



The Role of Parental Assistance in the Learning Motivation and Discipline of Elementary School Students during the Covid-19 Pademic Period

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ABSTRAK

Permasalahan yang saat ini timbul dalam pembelajaran daring berbagai variasi seperti kurangnya motivasi, minat, dan kedisiplinan anak yang rendah. Orang tua dapat menjadi guru bagi anak saat waktu luang, namun orang tua merasa cemas melakukannya karena kurang pengalaman. Tujuan penelitian ini yaitu menganalisis peranan pendampingan orang tua terhadap motivasi dan kedisiplinan belajar siswa di sekolah dasar di masa pandemi covid-19. Jenis penelitian ini yaitu kualitatif deskriptif dengan pendekatan fenomenologi. Sumber data utama dalam penelitian ini adalah para orang tua, siswa kelas II (dua) dan guru wali kelas II yang menjadi informan/subyek penelitian. Teknik pengambilan sample pada penelitian ini menggunakan Purposive Sampling. Pengumpulan data dari penelitian ini diperoleh dengan observasi dan wawancara. Instrument yang digunakan untuk mengumpulkan data yaitu lembar wawancara. Dalam penelitian kualitatif ini penulis memilih menggunakan teknik analisis dilakukan dalam empat tahapan, yaitu: pengumpulan data, reduksi data, penyajian data, dan verifikasi/penarikan kesimpulan. Triangulasi juga digunakan sebagai pendekatan multimetode yang dilakukan pada saat mengumpulkan dan menganalisis data. Hasil penelitian yaitu peranan pendampingan orang tua terhadap motivasi dan kedisiplinan belajar pada siswa di masa pandemi covid 19 ditunjukkan dengan berbagai upaya. Pertama, orang tua menyediakan fasilitas belajar untuk anak mengikuti pembelajaran daring. Kedua, orang tua selalu mendampingi dan mendukung kegiatan pembelajaran di rumah. Ketiga, orang tua memberikan tauladan yang baik kepada anak. Disimpulkan bahwa peranan pendampingan orang tua yang baik dapat meningkatkan motivasi dan kedisiplinan belajar pada siswa di masa pandemi covid 19.

ABSTRACT

The problems that currently arise in online learning are of various variations, such as the lack of motivation, interest, and low discipline of children. Parents can be teachers to children in their spare time, but parents feel anxious to do so because of a lack of experience. This study aims to analyzed parental assistance's role in student motivation and learning discipline in elementary schools during the COVID-19 pandemic. This type of research is descriptive qualitative with a phenomenological approach. The primary data sources in this study were parents, second grade students, and homeroom teachers for grade II who were informants/subjects of the research. The sampling technique in this study used purposive sampling. Collecting data from this study was obtained by observation and interviews. The instrument used to collect data is an interview sheet. In this qualitative research, the researcher used the data analysis technique carried out in four stages, namely: data collection, data reduction, data presentation, and verification/drawing conclusions. Triangulation is also used as a multi-method approach when collecting and analyzing data. The study's results, namely the role of parental assistance in learning motivation and discipline in students during the Covid-19 pandemic, were shown by various efforts. First, parents provide learning facilities for children to participate in online learning. Second, parents always accompany and support learning activities at home. Third, parents set an excellent example for their children. It was concluded that the role of reasonable parental assistance could increase motivation and learning discipline in students during the Covid-19 pandemic.

