissive parenting cases.

After following the lesson, the percentage of authoritarian parenting decreased from 18% to 9%. This result is influenced by the learning process using the parenting case experience method, which makes parents better understand authoritative parenting patterns. However, after learning about the authoritarian parenting pattern, it remains at 9%, which indicates that there are still parents who still choose authoritarian parenting despite having followed the lesson. Researchers conducted interviews with parents who still choose the authoritarian parenting pattern and the result indicates that these parents still feel that to discipline children, parenting must use the authoritarian approach. After learning about parenting, the authoritative parenting pattern increased from 18% to 73%. This is influenced by the learning process using the experience-sharing method, which shows a change in the ability of parents to understand and analyze each type of parenting pattern. As such, parents know that parenting for elementary school-aged children is most effective using authoritative parenting pattern. The results of the early (pre-test) and post-test (post-test) parenting instruments showed that the neglectful

parenting pattern always had a percentage of 0%, which means that no parents used the neglectful parenting pattern. This was indicated from the beginning, where the results of interviews with students did not reveal any activities at home that indicated the neglectful parenting pattern.

In this study, the null hypothesis (H_0) states that the online learning for parents with the experience-sharing method is not effective in increasing parenting understanding for parents of elementary school students. The criteria used in testing this hypothesis with a significance level of $\alpha = 0.05$ is by calculating the value of asymptotic significance (Asym. Sig.).

If the value of Asym. Sig. < 0.05 , then H_0 is rejected and H_a is accepted.

If the value of Asym. Sig. > 0.05 , then H_0 is accepted and H_a is rejected.

A value of Asym. Sig. lower than 0.05 indicates that the relationship between the two variables in the dataset is statistically significant. If the number is greater than 0.05, the relationship is not statistically significant. The results of hypothesis testing using Chi Square is shown in Table 2.

Table 2
Hypothesis test results

Test	Parenting Pattern			Total	ρ Value	Asymp. Sig. (2-sided)
	Permissive	Authoritarian	Authoritative			
Pre-test	Count	7	2	2	6.711	0.035
	% within test	63.6	18.2	18.2		
Post-test	Count	2	1	8	6.711	0.035
	% within test	18.2	9.1	72.7		
Total	Count	9	3	10	22	100.0
	% within test	40.9	13.6	45.5		

Based on the table of hypothesis test results, it is known that the values for Asym. Sig. obtained is 0.035 (Asym. Sig. < 0.05). Therefore, H_0 is rejected and H_a is accepted. The null hypothesis which says online learning for parents with experience-sharing methods is not effective in increasing the understanding of parenting patterns for parents of elementary school students is rejected. Therefore, the conclusion from the results of this hypothesis test is that online learning for parents with the experience sharing method is effective in changing the understanding of parenting patterns for parents of elementary school students.

DISCUSSION

Knowledge of parenting patterns of the parents of elementary school students before learning about parenting can be known through the results of the pre-test of the parenting pattern instrument. Knowledge of parenting patterns shows that most parents have knowledge of permissive parenting with a percentage of 64%, while parents who have knowledge of authoritarian parenting have a percentage of 18%, parents who have knowledge of authoritative parenting have a percentage of 18%, and parents who have knowledge of neglectful parenting has a percentage of 0%. The number of parents who have knowledge of permissive parenting is due to the fact that in choosing answers to research instruments, parents show a communicative nature towards the opinions and desires of children, there are no demands, and there are no arrangements for both daily

activities and children's learning activities. Lo et al. (2020) stated that permissive parenting is characterized by high responsiveness and low demands, a lot of attention to the needs and desires of children but without supervision or demands that children obey the rules, and parents give in to all desires of children. The number of parents who have knowledge of permissive parenting is supported by the findings of the researcher, where many students say that there is no scheduling of study hours or daily activities, no supervision of play, and parents will agree to opinions and fulfill wishes of the children if they are able to. Research findings from the implementation of learning using the experience-sharing method indicated that parents think that by not forcing and giving children the freedom to organize activities and their own learning is a good thing for children.

Parents who had knowledge of authoritarian parenting before learning was 18%. Parents who had knowledge of authoritarian parenting patterns chose answers to research instruments which indicated that parents set their own rules without compromising with their children, demanded discipline in implementing the rules, met the needs of children based on their own decisions and the opinion of parents who believed they knew what was best for their children. According to Kim et al. (2018) the authoritarian parenting pattern is characterized by low responsiveness with high demands from parents to their children, setting strict boundaries, where children must be completely obedient, communication is one-way, setting rules without discussing them with children and children must follow the established rules and parents are less responsive to children's needs. The results of the observations show that parents who have authoritarian parenting knowledge had more children, were almost 50 years old, and had never participated in parenting activities before. Therefore, factors such as family background and never having participated in parenting activities affect the knowledge of parenting patterns of these parents. Parents who had knowledge of authoritative parenting were at 18%. The parents chose the answer to the research instrument which showed that parents communicated reciprocally with children, were responsive to children but also had control, and gave praise to children. This is in accordance with the results of the first case study in learning, which showed two parents who responded to the case and shared that the parenting pattern they had been applied so far was democratic because they realized that each child had their own characteristics. This was in accordance with Gao et al. (2021), which stated that authoritative parenting patterns are characterized by both high responsiveness and demands, setting rules and boundaries, but parents are democratic with clear rules and standards, parents open to questions, encourage children to make decisions independently but children still remain under parental supervision.

