

Conference Paper

Family Support in Online Learning for the Student's Semester Achievement Index During the Covid-19 Pandemic

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Abstract.

The background of the research is the unfinished Covid-19 pandemic in Indonesia, and it makes public adapt to all situations and conditions that are lived, including the learning process in the study place. The government issued a regulation to reduce the Covid-19 incidence rate by applying online learning or distance learning. This condition is certainly not an easy thing for families, students, and the education management to achieve the learning purpose. This study aims to know the relationship of family support in the implementation of online learning with Student Semester Achievement Index during the Covid-19 pandemic in 2021. The research method used an analytic description, using a cross-sectional approach. The research was conducted in November 2021 in Faculty of Nursing, Cendekia Abditama University. The instrument used a questionnaire, with 144 respondents of research samples. The results showed significant relationship between family support in the implementation online learning with Student Semester Achievement Index with p-value = 0.00. Studies indicate that family is a main support in the educational process.

Keywords: Covid-19, family support, grade point average

1. Introduction

The coronavirus is a pandemic disease that affects the education system of different income level countries. The corona pandemic has had an impact in indonesia. This pandemic forced the majority of people to change many of their cultural routines, including daily life routines and practise, ranging from personal practices to organizational and outdoor or public practices, and learning methods. Education has been the pillar of development of every country, so education is principle to the development and growth of all countries. The implementation of education during the pandemic era has been carried out by many studies in various countries. Based on obtained from UNESCO,

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more than 160 countries have implemented national lockdown. Effect pandemic Covid-19 in the education sector, learning previously performed in the classroom has changed to learning at home or online learning. Online learning makes change in the way of learning student, lectures and families [1–3].

Distance learning solutions are containing platforms, educational applications, and resources that aimed help parents, students, and teachers. The Indonesia, all school were closed following the imposition of the government on a total lockdown in 2021. The department of education make rules for the learning process to be carried out at home. The policy certainly not only affects the relationship between teachers and students during learning from home, but also the importance of optimizing the role of parents in the implementation of learning from home.

The educational institutions design strategies to recover lost learning, and return students to school reopen. Coronavirus has been impacting the face to face education system of developing countries. Therefore, developing countries should enhance broadcast teaching, online teaching, and virtual class infrastructures, [4]. One of the most important organization to deal with the Covid-19 pandemic is the university in its role as a key higher education institution, as it is among the most important service sector and its students represent the potential future workforce. There are many obstacles encountered in applying online learning. Covid-19 impacts not only students but also it affects teachers and parents across the world. Students from more advantaged parents attend school with better digital infrastructure and teachers might have higher levels of digital technology skills. Covid-19 affects poor families since many students don't have access to the equipment at home.

The role of parents in accompanying children's success during home study becomes very central, in line with that WHO, (2020) released various guidelines for parents in accompanying their children during this pandemic. Family has an important role to play in caring for education, protection and nurturing children. On the other hand, parents have encountered various challenges from the new mode of learning virtual setting: delivery of instruction, unsatisfactory learning outcome, financial difficulties while working for the family during lockdown, struggle with the use an availability of technology, and personal problems on health, stress, and learning style, [5,6] It is not easy to adopt or adapt to online learning in response to a sudden pandemic such as Covid-19 without encountering many problems and challenges.

The survey was conducted online involving 206 students at 10 universities in Indonesia, the data were analysed descriptively and the findings showed student discomfort and difficulty in carrying out online learning during the covid-19 pandemic, [7]. Other data found is that the E-Learning process at UNP has been going well and can meet the learning outcomes that have been set, [8].

Another research result is that the online learning system carried out during the Covid-19 pandemic is effective and efficient, [9]. The success of online learning certainly cannot be separated from the readiness of students themselves in facing learning, the readiness of teachers to provide online learning and the readiness of families to provide support when online learning is carried out. More than a third of the surveyed students are dissatisfied with the online learning experience, further investigation is conducted to explore and identify the factors behind the students dissatisfaction from the online learning are distraction and reduced focus, psychological issue and management issues, [10]

2. Methods and Equipment

The research has made it a point to find out how the family's support of online study during pandemic Covid 19 with the marks of the student semester achievement index. The research used a qualitative descriptive method with a student at the Nusing of Faculty Universitas Cendekia Abditama with 144 participants totaling population. Data is drawn using a questionnaire's research instrument. The contents of a questionnaire 28 questions with 8 questions are a characteristic data of the respondents and 20 questions about family support. The respondents' data consists of age, level study, gender, residential area, father's job, mother's job, parent income and education levels of parent. The questions on questionnaires about family support based on theory [11] that include information support, emotional support, appreciation support and instrumental support. The student semester achievement index data is obtained from the student semester results card. Before the data take a validation test on questionnaires made of 30 non-research participants. Validity test scores got r 0.274 of the table's and declared valid. The data retrieval of research respondents is done by distributing kuesionare online to all those who adhere to the study ethic. Data results obtained on analysis using univariates and bivariates with chi square tests.

