



Parental Assistance In Learning From Home Activities To Self-Efficacy In Children Aged 4-6 Years



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Abstrak

Tujuan penelitian ini untuk menganalisis adanya pengaruh pendampingan orang tua dalam kegiatan belajar dari rumah terhadap efikasi diri anak usia 4-6 tahun di RW 03 Rawa Bunga, Jatinegara Jakarta Timur. Penelitian ini menggunakan metode survey dan analisis Korelasi Bivariate Pearson. Sampel diambil 55% dari jumlah populasi yaitu 30 orang tua. Teknik sampling dalam pengambilan sampel penelitian ini menggunakan purposive sampling. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah dengan menggunakan teknik kuesioner (angket) untuk kedua variabel. Penelitian ini

menghasilkan persamaan regresi $\hat{y} = 49,011 + 0,511X$ dengan hasil pengujian koefisien korelasi menghasilkan $r = 0,429$; dan koefisien determinasi 18,4% menginterpretasikan pengaruh pendampingan orang tua dalam kegiatan belajar dari rumah terhadap efikasi diri anak usia 4-6 memiliki pengaruh yang positif signifikan, pengaruh pendampingan orang tua memiliki korelasi yang cukup terhadap efikasi diri anak dan pendampingan orang tua memberikan pengaruh sebesar 18,4% terhadap efikasi diri anak usia 4-6 tahun di RW 03 Rawabunga, Jatinegara, Jakarta Timur.

Abstract

This study aimed at analyzing the effect of parental assistance in learning activities from home on the self-efficacy in children aged 4-6 years in RW 03 Rawa Bunga, Jatinegara, East Jakarta. This research used the survey method and Pearson Bivariate Correlation analysis. Samples were taken 55% of the total population, namely 30 parents. The sampling technique used in this research was purposive sampling. The data collection technique used in this research was a questionnaire technique (questionnaire) for the two variables. This study resulted in a regression equation $\hat{Y} = 49.011 + 0.511X$ with the results of the correlation coefficient test yielding 0.429; and the coefficient of determination 18.4% interpreted the effect of parental assistance in learning activities from home on the self-efficacy in children aged 4-6 had a significant positive effect, the influence of parental assistance had a sufficient correlation on children's self-efficacy and parental assistance has an effect of 18.4% of the self-efficacy in children aged 4-6 years in RW 03 Rawabunga, Jatinegara, East Jakarta.



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INTRODUCTION

The latest data from the Covid-19 Handling Task Force regarding the spread of COVID-19 on Friday (11/12/2020) stated that in the last 24 hours, there were 6,310 new cases of corona infection added. Meanwhile, recovered cases increased by 4,911, and 175 cases died. The total or accumulated positive cases of Covid-19 in Indonesia has now exceeded 600,000 cases, to be exact, 605,243 cases (Azanella, 2020).

This outbreak has caused the Government of Indonesia to establish a policy of closing schools from those at the lowest to the highest levels, including early childhood who attend Early Childhood Education (PAUD) institutions both in Kindergarten (TK), Raudhatul Athfal (RA), Playgroups (KB), Similar PAUD Units (SPS) to Daycare are replaced by learning from home.

Several regions in Indonesia also carried this out to prevent the spread of Covid-19, one of which was in the DKI Jakarta province, which instructed the Head of the DKI Jakarta Provincial Education Office Number 55 of 2020 in implementing learning from home and ensuring that there was no face-to-face in the learning process from all over the world. Education unit level. The learning from the home program was carried out independently in their respective homes, and residents in RW 03 Rawabunga, Jatinegara, East Jakarta, who have children who are still in school, must carry out government instructions so that their children learn from home.

Ideally, learning that is intended to provide a stimulus to early childhood, both a stimulus in the development of religious and moral values, language, social-emotional which includes children's self-confidence, cognitive, motoric and art held at PAUD institutions, was carried out through direct face-to-face with a fun way. However, the parents should take it over and implement it at home. The learning process carried out at home, of course, requires assistance from people, therefore based on this background, in this study, the researchers identified the problem of whether there is an effect of Parental Assistance in Learning from Home Activities on the Self-Efficacy of Children Age 4-6 in RW 03 Rawabunga, Jatinegara, East Jakarta.