The educational background of parents who have knowledge and awareness of applying authoritative parenting patterns, their educational background is up to college level. This shows that the (high) level of education affects the knowledge and awareness in applying authoritative parenting patterns. Based on the results of the pre-test, it was found that none of the parents who participated in the learning program applied the neglectful parenting pattern. This was reflected in the children's responses, where none indicated the characteristics of neglectful parenting pattern. The neglectful pattern, according to Camilo, Garrido, & Calheiros (2020), is characterized by the absence of

responses and demands from parents to children, minimizing interactions or not caring about the interests of children and not providing emotional encouragement. After participating in the learning to parent program, the knowledge of parenting patterns possessed by students' parents had changed. In the beginning, before participating in online learning, many parents had the knowledge of permissive parenting patterns, then after participating in the parenting program, their knowledge of authoritative parenting patterns increased and changed. Changes in knowledge of authoritative parenting can be seen from the decrease in the percentage of permissive parenting by 46% and the authoritarian parenting pattern decreased by 9%, followed by an increase in the percentage of authoritative parenting by 55%.

The increase in the percentage of authoritative parenting pattern is influenced by the learning process using the experience-sharing method. In the first study, it was found that only two parents had knowledge and were aware of applying authoritative parenting. Then in the second session of learning, all parents were able to analyze cases of authoritarian, neglectful, and authoritative parenting, which means that there was additional knowledge of parenting patterns to analyze parenting cases. But parents still found it difficult to distinguish between authoritative parenting and permissive parenting. The online parenting program, highlighted and affirmed the differences between permissive and authoritative parenting patterns. Based on the results of the implementation of the sharing experience method, it shows an increase in understanding and analyzing of each type of parenting pattern. This is in line with the opinion of Connell & Strambler (2021), that the method of sharing experiences helps parents to learn analytical and problem-solving skills by presenting cases. Although there has been a change and increase in knowledge of authoritative parenting patterns, there were still parents who still retained the permissive and authoritarian parenting patterns. This was most likely due to the absence of parents in one of the learning meetings and parents who still thought that parents would know what is best for their children. Based on the results of the pre-test and post-test of research instruments and case studies, it shows that online learning of parenting patterns with the experience-sharing method increases parents' knowledge about appropriate parenting patterns for elementary-aged children. This is reinforced by the results of hypothesis testing that the effective learning method significantly improves the understanding of parenting patterns for parents of elementary school students. So that the online learning method of sharing experiences can achieve the goals that have been set, namely increasing the understanding of parental knowledge about appropriate parenting patterns for elementary-aged children.

In implementing online learning for parents, they follow a series of lessons until the last meeting, as parents would feel that the importance of having knowledge in raising their children and the knowledge provided is mutually sustainable. The second and third learning is to study the memory retention of parents based on their learning and whether this affects their understanding of parenting patterns. After participating in the online parenting program, parents revealed that they would try to be closer to their children, would discuss with their children if there were problems with their children's learning, and would try to shape their children's character according to their developmental milestones. This shows that parents feel compelled to apply the appropriate parenting

patterns in their daily lives. With the achievement of learning objectives, motivating parents to participate in continuous learning, improving memory about parenting patterns, and encouraging parents to apply the knowledge of parenting patterns into daily life, it can be said that the online parenting program with learning methods of sharing experiences, meet the indicators of effective learning. This is in accordance with the opinion of Spencer, Topham, & King (2020) who put forward four criteria or indicators to assess the effectiveness of learning programs, namely (1) being able to facilitate participants in achieving learning goals, (2) motivating participants to carry out a continuous learning process, (3) improving memory of the knowledge that has been trained, and (4) encouraging participants to apply the knowledge. Based on the description above, it can be concluded that the learning method of sharing experiences is effective both in increasing the understanding of parenting patterns of elementary school students and in meeting the indicators of effective learning.

CONCLUSION

Based on the results of the pre-test and post-test of research instruments and case studies, it is shown that online learning of the parenting program using the experience-sharing methods can increase parents' knowledge about appropriate parenting patterns for elementary-aged children. This is reinforced by the results of hypothesis testing that effective learning method of parenting significantly improves the understanding of parenting patterns for parents of elementary school students. Thus, the online learning method of sharing experiences can achieve the goals that have been set; increasing the understanding of parental knowledge about appropriate parenting patterns for elementary-aged children. With the achievement of learning objectives, motivating parents to participate in continuous learning, increasing memory about parenting patterns, and encouraging parents to apply the knowledge of parenting patterns into daily life, it can be said that the parenting program with experience-sharing methods of learning meet the indicators of effective learning.

This research had achieve its goal in increasing the understanding of parenting patterns for parents of elementary school students, while at the same time, the online parenting program using the learning method of sharing experiences had met the indicators of effective learning. Therefore, it can be concluded in this study that the online parenting program using the experience-sharing method of learning is effective in increasing the understanding of parenting patterns for parents of elementary school students. This study's findings imply that future research would benefit from examining the differential, nonlinear, and interactive components of authoritative parenting can affect school achievement.

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