Analysis the Role of Parents' in Online Learning Assistance for Students' of Public Senior High School

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	ABSTRACT
Keywords: The role of Parents'; Online Learning; Public Senior High School.	The Covid-19 pandemic has been a valuable experience for all fields including education. This research aims to determine the role of Parents' in accompanying students' at Senior High School during online learning. The distribution of parental role scores and questionnaire item scores in online learning assistance is guided by norma correlation interval categorization. The research method used is a descriptive quantitative approach with actual conditions to describe the characteristics factually, systematically, and accurately of the variables studied. The results of this research conclude that the role of Parents' in assisting students' in online learning is optimal. The optimal achievement category being 67.39%, the quite optimal category being 17.3% and the very optimal category being 10.87%. The results of the questionnaire scores items on the role of Parents' in assisting students' learning show a very high category with 33.3% and the high category with of 36.7% which indicates that the role of Parents' in several important circumstances has been carried out well and optimally. This statement is supported by students learning outcomes in science subjects, namely Physics, Chemistry, Biology and Mathematics, which are above the minimum completeness criteria. Parents' activities that make a high contribution to children's online learning include motivating children to be enthusiastic, supervising online lesson hours according to schedule, providing facilities in the form of devices and internet quota within reasonable limits. Monitoring techniques that are widely used by parents are building good communication with children, regarding online learning and reprimanding children when they do not follow online learning and assignments. Parents' involvement in science learning is done through the reinforcement given by parents to science learning.

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A. INTRODUCTION

After the COVID-19 pandemic that broke out in Indonesia in 2020, it has become an experience and learning for many people with their respective fields, including in the education sector. Online learning was the solution taken and used during the covid-19 pandemic but it is still limited and many difficulties are experienced by both teachers and students. There are research problems faced by students in online learning, including difficulty understanding the material, limited internet quota and poor communication (Erlangga, 2022). Not only in Indonesia but also in other countries have difficulties in adjusting to online learning. According to research from Nepal Open University, teachers have difficulty handling online learning due to a lack of

information and communication technology (ICT) knowledge and skills, unstable internet, and a lack of administrative support (Kaphle & Rana, 2023). After the COVID-19 pandemic in Indonesia itself has returned to implementing face-to-face learning or school directly students gather and learn in classrooms, but it does not eliminate online learning by utilizing various learning management systems or learning LMS. Online learning at the high school level is carried out using a Learning Management System (LMS), which is a system that can manage, deliver, and monitor students using internet applications (Agustina & Nandiyanto, 2021). The research research subject's class also uses LMS and applications in online learning although not yet massively and currently still implementing hybrid learning. Adjusting to this condition is certainly a challenge for students and Parents' both during the pandemic but also in the current situation where we are required to be technologically literate, both teachers, students and Parents'. In this online learning cased, Parents took on many roles in this online learning, including monitoring, motivating, instructing and organizing (Keaton & Gilbert, 2020). The unpreparedness of teachers, parents and students has led to a negative impact of online learning on learning motivation (Zaitun et al., 2021). Not only teachers, the role of Parents' in assisting children's learning is also a big concern because educating children is the duty and responsibility of Parents' who have been entrusted by God Almighty.

The two roles of Parents' in guiding children are first, the role of Parents' to nurture, care for and raise children, and second, the role of Parents' as teachers who educate and teach children so that Parents' are also responsible for children's education. This role is not easy but also not too difficult to be carried out by fathers and mothers together in the household. For this reason, good time management is needed for Parents' to divide between work duties and responsibilities in assisting children's learning. In several discussions on the topic of problem-solving skills, it is stated that with a positive role and massive assistance from Parents' for children in online learning, can be motivated to increase their potential.

