REPORT

PARENTAL EFFICACY IN HELPING ELEMENTARY CHILDREN LEARN AT HOME: A STUDY IN PHILIPPINE AND INDONESIA

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SUMMARY

The pandemic Covid-19 has affected changes from various aspects, one of which is education. Education from elementary school to university level is done by distance learning. Distance learning is carried out to maintain all parties' health, social distancing and avoiding direct contact with everyone. Distance learning requires facilities that every student must-have. A smooth internet connection and a gadget or smartphone are needed to support distance learning. In primary education, which are classified as still children, they still have limitations in using gadgets or smartphones. The role of parents needs for the smooth running of students' distance learning at home. Parents' success in helping children learn at home can be seen from their self-confidence in guiding their children to take part in the distance learning process. This research shows what problems parents encounter while assisting elementary school children in learning at home, what factors make parents successful in helping children learn at home, and monitoring and analyzing the level of knowledge parents have in helping children study at home. This research will collaborate in two countries, namely Indonesia and the Philippines, between Sriwijaya University and Philippine Normal University. This research sample is the parents of elementary school students, as many as 75 people from each country. The research method used is a descriptive study with a quantitative approach and using a questionnaire as a data collection instrument.

CHAPTER 1
INTRODUCTION

The Coronavirus Disease 19 pandemic or known as COVID-19, has affected all the world, including Indonesia. The rapid spread of the virus makes every country have to stop the spread of this Covid-19 virus. Data from the Kompas newspaper (2020), the Indonesian government is making efforts to reduce direct contact between people by limiting regional travel and community activities outside the home. These efforts from the Indonesian government cause the spread of covid-19 to become more comprehensive, including the education aspect.

Education is one of the aspects affected by covid-19 (Purwanto et al., 2020: 1). This has led the government to set rules for implementing learning at various levels of education, one of which is the circular letter of the Ministry of Education and Culture (Kemendikbud) of the Directorate of Higher Education No. 1 of 2020 concerning the prevention of the spread of covid-19 by conducting distance learning or study from Home (SFH) and carried out in their respective homes. Based on the Ministry of Education and Culture guidelines, schools are required to carry out an online learning process to provide meaningful learning experiences for students without being burdened with curriculum achievement requirements. This online learning is an effort to maintain the health and safety of students, educators, education personnel, and also civil society.

In the Philippines, there were 540,227 cases as of February 9, 2021, and still increasing (DOH, 2021), with more than 100 million cases worldwide (Worldometer, 2020). In response to this situation, the educational leaders decided to adopt new habits in education. At the basic education level, the Ministry of Education (DepEd) will implement the Learning Continuity Plan (LCP) (DepEd, 2020). The Philippine Department of Education states that online learning is the primary choice of all existing learning forms and ensures that teachers and students do not go to school to learn in the classroom. This choice states that the Governments in Indonesia and the Philippines agree to use online learning or distance learning as a learning solution in education.

The use of technology in distance learning established by the government has undoubtedly made significant changes in the learning process system, from learning in primary education to higher education. Distance learning requires connecting media between a teacher and students, media such as online applications or online learning systems that involve using internet networks to connect someone with another from a long distance. Teachers and students can still

communicate in the learning process without meeting in person, and this learning method is called online learning (Stoetzel and Shedrow, 2020). Online learning requires an internet network connection, has accessibility, can be adjusted to space and time, and supports various types of learning interactions (Firman & Sari, 2020).

Online learning has high flexibility, but online learning requires many facilities such as internet access and smartphones or notebooks so that online learning can run well. The problem that occurs is that not all students have these facilities, which is also an obstacle in online learning. The biggest obstacle in implementing online learning occurs in rural communities. Online learning, whose principal need is the internet is an obstacle for rural communities. From the research results conducted by Budianto et al. (2019), only 48.3% of villages are connected to the internet and the rest still have difficulty accessing the internet. Overcoming the problems, online learning is given leeway by not burdening students on assignments and the obligation to have their facilities. Students are allowed to join their friends while participating in lessons or by participating in government efforts to take the initiative to provide learning material at various levels through television broadcasts on educational programs.

Distance learning is applied at all levels of education, including primary education. The distance learning process at the basic education level is one of the most challenging lessons. This is challenging because most of the primary education students have not mastered and have supporting facilities in online learning. For this reason, the government calls on all parents to be able to support distance learning by helping children in primary education carry out online learning. Support can form of providing online learning facilities, namely smartphones or gadgets.

Distance learning must be able to make learning enjoyable. In implementing learning, a teacher must develop creativity in teaching styles. Active and fun learning will undoubtedly make learning memorable for students (Kamil & Jailani, 2018). Teachers can use online media and applications to increase student interest in learning. Distance learning must receive special attention from various parties, especially teachers and parents. To make learning effective, teachers design online learning that is easily accessible to students. Distance learning enhances student-centered learning. Students become more active than before because they have to solve learning problems independently. Of course, effective learning is with good organization, effective communication, and a positive attitude raised by students.

Distance learning carried out in each student's home makes students have to take advantage of various sources in completing the assigned assignments. However, students can still not maximize the assignment given due to limited facilities and the ability to search for problems encountered. To maximize the assignment is what requires parents to help children in primary education in online learning. Parents' ability to use technology can reduce students' limitations at home and learning material difficulties that students can do by having direct discussions with parents.

Parents as teachers for children at home have a significant role in the achievement of learning goals. For this reason, parents of children in primary education must have the ability and confidence to educate children when online learning begins. However, sometimes the level of parents' ability and belief is different, some can help their children learn, and some parents feel unsure of their ability to help children with primary education in learning at home. Santrock (2010) states that the person (cognitive) factor is very influential in the teaching and learning process's success. This factor is called self-efficacy, which is the belief in a person in controlling situations and producing positive results.

Self-efficacy can help connect a person's knowledge with certain behaviors. In other words, parents who have self-efficacy can play a role in students' success at home. Self-efficacy is an individual's belief in his ability to organize and carry out the things needed to take action to produce the desired achievement. On this basis, teacher self-efficacy is conceptualized as individual belief in his or her ability to plan, organize, and carry out activities that lead to educational goals (Skaalvik & Skaalvik, 2007).

Intervention efforts for parents, which are generally more focused on knowledge and skills, are not enough. According to Coleman and Karraker (1997), to optimize care quality, mothers and fathers need to learn to believe in their abilities. When parents internalize competence in their roles, the satisfaction and pleasure factors in parenting will be achieved even under challenging environmental conditions (Coleman & Karraker, 1997).

From the above problems, the researcher intends to find out what problems parents encounter while accompanying children in primary education in learning at home, then what factors make parents successful in helping children learn at home, as well as knowing and analyzing the level of efficacy parents have in helping children learn at home.

CHAPTER II
LITERATURE REVIEW

a. Self-Efficacy

1). Definition of Self-Efficacy

Efficacy was developed by Albert Bandura. In his development, the concept of efficacy emphasizes observational learning and social experiences that affect personality development. Bandura (1997) states that the efficacy is in the form of decision-makers, self-confidence, or confidence in one's ability regarding the limits of the ability he has in doing something and getting the expected results.

Self-efficacy combines with the environment, previous behavior, and other personal variables, especially expectations of results to produce behavior. Self-efficacy will affect several aspects of one's cognition and behavior. Gist and Mutchell say that self-efficacy can lead to different behaviors among individuals with the same abilities because self-efficacy affects choices, goals, problem solving, and persistence in doing business (Judge and Erez, 2001).

Baron & Donn Byrne (1991), self-efficacy is an evaluation of someone's ability or competence to perform a task, achieve goals or overcome obstacles. Self-efficacy is an element of personality that develops through individual observations of the consequences of their actions in certain situations. A similar opinion by Alwisol (2009) that efficacy is a self-assessment, whether it can take good or bad actions, right or wrong, can or cannot do as required. Bandura (1997) states that the perception of self-efficacy in each individual develops from the gradual achievement of particular abilities and experiences continuously.

Based on the description above, it can be concluded that self-efficacy is a person's belief about his abilities to overcome various situations in his life. Self-efficacy is not related to the skills they have but is related to individual beliefs about what can do with the skills they have regardless of the size. In the learning process, the teacher is one of the critical elements in the learning system expected to develop students' abilities. Teachers need effective learning, which can increase student self-efficacy (Riskiningtyas et al. l, 2017). Consequently, teacher self-efficacy is considered an essential factor in improving

teacher education and promoting educational reform in the early education environment (Guo, Dynia, & Lai, 2021).

Humans can have a high self-efficacy in one situation but low in another, depending on (a) the competence required for different activities, (b) the presence or absence of other people (c) the level of competition among humans, more -especially if they are very strict in design (d) personal predisposition in dealing with failure (e) other accompanying physiological conditions, in particular the presence or absence of fatigue, anxiety, apathy, or sadness.

