

Original Article

The Role of Parents in the Family to Increase Children's Learning Outcomes in Learning PJOK During the Pandemic Covid-19

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Abstract

Introduction: Every child needs education because children's education can develop the interests and talents required. One effort to develop it is through a formal or non-formal institution. In these institutions learning activities are the most basic activities. **Purpose:** The purpose of the study was to determine the role of parents in the family in improving children's learning outcomes in PJOK learning during the Covid-19 Pandemic at SMPN 4 Tasikmalaya City. **Methods:** This study used a qualitative descriptive approach. This study's data collection techniques used triangulation techniques with observation, semi-structured interviews, and documentation. The sample used in the study was 20 parents of class VII students, and when the sample used the purposive sampling technique. **Results:** The results of the study show that the role of parents in improving children's learning plays an essential role in supporting the success of their children's education, especially during PJOK learning during the covid-19 pandemic; the part of parents is very much needed such as educating children to learn and accompanying children to learn, providing an atmosphere comfortable so that children focus on learning, encourage children to learn, provide the facilities needed for education, direct children according to the talents and interests of each child. **Conclusions:** parents play an essential role in supporting the success of their children's education, especially during PJOK learning during the covid-19 pandemic. The part of parents is very much needed such as educating children to learn and accompanying children to learn, providing a comfortable atmosphere so that children focus on learning, encouraging children to want to know, providing the facilities needed for education, direct children according to the talents and interests of each child.

KeyWords: *role of parents, learning outcomes, covid-19, pandemic, learning outcomes*

Introduction

The world is busy with the emergence of the coronavirus (Covid-19 / Coronavirus disease 2019). At the end of 2019, this virus was first reported in Wuhan, China. It spreads rapidly and creates a new pandemic threat. According to Handayani et al. (2020), "COVID-19 is a disease caused by a new type of coronavirus that was not previously identified in humans. But a coronavirus is a group of viruses that can be found in animals as well as humans" (p. 119). According to the expert, Covid-19 is an infectious disease that can infect humans and animals. The Indonesian government has made various efforts to minimize the spread of this contagious disease by imposing social distancing, physical distancing, to implementing PSBB (large-scale social restrictions).

The education sector is one of the impacts of the Covid-19 pandemic. Every child needs education because children's education can develop their interests and talents. One effort to develop it is through a formal or non-formal institution. In these institutions learning activities are the most basic activities. In several areas, limited face-to-face learning activities (PTMT) have been implemented in several schools. According to Septianingsih (2021) stated that "Limited Face-to-face Learning (PTMT) is a transitional learning scheme in which online and offline learning programs before fully switching to a 100% face-to-face learning scheme, while still implementing health protocols" (page 1). Due to time constraints, these restrictions create gaps in

The PJOK learning process, which only practices some types of sports. This is one of the efforts to prevent the spread of the Covid-19 virus. Seeing the reality that there are 7th-grade students at SMPN 4 Tasikmalaya City, student learning outcomes in PJOK subjects obtained are not in harmony with their application and behavior. This is reflected in some students who are less self-motivated in following and imitating the learning process, students' delays in collecting assignments, and students' lack of understanding of the material as a whole, especially during the COVID-19 pandemic conditions regarding Physical Education, Sports and Health (PJOK) subjects. This is where the role of parents is needed in supporting their children's education.

Parents are the people who are primarily responsible for children's education because, in principle, parents are responsible for educating, guiding, and protecting children. The role of parents in a family is more dominant than the role of teachers who only accompany in a matter of hours. Hence, parents have a substantial contribution to the success of children's learning. Because the family is the primary and first place for children to have social interactions and recognize the behaviors of others, therefore the role of parents needs to be maximized for the effectiveness of children's learning, especially in improving children's learning outcomes. The role of parents is significant in the process of accompanying children's learning activities because parents also play a role in supervising and controlling children in their learning process, such as providing vocal support, knowing the process and results during learning, and providing learning facilities for children. Please pay attention to their children while studying and provide advice, guidance, direction, and motivation. This can affect children's learning outcomes during the educational process. From the busyness of parents entrusting their children to school institutions to assist in their children's education, the role of parents cannot be separated from their duties and responsibilities in guiding and educating their children at home as a carrying capacity for maximum achievement of children's learning outcomes. Every parent expects their child to obey, and there are many other expectations about their child, all of which are positive. Meanwhile, every parent wants to educate their children well and successfully. They hope to be able to form children who are devoted to their parents, children who are helpful to themselves, their families, and society. According to Hutagalung et al. (2021), "The role of parents is a behavior related to parents in holding certain positions in the family as caregivers, mentors and educators for children" (p. 97). Thus, parents have responsibility for their role as caregivers, mentors, and educators to deliver children in achieving maximum learning outcomes.