For children at the senior high school level, Parents' play a role in supervising, fostering, facilitating learning needs, and providing motivation or encouragement considering that social and environmental challenges can affect children in their education if not accompanied and educated by Parents'. Things that often become obstacles for Parents' in carrying out their mentoring responsibilities are lack of theoretical understanding, not knowing and not understanding children's learning interests, having to divide time with work and responsibilities elsewhere, Parents' who are not literate in internet technology and gadgets or electronic devices in online learning (Wardani & Sayekti, 2022). Some of the difficulties of Parents' in accompanying children while studying at home include limited internet networks and material delivered online that is not necessarily understood by children (Ilmanto et al., 2021). Research from Gularso et al. (2021) suggests difficulties faced by Parents' in providing online learning assistance: internet quota (28%), free time (28%), knowledge (23%), and devices (15%). This can result in low achievement of student learning completeness which can be in line with this, research from Nasution & Sagala (2021) Parents' experience obstacles including not having free time due to busy work, not mastering children's learning materials, limited internet facilities and devices due to economic factors. The concept of previous research provides an overview and explanation that amid all the circumstances and obstacles experienced by Parents' in carrying out the responsibility of online learning assistance to children both internally and externally during the COVID-19 pandemic and after the COVID-19 pandemic is an important experience in order to become a lesson in the future where both students and Parents' become better prepared to face any changes that exist including in the education system in Indonesia. When learning at school,

teachers become facilitators for student learning but during the COVID-19 pandemic, it is Parents' who become facilitators for children in learning. For this reason, in line with this research, it is analyzed to what extent the optimization of the role of Parents' in providing learning assistance to children specifically at the Senior High School students' is an important responsibility in the midst of the various obstacles that have been revealed above.

Based on observations at several students' at Senior High School, which has more than 800 students', it was found that there was a decline in students' learning outcomes since the COVID-19 pandemic in 2020 which was caused by many factors. Motivation to learn, the influence of a social environment that lacks supervision from Parents', the unavailability of adequate learning facilities such as smartphones which are one of the means of online learning, lack of internet quota, as well as encouragement and assistance from low Parents' are things that affect children's learning outcomes at school.

The conditions that occur at school when Parents' work backgrounds as civil servants, private employees, farmers, fishermen, entrepreneurs, and as housekeepers make it difficult for Parents' to divide their time so that assistance with children's learning is not optimal. Based on the background, the researcher is interested in analyzing the role of Parents' in assisting high school students' online learning. The optimal role of Parents' in student learning at home is also seen from student learning achievement, mentoring techniques carried out by Parents' and parental activities that make a high contribution to online learning. It is hoped that through the results of this study can make a positive contribution to school residents, especially Parents' and students, where good cooperation can provide positive results for student development as a provision for the future in achieving goals.

B. METHODS

The research started by identifying a current problem where students' are required to do online learning which needs to involve parental assistance. Respondents in this study were Parents' or guardians of students' at Senior High School who were taken randomly in class XI of the Science Department. The population in the study were all Parents' or guardians of students' in Senior High School and the samples used were Parents' of students' from the first class totaling 26 people and Parents' of students' from second class totaling 20 people, totally 46 people.

This research uses descriptive quantitative method, which is a type of descriptive research that uses a quantitative approach by obtaining data from research samples and analyzing according to the statistical analysis used. This descriptive quantitative method describes information data based on facts in the field described through data, analysis and interpretation through diagrams or histograms related to the level of optimization of the role of parental assistance to students' online learning at Senior High School.

This method is used to determine the existence of independent variables without making comparisons, or looking for relationships with other variables. The instruments used in data collection are questionnaires which is contains 30 items that have been tested for validity and reliability and distributed to Parents' of students' in two sciences class of Senior High School totaling 46 respondents. The questionnaire used a Likert scale with 4 answer options: always (SL), often (SR), sometimes (KD), and never (TP). This scale is intended to measure the attitudes, opinions or perceptions of Parents' about online learning. The questionnaire is divided into 3 indicators, namely (1) Parents' activities in supporting online learning contain 8 items, (2) The monitoring technique used by parents contains 15 items, and (3) Involvement in Science Learning contains 7 items. The results of the validity and reliability test of the questionnaire are 27 items

declared valid, which is greater than r Table (0.444) and 3 invalid items, which is smaller than r Table (0.444) so that improvements have been made to the items that do not meet the validity and can be used in research. The results of the Cronbach's alpha statistical reliability test are 0.757, which is above the standard alpha value, so the items are declared reliable to use. The data in the study were then analyzed using categorization data analysis techniques, namely the categories of very optimal, optimal, optimal enough, less optimal, and not optimal related to parental assistance in online learning of Senior High School students'.

