

The Role of the Family in Online Learning on Students' Motivation, Interest and Learning Achievement

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ABSTRACT

This research was motivated by conditions of achievement and the need to learn during dare, the lack of support and motivation given by parents during dare learning made students bored and bored when completing the assignments given by the teacher. Families have differences in viewing education based on the principles they adhere to. The role of parents, apart from raising them, is also to educate and accompany children in any matter, one of which is in dare learning, in dare learning parents act as teachers, facilitators, motivators and directors. The aim of this research is to reveal children's learning conditions and interests, the role of the family as facilitator, motivator and director while studying from home. This type of research uses qualitative research, namely descriptive analysis, where this research uses research full of theory and expert analysis. The data analyzed are the results of interviews, observations and documents using photographic evidence. The data analysis stages carried out were data reduction, data presentation, conclusions and data verification. The subjects of this research were 8 informants, 6 main informants and 2 supporting informants. The results of the research show that the condition of learning achievement is influenced by children's interest in learning, and the role of parents is based on the principles adopted by each family, parents do not fully play a direct role in guiding children in bold learning, as long as bold learning achievement is carried out by teachers and parents work together to determine the abilities and development of students' learning achievements, and based on the grades obtained by students, they are not in accordance with their supposed abilities, where children's learning achievements depend on the role of parents in them, so the role of parents who have ethnic differences greatly influences interest and children's learning achievements in determining children's learning success in learning that is carried out boldly.

KEYWORDS

family role; courage; motivation; learning achievement; interest

INTRODUCTION

Since the end of Corona Virus Disease (COVID-19) it has had many impacts in various fields. The education sector is one of the areas affected by the Corona virus which has ended, resulting in many students experiencing new habits in getting an education. The Corona virus initially required Work From Home (WFH), teachers and students were forced to be sent home to carry out their teaching and learning activities remotely or online.

The decline in student learning achievement can be seen in the results of all subjects taken from secondary data in the form of MID Semester scores, where the MID scores carried out using the classical system or carried out in person the results are very different from those carried out online (Dwi, 2020)

The distance and face-to-face learning that is carried out causes students to become less dynamic in conveying their goals and thoughts, resulting in tiring learning. A student who experiences boredom in learning will experience no progress in learning outcomes. Therefore, incentives are needed to encourage students to be enthusiastic about learning so that they can achieve learning achievements (Rimbarizki, 2017).

According to Winingsih (in Cahyati, 2020) there are four roles of parents during Distance Learning (PJJ), namely: 1) Parents have the role of teachers at home, where parents can guide their children in learning remotely from home; 2) Parents as facilitators, namely parents as facilities and infrastructure for their children in carrying out distance learning; 3) Parents as motivators, namely parents can provide encouragement and support to their children in carrying out learning, so that children have the enthusiasm to learn and achieve good achievements; and 4) Parents as influences or directors.

Learning from home is actually not easy to do, it is different from face-to-face learning. The most basic difference is of course that students cannot interact directly with teachers, and students cannot interact directly with their friends.

Winingsih's opinion regarding the role of parents as teachers at home, as facilitators, motivators and directors, not all of these roles are not carried out well. Each region in Indonesia certainly has its own diversity and characteristics, based on different cultural backgrounds, of course each parent will provide a different parenting pattern.

The results of the author's observations in the field, parents have not fully guided their children during the learning process, with the habits and background of parents being neglectful of children's education, many parents who do not understand children's material based on the current curriculum, parents being busy as workers, lack of schedule arrangements between children and parents which create irregularities in children's learning schedules at home and homework. Some parents do work outside the home using facilities that take turns with their children, causing some children to be hampered in learning activities due to the lack of facilities such as cellphones, computers or laptops as a means of supporting the continuity of this online learning, and also parents who work at their workplace, on the other hand there are people The parent (mother) is at home as a housewife but neglects to guide her child, which means the child is not directly controlled when the learning process takes place online. Mothers and fathers should act as teachers, motivators, facilitators and directors for children.

