



Parents as chaperones the long distance study results for elementary school students

Margini¹

¹Universitas Djuanda, Jawa Barat, Indonesia

ABSTRACT

Background: Student parents are supposed to provide maximum chaperones in primary school study. However, some parents are not at home at all and work late into the night, including the parents of Pasir Jawa 01.

Purpose: The results of student study can be seen from parents' association. Therefore, the intent is to know the parent's relation to the students' learning during long distance study.

Design and methods: The method used was the quantitative method, the collection of data done with Numbers and written documentation. The analysis subject is student parents and student learning during the long range learning process.

Results: This study suggests that there is no or no influence between parent-teaching and student learning during long range study. This is because some of the student parents work late into the night so that the child feels inadequate to his or her parents' attention, when parents are not at home only a few students are accompanied by other family members, a parent's education, parental understanding in operating the technology and the student's parent's cell phone monitoring policies that cause a parent's absence from the results of a student's learning over long distances.

Keywords: the long distance study, the role of parents in long-distance learning

Introduction

Education essentially has a central role in human life. Education is directly connected with the existence of the human. Education has been in existence since the dawn of time, although education is not a science until much later. From the very beginning, an educational assignment was a full family responsibility and responsibility. The family became the only institution that was obliged to educate its child at the time (Suhendra, 2019). The family is first and foremost in carrying out an educational assignment for the child. The purpose of the education the parent had given back then was to provide for his child's life later and the education he was given was limited to cultural values. At this stage the education is not undertaken and systematic. However, tailored to the conditions and ways of parents in carrying out the educational assignment (Dewi, 2020).

As the age and science progresses, parents then begin to need outside help to help with the education. This is what is behind school as an elaborate formal institution to help with parental duties and roles. In this regard, the teacher assumes the role of the second parent to master science while the child becomes the beneficiary of the science taught by the teacher

(Firdanti, 2018). At this point education begins to be conducted methodically and systematically, where schools have been functioning to assist parents in performing child rearing duties, not becoming fully responsible for all child education assignments.

In view of the current phenomenon, the spread of the COVID-19 virus in Indonesia is affecting many areas of society including education. Education that previously carried out learning and learning activities at school now moves into a complete home. This is because governments' ability to break the COVID-19 spread chain is one of which is to do online or long-distance learning. This indulgence governs a student's parents to accompany his or her child to a maximum home study, for the temporary learning and learning process is no longer carried out at school. So the teacher trusted by the parent to educate her child cannot be chaperoned directly. Due to the fully simulated child activity at home during the pandemic this COVID-19.

In online or long-distance learning, parents play a part in guiding students' attitudes, skills, and academics. Not only that, parents like teachers at school play a powerful role in motivating their children to keep learning even during the pandemic (Jamaludin et al, 2020). Later parents also develop an overconfidence for the child and help solve the problems or difficulties the child experiences in learning. The problem is, not every parent is at home with a child. Some of the children whose parents work and come home late at night. Such circumstances make it possible for children to be less than average in elementary school students. Elementary school students in his or her learning are still encouraging parents or adults to encourage him or her to study for example like the lowly class students who still don't fully understand the importance of learning and how they learn (Lathifah et al, 2020).

Long-range learning can create positive responses that can strengthen a student's relationship with his or her parents. When a child learns then a parent accompanying a child will feel that his or her parents are watching him. A child is helped by a parent when learning is difficult and given the motivation and the child will feel confident to study even more (Putro, 2020). So that children feel they can draw closer to their parents, feel that they are in their parents' hearts, be open to telling them everything, and establish good communication and cooperation in the family. Not only do students and parents communicate well between parents and teachers. Because the learning the teacher gives students is given through a parent mediator, indirectly good communication will develop between teacher and the student's parents.

During the long range learning the results of a student's learning will be a substitute for a parent's companion effort. In addition, parents become one of the contributing factors of a student's learning result into a parent's opportunity to be closer and more understanding of his or her child so that parents can handle the learning challenges that students face. Similarly, students, teachers and environmental conditions play a role in learning at student remote learning.