3. Results

3.1. Respondent characteristic

The results of the characteristics of the respondents are that most of the respondents are in the age of 17-21 years (89.6%). Most of the respondents were students in the first year (36.8%), and students were also scattered in the second and third years. The largest student gender is female (84.7%). Most of the students live with their parents (81.9%). Most of the students' fathers work as private employees (30.6%), and more than half of the mothers do not work (66.7%). the average family income is in the range of Rp.1,500,000 - Rp. 3,000,000 (33.3%). More than half education level of parents is high school (62.5%).

3.2. Family support

Data from family support consists of informational, emotional, reward, and instrumental support. Family information support data that is more than partly good (54.9%). Family emotional support is more than partially good (58.3). Family award support results are more than partially good (52.8%). Family instrumental support results are more than half good (60.4%).

3.3. Semester achievement index of student

The results of the semester scores of students more than partially are very good (67.4%).

3.4. Correlation family support and semester achievement index

The result show correlation family support and achievement index semester of student. The result is that there is a correlation between family support and final semester grades

4. Discussion

The results of data analysis showed that there was a correlation between family support and the final grades of the student's semester. This condition occurs because the family carries out the role or support well for their children who do online learning from home.

TABLE 1: Characteristics of the respondents.

	Characteristics	Frequency	Percentage (%)
1	Age of students		
	17-21 years	129	89.6
	>21 years	15	10.4
2	Level of study		
	First year	53	36.8
	Second year	46	31.9
	Third year	45	31.3
3	Gender		
	Male	22	15.3
	Female	122	84.7
4	Residential Area		
	Parents	118	81.9
	Family	6	4.2
	Boarding house	20	13.9
5	Father Job		
	Government employees	21	14.6
	Private employees	44	30.6
	Entrepreneur	40	27.8
	Doesn't work	8	5.6
	Other jobs	31	21.5
6	Mather Job		
	Government employees	16	11.1
	Private employees	8	5.6
	Entrepreneur	13	9.0
	Doesn't work	96	66.7
	Other jobs	11	7.6
7	Income		
	<Rp.1.500.000	27	18.8
	Rp. 1.500.000-3.000.000	48	33.3
	>Rp. 3.000.000-Rp.5.000.000	45	31.3
	>5.000.000.	24	16.7
8	Education level of parents		
	College	22	15.3
	High school	90	62.5
	Junior high school	24	16.6
	Primary school	8	5.6

Freedman (2010) stated that families have a role in caring for children, including at school. [12] The results of the study are in accordance with the existing theory that

TABLE 2: Family support.

	Family Support	Frequency	Percentage (%)
1	Information		
	Good	79	54.9
	Not Good	65	45.1
2	Emotional		
	Good	84	58.3
	Not Good	60	41.7
3	Reward		
	Good	76	52.8
	Not Good	68	47.2
4	Instrumental		
	Good	87	60.4
	Not Good	57	39.6

TABLE 3: The semester scores of students.

	Final Semester Grades	Frequency	Percentage (%)
1	3.51-4.00 (Cumlaude)	45	31.3
2	2.76-3.50 (Very Good)	97	67.4
3	2.00-2.75 (Good)	2	1.4

TABLE 4: Correlation family support and semester achievement index.

	Family Support	The semester scores						Total		P Value
		3.51-4.00 (Cumlaude)		2.76-3.50 (Very Good)		2.00-2.75 (Good)		n	%	
		n	%	N	%	N	%			
1	Informational									
	Good	30	38.0	47	59.5	2	2.5	79	100	0.055
	Not Good	15	23.1	50	76.9	0	0.0	65	100	
2	Emotional									
	Good	33	39.3	51	60.7	0	0.0	84	100	0.016
	Not Good	12	20.0	46	76.7	2	3.3	60	100	
3	Reward									
	Good	29	38.2	46	60.5	1	1.3	76	100	0.167
	Not Good	16	23.5	51	75.0	1	1.5	68	100	
4	Instrumental									
	Good	34	38.6	54	61.4	0	0.0	88	100	0.016
	Not Good	11	19.6	43	76.8	2	3.6	56	100	

family support is related to children’s learning achievement. Children can understand online learning well, the family must be able to provide good support too.

