

THE RELATIONSHIP OF LEARNING INTEREST AND PARENTS' TRUST WITH THE RESULTS OF LEARNING INDONESIAN LANGUAGE ONLINE IN CLASS IV AT CLUSTER 2 ELEMENTARY SCHOOL KAPANEWON SEWON BANTUL

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Abstrak

This study aims to determine the relationship between learning interest and parental care with online learning outcomes of Indonesian language for the fourth grade of SD Cluster 2 Kapanewon Sewon Bantul. This study uses a quantitative approach or data analysis with a correlational design. This study consists of 3 variables which consist of 2 independent variables, namely interest in learning (X1) and parental care (X2) and consists of 1 variable, namely the results of Indonesian online learning (Y). The subjects of this study consisted of the population, namely all students in six elementary schools in the Sewon sub-district which presented 890 students and a sample of 192 fourth grade students at SD Distance, SD Sawit, SD Distance 3, SD Blunyahan 1, SD Blunyahan 2, and SD Muhammadiyah Pendowo. Sampling using purposive random sampling technique. Data collection methods used are questionnaires and tests. The data analysis technique used statistical calculation of product moment correlation. The results showed: First, based on statistical analysis between interest in learning and the results of online learning Indonesian, the correlation coefficient (r) = 0.502. This means that there is a positive and significant relationship ($0.000 < 0.05$) between interest in learning and Indonesian online learning outcomes of 25.2%. Second, statistical data analysis of the relationship between parental care and Indonesian online learning outcomes obtained a correlation coefficient (r) = 0.506. This means that there is a positive and significant relationship ($0.000 < 0.05$) between parental care and Indonesian online learning outcomes of 25.6%. Third, based on statistical data analysis of the relationship between interest in learning and concern for parents together with the results of online learning Indonesian, it is obtained a double correlation coefficient (R) = 0.575. This means that there is an interest in learning and concern for parents who together have a positive and significant relationship ($0.000 < 0.05$) with online learning outcomes for Class IV students of SD Cluster 2 Kapanewon Sewon by 33.1% and the rest 66 , 9% Influenced by other factors.

Keywords: Interest in Learning, Parental Concern, Indonesian Language Learning Outcomes

INTRODUCTION

An advanced nation and has an intelligent generation is one of the ideals in realizing the struggle for the independence of the Indonesian nation. The struggle for this ideal is not easy. This independence places education as a very important development sector and always gets priority in development programs designed by the government.

Education is a bridge for generations to advance the nation so it needs to be considered. Therefore, the realm of education is the heart of a nation's life. The progress of a nation is determined by the success of creating an educated generation. However, since mid-March 2020 education in Indonesia has experienced a major learning change due to the Covid-19 virus disaster that hit almost all countries in the world. The learning

process usually takes place in schools moving from home. Teachers do online learning from home, as well as students. This requires a change in the learning process that should be face-to-face in online learning classes or better known as learning from home (LFH).

This online learning is supported by the Ministry of Education and Culture which facilitates or creates the Learning from Home program which is broadcast on TVRI. This program is aimed at students from Kindergarten to High School (SMA). This learning is an effort to organize education for all school-age children during this pandemic so that learning can continue to run in a conducive manner.

Learning activities during the Covid-19 pandemic in the academic calendar in 2020/2021 experienced differences from the previous year in 2019/2020. The unpreparedness of school stakeholders (policy makers) in implementing online learning is a factor inhibiting the effectiveness of online learning, including: (1) many teachers are still low in mastering technology, (2) Limited infrastructure facilities in supporting learning activities, (3) Many parents who are unable to provide technological facilities for their children, for example there are facilities for many parents who complain that they cannot guide the use of technology (mobile phones) for learning, even the material presented by the teacher sometimes does not master, (4) the internet network is often unstable because the geographical location of the students' homes is not the same, (5) the internet network is needed by teachers and students to be a separate problem. This soaring internet quota for online learning is very burdensome for parents and teachers alike. Teachers must be aware and patient if there are students who have not submitted their assignments because they are constrained, such as not having an internet quota.

