



THE ROLE OF PARENTS IN DISTANCE LEARNING REVIEWED FROM THE ASPECT OF LEARNING OUTCOMES

Fidela Michaela Vania Muslimah Nuansa Azdiyah¹, Ermawati Zulikhatin Nuroh²

PGSD Study Program, Faculty of Psychology and Education, Muhammadiyah University of Sidoarjo
fidelamichaelavania24@gmail.com¹, ermawati@umsida.ac.id²

Abstract

With the emergence of the Covid-19 outbreak, the Ministry of Education, Culture, Research and Technology issued Circular Letter number 15 of 2020 which contains the implementation of learning from home during the emergency period for the spread of COVID-19. This policy means that teaching and learning activities are carried out remotely. Researchers used qualitative descriptive with interview data collection techniques. Researchers use triangulation to check the validity of data obtained from several sources. The research results show that some parents are quite aware of their role as parents in distance learning. As explained in the student learning indicators, students who get unsatisfactory learning results can indicate that the role of parents is low. It can be seen that the role of parents is important in achieving student learning success, especially during distance learning.

Keywords : Role of Parents, Learning Outcomes, Distance Learning

Abstract

With the emergence of the Covid-19 outbreak, the Ministry of Education, Culture, Research, and Technology issued Circular Letter number 15 of 2020 which contains about organizing learning from home during the emergency period of COVID-19's spread. That policy makes teaching and learning activities were carried out remotely. Researcher uses descriptive qualitative with data collection technique interview. The researcher uses triangulation to check the validity of the data obtained from several sources. The results of the study show that some parents are able to know enough about their role as parents in distance learning. It has been described in the indicators of student learning, students who get unsatisfactory learning outcomes can be indicated that the role of parents is low, it can be seen that the role of parents is important in achieving the success of student learning, especially during distance learning.

Keywords: *the role of parents, learning outcomes, distance learning*

Introduction

At the end of 2019, it was discovered that there was a viral infection that was spreading very quickly, the virus was called Corona Virus Disease or also known as COVID-19. on March 11 2020 that COVID-19 was declared a pandemic. The COVID-19 pandemic has an impact on all aspects of life, especially education. With the COVID-19 outbreak, the Ministry of Education and Culture (Kemendikbud) issued Circular Letter No. 15 of 2020 concerning guidelines for organizing learning from home during the emergency period for the spread of COVID-19 (Kemendikbud 2020) . With the issuance of this policy by the government, educational units, teachers, students and parents must adapt new habits to existing conditions. Under normal conditions, teaching and learning activities are carried out face-to-face, but in pandemic conditions, educational units must carry out Distance Learning (PJJ) to stop the spread of

COVID-19. Distance learning (PJJ) is actually not easy to do, it is almost 180 degrees different from learning face to face at school. The most basic difference is of course that students cannot interact directly with teachers. So the communication that exists is very limited. Limited communication causes the acquisition of information and instructions from teachers to be very limited. Indeed, distance learning should focus on student independence. (Ruli 2020)

In distance learning, the role of parents is an important factor in influencing student learning outcomes. For parents who often spend time on their child's education, they will know their child's strengths and weaknesses in education. Parents who have good attention to their children's education, such as providing their children's learning tools or facilities, including supporting books and providing other assistance when children face difficulties in learning, will have a big influence on students' achievement of

learning outcomes. Therefore, as a parent, you must pay attention to your child in terms of guiding your child when studying, supervising how your child learns and providing learning facilities. So that good cooperation can be established with schools to achieve the desired learning goals for children's success.

In previous research regarding the role of parents in distance learning (pjj). Research draws the conclusion that the role of parents is closely related to the success of their children's distance learning. In this study, the researcher specifies the role of parents in distance learning in terms of student learning outcomes. In line with previous research examined by Adelia in her thesis entitled *The Role of Parents in Online Learning for Class III MI Mi'rojul Ulum Jotangan, Mojosari District, Mojokerto Regency*. As a result, different parental backgrounds will give different roles and involvement to children. Children whose parents both work tend to be late in completing assigned assignments more often than children whose parents are at home and can accompany them. (Islamic 2021)

The aim of this research is to describe the role of parents and student learning outcomes in distance learning in class IV at El-Haq Integrated Islamic Elementary School, Buduran District, Sidoarjo Regency.

The explanation above strengthens research on the role of parents in distance learning in terms of student learning outcomes. The researcher's hope is that with this research, parents can maximize their role in distance learning so that the learning outcomes obtained by students can also be maximized.

