The Effect of Online Learning and Parents' Assistance on Mathematics Learning Outcomes in Class V Sd Inpres Kolongan in Sonder District, Minahasa Regency

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Abstract: The implementation of learning in education units has undergone a change in operational form which has to follow the policies implemented by the government, namely social distancing instructions, which led to the call for lockdown. The public's response to the policy is very varied, initially limited to sensitization conditions, according to Hebb, this condition can make each individual more responsive to certain aspects of the environment. This aspect is the change brought about by the social restrictions. Judging from the theory of generalization and discrimination, the response is naturally mapped. Massive social restriction movements occur in the smallest community (family) to the largest community (society).

The results showed that there is a significant effect of online learning on the mathematics learning outcomes of fifth grade students at SD Inpres Kolongan Atas, Sonder District, Minahasa Regency.

Keywords: E-learning, Mathematics, Elementary School.

Introduction

The reality of the world of education is faced with quite complex problems. Where we are all faced with problems that greatly affect education. In 2020 we are faced with the spread of a virus that really makes everyone feel afraid to carry out activities as usual. Indonesia also feels the impact in various sectors, one of which is education. The impact of this virus has made the world of education seem to experience a severe shock where there are so many new things that must be done by the government to fulfill a learning process that was disrupted due to the epidemic that hit all Indonesian people.

The implementation of learning in education units has undergone a change in operational form which has to follow the policies implemented by the government, namely social distancing instructions, which led to the call for lockdown. The public's response to the policy is very varied, initially limited to sensitization conditions, according to Hebb, this condition can make each individual more responsive to certain aspects of the environment. This aspect is the change brought about by the social restrictions. Judging from the theory of generalization and discrimination, the response is naturally mapped. Massive social restriction movements occur in the smallest community (family) to the largest community (society). Each individual is required to be aware of the existence of a role for other individuals to continue to walk with independent rails adhering to the jargon "starting from self for mutual safety". This jargon can be found in various information, both verbally and in writing. Oral delivery is usually in small communities and written delivery is more familiar to large communities through social media, such as statuses on Facebook and Whatsapp, hashtags on Instagram and wise sentences on appeal banners. The jargon contains an appeal

to work from home which is popularly known as Work from Home (WFH) and is interpreted as a representation of a safe working style during the prevention of the spread of the virus that has hit all regions in Indonesia.

Learning "online" as the sole option in the context of preventing the spread of the virus, gives a special color to the struggle against this virus. Even this form of learning can also be interpreted as limiting access to education. Education that normally takes place with direct interaction between elements (educators and education staff and students) turns into indirect interaction learning. Restrictions on direct interaction in education sometimes occur in certain situations, but not in the context of social restrictions such as what people live in an effort to prevent the spread of the virus. This limitation has a positive and negative impact on the achievement of learning objectives. Social restrictions have an impact on education administration policies, learning must be strived to continue with various consequences. This is very influential on the adaptation period due to changes in the learning mechanism and system.

The positive impact can be interpreted from the condition of educational practitioners carrying out academic activities by working from home (work from home). Working from home makes every individual who carries out his activities more independent in maximizing the use of technology and information. Previously, not all individuals had the habit of working based on IT, but this condition made them more accustomed and skilled in completing work with IT. Why not, education practitioners are bumped into conditions that force and require them to become proficient instantly. Several acknowledgments from these practitioners showed that the moment when all people were urged not to carry out activities in crowds resulted in increased creativity and competence in carrying out their respective duties.

