

Suryani_The Role of the Family in Online Learning on Students

by Cek Turnitin Oi

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

Suryani

INTRODUCTION

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

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

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

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

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

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

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

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