
CORRELATION BETWEEN PARENTAL SUPPORT AND THE 8TH CLASS STUDENTS' ACHIEVEMENT THROUGH ONLINE LEARNING DURING THE COVID-19 PANDEMIC ON MOTION AND FORCES IN MTs NEGERI 2 JEMBER IN THE ACADEMIC YEAR 2020/2021

Anik Rumpiati

MTs Negeri 2 Jember

Corresponding E-mail: arumpiati14@gmail.com

Abstract

The purpose of this study was to determine the correlation between parental support and student learning achievement through online learning during the Covid-19 pandemic on motion and forces in the 8th class students of MTs Negeri 2 Jember. This research included a very small scope involving the parents and the students. Based on the study, cycle I showed that 20 students (95.24%) did not complete their studies and only one student (4.76%) met the target. This is possibly due to the lack of support from parents for their sons/daughters in online learning during the Covid-19 pandemic. Cycle II showed that the desired achievement is that 100% of the students complete learning (score ≥ 75). The result of this study showed that 21 students scored above 75 (categorized as complete) or 0% of students failed. The highest score was 90 and the lowest score was 80. The implementation of learning in cycle II experienced a very dramatic increase. Being adjusted to the Minimum Completeness criteria, then students learning achievement is considered successful in their online learning with the support of parents.

Keywords: Parental Support, Online Learning, Covid- 19 Pandemic

INTRODUCTION

During the Covid Pandemic, at all levels of education, the learning process was carried out online; Students learn from home and teachers teach from home. Learning from home or conceptually distance learning is novel for MTs students' level (Junior High Level), thus it has implications for the implementation process.

Different from learning at school, in distance learning, teachers are no longer alone in managing learning, likewise, parents can no longer hand over all their children's learning activities to teachers. During this learning process, parents and teachers work together to guide the students in their learning activities. Accordingly, it affects many aspects of the students, teachers, and parents, therefore a change in strategy is needed for the effectiveness of communication. The interaction of teachers and parents in the process of students' learning activities requires strategies that can adapt to the characteristics of students, teachers, and parents who meet the criteria for distance learning.

LITERATURE REVIEW

As part of efforts to stop the spread of the coronavirus (Covid-19) the government has shifted learning activities from school to each student's home. In order not to be misunderstood as a holiday, students are also given learning assignments to keep them in a learning atmosphere. Therefore, teachers are required to design such assignments for students while at home.

Parental Role During Online Learning

Communication between teachers and parents of the students should be established in order that online learning could be carried out intensely to produce desired results that are close to those that resulted in face-to-face learning (in the classroom). In addition, teachers must also bring the culture of learning at school into the

homes (living rooms) of students. That is, with the various tasks prepared, the teachers must condition the parents of the students as it is at school, that is carrying out learning activities from 07.00 to 13.00. When this is conditioned properly, it will bring students into a learning atmosphere in the school environment.

Any aspects related to the learning process should be communicated with the parents of the students. Parents need to realize that even at home, their children still have to concentrate on the ongoing learning process. This is where the support and understanding of parents become crucial. From here it will also be known how parents should provide education to their children while at the same time understanding what the duties of the teachers are. Therefore, parents also need to assist their children in learning.

Working on assignments given by the teacher, students turn out to be quite time-consuming and energy-consuming, especially for those who are not used to it. In this process, parents' support and role are really needed by children. It is also hoped that this emergency condition which is like a "simultaneous movement" will make parents aware of their role in accompanying, guiding, and directing their children in completing the learning process. They are also "forced" to get to know the attitudes and characters of their children.

In addition, the ability to spend time and solve problems appropriately also has a successful effect on the assignments given by the teacher. There are many more characteristics of the child's character that parents may not yet know, which will then appear when doing the assignment. From this condition, it is hoped that it will be wholly understood that the importance of education starts in the family as the first place in shaping the children's character. Parents and the environment are the first schools a child learns.

Through the process of home-learning, the importance of synergy between parents and the school may become crystal clear. Therefore, presumably the process of education for parents (educational parenting) really needs to be included in a program of

real cooperation between schools and parents. Among its objectives is 1) encouraging parental awareness so that they are no longer careless in providing care; 2) increasing parental knowledge and skills in terms of character, age, and psychological development of the children; 3) communicating the interests and desires of the family and the school.