Learning outcomes are the results of learning that students have achieved, and learning outcomes often include three aspects, namely affective, cognitive and psychomotor. So learning outcomes are the abilities possessed by students after following the learning process, which includes mental, affective and psychomotor skills. According to Mentari et al. (2021), "Learning outcomes are changes in a person's attitude or way of thinking after experiencing experience in the learning process. After getting experience, students will know the results of the learning that has been done" (p. 57). Therefore, learning outcomes are changes in knowledge and understanding that result in a person changing his skills, attitudes, and behavior. Slameto (2010) stated that Learning outcomes themselves are influenced by two factors, namely internal and external. Internal factors include health problems, body defects, psychological factors (intelligence, interest in learning, attention, talent, motivation, maturity, and students' readiness), and fatigue factors. External factors that affect learning outcomes are family, school, and community. (p. 54). So thus, to achieve learning outcomes, many factors are influenced, namely the students themselves, teachers, schools, including parents. From this, the role of parents becomes one of the factors that significantly affect children's learning outcomes. Because basically, a child needs guidance from his parents. In the family, parents are the first and foremost educators. These virtues are not only directions and advice to children, but they are examples for their children. That way, parents are required to direct, guide, or guide their children and maximize the role of parents as the main task of their responsibilities in the family to improve children's learning outcomes so that maximum and optimal learning outcomes can be achieved. Given the importance of children's education, the role of parents in growing and developing children is essential. Encouragement or support from parents will make children grow and develop well. Parents are expected to be able to create all the potential in their children, such as thinking, communicating, creating, science, sports, and so on. These potentials can develop optimally, so children grow up to be independent, healthy, and intelligent. So the role of parents and learning outcomes from both have a strong attachment. In this regard, the role of parents becomes a very important supporting or supporting factor in children's learning outcomes because if parents do not play a good position and tend not to care, it is likely that children will experience problems in learning.

Material & methods

This research was conducted at SMPN 4 Tasikmalaya City, located on Jalan Raya. Wiratanuningrat No. 10 : Tawang District, Tasikmalaya City. The method used is the descriptive qualitative method. The data collection technique uses triangulation techniques, namely observation, interviews, and documentation to parents of students from each grade VII FY 2021/2022 Even semester. The method of collecting data sources or informants in this study uses a purposive sampling technique. Namely, this technique is carried out by taking data sources through prior consideration.

Results

Based on the results of research conducted at SMPN 4 Tasikmalaya City regarding the role of parents in the family in improving children's learning outcomes in PJOK learning during the covid-19 pandemic. In enhancing children's learning outcomes, it is known that parents have an essential role in nurturing and educating through guidance and direction in everyday life. In principle, the advice provided by parents is their responsibility to educate and maintain children's achievements and the results obtained. Therefore, researchers conducted questions and answers through semi-structured interviews with 20 parents to get an idea of the role of parents in improving children's learning outcomes, especially in PJOK learning during the COVID-19 pandemic.

The results showed that parents are the people who are primarily responsible for their children's education. Therefore, parents determine the future of their children. As stated by the expert, Wahidin (2020) said that "Parents' awareness of their responsibilities and role as educators, first and foremost, greatly influences the child's self-development" (p. 232). However, in recognizing the limitations and opportunities, parents ask other outside parties to help educate their children, such as teachers in schools or tutoring places or tutoring outside school hours. Nevertheless, parents remain responsible for the educational success of their children. According to Firdaus et al. (2021), "Parents are the main person responsible for their children's education. Wherever the child undergoes education, whether, in formal, informal or non-formal institutions, parents still play a role in determining the future of their children's education" (p. 78). Therefore, parents play an essential role in determining the success of their children's education and improving PJOK learning outcomes; especially during this pandemic, parents play a more active role in guiding children's learning.