2). Self-Efficacy Dimensions

1) Aspects of Self-Efficacy; Bandura (1997) stated that the self-efficacy of each individual is different from one another. This statement from the three dimensions of self-efficacy, including:

a) Level Dimension; This dimension relates to the task's level of difficulty when the individual feels he can do it. If an individual is faced with tasks that are arranged according to their level of difficulty, then the individual's self-efficacy may be limited to easy, medium, and even most difficult tasks under his or her ability to meet the behavior's demands required at each level.

b) Strength Dimension; This dimension relates to the strength level of an individual's belief or expectation regarding his ability. Unsupportive experiences easily sway weak expectations. Conversely, a steady expectation encourages individuals to persist in their business even though they may find unsupportive experiences.

c) Generality Dimension; This dimension relates to the broad field of behavior in which individuals feel confident in their abilities and how they can generalize previous tasks and experiences when facing a task or job, such as whether they can make experiences as obstacles or failures. The generality dimension is a concept that a person's self-efficacy is not limited to a specific or unquestionable situation. However, this dimension also refers to various situations in which an assessment of self-efficacy can be applied.

Based on the description above, it can be concluded that the dimensions of self-efficacy include;

- the level of difficulty of the tasks carried out by individuals,
- the degree of individual stability towards the beliefs made by individuals, and
- variations in situations in which self-efficacy assessments can be applied.

3) Self-Efficacy Indicator

The self-efficacy indicator refers to the self-efficacy dimension, namely the level dimension, the generality dimension, and the strength dimension. Brown et al. (in Widiyanto. E, 2006) outlined several indicators of self-efficacy are a) Belief can complete a specific task; Individuals believe that they can complete certain tasks, in which the individual himself determines what tasks (targets) must be complete; b) Confident that you can motivate yourself to take the necessary actions to complete the task. Individuals can motivate themselves to choose and take the necessary actions in order to complete tasks; c) Convinced that the self is capable of trying hard, persistently, and diligently. There is a strong effort from the individual to complete the assigned task using all his / her power; d) Believing that the self is able to withstand obstacles and difficulties; e) Confident that you can complete tasks that have a wide or narrow range (specific). The individual believes that in any task he can complete even though it is broad or specific.

Factors that affect orders, the self-efficacy of parents according to Coleman and Karraker (1998) in Saracho & Spodek (2005), are: Factors that affect orders, the self-efficacy of parents according to Coleman and Karraker (1998) in Saracho & Spodek (2005), are:

a. Parents' childhood experiences

Parents sometimes repeat the actions they got when they were young, and bring their various attachments to raise their children. The sense of efficacy obtained will be more stable in expressing ideas and emotions when they play the role of parents.

b. Culture and community in which to live.

The pattern of care that occurs in the family is also influenced by the culture and community around the house where the parents live.

c. Parents' experiences with children (both their own and other children).

The experience that parents get is directly put into practice with their children as a

result of the previously received knowledge.

d. The level of readiness to become a parent in terms of cognitive and behavior.

e. Sociomarital support

This indicates that a good husband and wife relationship will form a bond that can help the child's growth and development to be good.

4) Self-Efficacy Classification

Self-efficacy is divided into 2, namely high and low self-efficacy. According to Kreitner & Kinicki (1989) there are several differences in behavior patterns between someone who has high and low self-efficacy, which can be seen in the following diagram:

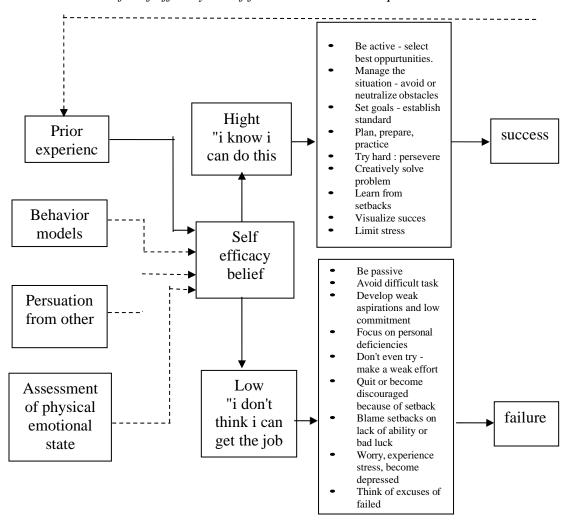*Sources of Self efficacy belief feed back behavioral patterns result*

Figure 1. *Pattern diagram of self-efficacy behavior*

Figure 1 explains the difference in behavior patterns (behavioral patterns) between someone who has high self-efficacy and someone who has low self-efficacy. In other words, for people who have high self-efficacy, small failures can take over as composed success. What others think is impossible will become me possible. Efficacy affects the choice of individual actions, a large part of the effort spent, and whatever length of time they endure difficulties (Lianto, 2019).

Examples of behavior from someone who has high self-efficacy is a) Actively choosing the best opportunities; b) Able to manage situations, avoid or neutralize obstacles; c) Setting goals, setting standards; d) Plan, prepare and practice; e) Work hard; f) Creative in solving problems; g) Learn from failure; h) Visualize success; i) Limiting stress.

Everyone who believes in himself and can complete tasks effectively is people who have the capacity and confidently implement them to achieve goals and even highly completed tasks (Ahmad, 2013). Meanwhile, those who have a low level of self-efficacy tend to choose specific tasks according to their abilities and are done well, but if the task is considered too difficult, they tend to avoid and ignore it (Basith, Syahputra, & Aris Ichwanto, 2020).

Examples of behavior from someone who has low self-efficacy:
1. Passive
2. Avoiding difficult tasks
3. Weak aspirations and low commitment
4. Focus on personal shortcomings
5. Not making any efforts
6. discouraged by failure
7. Assume failure is due to lack of ability or bad luck
8. Easily worry, get stressed and become depressed
9. Think of reasons for failure

b. Learning Process

a. Definition of learning

Law of the Republic of Indonesia Number 20 of 2003 concerning the National

Education System states that learning is a process of interaction between students and educators and learning resources in a learning environment. Every teacher is essential to understand the learning system because, with an understanding of this system, every teacher will understand the learning objectives or expected results, the process of learning activities that must be carried out, the use of each component in the activation process to achieve the goals to be achieved and see the visible supervision the.

The human aspect that succeeds in it is human capital in carrying out life, and Learning produces patterns that improve living standards and living habits (Kamil & Jailani, 2019). The change in question is improving behavior and perspective in addressing learning outcomes problems without any coercion and experience. "Learning is a relatively permanent change in behavior as a result of experience, not the result of development, the influence of drugs, or accidents) Furthermore, can apply it to other knowledge and be able to communicate it to others" (Pidarta, 2007: 206)

Based on the above opinion, it can conclude that learning is a process of behavior change obtained from personal development and experiences resulting from interactions between individuals and individuals, or individuals with the environment, which results in improved cognitive, affective, and psychomotor abilities. Kanchana et al. (2019) said that the application of primary methodologies and practical, creative, and innovative learning would meet the younger generation's needs. Every learning was expected to be an innovation that makes learning closer.

b. Learning Effectiveness

According to Popham (2003: 7), the learning process's effectiveness should be viewed from the relationship between individual teachers who teach specific groups of students in certain situations to achieve individual instructional goals. The learning process's effectiveness means the teacher's level of success in teaching certain groups of students by using specific methods to achieve individual instructional goals.

Efforts to improve the quality of learning need to consider changes in the learning process, which is marked by, among other things, a change from a teacher-centered learning model to a learner-centered model, from self-work to collaborative work, from one-sided information delivery to information exchange, from learning. Passive to active and participatory learning, from factual to critical thinking, from reactive to proactive responses,

from artificial contexts to real-world contexts, from single media to multimedia. Therefore, learning must have the potential to develop an atmosphere of independent learning. Kanchana et al., (2019) The most effective traditional tool for teaching are lectures. Thick material will give to the students. Lectures are useful to the best listeners and meet the specific needs of their listeners.

Based on the description mentioned above, it can be concluded that the effectiveness of learning is the level of success that can be achieved from a particular learning method according to the planned learning objectives. According to Paolini (2015), the most influential teachers also get and apply constructive feedback and use different techniques to encourage active learning oriented towards students becoming independent, independent, and critical thinkers.

c. Online learning at Home

Some local governments have decided to implement a policy of dismissing students and applying learning methods with an online system or online. This government policy came into effect in several provinces in Indonesia on Monday, March 16, 2020, followed by other provinces. However, this does not apply to several schools in each region. These schools are not ready for online learning systems, which require learning media such as cellphones, laptops, or computers.

Teachers can use various sources to provide learning to students. Besides, online learning provides opportunities for students to experience digital learning. According to Lederman (2020), the Covid-19 pandemic has resulted in the learning process forming an academic experience which, in its implementation, uses digital learning from the online learning process. Pribowo (2020) reports that as many as 84 percent of children and adolescents in Indonesia are cell phone users. For this reason, online learning can be pursued as a solution to replace the face-to-face learning process in schools.

