

The Effect of Parental Partnership Patterns in the Perspective of Distance Learning on Student Independence during the Covid-19 Pandemic, Coastal and Mountain Areas, Malang Regency, Indonesia

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ABSTRACT

The purpose of this study is to determine the extent to which parental participation affects the process of implementing distance education and is able to develop independent attitudes of students in the coastal and mountainous areas of Malang Regency during the current pandemic. The research method used by researchers in providing field data analysis is through a quantitative research design with descriptive analysis methods and simple regression. The research conclusions obtained are: (1) there is a significant influence between parental participation on the implementation of distance learning (PJJ) during the pandemic in the coastal and mountainous areas of Malang Regency, Indonesia; and (2) there is a significant influence between parental participation on the independence of students during the pandemic in the coastal and mountainous areas of Malang Regency, Indonesia.

Keywords: distance learning, independence, pandemic

1. INTRODUCTION

Circular Letter Number 4 of 2020 concerning Implementation of Education Policies in the Covid-19 Emergency Period signed by the Minister of Education and Culture of the Republic of Indonesia on March 24, 2020 is expected to be a historic decision for education in Indonesia. There are at least 6 (six) important points that will become history in the process of implementing education that must be addressed by school principals, teachers, students, and all other school members in order to break the chain of the spread of covid-19 in Indonesia.

The six points include: (a) implementation of the national examination; (b) learning from home; (c) school examinations; (d) graduation; (e) admission of new students; and related (f) school operational assistance fund. Point 2 (two) regarding the implementation of learning from home is a very big change in the course of education in this country. Usually the educational process is carried out directly in schools, namely face to face between students and teachers, where many parents (the community) place that the success of education is the teacher's biggest responsibility, even though it is not the case.

Before the pandemic, most of the children's learning time in absorbing curriculum outcomes was at school, while at home the children would only study according to their individual wishes and intentions and when there was

school work that had to be done at home. In this condition, parents only monitor the child's development through communication with the teacher. Today education takes place remotely or it can be called learning from home so that the child's learning time is 100% at home.

This is the point of difference where usually the responsibility is mostly in the hands of the teacher, but now this role must also be realized by parents that it is also their duty and responsibility to support the process and achievement of learning objectives carried out by children (Subarto, 2020). Psychologically, when children study at home they will feel anxious, stressed, bored, and sad and so on. So, it needs support from various parties, both teachers and parents.

Furthermore, related to the achievement of the pandemic period curriculum (emergency curriculum), what must be achieved through the distance learning process is not only the achievement of the subject matter but also the teacher must be able to develop positive attitudes of students. The positive attitudes of students include independence, responsibility, optimism, and self-confidence (Aulia, et al, 2019). One of the positive attitudes that are very important to be developed in this pandemic is the independence of students because as it is known, today students carry out the learning process from home so that students are required to be able to solve learning problems and find innovative ideas about

independent learning. so that the educational goals expected from the implementation of PJJ can be achieved.

Independence here is adopted from Panen (2000) which states that students who are able to learn independently are students who are able to provide control to themselves; students who have high learning motivation; and is able to direct itself to the search for and possession of broad insights. Meanwhile, according to Mudjiman (2007) independent learning is interpreted as a form of learning activities based on the willingness and intention of the students themselves to understand and master a range of competencies in order to overcome various learning problems that are being faced.

Learning patterns that are held remotely (PJJ) have a wide variety of differences, from variations in the characteristics of teacher abilities, characteristics of students' abilities, obstacles experienced by teachers and students, and differences in the achievement of learning objectives, one of which is the ability social learners to be able to develop independent attitudes. Therefore, the researcher wants to know the extent to which parental participation affects the process of implementing distance education and is able to develop independent attitudes of students in the coastal and mountainous areas of Malang Regency during the current pandemic.

2. METHODS

Researchers used a quantitative research design through descriptive data analysis and regression (Creswell, 2009; Gunawan, 2014; and Gunawan 2017). Researchers use a quantitative design because in presenting and processing data, researchers involve the use of numbers. The data collection process was carried out by distributing closed questionnaires to research respondents.

The respondents selected by the researcher were 4 (four) public elementary schools located in the coastal and mountainous areas of Malang Regency with a total of 150 students using the random sampling method. The researchers chose coastal and mountainous areas because today, the obstacles faced during the implementation of PJJ mostly lead to the 3T areas and in this case the coastal and mountainous areas are considered by researchers to fall into the 3T area category. Based on the research objectives, the researcher wanted to know whether or not there was any influence resulting from the relationship between parental participation as variable X on the

distance learning process as variable Y1 and learning independence as variable Y2.

