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Parent Assistance Model in Learning Management in High Schools During the Covid-19 Pandemic

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Abstract

This research uses a quantitative approach and aims to explain the effectiveness of online learning through the model of assisting parents during the Covid-19 pandemic. Therefore, this study used two variables, namely the parent assistance model as the independent variable and online learning activities as the dependent variable, with a total of 57 students from 250 high school levels in Probolinggo Regency, with a sample of each school ranging from 4 and 5 people, with the collection technique through distributing a Likert scale model questionnaire, this questionnaire was given to students to obtain valid data regarding parental assistance in online learning during the covid 19 pandemic.Thus the results of this study explain that the parental assistance model has a positive effect on online learning activities, this can be seen from the results of a simple linear regression analysis Y = a + bx (72.77 = 2.78 + 0.93 x 75). Therefore, if parental assistance is increased to a value of 75%, then the learning process for children will be 72.77%, from the R Square value, so that it can show the role and contribution of parents, namely 0.71%, thus online learning variables can be estimated by the variable parental assistance, while the remaining 29% is influenced by other factors not included in this study.

Keywords: Parent Assistance Model, Learning and the Covid-19 Pandemic.

Introduction

At the beginning of 2020, the condition of the world community was shocked by the spread of the corona virus, and in mid-March 2020 WHO declared it a public health emergency (Public Health Emergency International Concern) where the number of confirmed cases continued to increase, even at the end of May 2021 the Delta variant developed and dominated parts of the country. Indonesia, thus causing various sectors of social life to be in an abnormal state (Kumar et al., 2021), both in the health, (Santoso, 2020), economic, cultural and educational fields and requires management transformation in learning activities,(Onyema, 2020). Such is this view, as emphasized by Luh Devi Herliandry in her research that the spread of the Corona Virus has changed patterns of social interaction, especially in the field of education, (Herliandry, Nurhasanah, Suban, & Kuswanto, 2020). Therefore, all elements of education are expected to be able to adapt by making various changes, especially in the field of learning (Maarten Van Der Velde, 2021), so that the learning process is expected to be carried out properly (Jacob, 2020)

In this context, as a result of the spread of the Corona virus, the learning process can be carried out remotely, according to policies issued by the government to prevent the spread of the Corona Virus, by utilizing technology and telecommunications, (Prayudha, 2021). The use of technology which was originally secondary and used as a supporting source, has now turned into the main facility for completing various jobs including learning activities, although it sometimes creates various difficulties in providing understanding of learning material (Law, 2021). Because of this, learning activities carried out through distance cannot always run effectively, unlike face-to-face learning (Dakir, 2022), even learning motivation that is always raised by the teacher at the beginning of learning, is no longer carried out optimally, resulting in a decrease in learning concentration for students (Giatman, Siswati, & Basri, 2020).

Thus the various difficulties of learning activities carried out online, appear in the confusion of students in understanding learning material (Muslem, 2021), in such situations no one can provide an explanation, moreover the tasks given by the teacher continue to burden students (Munastiwi, 2020), even though they have not been able to understand the learning material presented teacher at the previous meeting (Sultoni et al., 2021), in addition to weak signals that can disrupt learning activities, causing student achievement and motivation to decrease significantly (Achmad Wildan, Suyuti, Giyoto, 2022),

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thus the view above as explained by Sabran and E. Sabara in their research, that the problems faced by distance or online learning The background is the absorption of students in understanding the material presented by the teacher, as a result of an unstable internet network (Sabran & Sabara, 2019). Meanwhile, Akmal Rijal and Asep Sukenda Egok in his research explained that, some of the problems faced by teachers in online learning, are the difficulty in controlling the learning process, resulting in a decrease in student learning motivation and can significantly affect their learning outcomes (Rijal, Egok, & Satria, 2022). Besides that, research conducted by Ericha Windhiyana Pratiwi, explains that online learning can affect students' interest in learning, and is considered less interesting and even tends to be boring (Windhiyana, 2020a).

In this context, as an effort to overcome the problem of distance or online learning, parental assistance is one of the most effective steps, moreover the essence of providing education is the responsibility of parents, learning activities in schools are a form of entrusted by parents so that they can develop student potential (Paul & Jefferson, 2019). Therefore, parental assistance is not only understood as a way out to overcome the problem of distance or online learning, but also provides a view to the community that the task of education is a shared responsibility (Windhiyana, 2020b). Based on the various issues above, this study aims to describe the model of parental assistance to students in distance learning, and how the impact of parental assistance in online learning during the Covid-19 pandemic is, so that the results of this study are expected to be the basis for improving the effectiveness of learning and fostering student learning motivation while at home.