However, online learning also creates many problems, and most parents complain about it. The main problems are facilities, communication with teachers and social. Every student who will take part in online learning must at least have facilities in the form of a gadget or computer. Brown (2017) explains that every student who wishes to enroll in a distance learning program needs to invest in various equipment, including computers, webcams, and a stable internet connection.

The online learning system (in a network) is a learning system without face-to-face learning between teachers and students but is done online using the internet network. To succeed in pursuing it online (a change from traditional settings), excellent and useful learning materials must be created (Mishra, Gupta, & Shree, 2020). Teachers must ensure teaching and learning activities continue, even though students are at Home. The solution, teachers are required to design learning media as an innovation by utilizing online media (online).

Online learning has to according to distance learning procedures. The use of a variety of learning methods will encourage more enthusiastic participation in online learning. In this case, the government must develop online educational resources that align with the national curriculum and assist teachers in the process (Vlachopoulos, 2020).

Dabbagh (in Hasanah, et al., 2020: 3) states that the characteristics of students in online or online learning activities are:

1) The enthusiasm for learning: Students' enthusiasm during the learning process is strong or high for independent learning.

2) Literacy of technology: in addition to independence for learning activities, the level of student understanding of technology use. When online learning is one of the successes of online learning, before learning online/online, students must master the technology that will be used.

3) Interpersonal communication skills: In these characters, students must master communication and interpersonal skills as one of the requirements for success in online learning.

4) Collaborating: understanding and user interaction and collaborative learning. Students must interact between other students or lecturers in a forum provided because, in online learning, it is the students themselves.

5) Skills for independent study: one of the characteristics of online learning is learning independently. Independent learning is indispensable in online learning. Because during the learning process, the learner will search, find and conclude what he has learned.

Online learning certainly has various drawbacks that teachers must avoid. One of the shortcomings in online learning is students' limited physical and social communication, although teachers must balance their personal and professional roles in online learning (MacIntyre, Gregersen, & Mercer, 2020). According to Rusmiati et al.

(2020), Elementary school students are late and cannot even complete the teacher's assignments in online learning, and even students still do not understand the teacher's material. In this case, parents should help children with tasks by providing guidance on learning that has not been implemented and provides online learning facilities.

c. Primary Children

a. Character of Primary Education Children

According to Nasution (1993: 44) in Bahri, 2008: 123), primary education is the final childhood, which lasts from the age of six to approximately eleven or twelve years. This age is marked by the start of the child entering primary education and starting a new history in his life, which will change his attitudes and behavior. Teachers recognize this period as the "school period"; therefore, children receive formal education for the first time. The teacher's learning in elementary schools is determined by directly monitoring students in teaching to achieve the best results. Besides, teachers must also ensure that the learning carried out can be useful and conveyed to elementary school students (Fauzi & Sastra Khusuma, 2020).

Learning, which is dominated by teacher activity every day, in this case, students tend to be passive in learning, requires direct instruction from the teacher so that students want to move from their seats and move actively in learning. Active learning is to stimulate the developing abilities of students. According to Supriadi (2013: 80), elementary school-age children have different characteristics from younger children, they prefer to play, like to move, work in groups and enjoy feeling or doing things directly. In learning, it is connecting between students' nature and character with the required learning material, and this is in achieving a pedagogic-didactic structure (Van Der Steen, Geveke, Steenbakkers, & Steenbeek, 2020).

Suryobroto considers the school-age period (Bahri, 2008: 124) as an intellectual period or school harmony period. However, Suryosubroto did not dare say at what age the children are mature to enter elementary school. This is determined by the child's maturity, not by age alone, but at the age of 6 or 7 years, the child is usually mature to enter primary education.

The typical characteristics of children can be seen as follows:

a. The period of low-grade basic education

Some of the characteristics of children at this time are as mentioned below:

a) There is a high positive correlation between the state of health, physical growth and school achievement

b) There is an attitude that tends to comply with traditional game rules

c) There is a tendency to praise themselves

Likes to compare himself with others if it is considered beneficial to underestimate other children.

d) If you cannot solve a problem, then it is considered unimportant

e) At this time (especially at age 6-8) children want a good grade (report card), regardless of whether their achievement deserves a good grade or not.

b. The period of high-grade basic education

Some of the characteristics of children at this time are as mentioned below:

a) There is an interest in concrete practical daily life, this gives rise to a tendency to compare practical jobs

b) Highly realistic, curious, and eager to learn

c) Towards the end of this period there has been an interest in specific subjects and subjects, which scholars interpret as the beginning of the prominence of the factors

d) Up to about 11 years of age children need teachers or other adults

e) Children at this time like to form peer groups, usually to be able to play together.

Based on the above definitions, the researcher concludes that primary education students' characteristics are all real characters and arise in students' actions in their lives at any time. That in this way, human character and actions will not separate from their different natures and traits, and forms, so it is not surprising that students' shape and character also different.

CHAPTER III
METHODS

1. Design

      This study uses a descriptive study with a quantitative approach. This approach reveals the self-efficacy data of parents in helping children learn at home. The data obtained were then described based on the percentage results. Methods of data collection using survey methods. According to Sugiyono (2009: 13), "That the survey method using to obtain data from a certain natural place (not artificial), but researchers do treatment in data collection, for example by distributing questionnaires, tests, structured interviews, Etc. (treatment is not like in experiments.)". In this study, a questionnaire will use as a data collection instrument.

2. Subject

      The research location will hold in two countries, namely the Philippines and Indonesia. The population of this study was parents of primary education students in Palembang and Manila. The research sample takes as many as 75 parents of primary education students in Palembang Indonesia and 75 parents of primary education students in Manila, Philippines, as research respondents. The research instrument develops information about parents' efficacy in helping elementary school children learn at home (the Philippines and Indonesia). Analyzing the research instrument was carried out by testing the validity of basic education on 20 parents of primary education students. Then the data obtained is measured the reliability coefficient.

3. Operational Definition of Variables

    Distance learning is a teaching and learning process that is carried out remotely through the use of various communication media. The online learning system (in a network) is a learning system without face-to-face learning between teachers and students but is done online using the internet network.

    Self-efficacy is not related to the skills they have, but it is related to an individual's belief about what can be done with the skills he has regardless of the size. Self-efficacy is conceptualized as an individual's belief in his ability to plan, organize, and carry out activities that lead to the achievement of educational goals (Skaalvik & Skaalvik, 2007).

4. Data Collection Technique

The type of research data is ordinal data. Data are collecting from distributing the instrument of questionnaires. According to Sugiyono (2009: 199), the questionnaire reveals that "The questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer. The questionnaire was given to parents of primary education students through the online google form application media. Furthermore, there is additional data collection from interviews and observations to add and strengthen the data obtained.

The form of measurement scale in this study uses a Likert scale. The Likert scale measures attitudes, opinions, and perceptions of a person or group of people about an educational phenomenon or phenomenon—two forms of positive and negative Likert scale questions. Positive questions get a score of 5,4,3,2,1. Negative questions get a score of 1,2,3,4,5. The range of scores is calculated based on the acquisition of the highest score minus the lowest score. The criteria determine the assessment criteria: strongly agree, agree, doubt, disagree, disagree.

**Table 1. Self Efficacy Indicator of Parents in Helping
Children Primary Education Home Learning**

No	Indicator	Statements	Favorable/Unfavorable
1	Confidence to complete certain tasks	1. I should help my children learn online	Favorable
		2. Children's success in online learning is entirely due to the help of parents	Unfavorable
		3. Problems encountered by children must be resolved together with parents	Favorable
		4. I will give up when my child asks for help in online learning	Unfavorable
		5. I assist children while studying at Home if my child asks for it	Unfavorable
2	Be able to motivate yourself	1. I believe that I can help my children in online learning at home	Favorable
		2. I have a plan to help children study at Home	Favorable
		3. I complain if my child has difficulty understanding online learning	Unfavorable

No	Indicator	Statements	Favorable/Unfavorable
		4. I am afraid that my child will not understand what I am teaching when studying at Home	Unfavorable
		5. I can solve problems that children encounter while studying at home	Favorable
3	Able to try hard, be persistent and persevering	1. I leave all online study assignments to my children	Unfavorable
		2. I ask a private tutor to help my children study at Home	Unfavorable
		3. I advise my children when I am at Home	Favorable
		4. I will study again when my child asks me about learning materials that I do not know	Favorable
		5. I am sure my child will get good learning results when I guide him	Favorable
4	Able to survive the obstacles and difficulties	1. I choose to leave my child's assignment to someone who understands that better	Unfavorable
		2. I blame the teacher when my child fails to study at Home	Unfavorable
		3. When I fail to help children study at home, I will evaluate myself	Favorable
		4. I believe that I can motivate children to succeed	Favorable
		5. I will be easily stressed if I have difficulties when my child is studying at home	Unfavorable

5. Data Analyze Technique

Data Analyze Technique obtained were analyzed using percentage calculations, scores were categorized by the scale and then described. The calculation results entry in the frequency distribution table. For quantitative analysis of the research, the researcher provides five alternative answers to respondents on a scale of 1 to 5 as in the following table:

Tabel 2. Konversi Skala Likert

Likert Scale	Score
Strongly agree	5
Agree	4
Doubtful	3
Don't agree	2
Disagree	1

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CHAPTER IV

RESULTS AND DISCUSSION

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A. Result

1.1. Parents Self Efficacy

a) Confident to complete certain tasks

Confident that you can motivate yourself to take the necessary actions to complete the task. Individuals can motivate themselves to choose and take the necessary actions in order to complete tasks; c) Convinced that the self is capable of trying hard, persistently, and diligently. There is a strong effort from the individual to complete the assigned task using all his / her power; In self-efficacy, parents who are able to increase their self-confidence in doing a task is one form of good self-efficacy. Parents who do the task with confidence will make the results obtained to the maximum. The following is data on the confidence of parents in doing the given task.