Parents function not only to provide for the material needs of children but also for immaterial needs. Therefore, both must also get the same portion. In this case, parental affairs can backfire when it is not properly balanced in the family. Without good assistance from parents, the results of education at school will not be meaningful in society. The role of parents in supervising and controlling school-age children is really a must. Strictly speaking, academic ability, which covers all aspects of character, even body, and soul, is not solely the responsibility of the school (teacher). The role of parents is the key to the success of the students in becoming superior human resources as quoted in Suara Merdeka, 2018.

Based on the description, the researcher is interested in conducting research on the correlation between parental support and students' learning outcomes. Therefore, the researcher provides several formulations of the problem which is the focus of the research, namely: is there a positive and significant relationship between parental support and student learning outcomes with online learning during the Covid-19 pandemic on Motion and Forces in the 8th Class Students of MTs Negeri 2 Jember.

Learning

Learning is a teacher's effort to make the students learn. For this reason, efforts are needed to create conditions that allow students to learn. Therefore, creating environmental conditions that can stimulate children to carry out learning activities is absolutely essential. This condition can be in the form of assignments and

exercises that must be carried out by students during the learning process.

Learning is an active process of gaining experience or knowledge that causes changes in behavior. After learning, the student can demonstrate the knowledge and skills they have learned. Learning outcomes can also be interpreted as the abilities possessed by students after they receive learning experiences.

Based on the definition, it can be concluded that learning outcomes include the understanding of the abilities possessed and achieved by students which are shown through changes in behavior after experiencing learning. Changes in behavior here, for example, from not knowing to know, from not understanding to understanding.

The learning outcomes achieved by students are influenced by several factors that come from within the students themselves as well as from outside the students. Factors that arise from within the students include maturity or growth, intelligence, practice and tests, motivation, attitudes, and one's personal traits. Meanwhile, factors that arise from outside the students include family circumstances, teachers and teaching methods, learning tools, social motivation, environment, and opportunities.

Student learning outcomes can be identified through evaluation (assessment). Assessment can determine whether the results of learning activities are good or bad which emphasizes obtaining information about student acquisition in achieving learning goals. In addition, evaluation is also used to determine the extent to which the material studied can be understood by students.

In this study, the intended learning outcomes are student scores or grades after the implementation of learning. Implementation of assessment of student learning outcomes using an assessment tool in the form of tests (daily tests), cognitive tasks, effective assessment, and psychomotor assessment.

Based on the results of students learning, the completeness of their learning can be clearly seen. The criteria for learning completeness at MTs Negeri 2 Jember are stated as follows:

1. Individual absorption, that is, a student is said to have met the learning objective if he has achieved a score of ≥ 75 out of a maximum score of 100;
2. Classical absorption, that is, a class is said to have studied thoroughly if there are at least 85% of students who have achieved a score of ≥ 75 .

Based on the description above, it can be concluded that the effectiveness of learning is related to learning completeness. If a teaching and learning process has achieved learning mastery, then the learning process is said to be effective.

METHOD

This research was conducted in two cycles, cycle 1: September 15th – 22nd, and cycle 2: September 23rd – 30th. The research subjects were 21 students of class 8th of MTsN 2 Jember. This research is Classroom Action Research which is carried out by following research procedures based on the principles of Kemmis S, MC Taggart (1988) which includes planning, action, observation, and reflection. These four activities take place repeatedly in the form of cycles. The data needed are student test results and a parental learning support questionnaire checklist.

RESULT AND DISCUSSION

The result of the student's learning in cycle I is displayed in the following table:

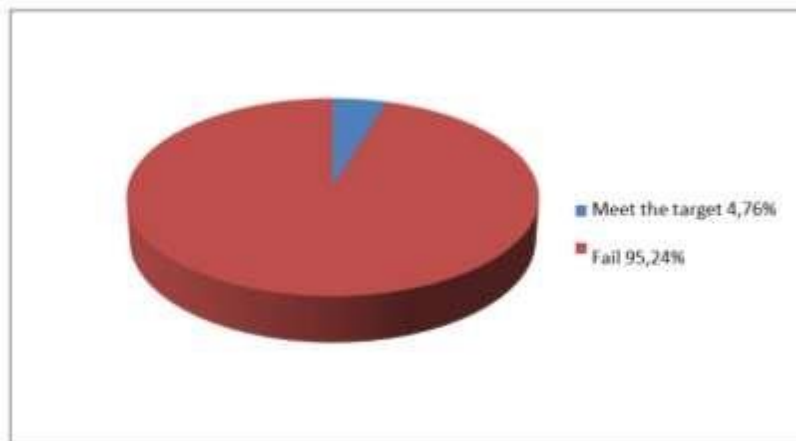
Tabel 1. List of the Students' Score in Cycle I