Methods

This research uses a quantitative approach and aims to find out and test the X variable regarding the model of parental assistance to students, with the Y variable regarding distance or online learning, the respondents to this study were high school students of 250 institutions in Probolinggo Regency, but respondents who only 57 students were used, with a sample of each school ranging from 4 and 5 students, thus to analyze the variables above this study used an instrument validity test and instrument reliability test, through questionnaires with non-test assessments compiled from variable indicators as the basis of making a questionnaire (Alvesson, 2000). Meanwhile, the Likert scale model is used in data collection to reveal the attitudes and perceptions of parents regarding assisting students in distance or online learning activities, with alternative answers as follows:

Alternative Answers	Code	Statement	Value Scale
Always	A	Positive	4
	A	Negative	1
Often	OF	Positive	3
	OF	Negative	2
Rarely	RA	Positive	2
	RA	Negative	3
Never	NE	Positive	1
	NE	Negative	4

In quantitative research, validity and reliability tests are stages that must be carried out (Norman K Denzim & Yvonna S Lincoln, 1994). Therefore, the validity test aims to show the level of validity of the instrument and instrument items are declared valid if the minimum requirements are met with a validity index of ≥ 0.30 and have a positive impact. While the reliability test aims to find out which instruments are good and can be trusted for their level of truth. The reliability index interpretation is said to be very low if it is 0.00-0.20, and reliability is said to be low if it is 0.21-0.40, reliability is said to be sufficient if it is 0.41-0.60, reliability is said to be high if it is 0.61-0.80, and reliability is said to be very high if it is 0.81-1.00.

Results

The first stage of this study was to determine the involvement of parents in children's learning assistance at the high school level during the Covid-19 pandemic (Alipasa & Alipasa, 2022), the researchers distributed a questionnaire with 19 question items that had been tested for validity and it turned out that there was 1 question item that was declared invalid with the results of 0.232, so that the item is not used as a data instrument with details of the validity of the instrument above which can be described as follows:

Testing the Validity of Parental Assistance Instruments

No	(r) Count	(r) Critical	Decision
r_1y	0.366	0,30	valid
r_2y	0.573	0,30	valid
r_3y	0.384	0,30	valid
r_4y	0.348	0,30	valid
r_5y	0.513	0,30	valid
r_6y	0.356	0,30	valid
r_7y	0.444	0,30	valid
r_8y	0.310	0,30	valid
r_9y	0.521	0,30	valid
$r_{10}y$	0.573	0,30	valid
$r_{11}y$	0.708	0,30	valid
$r_{12}y$	0.414	0,30	valid
$r_{13}y$	0.513	0,30	valid
$r_{14}y$	0.318	0,30	valid
$r_{15}y$	0.414	0,30	valid
$r_{16}y$	0.490	0,30	valid
$r_{17}y$	0.232	0,30	invalid
$r_{18}y$	0.708	0,30	valid
$r_{19}y$	0.336	0,30	valid

The second stage is to find out distance or online learning activities for high school students(Mulyana et al., 2020), by distributing a questionnaire of 19 question items that have been tested for validity and it turns out that there is 1 question item that is declared invalid with a result of 0.218, so that item is not

used as a instrument in data collection, with details of the validity of the instrument as follows:

Testing the Validity of Online Learning Activities

No	(r) Count	(r) Critical	Decision
r_1y	0,658	0,30	valid
r_2y	0,353	0,30	valid
r_3y	0,324	0,30	valid
r_4y	0,446	0,30	valid
r_5y	0,374	0,30	valid
r_6y	0,219	0,30	invalid
r_7y	0,423	0,30	valid
r_8y	0,722	0,30	valid
r_9y	0,425	0,30	valid
$r_{10}y$	0,663	0,30	valid
$r_{11}y$	0,696	0,30	valid
$r_{12}y$	0766	0,30	valid
$r_{13}y$	0,492	0,30	valid
$r_{14}y$	0,590	0,30	valid
$r_{15}y$	0,468	0,30	valid
$r_{16}y$	0,368	0,30	valid
$r_{17}y$	0,346	0,30	valid
$r_{18}y$	0,442	0,30	valid
$r_{19}y$	0,484	0,30	valid