<div align="center">

Table 2. Confident to complete certain tasks indicator

</div>

No	Confident to complete certain tasks indicator	Result	
1	I should help my children learn online	93,6%	Agree
2	Children's success in online learning is entirely due to the help of parents	67,1%	Agree
3	Problems encountered by children must be resolved together with parents	94,6%	Agree
4	I will give up when my child asks for help in online learning	89,4%	Disagree
5	I assist children while studying at Home if my child asks for it	85,1%	Agree
	Average	85,96%	

Based on the results of the table above, the ability of students' self-confidence in helping children complete assignments at home is good. The ability of parents to help their children learn is in accordance with the confidence of parents to be able to help their children learn. Furthermore, parents who together with children solve learning problems will find it easier to find solutions to problems, so students feel more enthusiastic in learning because the problems encountered can be solved together. The parents disagree If their give up when their child asks for help in online learning. Confidence is a trait

capable of changing views about oneself on it is a belief to do an action as personal characteristics comprising selfability, optimism, objectivity, responsibility, rationality, and realism [20].

Article II.   Be able to motivate yourself

Someone with high motivation theoretically will tend to actively participate and do good planning in learning. This table showed that if someone have a high self-efficacy they must be able to motivate himself.

Table 3. Be able to motivate yourself indicators

No	Be able to motivate yourself	Result	
1	I believe that I can help my children in online learning at home	89,3%	Agree
2	I have a plan to help children study at Home	83,0%	Agree
3	I complain if my child has difficulty understanding online learning	86,2%	Disagree
4	I am afraid that my child will not understand what I am teaching when studying at Home	69,1%	Agree
5	I can solve problems that children encounter while studying at home	75,5%	Agree
		80,62%	

In the results of the questionnaire given, 89.3% of parents believe that they are able to help elementary school children in learning at home. This shows that parents are still working hard to help their children study at home. Furthermore, parents who have high motivation also choose plans for the development of children learning from home. This is indicated by 83.0% of the respondents have a plan to help children learn from home. This can be done by providing supporting media for children in solving learning problems. However, parental concerns about the ability to explain learning to children are still lacking, only 69.1% of parents believe that they are able to provide understanding to children regarding learning materials. Parents disagree about 86,2% if they have to complain if their children had difficulty understanding online learning. This is because there is a strong desire within oneself to achieve goals and give the best in every effort made [29].

Article III.   Able to try hard, be persistent and persevering

 Persistence is patience, tenacity, and perseverance in dealing with various forms of problems, trials, and obstacles [30]. By being patient, we will usually be able to understand and solve problems, and be able to solve and deal with them well.

Table 4. Ably to try hard, be persistent and persevering indicators

No	Able to try hard, be persistent and persevering	Result	
1	I leave all online study assignments to my children	70,2%	Disagree
2	I ask a private tutor to help my children study at Home	68,0%	Agree
3	I advise my children when I am at Home	98,0%	Agree
4	I will study again when my child asks me about learning materials that I do not know	94,7%	Agree
5	I am sure my child will get good learning results when I guide him	76,8%	Agree
		81,54	

Based on the table above, 70.2% of parents do not agree if the learning problems faced by children are left to their own children. Parents also agree to provide tutors as private tutors to help children learn from home. This is to make the child's understanding deeper. The form of tenacity from parents is that they are always willing to provide understanding to children when they are at home, 98% of parents help children learn by giving enthusiasm and motivation to children. Parents who encounter problems with learning materials when helping children study at home will re-learn existing materials to work hard to help children study at home, 94.7% of parents have to repeat the lessons they have learned in elementary school to be able to explain again about learning materials for children. However, only 76.8% of parents believe that elementary school children will understand learning with their help. Perseverance is defined within the field of positive psychology as the voluntary continuation of a goal-directed action in spite of obstacles, difficulties, discouragement, boredom, tedium, or frustration [31].

Article IV.   Able to survive the obstacles and difficulties

Table 5. Able to survive the obstacle and difficulties

No	Able to survive the obstacles and difficulties	Result	
1	I choose to leave my child's assignment to someone who understands that better	62,7%	Disagree
2	I blame the teacher when my child fails to study at Home	93,6%	Disagree
3	When I fail to help children study at home, I will evaluate myself	90,4%	Agree
4	I believe that I can motivate children to succeed	95,7%	Agree
5	I will be easily stressed if I have difficulties when my child is studying at home	64,9%	Disagree
		81,46%	

Based on the table above, parents will continue to struggle to help their children study at home. This can be seen from 62.7% of parents who continue to work hard to help their children learn at home without help from someone who really understands the learning material. Furthermore, on poor results, as many as 93.6% of parents agreed that it was not

the fault of their teacher, but the lack of help from parents in guiding their children to study at home. After that, parents will evaluate themselves about the shortcomings in helping their children learn from home. When faced with difficulties, parents also encourage children to keep trying to learn, without having to give up because of ignorance. Parents who persist when they encounter difficulties in helping their children study at home will provide various ways to solve existing problems.

Parents Self Efficacy in Philipiines

Subyek	Mean per parent	Adv
Parent 1	2,85	Good
Parent 2	2,8	Good
Parent 3	2,65	Good
Parent 4	2,9	Good
Parent 5	2,55	Good
Parent 6	3	Good
Parent 7	3,4	Good
Parent 8	2,85	Good
Parent 9	2,7	Good
Parent 10	2,7	Good
Parent 11	3,1	Good
Parent 12	3,1	Good
Parent 13	2,9	Good
Parent 14	2,85	Good
Parent 15	3,1	Good
Parent 16	2,9	Good
Parent 17	2,95	Good
Parent 18	2,7	Good
Parent 19	2,65	Good
Parent 20	2,7	Good

Subyek	Mean per parent	Adv
Parent 21	3	Good
Parent 22	3,1	Good
Parent 23	2,75	Good
Parent 24	2,9	Good
Parent 25	3,1	Good
Parent 26	3,15	Good
Parent 27	2,95	Good
Parent 28	2,7	Good
Parent 29	2,75	Good
Parent 30	3,05	Good
Parent 31	2,7	Good
Parent 32	2,85	Good
Parent 33	2,6	Good
Parent 34	2,4	Enough
Parent 35	3,2	Good
Parent 36	2,65	Good
Parent 37	2,7	Good
Parent 38	2,65	Good
Parent 39	2,6	Good
Parent 40	2,75	Good
Parent 41	2,6	Good
Parent 42	2,6	Good
Parent 43	2,8	Good
Parent 44	2,6	Good
Parent 45	2,9	Good
Parent 46	2,75	Good

Subyek	Mean per parent	Adv
Parent 47	2,6	Good
Parent 48	2,85	Good
Parent 49	2,65	Good
Parent 50	2,95	Good
Parent 51	2,9	Good
Parent 52	3,1	Good
Parent 53	3,05	Good
Parent 54	2,95	Good
Parent 55	2,7	Good
Parent 56	2,9	Good
Parent 57	3,25	Good
Parent 58	2,9	Good
Parent 59	2,75	Good
Parent 60	2,55	Good
Parent 61	3,15	Good
Parent 62	2,5	Enough
Parent 63	2,9	Good
Parent 64	2,55	Good
Parent 65	2,55	Good
Parent 66	3	Good
Parent 67	3,15	Good
Parent 68	2,85	Good
Parent 69	3,15	Good
Parent 70	2,85	Good
Parent 71	4	Very Good
Parent 72	2,8	Good

Subyek	Mean per parent	Adv
Parent 73	3,1	Good
Parent 74	3,1	Good
Parent 75	3,15	Good
Parent 76	2,85	Good
Average		**Good**

From the results in the table above, it can be seen that the self-efficacy of parents of elementary school students in the Philippines can be categorized as sufficient. The self-efficacy abilities of elementary school parents in the Philippines show that parents are still able to assist elementary school-aged children in doing online learning at home. From the self-efficacy criteria, the following criteria are owned by the parents of elementary school students in the very good category.