Learning that seems very forced and without readiness requires the teacher to change the way of teaching directly to

indirect. The main problem in the world of education during the covid-19 pandemic is how to make students receive learning materials with full responsibility and high awareness without being haunted by fear of the corona virus outbreak. According to Belawati (2019), online learning is done through the internet network. Therefore, in Indonesian online learning is translated as online learning or online learning. Online learning is basically a system that has existed since the mid 18th century. Since the beginning, online learning has always used technology for the implementation of learning, starting from the simplest technology to the latest. In short, the history of the development of online learning can be grouped based on the dominant technology it uses. Taylor (2000) for example, classifies the online learning generation into five (5) generations, namely: (1) correspondence model, (2) multi-media model, (3) tele-learning model, (4) flexible learning model, and (5) a more intelligent flexible learning model (The Intelligent Flexible Learning Model). In the fourth and fifth generations of distance learning, jargons that are very popular in the community such as e-learning, online learning, and mobile learning are born which further popularize the phenomenon of distance learning.

Online learning is designed in large numbers with diverse educational backgrounds, ages, and places of residence. Online learning to overcome the limitations of distance, place, time in carrying out the learning process. Online learning has different characteristics or characteristics. That characteristic is the physical separation between teachers and students in carrying out learning. This online learning, for example, teachers must be good at conveying material, for example in Indonesian lessons. Teachers who can usually explain directly must innovate to deliver online.

To overcome online learning that does not exist face-to-face, learning, especially Indonesian lessons, must be

equipped with the use of media that allows interaction between teachers and students so that the learning process is more effective and efficient. The main media in online learning use information and communication technology such as computers, audio, print media, internet and others. This is what makes researchers interested in conducting research on how the interest in learning and parental concern for the results of online learning Indonesian for class IV at SD in Cluster 2 Kapanewon Sewon Bantul.

Online learning starts at 07.00 to 12.00. But sending assignments via whatsapp is received no later than 21.00 WIB, because there are some parents who work until the night so that sometimes they are often late in sending assignments. Online learning as a solution during this pandemic has several problems, including:

1. Students' learning interest is very low so that learning outcomes are not optimal.
2. There are still fourth grade students who have difficulty learning Indonesian.
3. Not all parents show good attention in accompanying their children to study at home related to online learning.
4. Not all parents have adequate tools to submit study assignments online.
5. Teachers have not been optimal in supporting the implementation of online learning effectively, especially Indonesian language lessons.

Research has been carried out in learning Indonesian in grade IV of elementary school, so this research is only limited to the relationship between interest in learning, parental concern for the results of learning Indonesian online with fourth grade students at SD in Cluster 2 Kapanewon Sewon Bantul. The problem that arises for class IV students is that new class III students who usually do face-to-face learning must adapt to existing conditions, namely learning in class IV is done online. Students are led to adapt quickly, especially in Indonesian lessons. The material that starts to be difficult and the questions that are long reads also

become obstacles for students. In addition, the obstacles encountered are that there are some parents/guardians of students who use gadgets for 2 to 3 children, often do not have internet quota packages, and people who are less familiar with applications on mobile phones. One way to solve problems in online learning is to use whatsapp. Parents can easily use WhatsApp because of the way it is used and it is equipped with several features including messages, videos, photos, voice messages, documents, and video calls so that this application is cheaper and easier to use in helping this distance learning.

Online learning that is carried out requires teachers to find ways that are suitable and easy to use, in delivering Indonesian language subject matter, especially material so that students can understand and get complete grades. Most of the deliveries are according to the specified time, but over time the delivery is not on time for various reasons such as not having internet quota, cellphone memory is full, students are not interested in learning. Students' interest in learning is very influential on the growth and success of online distance learning. Kompri (2017) states that interest in learning is a student's tendency in the learning aspect. Mina but not innate, will be obtained later in life. Lack of interest in student learning can result in a lack of curiosity in certain fields, and can even lead to attitudes towards teachers. Interest gives a strong impetus to do an activity seriously. Therefore, interest arises not in a deliberate way. Students' learning interest can affect the quality of learning outcomes in certain subjects.