When getting some information about the basic difficulties they encounter while concentrating from home, 38% of students said they needed direction from an educator while 35% referred to helpless internet access. If distance learning takes place, most (62%) say they will need help with internet quota (Unicef, 2020).

This change in learning requires educators and parents to be ready to work together and willing to learn new things. Realizing that students are the future successors of the nation, teachers and parents are expected to be able to make efforts to improve this condition. This is due to the high demands placed on teacher performance in preparing students to become reliable human resources in the future. Teachers are also required to be able to plan learning to be more effective and able to direct students to understand lesson material more deeply online, therefore the role of the family in learning has a very important and strategic role in achieving the learning goals to be achieved. It is hoped that implementing learning from home that involves the family in the learning process will be able to raise enthusiasm and interest in learning and will improve children's learning achievements.

RESEARCH METHODS

This type of research uses descriptive study research with a qualitative approach, because problems related to humans fundamentally depend on observation. This research aims to determine the role of the family in online learning on the motivation, interest and learning achievement of students in grades IV and V at SDS Amir Hamzah 2022/2023. In qualitative research, the term population is not used, but Spradly calls it "social situation" or a social situation consisting of three elements, namely: place, actors and activity which interact synergistically.

In this qualitative research, the subjects in this research were informants from the families of students in grades IV and V, totaling 6 families (parents), 2 teachers in grades IV and V. The parents who will be used as research subjects are taken from the students' parents. 1 each for children who excel in grades IV and V, parents of students whose children do not achieve (intermediate) in grades IV and V 1 each, and parents of students whose children are below average in grades IV and V each. 1 parent of each student.

In this research, the author used a data collection design that can be carried out by interview, observation, and a combination of the three (Sugiyono, 2017). (Indrawan, 2016) said, data and information collection techniques commonly used in qualitative approaches are observation, in-depth interviews, documentation studies, focus group discussions (FGD), participatory.

The data analysis technique used is to use various data collection techniques (triangulation), and is carried out continuously until the data is saturated (Sugiyono, 2017).

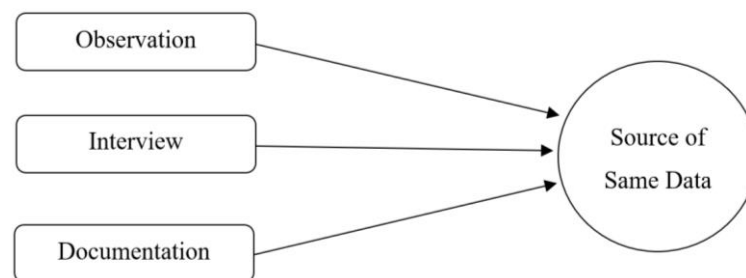


Figure 1. Triangulation Technique

Source: (Sugiyono, 2013)

Source triangulation means that researchers obtain data from several different sources using the same technique.

RESULTS AND DISCUSSION

Learning Achievement Conditions

"What are the interests and conditions of student learning achievement during the online learning process that you are guiding directly?"

Sample of one of the contents of a respondent's interview;

Mrs. Okty Irayani, S. Pd (parent of Thoriq Rasya Bayhaqi, class IV student) stated:
"Thank God, Thoriq is a child who excels as seen from his learning results, and his strong will to continue participating in the online learning process from home. The online learning process makes Thoriq not enthusiastic about school because he doesn't meet his friends at school."

So, from the explanation of the answers, each parent of the student experienced difficulties in starting online lessons. This was conveyed regarding the interests and conditions of children's learning achievements as long as they were directly guiding them in online learning. It can be concluded that parents of students rely on the results of each child's final assessment to find out the learning achievements obtained, where several parents said that the assessment was carried out. The teacher is not a pure judge, because the students' parents teach their children at home and look for answers together from the assignments the teacher gives, automatically for every assignment the teacher sends, the children's answers are all declared correct, because the children complete the assignments together with their parents. Judging from children's interest while online, parents have tried to increase children's interest by providing motivation, but it does not rule out the possibility that children will still feel bored and bored, due to the infrequent meetings between teachers and friends at school.