1. INTRODUCTION

The Covid-19 pandemic is a virus that can be transmitted to someone quickly, so this virus is said to be very dangerous to health. Generally, someone who is infected with Covid-19 will experience symptoms such as respiratory problems, coughing, fever, and shortness of breath (Rashid & Yadav, 2020; Shah et al., 2020). The increase in Covid-19 cases in Indonesia has forced the government to issue regulations that must be obeyed by all people, such as social distancing, studying from home, working from home, to limiting one's mobility to go to other areas (Hapsari & Fitria, 2020; Hart & Halden, 2020; Matzavela & Alepis, 2021). This has had a huge impact on all aspects, especially in education. The government issues regulations to treat social distancing policies that make changes to the learning system (Abumalloh et al., 2021; Dzalila et al., 2020). The importance of educational goals that must be achieved requires that education continues even during a pandemic, so that learning activities are carried out from home. Tasks and activities directed by the teacher must be done online (Fitriyani et al., 2020; Jatira & Neviyarni S, 2021). This is why teachers have to collaborate with parents of students so that learning activities continue to run smoothly even from home (Handayani et al., 2021; Wijayanti & Fauziah, 2020). In Indonesia, learning is carried out online by adjusting the situation and conditions of teachers and students. Learning activities can also be carried out in various models such as using *Google Classroom*, *WhatsApp Groups*, or other platforms that can integrate technology into online learning (Suardika, 2020; Yunitasari & Hanifah, 2020). In learning activities, all elements of education must support learning facilities so that they continue to run effectively. However, currently the world of education shows a very complex problem. These problems impede the smooth running of learning activities. The problems that currently arise are various variations such as lack of motivation, interest, and low discipline of children in learning (Wargadinata et al., 2020; Yoga Purandina & Astra Winaya, 2020). The existence of these problems indicates that learning activities do not give meaning to students. It also shows that students are not happy to participate in learning activities. Several previous studies also stated that many students felt compelled to participate in learning activities (Aisyah & Muhammad Alif Kurniawan, 2021; Nusantara et al., 2021). The results of a survey conducted at SD Negeri 008 Labuhan Papan, Rokan Hilir Regency found that parents have an adequate role in increasing children's motivation. The form of motivation given by parents to children is only in the form of financing and words of advice. However, on a daily basis, children still receive less attention from their parents because they are busy working. In addition, the facilities provided are also inadequate so that online learning activities are not optimal. Children who don't get enough attention from their parents tend to be indifferent to study time and only play gadgets. The interaction between parents and children is also very minimal so that this affects the lack of motivation and discipline of children in learning. Many parents allow their children to play without setting a definite time limit so that children have a sense of dependence on play.

Previous research findings also state that online learning also creates various obstacles due to inadequate learning support facilities (Hutauruk & Sidabutar, 2020; Mufaziah & Fauziah, 2020). Some students do not have smartphones that can be used to support learning, so students experience learning material behind (Albab, 2020; Fikri et al., 2021). The burden of buying packages and internet is quite large even though the government has provided quota assistance but it is still very limited. In addition, parents and teachers are still experiencing problems in using smartphones to the fullest regarding applications that can be used to facilitate online learning. The limited knowledge of teachers in using technology also causes learning activities carried out online to be less than optimal and causes student learning motivation to decrease (Albab, 2020; Primasari & Zulela, 2021; Wardani & Ayriza, 2020). Previous research also stated that some parents felt anxious and lacked confidence in their ability to educate their children during the COVID-19 pandemic (Alamiyah et al., 2021; Wardani & Ayriza, 2020). This illustrates that parents' anxiety in educating children is one of the burdens of parents. Parents can tutor their children in their free time, but parents feel anxious about doing so because of a lack of experience. The results of observations and interviews conducted in Cluster V, Sukasada District, also found that during the online learning process students experienced obstacles such as the lack of availability of electronic equipment in learning. Furthermore, student study hours are irregular because in the morning parents work so they cannot accompany their children directly so that children tend to play and not study. Students are also less enthusiastic about learning because teachers rarely give praise in online learning. In addition, the learning environment is also not conducive and there is low communication between children and parents. Parents have a responsibility in this matter such as directing and accompanying children in learning activities so that children are more motivated in learning (Sumarsono et al., 2019; Zaini & Soenarto, 2019). Parents are required to be able to guide their children to study at home and be able to replace the teacher's role at school so that learning objectives can be achieved to the fullest (Meilanie, 2020; Yulianingsih et al., 2020). Parents need to reaffirm their role as primary educators for their children. Therefore, the family has a very important role in preparing children's education to

realize their goals (Putri et al., 2020; Susanti, 2021). Education in the family is lifelong and lifelong education so that everyone gets values, skills and knowledge from the family (Septina et al., 2020; Wijayanti & Fauziah, 2020). In the learning process motivation also has a very important role to encourage students' enthusiasm for learning. Parents should realize that the importance of children's motivation from all forms of support for their learning development. Every parent tries to motivate their children so that they feel cared for and this will make children more enthusiastic about learning and achieving better learning outcomes. This learning motivation has a big influence on children (Mardiani, 2021; Wijayanti & Fauziah, 2020). Besides that, it is important to instill learning discipline in children. Learning discipline is an effort made by a person in changing his behavior (Arsa et al., 2017; Prayoga, 2019). Discipline in learning is student compliance with school rules or regulations to get better conditions and as a form of self-control without coercion (Dewi, 2018; Malik & Afandi, 2020).