The sampling technique used a non-probability sampling technique of purposive sampling type, namely with certain considerations, including Parents' of students in grade XI at Senior High School, Parents' of students majoring in natural science, and Parents' of students who were willing and had filled out the questionnaire. The data that has been collected is then analyzed to obtain a percentage value systematically presented in the form of data tabulation which is described in the form of diagrams or histograms to determine the role of Parents' in assisting online learning for students' of Senior High School. This statistical data is used as a reference in determining the category score of the parental assistance role and the category score of the questionnaire items using the norma correlation interval categorization guidelines in Table 1 (Wola et al., 2023).

Table 1. Norma Categorization of Correlation Interval

No	Correlation Interval	Category
1	$X \leq [M – 1,5SD]$	Very low
2	$[M – 1,5SD] < X \leq [M – 0,5SD]$	Low
3	$[M – 0,5SD] < X \leq [M + 0,5SD]$	Medium
4	$[M + 0,5SD] < X \leq [M + 1,5SD]$	High
5	$[M + 1,5SD] < X$	Very high

Description: M is Mean; SD is Standard deviation; X is Score. Table 1. Norma Categorization of Correlation Interval is used as a guideline for calculating the category score of the parental assistance role and the category score of the questionnaire items so the achievement of the parental role score and questionnaire items is obtained which is then interpreted on the graph.

C. RESULT AND DISCUSSION

The research sample, namely Parents' of students' in first science class totaling 26 people and Parents' of students' in second science class totaling 20 people, so the total number of respondents was 47 people. The results of data analysis using descriptive categorization calculations in processing are carried out in several steps related to data selection, data tabulation and calculating alternative answers. The statistical value of the research is as in the Table below.

Table 2. Research Statistics Data

	Parental assistance	Questionnaire items
N	46	30
Min score	1x46=46	1x30=30
Maks score	4x46=184	4x30=120
Range	184-46=138	120-30=90
Mean	115	75
SD	23	15

Table 2. The Research Statistics Data in the parental assistence column shows the number of respondents 46 people (N = 46) the minimum score is 46, the maximum score is 184, the range between the maximum and minimum scores is 138, the mean is 115 and the standard deviation is 23. As for the questionnaire item column, the number of questionnaire items is 30, the minimum score is 30, the maximum score is 120, the range between the maximum and minimum scores is 90, the mean is 75 and the standard deviation is 15. The criteria formula based on the guidelines in Table 1 for the category score of the role of parental assistance can be calculated as follows.

a. [M – 1,5SD] = 115 – (1,5.23)
= 115 – 34,5
= 80,5
b. [M + 1,5SD] = 115 + (1,5.23)
= 115 + 34,5
= 149,5
c. [M - 0,5SD] = 115 - (0,5.23)
= 115 – 11,5
= 103,5
d. [M + 0,5SD] = 115 + (0,5.23)
= 115 + 11,5
= 126,5

Thus the very low category is a score range < 80.5 the low category is a score range 80.6 - 103.5 the medium category is a score range 103.6 - 126.5 the high category is a score range 126.6 - 149.5 and the very high category score range > 149.5. The score category of the questionnaire items on the role of parental assistance in online learning of students' at Senior High School can be calculated as follows.

a. [M – 1,5SD] = 75 – (1,5.15)
= 75 – 22,5
= 52,5
b. [M + 1,5SD] = 75 + (1,5.15)
= 75 + 22,5
= 97,5
c. [M - 0,5SD] = 75 - (0,5.15)
= 75 - 7,5
= 67,5
d. [M + 0,5SD] = 75 + (0,5.15)
= 75 + 7,5
= 82,5

Thus the very low category is a score range < 52.2 the low category is a score range 52.3 - 67.5 the medium category is a score range 67.6 - 82.5 the high category is a score range 82.5 - 97.5 and the very high category score range > 97.5. The results of this study are categorized into five parts based on the average value of the total score, namely the very low category, low category, medium category, high category and very high category. The score achievement of the role of

Parents' in assisting children's online learning at Senior High School can be seen in the Table below.

