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The Level of Parents' Motivation in Helping Elementary School Children during Online Learning at Home; Case Studies in Indonesia and the Philippines

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Abstract

The Covid-19 pandemic has affected various aspects of life, including education. For this reason, it is necessary for parents and students to work together to optimize the online learning process at home. This study aims to determine the self-efficacy of parents when helping elementary school children in doing online learning at home. This research is qualitative research approach with a descriptive quantitative analysis. The data collection method used a self-assessment questionnaire. The sample of this study was 150 parents of elementary school students, with various backgrounds and different school origins. Data were analyzed using percentage calculations. The scores were categorized by the scale and then described. The results of this study show that on average the parents of elementary school students, both in Indonesia and in the Philippines, have good motivation to help children learn from home. This can be seen from the data that the average motivation level of parents is in the good category (80.62%)

Keywords: *motivation, online learning, parents, self-efficacy.*

Abstrak

Pandemi Covid-19 telah mempengaruhi berbagai aspek kehidupan, termasuk pendidikan. Untuk itu diperlukan kerjasama orang tua dan siswa untuk membantu mengoptimalkan proses pembelajaran online di rumah. Penelitian ini bertujuan untuk mengetahui efikasi diri orang tua dalam membantu anak sekolah dasar dalam melakukan pembelajaran online di rumah. Penelitian ini merupakan penelitian kualitatif dengan pendekatan analisis deskriptif kualitatif. Metode pengumpulan data menggunakan angket self-assessment. Sampel penelitian ini adalah 75 orang tua siswa sekolah dasar, dengan berbagai latar belakang dan asal sekolah yang berbeda. Data dianalisis dengan menggunakan perhitungan persentase. Skor dikategorikan berdasarkan skala kemudian dideskripsikan. Hasil penelitian ini menunjukkan bahwa rata-rata orang tua siswa SD baik di Indonesia maupun di Filipina memiliki motivasi yang baik untuk membantu anak belajar dari rumah. Hal ini terlihat dari data bahwa rata-rata tingkat motivasi orang tua sebesar berada dalam kategori baik (80,62%).

Kata kunci: *motivasi, pembelajaran online, orang tua, self-efikasi.*

INTRODUCTION

The Covid-19 pandemic has changed the way people live. This change has impacted on various aspects of life including economics, education, social, and culture. Social distancing policies, usually called physical distancing, have been issued to minimize the spread of Covid-19 (Abidah, et al., 2020). Such policies aimed at slowing down the spread of the Corona virus in the community. In the field of education, The Ministry of Education and Culture issued policies in response to the Covid-19 situation. The policies included learning from home through online learning and the abolition of the national examination. In Philippine, Philippine Education (DepEd) has issued policy directives to address the health emergency in relation to teaching and learning by paying attention to all parties related to stakeholders. Learning activities in the Philippines will be adjusted to the conditions of the areas affected by the pandemic. Attention is also given to the distance learning system and mechanism that will be carried out (Ancho, 2021).

All affected countries have tried to make the best policies in maintaining the sustainability of education services. Indonesia faces several challenges that must be immediately resolved: (1) technological disparities between schools in big cities and regions, (2) limited teacher competence in the use of learning applications, (3) limited resources for the use of educational technology such as internet and quotas, (4) the relationship between teacher-student-parents in online learning is not yet integral. The use of appropriate learning methods and the supportive attitude of teachers in managing the teaching and learning process are very much needed in the learning from home (BDR) program. Such aspects are necessary for distance learning during the Covid-19 emergency period (Kurniasari, Pribowo, & Putra,

2020). Even so, teachers, academics and lecturers still try to use digital platforms as a learning tool (Febrianto, Mas'udah, & Megasari, 2020).

The implementation of the physical distancing policy, which become the basis for the learning from home program, often surprises educators, students, and parents (Aini, et al., 2020). In the Indonesia's education system, the teaching and learning process with a support of information technology has been implemented in the last few years. Online learning are supported by technology using internet facilities, so that need to collaborations with parties who can provide the technology of online learning are necessary (Adedoyin & Soykan, 2020). However, such online learning has surprised almost all lines, whether in districts, cities or provinces. The Covid-19 situation requires everyone to limit direct interactions in all aspects of life, including the education aspect. The Covid-19 pandemic causes the learning process to take place online. The online learning is carried out to address the knowledge gap of online education during a pandemic. Therefore, online learning is an appropriate way to be used during the pandemic (Dinh & Nguyen, 2020).