Previous research findings state that parents have a very important role in motivating high student learning (Hasfira & Marelda, 2021; Kurniati et al., 2020). Other findings also state that the parenting style applied to children is able to increase children's discipline and motivation so that they get maximum learning outcomes (Aisyatinnaba & Sutoyo, 2016; Wardana, 2016). Other findings also state that parents have an important role in accompanying children during the process of online learning activities (Garbe et al., 2020; Nadhifah et al., 2021). This shows that the role of parents in educating and accompanying children to study at home is very important. There has been no study on the role of parental assistance on student learning motivation and discipline in elementary schools during the Covid-19 pandemic. The purpose of this study is to analyze the role of parental assistance on student learning motivation and discipline in elementary schools during the Covid-19 pandemic. It is hoped that parents can always accompany children in learning so that they can increase children's motivation and discipline.

2. METHOD

This type of research is descriptive qualitative. Research approach with phenomenology. In this case, researchers try to understand the meaning of events or symptoms and interactions between people or groups of people in certain situations. In this study the author will collect data and describe the role of parental assistance in increasing the motivation and discipline of elementary school students during the Covid-19 pandemic and then draw conclusions to serve as a reference for readers, especially parents. The location of this research is in cluster V, Sukasada District, in three elementary schools, namely SD Negeri 1 Sambangan, SD Negeri 2 Sambangan, and SD Negeri 3 Sambangan. The main data sources in this study were parents, second grade students and second grade homeroom teachers who were informants/research subjects. The sampling technique in this study used purposive sampling. The collection of data from this study was obtained by observation and interviews, including by using in-depth interviews. This in-depth interview is used to obtain detailed information about the phenomenon or education being studied. The instrument used to collect data is an interview sheet, the grid is presented in Table 1.

Table 1. Interview Grids

Aspect	Indicators
Peran Pendampingan Orang Tua	1. As a facilitator
	a. Provide learning tools
	b. Provide comfort for children in learning
	2. As a motivators
	a. Encourage children to study hard
	b. Accompanying children learning
	3. Educators
	a. Set a good example for children
	b. Supervise children's development
c. Get used to the child doing the task	
Motivation to learn	1. Diligent and tenacious in doing the task
	2. Show interest in learning
	3. Happy to find and solve problems in questions
	4. Confidence in doing the task
Study Discipline	1. Obedient in doing the task
	2. Comply with existing regulations
	3. Timely in learning and doing assignments
	4. Responsible for the tasks given

The qualitative data analysis process was carried out in four stages, namely: data collection, data reduction, data presentation, and verification/drawing conclusions (Miles et al., 2014). The data reduction stage is the stage of reducing or simplifying the data so that it fits the needs and of course it is easy to obtain information. The data presentation stage, this study presents data that has been reduced or simplified in the previous stage. The last stage is drawing conclusions. Data that has been compiled and grouped is then presented with a technique or pattern so that conclusions can be drawn. Triangulation is a multimethod approach when collecting and analyzing data. In this study the authors used two techniques, namely triangulation of sources and triangulation of data collection techniques. Source triangulation, namely to test the credibility of the data is done by checking the data that has been obtained through several sources. Technique triangulation, namely to test the same credibility with different techniques.

3. RESULT AND DISCUSSION

Result

Based on the results of observations and interviews that have been conducted at SD Negeri 1 Sambangan, it was found that parents as facilitators in the learning process play a role in providing adequate facilities for students, one of the most important things in online learning is providing smartphones. Parents always provide support to children in learning by accompanying children while studying at home. Besides that, parents also provide supervision of children's development by always coordinating with the teacher. The interest in learning that children show when studying online (in the network) is very less when compared to the interest in learning children when learning offline (outside the network) at school. Children like to find and solve problems in questions given by the teacher, if there are things that children do not understand, parents and teachers coordinate with each other in assisting and guiding children in solving these problems. Based on the results of observations and interviews with class II homeroom teachers at SD Negeri 2 Sambangan, data was obtained that the role of accompanying parents in providing facilities was sufficient, including parents providing learning facilities for children in the form of smartphones, stationery quota, and other supports. Parents also provide support to children in learning, especially when learning online even though parents are busy working. Parents also accompany their children in learning activities, but in the morning the parents have to work so they cannot accompany their children directly and after returning from work the parents can accompany their children to study. Besides that, there are also parents who do not work or are housewives so they can accompany their children to study at home intensively. Parents always contribute to overseeing development by building communication with the homeroom teacher and working with each other.