Based on the results of the end of semester assessment, students in grades IV and V from semester 1 to semester 2 are clearly visible based on the order taken, namely children who excel, children who have medium abilities and children who have below average abilities, based on the grades obtained. What is obtained is a score that is not in accordance with the ability that should be, the teacher is the main actor when teaching and learning in the classroom, wanting learning success to be achieved, the teacher tries to give a good score to his students, which is not the original or actual score if each child's ability is tested.

As a Facilitator and Motivator

"What changes does the child's attitude change after you give him direction and motivate him while studying?"

Irana Citra (parent of Muhammad Joevan F.A, fifth grade student) stated:
"Be more enthusiastic when studying online"

So from the presentation of the answers of each parent, the students conveyed the change in the child's attitude after being given direction and motivation by the parents while studying, namely that the child was more enthusiastic and experienced changes for the better than before.

"What motivation do you give your children in online learning!"

Mrs. Okty Irayani, S. Pd (parent of Thoriq Rasya Bayhaqi, class IV student) stated:
"Usually their father and I agree that if we want to give children motivation, we don't have to be lured by prizes, we just provide an understanding and understanding of why they have to study hard and have to complete assignments on time, we instill the value of responsibility in children, what have we done? if it is carried out, it must be held accountable, just like school, even if it is carried out online or not, if it has been carried out then it must be completed. Our aim is to provide such motivation and not to make other promises in the form of getting a reward if you have done a job, but rather to instill moral values in the child because not everything we do must be rewarded in the form of prizes etc."

So, from the explanation of the answers, each student's parents conveyed how they motivate their children in online learning, namely by encouraging, accompanying and there

are parents who give rewards to children and to parents of students who adhere to the principle of not giving gifts to children but given explanation and understanding.

"During online learning, what facilities have you provided to make this learning a success? Why are learning facilities so important during online learning?"

Mrs. Okty Irayani, S. Pd (parent of Thoriq Rasya Bayhaqi, class IV student) stated:

"The facilities we provide are the necessities needed to support children's learning process, such as providing cellphones, providing laptops if needed and providing other supporting facilities such as children's study quotas and children's study tables.

Learning facilities are very important because the availability of supporting facilities and infrastructure will ensure the implementation and success of the online learning process. "Apart from all that, as a teacher who also teaches, I need a cellphone as a means of teaching, so my children have to take turns with me, so I haven't fully provided the children with facilities, due to the lack of facilities available when learning online."

So, from the presentation of the answers, each student's parents conveyed the facilities they have provided to make online learning a success and their responses regarding why learning facilities are very important during online learning, namely parents providing cellphones with study quota, laptops if needed, providing study table equipment. and other stationery. And said that learning facilities are very important to support the implementation of online learning as expected.

"What do you do if your signal or internet package disappears during your child's online learning process?"

Mrs. Okty Irayani, S. Pd (parent of Thoriq Rasya Bayhaqi, class IV student) stated:

"I will call the teacher directly on my cell phone if there is a problem with the internet signal disappearing and after that I try to use another internet package, and because I usually bring my cellphone to school, my child has never experienced something like that. If I picket then I don't have anyone to accompany my child, if I don't picket then I accompany them directly in the child's learning process from home. I picket at school twice a week sharing duties and taking turns with other teachers. "

So, from the explanation of the answers each student's parents convey when the signal or internet package disappears during the child's online learning process, it can be concluded that the student's parents first contact the teacher via regular telephone, buy an internet quota with another network, move to another place to look for a signal.

As a Teacher and Director

"How do you direct your children to participate in online learning?"

Mrs. Okty Irayani, S. Pd (parent of Thoriq Rasya Bayhaqi, class IV student) stated:

"Thank God, my child already knows what obligations and routines he has to carry out every day, especially when it comes to school, he always prioritizes school in any

condition, at most I just remind him in the morning and encourage him if sometimes his child is in a bad mood, especially during the online learning process, sometimes children get bored and tired of doing the same thing over and over again. “

Diana Rahadianty (parent of Elya Zatayumni Lubis, grade IV student) stated:

"I just told the children that online class learning would start soon, even though it was sometimes chaotic, at that time he was getting ready to provide textbooks according to that day's roster."