LITERATURE REVIEWS

Parental Assistance

Parental assistance is a significant parental involvement and dramatically influences the success of children (Yulianingsih, 2021, p. 1141). Parental assistance in the child's learning process is an attempt by parents to accompany, assist in overcoming children's problems in learning, provide encouragement, motivation, support, supervision and provide facilities for children to be enthusiastic in learning (Dwi, 2018, p. 9).

Even in the process of mentoring learning from home, parents must pay attention to the principles according to Beuce (in Sukartono, 2008, p.7), namely: 1) Early childhood is part of life, not merely preparation for adult life; 2) All aspects of the child are essential; 3) Learning is not separated because everything is interrelated; 4) Intrinsic motivation that comes from within the child is important; 5) Self-discipline is crucial in a child's life; 6) There are times when it is effortless for children to learn sensitive periods; 7) Children's education starts from what can be done, not from what cannot be done; 8) There is an inner life in the child that arises when there are favorable conditions; 9) Adults and children who interact with children have a significant role for children's development; 10) Children's education is an interaction between the child and his environment, especially knowledge and other people around him.

Learning from Home

In principle, BDR is carried out in accordance with the principles contained in the Circular of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Corona Virus Disease (COVID 19), namely the safety and health of students, educators, the head of the education unit and all citizens of the education unit are the main considerations in the implementation of BDR; BDR activities are carried out to provide meaningful learning experiences for students, without being burdened by the demands of completing all curriculum achievements; BDR can focus on life skills education, including those regarding the COVID-19 pandemic; Inclusive learning materials are appropriate to the age and level of education, cultural context, character and type of specialization of

students; Activities and assignments during BDR may vary between regions, education units and students according to their respective interests and conditions, including considering the gap in access to BDR facilities; Student learning outcomes during BDR are given qualitative and valuable feedback from the teacher without being required to give quantitative scores/values; Prioritizing positive interaction and communication patterns between teachers and parents/guardians.

Self-Efficacy

Self-efficacy is a person's belief othat he can perform a behavior that will produce the desired behavior in a particular situation so that a person's performance, in general, will increase when he has high self-efficacy (Jess Feist and Gregory J. Feist, 2011, p. 201).

According to Bandura, self-efficacy has dimensions that influence magnitude, generality, and strength (Bandura, 1986). The following is an explanation of these dimensions:

- 1) Magnitude (level of task difficulty). Magnitude means applying the level of task difficulty that a person believes he or she can achieve.
- 2) Generality (the general state of a task). Generality means the flexibility of the individual's self-efficacy to be used in other situations.
- 3) Strength (strength of belief). Strength is the degree of stability of the individual towards his beliefs or expectations.

According to Bandura (1986, 1997), aspects of self-efficacy are 1) Outcome expectancy, which is an estimate or possibility that certain behaviors or actions will cause special consequences, 2) Efficacy expectancy is significant as a social cognitive mediator in acting.

Self-efficacy is a determining factor in the selection of behavior, determines the amount of effort and endurance, and influences thinking patterns and emotional reactions. 1) Behavioral selection in daily activities people have to make decisions every time about which part they will do and how long it will take to do it, 2) Determination of the amount of effort and endurance, 3) Mindset and emotional reactions. Individuals judge their abilities to be influenced by emotional forms and reactions during interacting with the environment.

METHODS

This study used a survey method with correlational analysis to examine the effect of parental assistance in learning from home activities on the self-efficacy in children aged 4-6 years. The population in this study were all parents who have children aged 4-6 years in RW 03 Rawabunga, Jatinegara, East Jakarta totaling 55. According to Sugiyono (2010, p.118), the sample is part of the number and characteristics possessed by the population. The author's sampling procedure follows the opinion of Surakhmad (Riduwan and Akdon, 2009, p.250), who stated that if the population size is approximately 100, then the number of samples is at least 50% of the population size. Therefore, the researchers took 30 parents who have children aged 4-6 years in RW 03 Rawa Bunga Jatinegara, East Jakarta.

