



The effect of basic learning and parents 'Attention to the learning achievement of class V students at advent SD, Maesaan subdistrict, south Minahasa district

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Abstract

This study aims to find out whether there is a significant effect of online learning and parental attention on the learning achievement of fifth grade students at SD Advent, Ma Country District. The sample for this study amounted to 44 elementary students. Quantitative methods, descriptive analysis, correlation test, normality test, linearity test, multicollinearity test, heteroscedastic test and simple regression test and multiple regression with the help of the SPSS software 21 program. Questionnaires to find data and simple random sampling method were used to collect data. The results showed (1). The results of simple regression analysis show the sig number on the online learning variable significant value The coefficients table obtained a significance value of $0.002 < 0.05$, so it can be concluded that online learning variables have an effect on the learning achievement variable. Based on the t value: it is known that $t_{count} 3,324 > 2,019$ t table can be concluded online learning variables (X1), online learning has a significant effect on student achievement. This is also supported by the results of data interpretation of the Sig F value of 0.002, which means $p < 0.05$, concluded as H0 Rejected and Ha Accepted (2). The result of simple regression analysis shows that the Sig (2-tailed) value between Parents' Attention (X2) and Student Learning Achievement (Y) is $0.003 < 0.05$, which means that there is a significant relationship or correlation between the variable parental attention (X2) and student achievement. (Y). Based on the value of t: it is known $t_{count} 3,123 > 2,019$ t table It can be concluded that the parent's attention variable (X2) affect student achievement (Y). This shows that parental attention has a significant effect on student learning achievement. concluded H0 Rejected and Ha Accepted (3). The results of multiple regression analysis show that the sig number in both online learning variables and parental attention is the F value count = $5.721 > F_{table} 3.23$ with a significance level of 0.004 and $0.003 < 0.05$, it can be concluded that H0 Rejected and Ha Accepted. This shows that the two variables of online learning and parental attention together have a significant effect on the Learning Achievement of Class V Students at SD Advent, Ma Country District, South Minahasa Regency. Thus the null hypothesis which states there is no significant effect of online learning and parental attention on student achievement in Rejected and Ha Accepted.

Keywords: online learning, parents' attention and learning achievement

Introduction

Education is a conscious and planned effort to realize the learning process so that students actively develop their potential. Education is needed to advance human resources. Children's education in the online learning process requires parental attention in learning is a way to help children, who have difficulty achieving the desired achievements. One example of guidance from parents for their children, parents have a big obligation and responsibility for children's education in the learning process at home and at school. Attention, the assistance of teachers and parents in distance learning during the Covid 19 era, creates its own challenges for educational institutions, especially Primary School Education in Indonesia. To anticipate the spread of Covid-19, the Government has made regulations for the community not to crowd, social distancing and maintain physical distance (physical distancing), wear masks and always wash their hands.

Online learning is learning that is able to bring together teachers, parents and students. Implementing learning interactions with the help of the internet can be used to increase and develop the professional abilities of lecturers / teachers, as a learning resource in learning, as a tool for

learning interactions, and as a learning forum (Depdiknas, 2004). At the implementation level, online learning requires the support of mobile devices such as smartphones, laptops, computers, tablets, and iPhones which can be used to access information anytime and anywhere Diana Novita and Hutasuhut (2020: 2) ^[2], using online applications such as Google for Education, a teacher's room, learning house, google classroom and learning house for programs from the government. Kurniawan (2017: 1), learning can be done with virtual classes using Google Classroom and Schoology services as well as instant messaging applications such as WhatsApp and online learning can also be done through social media Facebook.

The family needs the formation of a sense of togetherness, affection, a sense of attachment, a feeling of intimacy. Therefore, parents as the person in charge of the family are obliged to give love and sincere love to their children. Often parents are busy so that children are not noticed and parents have not provided complete learning facilities, students have not made good use of their learning facilities and the lack of learning facilities will prevent children from doing their assignments. The problem that occurs by parents is according to Situmorang (2021: 17) ^[14] that people who live

in cities can use sophisticated facilities but become a burden for parents who have to act as teachers for their children. Meanwhile, parents who live in rural areas experience difficulties because they do not have sufficient electricity, money, sophisticated tools to receive their knowledge channels and make them fall behind.

According to Willie and Oliver (2019: 35) ^[21] write that "the family as the first environment in the formation of children's character but also as a place to declare life for the first time which will have a tremendous influence on children's lives in the future". Parents' attention to their children will have a very strong influence in shaping children's character in the future. In addition, the family is a small community that has a very strong influence in shaping character and motivating children to achieve learning achievement. Learning achievement is a measure to determine the level of success of students in knowing and understanding the lessons they get in the form of knowledge, attitudes and skills after students experience the learning process.

Based on direct interviews and surveys with teachers, there are problems that cause low student achievement, including:

1. In online learning, many teachers are not familiar with using online media and students are still not familiar with online learning.
2. Online learning is very dependent on an internet network connection that connects teachers, parents and students who do not have an internet network in certain villages. What often happens are obstacles such as power outages, where students live far from an internet connection, and students do not have smartphones and computers, parents also do not have money to buy data quotas so that they have an impact on students.
3. Constraints during online learning are the habitual patterns of teaching and learning methods for students and teachers who are accustomed to conventional learning are now required to learn from online learning houses. Teachers are still not used to teaching by using online media effectively.
4. Students learn independently, the habit of learning face-to-face in class is replaced by learning through online applications supported by computers and smartphones.
5. Teachers are required to be able to design learning using effective online media, by utilizing appropriate online learning tools and in accordance with the material being taught. Parents who are too busy with their work so that parents do not pay attention to the needs of their children and parents do not give attention and direction in learning, eventually the children find it difficult to learn and do not achieve the specified achievements.

