



THE ROLE OF PARENTS TO ENLARGE STUDENT'S INTEREST IN LEARNING DURING THE COVID-19 PANDEMIC: A CASE STUDY IN INDONESIA

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Abstract:

The aim of the study at determining the role of parents to enlarge student's interest in learning during the Covid-19 pandemic. The research method uses quantitative with a case study approach in Indonesia. Collecting data using interviews, observation, and Likert scale questionnaires with descriptive data analysis. Data analysis techniques used data reduction, data presentation, and conclusions. The results show that the role of parents has a significant effect to enlarge student's interest in learning during the covid-19.

Keywords: role of parents, learning interest, covid-19 pandemic

1. Introduction

Based on Mendikbud No. 4 of 2020 of 2020 which contains rules for learning from home for children's school and working from home for teachers, including for those who work in elementary school. This is to shut out Covid-19 (Niemi and Kousa, 2020; Cheng, 2020). The transfer of learning from face-to-face to online gives a different reaction (Hoq, 2020). In elementary school is not easy as it likes, namely difficulties with an unstable internet network (Yates, 2020; Mok, et al, 2021). Meanwhile, learning at home is very important. At this time, the role of parents is very much in helping children's learning at home (Chen, et al, 2020). By this condition, the government provides free study quotas for all

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parents who have children in school education (Garbe, et al., 2020). This condition also expects parents to play an active role in communicating with teachers online (Onyema, 2020). Parents will be more effective and efficient when children study at home. In other words, through the Covid-19 pandemic, the role of parents greatly determines the success of children's learning at home (Hasking, et al, 2020).

The reciprocal interaction needed by children and parents has a significant impact on children's development at home (Mishra, et al, 2020). Another problem arises because children have a lot of time at home so that they tend to play more than learn at home (Escobar and Morrison, 2020). This requires a rule from parents to provide firmness between learning and playing at home (Dai and Lin, 2020). This opinion is in line with the research of Iffitah and Anawaty (2020) state that the role of parents is needed by children when learning starts from home because parents or family are the first places of education for children. A similar statement was also conveyed by Mutiah (2012) that caring for, fostering, and educating children from home is the obligation of parents in an effort to shape the children's personality (Lin Lin and Daniela, 2020).

Through this condition, parents can help children in carrying out learning at home, such as the availability of writing instruments, providing assistance in the learning process at home, and can optimize the learning process from home through online. The mentoring in question is to create good communication with children while learning. This can create children's creativity and idea (Surani and Hamidah, 2020: Rasmitadila, et al., 2020). The role of parents and teachers very much determines the success of children's learning at home so that cooperation between the two is optimized so that it can achieve learning targets at school (Yustina, Halam, and Mahadi, 2020).

2. Literature Review

The literature review discusses concepts and theories about the role of parents in the role of parents to enlarge student's interest in learning during the Covid-19 pandemic, along with an explanation.

In accordance with Widayati (2018: 28-29) explained that the role of parents in the family consists: 1) As educators, parents need to inspire children the importance of education and knowledge they get from school. The role as a driver, as a child who is facing a transitional period, children need encouraging them to build their self-confidence to face the problems. 3) Role as role models, parents be carried out for role models for their children, both in speaking and in daily life in society. 4) The role of friends, dealing with children who are facing a transitional period. Parents are more patient and understanding about children's changes. Parents can be informed, interlocutors or friends exchange ideas about children's difficulties or problems so that children feel comfortable and protected. 5) The role of supervisors, the responsibility of parents is to see and supervise children's attitudes and behavior so that they are not far from their identity, especially from environmental influences from the family, school, and

community environment. 6) The role of counselors, parents can contribute positive and negative values so that children are able to make the best decisions.

Based on the explanation above, the role of parents as educators at home so that the knowledge that children get from teachers at school online can be conveyed properly through intermediary parents at home.

Second, children's interest in learning. Learning interest consists of two syllables, namely the word for interest and the word for learning. Interest can be defined as the highest inclination of the heart towards something (KBBI, 2012). It can be said that interest is an attempt to achieve something maximally. In incompliance with Slameto (2013), there are indicators to enlarge student's learning, specifically

- a) Feelings of Pleasure: when students have feelings of delight about a specific lesson afterward there would no feeling of obligation to learn. For example, they are pleased to take part in lessons, do not feel bored, and are present at lessons
- b) Student's involvement in people's interest in the object that caused by people who are pleased and interested in doing or working on the activity of that object. For example: active in giving and asking questions between teacher and student.
- c) Interest relates to the motivation of students being attracted to objects, people, and activities or encourages their activities themself. Example: passionate in following lessons, no holding up assignments from the teacher
- d) Student attention means interest and attend are two things that are considered the same in everyday use. Student attention is focused on students on observation and understanding complexion. Students have an interest in a specific object, they might be focused on specific object. For example, listen to the teacher's simplification and taking notes on the material.

Third, online learning. According to Dewi (2020: 56-58) stated that online learning is applied to internet networks in the learning process. By online learning, students have the time flexibility to study. Online learning is carried out by the abilities of each school. Online learning can use digital technology such as Google classrooms, study houses, zoom, video conference, telephone or live chat, and others.