So, from the explanation of the answers of each student's parents, they conveyed how they directed their children to participate in online learning, namely parents gave them encouragement, accompanied their children and reminded them that online learning activities would start.

“What will you do if your child does not follow your directions?”

Mrs. Okty Irayani, S. Pd (parent of Thoriq Rasya Bayhaqi, class IV student) stated:

“As a parent, the first thing I do is give advice, and ask what makes him not listen, so I said that if you can't give him more direction, it means you are already able to fulfill your own life needs, so please feel free to do whatever you like whether you want to learn or not. , so children will think twice about wanting to listen to their parents' instructions and secondly I give them firmness, for example, if you don't want to learn, please choose what you want to be, because everyone needs to learn, even if it's just being a repairman. "So my father and I always discuss children's education, in guiding and directing children so that there are no differences between parents in education."

So from the explanation of the answers each parent, the student conveys when the child does not follow their directions, namely by giving advice to the child, being firm with the child, motivating the child and asking the child why the child does not want to listen to the directions they give.

“How do you guide students online! Are you able to help your child complete the assignments given by school?”

Mrs. Okty Irayani, S. Pd (parent of Thoriq Rasya Bayhaqi, class IV student) stated:

"I sometimes guide my child directly, and sometimes I don't directly guide him, usually if I don't directly guide him because I'm on picket duty at school or I'm taking care of housework in the kitchen, usually when I'm in the kitchen, my child just gives him a cell phone. and learn by yourself, I order you if there is something you don't understand, call me umi, that's what I say, so I believe that my child is able to handle himself in this learning process, if I picket then I bring my cellphone and my child learns after I come home from school , if I'm in the kitchen, usually before starting the online class I have directed him so that later if there is something that has been explained by the teacher and you don't understand it, then you can open YouTube or Google as a source to get the information you need, and when I have completing the assignment in the kitchen, I rushed

to check the assignment again, and I will explain again if there is a mistake in completing the assignment given by the teacher.”

So from the explanation of the answers each student's parents convey regarding how to guide students online and whether student parents are able to help their children complete assignments, it can be concluded that not all student parents can guide their children directly when studying online because they go to work and are not all parents of students are able to complete the assignments given by the teacher in online learning, in terms of the material provided by the teacher is not the same as the material they used at school in the past, so some parents of students are looking for solutions to help complete their children's assignments given by the teacher via the education platform such as the teacher's room and other applications besides asking the teacher, namely using YouTube or Google.

“How do you help your child understand the material provided at school?”

Mrs. Okty Irayani, S. Pd (parent of Thoriq Rasya Bayhaqi, a grade IV student) stated: "I help to teach it directly so that the child understands the material given by the teacher. “

So, from the presentation of the answers of each student's parents regarding how they help their children to understand the material provided at school, it can be concluded that on average the students' parents answered that they teach but do not guide and guide and teach their children directly.

“What will you do when your child's online learning process begins, but homework also has to be completed? How do you divide your time for your child's homework and online learning?”

Mrs. Okty Irayani, S. Pd (parent of Thoriq Rasya Bayhaqi, class IV student) stated:

"Thank God, my son, Ananda Thoriq, is independent in his studies, sometimes he can complete his assignments on his own without any guidance from me, so that means I as a mother don't always give up, no? I also have to monitor the extent to which he learns and I also see the results of his work, as I said before, I equip him first when I have work in the kitchen, I give him a cellphone to complete his own tasks, if there is something he doesn't know, that's fine. Look for other references from Google, Teacher's Room or YouTube. After I finish in the kitchen I will go back to see the results of his work”.