The relationship between a parent and the result of a student's study will result in both positive and negative relationships for the student's study depending on what the parent creates for the child during long distance study. It cannot be denied many factors affecting the learning of the student one of the parents. However, goes where the results of students' learning are unrelated or not affected by parents. Therefore, this study aims to know the repercussions of a parent's parenting at home for the school's long distance study of the students' results.

Methods

The approach used to know the perspective of students' parents on the long-distance learning of student learning is a quantitative approach. A quantitative research approach is research

that involves the improvement of a particular trait. Quantitative work overtakes any kind of research based on percentage, average, and other calculations. The quantitative approach emphasizes more on the objective phenomena, and its maximizing objectivity, the design of the study is done using statistical processing, structural and controlled trials. In other words, it uses numerical or quantity.

Based on the problems the researchers are discussing using a quantitative approach. This type of research is a functional correlation study. Functional correlation research is the study of how a variable (x) relates to another variable (y). Correlation research includes description research because it is an attempt to describe the conditions already occurring. In this study, researchers are attempting to describe the conditions now in a quantitative context that are reflected in variables. This type of study was chosen because it would estimate the relationship between the perceptions of a student's parents over long-distance learning (X) and the students' results (Y).

The analysis used by researchers is for determining how each variable's mass affects using linear regression analysis techniques. These technical analyses are chosen by researchers to know how the perspective of a student's parents affects the learning of the long range (X) affects the learning of the student (Y), as well as to know how much the student's parents affect the learning of the student has had. This research free variable is the perspective of the student's parents on long-range learning (X). And the associated variables are the result of student study (Y).

Findings & Discussion

Findings

The data described is data obtained from respondents regarding the perspective of parents over long distance learning over students' study results primary school Pasir Jawa 01. Both of the data described, the perspective of the parents on long-distance chastisement (X) is obtained through the questionnaire prepared by researchers for a liker scale. The results of a student's study (Y) are derived from the results of a student's study test during the remote learning exercises arranged by researchers. Data description of both variables, as follows:

The Perspective Of Parents Over Long Distance Learning

An instrument designed to measure the variable perspectives of parents over long distance learning is a statement made in a questionnaire using multiple choices with four liker scale choices and selecting one that is considered appropriate. While for answers the score is always (4), often (3), sometimes (2), and never (1).

Based on the research data for a parent's perspective score on student learning from 13 items of a stated valid and religious statement, it has a theoretical 0-130 range. From the data collected to a minimum score of 30 and maximum score of 52, overall the parental perspective score over remote learning is as follows: an average of 42,27, median 44,00, modus 39, 45, 47, standard deviation of 7,056 and 49,781. Distribution of the frequency of the parent's perspective score on remote learning and histogram images as shown at table 1 and figure 1 follows.

From the table 1 and the figure 1 you can be explained that research subjects in an average group of 2 or 13,3%. Subject studies in subgroup groups by 4 or 26,6%. Whereas research subjects in the above average group of 9 people over 60%. Thus the data is classified as good and not as diverse.

Table 1 Perspective

Score	Frequency	%	Valid %	Cumulative %
30	1	6,7	6,7	6,7
31	1	6,7	6,7	13,3
33	1	6,7	6,7	20,0
38	1	6,7	6,7	26,7
39	2	13,3	13,3	40,0
43	1	6,7	6,7	46,7
44	1	6,7	6,7	53,3
45	2	13,3	13,3	66,7
47	2	13,3	13,3	80,0
50	1	6,7	6,7	86,7
51	1	6,7	6,7	93,3
52	1	6,7	6,7	100,0
Total	15	50,0	100,0	

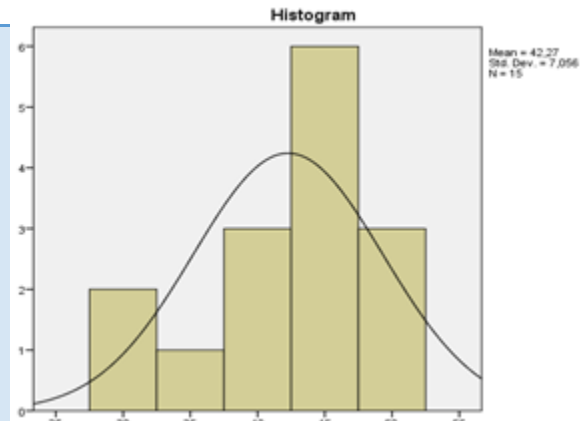


Figure 1 Perspective Histogram

Results From Student Study

Instruments made to measure the variables of students' learning results are the problems made in the shape of objective tests, using multiple options with four options and selecting one correct answer. And the score is one for right answer and one for wrong answer.

