



The Effect of Parents Assistance on Creativity Student Class II SD Negeri 054931 Batu Malenggang

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ABSTRACT

This study consisted of two variables, namely parental assistance as the independent variable (X) and creativity as the dependent variable (Y). This study aims to determine the Effect of Parental Assistance on the Creativity of Grade II Students at SD N 054931 Batu Melenggang. This type of research is quantitative research. The population of this study were all 25 grade II students at SD N 054931 Batu Melenggang. The sampling technique used is saturated sampling where all members of the population are used as samples. Data collection techniques using a questionnaire. Based on the research results Description si the results of this study to know the description of each research variable presented with descriptive statistics. The answers that the respondents gave will be described in the form of minimum, maximum, average and standard deviation values . Based on research results And the discussion that the researcher did obtained the results of the t test with *SPSS 20*. with significant value $0.000 < 0.05$ with t- count of 1,928 where more big from the t- table that is 1.7108. Then this shows that the hypothesis H_0 is rejected and H_a is accepted . Which means accompaniment Parent influential positive And significant to Creativity Student Class II SD N 053941 Batu Melenggang.

Keywords: Parrent Assistance, Creativity

Introduction

Objective Indonesian education in accordance with the Constitution No. 20 Years 2003 concerning the purpose of education National, namely that education in Indonesia aims to develop the potential for humans to become beings who have faith and piety to God Almighty, have noble character, be healthy, knowledgeable, capable and creative, be independent and be a responsible citizen answer. Education is a place to practice, be creative, realize the ideals of quality human beings and train skills in certain field. Improving the quality of learning is one the basis for improving overall education. (Mukti, 2019: 266). The regulation of the minister of national education stated that the development of the 2013 curriculum was carried out due to internal and external obstacles. Internal constraints related to educational demands which refer to eight national standard education and Indonesian community development factors. External barriers related to the future, competencies needed in the future, people's perceptions, knowledge and pedagogical development and various negative phenomena. According to the rules of the national ministry of education, the 2013 curriculum is developed in a comprehensive, integrative, dynamic manner, accommodation and anticipation of various future obstacles. Determination of the 2013 curriculum is the curriculum in learning and the formation of student competence and character. These things require teacher effectiveness in creating and making various activities with the planned program. (Dahnial, 2017:51).

In teaching systems, competency is used to describe professional abilities, namely the ability to demonstrate knowledge and conceptualization at a higher level. This competence can be obtained through education, training and

other experiences according to the level of competence. (Dahnial, 2017:34). Creativity itself can be interpreted as a process of establishing various ideas in dealing with a problem or problem as a playing process, then with ideas and elements in mind is an effective action. fun and full of challenges for active students. (Hawi, 2015: 190) . Basically every individual has creative potential. The problem is whether the individual concerned gets mental stimulation and a conducive atmosphere, both in the family and at school to develop creative potential. (Boty et al., 2018: 43). In life This creativity very important , because is something very ability means in the process of life man , creativity acknowledged as possible factor empower function man with synthesize interaction between strength intellect , emotive And motivational . Creativity No only just luck but is Work consciously hard. Failure for creative people just is part from variable bully from success , he will try Again try Again until it worked . Creative person use our knowledge all have it and what is possible they looked all something with new ways.

Develop creativity child can made intervention If done with right . Good be equipped with tool nor without tool will very help development creativity And aspect other . Remember importance period this , then role stimulation form provision conducive environment must prepared by para educators , both parents , teachers, so that children have the opportunity to develop their full potential. The potential in question includes moral aspects and religious values, social, emotional and independence, language skills, cognitive, physical/motor, creativity and art. Related with it 's parents need provide great environment For liberate whole creative . Inside parent education no teacher , however as a motivator, facilitator . parents expected provide stimulus to child , stimulus can given with method give chance to child For become creative , let it be child with free doing , holding , drawing , forming or make with The method Alone And decipher experience alone . When child develop creativity , then child the can generate innovative ideas, As well as improve ability in remember something.