The impact that arises from online learning causes students not to be able to meet face-to-face with the teacher and causes boredom to do assignments online. Students are often less enthusiastic in doing assignments and the role of parents in accompanying their children to learn is very important in determining the time each day in sending assignments correctly. Teachers in this problem must try to arouse students'

interest in learning to master knowledge by changing fun teaching methods by playing interesting videos or pictures to attract students' interest in learning. Teachers must also be able to meet with students virtually and give praise when and when sending assignments by giving messages (thumbs up) so that students are excited or sending messages with words of praise (very good, very fast, very fast).).

Parents' learning concern for their children will affect the results achieved. Parents who have more motivation and attention when learning online will send assignments on the contrary, parents who work late at night cannot optimally accompany their children to study online. According to Malik (2016), he explained that from the results of his research, parents' attention in guiding children at home, providing the facilities needed by children in learning such as reading books, and parental income affect the continuation of children's education in the nine-year compulsory education program. Care is an aspect in a person that reflects attitudes and actions which means attention, responsibility, and judgment in treating a particular object. Parents should give more attention, comfort so that during the learning process at home children feel happy and happy to learn. Parents should be good motivators so that children become enthusiastic about learning even though learning is done online. Concern with good mentoring will affect children's learning outcomes, so parents must take the time to direct their children to be able to carry out the tasks given.

Research conducted by Fahriati (2018) concluded that caring is the state of a person's self in the form of attitudes and actions given to others that reflect attention and responsibility that can have a good influence on others. With the form of care given, it can make someone better and feel cared for. So parents' concern for children in the aspect of providing support, providing direction and supervising children shows a low category. It can be

seen that parents are less concerned about their children when studying at home by rarely encouraging children to learn, not controlling their children's learning at home and rarely supervising their children.

A study was conducted by Denok Maya Syarifah (2019), entitled "The relationship between parental assistance, use of gadgets and learning interest of fifth graders at Secang District Elementary School". The results of the study showed that there was a relationship between parental assistance and student interest in learning as indicated by the results of statistical calculations. Furthermore, there is a positive and significant relationship between the use of gadgets and students' interest in learning. The last result is that there is a positive and significant relationship between parental care, use of gadgets and learning interest of elementary school students in Secang District. According to Pratiwi (2015) in his research, parents have an important role in education. Parents are one component that must be responsible for the education of children. Therefore, it is very necessary to have good guidance and attention in the child's learning process, so the involvement of parents in children's activities in learning is one of the things needed in improving the quality of education. Another form of parental attention in the process of children's education and helping children in solving problems faced at school, is to encourage and motivate children to learn and complete all school-related needs. This is easily done by parents who have an adequate level of education and economic level, because with that provision parents can provide guidance and solutions in solving the problems of learning difficulties faced by children.

High student interest in a particular subject encourages him to know in depth the subject matter he gets. Students who are very interested in a subject will devote maximum attention. Students who have a high interest in learning Indonesian, of course, will always try to improve their

learning outcomes. These students will actively ask if they find difficulties in understanding Indonesian lessons. On the other hand, a student who has a low interest in Indonesian language lessons, will participate in the learning process less actively and will have an impact on the learning outcomes he gets. Students who have a high interest in learning will achieve better learning outcomes than students with a low interest in learning. Thus interest can be expressed through a statement that shows that students prefer one thing over another. Someone who learns with interest, he will try to study with great attention and high enthusiasm for learning, and always motivates himself to be interested in the material he is learning, as well as when studying Indonesian, so that learning achievement increases.

Based on the results of interviews, observations and location surveys conducted by researchers, and elementary school teachers in Cluster 2 Kapanewon Sewon, it is known that children's interest in learning has decreased so that Indonesian language learning outcomes also do not get maximum results. The role and attention of parents is needed so that children learn, especially learning Indonesian online, greatly affects the learning process at home. The results of the Indonesian language learning scores show that there are 28 students who have not completed one class of children who get a complete score of only 5 children, this is almost the same for cluster 2 in Sewon. This is what attracts researchers to investigate in depth. This research is different from previous research because it will observe in depth to find out the causes objectively. So online learning must receive special attention from parents, so the researchers intend to conduct research on the relationship between interest in learning and parents' attention to the results of learning Indonesian online in fourth grade students of SD in Cluster 2 Kapanewon Sewon Bantul.

