



OPTIMIZATION OF PARENTAL ATTENTION ON SOCIAL SCIENCES MAJOR LEARNING OUTCOMES DURING PANDEMIC IN MTs NEGERI GOWA

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Abstract

The purpose of this study was to determine optimizing parental attention on social sciences primary learning outcomes during the pandemic at MTs Negeri Gowa.

I conducted the Odd Semester of 2020/2021 Academic Year research. This research took place in MTs Negeri Gowa. The population of this research is 100 students of class VIII MTs Negeri Gowa, and the sample is as many as 80 students. The research method used is a quantitative approach. The independent variable is parental attention (X), and the dependent variable (Y) is student learning outcomes in social sciences subjects. Data collection techniques include questionnaires, documentation, and interviews.

Based on the results of research hypothesis testing, the results of a regression coefficient of 0.081 with a significance value of $0.045 < 0.05$ show that the greater the attention of parents, the higher the learning outcomes. The influence of parental engagement (X) on student achievement (Y) determines by the coefficient r^2 , which is 0.045 or 4.5%. It means that parental engagement determines the increase/decrease in student achievement by 4.5%. At the same time, the remaining 96.5% is determined by other changes that also affect student learning outcomes.

Keywords: Parental attention, social studies learning outcomes

INTRODUCTION

The outbreak of the coronavirus disease (Covid-19) has hit all countries in the world, including Indonesia. This Covid-19 affects all sectors, including education, where the teaching and learning process that should be done face-to-face in the classroom must now be done through distance learning instead. This study is conducted to help suppress the spread of Covid-19, which the government is echoing.

Distance learning with online media (online) is a solution amid limitations due to the government's pandemic. This policy is considered adequate to suppress the spread of Covid-19 in the educational environment.

Learning is an essential part of the education system in Indonesia. Learning is not limited only to classroom activities because the learning process should occur throughout human life. The implementation of distance learning with online media that has been running is generally considered smooth, even though there are many obstacles and problems in its execution. The difficulties include teacher and student assignments that are considered burdening complaints from teachers at home parents and complaints about data cellular issues and internet network limitations.

A broad understanding of learning makes the meaning varied. Education experts have various definitions in interpreting knowledge.

I was learning as a system that aims to assist the student in the learning process. This learning contains a series of events that are created, designed, or structured in such a way as to support and influence the occurrence of internal student learning processes. (Ainurrahman, 2011: 34).

The interpretation of learning can also be said as a process of interaction between students and their environment so that behavior changes better. (E. Mulyasa, 2003: 100).

In learning and learning activities, the knowledge gained by students is not just from the teacher as an educator but also the surrounding environment, and learning media can be a new field of information for students. Learning is then concluded as an activity designed by the teacher in charge of utilizing the media and the surrounding learning environment. In these activities, there is an interaction between teachers as educators and students as students. This interaction process is expected to result in students absorbing new information with the optimal sense and feeling (heart) around them.

The explanation regarding learning above reminds us that learning outcomes are influenced by the learning process, which is closely related to educators, media, and the surrounding environment. Based on Suyuno & Harianto (2013: 9), learning is an activity or process to acquire knowledge, improve skills, improve behavior and attitudes, and strengthen personality.

Therefore, in increasing the changes in behavior, attitudes, and personality of students which influenced by educators, as well as the media and the surrounding environment thus learning outcomes during the Covid-19 pandemic can be influenced a lot by the family environment at home, as we know that most children's interactions are with their families.

Ainurrahman (2011: 35) also expressed the definition of learning, who argued that learning is a change in behavior in a person or individual thanks to the interaction between fellow individuals and individuals with their environment.

From the explanation above, we can draw a point that education aims to form human beings who have noble character and personalities, are creative, critical, polite, religious, and help each other. Therefore, cooperation between all parties is needed regarding education, which is a shared obligation between families, communities, and the government. Thus, the goal here is a change for the better thanks to this interaction.

