

Analyzing Parental Guidance on Character Development During the Covid 19 Pandemic

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ABSTRACT

Covid-19 has a major impact on the lives of people around the world, one of which is Indonesia. Indonesia is plagued by concerns because the spread of Covid-19 is increasing and has a big impact on the economy, especially education in Indonesia is very shaken by the Covid-19 pandemic. This study aims to, (1) know the learning process of students during the pandemic, (2) know the parents' responses to the online learning process, (3) know what problems students and parents face during the pandemic, and to (4) know the influence of Covid-19 on the process of character development in children. The method used in this research qualitative case studies, which aim to find out information about problems, which are needed in this study, namely parents, students, and teachers. The results shows that the impact of Covid19 on all parties (teachers, parents, students) is huge, lack of knowledge of the use of technology and large expenses were obstacles to the learning process, and were also constrained by networks that might be where students lived far from the city center so that the internet was not affordable.

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INTRODUCTION

Since February 2019, there has been an uproar around the world about the outbreak of the disease, namely covid-19 that is often called

corona virus. The virus originated in Wuhan China. Which is likely to be transmitted from wildlife bats located in south China. The presence of this virus has a major impact on

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people around the world and also has an impact on the country's economy which is suddenly falling. In Addition, schools and lectures were forced to be temporarily suspended until an undetermined time, and this brought about an effect on the development of the students' characteristics in school. At the beginning of 2021, there were already schools that had started to re-establish onsite learning, that had to run based on the proper procedure. Unfortunately, the corona case had risen so that schools were forced to be closed. As a result, students, especially elementary school children who were supposed to get direct guidance from teachers, actually had to return to school at home online.

Not a few, especially for those who are still at the education level complaining about the existence of covid-19. There are also many pros and cons about the existence of online schools at home. For those who are lazy to study, staying at home and playing is a very fun thing because they do not need to study or by studying at home they can do tasks lazily because they are helped by parents and relatives.

In this pandemic condition, of course, although it has a considerable negative impact, there are several positive things that can be taken, namely: the introduction of technology and the internet to be faster; the process of improving the ability to think critically and problem solving is increasingly honed in the absence of direct guidance, so that the process of discovery in learning is increasingly quickly achieved (Pahmi, S., 2020). The family is the starting and most important place of character education in children, it is hoped that it can play a role and function well in providing character learning at home (Syarbini, A., 2014; Utomo, 2019). A child usually does all activities with what they see and hear, therefore the family is expected to

provide good character education services to the child.

In the conditions of online learning carried out, parents become a central point in improving children's affective, cognitive and psychomotor abilities, so that the burden on the host person becomes wider due to the absence of teacher elements that secara langsung membimbing anak (Musmirotun, K., 2021; Srihartini, Y., & Lestari, M. P. (2021); Srihartini, Y., & Lestari, M. P., 2021).

Referring to the description above, the researcher wanted to know how guidance affects and how much it affects the child's character development, because character is actually a very important key to supporting the child's overall development.

LITERATURE REVIEW

First Literature

According to kaimuddin (2014) character education is a planned and directed conscious effort through a learning environment for the growth and development of all human potentials who have a good personality, moral character, and have a constructive positive effect on nature and society. So in the research above, it is shown that character development is an effort by a person to form a good personality and moral.

Second Literature

Character education is one of the intentional actions to help a person so that he is able to understand, pay attention to and to carry out more core ethics. The research above shows that character development is an action to help and guide a person so that he is able to understand and apply good ethics in everyday life (Julaeha, S., 2019).

Third Literature

(Wiyani, N. A. (2017) defines character as attributes or traits that shape and distinguish personal traits, ethical traits, and mental complexities of a person, a group or nation. So this study is a research on the character traits of students' children in their form, and type, so the role of research is closely related to the personality analysis of an individual himself. The discovery of research activities, this is greatly influenced by the various developments of the child in the development of character conditions.