3. RESULT

In disclosing the results of the data, the researchers used the results of pretest and posttests by the researchers as training evaluation materials carried out.

3.1 Data Description

Based on the results of the data description of the parental participation variable (X), it is known that the mean 47.48; standard deviation 6.89; minimum score 53; maximum score 85; range 32; mean 69.69; and interval 5. Based on the results of the data description of the distance learning variable (Y1), it is known that the mean 7.64; standard deviation 2.76; minimum score 6; maximum score 22; range 16; mean 13,55; and intervals 5. Based on the results of the data description of the independence of students (Y2), it is known that the mean 9.24; standard deviation 3.04; minimum score 16; maximum score 32; range 16; mean 23.57; and intervals 6. A summary of these results can be seen in Table 1.

3.2 Regression Analysis

The regression analysis used by researchers is simple regression analysis. Researchers used simple regression analysis because they wanted to know the effect of independent variables on the dependent variable which has two regression patterns, namely X on Y1 and X on Y2 (Gunawan, 2017). The following shows the results of the regression analysis.

3.2.1 Simple Regression Coefficient

The following is a simple regression coefficient on parental participation regression (X) on the implementation of PJJ (Y1) (Table 2, Table 3, Table 4, Table 5).

The following is a simple regression coefficient on parental participation regression (X) on the independence of students (Y2) (Table 6, Table 7, Table 8, Table 9).

3.2.2 Overview of the Empirical Regression

Model

Through the analysis on the simple regression coefficient table, an overview of the empirical regression model is obtained as shown in Figure 1.

Table 1 Description of Data

	N	Range	Min	Max	Sum	Mean	Std. Deviation	Variance	Skewness	Kurtosis			
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
X	150	32	53	85	10454	69.69	.563	6.891	47.489	.213	.198	-.430	.394
Y1	150	16	6	22	2033	13.55	.226	2.765	7.645	.453	.198	1.412	.394
Y2	150	16	16	32	3535	23.57	.248	3.040	9.240	.512	.198	1.567	.394
Valid N (listwise)	150												

Table 2 Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	X ^a	.	Enter
a. All requested variables entered.			
b. Dependent Variable: Y1			

Table 3 Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.307 ^a	.094	.088	2.903
a. Predictors: (Constant), X				
b. Dependent Variable: Y1				

Table 4 ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	129.430	1	129.430	15.356	.000 ^a
	Residual	1247.403	148	8.428		
	Total	1376.833	149			
a. Predictors: (Constant), X						
b. Dependent Variable: Y1						

Table 5 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.998	1.190		15.969	.000
	X	.337	.086	.307	3.919	.000
a. Dependent Variable: Y1						

Table 6 Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	X ^a	.	Enter
a. All requested variables entered.			
b. Dependent Variable: Y2			

Table 7 Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.094 ^a	.009	.002	6.884
a. Predictors: (Constant), X				
b. Dependent Variable: Y2				

Table 8 ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	62.798	1	62.798	1.325	.252 ^a
	Residual	7013.096	148	47.386		
	Total	7075.893	149			
a. Predictors: (Constant), X						
b. Dependent Variable: Y2						

Table 9 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	66.511	2.821		23.578	.000
	X	.235	.204	.094	1.151	.252
a. Dependent Variable: Y2						

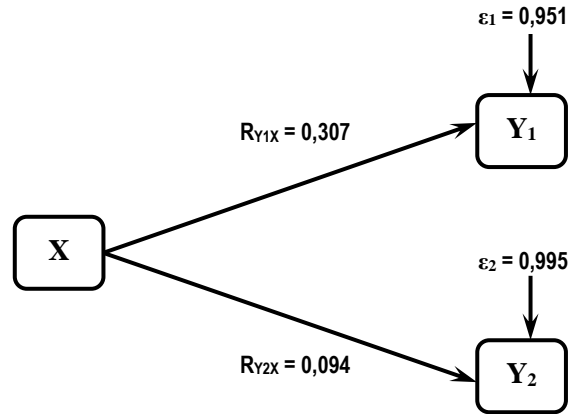


Figure 1 Overview of the Empirical Regression Model

3.2.3 Regression Equations

Referring to the previous description and explanation, the researcher uses two simple regression patterns, so the researcher will also describe two regression equations. The first regression equation explains X against Y1 and the second regression equation is X against Y2 (Gunawan, 2017). The first regression equation, based on the data analysis conducted by researchers, refers to the Coefficients (a) table, the constant value (β_0) is 18,998 and the variable coefficient value X (β_1) is 0.337. So that the regression equation is obtained as follows:

$$\hat{Y}_1 = 18,998 + 0,337X$$

A constant of 18,998 states that if there is an increase in the score of parental participation (X), then the score of implementing distance learning (PJJ) (Y1) is 18,998. A regression coefficient of 0.337 on the parental participation variable (X) states that each addition of one parental participation score (X) will provide an increase of 0.337 in distance learning scores (Y1). The second regression equation, based on the results of the analysis in the Coefficients (a) table, shows a constant value (β_0) of 66.511 and the coefficient value of variable X (β_1) of 0.235. So that the regression equation is obtained as follows:

$$\hat{Y}_2 = 66,511 + 0,235X$$

A constant of 66.511 states that if there is an increase in the score of parental participation (X), the student's independence score (Y2) is 66.511. The regression

coefficient of 0.235 on the parental participation variable (X) states that each addition of one parental participation score (X) will give an increase of 0.235 in the student's independence score (Y2).

3.2.4 Research Hypothesis Testing

The first hypothesis proposed states that there is a significant influence between parental participation (X) on distance learning (PJJ) (Y1) during the pandemic. The formula used to calculate how much influence parental participation (X) has on distance learning (PJJ) (Y1) is the t test formula. The results of the t test analysis obtained a significance value of 0.000. Based on the results of t test analysis using a significance level of 0.05, it can be seen that the significance value obtained is $0.000 < 0.05$. So that H_0 is rejected and H_a is not rejected (Riduwan and Kuncoro, 2007). This means that the hypothesis which states that there is a significant influence between parental participation (X) on distance learning (PJJ) (Y1) is not rejected. So, it can be concluded that there is a significant influence between parental participation (X) on distance learning (PJJ) (Y1).

The second hypothesis proposed states that there is a significant influence between parental participation (X) on the independence of students (Y2) during the pandemic. The formula used to calculate how much influence parental participation (X) has on the independence of students (Y2) is the t test formula. The results of the t test analysis obtained a significance value of 0.000. Based on the results of t test analysis using a significance level of 0.05, it can be seen that the significance value obtained is $0.000 < 0.05$. So that H_0 is rejected and H_a is not rejected (Riduwan and Kuncoro, 2007). This means that the hypothesis which states that there is a significant influence between parental participation (X) on the independence of students (Y2) is not rejected. So, it can be concluded that there is a significant influence between parental participation (X) on the independence of students (Y2).

3.2.5 Coefficient of Determination

Similar to the previous description, this study found two regression equations as well as the coefficient of determination (KD). Researchers get two coefficients of determination, the first is KD which explains the effect of X on Y1, and the second is KD which explains the effect of X on Y2.

$$\begin{aligned} \text{KD1} &= r^2 \times 100\% \\ &= (0.307)^2 \times 100\% \\ &= 9,424\% \end{aligned}$$

This means that the implementation of distance learning (PJJ) (Y1) 9,424% is determined by parental participation (X), through the regression equation $\hat{Y}_1 = 18.998 + 0.337X$. While the remaining 90.576% is determined by other variables not in the study. While KD2 is as follows.

$$\begin{aligned} \text{KD2} &= r^2 \times 100\% \\ &= (0.094)^2 \times 100\% \\ &= 0.883\% \end{aligned}$$

This means that the independence of students (Y2) 0.883% is determined by parental participation (X), through the regression equation $\hat{Y}_2 = 66.511 + 0.235X$. While the remaining 99,117% is determined by other variables not in the study.

4. DISCUSSION

This study found that there is a significant influence between parental participation on the implementation of distance learning (PJJ) during the current pandemic. This is in line with the opinion expressed by Kartono (1989) that the role of the family (parents) in guiding / guiding children includes providing learning facilities; provide motivation to children; provide supervision related to children's learning activities while at home, in this case during a pandemic, namely distance learning; parents supervise the use of study time; and parents monitor and help with learning difficulties experienced by children during learning.