The sampling technique used in this research was purposive sampling. According to Sugiyono (2016, p.85), "purposive sampling is a sampling technique of data sources with certain considerations." The data collection technique used in this research was a questionnaire technique (questionnaire) for the independent variable and the dependent variable. The requirements test used in this research was the normality test with the One-Sample Kolmogorov-Smirnov Test and the linearity regression test to analyze whether the research data is normal and linear and to find the regression equation. While the hypothesis test used a correlation test by using the Pearson Bivariate Correlation, the coefficient of determination by looking at the value of r square, the significant correlation test by looking at the t-count value and the regression significant test by looking at the calculated F-value.

RESULTS AND DISCUSSION

This research data description analyzed parental assistance with variable x and children's self-efficacy with variable y.

Table 1. Description of Research Data

		Statistics	
		Parental Assistance	Children Self-Efficacy
N	Valid	30	30

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Missing	0	0
Mean	110.80	105.60
Std. Error of Mean	2.518	2.996
Median	111.00	110.00
Mode	127	111
Std. Deviation	13.790	16.408
Variance	190.166	269.214
Range	46	55
Minimum	86	73
Maximum	132	128
Sum	3324	3168

This study tested the data requirements with normality test and linearity regression test. This test was conducted to determine whether the data were normally distributed and linear.

Table 2. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Parental Assistance	Children Self-Efficacy
N		30	30
Normal Parameters ^{a,b}	Mean	110.80	105.60
	Std. Deviation	13.790	16.408
Most Extreme Differences	Absolute	.131	.129
	Positive	.073	.086
	Negative	-.131	-.129
Test Statistic		.131	.129
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}

Tabel 3. Uji Linearitas

Sum of Squares	df	Mean Square	F	Sig.
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Efikasi Diri Anak *	Between Groups	(Combined)	5895.70	23	256.335	.805	.678
Pendampingan Orang Tua		Linearity	1438.53	1	1438.53	4.515	.078
		Deviation from Linearity	4457.16	22	202.598	.636	.798
	Within Groups		1911.50	6	318.583		
	Total		7807.20	29			

Table 4. Regression Equation

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	49.011	22.670		2.162	.039
	Parental Assistance	.511	.203	.429	2.515	.018

a. Dependent Variable: Children's Self Efficacy

Table 5. Simple Correlation Test

		Correlations	
		Parental Assistance	Children Self-Efficacy
Parental Assistance	Pearson Correlation	1	.429*
	Sig. (2-tailed)		.018
	N	30	30
Children's Self-Efficacy	Pearson Correlation	.429*	1
	Sig. (2-tailed)	.018	
	N	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

Table 6. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.429 ^a	.184	.155	15.082

a. Predictors: (Constant), Pendampingan Orang Tua

Table 7. Regression Significant Test

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1438.535	1	1438.535	6.325	.018 ^b
	Residual	6368.665	28	227.452		
	Total	7807.200	29			

a. Dependent Variable: Children's Self-Efficacy

b. Predictors: (Constant), Parental Assistance

This study aimed to determine whether there is an effect of parental assistance on the self-efficacy in children aged 4-6 to determine whether the data requirements test and hypothesis testing were carried out. The test of data requirements was started by analyzing the score of parental assistance and children self-efficacy, which is normal, homogeneous and linearly significant data. The normality test evidenced these results with a probability value (Pvalue) = 0.200 > 0.05, or Ho is accepted. Thus, the score data for Parental Assistance and Children's Self-Efficacy are normally distributed. The homogeneity test by looking at the Based on Mean with the value of Sig. of 0.224 > 0.005 indicated that the score data for parental assistance and children's self-efficacy are homogeneous. Finally, in the data requirements test, a linearity test was carried out with the results of the sig. value 0.798 was greater than 0.05, so it can be concluded that there was a significant linear relationship between parental assistance and children's self-efficacy.