The leading roles and responsibilities can be realized, among others, by guiding the continuity of children's learning at home according to what children have learned at school. Teaching children to study at home can be done by supervising and helping with school assignments and completing children's learning instruments and infrastructure. The role of parents in children's education is significant to support it in the learning process because children get continuity and harmony of good values taught by schools through parents. The involvement of these parents in a family in children's education is a complement and supporter of the values taught in school. In line with Sari (2017), "Parents who are responsible for their students by seeking the development of all the potential of students, both affective potential, cognitive potential, and psychomotor potential" (p. 41). So, the role of parents in the family must support their children's education in learning by developing the affective potential, cognitive potential, and psychomotor potential of children in PJOK learning, especially during the covid-19 pandemic, because parents as educators play an essential role in improving and stimulating children to study.

Motivation is very much needed in PJOK learning activities during the COVID-19 pandemic so that the learning outcomes obtained by children are better. With high motivation, the effort will be optimal and get high learning outcomes. What parents do when children are bored and don't want to learn is to provide inspiration, enthusiasm, and advice to children so that children continue to want to carry out learning and complete tasks given by the school. This support can support a child's success in education. As stated by Wahidin (2020), "In carrying out its function as an educator, to support the learning success of their children, it is necessary to have encouragement or motivation from the family, especially their parents as the main educator" (p. 232). The treatment of parents in motivating children can be in the form of giving attention and appreciation to support their children in learning, some even in the form of a punishment given to children so that children are not lazy and are more disciplined in their studies.

Children need sufficient learning facilities in education to support all activities in the learning process. In PJOK learning, parents also have to provide children's sports facilities to continue developing children's motor movements and move actively even during the COVID-19 pandemic. Therefore, as parents, they must be able to fulfill and complete all the needs of their children in their learning to achieve good learning outcomes

and satisfy the child's wishes when the child demands to participate in additional education outside of school hours. In line with what was explained by Wahidin (2020), "Children who are studying, in addition to having their basic needs met, also need learning facilities such as study rooms, tables, chairs, lighting, writing utensils, books, and others. So parents are obliged to fulfill learning facilities so that the learning process runs smoothly" (p. 239). This indicates that parents as facilitators are providers. In the process of children learning, parents are also providers of things needed in PJOK learning during the covid-19 pandemic to support their education. Teachers provide teaching materials at school, and parents also offer equipment or needs for children's learning at home, especially in knowledge—sports by providing facilities for children's sports.

Mentoring can be done by parents to their children, for example, by preparing for the first day at school, designing their sports clothes, accompanying children to study, taking care of children's health, paying attention, helping children when they have learning difficulties and so on. Parental assistance in the child's learning process in PJOK learning during this pandemic is the effort of parents to accompany and assist in supervising children's problems in education, helping children meet children's needs, and problem-solving to support the optimization of children's development to achieve good learning outcomes. Maximum. As explained by Wahidin (2020) who explains that:

As a parent, you are not only obliged to provide facilities and school fees. But children also need guidance from their parents. Therefore, parents must have time to accompany their children. At that time, children are given direction and advice to be more active in learning and help wherever possible with the difficulties experienced by children at school. (p. 239)

That way a child needs guidance and direction from their parents in the learning process so that children are even more active in learning by helping children if they have difficulties in learning, finding solutions, and providing the right direction to overcome these difficulties, as well as assisting when children learn so that children learning can be adequately controlled. In line with Ningrum (2016), who explains that "The role of parents is a process of parental participation in the child's learning process, providing guidance, understanding and helping overcome children's learning difficulties, and helping develop children's potential optimally" (p. 132). Parents have a role always to guide their children to achieve success in the future. The covid pandemic has resulted in changes in a person's activity patterns in everyday life, one of which is in learning activities; therefore, during this pandemic, more attention must be paid, given direction and guidance in children's learning. This support is beneficial in supporting PJOK learning activities during the COVID-19 pandemic. Parents also play a role in directing children according to the talents and interests of each child. This is because children have different skills. After all, children have the right to realize their dreams in the future. Therefore, children should constantly be reminded not to get caught up in situations that can make them lazy and undisciplined in learning.

Discussion

From this study, it can be explained that the role of parents can be viewed from four indicators, as described by Talib and Istiqamah (2021), namely, parents have roles as educators (educators), motivators (motivators), facilitators, and also as mentors. These indicators describe each parent's perspective on improving children's learning outcomes to better support the child's learning process in PJOK subjects, especially during the pandemic. The role of parents in terms of the four indicators, the results of semi-structured interviews with as many as 20 parents of students as informants in this study obtained an overview and meaning of the role of parents in improving children's learning outcomes in PJOK learning during the covid-19 pandemic.

