
THE ANALYSIS OF PARENTAL PARTICIPATION IN IMPROVING CHILDREN'S LEARNING MOTIVATION DURING THE COVID-19 PANDEMIC^(*)

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Abstract: Covid-19 telah melanda banyak negara di dunia, termasuk Indonesia. Wabah ini telah mempengaruhi banyak sektor kehidupan, termasuk sektor pendidikan. Aturan pemerintah terkait Penerapan Belajar dari Rumah merupakan salah satu upaya mereka untuk menekan penyebaran Covid-19. Dalam kaitan ini, keterlibatan guru dan orang tua dalam meningkatkan motivasi belajar anak. Penelitian ini mengangkat partisipasi orang tua dalam memberikan motivasi belajar kepada siswa selama PJJ. Metode yang digunakan dalam penelitian ini adalah metode literature review dan survey. Peneliti menggunakan beberapa buku referensi dan kuesioner dengan jenis skala semantik diferensial yang memiliki skor tertinggi lima dan skor terendah satu. Hasil dari penelitian ini adalah keikutsertaan orang tua dalam memberikan motivasi belajar kepada siswa selama pembelajaran jarak jauh terdiri dari tiga aspek yaitu fasilitas, waktu, dan psikologi anak. Persentase peran orang tua dalam memotivasi anak pada aspek fasilitas sebesar 94,78%; aspek waktu sebesar 97,68%, dan aspek psikologi anak sebesar 94,78%. Nah, sebagian besar orang tua siswa kelas V dan VI berusaha meningkatkan motivasi belajar dalam pembelajaran jarak jauh di masa pandemi.

Keywords: *Pembelajaran jarak jauh, Partisipasi orang tua, Motivasi belajar.*

Abstract: Covid-19 has hit many countries in the world, including Indonesia. This epidemic has affected many sectors of life, including the education sector. The government's rules regarding the Implementation of Learning from Home is one of their effort to reduce the spread of Covid-19. In this regard, teachers and parents have involvement in increasing the children's learning motivation. This research raised parental participation in providing learning motivation to students during Distance Learning. The method used in this research is the literature review and survey method. The researcher used several reference books and questionnaires with the type of scale being differential semantic that had the highest score is five and the lowest score is one. The result of this research is the participation of parents in providing learning motivation to students during distance learning consists of three aspects: facilities, time, and child psychology. The percentage of the role of parents in motivating children in the aspect of facilities is 94.78%; in time aspect is 97.68%, and in the psychology of children aspect is 94.78%. So, most parents in grades V and VI have tried to increase learning motivation in distance learning during a pandemic.

Keywords: *Distance Learning, Parental participation, Learning motivation.*

INTRODUCTION

The spread of the coronavirus has hit many countries in the world, including Indonesia. That affects various sectors of life, including the field of education (Abidin et al., 2020). The government has tried to stop the spread of that virus by making a circular about Organizing Learning from Home. Based on the Circular from the Ministry of Education, Culture, Research, and Technology, number 2 of 2022, the parents or guardians of students have two options: to allow their children to take limited Face-to-Face Learning (PTM) or Distance Learning.

According to the Regulation of the Minister of Education and Culture (Permendikbud), Number 24 of 2012, Distance Learning is a learning process where the students and teacher are physically separated and in that learning activities use various learning resources through ICT and other media. In Distance Learning, teachers and parents have involvement in realizing children's learning success. The teachers involved in Distance Learning are: (1) Prepare the media, tools, materials, and learning resources (2) Provide explanations to students and parents about the learning activities (3) Check that students have received the learning materials and resources they need (4) Carry out learning activities according to the design previously created.

Apart from teachers, the parents also involved in Distance Learning are: (1) Parents act as teachers: accompany, guide, and assist children in learning and completing tasks given by the teacher; (2) Parents act as facilitators: provide learning facilities needed such as books, internet quota, smartphones or other electronic devices to support children's participation in learning; (3) Parents act as motivators: provide motivation or support to children, both when children are successful in learning and when children experience difficulties or failures in learning activities; (4) Parents act as directors: direct and advise children to be disciplined in learning (Winingsih, 2020).

In this article, researchers will focus on the part of learning motivation because there are problems with students' learning motivation during the implementation of distance learning. For example, the research by Hutaaruk & Sidabutar (2020), Muhammad Fikri, and Muhammad Zaki Ananda (2021) found that students are less interested and motivated in learning (Hamida & Putra, 2021). Then Hayati (2020) researched students' learning motivation during distance learning and found that students had difficulties in learning, causing a decrease in learning motivation, such as students being late in collecting assignments and not understanding the material. Based on the previous relevant research, learning motivation is one of the necessary factors that must be considered, especially in doing distance learning during the pandemic.

Next, previous relevant studies are (1) Research by Nuratika & Ridha (2021) entitled Parental Involvement in accompanying children while studying in the Covid-19 pandemic. Researchers have

found that examples of parental involvement were providing guidance and direction, learning motivation, learning needs, evaluating learning outcomes, and providing a conducive and comfortable learning environment. (2) Research by Ainun Nida & Kuntari (2021) entitled Parental Involvement in helping children during online learning. Researchers have found that examples of parental involvement were providing motivation and assistance to children. This involvement adapted to the characteristics and conditions of children.

Based on the description above, researchers are interested in conducting research that intends to know how the involvement of parents in providing learning motivation to their children during the implementation of distance learning.

RESEARCH METHOD

In this section, the researcher will explain the subtopics of the subject and object of research, types, and techniques of data collection, validation of research instruments and instruments, and data validation and data analysis techniques.