So from the presentation of the answers of each student's parents regarding what they did when the child's online learning process began, but homework also had to be completed and how to divide time for homework and children's online learning, it can be concluded that the students' parents said that their children There is no need to be accompanied when studying online if the material provided by the teacher can be completed by the child himself, it is different if there is difficult material then parents accompany them, and also parents who are overwhelmed in time management and parents of students who can manage time and Prioritize children's learning first, after the children's learning activities are finished, the students' parents will continue with their homework.

The following questions will be asked to supporting informants with the following explanation:

“How to implement online learning at SDS Amir Hamzah?”

Mrs. Purweny, S. Pd (class V homeroom teacher) said:

“Distance or online learning is carried out with the help of the WhatsApp application as a communication medium between teachers and students. Materials and assignments are sent via WhatsApp Group to make the online learning process easier and also use YouTube as a medium for providing insight and inspiration when children are learning”.

So, from the explanation of the answers from class IV and V teachers, it can be concluded that the application of online learning at SDS Amir Hamzah is only limited to using the help of the WhatsApp Group application which is said to be easier and more efficient to use and YouTube as inspiration for looking for learning videos aimed at achieving the learning objectives as stated. expected.

“How do you assess student learning achievement in cognitive, affective and psychomotor aspects during online learning?”

Mrs. Purweny, S. Pd (class V homeroom teacher) said:

"Currently, students' learning achievements cannot be monitored directly, therefore, as a teacher, I work together with parents to find out the development of children's learning outcomes while at home."

So, from the explanation of the answers from class IV and V teachers, it can be concluded that the assessment of learning achievement carried out by teachers in online learning means that teachers and parents work together to determine the abilities and development of children's learning outcomes.

“What efforts do teachers make to increase interest and motivation to learn in online learning activities?”

Mrs. Purweny, S. Pd (class V homeroom teacher) said:

We as teachers really try as much as possible to increase children's interest in learning every day, by first doing a quiz when studying online or even video calling several students in turn and dividing them into several groups to sing together and ask how each other is doing. children, and send interesting learning videos so that children are enthusiastic about not getting bored and bored while learning.

So from the explanation of the answers from class IV and V teachers, it can be concluded that the efforts made by teachers to increase interest and motivation to learn in online learning activities are that teachers do their best to make learning interesting by providing motivation, singing together, making and sending learning videos. What's interesting is making a quiz which is done via voice notes from the WhatsA group application.

During online learning activities, parents have played a role in accompanying their children in learning.

Mrs. Purweny, S. Pd (class V homeroom teacher) said:

"So far, parents have not fully guided their children when studying online, it is clear from morning activities such as taking attendance, there are some students who are not absent, and students whose whereabouts and news are unknown, can even just disappear, there are students who after being absent not taking part in the next lesson, such as when the teacher makes a quiz in the group, only a few students actively take the quiz the teacher gives, the rest only see the message and don't even see the message the teacher sends to the group at all, from these things I as a teacher can see clearly indirectly, which children are guided by their parents and which are not. even though parents are really needed for the implementation of online learning and the achievement of the expected learning. "

So, from the explanation of the answers from class IV and V teachers, it can be concluded that parents do not fully play a role in educating children.

What roles have parents given to their children during online learning activities?

Mrs. Purweny, S. Pd (class V homeroom teacher) said:

"In this online learning, parents play a very important role, namely as teachers, as guides for children when studying, and also providing the facilities needed for children to continue online learning. When I see that basically not all parents do not play a full role in accompanying children, there are some parents who work in the morning come home in the afternoon and the cell phone used by the child is also used by the mother, which ultimately makes it difficult for the child to learn. "

So from the explanation of the answers from class IV and V teachers, it can be concluded that the roles that parents have given to their children during online learning activities are parents as teachers teaching and accompanying children, parents acting as facilitators, parents acting as directing children in online learning.