Fourth Literature

According to Erikson (Budiamin. Hafidz & Daim, 2021) explained that the child's personality is formed through the development of psychosocial crisis processes, if a child is able to face the crises he faces then he will have a healthy or integrated personality and the ability to master the environment, on the contrary if the child fails to solve the crises then he will be immersed in the flow of life.

Hypothesis

From several studies, it explains more specifically the good influence of parental guidance on the development of student character, especially elementary schools during the pandemic. The hypotheses proposed are; H0: Parental guidance does not have a significant effect on the development of students' character during the COVID-19 pandemic. H1: Parental guidance has a significant effect on the development of students' character during the COVID-19 pandemic.

METHODOLOGY

Population and Sample

To obtain the right representation, from the results of a survey conducted on students in

several villages in Sukabumi district, researchers concluded that the village could be qualified to be used as a population and a representative sample for the character of elementary school level students. So it can be concluded that the population in this study is all elementary school level students in Sukabumi Regency, with the sample subjects being elementary school students of grades IV to VI students in one of the villages in Sukabumi.

Data Collection

In this study, the results of achieving and improving the affective realm, namely in the form of student character, were measured using a special instrument in the form of an affective aspect scale to determine the level of student character. This character scale is given to students who are in grades IV to VI. The scale was analyzed using the Likert.

Scale.Tabel 1. Skoring Angket

NO	Statement	Answer			
		SA	A	D	SD
1	Positive	4	3	2	1
2	Negative	1	2	3	4

Data Analysis

Data Normality Test

Normality Test is a test carried out with the aim of assessing the distribution of data in a group of data or variables, whether the distribution of data is normally distributed or not, this is done to facilitate the analysis used in the process of further analysis of drawing conclusions in this study. The results of this analysis will then be carried out a process of drawing conclusions with reference to the provisions: Sig Value. > 0.05 then the data is normalized

Hypothesis Test

This hypothesis difference test was carried out to determine the significant influence between the results of parental guidance on children's character development during online learning during a pandemic. In this process, conclusion drawing is carried out referring to the criteria, namely:

If the probability of ≥ 0.05 then there is no significant effect between parental guidance and the development of the student's character. If the probability of < 0.05 then there is a significant influence between parental guidance on student character development (Gustian, D., Pahmi, S., 2020).

The Coefficient of Determination is a measure of goodness of Fit which explains whether the linear regression line corresponds to the observation data. Using SPSS software, drawing conclusions to find out the percentage of influence of the variable X on Y refers to the value of Adjusted R Square $\times 100\%$.

DISCUSSION

In the data collection process carried out, the number of questionnaires distributed was targeted at least 250 respondents, but the data collected from the number of questionnaires filled out was 65 questionnaires.