No	Name	Score	Completeness	
			Yes	No
1	AHMAD LUQMAN HAKIM	61		√
2	AHMAD SAID NUR RAMADHAN	70		√
3	ALIFAH RAHMANIA ROIFAT	65		√
4	APRILIA INDAH DAMAYANTI	55		√
5	AURELIA NURDIANSYAH PUTRI	71		√
6	DEALOVA DAYU RIZQIANA PUTRI	61		√
7	DILLA AMANDA FITRIA	70		√
8	DZAKI ARIF RAHMAN	76		√
9	ELMAN JOYA	5		√
10	ELZA NIDATUR ROHMAH	71		√
11	FARAH NAILY SALSABILA	71		√
12	FIGAR AHMAD DAINURI	51		√
13	GUSTI BAGAS PRATAMA	70		√
14	HANNA ISA BELA	65		√
15	IZZATUS SOFI MUHABBAH	51		√
16	MOHAMMAD FARHAN AHDANIL WAFI	76	√	√

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17	MUHAMMAD AIDIL FATTAH	65		√
18	NABILA ARDISA LESTARI	70		√
19	NITY MAZIDAH ILMA	61		√
20	RIFDAH NASYIWA MAULIDYA	70		√
21	SEKAR SARI PARAMESTHI	61		√
Average		62,67		
Total			1	20
Percentage			4,76%	95,24%

Figure 1. Completeness Diagram in Cycle 1



Based on the data above it appears in cycle I that 20 students or 95.24% of students did not complete their studies and only one child or 4.76% of students completed their studies. This is likely due to the

lack of support from parents for their sons/daughters in online learning during the Covid-19 pandemic. The learning outcomes in cycle I was not as good because 95.24% of students had scores that were less than the KKM. At the same time, the results of observations and obstacles found in learning cycle I, the following things are carried out: Explaining material again to students, revising questions that are considered difficult by students, reporting student grades to each student's guardian, asking for support from student guardians for online learning.

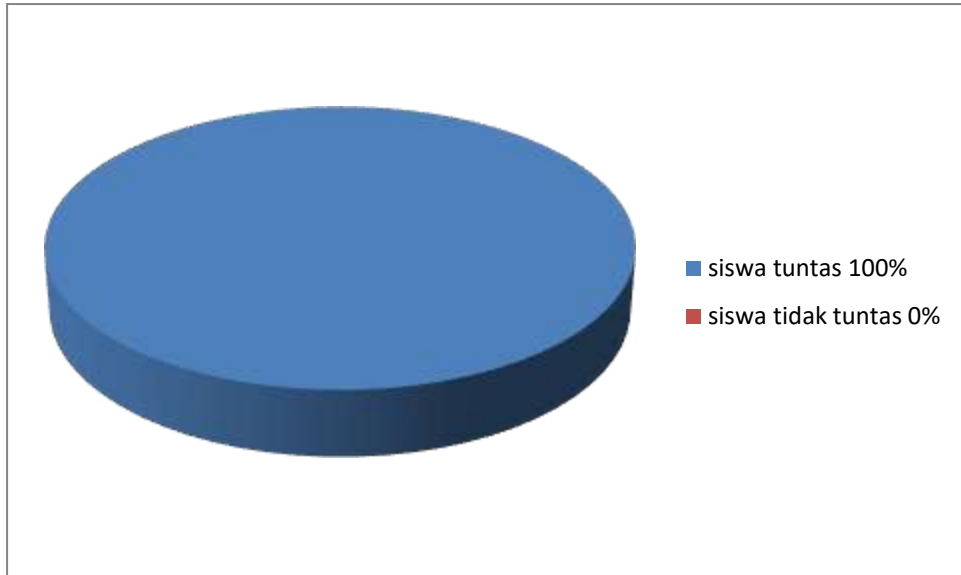
The result of the student's learning in cycle II is displayed in the following table:

Table 2. List of the Students' Scores in Cycle II

No	Name	Score	Completeness	
			Yes	No
1	AHMAD LUQMAN HAKIM	90	√	
2	AHMAD SAID NUR RAMADHAN	85	√	
3	ALIFAH RAHMANIA ROIFAT	85	√	
4	APRILIA INDAH DAMAYANTI	85	√	
5	AURELIA NURDIANSYAH PUTRI	85	√	
6	DEALOVA DAYU RIZQIANA PUTRI	85	√	
7	DILLA AMANDA FITRIA	85	√	
8	DZAKI ARIF RAHMAN	85	√	
9	ELMAN JOYA	85	√	
10	ELZA NIDATUR ROHMAH	85	√	

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11	FARAH NAILY SALSABILA	90	√	
12	FIGAR AHMAD DAINURI	85	√	
13	GUSTI BAGAS PRATAMA	85	√	
14	HANNA ISA BELA	85	√	
15	IZZATUS SOFI MUHABBAH	80	√	
16	MOHAMMAD FARHAN AHDANIL WAFI	85	√	
17	MUHAMMAD AIDIL FATTAH	85	√	
18	NABILA ARDISA LESTARI	85	√	
19	NITY MAZIDAH ILMA	85	√	
20	RIFDAH NASYIWA MAULIDYA	85	√	
21	SEKAR SARI PARAMESTHI	90	√	
Total			21	0
Percentage			100%	0%

Gambar 2. Completeness Diagram in Cycle II

Based on the data above it appears in cycle II that the value the author wants is 100% of the students' complete learning (grade ≥ 75) as expected. Students who scored above 75 (categorized as complete) reached 21 children or all students in class 8H Completed learning. Students who do not complete do not exist at all or 0%. The highest score was 90 and the lowest score was 80. The implementation of learning in cycle II experienced a very drastic increase. If adjusted to the Minimum Completeness Criteria, student learning outcomes are complete and active in online learning with the support of parents. Therefore, this class research can be completed.

CONCLUSION

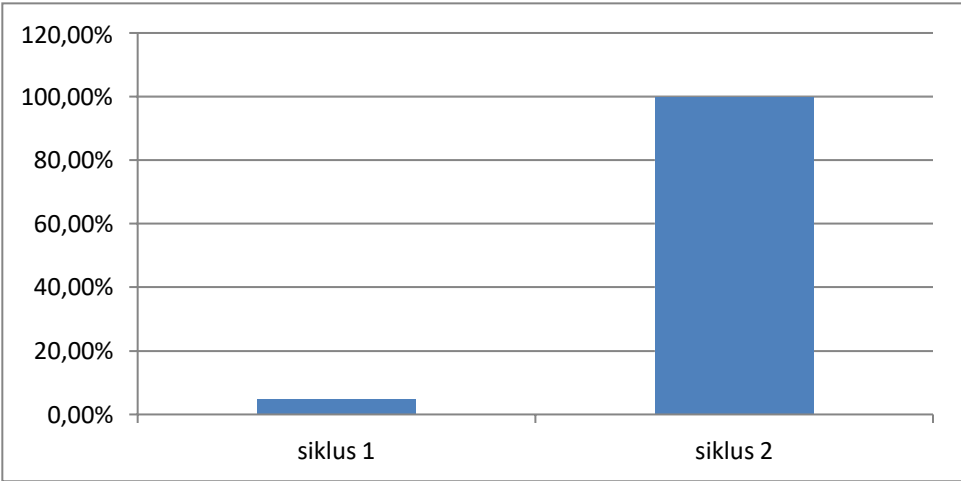
From the data obtained in cycle I and cycle II, the following data were obtained:

Table 3. Improvement of the Student's Score in Cycle I and II

Research Aspect	Cycle I	Cycle II
Learning achievement/students' score (≥ 65)	4,76 %	100 %

Based on the table, there is a significant increase in learning outcomes. In cycle I from 4.76% (1 student out of 21 students) to 100% (21 students) in cycle II. The comparison diagram of the increase in IPA values in the stages of cycle I and cycle II is as follows:

Figure 3. Improvement of the Student's Score in Cycle I and II



The researcher's target has been fulfilled because in cycle 2 all students have completed the online learning. It can be seen from the score of the science subject above the KKM (75) with the lowest score of 80 and the highest score of 90. Thus, parental support greatly determines the smoothness and smoothness of good learning in learning online during the covid-19 pandemic.

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