Conditions of Student Achievement and Learning Interest in Online Learning

Conditions of Student Achievement and Interest in Learning

The condition of learning achievement is influenced by children's interest in learning, based on the results of observations of students' final assessments, and interviews with class IV and V teachers. It is said that the assessment of learning achievement carried out by teachers in online learning is that teachers and parents work together to determine abilities and development of achievement. children's learning, and looking at the results of the final semester assessment, students in grades IV and V from semester 1 to semester 2 are clearly visible based on the order taken, namely children who excel, children who have medium abilities and children who have below average abilities. , based on the value obtained above, it is a value that is not in accordance with the ability that should be, the teacher is the main actor when teaching and learning in the classroom, wanting learning success to be achieved, the teacher tries to give good grades to his students, which is not a genuine or true value if The abilities of each child are tested.

Efforts that teachers make to increase interest and motivation to learn in online learning activities are that teachers do their best to make learning interesting by providing motivation, singing together, making and sending interesting learning videos, making quizzes conducted via Voice Note from the WhatsA application grub.

The interests and conditions of children's learning achievements as long as parents directly guide them in online learning, parents of students rely on the results of each child's

final assessment to find out their learning achievements, where some parents say that the assessment carried out by teachers is not a proper assessment. not pure, because the students' parents teach their children at home and look for answers together from the assignments the teacher gives, automatically for every assignment the teacher sends, the children's answers are all declared correct, because the children complete the assignments together with their parents. Judging from children's interest while online, parents have tried to increase children's interest by providing motivation, but it does not rule out the possibility that children will still feel bored and bored, due to the infrequent meetings between teachers and friends at school.

This is in accordance with Syafari (2021) research in online learning where students experience more difficulties in learning. Children's learning achievements are difficult to monitor directly by teachers. Implementing effective and efficient learning methods in online learning will influence good learning achievement. There are other factors, namely external factors, namely the family which has a big influence on children's learning achievement.

According to Yunita (2020) research, it shows that online learning has a big influence on students' interest in learning, students feel bored because they don't meet their friends and teachers directly. The way to foster interest in learning in students is by providing learning motivations to students with positive words and building students in learning conditions. You can also pay attention to students during online learning.

And reinforced by research conducted by Bokayev (2021) online learning has a big influence on student learning achievement, both from the cognitive aspect, affective aspect and psychomotor aspect. Learning that is carried out remotely without direct interaction means that external factors, namely parents, have a big influence on children's learning. Another factor is the effective and efficient way students learn. Students who apply this learning method to online learning have a better impact on their learning achievement.

Teachers are one of the important actors in online learning, without teachers online learning will not be implemented, teachers are required to create a cool and enjoyable learning atmosphere during the teaching and learning process, the same as implementing online learning from home, teachers must create an atmosphere for online learning from home to make learning fun and interesting, then the way teachers foster interest and motivation in online learning in students is based on the results of interviews conducted by researchers with class IV and V teachers, namely, teachers try to create an interesting and unsaturated learning atmosphere and do as much as possible to create interesting learning by providing motivation, singing together, creating and sending interesting learning videos, making quizzes conducted via voice notes from the WhatsApp group application.

This is in accordance with research (Bokayev, 2020) in the journal which emphasizes that the teacher's ability to create quality learning and teaching content online has become an important component that determines the level of education implementation, the ability to coordinate distance/online learning well, teachers providing educational content quality, creating and enabling environment for access to distance/online learning and other factors have determined the actual level and public perception of the government's readiness to conduct distance/online learning.

This is reinforced by researchers (Garbe, A., Ogurlu, U., Logan, N., & Cook, P., 2020), stating that distance learning will require teachers to understand the conditions parents experience when working to meet family needs, an interactive, flexible and supportive online learning environment has the capacity to fight social isolation and increase attendance. social, however, teachers need ongoing support to learn how to do it and maintain the practice.

In other research, namely that conducted by researchers by Chusna (2020), it shows that teachers always provide motivation, give assignments that are tailored to their abilities and never force each assignment. Provide full guidance if required by parents. This is also done by the students' parents who actively accompany and guide them in doing their assignments. However, remain disciplined to the maximum according to the teacher's instructions.