The following are some studies that are considered relevant to this study

- a) Lilawati (2021) in the journal entitled "The role of parents in supporting learning activities at home during the pandemic period". Lilawati's research concluded that the role of parents in learning at home runs effectively because learning at home provides many tasks that can be assisted and guided in their work at home. In addition, according to some parents, learning facilities at home are considered less profitable. Learning at home, parents help children in doing the assignments given by the teacher.
- b) Iftitah and Anawaty (2020) in a journal entitled "The role of parents in accompanying children at home during Covid-19 pandemic". Their research results show that children feel not alone, parents are encouraging, give facilitation for children's needs, a place to give and ask questions, help to identify themselves,

see and develop children's talents and create a conducive environment for learning.

- c) Fordjour, Koomson, and Hanson (2020) in the journal entitled "The impact of Covid-19 on Learning: The Perspective of the Ghanaian Student". Based on their research results show that the learning platforms rolled out for student majority because they have no access to the internet and most of the Ghanaian students do not understand technology. The conclusion of this journal is to help policy marker when it comes to the address of policy faced by student during a pandemic of this nature.

3. Material and Methods

This classification of research is a case study. This research was conducted at VI SD Adabiah Padang Academic Year 2020/2021 Even Semester. The research subjects were 30 class VI language students who had studied the Cartesian coordinate material. The presence of researchers is a measure of success or understanding of some cases. Researchers act as the main instrument in data collection or key instruments. The main data collection techniques for this survey were interviews, questionnaires notes, and documentation (Sugiyono, 2013). This study uses triangulation to test the validity of the data. The triangulation method used is a method and source triangulation by examining interview notes, field notes, surveys, and document notes from various data sources. The research sample was conducted on the parents of students from SD Adabiah Padang.

4. Results and Discussion

The results show that interest is a feeling of liking or being attracted to something. With interest, a person will do something he likes. The absence of someone's interest in learning will cause difficulties in problem-solving. Someone's interest in a lesson can be seen from the way they take part in learning.

Questionnaires are data collection techniques that contain a set of questions or written statements given to students to answer (Sugiyono, 2013). This questionnaire aims to obtain data on student's interest in learning. The learning interest questionnaire used in this study is a standardized learning interest questionnaire modified from Pujianti by (Hendriana, 2017). This learning interest questionnaire is structured based on indicators of learning interest which consist of pleasure, interest in learning, student involvement, diligence in studying and diligence in doing math assignments, discipline, and discipline in learning, and has a learning schedule. According to (Riduwan & Akdon, 2010: 87) the scale of interest in learning is arranged in the form of a Likert scale. Menurut (Riduwan & Akdon, 2010: 87) Likert scale consists of a series of positive and negative statements with response choices Strongly Agree (SS), Agree (S), Neutral (N), Disagree (TS), and Strongly Disagree (STS). In some cases, the neutral answer options were omitted. Scoring guidelines can be seen in Table 1.

Table 1: Learning Interest Questionnaire Scoring

Statement	4	3	2	1
Positive	Strongly Agree	Agree	Disagree	Strongly Disagree
Negative	Strongly Disagree	Disagree	Agree	Strongly Agree

Source: (Riduwan&Akdon, 2010: 87)

Learning Interests Questionnaire is given to students after the completion of learning conducted by mathematics subject teachers in class VI SD Adabiah Padang. The questionnaire that had been filled in by students was analyzed based on the grouping of student's interest in learning with the grouping categories suggested by Sudijono (Komariyah et al., 2018). These criteria can be seen in Table 2 below:

Table 2: Learning Interesting Classification

Categorize Criteria	Categorize
Grade \geq Mean + Elementary high	High
Mean - Elementary high \leq Value < Mean + Elementary high	Moderate
Grade < Mean - Elementary high	Low

Note:

$$\text{Mean} = \frac{\sum x}{N}$$

with $\sum x$ = student total score

$$\text{Elementary high} = \sqrt{\frac{\sum(x_i - \text{mean})^2}{N-1}}$$

N = Amount of students

The data obtained were then analyzed to show the level of interest in learning mathematics through an interest in learning questionnaire. Determination of categories of interest in learning based on the grouping categories proposed by Sudijono (2009). Based on this categorization, the results of the questionnaire on the interest in learning of each student were examined and the level of interest in learning mathematics was obtained, namely, 4 students had high learning interest, 19 students had moderate learning interest and 7 students had low learning interest.

Table 2: Grades for Students Learning Interests

No	Indicators	No item (+)	No item (-)	Total
1	Feeling pleased	1	2,3	3
2	Student interest	4,7	5,6,8	5
3	Student involvement	9,11	10	3
4	Diligent in studying and doing math assignments	12	13,14	3
5	Perseverance and discipline	15,17	16	3
Total		8	9	17

6. Conclusion

Based on the research results, the role of parents can increase student's interest in learning at home. This is evidence is part of the results of the questionnaire that more than half of students have moderate interest in learning with the role of parents at home during the Covid 19 pandemic.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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