Based on the research data for result studying students from 15 items of otherwise valid and religious issues, it has a theoretical range of 0-150. From the data collected to a minimum score of 40 and maximum score of 150, the webbed scores of students' learning scores are as follows: an average of 106,33, median 110,00, state of 110, standard deviation 30,265 and variance of 915,952. Distribution frequency of student learning scores and histogram images as follows:

Table 2. Results From Student Study

Score	Frequency	%	Valid %	Cumulative %
40	1	6,7	6,7	6,7
60	1	6,7	6,7	13,3
80	1	6,7	6,7	20,0
90	1	6,7	6,7	26,7
95	1	6,7	6,7	33,3
110	5	33,3	33,3	66,7
120	1	6,7	6,7	73,3
130	2	13,3	13,3	86,7
150	2	13,3	13,3	100,0
Total	15	100,0	100,0	

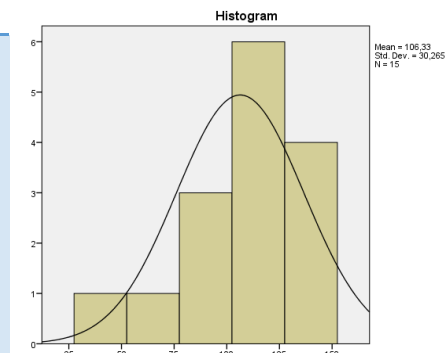


Figure 2 result histogram

From the chart and pictures above it can be explained that research subjects in groups averaged 1 or 6,7%. Research subjects present in groups below the average of 4 or 26,6%. Whereas the research subjects in the above-average group of 10 over 66,6%. Thus the data is classified as good and not as diverse.

Normality Test

In this study to perform normal ulcers from the data using Kolmogorovv-Smirnov test. In this case the zero hypothesis (H0), which is "sample came from a normal-distributed population", to reject or accept a zero hypothesis by comparing p-value with a degree of significance $\alpha = 0.05$. When P-value larger than 0.05 then H0 is accepted, which means that a sample comes from a normally distributed population and if a P-value is smaller than 0.05

then H0 is rejected, which means that the sample came from an abnormal distributed population. The results of normal test calculations are obtained as follows:

a. Data Normality Test X

Table 3 One-Sample Kolmogorov-Smirnov Test on X

		<i>perspective parent</i>
<i>N</i>		15
<i>Normal Parents^{a,b}</i>	<i>Mean</i>	42,27
	<i>Std. Deviation</i>	7,056
<i>Most Extreme Differences</i>	<i>Absolute</i>	,141
	<i>Positive</i>	,105
	<i>Negative</i>	-,141
<i>Test Statistic</i>		,141
<i>Asymp. Sig. (2-tailed)</i>		,200 ^{c,d}

The perspective variable of parents over long-range learning is 0,200 and greater than 0,05 then it shows that H0 is accepted which means that the data is dispersed with normal distribution patterns.

b. Data Normality Test Y

Table 4 One-Sample Kolmogorov-Smirnov Test on Y

		<i>study student result</i>
<i>N</i>		15
<i>Normal Parameters^{a,b}</i>	<i>Mean</i>	106,33
	<i>Std. Deviation</i>	30,265
<i>Most Extreme Differences</i>	<i>Absolute</i>	,215
	<i>Positive</i>	,118
	<i>Negative</i>	-,215
<i>Test Statistic</i>		,215
<i>Asymp. Sig. (2-tailed)</i>		,061 ^c

Variables of students' learning results have a p-value of 0,061 and larger than 0,05 then this suggests that H0 is accepted which means data is dispersed with a normal distribution pattern.