Table 3. Score Distribution of Parents' Role in Online Learning Assistance

Category	Score range	Number of Respondents	Percentage
Highly optimized	> 98	5	10,87 %
Optimal	82-98	31	67,39 %
Moderately Optimal	68-82	8	17,39 %
Less Optimal	52-68	2	4,35 %
Not Optimal	< 52	0	0
Total		46	100 %

Based on the Table 3 the analysis of a achievement score the role of Parents' towards online learning of high school students' in Table 3 above, 10.87% of Parents' perceived that assistance to children in online learning was very optimal, namely 5 people, 67.39% of Parents' said that assistance to children's online learning was optimal, namely 31 people, while 17.39% of Parents' answered quite optimal, namely 8 people and 4.35% of Parents' answered less than optimal as many as 2 people and no Parents' said the role of Parents' in online learning of high school students' was not optimal. The results of a score achievement of the role of Parents' in assisting high school children's online learning, have been presented in the form of a graph as below.
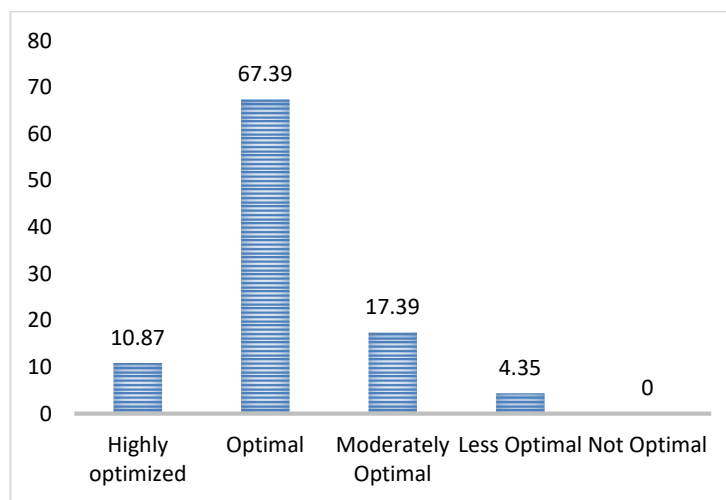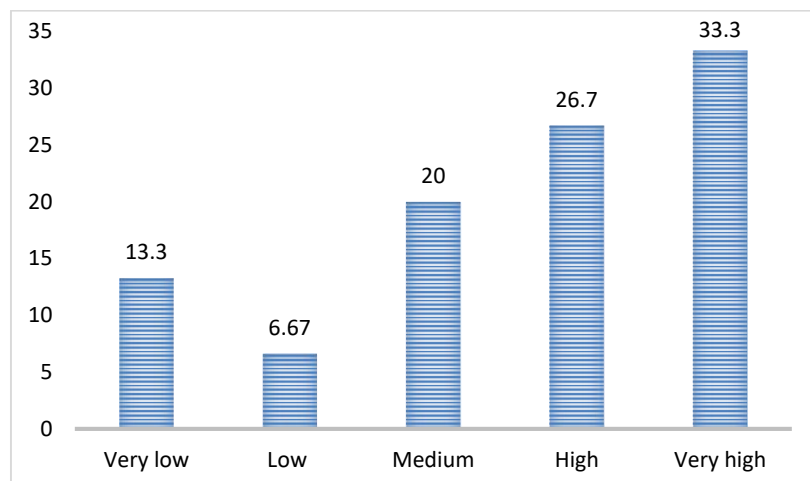

Figure 1. Graph of the Achievement Score of Parents' Role in Online Learning

As for the distribution of questionnaire item scores for parental assistance in online learning for high school students' can be seen in the following Table 4.