I should help my children learn online.	Problems encountered by children must be resolved together with parents.	I assist children while studying at Home if my child asks for it.	I believe that I can help my children in online learning at home	I am sure my child will get good learning results when I guide him	I believe that I can motivate children to succeed

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Lampiran 3.3 Format Identitas dan Uraian Umum

IDENTITY AND GENERAL INFORMATION

1. Research Title: Parental efficacy in helping elementary children learn at Home: A study in Philippine and Indonesia
2. Researchers

No	Name	Position	Expertise	Institution	Allocated Time (hour/week)
1	Dr. Siti Dewi Maharani, M.Pd.	Principal	Primary Teacher Education	FKIP Universitas Sriwijaya	16 hours
2	Dr. Evy Ratna Kartika Waty M.Pd., Ph.D.	Member 1	Nonformal Education	FKIP Universitas Sriwijaya	16 hours
3	Dr. Sri Sumarni M.Pd.	Member 2	Goide and Counseling	FKIP Universitas Sriwijaya	16 hours
4	Dr. Makmum Raharjo, M.Sn.	Member 3	Primary Teacher Education	FKIP Universitas Sriwijaya	16 hours
5	Teresita T Rungduin, Ph.D., RPm, RPsy	Partner	Developmental and Clinical Psychology	Graduate Teacher Education Faculty Philippine Normal University	

3. Research Object (type of material):
   Basic education and character in the family
4. Time / Period
   Start: February 2021
   Ended: November 2021
5. Budget Proposed to the Directorate General of Research and Development
   : Rp. 75.000.000.,
6. Research locations (lab / studio / field) Indonesia and the Philippines.
7. Research Partners (if any, state the contribution) Philipina Normal University
8. Targeted findings (explanations, methods, theories, or anticipations that contribute to the field of study) explain:
   a. What problems did parents face in helping their children study at home during the Covid-19 pandemic?
   b. What factors have facilitated parents to help their children study at home during the successful Covid-19 pandemic?
   c. What level of effectiveness have parents had in helping their children study at home during the Covid-19 pandemic?

9. Basic contribution of the field of study (explain no more than 50 words, focus on original and fundamental ideas that support the development of science and technology)
   This research contributes to the knowledge of how the efficacy of parents in helping primary education children learn at home?. This will explain how parents help their children with basic education in learning at home, what difficulties are encountered and how parents help their children learn. From this research, it will contribute to schools / educational institutions to maximize the use of online learning media, and parents' strategies in helping children learn at home.
10. Target journal (write the name of the international journal, accredited national journal, or not accredited, and state the year the national journal accredited Sinta 2 was published in 2021.
11. Intellectual Property Rights Plans, books, prototypes or other target results, target year or year of completion of Books.

Research Chairman CV

A. PERSONAL IDENTITY

1.	Full Name	Dr. Siti Dewi Maharani, M.Pd.
2.	Gender	Female
3.	Jabatan Fungsional	Lektor Kepala
4.	NIP/NIK/Identitas lainnya	196012151986032002
5.	NIDN	0015126004
6.	Place and Date of Birth	Palembang, 15 Desember 1960
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8.	Phone Cell Number	0812-7105750
9.	Office Adress	Jl. Raya Palembang Prabumulih km 32
10.	Phone Number	0711 580058
11.	Major	S1 PGSD
12.	Tauhgt Course	1. Konsep Dasar IPS
		2. Pembelajaran IPS
		3. Kewirausahaan
		4. Pembelajaran PKn

B. EDUCATIONAL BACKGROUND

	S1	S2	S3
Name of University	FKIP UNSRI	Program Pascasarjana Institu Keguruan dan Ilmu Pendidikan Padang	Program Pascasarjana Universitas Negeri Jakarta
Major	PMP	Manajemen Konsentrasi Pendidikan IPS	Pendidikan Dasar
Entry-Graduate	1979-1985	1995-1999	2016-2019
Tittle of Thesis	Faktor-faktor Penyebab Berbedanya Prestasi Belajar Mata Pelajaran Pendidikan Moral Pancasila antara Siswa IPA dengan Siswa IPS di SMA Negeri 5 Palembang	Pemekaran Kota dan Dampaknya terhadap Masyarakat Talang Kelapa di Kotamadya Palembang	Transformasi Nilai-nilai Karakter Religius dan Sosial dalam Pembelajaran Siswa SD Plus IGM Palembang (Penelitian Kualitatif pada SD Kota Palembang)

Nama Pembimbing/ Promotor	1. Drs. Hasan Zawawi 2. Drs. Syarkowi	1. Prof. Drs. Imran Manan, M.A., M.A., Ph.D 2. Dr. Mestika Zed, M.A.	1. Prof. Dr. Zulela MS, M.Pd. 2. Prof. Dr. Nadiroh, M.Pd.

C. RESEARCH EXPERIENCE IN IN 5 YEARS

No	Year	Judul Penelitian	Pendanaan	
			Sumber	Jumlah (Juta-Rp)
1	2015	Penerapan Pembelajaran PPKn melalui Pendekatan Teknik Klarifikasi Nilai (VCT) Pada Mhs PGSD FKIP Unsri	PNBP FKIP Unsri, Tahun Anggaran 2015	10.000.000
2	2020	Pengembangan Permainan Tradisional "Cak Ingkling untuk menumbuhkan nilai karakter siswa sekolah dasar	Penelitian Saintek dan Seni Unsri 2020	30.000.000
3	2020	Teacher Perception to School Ecosystem Toward Environmental Caring Education	Hibah Kolaborasi Internasional	70.000.000

D. COMMUNITY SERVICE

No	Year	Title	Pendanaan	
			Sumber	Jumlah (Juta-Rp)
1	2015	Pelatihan Penulisan Artikel IlmiahBerbasis Penelitian Tindakan Kelas bagi Guru SD Mitra PGSD FKIP Universitas Sriwijaya di Kecamatan Sukarame Palembang	PNBP FKIP Unsri, Tahun Anggaran 2016	10.000.000
2	2020	Pelatihan pembuatan dan Penggunaan edia Pembelajaran Tematik urikulum 2013 bagi guru-guru di SD Mitra PGSD FKIP Universitas Sriwijaya	Hibah Pengabdian Masyarakat Dana DIPA FKIP Unsri 2020	12.500.000
3	2020	Pelatihan Pembuatan MediaPembelajaran IPS SD berbasis Edutainment bagi guru Sekolah Dasar Kota Palembang	PNBP Universitas Sriwijaya 2020	12.500.000

E. PUBLICATION

No	Tittle	Journal	Volume/Nomor/Year
1	Transformation of the Value Religious Characters in Civic Education Learning in Elementary School.	International Journal of Multicultural and Multireligious Understanding	Vol 6 No 2 April 2019. http://dx.doi.org/10.18415/ijmmu
2	Internalization Of Character Education For Children through Environment Learning Approach: The Value Of Religious, Social Care For And Care For The Environment	Proceedings of the Annual Civic Education Conference (ACEC 2018)	2018/ https://dx.doi.org/10.2991/acec-18.2018.140
3	Teachers' Perceptions of Environmental Care Education in Elementary Schools 2020	Creative Education	Vol. 11/ No 9 Tahun 2020
4	Proceedings of the 4th Sriwijaya University Learning and Education International Conference (SULE-IC 2020)	Advances in Social Science, Education and Humanities Research	2 January 2021 https://dx.doi.org/10.2991/assehr.k.201230.120

F. PRESENTER IN INTERNATIONAL CONFERENCE

No	Name of Conference	Tittle	Date and Place
1	3rd Sriwijaya University Learning and Education International Conferen (SULE-IC) 2018	Transforming Religious Character Values of Primary-School Pupils	Horison Ultima Hotel, Palembang, Indonesia 17 – 18 Oktober 2018
2	Annual Civic Education Conference (ACEC 2018).	Internalization of Character Education For Children through Environment Learning Approach. The Value of Religious, Social Care For and Care For the Enviroment.	Bandung, Indonesia 27 – 28 April 2018
3	4th ADRI International Multidisciplinary Conference	Role neuropsychologyApproach in elementary Classroom	Jakarta, Indonesia 13 – 14 Januari 2017
4	3rd Summit Meeting on Education Internationa Seminar	Application of Civic Education Learning Techniques Clarification Approach Through Value in Students PGSD FKIP UNSRI	Yogyakarta, Indonesia 22 November 2016

G. BOOK

No	Year	Tittle	Page	Publisher
1	2017	Konsep Dasar IPS:Referensi Bagi Calon Guru SD	229	Noer Fikri

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidak-sesuaian dengan kenyataan, saya sanggup menerima sanksi.

Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu persyaratan dalam pengajuan Penelitian Unggulan Kolaborasi Internasional Dana PNBP FKIP Unsri tahun 2021.