METHOD

According to Sugiono (2015) quantitative research methods are research methods based on positivistic (concrete data), data in the form of numbers that will be measured using statistics as a calculation test tool, related to the problem being studied. Quantitative research is a procedure for data accumulation using students and samples. The quantitative research used is descriptive and associative research. This type of research deals with independent variables. This type of associative research is research that is asking for the relationship between two or more variables. The relationship is a causal relationship (cause and effect). So, there are independent (influenced) and dependent (influenced) variables.

A design or design that can be used to make a statement because it uses the Correlation method. The design is a path analysis design. Path analysis is used for which of a number of paths connecting one variable to another. In this study, there was a relationship between students' interest in learning, parents' concern, and Indonesian online learning outcomes. This path analysis is used to find that there are small pathways related to students' interest in learning, parental care, and Indonesian online learning outcomes.

Descriptive research was conducted to describe each variable, namely student interest in learning, parental attention, and Indonesian online learning outcomes. Associative research was used to determine the relationship or influence of the independent variables (interest in learning and parenting) on the dependent variable (outline learning outcomes of Indonesian).

The samples in this study were fourth grade students of SD Cluster 2 Kapanewon Sewon Bantul. Considering that the number of students in the population that will be used as respondents is too many, then some students are taken according to the characteristics that have been determined in Cluster 2 Kapanewon

Sewon Bantul which is located close together and can communicate between teachers in Cluster 2 Kapanewon. Sewon.

The sampling technique used in this study was purposive random sampling. The purposive random sampling technique is emphasized to be a sample because of the consideration of certain characteristics or characteristics. Random sampling due to situations and conditions that are not possible so that samples are taken based on the same objectives and characteristics that are taken randomly. By using a purposive random sampling technique, a sample of 192 fourth grade students of SD Cluster 2 Kapanewon Sewon Bantul was obtained for the 2020/2021 academic year.

The validity of the instrument was carried out by testing on students who were not members of the sample, then the validity of each question was analyzed. The validity of the description is calculated using the product moment correlation formula with rough numbers. If $r_{count} > r_{table}$ then the item is valid and used in research, whereas if $r_{count} < r_{table}$ then the item is invalid so it is not used in research.

The validity test of learning interest can be seen by comparing the value of r_{count} with r_{table} . If the value of $r_{count} > r_{table}$ at the significance level = 0.05, then the statement item is declared valid, and vice versa. The r_{table} value for $n = 30$ with a significance level of = 0.05 is 0.361. The results of the calculation of the validity of learning interest are presented in the following table.

RESULTS AND DISCUSSION

1. The Relationship of Learning Interest with Indonesian Online Learning Outcomes

Interest is an instinctive tendency born of great curiosity in learning activities which is characterized by feelings of pleasure, student involvement, interest, and attention of students during the learning process. The relationship between learning interest and online Indonesian learning outcomes includes feelings of pleasure, student involvement, interest, and attention of students. Interest is a sense of interest,

desire, drive that arises from within a person as a force to realize something expected. In online learning, high interest in learning can encourage students to learn because students have an interest in the lessons being taught. So that it can improve students' online learning outcomes. Conversely, if students' interest in learning is low, students become lazy to follow lessons. So that it has an impact on the low results of learning Indonesian online. Based on the description presented, it shows that there is a positive and significant relationship between interest in learning and online learning outcomes for Indonesian language students.

After the researchers obtained data from the distribution of the questionnaire which was processed by analysis of hypothesis testing, the results obtained a correlation coefficient of 0.502. Then the price of the correlation coefficient can be consulted with the price of R table with N of 192 at a significance level of 5%, which is 0.1417. Because the price of the correlation coefficient is greater than R_{table} ($0.502 > 0.1417$), and the results are positive, it can be concluded that there is a positive and significant relationship between learning interest and Indonesian online learning outcomes. The positive and significant relationship that is meant is a meaningful or important relationship. This means that the higher the interest in learning, the higher the results of online learning Indonesian students.

In line with research conducted by Feri Faizal Romadlon (2017) concluded that interest in learning affects student achievement. High interest in learning will encourage students to always develop behavior and attitudes in learning so that good learning achievement can be achieved as well. The existence of a positive and significant relationship between interest in learning and the results of online learning Indonesian proves that the presence of a high interest in learning by students will form changes in students becoming more enthusiastic and motivated to continue

learning. This high motivation can have a positive impact on the learning process so that good learning outcomes are obtained as well.