Regression Linearity Test X With The Y

After it has been tested that the three variable data from research has a normal dispersal pattern, followed by linearity testing. This test is done to find out if the relationship between the shifters in the model is linear. This confirmation is done with the F-test. To state that regression equations are linear, so by comparing the F-count test with the F-table or P-value with the coefficient of its significance (0,05). If an F-count is smaller than an F-table or P-value greater than 0,05, it is acceptable in the sense that a F-count is linear in shape and that an F-count is smaller than an F-table or P-value than 0,05 then it is denied which means the regression equation is non-linear. From the variable linearity test calculations by X and Y obtained the following results:

Table 5 ANOVA

			<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
<i>Study Student result* Perspective Parents</i>	<i>Between Groups</i>	<i>(Combined)</i>	11623,333	11	1056,667	2,642	,230
		<i>Linearity</i>	36,886	1	36,886	,092	,781
		<i>Deviation from Linearity</i>	11586,448	10	1158,645	2,897	,207
	<i>Within Groups</i>		1200,000	3	400,000		
<i>Total</i>			12823,333	14			

From the chart above, on the deviation from linearity line it's got an F-count of 2,897 with a P-value of 0,207. To test whether the regression equation is linear then P-value in comparison with its significance. Because p-value is bigger than 0,05..0,207 > 0,05; Then H0 is accepted which means that regression equations are linear.

Correlation Testing

Based on the assumption that correlation analysis has proven normal linear and discrete data. Consistent with the testing done, both assumptions have been met so that the data can be continued for analysis using functional correlation analysis. In join correlation can be established the level of linens between the parent's perspective on long-distance learning (X) with the results of student study (Y). With the basis of decision making if its significance < 0.05, variable X and Y correlate. If significance value > 0.05, then X and Y variables do not correlate. When X and Y variables have correlation, then X and Y variables correlation can be positive and negative.

Table 6 Correlations

		<i>Perspective parent</i>	<i>Study Student Result</i>
<i>Perspective parent</i>	<i>Pearson Correlation</i>	1	-,054
	<i>Sig. (2-tailed)</i>		,849
	<i>N</i>	15	15
<i>Study Student Result</i>	<i>Pearson Correlation</i>	-,054	1
	<i>Sig. (2-tailed)</i>	,849	
	<i>N</i>	15	15

By the table below it can be concluded that between X and Y have significant 0,849 > 0,05, and X and Y variables do not correlate. Whereas the Pearson correlation value between X and Y is 0,054. If viewed at the Pearson correlation value guidelines X and Y are in the range between 0,00 s/d 0,20 then X variables and Y are no correlation.

Discussion

Education is a vital thing in life, every human has the right to an education and to thrive through endless education. Education is a process of individual development in order to live and live. So it's important to be educated to be useful to the state, and the nation.

Family education was the first obtained education called informal education. Informal education is education that comes from conscious and unconscious everyday experience, from birth to death. This process of education lasts a lifetime. So the role of the family is crucial for children especially parents. In communities gained a non-formal education. Formal education, on the other hand, is the education that comes from the school environment. The role of the school as a medium of exchange between learners. Teachers should strive to make sure the lessons given are always sufficient to interest the child, so that learning will be beneficial to the child.

Since governments have defined the ability to deal with the effects of the COVID-19 pandemic, it has affected every aspect of life, one of which is educational. So learning and education are not done temporarily in the school environment but rather by long-distance learning. Long-distance learning is an educational service to learners who cannot follow the education in person, extending access to and facilitating the education services in learning.

So long-distance learning is an open-characteristic educational system, learning independence and finishing by taking advantage of information technologies and fabrication or using other technologies.

The role of the student in long-distance learning

The student is a student of science and seeks to develop on a both formal and non-formal education. The student acts as an active child in learning. Usually the activation of the student is encouraged by the teacher. While at this time learning is not carried out in the school, communication between teacher and students is reduced. In long-distance learning a primary school student acts as an active child in learning on his own, communicating with families especially parents as his or her companion to provide long-distance learning activities acquired from the teacher.

Students fulfilling the role of learners fully at home is not an easy thing. Since the learning system has been done face-to-face, students are accustomed to being in school to interact with friends, to play and joke banter with friends and to be face-to-face with teachers, the use of long-range learning methods makes it necessary for students to adapt and they face new changes that will indirectly affect their learning.