Educators of all ages can fuse themselves to get to know the ease of IT-based teaching. Education staff complete and tidy up administrative matters with the help of IT. The students who are generally the millennial generation are increasingly compounding their skills in completing IT-based learning activities and tasks. This wisdom is an unplanned and unexpected step as an effort to develop the skills and knowledge of every element of education practitioners relevant to the times. In addition to these positive impacts, there are also negative impacts on the limitations of educational practitioners in responding to conditions, personal readiness requiring assistance and even special guidelines for understanding IT as a preferred path of work. Unfortunately,

Educators (teachers and lecturers) have a communication room that is also used to express and describe their readiness to oversee programs and systems for continuing education at all levels. Teaching commitment is shown by digital-based activities, they carry out learning by continuing to prepare, carry out learning and complete evaluations according to pandemic conditions. Digital learning applications become a new learning space for teaching staff which makes them more optimal in mastering media-based communication and interaction styles. The teaching staff remains in the corridor of learning achievement based on three educational domains; namely cognitive, affective and psychomotor,

The responses and responses of some of these elements indicate that change is a necessity; each individual must be able to prepare himself to face change. Changes in the learning system, especially online learning. In the end, students and teaching staff are used to online learning which is currently used to make it easier for students and educators to jointly carry out the teaching and learning process. Online learning must be put to good use where there are changes in thinking patterns, learning patterns, scientific interaction patterns that are more meaningful so that they can be maximized with productivity that characterizes

meaningfulness. Eventually,

Daring is an abbreviation of within the network, which is a term used as a substitute for the word online which Indonesians often use in the use of activities related to the internet network. Daring is a translation of the term online which means being connected to the internet network. Therefore, we can interpret that online learning is a learning process in the field of education that is carried out utilizing a remote communication system using computers on the internet network without any real face to face.

Online learning is often done to reduce the risk of disease transmission during the learning process, essentially this learning model optimizes interactions between students and teaching staff without losing the principle of education. Online learning is a learning model that is carried out without direct face-to-face either between students or with teaching staff, but learning and communication activities are carried out through a digital platform that is connected via the internet network (Malyana, 2020). This learning model helps the teaching and learning process that is carried out even though it is far away, thereby reducing obstacles that may occur in the real world.

Online learning is part of distance education that specifically combines electronics and internet-based technology. Distance learning is learning using a media that allows interaction between educators and students, in distance learning between educators and students not face to face, in other words, through distance learning it is possible between educators and students in different places even can be separated by great distances. Distance learning is a must at this time with the aim of limiting social interaction to suppress the spread of the corona virus.

RESEARCH METHODOLOGY

The approach used in this research is a descriptive quantitative research approach where the calculation of statistical tests is the basis for the high or low of a variable, the acceptance of a relationship or influence between the variables studied. According to Sugiyono (2014:8), quantitative methods are research methods used to examine the population of a particular sample, the sampling technique is random, data collection uses research instruments / questionnaires, data analysis is quantitative or statistical with the aim of testing hypotheses that have been formulated. .

In the regression test used for forecasting the dependent variable based on the independent variables of Anwar Hidayat (2018). Simple regression was used to test hypotheses 1 and 2, namely about the effect of online learning variables (X1) on student learning outcomes (Y), and parental assistance variables (X2) on student learning outcomes (Y). While multiple regression was used to test hypothesis 3, namely about the effect of online learning (X1) and parental assistance (X2) on Student Learning Outcomes (Y). Instrument indicators

Table 1 Online Learning Variable Indicator

Variable	Indicator	Statement Items
Online Learning	1. Online learning	1,
	2. Using applications in online learning.	2,3,
	3. Using zoom in time	4.5,
	4. Using a smartphone to access lessons.	6
	5. Lessons are sent via messenger, and youtube live.	7
	6. Interact using google meet and classroom.	8.9,

	7. Provide responses to questions.	10,11,
	8. Google classroom media for easy learning to access documents	14,15,
	9. Improving the quality of learning the use of technology.	17, 18, 19,
	10. The process of administration and implementation of learning, and assessment of results.	20, 21, 22,
	11. Learning supervision	26, 27,
	12. Lesson planning	23, 24,
	13. Learning process	25, 28,
	14. Self-study through the internet	29, 30
	Amount	30