Research conducted by Ahmad Rajab, et al (2018) concluded that there is a relationship between interest in learning and student learning outcomes using the NHT learning model assisted by the sticky board media. Interest has a big influence on learning activities. Students who are interested in a subject will study the subject seriously such as diligently studying, feel happy to attend the presentation of chemistry lessons and can even find difficulties in learning, complete practice and practical questions because of the attraction obtained by studying chemistry. Students will easily memorize and understand the lessons that interest them. Interest is closely related to motivation. Motivation arises because of the need, as well as interest, so it is appropriate if interest is a motivational tool. The learning process will run smoothly if accompanied by interest. Thus, it can be concluded that high learning interest will encourage students to be more active in learning so that better learning outcomes are achieved. The similarity with this research is that interest in learning has a positive and significant relationship to learning outcomes.

2. The Relationship of Parental Concern with Indonesian Online Learning Outcomes

Parental concern can be in the form of parental encouragement to children in an effort to manage and regulate children's experiences interacting both with the family environment and the media that contain positive and negative sides as measured through questionnaires and documentation. Parental concern in terms of control and warmth in motivating students will help online learning Indonesian in accordance with the results of the questionnaire filled out by parents. Parental concern is an important thing. Parental concern is a form of family or parental support in giving

attention to students. In online learning, high parental care will have a positive impact on the student learning process, so that students are more enthusiastic in learning and can get high online learning outcomes as well. On the other hand, if the parents' concern is low, they will become less enthusiastic so that the results of online learning Indonesian that they get are also low. Based on the description presented, it can be assumed that there is a positive and significant relationship between parental care and the results of students' Indonesian online learning.

The results showed that the data from the questionnaire distribution which was then processed in the analysis of hypothesis testing, obtained a correlation coefficient of 0.506. Then the price of the correlation coefficient can be consulted with the price of R table with N of 192 at a significance level of 5%, which is 0.1417. Because the price of the correlation coefficient is greater than Rtable ($0.506 > 0.1417$), and the results are positive, it can be concluded that there is a positive and significant relationship between parents' concern for online learning outcomes. The positive and significant relationship that is meant is a meaningful or important relationship. This means that the higher the parental concern, the higher the results of online learning Indonesian students will get.

This is in line with research conducted by Fajar Ahmad Dwi Prasetyo (2018) which concludes that good and consistent parental assistance has a positive impact on children's learning processes so that good learning outcomes are obtained. With a positive and significant relationship between parental care and Indonesian online learning outcomes, it shows that good parental care will provide encouragement to students so that good learning outcomes can be achieved. Similar research was also conducted by Hevri Gunawan and Subagyo (2021) who concluded that the value of the multiple correlation between the variables of

parental concern, study habits, and learning achievement with the value of the correlation coefficient $r_{X1 \times X2 - Y}$ and the results of the partial correlation test between people's care parents (X1) with learning achievement (Y) by controlling X2 obtained the value of the correlation coefficient $r_{X1 - Y}$, study habits (X2) with learning achievement (Y) with controlling X1 obtained the value of the correlation coefficient $r_{X2 - Y}$, the value of the determinant coefficient (R^2) between X1, X2 and Y is 0.505, meaning that the magnitude of the relationship between X1 and X2 with Y is 50.5%. This relationship is supported by an effective contribution where parental care contributes 6.37% to learning achievement and study habits contribute 19.15% to learning achievement.

Thus, parental care and study habits contribute to student achievement. parental care and study habits have a positive influence on learning achievement. High parental concern can help students have study habits, so that students can develop their knowledge, talents, interests, and abilities. With parental care and good study habits, student achievement will be better too. This means that students can carry out their duties as students and carry out their roles effectively and efficiently, namely in increasing their knowledge and abilities optimally to achieve good learning outcomes.

3. The Relationship of Learning Interest, Parents' Concern With Indonesian Online Learning Outcomes

Good cooperation between teachers, parents and students will help smooth this online learning. Results of Indonesian online learning carried out by educators and students without having to be in the same place at the same time, but in practice the principles of freedom, independence, flexibility, and mobility.