The teacher's role in long-distance learning

Teachers are professional educators who have duties and obligations to create a meaningful, fun, creative dynamic atmosphere of education and exemplify and maintain the trust placed in them. As a profession, a teacher is required to be able to develop his or her own professionally in accordance with the development of science and technology. The teacher's duty as a teacher means that teachers can forward and develop knowledge and technology to students. Meanwhile, as an educator, teachers are required to inculcate and develop values of life in students. Then teachers as potential learners coach, meaning teachers develop and help learners in applying that potential to be useful in their lives.

The teacher's role in long-distance learning is not much different from the face-to-face learning in school. But in the process of performing there is a difference in performing a teacher's role need to cooperate with the student's parents. The teacher's role as a facilitator for children through parents. While other roles are learning resources, teachers provide learning and motivating resources at remote learning with the themed book, the learning video module and others. Teachers as the manager of the long-distance class have a role in planning, preparing, carrying out and evaluating the long-distance learning process. Teachers need to look for learning methods that match the students' conditions of long distance learning and find interesting learning resources for the students, learners can learn the assigned materials by downloading and downloading assignments. Teacher should arrange a good conference with a student parent so that it is easier to know the child's development and help the parent find the best solution for child long-distance learning.

While carrying out long distance learning, certainly a teacher has difficulties as not all teachers are good at using Internet or social technology as a learning tool, some teachers are not fully able to use the tools or facilities for remote learning activities and need training first.

The role of parents in long-distance learning

The roles of students and teachers are connected to the roles of parents. During the COVID-19 pandemic the learning was completed at home. Those who have an influence on student learning at home are definitely parents. Her real parents were educators. Of this pandemic the role of parents as educators was tested. Parents in remote learning serve as chaperones and information distributors between students and teachers. Based on the installment that

has been given to student parents primary school Pasir Jawa 01 the role of parents in long-distance chastisement as follows.

- a) Providing home teaching with the children, 66,7% always with their children at home studying 20% often with their children at home and 12,3% sometimes with their children at home.
- b) Examining the child's work, of 15 parents 73,3% always checking the child's study assignments and 26,6% parents often check the child's learning assignments.
- c) Motivating children to keep learning, from 15 parents to 93,3% often motivates children while 6,7% sometimes motivates children to learn.
- d) Helping children when learning is a struggle, from 15 parents 80% always help children while 20% often manage learning difficulties.
- e) Preparing devices such as writing tools for children learn, from 15 parents 46,7% always prepare a writing instrument, 33,3% often masking and 20% sometimes preparing a written style for student study.
- f) Asks children for learning difficulties, from 15 parents 60% always asks, 26,7% often ask and 13,3% sometimes ask child learning difficulties.
- g) Giving praise to children, out of 15 parents of 60%, is always child compliments, 33,3% often give praise and 6,70% sometimes give praise to children.

The results of student learning during the long range study

Achievement is the change of behavior expected in students after the process of learning to teach, while learning in its essence is a process in human development to reach adulthood. Based on that understanding, results are the result of learning activities that students of knowledge, attitude, skill and ability usually put into Numbers or letters and forms of appreciation for the student who was supposed to succeed.

During long distance learning the result of a steady relative student learning was done face-to-face in the previous year. Of the 15 students of 4 children or 26,6% their grades are below average, 10 other children or 66,6% receive above average grades while 1 child or 6,7% is at average.

Supporting factors resulting from student learning during long range study

a) Himself

The student's sense of responsibility toward learning is a contributing factor during long distance study. From the data parents obtain that of 15 students 46% of them always learn and perform tasks without compulsion, 26,7% often learn and perform tasks without compulsion, 13,3% learn and perform tasks must sometimes be under compulsion, whereas 13,3% of the other students never learn of their own accord or under parental compulsion.