During the pandemic, adaptation is needed both by teachers and students in the process of learning so that learning can continue. The government through the Ministry of Education and Culture issued Circular Letter Number 4 of 2020 concerning the implementation of education policies in the emergency period for the spread of Covid-19. The learning process during the Covid-19 pandemic is carried out through distance learning. Distance learning is a modification of the learning process carried out at home to reduce the interaction between teachers and students.

This learning process aims to provide meaningful learning experiences for students. The focus is on life skills education in dealing with the Covid-19 pandemic. The Covid-19 pandemic has also changed the habits of the society. The potential for high transmission in the crowd has stopped a number of social activities including teaching and learning activities in schools. In an effort to avoid the emergence the spread of Covid-19 in schools, the government has shifted from face-to-face learning to distance (online) learning. In online learning, the main requirement is a computer (network) (Dhawan, 2020; Garbe et al., 2020). It is a kind of face-to-face learning without meeting directly between students and teachers (Arifuddin, Turmudi, & Rokhmah, 2021). The effectiveness of face-to-face learning without direct meeting can increase the use of Information and Communication Technology (ICT)-based learning (Basantia, 2018). Students and teachers can carry out the teaching and learning process from their homes. However, online learning will be more challenging in its implementation (Aprinastuti, 2021).

Learning objectives must be achieved by demanding teachers to be creative and create a good learning atmosphere (Priatna & Rahman, 2021). According to Hidayah (2020), online learning is a modification and the latest part of distance learning. To achieve learning objectives, we need to take a holistic perspective on online teaching and learning (Hofer, Nistor, & Scheibenzuber, 2021). However, school activities at home is certainly not easy since school is the most conducive place for learning. To provide comfortable situation while studying at home, adjustments need to be made. The basic need for a student studying at home is a support from parents. Basically, the more parents give attention to their children during the study at home, the greater the children will achieve success in learning (Veronika, Setiawan, & Fazriyah, 2021). This can be a motivation for parents to help their children learn. Learning motivation is a change in energy that involves feelings and reactions to achieve goals (Sardiman, 2011). One form of parental motivation in accompanying children to study at home is the belief from parents that they are able to help children study at home.

Studies conducted by Fauzi and Sastra Khusuma (2020) highlights the perception of elementary school teachers towards online learning, where the results of the research show that elementary school teachers are able to understand the context of online learning, although in practice there are few obstacles. Furthermore, Wei and Chou (2020) examined students' perceptions and readiness in online learning. The results of his research revealed that students' perceptions and readiness had a positive effect on performance in online learning. While, Purwanto et al. (2020) examined the obstacles of teachers and students in implementing online learning, including teachers and students have not fully mastered technology in online learning.

Our study focuses more on the self-efficacy of parents in helping online learning at home. This study also sheds light on the condition of the children, the way online learning is carried out, and the motivational factors of parents in helping children learn at home. Teaching and learning activities carried out online require good cooperation between students, teachers, and parents (Nurasiah & Solehuddin, 2020). For this reason, the role of parents as teachers when children learn at home is pivotal. This study shows the level of parents' motivation in educating and helping children in online learning at home. This study also casts light on the factors that influence the motivation of parents in helping children study at home. Exploring the parents' satisfaction with online learning that affects their educational involvement behavior is necessary to inform ways to enhance online teaching practices (Lau, Li, & Lee, 2021). This study looks at how the learning process is carried out in Indonesia and Philippines. In addition, the study investigates the level of self-efficacy of parents in helping

children study at home. The purpose of this research is to shed light on the self-efficacy of parents in Indonesia and the Philippines in helping their children study at home. In addition, this study can provide information on how parents can help their children study at home for developing high self-efficacy.

METHODS

This study employed qualitative approach with a descriptive quantitative analysis. The data were collected using the survey method. According to Sugiyono (2014), the survey method is used to obtain data from certain natural places (not artificial), but researchers carry out treatments in data collection, for example by distributing questionnaires, tests, structured interviews and so on (treatment is not like in experiments). The data obtained were then described based on the percentage results.

The research was carried out at the Philippines and Indonesia. The population of this study was the parents of basic education students in Palembang and Manila. The sample used in this study was the parents of students who have children of elementary school age. The various characters were identified with the given parental identities such as age, occupation, and age of elementary school students. This study involved 75 parents of elementary education students in Palembang, Indonesia and 75 parents of elementary education students in Manila, Philippines as research respondents.