Reality Now This often found that creativity child has found in the middle busy parents , education system in a country We most implementing an education system One direction that prioritizes IQ (intelligence intellectual) . With an education system like this , level creativity And intelligence EQ is often overlooked . In fact, every child has creative potential. Some of them have it more than others. But there are no children who are not creative at all. Unfortunately, many parents are still not aware of and appreciate the importance of children's creativity. Parents are unable to understand the meaning of creativity (which includes aptitude and non-aptitude) and how to accompany children in an educational environment at home, at school. Furthermore, education in schools is more oriented towards the development of intelligence (intelligence) than the development of creativity, while both are equally important for achieving success in learning and in life. (Holis Ade, 2017: 23).

Based on from observations made creativity student decrease low . There are several factors that influence it that is lack of parental attention And lack of parental awareness to creativity child . parental role very important Because they is mativator And facilitator to child . Based on background behind problem above researcher interested For do research , for know problem above, then from That researcher lift title “ **Influence Parent Assistance To Creativity Student Class II SD N 054931 Batu Melenggang** ” .

Research Methodology

Method research used is method study quantitative survey. Population this research is whole class II students of SD N 054931 Batu Melenggang totaling 25 people. Technique taking sample used is saturated sampling Where all member population used as sample . Technique data collection using sheet questionnaire with use t test.

Results and Discussion

The results of this study to know the description of each research variable presented with descriptive statistics. The answers that the respondents gave will be described in the form of minimum, maximum, average and standard deviation values .

Table 4. 1 Description Variable Study

Variable	N	Means (Average)	std. Deviation
Accompaniment Parent	25	41.44	3.9907
Creativity Student	25	71.6	18.6933

To determine the significant level and influence on parental assistance, the researcher will measure the indicators consisting of: Providing guidance and advice to their children, Supervising children in learning, Meeting children's learning needs, Giving rewards and punishments to children, Creating an atmosphere calm and serene.

Give Guidance And Advice to child

On indicator give guidance And advice to child amount statement on indicator This a total of 3 statements namely item questions no 7, 8 and 9.

Table 4. 2 Answer Respondents On Indicator Give Guidance And Advice to Child

Statement Items	Score Answer										Amount
	5		4		3		2		1		
	F	%	F	%	F	%	F	%	F	%	
No. 7	7	28%	14	56%	3	12%	1	4%	0	0%	25
No. 8	6	24%	16	64%	3	12%	0	0%	0	0%	25
No. 9	8	32%	13	52%	4	16%	0	0%	0	0%	25
Total	105		172		20		2		0		299

Supervision to Child in Study

On indicator supervision to child in Study amount statement on indicator This a total of 4 statements namely item questions no. 1, 2, 3 and 5.

Table 4. 3 Answer Respondents On Indicator Supervision To Child In Study

Statement Items	Score Answer										Amount
	5		4		3		2		1		
	F	%	F	%	F	%	F	%	F	%	
number 1	8	32%	13	52%	4	16%	0	0%	0	0%	25
No. 2	10	40%	10	40%	4	16%	1	4%	0	0%	25
No. 3	6	24%	16	64%	3	12%	0	0%	0	0%	25
No. 5	8	32%	11	44%	6	24%	0	0%	0	0%	25
Total	160		200		51		2		0		413

Fulfil Need Study Child

On indicator fulfil need Study child amount statement on indicator This totaling 1 statement namely item question no 4.

Table 4. 4 Answer Respondents On Indicator Fulfil Need Study Child

Statement Items	Score Answer										Amount
	5		4		3		2		1		
	F	%	F	%	F	%	F	%	F	%	
No. 4	10	40%	11	44%	4	16%	0	0%	0	0%	25
Total	50		44		12		0		0		106

Give Reward And Punishment To Child

On indicator give award And punishment to child . amount statement on indicator This totaling 1 statement namely item question no 6.

Table 4. 5 Answer Respondents On Indicator Give Award And Punishment to Child

Statement Items	Score Answer										Amount
	5		4		3		2		1		
	F	%	F	%	F	%	F	%	F	%	
No. 6	7	28%	13	52%	3	12%	2	8%	0	0%	25
Total	35		52		9		4		0		100

Create Calm Atmosphere _ And Peace

On indicator fulfil need Study child amount statement on indicator This totaling 1 statement namely item question no 10.