Research methods

This research uses qualitative methods using case study research. The researcher chose a case study because the researcher chose the case study type of research because the researcher wanted to examine the role of parents during the distance learning process by reviewing the learning aspects of students in Class IV of the El-Haq Integrated Islamic Elementary School (SDIT), Buduran, Sidoarjo. Researchers determined research subjects using a multi-stage sampling technique with random sampling techniques carried out in stages from the highest level to the lowest level. (Sugiyono 2016) . For the sampling level in this study, researchers divided it into 3 levels (1) Students who got the highest score in Distance Learning (PJJ). (2) Students who get an average score in Long Distance (PJJ). (3) Student who got the lowest score in Distance Learning (PJJ).

The research subjects were students, class IV guardians to find out student learning

outcomes and class IV student guardians to find out the role of parents in distance learning at home. The technique used by researchers is interviews. Before conducting the interview, the researcher created a research instrument, namely an interview guide so that the interview could run well. Researchers used notebooks, stationery and cellphone recorders which were used by researchers to record and record interview results relating to the role of parents in distance learning and student learning outcomes in distance learning at the El-Haq Integrated Islamic Elementary School (SDIT), Buduran, Sidoarjo.

Checking the validity of data is divided into four, namely: trustworthiness, transferability, dependability, confirmability. (Sugiyono 2016) . To check the validity of the data obtained by researchers, researchers use trust (credibility). When conducting data credibility tests, researchers use triangulation. Triangulation in testing the credibility of qualitative research data is defined as checking data from various sources, times and methods . (Sugiyono 2016) . Researchers use source triangulation which is used to examine data obtained by researchers from several sources, which aims to test the credibility of the data or the trustworthiness of the data.

Qualitative data analysis is carried out interactively and is carried out continuously until the researcher obtains clear information. The steps taken by researchers in analyzing data are data reduction, data display, and conclusion drawing/verification. (Sugiyono 2016) .

Results and Discussion

Since the Covid-19 virus began to spread in Indonesia in early March 2020, the government immediately took firm action to prevent wider spread. Because in this case, the government took the decision to implement Distance Learning, both from elementary to tertiary level. In its implementation, teachers and other educators try to utilize technological knowledge to implement Distance Learning by providing material and lesson assignments online.

With the implementation of Distance Learning, the role of parents is needed as a substitute for teachers in guiding their children during the Distance Learning process. According to Winingsih, there are four roles of parents in Distance Learning, namely: (a) Parents as teachers at home (b) Parents as facilitators (c) Parents as Motivators (d) Parents as *Directors* or directors. (Endang Winingsih 2020) .

The role of parents is one of the factors in the success of student learning outcomes at

school and student learning outcomes are divided into 3 domains, namely (a) Affective domain, in the 2013 Curriculum it is divided into two parts, spiritual attitude which is the attitude of students which is realized through their relationship with God YME and social attitudes are manifested in the form of students' interactions with the surrounding social environment (Pranjia, Ulpa, and Manthika 2020) , (b) Cognitive Domain, which emphasizes learning outcomes in the intellectual aspect, and (c) Psychomotor Domain which concerns motor skills such as handwriting, drawing, manipulating objects. This will show the level of success of students in receiving learning. (Bloom et al. 2001) .

After the researcher conducted the research, the researcher obtained the following research results: The first subject, got an average report card score of 92.5, included in category A (Satisfactory) seen from the role of the first subject's parents, parents always take part in educating, teaching, train and guide children. The facilities and infrastructure provided are adequate so that children can study comfortably. Parents always give encouragement and appreciation to their children even if they only do something that is considered light, and give punishments if their children do not carry out their obligations so that the children inevitably have to carry out their obligations.

Meanwhile, in the second subject, the average report card score was 90.5, which was included in category B (Good). Judging from the role of parents in the second subject, parents always remind children in developing social and spiritual attitudes. However, knowledge development is felt to be lacking because the facilities and infrastructure provided by parents are lacking so that children rarely participate in zoom learning and this results in children getting less than optimal learning results.

For the third final subject, the average report card score was 86.9, which was included in category B (Good). Judging from the role of parents in the third subject, parents consider their children to be independent enough in all matters, both spiritual, affective and cognitive, so that parents do not educate, guide, teach and train their children. The facilities provided by parents are considered quite complete and if the child does not carry out his obligations, parents can simply reprimand and give advice without giving punishment.

In Distance Learning (PJJ), the role of parents as teachers, according to Deska Emilia, is the role of parents in providing the best education for their children by providing assistance from parents so that students become

enthusiastic about learning. The role of parents greatly influences the growth and development of children. (Emilia 2019) The results of Deska Emilia's research are supported by Wisik Agung's research, which states that there is a relationship between parents' work and the learning outcomes of class IV students at Gugus Kenanga State Elementary School, Pekalongan Regency. (Novianto 2019) . In the sense that there is a relationship between parents' work or busyness with children's learning outcomes, the more time parents give in educating their children at home, the greater the learning outcomes that students get, but from the results of research conducted by researchers in class IV in elementary school Integrated Islam (SDIT) El-Haq, Buduran, Sidoarjo. Shows that parents are less able to accompany students because both parents work so that the limited time parents give students to accompany students to study at home can also produce good learning results.