The results of observations and interviews with class II homeroom teachers at SD Negeri 3 Sambangan, obtained data that the role of assisting parents in providing learning facilities for children online, most of them have provided adequate facilities, and some are still inadequate. The facilities provided by parents are in the form of stationery, smartphones, and quotas. Parents provide learning support to children, one of which is by providing additional tutoring for children outside school hours. Parents provide assistance to their children in online learning and always monitor their child's development. Parental guidance greatly affects the perseverance and tenacity of children in learning, children do not want to be diligent without parental guidance. Based on the results of observations at SD Negeri 1 Sambangan, data was obtained that during online learning during the pandemic, parents provided adequate facilities for children such as smartphones, stationery and books. Parents know that their children's hobbies are reading, writing and cycling. Children feel comfortable while studying at home because their parents always support and accompany them while studying and doing assignments. Children feel enthusiastic in learning when given motivation and rewarded by their parents.

The results of observations and interviews with class II students at SD Negeri 2 Sambangan, obtained data that parents provide inadequate facilities for online learning activities where parents only provide books for learning. Parents know that their child's hobby is playing bicycles and learning. Children feel comfortable when studying at home with their parents. Parents always accompany and support their children, although sometimes parents have to work so that children study with their older siblings. The results of interviews with class II students at SD Negeri 3 Sambangan, obtained data that parents provide complete facilities for learning, namely smartphones and stationery. Parents know that their child's hobby is learning mathematics and religion. Children feel comfortable learning at home with their parents. Children have a passion for learning from within themselves, but parents also provide support and assistance when studying or doing assignments. Parents are able to master the material that children learn and are able to explain when children experience difficulties. Children like to solve questions from the teacher, do their assignments well and are confident in their work. The results of online interviews with the students' parents found that parents provided adequate facilities for children,

namely providing smartphones and quotas. Parents know that their child's hobby is playing bicycles. Children feel comfortable studying at home but even more comfortable studying at school. Parents always accompany and supervise children's development while studying, provide motivation and support at all times and provide rewards to children. Children have a high interest in learning during a pandemic where children enjoy solving problems given by the teacher, but occasionally complain and feel bored learning. Children feel confident with the tasks they do. From the results of data collection through observation and interviews above, it can be concluded that the role of parental assistance on student learning motivation is to provide adequate facilities, always accompany children to study at home, create a comfortable learning atmosphere at home, be able to become an educator at home, and always provide support/motivation in the form of verbal and rewards to children. During the pandemic, students have a passion for learning if they are accompanied and supported by their parents to study.

The results of the interview with the class II homeroom teacher at SD Negeri 1 Sambangan, that while studying at home, the child wants to follow the rules of study that apply at home. With the accompaniment of parents at home, children carry out assignments diligently, tenaciously and obediently, but there are still children who are less diligent, tenacious and obedient in doing assignments because they are late in getting information given by the teacher as a result of using smartphones with their siblings. During online learning, teachers are of the opinion that children's confidence in what they have done is still lacking, lack of self-confidence because the tasks that students do are dominantly assisted by their parents or done by their parents. The homeroom teacher for class II at SD Negeri 2 Sambangan stated that the role of assisting parents is very necessary so that children are diligent and tenacious in learning at home because teachers cannot assist directly, parents must be able to take over this role. The homeroom teacher for class II at SD Negeri 3 Sambangan also stated that parental guidance greatly influences children's perseverance and tenacity in learning, children do not want to be diligent without parental guidance. Children are always obedient in doing assignments given by the teacher during online learning, but in collecting assignments the teacher is more flexible so there is no definite deadline for submitting assignments so many are slow to collect assignments on the grounds that they do not have a quota. Students at SD Negeri 1 Sambangan show discipline, namely doing their assignments obediently when accompanied by their parents. Children always collect assignments given by the teacher on time and children have confidence in all their work. Based on the results of online interviews with parents of students, it was found that parents accompany children while studying so that children are diligent and obedient in learning, children are disciplined in following the rules of learning at home, children do and collect assignments on time, children are responsible for their work. Children want to follow the rules of learning at home. With the assistance of parents, children are always obedient in carrying out their duties and are responsible for their work. It was concluded that the role of accompanying parents is very necessary so that children are obedient in learning and doing their assignments. With the assistance and supervision of parents, as well as learning rules applied by parents at home, children are more disciplined in learning, children also have a sense of responsibility for their work.