Table 4. Score Distribution of questionnaire item scores

Category	Score range	Number of Respondents	Percentage
Very low	<80	4	13,30%
Low	81-103	2	6,67%
Medium	104-126	6	20%
High	127-150	8	26,7%
Very high	> 150	10	33,3%
	Total	30	100 %

Based on the Table 4. the analysis of a score of each item on the questionnaire, it was found that 13.30% included a very low category of 4 items, 6.67% included a low category of 2 items, 20% included a medium category of 6 items, 26.7% included a high category of 8 items, and 33.3% included a very high category of 10 items. 4 questionnaire items are included in the achievement of the very low category as much as 13.30% and there are 2 items that are also included in the low category, namely as much as 6.67%, this shows that there are still some Parents' roles in assisting students' online learning processes that have not been achieved optimally. The results of a score achievement of the questionnaire items on the role of Parents' in assisting high school students' online learning are presented in the form of a graph below.

Figure 2. Graph of the Achievement of the Questionnaire Item Score
for the role of Parents' in Assisting Students' Online Learning

Figure 2 shows that as many as 33.3% of the items were rated very high by respondents, namely 10 items and 13.3% of the items were rated very low, namely 4 items. This shows that there are several statements from the questionnaire items that were chosen very high, indicating that it has been carried out well in terms of the role of parents in assisting children's online learning, on the other hand there are also several statements from the questionnaire items that are low, indicating that it is not running according to the situation at home in the online learning assistance process. After reviewing based on the 3 indicators divided on the questionnaire sheet, there are questionnaire items that get a low response, namely: Indicator 1: Parents' activities in supporting online learning, namely 1) Parents facilitate devices and unlimited quota according to children's requests, 2) Parents leave home duties to accompany online learning. Indicator 2: Monitoring techniques used by parents, namely 1) Parents supervise children from the beginning to the end of online learning. Indicator 3: Involvement in Science Learning, namely 1) Parents fully understand the science material that children learn.

From some of these items it can be seen that parents facilitate children's needs including devices and internet quota but are still within the limits of reasonable use control as needed, parents do not fully understand the science material that children learn and do not fully supervise from the beginning to the end of online learning but only at certain times when children experience difficulties, and parents still do homework as usual. As for the questionnaire items that get high responses according to their respective indicators, namely Indicator 1: Parents' activities in supporting online learning, namely: 1) Parents supervise online lesson hours according to the schedule arranged by the teacher, 2) Parents motivate children to be enthusiastic about learning

online. Indicator 2: Monitoring techniques used by parents, namely 1) Parents reprimand their children when they do not follow online learning or do not do the assignments, 2) Parents provide time to communicate with their children regarding online learning. Indicator 3: Involvement in Science Learning, namely 1) Parents give reinforcement to science learning.

From some of these items, it can be seen that parents supervise online learning hours according to the schedule set by the school, motivate children not to ignore online learning, reprimand children when not doing assignments and parents maintain smooth communication with children regarding online learning. Collaboration with the homeroom teacher of XI Science Program related to student learning achievements can be obtained the average value of semester exams in several Natural Science subjects, namely Physics, Chemistry, Biology and Mathematics as follows:

Table 5. Semester learning outcomes of students in the first XI and second XI classes

No	Subjects	Average value	
		First XI science program	Second XI science program
1	Physics	78,85	78,35
2	Chemistry	77,85	78,75
3	Biology	81,05	80,55
4	Math	80,85	80,60

Table 5 it can be seen that the data on the average achievement of even semester exams for the first class of XI science program totaling 26 students and the second class of XI science program totaling 20 students from science subjects, namely Physics, Chemistry, Biology and Mathematics, exceeds the Minimum Completion Criteria value of 75 for each of the natural science clumps. The achievement of students' average scores in science subjects is still in the normal category, which is neither low nor too high and all students are in the complete category at the Minimum Completion Criteria set at school. The results of the achievement of the average value of student learning outcomes in this cluster of science subjects can be used as a comparison to the research results of the role of parents in assisting online learning in students who are in the optimal category.