According to Dimiyati and Mudjiono (2013:10), learning outcomes are capabilities that arise in the form of stimuli that come from the environment and cognitive processes that students carry out. Interaction with the environment will influence student learning outcomes where this environment is arranged in such a way and supervised the teaching and learning process directed under the desired goals. However, the learning objectives are not always as expected and set. Teachers often encounter problems in the teaching and learning process, especially in social studies subjects. The cause of the low learning outcomes achieved by a student is caused by students' difficulties in understanding the material taught in social studies issues during the pandemic, where learning is based on online learning. Therefore, the researcher investigated the title "Optimization of Parental Attention on Social Sciences Major Learning Outcomes during Pandemic in MTs Negeri Gowa."

RESEARCH METHOD

Types of Research

Using quantitative research methods, I conducted this research in the Odd Semester of the 2020/2021 Academic Year. These studies present data in numbers and use statistical analysis,

which usually aims to show relationships between variables, test theories, and search for generalizations with predictive values (Sugiyono, 2011). 2011:8).

Sample and Populations

According to Sugiyono (2005: 55), the population is a generalization area consisting of objects/subjects with specific quantities and characteristics determined by researchers to be studied and then drawn conclusions.

The population in this study was students of class VII MTs Negeri Gowa with 100 students. Then from this population, a research sample of 80 students was drawn.

Source and Method of Collecting Data

- a. Primary data is data whose sources are obtained directly from the immediate or original start. The first-hand data gathered by the research as himself is collected directly (Hadari Nawawi, 2011: 117). The primary data in this study is data from a questionnaire distributed via a google form link to the research sample.
- b. Secondary data is obtained not directly from the primary source but from supporting sources. This data is in documents, books, research reports, and so on (Suharsimi Arikunto: 2013: 159). The data obtained in this study are documents in the form of social studies learning outcomes for 8th graders, school history, vision and mission, institutional structure, organizational structure, etc.

Instrument Testing

Primary data collection activities use an instrument in the form of a questionnaire. Before using this questionnaire, instrument testing must be used to find out the questions in the device are either valid or reliable by using the SPSS 21 application.

Simple Regression Analysis

This research uses simple linear regression analysis. This statistical technique determines parental attention to social studies learning outcomes during the pandemic at MTs Negeri Gowa.

RESULTS AND DISCUSSION

Validity Test and Reliability Test

The data processing results show that each indicator in this study fulfills the validity requirements because all indicator values are above 0.30. Meanwhile, the reliability test results of the parental attention variable and the social studies learning outcomes were declared reliable because Cronbach's alpha was above 0.70.

Normality Test

Table 1. Normality Test Results

The free Variable	Sig.	Alpha	Ket.
Parental attention (X)	0.441	0.05	Normal
Student learning outcomes (Y)	0.218	0.05	Normal

Source: SPSS data processing results

From table 1 above, it can seem that the significance of the parental attention variable (X) is 0.442 and the social studies learning outcome (Y) is 0.218. This result shows that the significance value of the parental attention variable (X) and social studies learning outcomes (Y)

is greater than the significance level used in this study, which is 0.05. These results show that parental attention (X) variables and social studies learning outcomes (Y) are distributed.

Multicollinearity Test

The existence of multicollinearity in the regression model can be seen through the value of VIF (variant inflation factor). There is a multicollinearity symptom if the tolerance number is > 1 or the VIF value is > 10 . The results of the multicollinearity test can be seen in the following table:

Table 2. Multicollinearity Test Results

Ind. Variable	Tolerance	VIF
Parental attention	1.000	1.000

Source: SPSS data processing results

Based on the table above, it can see that the independent variable in this study, namely the attention of parents, was found to have no VIF value greater than ten (10) and none smaller than 0.10. This finding can conclude that the independent variable is declared free from multicollinearity.

Simple Linear Regression Analysis

Simple linear regression analysis is a statistical technique to determine the effect of several independent variables on the dependent variable. The purpose of this is to see the impact of parental attention (X) on student learning outcomes (Y).