Education Indicators (Educator)

Based On the results of the informants' answers through questions in the form of semi-structured interviews of 20 parents of students in terms of indicators of educators (educators). Researchers can conclude that the role of parents from the arrows of educators (educators) has been carried out well parents; respondents gave positive responses by constantly reminding children to study hard on PJOK subject matter, especially in practice, and pay attention to their tasks, and control time and way of learning children, such as the existence of a particular time to study and paying attention to the child's grades in every daily test, UTs, UAS, of course, the value of report cards, as well as the value of their daily assignments. Parents appreciate children being able to maintain and improve it. As well as more directing the way of learning and constantly reminding to study harder, especially during the COVID-19 pandemic, children need more attention from parents to children so that there is a desire to put more effort into learning, especially in PJOK learning. Therefore, the involvement of parents in children's education has many positive impacts and affects the learning outcomes obtained in

PJOK learning during the covid-19 pandemic. This is following the input of experts Thalib and Istiqamah (2021), explaining that "The first and foremost educators are parents who are responsible for their students by seeking the development of all the potential of students, both affective potential, cognitive potential, and psychomotor potential" (p. 85). Parents, as the most responsible and foremost in the formation of children from an early age, must pay attention to the pattern of education to obtain maximum results.

Indicator Drive (Motivator)

Based on the informants' answers through questions in the form of semi-structured interviews of 20 parents of students in terms of driving indicators (motivators). Researchers can conclude that the role of parents on children's learning outcomes from the driving hands (motivators). All 20 informants gave positive responses. Therefore, in motivating their children, parents provide more significant support with an award for children to improve children's learning outcomes in PJOK learning during the covid-19 pandemic. The support is in the form of praise and gifts according to their wishes, such as watching movies, recreation, new clothes, and gadgets, or books and food that children like. This is given as a way to support children's education so that they can build their enthusiasm for learning. As for a warning or punishment was given because the child is lazy or undisciplined, such as not being allowed to hold a gadget, not being given pocket money, not being allowed to play, washing dishes or other housework, this is so that the child can be more responsible for what he does.

What parents do in motivating their children is following what was stated by Talib and Istiqamah (2021), explaining that Motivation is the driving force or impetus to do a job. Motivation can come from within (intrinsic), namely an impulse that comes from the heart, generally because of an awareness of the importance of something. And motivation that comes from outside (extrinsic), namely encouragement that comes from outside oneself (environment), for example, from parents, teachers, friends, and community members. (p. 85). This is where parents play a role in growing motivation or stimulation from outside, which can naturally increase motivation within the child. Children have the motivation to do something, but they also get encouragement from those closest to them, such as their parents. Because the role of parents is to be a motivating parent in every way, in this case, the role of parents is to motivate children to be enthusiastic in learning because motivation has an essential role in the learning process or children's learning activities, especially in the PJOK learning process during this pandemic so that children stay active in their motor development as well as in the material. The size of the award given to the child is very influential. The award given is precious and more enthusiastic for the child. Therefore it is necessary to know how the motivation provided by parents to their children so that children's learning outcomes can increase and achieve the expected results. Because explanation gives direction to children's learning goals in their education, children's learning activities need always be motivated by parents. So the role of parents is significant because in addition to monitoring the development of children's education in PJOK learning, they must also be able to motivate their children to keep the spirit of knowledge not only during the pandemic but also every day. It's just that during a pandemic, children need more support than before to be more active in learning to achieve learning outcomes in children's education that are more optimal and maximal, following what parents expect.

Facilitator

Based on the informants' answers through questions in the form of semi-structured interviews of 20 parents of students in terms of facilitator indicators. Researchers can conclude the role of parents on children's learning outcomes from the facilitator indicators. All 20 informants gave positive responses. Therefore, support for infrastructure provided by parents has become the obligation and responsibility of parents to fulfill the equipment and facilities needed by children in all activities of the learning process, including PJOK learning, to support and achieve children's educational goals. These facilities are in the form of books. In addition, their parents provide stationery, uniforms, study desks, and everything that children need to support them in learning. In addition to facilitating learning activities, parents also play a role in promoting children's interests. By involving their children in extracurricular activities that follow the wishes and talents of their children, parents have supported children in their PJOK learning, and this is so that children stay active even in a pandemic situation. Covid-19, such as channeling his sports hobbies to basketball, volleyball, badminton, martial arts, arts, and or other types of sports or activities that are liked and liked by children. All of these facilities are the responsibility of parents in supporting their children's education. Following what was stated by Talib and Istiqamah (2021) as follows In addition to having their basic needs met, children who are studying also need learning facilities such as study rooms, tables, chairs, lighting, writing utensils, books, and others. So parents