The role of parents in distance learning (PJJ) as facilitators, according to Handarini & Wulandari, revealed that online learning facilities and supporting facilities such as smartphones, laptops or tablets are needed to access learning information widely anywhere and anytime. (Handarini and Wulandari 2020) . As the results of Irlida Suhesti's research on the influence of facilities and infrastructure during the pandemic on student learning motivation, it shows that educational facilities greatly determine the size of students' motivation in participating in online learning activities. To increase students' learning motivation, parents and teachers must work together and communicate with each other to complete the educational facilities needed for learning activities. (Suhesti 2021) . However, the results of research conducted by researchers show that the first and third subjects received facilities to participate in online learning well, but the second subject received less facilities because the facilities used by students to study had to take turns with their parents. The second subject still gets scores that are no less than subjects who get sufficient facilities, so it cannot be concluded that children who get less facilities will affect student learning outcomes.

Each parent has a different parenting style, and parenting styles themselves vary. According to Baumrind, parenting patterns are categorized into 3 types, namely (a) Authoritarian, (b) Democratic and (c) Permissive. (Baumrind 2004) .

Most parents in Indonesia use an authoritarian parenting style, children must obey and submit to what their parents say, as well as the results of research that researchers have

conducted that the first and second subjects use an authoritarian parenting style, by giving punishment or sanctions if the child does not want to follow. rules made by parents.

According to Jamal Rahmah, Ade Yulianti S et al. Punishment is the last resort if reprimands, warnings and advice have not been able to prevent a child from committing an offense. (S, Kamaruddin, and Djafar 2018) . And it is supported by research from Nurjanna that advice is one of parents' efforts to shape children's morals so that children have faith and obedience to Allah SWT, in giving this advice there will be interaction between parents and children. to his son. (Siregar 2018)

From the two research results above, it can be concluded that if a child is wrong, it does not mean that parents can give punishment directly, but parents can give advice to children to give direction in the right direction and punishment is the final way to shape the child's morals and character.

The different parenting styles used by parents as motivators in Distance Learning (PJJ) do not have an influence on student learning outcomes because parents who use authoritarian or democratic parenting styles can produce children who get good learning outcomes.

In Distance Learning (PJJ), the role of parents is quite important, but this does not mean that parents who do not fulfill one factor in their role will influence student learning outcomes. Many factors can influence student learning outcomes, including facilities and parenting styles applied by parents to their children. If parents do not play a role in 1 factor in Distance Learning (PJJ), perhaps parents are sufficient in other factors so that students can get good learning results, because student success in learning cannot be due to just 1 factor. In line with the explanation from Susanto in his book entitled Learning and Learning Theory in Elementary Schools which explains that the learning outcomes achieved by students are the result of interactions between various influencing factors, both internal and external factors, as follows: 1. Internal Factors; Internal factors are factors that originate from within students, which influence their learning abilities. Internal factors include: intelligence, interest and attention, learning motivation, persistence, attitude, study habits, as well as physical condition and health. 2. External Factors; Factors originating from outside students that influence learning outcomes are family, school and society. (Susanto 2016) .

Conclusion

Based on the results of research that has been carried out directly by researchers in the

field, and has been explained by researchers in the previous chapter regarding the learning interest of fourth grade students at El-Haq Integrated Islamic Elementary School (SDIT), the researcher concluded from the three subjects used as research material, as follows: (1) The role of parents in distance learning (PJJ) as teachers at home, facilitators, motivators and directors. Parents as teachers at home not only accompany children to learn but educate, guide, teach and train children at home. (2) Student learning outcomes in class IV of the El-Haq Integrated Islamic Elementary School vary, the highest being 92.5 and the lowest being 86.9. The differences in student learning outcomes are due to many factors, one of which is the role of parents in Distance Learning (PJJ). Students who get unsatisfactory learning results can indicate that the role of parents is low, because it can be seen that the role of parents is important in achieving student learning success, especially during Distance Learning (PJJ).

Suggestions for teachers and prospective teachers are that they are expected to have experience and teaching skills in order to create better and more enjoyable learning so that they can improve the role of parents and student learning outcomes from the beginning of learning, the learning process to the end of learning and evaluation of learning and for parents or Student guardians are expected to be teachers, facilitators, motivators and *direct* or good influences on students so that students can get maximum learning results.

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