Correlation Coefficient Interpretation Guidelines

Based on the results of multiple correlations, the correlation value of 0.575 is in the interval 0.40 – 0.599 with a

moderate level of correlation. Thus, the relationship between interest in learning and parental concern for the results of Indonesian online learning has a moderate relationship. That is, interest in learning and parental care are enough to have an influence on the results of online learning Indonesian that are achieved in students. Considering that online learning or distance learning does not involve physical presence and there is no direct communication between teachers and students, the interest in learning and parental care are important factors in the learning outcomes of Indonesian. There are so many obstacles that are faced from the limited ability of parents, the economy, and the busyness of the guardians of students.

This online learning really requires more attention and time from parents to supervise children. This is because the teacher cannot be directly involved in providing material and understanding it thoroughly. Henceforth, the calculation of the coefficient of determination is used to determine how much influence the independent variable (X) has on the dependent variable (Y). Because the results of the correlation coefficients are all positive, all variables are in the same direction. This means that if the interest in learning and parental care increases, the results of learning Indonesian online learning will also increase. The results of the analysis show that the relationship between interest in learning and parents' concern with online learning outcomes in Indonesian is 33.1%, so that 66.9% of interest in Indonesian online learning outcomes is influenced by factors other than interest in learning and parental care.

High interest in learning is supported by the attention or care of parents in learning to be able to influence the learning outcomes of students. In online learning Indonesian, of course, interest in learning and especially the concern of parents is very large so that students are willing and interested in participating in online learning. Thus, it is expected that

students can work on tasks in online learning and are also able to give good results on tests or students' end-of-semester assessments.

CONCLUSION

Based on the results of research on "The Relationship of Learning Interest and Parents' Concern with Online Learning Outcomes of Indonesian Class IV Elementary School Cluster 2 Kapanewon Sewon Bantul Year 2020/2021" concluded that as follows:

1. There is a positive and significant relationship between interest in learning and the results of online learning in Indonesian for fourth grade students of SD Cluster 2 Kapanewon Sewon Bantul for the 2020/2021 school year, it was found that after the data was processed in the analysis of hypothesis testing, the correlation coefficient was 0.502. Then the price of the correlation coefficient can be consulted with the price of R table with N of 192 at a significance level of 5%, which is 0.1417. Because the correlation coefficient is greater than Rtable ($0.502 > 0.1417$), it is concluded that there is a positive and significant relationship between learning interest and Indonesian online learning outcomes. The positive and significant relationship that is meant is a meaningful or important relationship. This means that high interest in learning greatly affects good scores for online learning Indonesian, so that every student who has good grades for learning Indonesian online has a high interest in learning as well.
2. There is a positive and significant relationship between parental care and the results of online learning of Indonesian language for fourth grade students of SD Cluster 2 Kapanewon Sewon Bantul for the 2020/2021 school year, it was found that from the data processed in the analysis of hypothesis testing, the correlation coefficient was 0.506. . Then the price of the correlation coefficient can be consulted with the

price of R table with N of 192 at a significance level of 5%, which is 0.1417. Because the correlation coefficient is greater than Rtable ($0.506 > 0.1417$), and the results are positive, the conclusion is that there is a positive and significant relationship between parents' concern for online learning outcomes. The positive and significant relationship that is meant is a meaningful or important relationship. This means that the higher the parental concern, the higher the results of online learning Indonesian.

3. There is a significant positive relationship between interest in learning and parental care together with the results of online learning Indonesian language for fourth graders of SD Cluster 2 Kapanewon Sewon Bantul for the 2020/2021 school year. Based on the results of multiple correlations, the correlation value of 0.575 is in the interval 0.40 – 0.599 with a moderate level of correlation. Thus, the relationship between interest in learning and parental concern for the results of Indonesian online learning has a moderate relationship. That is, interest in learning and parental care are enough to have an influence on the results of online learning Indonesian that are achieved in students. Considering that online learning or distance learning does not involve physical presence and there is no direct communication between teachers and students, the interest in learning and parental care are important factors in the learning outcomes of Indonesian.

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