The research instruments were developed to obtain information about the motivation of parents in helping elementary school children study at home. In this study, questionnaires were used to obtain this data. The questionnaires were given to parents of basic education students through the Google form. In addition, interviews and observations were made to strengthen the data obtained. The questionnaires were analysed using percentages and categorized in terms of its scale. The form of the measurement scale in this study used a Likert scale. A Likert scale was used to measure attitudes, opinions, and perceptions of a person or group of people about an educational phenomenon. Two forms of Likert scale questions were positive and negative. Positive questions were given a score of 4,3,2, and 1. Negative questions were given a score of 1,2,3, and 4. The scoring range was calculated based on the highest score minus the lowest score. The assessment criteria were determined by the following criteria: strongly agree, agree, undecided, disagree, disagree.

The data obtained were analysed using percentage calculations. The scores were categorized by scale and then described. The calculation results were entered in the frequency

distribution table. After the data were analysed, conclusions were made in the form of a description of the results of the research.

RESULTS AND DISCUSSION

A person's motivation can arise with a strong self-confidence from that person (Kamil & Jailani, 2018). This shows that a person's level of self-confidence has an influence on the motivation. From the questionnaires on the level of parental motivation in helping children learn from home, the following results were obtained:

Table 1. Results of Parent's Motivation Indicator

No.	Indicator of Parent's Motivation	Results	
		Indonesia	Philippine
1.	I can help my children in online learning at home	89,3%	96,5%
2.	I have a plan to help children study at Home	83,0%	85%
3.	I don't' complain if my child has difficulty understanding online learning	86,2%	82,25%
4.	I am afraid that my child will not understand what I am teaching when studying at Home	69,1%	80,5%
5.	I can solve problems that children encounter while studying at home	75,5%	81,25%
Average		80,62%	85,1%

Based on the table 1 above, 89.3% of parents agreed with this statement "I can help my children in online learning at home." The parents' ability to help their children learn at home varied, but the motivation depended on their level of confidence. In the Philippines, a higher score was also obtained. A total of 96.5% respondents believed that they could help their children study at home. Parents are an important part that influences the children's learning outcomes; they can make effective communication and interaction and ask their children to divert from games that are less useful (Eyimaya & Irmak, 2021). Parents who initially succeed in helping their children learn will have a higher motivation and self-confidence to help their children learn at home (Lianto, 2019). Then, good motivation can lead to good planning. The results of this study showed that parents in Indonesia (83.0%) agreed to make a plan to help their children learn from home. Achievement motivation is a communication that will help students achieve self-efficacy (Benawa, 2018). From the results of the research, parents in the Philippines were more prepared with the plans to help their children learn from home. From the results of the questionnaire, 85% of parents agreed that they prepared a plan to help their children study at home. This was done by providing thorough preparation of the equipment and media that children needed in learning at home. One of the factors that

influence student learning achievement is the teacher's motivation in learning both at school and at home (Bunyamin & Faujjah, 2014).

Furthermore, as many as 86.2% of parents did not agree that they should criticize their children if their children had difficulty learning at home. Parents of all abilities would try to help their children learn from home. If the children had difficulties, the parents would immediately help them by providing solutions and knowing their; because in particular, self-efficacy appears to invoke the employment of various metacognitive strategies and resources that are indispensable for academic performance (Köseo, 2015). The parents in the Philippines (82.25%) agreed that they would not scold their children if they had difficulties in understanding the subject matter. On the contrary, they would help children in finding solutions. As many as 69.1% of parents in Indonesia agreed that sometimes they felt afraid if their children did not understand what their parents had explained. The solution was that the parents must understand the materials that were difficult for their children. The parents should also communicate with teachers to find out the difficulties encountered by the children. The confidence of parents in the Philippines was higher (80.5%) so they did not feel afraid that what they taught to their children would be difficult for them.

As many as 75.5% of parents in Indonesia agreed that if the children encountered problems while studying at home, then the parents were able to help resolve the difficulties. This was also done by the parents in the Philippines. As many as 81.25% of parents believed that they would be able to help their children in solving problems encountered by students. From the results of the research conducted in two countries, it is known that the level of parents' motivation in helping children learn at home is still high. This study shows that online learning does not make it difficult for parents to help their children learn from home.

It can be concluded that self-efficacy allows person to believe with their capability to overcome obstacles (Ahmad, 2013). According to Mishra, Gupta, and Shree (2020), online teaching provides the feeling of safety in learning during the Covid-19 period. Based on the results of the research, it can be seen that the level of parents' motivation to help children learn from home is still high. The findings of this study also support a study by Wei and Chou (2020) on the children's perceptions of online learning at home. This study hopefully will be beneficial for both academics and practitioners in designing online courses that emphasize the importance of self-efficacy. The elementary school children and parents can work together to create motivation and good learning outcomes in online learning at home. In addition to children and parents, online learning is also able to increase teacher motivation in teaching; as stated by Fauzi & Sastra Khusuma (2020), teachers are becoming more creative and

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