Based on the results of the distribution of a questionnaire regarding the model of parental assistance for online learning activities for high school students in Probolinggo Regency during the Covid-19 Pandemic, it reached 70% of the ideal score of 95%, so that the parental assistance model can be categorized as good(Sanoto, 2021). In this context, if the level of parental assistance is explained per indicator, it can be seen that the coaching indicator reaches 69.5% of the perfect score of 95%, while the teaching indicator score reaches 70.6% of what is expected, the guidance indicator value is 71.3% of the ideal score, while the the control indicator is 66.4% of the expected target, and the control indicator value is 67.5% of the expected score(Reflianto, Setyosari, Kuswandi, & Widiati, 2021). Based on the achievement scores per indicator above, it is known that the best indicator is briefing with a score of 71.3% of the score 95% and is classified as perfect, and can be described as follows:

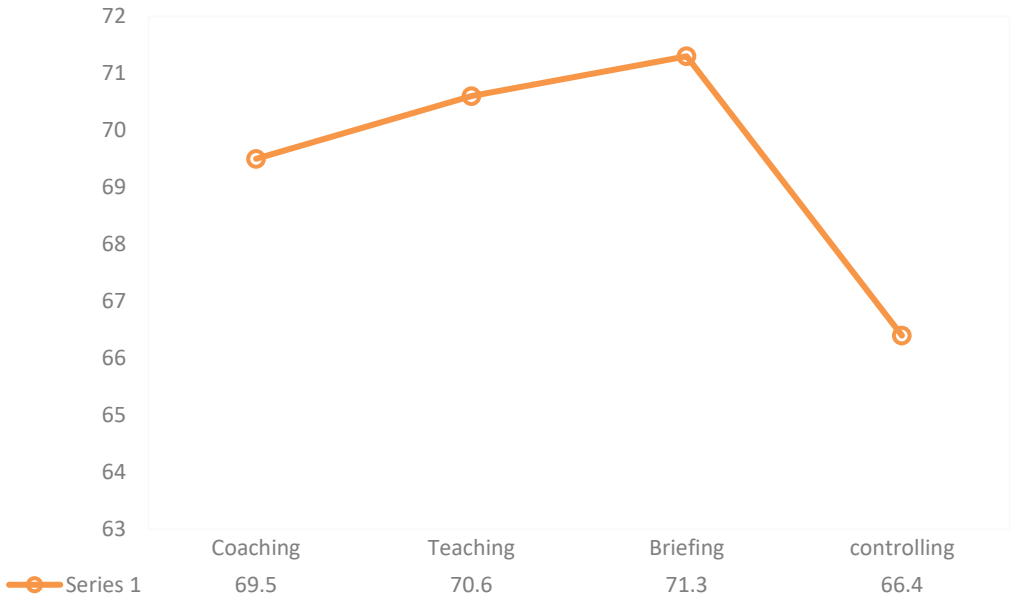

Figure 1: Percentage of Parent Assistance Models during the Covid-19 Pandemic

While the results of distributing questionnaires regarding distance or online learning activities for high school students in Probolinggo Regency during the Covid-19 pandemic were categorized as the highest, so that the results achieved were 68.7% of the optimal score of 95%, thus obtaining this score can be interpreted that distance or online learning activities can be categorized as good (Jitendra, Steele, & Lovely, 2021). In this context, if distance or online learning activities for high school students are described per indicator, it can be seen that the indicator value in preparing online learning tools reaches 72.1% of the expected target of 95%. While the indicator value in preparing a comfortable and pleasant place reaches 66.6%, while the indicator value for praying before online learning activities begins is 67.1%, the observing indicator value reaches 71.0%, the asking indicator value is 67.1%, the exploration indicator value is 66.1%, the value for the exploration indicator is the association indicator is 71.0%, the indicator value for communicating is 66.6%, the indicator value for reflection is 68.3%, and the indicator for praying after learning is 74.5% of the optimal score of 95%. Based on some of the achievements of the values per indicator it can be seen that the best is the prayer indicator after learning with a value of 74.5% of the perfect score of 95%, and when described it will be illustrated in the table as follows:

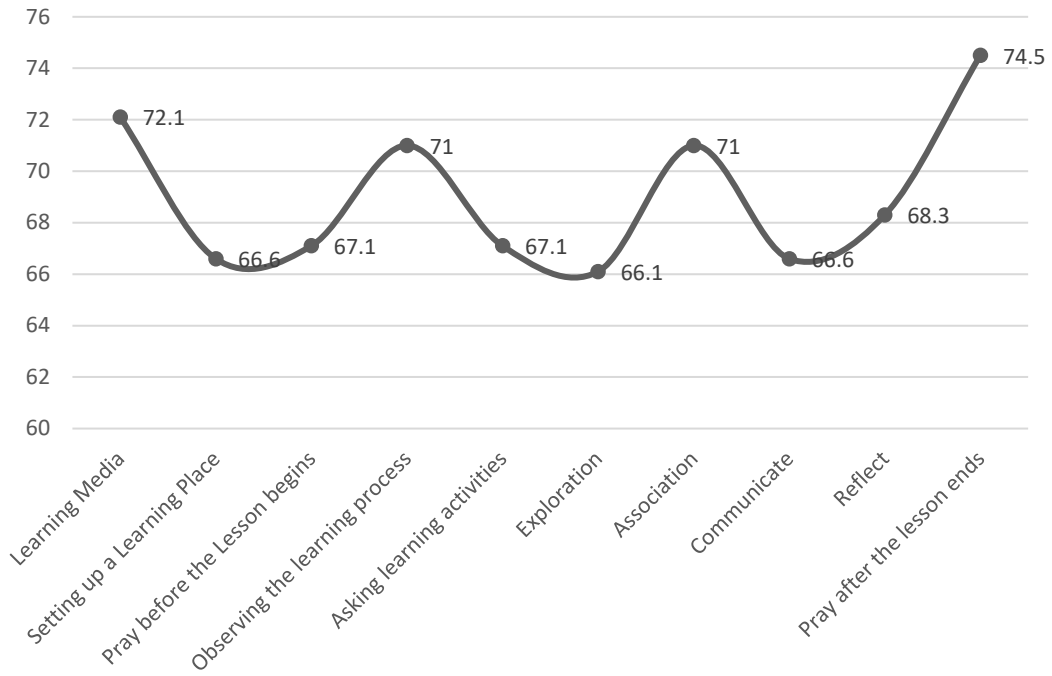

Figure 2: Percentage of Children's Learning Activities during the Covid-19 Pandemic

Discussion

Normality Test and Associative Hypothesis Test

In parametric statistics, it requires that the variable data analyzed must be normally distributed, and before testing the hypothesis, a data normality test is first carried out using the Lilliefors formula: $Z = \frac{Xi-X}{s}$, based on the Lilliefors formula it is explained that Z = transformation from number to notation on the normal distribution, Xi = number in the data, X = mean, F(z) = normal cumulative probability, S(z) = empirical cumulative probability. $|F(z)-S(Z)|$ = normal cumulative probability minus the empirical cumulative probability. With the hypothesis Ho = Normal distribution, and Ha = Abnormal distribution. Thus if 'D'count < from 'D'table then Ho is accepted and Ha is rejected, if 'D'count> from 'D'table then Ha is accepted and Ho is rejected.

Based on the results of Lilliefors' calculations, it is known that the results of the 'D'count of the parent assistance model are 0.061 and the 'D'table is equal to 0.117. Because 'D'count < 'D'table, with this Ho can be accepted and Ha is rejected, thus the parental assistance data is declared normally distributed. While the results of students' distance or online learning activities at the senior high school level in Probolinggo Regency during the Covid-19 pandemic obtained a 'D'count value of 0.106 and a 'D'table value of 0.117. Therefore, the value of 'D'count < 'D'table, then Ho can be accepted and Ha rejected, this can be interpreted that the distance or online learning data of students at the high school level in Probolinggo Regency during the Covid-19 pandemic was declared normally distributed.

In the associative hypothesis proposed is H0, and it is understood that there is no effect of the parental assistance model on online learning activities. Whereas Ha, there is an influence between the parent assistance model on online learning activities for students at the high school level in Probolinggo Regency during the Covid-19 pandemic. Thus the results of the correlation between the parent assistance model and children's online learning activities using Product Moment produce a correlation coefficient of 'r'count of 0.845, this figure indicates a very strong relationship between the parent assistance model and children's learning activities at the senior high school level. Probolinggo Regency during the Covid-19 pandemic, so it can be interpreted that the higher the quality of parental assistance, the higher the quality of learning.