The Role of the Family as a Facilitator and Motivator in Online Learning

Parents as Facilitators

Based on the results of interviews regarding the role of parents as facilitators conducted with the six subjects above, researchers found that not all of them carried out the role of parents as facilitators in online learning because what is needed in online learning is a smartphone or cellphone, textbooks and an internet network. As a result of interviews and observations, researchers found that the role of parents as facilitators is to facilitate children's needs in carrying out online learning. This is proven by the results of interviews with parents of students from Ananda M. Joevan F A that he has provided a cellphone to view assignments, a study quota to open assignments and books as other means. And several subjects stated that the provision of facilities such as cellphones is not fully owned by the child, but rather the cellphone is shared between parents and children, so when children are learning or completing assignments given by the teacher, waiting for the parents to go home from work, this means that the role of parents as facilitators is not appropriate. children's needs in carrying out online learning.

This is in accordance with the results of research by Chusna (2020) who said that apart from inadequate facilities and infrastructure, they complained about the additional costs of purchasing internet quota, signals that were not supportive, children at home got bored quickly and misused them when using Android cellphones.

This is also reinforced by the results of research by Bokayev (2021) in his journal which confirms that distance/online learning reveals many problems associated with implementing this model on a large scale, which is further reflected in the level of parental satisfaction. Internet speed, student access to the Internet and technology resources.

Parents as Motivators

The purpose of parents acting as motivators is that parents create motivation for children to be more enthusiastic about doing online learning. One of the main tasks of parents is to provide motivation so that children can unleash their potential through their own efforts. Parents are the figures closest to their children and of course children think that parents know what they are experiencing. Providing encouragement can be one of parents' efforts to motivate children.

Based on the results of interviews with statements from students' parents, it was concluded that the motivation given to children was that even though they were studying online, they still had to study because knowledge was important. So that children are enthusiastic about learning, sometimes they give rewards so that they are enthusiastic and more motivated to learn online.

This is confirmed by research from (Adevita, 2021). The findings show that (1) parents' efforts to foster children's learning motivation are not only carried out by facilitating all children's learning needs and simply providing verbal support, or by applying appreciation and punishment, but rather by providing The motivation itself is through accompanying children when studying online, always being willing to help and not scold if the child encounters difficulties in the learning process, providing comfort and a sense of security to

the child, building a harmonious relationship with the child, being a model that the child can emulate, and establishing good communication. consistent with the teacher. (2) less involvement of children in the learning process is a factor causing reduced children's learning motivation.

Meanwhile, children's learning motivation increases as evidenced by interest in certain lessons, presentation of material and learning strategies based on discussions and activities; time, atmosphere and learning environment factors; have the desire to be the best with or without awards; and warm support from parents also have a big influence on increasing children's learning motivation. (3) the implementation of online learning on the part of parents is considered not effective enough, but there are also parents who feel helped by the implementation of online learning. The existence of weaknesses in online learning provides awareness to build coordination between parents and teachers to increase children's learning motivation.

The Role of Parents as Teachers and Directors in Online Learning

The Role of Parents as Teachers at Home

Guidance needs to be given in online learning if children experience difficulties with the material. The absence of teachers in online learning means that parents inevitably have a dual role. Namely as parents themselves as well as being mentors and educators. In online learning, children often experience difficulties in understanding the material. Because each child's level of understanding is different and parents know better when their child is experiencing difficulties. Seeing this, of course parents have a role and obligation as mentors and educators.

From the results of interviews and observations, researchers found that parents play the role of teachers in online learning. Researchers can draw several conclusions that four out of six parent subjects have given their time to accompany their children as teachers, such as providing assistance to their children while they are learning online, telling them what they want. don't understand, and teaches children to learn if the child gets assignments from the WhatsApp group and carries them out optimally as a teacher or companion at home.

There were also two parent subjects who found it difficult to accompany their children at home because they did not have a background as a teacher who could easily teach their children. Then, based on the results of the researcher's observations before carrying out the interview, regarding the role of parents as teachers, there were four subjects who had fulfilled their role as companions, teaching children at home, telling children what they still did not understand. and there were two parents who felt reluctant when doing online learning because the parents could not explain and spend more time with their children because the parents worked outside the home, the parents quickly ordered their children to do it.