Indralaya,   Februari 2021
Pengusul,

Dr. Siti Dewi Maharani, M.Pd.
NIP 196012151986032002

CURRICULUM VITAE

A. PERSONAL IDENTITY

1.	Full Name	Dra. Evy Ratna Kartika Waty, M.Pd, Ph.D (P)
2.	Jabatan Struktural	Kordinator Program Studi PLS/Pendidikan Masyarakat
3.	Jabatan Fungsional	Lektor Kepala
4.	NIP	19591017 198803 2 0001
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10.	Phone Number/ Fax	0711-580058
11.	e-mail	evyrkwaty@gmail.com evyratnakw@fkip.unsri.ac.id
12.	No. Graduated Student	S1 = lebih dari 170 mahasiswa S2 = 5 mahasiswa
12.	Taught Course	Belajar dan Pembelajaran Evaluasi Program PLS Penelitian Pendidikan TP (S2) Statistik Pendidikan Penelitian Pendidikan PLS Komunikasi Sosial Pemberdayaan Perempuan Teknik Motivasi dan Persuasi Patologi Sosial Dinamika Kelompok Pengantar Pendidikan Pengantar Sosiologi Filsafat Pendidikan Perkembangan Peserta Didik Administrasi dan Manajemen Pendidikan Psikologi Sosial Pembelajaran Mikro Perubahan Sosial dan Budaya Masyarakat Pendidikan Keluarga

B. EDUCATIONAL BACKGROUND

Name of University	S1 IKIP Negeri Jogyakarta	S2 IKIP Negeri Jakarta	S3 UPSI Malaysia
Major	Pendidikan Sosial	Penelitian dan Evaluasi Pendidikan	Penilaian dan Pengukuran Pendidikan
Entry-Graduate	1978- 1984	1991-1994	2011-2016
Tittle of Thesis, Disertation	Pemberdayaan Perempuan Putus Sekolah dengan Keterampilan	Kompetensi Guru dalam Membuat Tes EBTA	Kualiti Ujian Sumatif Buatan Guru SMA
Nama Pembimbing	Drs. Djumroni	Prof. Amin Prof. Sukamto	Prof. Siti Eshah, PhD

C. RESEARCH EXPERIENCE

No.	Year	Judul Penelitian	Pendanaan	
			Sumber	**Jumlah (Juta)**
1.	2016	Kualiti Ujian Sumatif Buatan Guru SMA	Desertasi Doktor.	
2.	2017	Srategi Peningkatan Kualitas Tes Sumatif Buatan Guru Pada SMA di Sumatera Selatan	Dikti Fundamental	Rp150.000.000
3.	2018	Model Validasi Tes Hasil Belajar Buatan Guru Pada Program Pembelajaran SD di Sumatera Selatan	DIPA BLU	Rp 40.000.000
4.	2019	Penilaian Validasi Tes Hasil Belajar Pada Program Pembelajaran Perguruan Tinggi FKIP Di Sum-Sel	DIPA FKIP	Rp.50.000.000
5.	2020	Kemiskinan Struktural Pada Buruh Perempuan Dalam Industri Pangan Di Kota Pagar Alam	DIPA FKIP	Rp. 50.000.000

D. COMMUNITY SERVICE

No.	Year	Judul Pengabdian	Pendanaan	
			Sumber	**Jumlah (Juta)**
1.	2016	Strategi Pembelajaran Partisipatif dalam Kesehatan Reproduksi Perempuan Di Kecamatan Kayu Agung Ogan Komering Ilir	DIPA Unsri	Rp 15.000.000
2.	2017	Partisipasi Masyarakat Dalam Menghadapi Ancaman *Human Trafficking* di Kecamatan Gandus Kota Palembang	DIPA Unsri	Rp 15.000.000
3.	2018	Pemberdayaan Perempuan Putus Sekolah Dalam Mempersiapkan Tenaga Kerja Terampil Di Desa KotaDaro Ogan Ilir	Desa Binaan Unsri	Rp 20.000.000

4.	2019	Pencegahan Stunting pada Anak Di Desa Pulau Semambu Ogan Ilir	DIPA Unsri	Rp 15.000.000
5.	2019	Pemberdayaan Perempuan Dalam Keterampilan Pembuatan Keripik Singkong Aneka Rasa Di Kota Daro Ogan Ilir	Desa Binaan Unsri	RP 15.000.000
6.	2019	Pemberdayaan Masyarakat Dalam Mencegah Kekerasan Pada Anak di Desa Suka Cinta Kota Pagar Alam	Desa Binaan Unsri	Rp 10.000.000
7.	2020	Pendampingan Pencegahan Kekerasan Pada Anak Di Lubuk Linggau	Dipa Unsri	Rp. 13.000.000
8.	2020	Model Kemitraan Pada Aksi Afirmatif Terhadap Anak Difabel Melalui Pembelajaran Partisipatif Di Kota Palembang	Aplikasi Iptek dan Pengembang an Budaya Lokal	Rp. 13.000.000

E. PUBLICATION

No.	Judul Artikel Ilmiah	Volume/ Year	Nama Jurnal
1.	QualityAssesment Of Teacher Made Summative Test At Senior High School In Palembang Indonesia	2016	Jurnal PNF-UNP
2.	Kompetensi Tes Buatan Guru Sekolah Menengah Atas (SMA) Di Palembang	2016	Jurnal Matematika FKIP Unsri
3.	Validation Model Of Teacher's Made Test Results on The Learning Program of Elementary Schools in South Sumatra	2018	Jurnal Non-Formal Education NFEIC
4.	Strategy For Improfing The Quality of Theachers-Made Sumative Test at The Senior High School in South Sumatera	2018	IOP Publishing Scopus
5.	Internalization Of Character Education For Children through Environment Learning Approach: The Value Of Religious, Social Care For And Care For The Environment	2018	Proceedings of the Annual Civic Education Conference (ACEC 2018)
6.	Validation Assesment Of Learning Result Test On Learning Program Of Higher Education Faculty Of Teacher Training And Education In South Sumatera	2019	ICERD UPI Bandung
7.	Structural Poverty on Women Labor Of Food Industry In Pagar Alam	2020	Atlanta Publishing Scopus

F. PRESENTER IN CONFERENCE

No	Nama Pertemuan Ilmiah / Seminar	Judul Artikel Ilmiah	Waktu dan Tempat
1.	Lokakarya Guru dalam Proses Pembelajaran	Pembuatan Perangkat Pembelajaran bagi Guru SD	Diknas Palembang 2015

2.	Pendampingan Ibu PKK di Kota Pagar Alam	Strategi Pembelajaran Partisipatif Dalam Kesehatan Reproduksi Perempuan di Pagar Alam	Pemda Kota Pagar Alam 2016
3.	Orasi Ilmiah Pelepasan Sarjana FKIP Unsri	Apresias Tes Sumatif Buatan Guru Dalam Pencapaian Kelulusan Siswa	FKIP Unsri 2017
4.	Seminar Nasional PNF	Memotivasi Mahasiswa Menjadi Pemimpin Masa Depan	Univ. Bengkulu 2017
5.	International Conference of Special Education 2017	Quality Assessment Of Teacher Made Summative Test At Senior High School In Palembang, Indonesia	Univ. Syah Kuala Banda Aceh, 2017
6.	Seminar Nasional Pemberdayaan Perempuan Prov. SumSel	Kesehatan Reproduktif Dan Kesetaraan Jender Dalam Persfektif Perempuan	Palembang 2018
7.	Seminar Nasional PNF	Tindakan Pelecehan Dan Kekerasan Seksual Di Propinsi Sumatera Selatan (Studi Analisis Isi Surat Kabar)	Univ. Negeri Yogyakarta 2018
8.	Conference SULE-IC	Strategy for Improfing The Quality of Theachers-Made Sumative Test at The Senior High School in South Sumatera	Univ. Sriwijaya 2018
9.	Seminar Internasional ICERD UPI	Validation AssesmentOf Learning Result Test on Learning Program Of Higher Education Faculty Of Teacher Training And Education In South Sumatera	UPI Bandung 2019
10.	Semiloka Pendidikan Kesetaraan	Pendidikan Kesetaraan Berkualitas menjawab Tantangan Masa Depan	Semarang 25-27 Okt 2019

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidak-sesuaian dengan kenyataan, saya sanggup menerima sanksi.

Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu persyaratan dalam pengajuan Penelitian Unggulan Kolaborasi Internasional Dana PNBP FKIP Unsri tahun 2021.

Palembang,   Februari 2021

Dra. Evy Ratna Kartika Waty, M.Pd, Ph.D
NIP. 19591017 198803 2 0001

CURRICULUM VITAE

A. PERSONAL IDENTITY

No	Full name	Dr. Sri Sumarni, M.Pd.
1.	NIP	195901011986032001
2.	Academic Position	Lektor Kepala / IV-b
3.	Place and Date of Birth	Palembang, 01 January 1959
4.	Gender	Female
5.	Expertise	Early Childhood Education
6.	Phone Number / Cell Phone	081383309035
7.	Email address	sri_sumarni@fkip.unsri.ac.id
8.	Religion	Moslem
9.	Origin of Higher Education	Teacher Training and Education Faculty Department of Education, Early Childhood Study Program
10.	College Address	Jalan Raya Palembang Prabumulih I Indralaya Ogan Ilir South SumatraCampus Unsri Indralaya Phone: (0711) 580169, 580069, www.unsri.ac.id,
11.	Marital Status	Married
12.	Home Address	Komplek Perumdam Blok O No. 19, RT 23, RW 05 SukaJaya Village, Sukarame District, Postal Code 30151. Lebong Siarang Palembang.