Furthermore, students' understanding of the learning materials acquired from parents is that of 15 40% of students always understand the learning materials, 33,3% of students often understand the learning materials, and 26,7% students sometimes understand remote learning materials.

b) Teacher

Good communication between a teacher and a student's parents as a contributing factor in student achievement during long distance study. Of 15 parents claim that 60% always communicate with their teachers, 33% often communicate, and 6,7% sometimes communicate with their teachers about student material.

c) Parent

As a parent's long distance study is a contributing factor in student achievement. Remembering in these circumstances being a parent's opportunity to obliterate and better understand

the delinquent child so that parents can handle the learning challenges students face. Data obtained from student parents that out of 15 students 6.7% always experience learning hurdles, 26.7% often experience learning obstacles, 53.3% sometimes tackle learning obstacles, and 13.3% of the other students never experience the problem while learning over long distances.

d) In The Neighborhood

Students' learning environment has a contributing factor to students' performance. This is because at this very moment every student's activities are fully at home. According to the data recovered from a student's parents that out of 15 students out of 46.7% students are regularly impaired upon study due to less supportive environmental conditions, 20 percent of students are often impaired while studying because of their environment, and 33.3% of students are sometimes affected by their home environment.

Causes of students' learning are not influenced by parental roles during long distance study

The role of parents has much to do with students' learning. Chaperones conducted over time with students will determine the results of a student's learning whether to be a positive influence or may be a negative influence on a student based on the correlation of a parent's perspective on the long-distance learning (X) that a student's learning results (Y) are not influenced by parents. As far as parents can help their children learn long distance. The efforts of a parent to help their child from winging, communicating well with his or her class teacher, asking for his or her learning difficulties, motivating him, to preparing the equipment a child needs for long distances.

It is undeniable that there are two student parents who work late so that the child feels inadequate to his or her parents, the child chooses to take it out by playing and not focusing on learning. According to data obtained from parents that time when parents aren't at home 15 students say 33.3% always have other family members with children studying when parents aren't at home, 6.7% often have other family members with children learning when parents aren't at home, 26.7% sometimes there are other family members with children studying when parents aren't at home, And 33.3% never has another family member accompanying a child learn when a parent is not at home.

In understanding the learning materials there are some parents who don't really understand the lesson materials that the child is studying. This is because some parents have not fully mastered the technology used to communicate with teachers and some parents are only elementary school graduates equal or even lacking in school. Even some parents have higher education but cannot pay attention to their children's studies because they are too busy at work.

At long range studies children operate more phones. How parents take advantage of cell phone use to children affects the results of student study. According to data obtained from student parents that 15 student parents of them are 6.7% always give children permission to operate cell phones without supervision, 33.3% sometimes give children permission to operate mobiles without supervision, 60% never give children permission to operate mobile phones without parental supervision.

Configure the interaction patterns between parent and child during long-distance learning policies are essential, so that children can volunteer to learn, and parents can easily control and enhance the activities and the results of a child's long-distance learning. Because parents as the first and foremost educators who have the responsibility to build up and build up their children, watching over their child to carry out maximum long-distance learning and not perform an evil act would not even study at all.

Conclusion

Long-distance learning is an educational service to students who cannot follow the education in person, expanding access to and facilitating the education services in learning. The role of student in remote learning is as a self-taught active learner, communicating with families especially parents to provide remote learning activities obtained from teachers. The role of the teacher in long-distance teaching as a facilitator and establishing cooperation with student parents. In addition, the teacher's role as the long-distance class manager plays a role in planning, preparing, carrying out and evaluating the long-distance learning process. Parents as a parent parent during long distance learning play an important role in learning students. In addition to chaperoning a parent's study, reviewing a child's work, motivating the child, and even providing the equipment needed for a child's study.

The supporting factors that students have learned must come from themselves, parents, teachers, and the surroundings environment. As for the perspective of parents over long-distance learning has nothing to do with the results of a student's study during a long distance correction. This is because some of the student parents work late into the night so that the child feels deprived of his or her parents' attention, when parents are not at home only a few students are accompanied by other family members, the education of a parent, the understanding of a parent in operating technology and the long-term monitoring of a child's cell phone. Therefore, it is important for parents to set the pattern of interactions between parents and children during the long distance learning policy, so that the child can volunteer to learn, and parents can easily control and enhance the activities and the results of the child's long-distance learning.

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Biography

First Author: I'm margini. I am an Djuanda University Students the fifth year. I was born in Bogor in 2000. I am also a teacher in elementary school in one part of the city of Bogor. I live in Nagrog Cigombong Bogor Jawa Barat, Indonesia.