Table 3. Simple linear regression analysis results

Dep. Variable	Ind. Variable	Regression Coefficient	Sig
student learning outcomes (Y)	Constanta	79.609	0.000
	Parental Attention (X)	0.081	0.045
	F	3.681	0.025
	R2	0.045	

Source: SPSS data processing results

From the results of simple linear regression analysis, which is to determine the effect of parental attention (X) on student learning outcomes (Y), the linear regression equation is obtained as follows:

$$Y = \alpha + bX$$

$$Y = 79.609 + 0.081X$$

From the simple linear regression equation above, it can be interpreted as follows:

1. The regression coefficient value of the parental attention variable (X) is 0.081 with a significance level of 0.045. The significance value is smaller than alpha 0.05. Therefore, it can interpret that the parental attention variable has a significant effect on social studies learning outcomes at MTs Negeri Gowa. Moreover, the hypothesis of this study states that parental attention has a positive and significant impact on social studies learning outcomes at MTs Negeri Gowa.

2. The F value was found to be 3,681 with a significance level of 0.045. Thus, it can conclude that the moderating variable of parental attention simultaneously has a positive and significant effect on social studies learning outcomes at MTs Negeri Gowa.

3. The R² (R Square) value was found to be 0.045, which can explain that 4.5% of the Y variation can be explained by the parental attention variable (X). At the same time, the rest (100% - 4.5% = 95.5%) is defined by other reasons unexamined in this study.

The influence of parental attention (X) on student achievement (Y) is determined by the coefficient r^2 or 0.045 or 4.5%. This result means a positive and significant relationship between parental attention and social studies learning outcomes at MTs Negeri Gowa. Social studies teaching works had a significant impact on parents' attention, even though they were still fragile at the same time.

The centralization of parental attention was related to the physical and psychological energy of the mother and father, which was aimed at the children. This parental attention is in the form of providing support, advice, direction, and encouragement to children during online learning carried out at home. This parental attention is needed to support children's learning success during a pandemic.

One of the supporting factors for increasing student achievement is the role of parents at home. This difficulty is because children experience education for the first time from home where parents are becoming the role models for children.

Nasution (1986: 42) says that the role of parents is massive in increasing the success of children's learning, where without the part and support of parents, then surely the growth and intellectual development of a child will be optimal in the future.

Internal and external factors influence students' social studies learning process. Internal factors that support the success of social studies learning come from within the students themselves, namely, intelligence, age, maturity, gender, physical and mental conditions, and learning motivation (Soemanto, 2012: 113). While external factors that influence the success of social studies learning come from outside a student, for example, family factors, teachers, and the teaching and learning process (Purwanto, 2014: 102).

The most significant factor that influences students' success in learning social studies during the pandemic is a conducive family situation, wherein the family there are parents as the child's first place to understand who can supervise the online learning process. Forms of parental attention are needed to support students' learning process at home.

The indicator of parental attention during this pandemic is the provision of children's study time. Every child is allowed to learn without burdening them with homework and involving them in earning a living. Parents also need to manage their children's study time during the pandemic, which reminds them of their online study schedule and helps them complete assignments. Parents also significantly contribute to helping to overcome online learning problems by providing guidance at home, providing a comfortable learning atmosphere, and a spirit of motivation to learn. In addition, parents always supervise children's learning and provide children's learning facilities in gadgets and internet networks.

So parents' attitude towards children during this pandemic should not neglect positive parenting and provide maximum guidance, direction, and supervision. The learning outcomes to be achieved can be optimal amid the limitations of tasting education due to the pandemic.

The results of this study are also in line with Rismawati's (2015) research which found that parental attention in the students' teaching and learning process had a positive influence on

improving student learning outcomes. The higher the concentration of parents in the child's learning process, the higher the child's learning outcomes will become.

A similar result in Kevin Rangga Jati Saputro et al. (2021), who found that maximum parental attention affects optimal during online learning.

CONCLUSION

Based on the previous analysis and discussion results, it can conclude that parental attention has a positive and significant influence on Social Studies learning outcomes for VIII graders during the pandemic at MTs Negeri Gowa.

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