Discussion

Based on the results of the study, it was found that the role of parental assistance in learning motivation and discipline in students during the Covid 19 pandemic was demonstrated by various efforts. First, parents provide learning facilities for children to take part in online learning. Parents' attention to children studying at home is shown through the provision of the facilities needed by students. This facility is very important to be facilitated by parents so that online learning activities can run smoothly (Handayani et al., 2021; Wijayanti & Fauziah, 2020). The facilities in question include smartphones, quotas, and books. Complete facilities greatly impact the smoothness and comfort of student learning activities during Covid-19 (Malindo et al., 2020; Sabilla, 2021). Adequate facilities can also affect students' interest in learning because students will find it easier to learn when the existing facilities are properly met (Lonanda et al., 2015; Wardani & Ayriza, 2020). The facilities provided by parents also affect student learning discipline, namely with smartphones and adequate quotas, children can also participate in learning activities and collect assignments given by the teacher in a timely manner.

Second, parents always accompany and support learning activities at home. Parental assistance in online learning is shown by the way parents always accompany their children when studying and doing assignments. Support given by parents to children such as verbal motivation can provide stimulation to children so that they can foster enthusiasm and a high sense of wanting to learn (Alamiyah et al., 2021; Sumarsono et al., 2019). In addition, other support is given by parents to children by giving rewards if they successfully complete the task well. Giving rewards to children who have succeeded in completing a task or an evaluation will make students more motivated in participating in learning and tend to want to get better grades (Susanti, 2021; Wijayanti & Fauziah, 2020; Yulianingsih et al., 2020). Children will also

be more diligent and tenacious in learning so that work on assignments can be completed on time and also optimally (Mahmudi et al., 2020; Nadhifah et al., 2021). Giving rewards is what causes children's learning motivation to increase. Motivation is actually an effort that is realized by students in maintaining their behavior to act to do something so as to get the desired results. Third, parents set a good example for their children. In learning activities parents provide good examples for children by implementing study hours at home with children. Parents instill good habits in children to carry out the rules or study schedules that have been set together. Activities like this certainly affect the attitude of children to be obedient in learning and obedient in doing assignments (Fadlilah, 2021; Lilawati, 2020; Slovaček & Čosić, 2020). During online learning activities, children want to obey the learning rules that apply at home. In addition, children also enjoy doing assignments with their parents who accompany them during learning activities. Thus the child can do the task independently and also disciplined (Moè et al., 2018; Ni et al., 2021). Discipline in children will grow and can be fostered through practice and instilling habits from within the family environment (Radyuli & Rahmat, 2017; Rochimi & Suismanto, 2019). Parents who always supervise their child's development and establish good communication with the homeroom teacher can optimize the online learning process. In addition, supervision carried out by parents at home can also influence children's desire to take part in online learning (Kurniati et al., 2020; Utomo et al., 2021). Children will be more enthusiastic when learning together with their parents so that the role of parents is very important for children. In addition, children are more focused and disciplined in learning when they get direct supervision so that children tend to be organized and disciplined in learning.

Previous findings state that children who have high discipline will later form a good learning ethic so that learning objectives can be achieved optimally (Anggraini et al., 2017; Permatasari et al., 2021). The findings of previous research stated that the encouragement to learn given to parents will influence the child's desire to learn so that children's self-confidence appears in learning activities (Handayani et al., 2021; Wijayanti & Fauziah, 2020). Other research findings also state that learning motivation in children has an important role in the success of students in participating in learning activities (Meilanie, 2020; Yulianingsih et al., 2020). The implication of this research is that parental assistance in online learning has a positive impact on students such as increasing student motivation and learning discipline so that it has an impact on increasing learning outcomes. Learning outcomes will be maximized if accompanied by high student learning motivation. The more precise the motivation given to the child, the better the learning outcomes, so that motivation determines the intensity of learning effort for students.

4. CONCLUSION

The role of parental assistance in the learning motivation of students during this pandemic is in the form of providing adequate facilities that support learning activities and also parents always accompany and support learning activities in the form of verbal motivation and rewards. The role of parents in children's discipline in learning during a pandemic by means of parents implementing a study schedule so that children are more disciplined. With appropriate facilities and parental supervision, the motivation and discipline of children in learning will increase.

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