Based on the data analysis described above, it can be said that the role of Parents' in assisting high school children's online learning in Senior High School, especially Parents' of students' in first science class and Parents' of students' in second science class, is still categorized as optimal with a percentage of 67.39%. The category of achievement is quite optimal at a percentage of 17.39% and very optimal at 10.87% so that on average the role of Parents' in assisting children, especially those studying at high school in carrying out online learning, has been carried out optimally. This statement is supported by students learning outcomes in the even semester in science subjects, namely Physics, Chemistry, Biology and Mathematics, which are above the minimum completeness criteria. In line with the results Pramusinta & Faizah (2022) there is a significant influence on learning motivation and the role of parents on student achievement index.

The results of the achievement of the questionnaire score items on the role of parents in online learning assistance show a very high achievement category at a percentage of 33.3% and a high achievement category with a percentage of 36.7%. Thus, parents' activities that contribute highly to online learning include parents motivating children to be enthusiastic about online learning, parents supervising online lesson hours according to schedule, parents providing facilities in the form of devices and internet quota used in online learning within reasonable limits.

Meanwhile, the monitoring techniques most used by parents are building good communication with children regarding online learning and reprimanding children when they do not follow online learning or do not do assignments. Furthermore, parents' involvement in science learning is carried out through reinforcement given by parents to science learning.

Of course, these tasks are usually carried out by subject teachers or homeroom teachers at school during face-to-face learning but these duties and responsibilities are transferred to parents who carry out the role of teacher for children during online learning at home. The role of parents in several important moments has been carried out well and optimally. Communication between children and parents is considered optimal and communication between parents and homeroom teachers or subject teachers is no less important considering that parents need to know the achievements of children's online learning while studying from home, as in the previous study, parents also act as substitute teachers, therefore, parents should collaborate with teachers through smooth communication to conduct follow-ups and keep each other informed about the child's development and progress (Clarin & Baluyos, 2022) and Children's learning motivation increases because there is good interpersonal communication between parents and children (Maurits & Widodo, 2023).

Motivation and encouragement to children also get a very high response from parents, which indicates that parents realize the importance of motivating children to be enthusiastic in online learning to achieve their goals. high parental motivation to children, children will also respond with high motivation in learning and vice versa low motivation, children will also have low motivation in learning. In line with Rahmadian & Maksum (2020) the family environment and learning motivation contribute together to student learning outcomes. Some things that is parents are required to give enthusiasm and motivation to their children as their responsibilities but also having the right support structure in place can help students find success in an online learning environment (Sundari & DyahUtami, 2022)(Lewis et al., 2014).

In line with this research results, it is said that Assistance provided by parents must be tailored to the needs of children where parents function as supervisors, motivators, facilitators and mentors for children in online learning (Aziz et al., 2022). The role of Parents' during COVID-19 is quite good, Parents' with various positive attitudes, including acting as teachers who teach children to study at home but also providing advice for children to study more diligently and the majority of Parents' are still enthusiastic about accompanying their children during the learning process carried out from home (Dwiyono et al., 2021)(Heni & Nurbianta, 2021). In general, senior high school students' are capable and ready to learn online by adjusting to various technological developments and they can utilize several kinds of online learning applications with the application of effective learning models (Wardany et al., 2021)(Coros & Coros, n.d.). Parental assistance during online learning has been carried out optimally by helping children with difficulties encountered in online learning, controlling children's learning time, motivating children in learning, and supervising the use of electronic devices and reasonable use of the internet as needed.

D. CONCLUSION AND SUGGESTIONS

Based on the results of the research and discussion, it is concluded that the role of parents in assisting high school students' online learning is in the optimal category and is well implemented. Parents' activities that make a high contribution to children's online learning include motivating children to be enthusiastic about online learning, supervising online lesson hours according to schedule, providing facilities in the form of devices and internet quota used in online learning

within reasonable limits. Monitoring techniques that are widely used by parents are building good communication with children regarding online learning and reprimanding children when they do not follow online learning or do not do assignments. Parents' involvement in science learning is done through the reinforcement given by parents to science learning. Suggestions that can be put forward by researchers include for parents to always optimize the role of assistance for children so that children's development can be well controlled, improve good communication between parents, students and schools. For the supervising teacher to establish good communication with parents so that they can inform students' development to parents. This research can be better developed in regression and correlation testing.

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