are obliged to fulfill children's learning facilities so that the learning process can run smoothly. (p. 85). Including the support of facilities for children to exercise is also one of the children's support in supporting PJOK learning activities during the covid-19 pandemic, which allows them to maintain health and fitness and be able to sustain the physical development or physical health of children even though they are in a pandemic situation. All the support facilities provided make the child feel very happy and assist in the smooth running of the learning activity process so that from one of the indicators, the role of parents can help children achieve learning outcomes in their education as expected with better learning outcomes obtained by children, maximally and optimally. The process of children's education can run smoothly, regularly, effectively, and efficiently.

Supervisor

Based on the informants' answers through questions in the form of semi-structured interviews of 20 students' parents in terms of supervisor indicators. Researchers can conclude that the role of parents in children's learning outcomes from the guiding hands has been carried out well by parents; respondents gave positive responses by constantly trying to accompany, monitor, and pay attention to their children when learning PJOK learning during the covid-19 pandemic. And provide assistance and direction when children have difficulty in learning. As explained by Talib and Istiqamah (2021), "As parents are not only obliged to provide facilities and school fees, but children also need guidance from their parents" (p. 85). The role of this parent affects student learning outcomes, with good guidance from the child's parents has resulted in good learning outcomes. During this pandemic, more attention should be paid to more direction and guidance in children's learning, so the role of parents here needs to be maximized to achieve the expected results in PJOK learning, even more so during the current pandemic situation. Parents have a role as teachers at home, where parents can guide their children in learning at home. Parents are obliged to provide guidance, direction, and an understanding to help as far as possible with the difficulties experienced by children in learning. Therefore, children need to be given recommendations and advice to be even more active in their studies. Not only guiding parents, but they also need to accompany and help their children if they find difficulties in their learning. The results of good guidance and direction from parents will positively impact children, one of which is an increase in children's learning outcomes at school. However, maybe, in the end, the results are not too good or can be said to be average. It's not entirely the parents' fault because every child learns differently and has the capacity of each ability. Hence, parents try as much as possible to guide their children in the learning process activities. The role of parents is not just to fulfill the material. What is meant in this case is that even though the time for parents is not too much, parents are still responsible for guiding their children in learning to improve learning outcomes. The author examines the role of parents to find out how the part of parents is to improve children's learning outcomes in PJOK learning during the covid-19 pandemic. Therefore, it is necessary to know the role of parents in the family in terms of the guiding indicators.

Conclusions

Based on the research conducted by the authors, it can be concluded that parents play an essential role in supporting the success of their children's education, especially during PJOK learning during the covid-19 pandemic. The part of parents is needed such as teaching children to learn and accompanying children to learn, providing a comfortable atmosphere so that children focus on learning, encouraging children so that children want to know, providing the facilities needed for education, direct children according to the talents and interests of each child. Parents' understanding of grade VII students of FY 2021/2022 in the even semester of SMP Negeri 4 Kota Tasikmalaya towards PJOK learning during the pandemic is good; parents are very concerned about their children's education. Parents always motivate children and fulfill all their needs to support the success of their learning to achieve good results. Learning guidance is carried out by helping with assignments, explaining the material provided, and providing excellent responses to children's learning from school.

Based on the results of the research and the conclusions above, there are several suggestions that the researchers convey, namely:

1) For Parents

Constantly to further improve and maximize fostering and guiding children to learn in PJOK learning, especially during the learning situation during the covid-19 pandemic, and to play a more active role in paying attention to children in education and being able to divide children's learning time better, especially in PJOK learning during the covid-19 pandemic.

2) For children/students

Children/students can always be open with their parents to any problems they face and be even more active in learning to obtain maximum learning outcomes, especially in PJOK learning during the COVID-19 pandemic.

3) For Teachers

There should be active and effective communication with parents related to education or problems faced by their children at school, as well as to be able to know the development of children in their studies and be able to monitor how parents participate in educating their children in PJOK learning during the COVID-19 pandemic. 19.

4) For Further Researchers

Always conduct similar research to examine further the role of parents in children's learning outcomes by researching every aspect of the role of parents in children's education, especially in PJOK learning during the COVID-19 pandemic.

Conflicts of interest . The authors have no conflicts of interest with the content of this review.

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