Table 4. 6 Answer Respondents On Indicator Create That atmosphere Calm And Peace

Statement Items	Score Answer										Amount
	5		4		3		2		1		
	F	%	F	%	F	%	F	%	F	%	
No. 10	11	44%	11	44%	3	12%	0	0%	0	0%	25
Total	55		44		9		0		0		108

Testing hypothesis

1. Test Precondition Analysis
 - a) Test Normality

Table 4. 7 Results Test Normality Chi-Square Tests

	Value	Df	Asymp . Sig. (2-sided)
Pearson Chi-Square	35,615 ^a	6	.000
Likelihood Ratio	43,637	6	.000
Linear-by-Linear Association	27,316	1	.000
N of Valid Cases	25		

Based on table above , obtained distribution data *chi-square tests* show that mark *Asymp. Sig. (2-sided)* on *Pearson chi-square* of 0.000 or in other words value significance $0.000 < 0.05$, then can concluded that the data is normally distributed .

- b) Test Homogeneity

Table 4. 8 Results Test Homogeneity Test of Homogeneity of Variances

Levene Statistics	df1	df2	Sig.
1,099	5	19	.393

Based on the results of the homogeneity test above , it is known that the significant value is 0.393 . Because

the significant value above is $0.393 > 0.05$, the data distribution is homogeneous.

c) Test hypothesis

Test hypothesis use t test to show how far the influence of one *independent variable* is partially in explaining the variation of the *dependent variable* .

Table 4. 9 Results t test
Coefficients ^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	std. Error	Betas		
1 (Constant)	27,625	9027		7,299	.000
Accompaniment Parents (X)	1875	1,323	.283	1928	.000

a. Dependent Variable:
Creativity Student (Y)

Based on *Coefficients* output table above is known that results variable t test Accompaniment Parents (X) against variable Creativity Student (Y) has mark significant of $0.000 < 0.05$ with t- count value of $1.928 > t$ - table 1.71088. So that H_0 is rejected and H_a is accepted. So that's the hypothesis which states that Parental Assistance has a positive and significant effect on Creativity Student Class II SD N 053941 Batu Melenggang.

Based on results test hypothesis is known that Sig value . Accompaniment parent (X) against creativity student is of 0.000 where more small from mark $\alpha = 0.05$, then $0.000 < 0.05$ with t- count of 1,928 where more big from the t- table namely 1.7108 which means H_0 is rejected and H_a accepted . So Accompaniment Parent influential positive And significant to Creativity Student Class II SD N 053941 Batu Melenggang.

Same case with research conducted _ (Rambe, 2021) results study prove that there is an effect of parental assistance on children's learning activity at SD Negeri 107442 Pematang Kuala as seen from the acquisition of the results of the t test with SPSS 16 a significant value of 0.000 less than 0.05 ($0.000 < 0.05$) . In line with research conducted _ (Ainun, 2021) the results of data analysis can be concluded that there is a significant influence between parental assistance on the learning motivation of class V students at SDN 1 Sukamulia during the Covid-19 pandemic for the 2020/2021 school year. This is evidenced by the effect of parental assistance on learning motivation contributing 79.7% with *thitung* = 13.71 and a significance value of 0.00 (Fajriyah, 2021).

In study say that parents have an important role in the continuity of fun and meaningful learning activities for early childhood so that children can explore their creativity in learning . (Jatiningsih, 2021) Accompanying children's learning is something that parents must do. Children who usually get used to studying accompanied by their parents, have to study at home for quite a long time. Because it guarantees that it is time for children to learn to do learning activities is a very important thing to do in every family.

Conclusion

Research results And the discussion that the researcher did obtained the results of the t test with *SPSS 20*. with significant value $0.000 < 0.05$ with t- count of 1,928 where more big from the t- table that is 1.7108. Then this shows that the hypothesis H_0 is rejected and H_a is accepted . Which means accompaniment Parent influential positive And significant to Creativity Student Class II SD N 053941 Batu Melenggang.

The emergence of creativity can be influenced by various factors including communication factors between families, in this case parents, and schools, especially teachers. The existence of an attitude of mutual trust, helping each other in guiding children and communicating between parents and teachers, will make children feel they have creative freedom for development. his potential, so that he can increase creativity and achieve success in learning .

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