This is in accordance with research results from (Mayyustita 2021) that the role of parents in being involved in their children's education is influenced by a number of factors including their views about the role of parents regarding involvement in education, their sense of success in helping their children. success at school and also the role of parents in guiding online learning has an influence on children. The obstacles faced by parents do not make parents give up in accompanying their children to study, parents will look for solutions to the problems they face well, and with parents participating in guiding their children's online learning which is done at home.

Strengthened by the results of research conducted (Ubaidillah, 2021) in his journal, it shows that learning activities require assistance from parents. Students who receive attention and assistance from their families are always on time in submitting assignments and their

learning achievements increase. Meanwhile, students who receive less attention and assistance from their families tend to have lower learning achievements.

The Role of Parents as Directors

Parents can act as directors or influences, while influence means the power that arises from something (person or object) which helps shape a person's character, beliefs or actions. The purpose of parents as an influence is that parents give freedom to children, especially in developing children's interests and talents.

As directors, parents must be able to influence their children to want to take part in online learning. Based on the results of interviews that researchers found, every parent will do the best for their child, especially in making their home environment as comfortable as possible in carrying out online learning activities. This can be seen from the results of the statements of the six parent subjects who gave directions for carrying out learning or doing assignments and guidance not to play with cellphones while studying, such as playing games and playing social media, parents gave them the freedom to do things they like at home, such as reading novels, short stories, watching YouTube, TV but always supervised by parents.

As for the results of the observations made, when observing parents more often discuss and provide understanding to their children and make the child's learning environment comfortable.

CONCLUSION

Based on the results of the research and discussion presented in the previous chapter and the author has conducted research to obtain the data obtained, relating to the role of the family in online learning on the motivation, interest and learning achievement of class IV and class V students at SDS Amir Hamzah, then researchers can conclude that:

The condition of learning achievement is influenced by children's interest in learning, the assessment of learning achievement carried out by teachers in online learning, namely teachers and parents working together to determine the abilities and development of children's learning achievements, and seeing the results of the end of semester assessment, for students in grades IV and V from semester 1 to semester 2 is clearly visible based on the order taken, namely children who excel, children who have average abilities and children who have abilities below average, based on the grades obtained by students in the final assessment, they are grades that do not correspond to their supposed abilities, The teacher is the main actor when teaching and learning in the classroom. In order to achieve learning success, the teacher tries to give good grades to his students, which are not genuine or true grades if each child's abilities are tested.

The role of parents in accompanying children in online learning is that parents act as teachers, facilitators, motivators and directors. Parents in educating children cannot be separated from the habits, culture and principles that have been held so far, family differences based on ethnicity and lineage in educating children at home and viewing education are very different, these differences create different learning outcomes for each child, which is in accordance with the principle. So the author can conclude that children's motivation, interest and learning achievement are influenced by the habits, culture and life principles adopted by each family.

In online learning, parents as teachers accompany children in studying at home, teaching children if there are difficulties in completing assignments. Parents as motivators provide advice and motivation to their children in the form of encouraging them and even giving gifts so that children do not get bored or bored when carrying out online learning. Parents as facilitators are parents who facilitate their children's needs from textbooks, internet quota,

smartphones to laptops. Parents as directors are parents who can make their home environment enthusiastic and enjoyable in fostering children's interest in learning. In online learning, students' achievement conditions and interest in learning are determined by the role of parents who guide them directly from home, apart from being educators, parents also act as handlers of all children's needs when studying online.

Judging from the results of research conducted by researchers on the role of parents in online learning, parents do not fully play a direct role in guiding children, of the six research subjects only 4 subjects guided their children directly, and there were 2 subjects who did not provide children's learning facilities, such as providing smartphones etc., in this case it can be seen that the role of parents who have ethnic differences greatly influences children's interest and learning achievement in determining children's learning success in online learning.

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