B. EDUCATIONAL BACKGROUND

NO	INSTITUTION	DEGREE	IN THE ENTRY YEAR AND COMPLETE	DEPARTMENTS /
1.	FKIP Unsri Palembang	Dra.	1985	Public Education
2.	PPS IKIP Jakarta	M.Pd.	2000	Early Childhood Education
3.	PPS Universitas Negeri Jakarta	DR.	2008	Early Childhood Education

C. EXPERIENCE AND RESEARCH

NO	TITLE	YEAR
1	Student's Perception of Parent Involvement in Elementary Education: A Study in Philippine and Indonesia (Dr. Yosef, MA, Prof. Sofendi, MA, Ph.D., Dr. Sri Sumarni, M.Pd., Dr. Azizah Husin, M.Pd., Prof. Rita B. Ruscoe , Ph.D)	2016
2	Implementation of Folklore through Art Education to Increase Creativity in PG PAUD FKIP Unsristudents	2016/2017

NO	TITLE	YEAR
3	Comparing Philipine And Indonesia Teachers And Parents' Need For Parental Involvement In Education (Dr. Azizah Husin, Prof. Sofendi, MA, Ph. D., Dr. Yosef Barus., Dr. Sumarni, Evi Ratna Kartika Waty, Ph. D.,)	2018
4	Development of Child Friendly ICT Textbooks for the Professional Competencies of PG-PAUD FKIP UnsriStudents	2018
5	Teacher Professional Development Through *Lesson Study For Learning Community* (LSLC) Using the Project Based Learning in South Sumatera	2018
6	Entrepreneurship Education In Families In Indonesia And Philipine (Azizah Husin, Yosef, Maria Asuan, Sri Sumarni)	2019
7	Integration of *Lesson Study for Learning Community (LSLC)* and *Collaborative Learning* to Develop Teacher Professionalism in PAUD, Elementary School (SD)) and South Sumatra Middle School	2019
8	Development of Textbooks on ICT-Based Early Childhood Basic Concepts to Improve Student Pedagogical Competencies of PG PAUD FKIP Unsri (dr. Sri Sumarni, M. Pd, Yofi Sazaki, Mahyumi, M. Pd)	2019
9	Teacher Perception To School Ecosystem Toward Environmental Caring Education (Dr. Siti Dewi Maharani. M. Pd., Dr. Azizah Husin, M. Pd., Dr. Sri Sumarni. M.Pd, Dr. Yosef, MA)	2020

D. INDEXED JOURNAL

NO	TITTLE	YEAR	PUBLISHER
1.	Development of "Child Friendly ICT "Textbooks to Improve Profesional Competence of Teacher Candidates: A Case Study of Early Chilhood Education Programe Students	2019	Journal for the Education of Gifted Young Scientist ISSN: DOI: 10.17478 / jegys. 10.17478 / jegys.596095
2.	Behavior of Early Childhood (2-3) Years: A Case Study of Use of Gadget in Social Enviorment	2019	International Journal of INNOVATION Creativity and Change ISSN: 22011315 DOI: 10.17478 / jegys. 10.17478 / jegys.518464
3.	Playing Board Games With Mathematical Self-Concept to Support Early Numeracy Skill of 5-6 Years Old	2019	International Journal of INNOVATION Creativity and Change ISSN: 22011315 DOI: 10.17478 / jegys. 10.17478 / jegys.518464
4.	Behavior in early childhood (2-3) years: A case study on the use of gadgets in social environments	2019	International Journal of Innovation, Creativity and Change DOI: 10.17478 / jegys.596095
5.	Development of "child friendly ICT "textbooks to improve professional competence of teacher candidate	2019	Journal for the Education of Gifted Young Scientists DOI: 10.1747 / jegys.596095

E. INTERNATIONAL CONFERENCE

No	TITTLE	OF	YEAR
1.	Improving the Quality of Education for Strengthering The Global Competitiveness	International Conference, "Sriwijaya University" Palembang	Proceeding.7-9 Oktober 2016

No	TITTLE	OF	YEAR
2.	The Development of The Thematic Interactive Multimedia Product For The Subtheme of The Transfiguration of the Earth For The Third Graders.	International Conference on Elementary And Teacher Education "Lombok, University Hamzanwadi" **Presenter**	Proceeding/22-23 Oktober 2016
3.	The Utization Effect of Video Learning Media Through Critical Thinking Skills And Student Learning Out Comes Towards Tenth Grade Student In Sociology Subject At Senior High School Number 1 District of Banyuasin II (Sri Sumarni, Rika Feranita)	International Conference State University of Palu **Presenter**	Proceeding 2016

F. SPEAKER/ SEMINAR AT REGIONAL LEVEL, PROVINCE

No.	NAME OF TRAINING	STATUS / PLACE OF ORGANIZER	YEAR
1.	Speaker on the Graduation Day of Bon Thorif PAUD students for 2015/2016 Academic Year	Speaker/ Palembang	2016
2.	Resource Person at the Office of Women Empowerment and Child Protection of South Sumatra Province March 8 2017	Speaker/ Office of Women Empowerment and Child Protection of South Sumatra Province	2017
3.	Resource Person for BAN PNF Accreditation as Preparation for Institutional Accreditation at TK Menara Fitra Ogan Ilir	Keynote speaker / TK Menara Fitrah Ogan Ilir	2017
4.	Resource persons at Sumsel Assessor Training BAP	Keynote speaker/ Hotel Duta Palembang	2017
5.	Resource person for Workshop towards Accredited PAUD 2017 Kindergarten Teachers in Ogan Ilir, March 6, 2017	Keynote speaker Multipurpose Building FKIP Indralaya	2017
6.	As Judges for Appreciation Activities of GTK PAUD and Dikmas Achievement at the Provincial Level of South Sumatra Province May 3, 2019Persons	Keynote speaker/ the Swarna Dwipa Hotel Building	2019
7.	Guidance Technical "The Role of Parents in Accompanying Children to Learn from the Home of BP PAUD and Dikmas South Sumatra 22 July 2020	BP PAUD and Dikmas South Sumatra	2020

H. COMMUNITY DEVELOPMENT

NO	ACTIVITIES	PLACE	YEAR
1.	Training on making Learning Devices in-based PAUD *Scientific* for Early Childhood Education teachers in Talang Kelapa Village, District Alang Lebar Palembang	at Alang-Alang Lebar Kindergarten	2016
2.	Training and Making Scientific Work (PTK) for Palembang 1 Palembang Kindergarten Teachers at Palembang	Pembina Kindergarten	2018-2019

NO	ACTIVITIES	PLACE	YEAR
3.	Training and Coaching for Classroom Action Research (PTK) and Writing Scientific Papers For Azzahra Kindergarten Teachers in Palembang Azzahra	Kindergarten	2019
4.	Skills Development for Middle School Teachers through the *Lesson Study for Learning Community* in Bukit Besar Palembang District (Rector's Decree Number: 0008? UN9 / SK.LP2M.PM / 2019	At Junior High School No. 1 Palembang	2019
5.	As a Mentor for TC Preparation Appreciation Activities for GTK PAUD and National Education Program Achievement in 2019 National Level	at BP3FNI	2019

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidak-sesuaian dengan kenyataan, saya sanggup menerima sanksi.

Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu persyaratan dalam pengajuan Penelitian Unggulan Kolaborasi Internasional Dana PNBP FKIP Unsri tahun 2021.