In this context, correlation analysis can be continued by calculating the coefficient of determination and squaring the coefficient obtained, so that the correlation coefficient above is $0.845^2 = 0.714$, this means that the distance or online learning variable for children at the senior high school level in Probolinggo Regency during the pandemic period is 71% and is determined by the variable parental assistance. This understanding can be interpreted that parental assistance to the child's learning process reaches 71%, while the remaining is 29% and is determined by other factors not included in this study. Likewise, to determine whether Ho or Ha is accepted, the results of the 't' count of 11.7076 and the 't' table of 2.00525 can be obtained. Therefore, if the 't' count is greater than the 't' table, then Ha is accepted, otherwise if the 't' count is less than the 't' table, then Ho is accepted. In this context, it turns out that the calculation results show that t' count is 11.7076 > 't' table 2.00525 with dk (n-2) = 55, then the decision is Ha accepted, and Ho is rejected. Thus it can be concluded that there is a very strong positive correlation or relationship between parental assistance and online learning activities for children at the senior high school level in Probolinggo Regency during the Covod-19 pandemic. Based on these results, the area of acceptance of Ha and rejection of Ho can be described below:

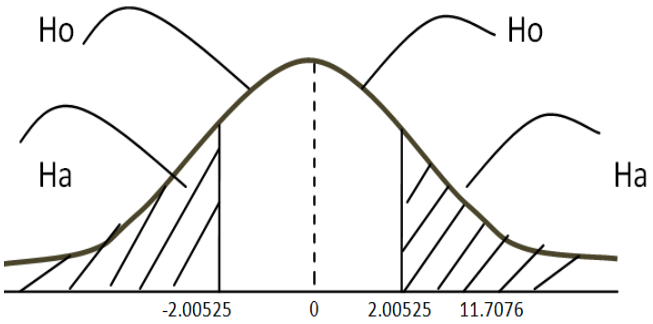

Figure 3: The Area of Acceptance of Ha and rejection of Ho

Linear Regression Test

Based on the various explanations above, the regression equation used to predict how high the value of the dependent variable is if the value of the independent variable is manipulated or changed, as the Regersion formula is $Y = a + bX$ and to find the value b, the formula $b = \frac{n(\sum XY)-(\sum X)(\sum Y)}{n(\sum X^2)-(\sum X)^2}$. Followed by finding the value of a with the formula $a = \frac{\sum Y}{n} - b\frac{\sum X}{n}$. The regression equation used to predict distance or online learning activities for children at the senior high school level in Probolinggo Regency based on the parent assistance model is Y' = 2.781 + 0.933 X. Therefore, the regression equation is used to predict how individuals will the dependent variable will occur if the individual in the independent variable is set, for example regarding the quality of parental assistance services is set at 69, then the average value of distance or online learning is Y' = 2,781 + 0,933 (69) = 67.16%, this means if parental assistance is increased by 1%, then the child's learning process will increase to 0.933, so that it can be generalized that there is a positive influence of parental assistance on distance or online learning activities during the Covid-19 pandemic.

In addition, when the significance test was carried out, the results obtained 'f'count 137.36 compared to 'f'table dk numerator = 1 and dk denominator n-2, namely 57-2 = 55 error level 5% 'f'table = 4.02, it turns out that the results 'f'count (137.36) > 'f'table (4.02) thus it can be interpreted that there is a very significant influence.

Conclusion

Departing from this discussion, the researcher can conclude that the parental assistance model for online learning activities for children during the Covid-19 pandemic reached 70% of what was expected and was categorized as accepted, while the hypothesis stated that online learning activities for children during the Covid-19 pandemic 19 is categorized as the highest and reaches 80%. Thus through this analysis it was also found that there was an influence between parental assistance on children's learning activities with the results of r count obtained 0.84477 and r table 0.2609 with dk 57 (n-2) = 55, because the results of r count data were 0.84477 > 0.2609, and fell on regional acceptance Ha and Ho are rejected, that is, there is an influence between parental assistance on online learning activities for children and the level of the relationship is categorized as very strong. In this context, an understanding was obtained that the effect of parental assistance on the online learning process for children was R Square with a value of R = 0.713644, and showed that 71% of online learning activities for children were influenced by the parental assistance model. Whereas in the significance test the results of F Count (137.36) > F Table (4.02), thus it can be interpreted that there is a significant influence in the linear test with the results of F calculated 1.22 <F Table 1.85, so it is linear.

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