The results of a study stated that the role of parents in learning biology during a pandemic is educators (80%), supervisors (75%), and counsellors (70%), [13]. It is evident that the family carries out its role as a provider of support educational process during their education. This is according with the result of research that has been done. The Covid-19 pandemic requires families to be able to carry out family support as educators well. Families will provide learning assistance for children during the Covid-19 pandemic. Online learning should be well enjoyed by student, because the learning environment is more relaxed, academic achievement can be improved by active learning, and learning is more student-centered because it gets support from family. The challenges were inadequacy, academic integrity, learning environment, and family burden [14]. During the Covid-19 pandemic, families must be able to provide optimal support, so that children can master the material presented online, and make good judgments.

The family as the main support provider in children's education, of course, will prioritize the success of children's education even though the situation is during the Covid-19 pandemic. government's decision to conduct online learning, The result of other studies show that families provide full learning support to teacher in conducting online learning during the Covid-19 pandemic, teachers become motivated in improving teaching skill, [15]. A high level of support showed that the parents urged the students to could affect the students habits, adaptation to, and identification of online learning.

Online learning will certainly be a challenge for students, teachers, and families. Children and adolescents experience maladaptive health effects, including feelings of social isolation, depression, anxiety, and increased maladaptive behaviour, [16]. Families and children will have a bad relationship if the family cannot carry out its support properly for the child. Families must be able to provide good support to their children, emotional support, information, appreciation, and instrumental support. This situation is in accordance with the results of research by researchers that there is a correlation between family support and the final grades of students.

Family support is given well to students by parents influenced by the level of education of parents. The results of the research by researchers that more than half of the parents' education level was high school. A good level of parental education will increase parents' awareness of the importance of mentoring, increase understanding of child assistance in learning. The results of another study stated that no relationship between self-isolation and student life or academic satisfaction was found, which was

explained by the specific nature of the learning experience from home [17]. This condition will be a challenge for families to improve their knowledge and skill in assisting children to learn online

Good family support is also influenced by whether the mother works or not, in accordance with the result of research that has been done by researcher. Mothers who do not work will have more time to accompany their children to study at home, compared to mothers who work. The data that the researchers found was that more than half of the mothers did not work. This condition will allow mothers to provide assistance to their children when learning from home during the Covid-19 pandemic. This situation is a challenge for families, especially working mothers, in dividing time to assist children in online learning, children can still understand the lessons well, and find solutions to problems faced by children when learning online.

Online learning has its own challenges for students, teachers, and families, including mastery of IT. The results of the study found that students expressed various obstacles they encountered when using IT platform applications for online learning, [18]. this situation is also influenced by the level of education of parents and family income Online learning makes families challenged in mastering IT, so that they tend to resist and even reject online learning for three main reasons; lack of online learning, inadequate self-regulation of young children, and their lack of time and professional knowledge in supporting children. Also, the hardships caused by the Covid-19 pandemic have made them suffer,

This result certainly will not happen if the family provides good support. informational support about online learning, providing opportunities for children to express feelings when learning online. Another support that can also be given is to give appreciation for the positive things that children have done when doing online learning. and families also provide support for the infrastructure needed by children during learning. This is in accordance with the results of the research conducted by the researchers.

The effectiveness of the implementation of education during the pandemic was followed by various educational policies implemented to overcome the pandemic including national school closures, postponement of class reopening, and the application of various learning modalities. on the other hand, parents have encountered various challenges from the new mode of learning in virtual setting: delivery of instruction, unsatisfactory learning outcomes, financial difficulties while working for the family during lockdown, struggle with the use and availability of technology, and personal problems

on health, stress, and learning style [5]. Of course, good family support in the implementation of online learning will certainly provide good results for students. Other research results show that there is a positive and significant effect of job insecurity on turnover intentions and there is a positive and significant influence of motivation and family support on student learning achievement during the use of e-learning during the Covid-19 pandemic.[19].

5. Conclusion

The research showed significant relationship between family support in online learning with the achievement index student semester. The achievement index student's semester is related to the support provided by the family. The family support provided is informational, emotional, rewarding, and instrumental. The provision of support by the family is certainly influenced by the educational background of the family, the level of family income, and with whom the student lives when online learning is carried out. Family is an important role in the education.

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Conflict ofInterest

The researcher has no conflict of interest in conducting this research.

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