Palembang,   Februari 2021

Dr. Sri Sumarni, M. Pd.
NIP. 195901011986032001

CURRICULUM VITAE

A. Personal Identity

1	Full Name	Dr. Makmum Raharjo., M.Sn.
2	Gender	Laki-laki
3	Academic Position	Asisten Ahli
4	NIP	197001232006041001
5	NIDN	0023017003
6	Birth	Palembang, 23 January 1970
7	Email address	makmunraharjo@unsri.ac.id
8	Cell Number	08128284603
9	Address	Jl. Raya Palembang Prabumulih km 32
10	Phone Number	0711 580058
11	Subject	S1 PGSD
12	Subject	1.Pendidikan Senirupa dan Prakarya SD
		2. Media & Teknologi Pembelajaran
		3. Pengembangan Media Berbasis ICT
		4. Metodologi Penelitian Pendidikan

B. EDUCATIONAL BACKGROUND

	S1	S2	S3
Nama Perguruan Tinggi	Institut Seni Indonesia Yogyakarta	PPs Institut Seni Indonesia	PPs Universitas Negeri Jakarta
Bidang Ilmu	Seni Media Rekam	Penciptaan Seni	Teknologi Pendidikan
Tahun Masuk-Lulus	1995-1999	2002-2005	2014-20019
Judul Skripsi/Tesis/Disertasi	Fotografi Potret dalam Foto Ekspresi Hitam Putih	Media dan Sarana Digital sebagai Teknik Penciptaan Fotografi Ekspresi	Pengembangan Model Pembelajaran *online* Berbasis Web pada Mata Kuliah Pendidikan Senirupa di PGSD FKIP UNSRI
Nama Pembimbing/Promotor	1. Drs.Soeprapto Soejono, M.A., Ph.D. 2. Drs. RM. Roy Suryo	1. Drs.Soeprapto Soejono, M.A., Ph.D. 2. Drs. M Dwi Marianto., MFA., Ph.D	1. Prof. Dr. Diana Nomida Musnir., M.Pd. 2. Prof. Dr. Suriani, SH.,MA.

C. RESEARCH EXPERIENCE

No	Year	Judul Penelitian	Pendanaan	
			Sumber	Jumlah (Juta-Rp)
1	2019	The Role of Graphic Design Elements and Cloud Computing in Designing Online Learning Media Based on Moodle CSM	Pribadi	-
2	2020	Analysis of Multicultural Values in Cross-Cultural Studies Textbooks for Elementary Schools Teacher	Pribadi	-
3	2020	The Effectiveness of Multicultural Education Teaching Materials on The Nationalism of Elementary School Teacher Education Students	Pribadi	-
4	2020	Pengembangan Bahan Ajar Studi Lintas Budaya	Hibah Kompetitif PPM FKIP UNSRI	50.000.000

D. Pengalaman Pengabdian Pada Masyarakat Dalam 5 Tahun Terakhir
(Bukan Skripsi, Tesis, maupun Disertasi)

No	Year	Judul Pengabdian	Pendanaan	
			Sumber	Jumlah (Juta-Rp)
1	2020	Tutor Bimtek Kameramen Karyawan FKIP Universitas Sriwijaya	Pribadi	-
2	2020	Tutor Workshop dan Juri Dekan Cup 2020 KM FKIP UNSRI	Pribadi	-

E. Pemakalah Seminar Ilmiah dalam 5 Tahun Terakhir

No	Nama Pertemuan Ilmiah/Seminar	Judul Artikel Ilmiah	Waktu dan Tempat
1	The 2nd Sriwijaya University Learning and Education-International Conference 2016 (SULE IC)	Development Elearning Model with Moodle	Hotel Aryaduta Palembang
2	The 1st International Conferenceon Education, Language and Society	The Role of Graphic Design Elements and Cloud Computing in Designing Online Learning Media Based on Moodle CSM	Aula Latif Gedung Dewi Sartika Universitas Negeri Jakarta, 6-7 Agustus 2019
3	The 4th ICLIQE'20	The Effectiveness of Multicultural Education	Daring Conference, via Zoom.

		Teaching Materials on The Nationalism of Elementary School Teacher Education Students	FKIP UNS Surakarta, Indonesia 5 September 2020
4	The 4th Sriwijaya University Learning and Education International Conference (SULE-IC) 2020 Faculty of Teacher Training and Education, Sriwijaya University	Analysis of Multicultural Values in Cross-Cultural Studies Textbooks for Elementary Schools Teacher	Daring Conference, via Zoom. 24 – 25 Oktober 2020

F. Produk Buku Ajar

No	Judul Buku Ajar	No. ISBN	HAKI
1	Bahan Ajar Studi Lintas Budaya	978-623-6555-29-3	-

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidak-sesuaian dengan kenyataan, saya sanggup menerima sanksi.

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Indralaya, Februari 2021
Pengusul,

Dr. Makmum Raharjo., M.Sn.
NIP 197001232006041001

Lampiran 3.9: Format Justifikasi Anggaran

No	Jenis	Nama Item	Jumlah Item	Satuan	Biaya Satuan	Subtotal	Tahun ke-
1	Bahan	Kertas A4	15	Rim	40000	600000	1
2	Bahan	Cartridge Printer Epson	4	Buah	155000	620000	1
3	Bahan	Tinta printer	4	Botol	120000	480000	1
4	Pengumpulan Data	Koordinasi Tim Awal	4	Keg	250000	1000000	1
5	Pengumpulan Data	Paket Data	5	Keg	1800000	9000000	1
6	Bahan	Hardisk Eksternal 1TB	1	Buah	747000	747000	1
7	Bahan	Pensil	24	Buah	8000	192000	1
8	Bahan	Mouse	4	Buah	75000	300000	1
9	Bahan	Cooling Pad	4	Buah	120000	480000	1
10	Bahan	File Map	28	Buah	22000	616000	1
11	Bahan	Penggandaan Proposal	10	Buah	35000	350000	1
12	Bahan	Penjilidan Proposal	10	Buah	10000	100000	1
13	Pengumpulan Data	Transport Lapangan Koordinasi dan Pengumpulan Data (Philipina)	5	Keg	1000000	5000000	1
14	Sewa Peralatan	Printer Epson	1	Buah	500000	500000	1
15	Sewa Peralatan	Kamera Dokumentasi	1	Buah	1000000	1000000	1
16	Luaran Wajib & Tambahan	Biaya Proofreading dan Review Artikel	2	Keg	4000000	8000000	1
17	Luaran Wajib & Tambahan	Publikasi Artikel Mahasiswa	2	Keg	3000000	6000000	1
18	Pelaporan	Banner	2	Buah	125000	250000	1
19	Luaran Wajib & Tambahan	Publikasi jurnal Internasional terindeks	1	Keg	15000000	15000000	1
20	Luaran Wajib & Tambahan	Publikasi jurnal	1	Keg	3000000	3000000	1

		Terkakreditasi Sinta					
21	Analisis Data	Pengolahan Data	2	Keg	3000000	6000000	1
22	Analisis Data	Koordinasi Analisis data	7	Keg	800000	5600000	1
23	Luaran Wajib & Tambahan	Biaya Seminar Internasioal	4	Keg	1500000	6000000	1
24	Luaran Wajib & Tambahan	Transport sebagai Narasumber	4	Keg	800000	3200000	1
25	Pelaporan	Penggandaan Laporan	10	Buah	84000	840000	1
26	Pelaporan	Penjilidan Laporan	10	Buah	12500	125000	1
					Total	75000000	

Lampiran 3.10: Format Jadwal Kegiatan

No	Kegiatan	Bulan ke											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Penyusunan proposal Penelitian	■	■	■									
2	Pengambilan Data penelitin			■	■								
3	Input Data					■	■						
3	Analisis Data....................							■					
5	Monitoring danEvaluasi								■				
6	Draft laporan									■			
7	Laporan Hasil										■		
8	Membuat artikel											■	
9	Publikasi												■

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS SRIWIJAYA
FAKULTAS KEGURUAN DAN ILMU PENGETAHUAN
Jalan Raya Palembang – Prabumulih Indralaya, Ogan Ilir 30662
Telp: (0711) 580085 – Fax. (0711) 580058
Laman: www.fkip.unsri.ac.id, Postel: support@fkip.unsri.ac.id

SURAT PERNYATAAN KETUA PENELITIAN

Yang bertanda tangan di bawah ini:
Nama   : Dr. Siti Dewi Maharani, M.Pd.
NIP / NIDN   : 196012151986032002/ 0015126004
Pangkat / Golongan   : Pembina
Jabatan Fungsional   : Lektor Kepala
Alamat   : Jl. Let. Jend. Harun Sohar Komplek PDK Blok C-15 Kebun Bunga
                                      Sukarami, Palembang, Sumatera Selatan

Dengan ini menyatakan bahwa laporan penelitian saya dengan judul *"Parental efficacy in helping elementary children learn at home: A study in Philippine and Indonesia"* yang diusulkan dalam skim Penelitian Unggulan Kolaborasi Internasional Dana PNBP FKIP Unsri tahun 2021 **bersifat original dan belum pernah dibiayai oleh lembaga/sumber dana lain**.

Bilamana dikemudian hari ditemukan ketidak sesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku dan mengembalikan seluruh biaya penelitian yang sudah diterima ke kas negara.

<table>
<tr><td></td><td>Indralaya,   November 2021</td></tr>
<tr><td>Mengetahui,</td><td>Yang menyatakan,</td></tr>
<tr><td>Ketua Unit Penelitian dan Pengabdian</td><td></td></tr>
<tr><td>FKIP Unsri,</td><td></td></tr>
<tr><td></td><td>Materai 6000</td></tr>
<tr><td>Nelly Andriani, S.Pd. M.Si.</td><td>Dr. Siti Dewi Maharani, M.Pd.</td></tr>
<tr><td></td><td>NIP. 196012151986032002</td></tr>
</table>