Winingsih (2020) emphasized that parents have several roles during the process of implementing distance learning (learning from home) during the Covid-19 pandemic. Some of these roles include: (a) parents can act as teachers while at home where parents can provide guidance to children regarding the learning process that is being carried out; (b) parents can also act as facilitators while at home, namely by providing facilities and infrastructure to facilitate children while learning from home so as to minimize obstacles during the learning process; (c) parents can also act as motivators while at home, namely by providing encouragement and support as positively as possible to their children in carrying out the learning process from home during this pandemic so that children's enthusiasm for learning can be minimized; (d) and parents can be directors or directors when assisting children to learn from home. The overall role is fundamentally very influential so that the objectives of the distance learning process can be achieved and other goals in order to break the chain of the spread of Covid-19 can also be achieved according to common expectations.

As explained by Setijadi (2005) that distance education for children requires the help of their parents, especially a mother. The role of parents here can be in the form of helping to provide instructions for teaching materials and materials provided by the teacher to students. In addition to this, in the context of distance learning, parents of students who are academically capable can also contribute assistance to the school to participate in helping teachers provide teaching materials so that the implementation of PJJ can truly achieve targets effectively and efficiently because of the role of assistance from parents of students.

This study found that there is a significant influence between parental participation on the independence of students in the current pandemic. The results of this study

are in line with the conclusion expressed by Subarto (2020) that parents have a dominant influence on children in the distance learning process. This influence can be manifested in the distortion of the scheduling time of learning activities carried out at home, both structurally, in the division of tasks, and in the process of internalizing the norms and values obtained in learning. The role that has been carried out by the education unit (teacher) is currently switching functions in the family unit represented by parents.

Besides that, Subarto (2020) also explains that the role of parents is to make children have self-regulating as a form of students' independent attitude. The strategies that parents can do at home in forming self-regulating children include: parents and children discussing together in obeying the rules at home; parents provide behavioral guidelines to children so that children can always achieve achievements; parents help children to solve problems related to how to maintain relationships between students and teachers and between students; prepare and demonstrate concrete strategies in order to maintain learning abilities and how best to learn effectively at home and at school; and provide opportunities for children to try independently to do both easy and difficult tasks so that children can learn to manage their own abilities.

The results of research by Maryastuti (2015) concluded that there is a significant influence between the role of parents on children's learning independence so that here it can be interpreted that the role of parents while at home is very important in developing children's independence. This is also in line with the explanation from Hatimah (2016) that the implementation of education is a shared responsibility of several parties, namely the government, schools (teachers), and families (parents). Similar to the current pandemic, parents (families) are also responsible for the success of the implementation of distance education (PJJ) carried out by teachers and students so that the three components together in achieving the set learning goals.

Wiyani (2013) also emphasized that the supporting factors for the independence of students (children) are caused by 2 (two) factors, namely internal and external factors. The description is as follows: internal factors include physiological conditions and psychological conditions. While external factors include: the environment in which the child lives and grows, a sense of love and affection, parenting styles in the family, and experiences in life. Through this explanation, it can be seen that the independence of students (children) is influenced by a sense of love and affection as well as parenting styles in the family where they grow. This can happen because if parents give excessive love and affection coupled with the child not being trained to be independent from childhood, the child will feel afraid and the result is that the child will not be independent. This independence can also lead to children's learning patterns during the current pandemic at home.

Cahyati and Kusumah (2020) also emphasized the purpose of having PJJ during the pandemic (2020) in their research, that parents also agree that during the

implementation of PJJ parents are involved in assisting teachers in assisting children to do their schoolwork while at home even though some parents also have difficulty assisting students. However, it is felt that parents can increase the closeness of the relationship between themselves as parents and their sons / daughters because with this closeness parents can also see directly the development of their children's abilities in following the learning process from home.

5. CONCLUSION

The research conclusions obtained are: (a) there is a significant influence between parental participation on the implementation of distance learning (PJJ) during the pandemic in the coastal and mountainous areas of Malang Regency; (b) there is a significant influence between parental participation on the independence of students during the pandemic in the coastal and mountainous areas of Malang Regency; (c) implementation of distance learning (PJJ) (Y1) 9,424% is determined by parental participation (X) while the rest is influenced by other variables not in the study; (d) the independence of students (Y2) 0.883% is determined by parental participation (X), while the rest is influenced by other variables not in the study.

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