1. Subject and Object of Research

The subjects involved in this research were the parents of fourth and fifth graders at SDTK Pelita Hati Denpasar in the 2021/2022 academic year. The object of this research that examined is the involvement of parents in SDTK Pelita Hati Denpasar to increase their children's learning motivation during Pandemic times.

2. Types and Techniques of Data Collection

The type of research used is descriptive qualitative. That's because researchers describe all the phenomena that exist in society. Next, the data collection technique used in this research is a questionnaire. The questionnaire is a data collection method by giving respondents a set of questions or written statements directly or indirectly (Sugiyono, 2013). The questionnaire in this study contained nine close-ended questions and the other an open-ended question.

The measurement scale used is a semantic differential. This scale is used to know the subject's characteristics, attitudes, and qualities. It is also composed of a line whose answers are "very positive" on the right side and "very negative" on the left side (Sugiyono, 2013). If the respondent chooses number 5 that means the respondent strongly agrees with the statement given. But if the respondent chooses number 1, it means that the respondent strongly disagrees with that statement.

3. Research Instruments And Instrument Validation

The instrument used in this research was a questionnaire distributed via the google form link: <https://forms.gle/kmnAR6hdEmK91RTe9>. The following are aspects of parental involvement included in the questionnaire:

Table 1. Aspects of Parental Involvement

Motivational aspect	Statement
Facility	I try to provide the facilities needed by children to study at home
Time	I make time to guide children when their study at home
	I always remind my children to learn and complete the assigned tasks
	I regularly invite children to share and find solutions when children have difficulties in learning
Psychology	I give spirit and support when children are learning at home
	I give praise when children get good learning results
	I give gifts when children get good learning results
	I often ask children about their learning process and their learning outcomes
	I always advise and support when a child's enthusiasm for learning goes down

This questionnaire is valid by the supervisor.

4. Data Validation and Data Analysis Techniques

The validation used in this research was triangulation, where the researcher obtained data from the questionnaires given and interviews with the homeroom teachers of these students. Next, the data analysis technique used is interactive model data analysis, proposed by Miles & Huberman (1984 in Nugrahani, 2014), consisting of three components: 1) Reducing data; 2) Presenting data, and 3) Concluding/verification.

RESULTS AND DISCUSSION

In this section, the researcher will describe the results of the questionnaire data on the involvement of parents in increasing children's learning motivation during distance learning during the pandemic. The Questionnaires has distributed to twenty-three parents of students in grades V and VI SDTK Pelita Hati Denpasar. The implementation of distance learning for two periods: The first period started from March 2020 to September 2021, and the second one from January 2022 to mid-February 2022. The distance learning process uses several learning media such as WhatsApp, Google Glass, and Google Meet.

The data obtained in this study consist of three aspects: facility, time, and the psychological aspect. First, parents act as providers of facilities and infrastructure needed by children in the distance learning

process. The availability of the necessary learning facilities will support the success of distance learning. Based on the statement parents had tried to provide the facilities needed for their children to study at home, as many as twenty-one parents selected a score of 5, and two parents chose a score of 4.

Second, aspects related to time include the involvement of parents in providing time to guide children, reminding children to study time, and inviting children to share their learning experiences at home during the distance learning process. Based on the statement parents had provided time to guide their children when studying at home, as many as nineteen parents chose a score of 5, two parents chose a score of 4, and the others chose a score of 3. Next, the statement parents usually remind their children to study and complete the tasks given, as many as twenty-one parents chose a score of 5, and two parents chose a score of 4. For the statement, the parents regularly invite children to share and find solutions when children have difficulties in learning, nineteen parents chose a score of 5, and four parents chose a score of 1.

Third, aspects related to psychology. This aspect consists of statements: 1) parents provide support to children during learning 2) parents give praise or gifts when children get good learning outcomes 3) parents ask about the child's learning process and their learning outcomes obtained 4) parents provide advice and support when children's enthusiasm for learning decreases during the distance learning process. The involvement of parents in providing positive support to students can increase children's enthusiasm for learning. Based on the statement parents had provided encouragement and support when their child was learning at home, as many as twenty-one parents chose a score of 5, and two parents chose a score of 4. Next, the statement parents had given praise when their child gets good learning outcomes, as many as twenty-two parents chose a score of 5, and one parent chose a score of 4. For the statement parents had given gifts when their child gets good learning outcomes, as many as thirteen parents chose a score of 5, seven parents chose a score of 4, two parents chose a score of 3, two parents chose a score of 2, and one parent chose a score of 1. For the statement parents had asked children about the learning process and their learning outcomes, as many as twenty parents chose a score of 5, two parents chose a score of 4, and 1 parent chose a score of 3. Last, the statement parents provide advice and support when children's enthusiasm for learning decreases during the distance learning process, as many as twenty parents chose a score of 5, and three parents chose a score of 4.

Parents also explained other involvements in increasing children's learning motivation during distance learning: 1) parents reminded children to correct mistakes that children have made, always be humble, and try to be active in their studies 2) parents reminded children to complete the material and tasks given by the teacher, be humble, and stay focused on their studies 3) parents always pray so that

children can understand the learning material 4) parents recommend their children to join recreational but educational activities 5) parents invite their children to exercise so that children stay healthy.

CONCLUSIONS AND SUGGESTIONS

Based on the data exposure and research findings above, we can conclude that the involvement of parents in providing learning motivation to students during distance learning consists of three aspects: facilities, time, and child psychology. The percentages in the facilities aspect are 94.78%, 97.68% for the time aspect, and 94.78% in the child's psychological. So, most parents in grades V and VI have tried to increase learning motivation in distance learning during the pandemic.

Suggestion for further relevant research is the researchers can develop instruments in this study or examine other significant factors to improve children's learning success.

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