Based on the description of the problems above, it is necessary to make improvements in learning at home with teachers, parents, and students in an effort to improve learning achievement. And the researcher wanted to make a study with the title "The Effect of Online Learning and Parents' Attention on The Learning Achievement of Class V Students at SD Adventist, Ma Country District, South Minahasa Regency".

Research Methods

The approach used in this research is a quantitative research approach, where the calculation of statistical tests is the basis for the high or low level of a variable, the acceptance

of a relationship or influence between the variables studied. According to Sugiyono (2014: 8) ^[16], quantitative methods are: The research method is used to examine the population of a particular sample, the sampling technique is random, data collection uses research instruments / questionnaires, data analysis is quantitative or statistical with the aim of testing hypotheses that have been formulated. In the regression test, the dependent variable forecasting was used based on the independent variables Anwar Hidayat (2018). Simple regression is used to test hypotheses 1 and 2, namely about the effect of online learning variables (X1) on Student Learning Achievement (Y), and the variable parental attention on student achievement (X2). While multiple regression is used to test hypothesis 3, which is about the effect of online learning (X1) and parental attention (X2) on student achievement (Y).

Results and Discussion

Research Results

Hypothesis 1. Ha: Online Learning has a significant effect on the learning achievement of fifth grade students at SD Advent, Ma Country District, South Minahasa Regency. Then to test the statistical hypothesis, the null hypothesis (H0) Online Learning does not significantly influence the learning achievement of grade V students at SD Advent, Ma Country District, South Minahasa Regency. Based on the output of SPSS 21, it is known that the Sig (2-tailed) value between Online Learning (X1) and Student Learning Achievement (Y) is 0.002 <0.05, which means that there is a significant relationship or correlation between online learning variables (X1) and learning achievement. student (Y). It is known that the significance value of the coefficients table obtained a significance value of 0.002 <0.05, so it can be concluded that the online learning variable has an effect on the learning achievement variable. Based on the value of t: it is known that tcount 3,324 > 2,019 ttable, it can be concluded that online learning variables (X1) have an effect on student achievement (Y). it can be concluded that the null hypothesis which states there is no significant effect is rejected and Ha is accepted.

Hypothesis 2. Ha: Parents' attention has a significant effect on the learning achievement of grade V students at SD Advent, Ma Country District, South Minahasa Regency. Then to test the statistical hypothesis, the null hypothesis (H0) Parents' Attention does not significantly influence the learning achievement of fifth grade students at SD Advent, Ma Country District, South Minahasa Regency. It is known that the Sig (2-tailed) value between Parents' Attention (X2) and Student Achievement (Y) is 0.003 <0.05, which means that there is a significant relationship or correlation between the variable parental attention (X2) and student achievement (Y). Based on the value of t: it is known that tcount 3.123 > 2.019 t table, it can be concluded that the variable parental attention (X2) has an effect on student achievement (Y). This means that H0 is rejected and Ha is accepted.

Hypothesis 3. Ha: Online learning and Parents' Attention have a significant effect on the learning achievement of fifth grade students at SD Advent, Ma Country District, South Minahasa Regency. Then to test the statistical hypothesis, the hypothesis is null (H0). Online learning and parental attention do not significantly influence the learning achievement of fifth grade students at SD Advent, Ma Rural District, South Minahasa Regency. Based on calculations with the F test, it is obtained that the Fcount is 71,965. To

test whether the value is significant, the value of $F_{count} = 5.721 > F_{table} 3.23$ with the db 2 and db denominator 41 with a significance level of $\alpha = 0.05$, the results of the consultation show that F_{count} is greater than F_{table} , so the regression model can be used to predict online learning variables (X1) and attention. Parents in other words jointly influence the Parents Attention variable (X2) on the Student Achievement Variable (Y).

According to Hasbullah (2008: 39-40) that the attention of parents in learning by providing learning facilities, motivation and monitoring of children's learning activities at home, managing the use of children's learning time at home, knowing children's difficulties in learning and helping children overcome difficulties in learning And parents must consider their children as something that God has entrusted to them to be educated for a family in heaven. White, (1981: 22) writes that educating children in the fear and love of God; for "the fear of God is the beginning of the wisdom of knowledge".

Conclusion

Based on the results of the research and discussion in the previous chapter regarding the influence of Online Learning and Parents' Attention on the Learning Preservation of Class V students at SD Advent, Ma Country District, the following conclusions can be drawn:

1. Based on the results it can be concluded that there is a significant influence online learning has an effect on the online learning variable (X1) on the learning achievement of grade V students at SD Advent, Ma Country District, South Minahasa Regency (Y) Ha. Accepted and the null hypothesis (H0) which states that online learning has no significant effect on the learning achievement of fifth grade students at SD Advent, Ma Country District, South Minahasa Regency is rejected.
2. Based on the results, it can be concluded that there is a significant effect of parental attention (X2) on student achievement in Ma Country District, South Minahasa Regency (Y) Ha Accepted and the null hypothesis (H0) which states that parental attention has no significant effect on student achievement in grade V in SD Advent of Ma Country District, South Minahasa Regency Rejected.
3. Based on the results, it can be concluded that there is a significant effect of online learning attention (X1) and parental attention (X2) on student achievement in Ma Country District, South Minahasa Regency (Y). The null hypothesis (H0) which states that online learning and parental attention do not have a significant effect on the learning achievement of fifth grade students at SD Advent, Ma Country District, South Minahasa Regency is rejected. This means that the research hypothesis Ha Accepted, namely learning and parental attention to the learning achievement of fifth grade students at SD Advent, Ma Country District, South Minahasa Regency.

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