Coefficient of Determination

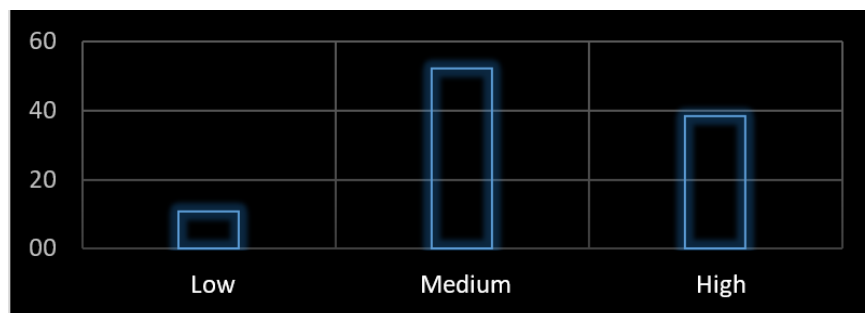


Figure 1. Percentage of Parental Guidance Rate

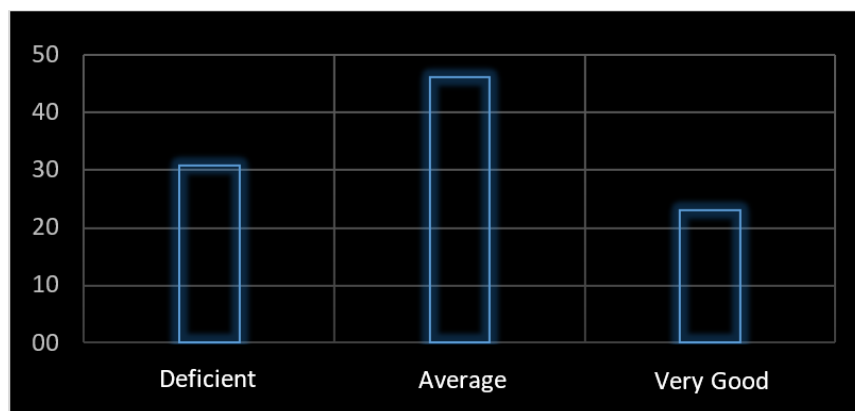


Figure 2. Percentage of Student Character Levels

From chart 1 and chart 2, it can be seen that the chart is leaning to the right which shows the level of parental guidance above the

average of 3.3 (scale 4). Meanwhile, the student character level shows a left-leaning graph that shows that there are still many

students who have a character level that is below the average of 2.8 (scale 4).

Data Normality Test

From table 2, it can be seen that the sample of each variable based on the results of data

processing obtained a Sig value. is 0.908 which results in a Sig value. > 0.05. The calculation uses the Kolmogorov-Smirnov test so that it can be concluded that the data is normally distributed.

Tabel 2. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		65
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.63957134
Most Extreme Differences	Absolute	.130
	Positive	.130
	Negative	-.096
Test Statistic		.130
Asymp. Sig. (2-tailed)		.908

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Because the result data that has been collected through the questionnaire instrument is normally distributed, a

hypothesis test is carried out to determine the influence of guidance variables on student character development.

Tabel 3. Coefficients^a

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.084	.265		7.860	.000
	Parental Guidance	.232	.077	.355	3.017	.004

a. Dependent Variable: Student Character

Hypothesis Test

To determine the influence of parental guidance variables on children's character development variables in online learning,

the results of the hypothesis test conducted (Table 3) show that the sig value. the parental guidance variable is 0.004 with a confidence level of 95% it can be concluded that the value of Sig. < 0.05 which means that

parental guidance has a significant influence on the child's character development. In this case, the results of the questionnaire also show that the Child will have a tendency to follow the example of his parents what his parents do. In this stage, although it is known to have a significant influence, it is not yet known how much influence parental guidance has with a percentage scale. To find out the measure, a coefficient of determination test is carried out.

Coefficient of Determination Test

The Coefficient of Determination Test is an advanced step to determine the percentage of influence of parental guidance variables on student character development and the influence of other factors that may affect. In table 4, the value of the Coefficient of Determination (R Square) is obtained at 0.335 or (33.5%).

Tabel 4. Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.355 ^a	.126	.112	.64463

a. Predictors: (Constant), Parental Guidance

b. Dependent Variable: Student Character

This shows that the percentage of influence of parents, only has an influence of 33.5% on the improvement of children's character at the primary school level. This means that there are still other factors involved that are not included in this research variable with a percentage of 66.5%. this is in line with the results of the questionnaire which showed that some students listened to the advice of teachers more than parents.

CONCLUSION

1. Based on the results of research and data processing on the influence of parents on children's character development, it can be concluded, among others: The role of parents who are at the forefront of child development, parents who are the main point in the development of children's

character must be more assertive in guiding and fostering children to remain enthusiastic about learning. The child will have a leaning towards modeling his parents what his parents do.

2. To improve the character of students, the role of parents cannot be the only supporting factor, this is because the role of parents statistically only has an influence of about 33.5%.
3. Character education can indirectly occur in schools, the example and figure of a teacher are very important in developing the character of children in school. Teachers are good examples of behaving, saying, and acting because some students put teachers in a strong enough position in fostering student habits.

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