Table 3.3 Parental Assistance Variable Indicator

Variable	Indicator	Statement Items
Parents attention	1. Teach children to know the creator	1, 2, 3,
	2. Guiding children to learn	4
	3. Become close friends	5
	4. Give motivation	6
	5. Supervise children's learning process	7
	6. Instilling the basis of children's moral education	8, 9,
	7. Provide education that can shape personality and character	10, 11,
	8. Making time together	13, 14, 15,
	9. Responsible for encouraging children's success	16, 17, 18,
	10. Become an independent adult human	19, 20,
	11. Take care of children's health	21, 22,
	12. Give happiness	23, 24, 25,
	13. Control study time	26, 27,
	14. Responsible	28, 29,
	15. Embedded learning routine	30
	16. Checking assignment books	31
	17. Monitor children's academic development	32, 33,
	18. Paying attention in the learning process	34.35,
	19. Provide guidance and supervision	36, 37, 38,
	20. Give love	39, 40
	21. Educate	
	Amount	40

1. Student Learning Outcomes Variables

Online Learning and Parental Assistance is very influential on student learning outcomes is the result of knowledge achieved by students seen from lessons at school and can be seen through the final grades of the report cards. According to Wullur 2014: 24, namely:

1. Cognitive aspects (aspects related to intellectual learning achievement).

2. Effective aspects (aspects seen from attitudes and values).

3. The psychomotor aspect is the aspect that is seen from the learning achievement seen in the ability to act.

1. Hypothesis

Based on the formulation of the research hypothesis problem:

Ha : Parental assistance has a significant effect on the learning outcomes of fifth graders of SD Inpres Kolongan Atas, Sonder District, Minahasa Regency.

Ho: Parental assistance has no significant effect on student learning outcomes of SD Inpres Kolongan Atas, Sonder District, Minahasa Regency.

To test hypothesis II, the researcher used a simple linear analysis of the influence of the two variables, namely parental assistance on student learning outcomes. In analyzing the data, the researcher used SPSS 21.

Table 4.13 Model Summary Correlation Coefficient Model Summaryb

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.434a	.189	.148	2,461

a. Predictors: (Constant), Parental Assistance

b. Dependent Variable: Student Learning Outcomes

Based on the significance value of the coefficients table, it is obtained a significance value of $0.043 > 0.05$, so it can be concluded that the parental assistance variable X2 affects the student learning outcomes variable Y. Based on the t value: it is known that the tcount value is $2.157 > $ ttable 1.725, so it can be concluded that the parental assistance variable X2 affects the student learning outcomes variable Y means that Ho is rejected, Ha is accepted. Parental assistance is needed to make children enthusiastic in carrying out the learning process at home, especially in carrying out online learning. Parental assistance can encourage every child in carrying out learning where when there is a lesson that is not understood, the child can ask the parents directly.

Parental assistance is very important so that parents can know the development of the child, what are the difficulties in carrying out learning. According to pelt 2008; 168 "Parental attention through teaching children to know the creator who gives blessings through worship and praying together". Tambunan (2001; 84, 119) that the attention of parents in guiding children to learn, providing time together, being close friends, and providing education that can shape personality and character, and be responsible, provide facilities, supervise the child's learning process, motivate and fulfill children's learning needs.

CONCLUSION

Based on the results of the research and discussion in the previous chapter regarding the influence of online learning and parental assistance on the mathematics learning achievement of fifth grade students at SD Inpres Kolongan Atas, Sonder District, Minahasa Regency, the following conclusions can be drawn:

Hypothesis 1 There is a significant effect of online learning on the mathematics learning outcomes of fifth grade students at SD Inpres Kolongan Atas, Sonder District, Minahasa Regency.

Thus, the conclusion is the null hypothesis which states that there is no significant effect

between online learning and parental assistance on student learning outcomes, which means that Ho is rejected and Ha is accepted.

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