The regression line equation in this study used simple linearity regression, which is linear with one predictor variable (independent) with the form of the equation according to Supardi (2012, p. 145) with the equation $\hat{Y} = 49.011 + 0.511X$ ($\hat{Y} = a + bx$) means the more, the better the parental assistance, the better the

children's self-efficacy. In addition, this study conducted a correlation test of 0.429. The hypothesis test of this study was accepted because $F_{\text{arithmic}} > F_{\text{table}}$ ($6.235 > 3.34$) so that there was an effect of parental assistance on children's self-efficacy. With the coefficient of determination test, this study indicated that the effect of parental assistance on children's self-efficacy in RW 03 Rawa Bunga, Jatinegara, East Jakarta has an effect of 18.4%. The magnitude of this influence is following the results of previous research conducted by Ye Liu and Jacqueline P. Leighton (2021) with the title Parental Self-Efficacy in Helping Children Succeed in School Favors Math Achievement, where in this study it was explained that the importance of interactions involving parents and children and school has a relationship with self-efficacy in children and has an effect on their mathematics learning achievement.

Furthermore, the children's self-efficacy is influenced by several factors, including parental support and acceptance. This support factor was obtained by 17% from the research results conducted by Nur Hasanah (2019) with the title The Effect of Parental Support and Acceptance on Self-Efficacy in Early Childhood. Thus, it reinforced that there was indeed a positive influence between parental assistance on children's self-efficacy, especially early childhood. During a pandemic, social support from parents is a protective factor that can dispel stress in children so that children can optimally get their education from home. This is following the research results conducted by Elisa Oppermann and Franziska Cohen (2021) with the research title Changes in Parents' Home Learning Activities with Their Children During the COVID-19 Lockdown – The Role of Parental Stress, Parents' Self-Efficacy and Social Support. Parental support has a tremendous influence on children's development, especially in difficult times like today, namely during the covid 19 pandemic. Children's self-efficacy will continue to develop with the support of parents as the closest people to their children.

Previous research to strengthen the results of this study which indicated that parental social support was significant and affected children's self-efficacy as well as children's social and emotional well-being, was research conducted by Charles Izzo, Laura Weiss, Timothy Shanahan & Flora Rodriguez-Brown (2008) with the title Parental Self-Efficacy and Social Support as Predictors of Parenting Practices

and Children's Socioemotional Adjustment in Mexican Immigrant Families. The subject of this study was Mexican immigrants, and the results of the processing of the results showed that positive and warm parental support increased the self-efficacy and social emotionality of the immigrant children. In line with the research above, the research conducted by Raysita Nilam S. and Sari Z.A. (2018) with the title *The Relationship between Attachment Style and Academic Self-Efficacy of High School Students in Jakarta*, indicated that the attachment style between parents and their children has a positive relationship to children's self-efficacy.

CONCLUSION

Based on the research and discussion data, it is concluded that there was a significant positive effect and a correlation between the influence of parental assistance on the self-efficacy in children aged 4-6 years in RW 03 Rawa Bunga, Jatinegara, East Jakarta. The parental assistance in learning activities from home in RW 03 Rawa Bunga, Jatinegara, East Jakarta has an 18.4% effect on the self-efficacy in children aged 4-5 years. Parental assistance is an external psychological factor that has an enormous influence on the development of children's self-efficacy, especially in the face of the COVID-19 pandemic period as it is today. Based on the description of the research results and discussion, the researcher provides suggestions for consideration if similar research will be held, including:

1. Overall, based on the research results, it can provide an overview of the influence provided by parental assistance on the self-efficacy in children aged 4-6 years in RW 03, Rawa Bunga, Jatinegara, East Jakarta.
2. To grow children's self-efficacy, it takes the role of parents and themselves to adjust their abilities so that confidence will arise in children's abilities (self-efficacy).
3. The research results on discipline variables indicated that many children were still with low self-efficacy, so external factors were needed, such as effective communication, social support, attachment, etc.
4. For further research, the results of this study can be used as reference material for research related to factors that increase children's self-efficacy.

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