The Effect of Online Learning and Parental Guidance Towards the Result of XI Social Students’ Learning on Geography Course at SMAN 5 Jember

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Abstract. This research was intended to analyze the effect of online learning and parental guidance towards the result of XI social students’ learning on geography course at SMAN 5 Jember. This type of research was quantitative research. The research method used the ex-post facto survey research method. The data were collected through distributing questionnaires to the students. The participants in this research amounted to 90 students. The sample in this research amounted to 60 student respondents. The research data were analyzed using multiple linear regression statistical analysis. There was a significant effect of online learning and parental guidance on the psychomotor learning outcomes of XI social students’ learning on geography course XI IPS at SMAN 5 Jember partially and simultaneously. So it can be concluded that the effect of online learning and parental guidance has an influence on student learning outcomes in geography subjects in class XI IPS SMA 5 Jember.

Keywords: Online Learning, Parental Guidance & Learning Outcomes.

1. Introduction
Since the outbreak of the Covid-19 virus in Indonesia, the government has done all kinds of ways to anticipate the virus, which is through a circular letter from the Ministry of Education and Culture (Kemendikbud) of the Directorate of Higher Education No. 04/2020 concerning Implementation of Education Policies in Emergency Times the spread of Corona virus Disease (Covid-19), that the learning process is carried out at home through online / distance learning. The Industrial Revolution 4.0 is the industrial state of the 21st century when massive changes are made in various fields through a combination of technology that reduces the barriers between the physical, digital and biological worlds.

Regarding the impact of the Industrial Revolution 4.0, namely the existence of 'digitalization of the system', which requires educators and students to be able to quickly adapt to existing changes. The learning system, which was originally based on face to face in the classroom, it is not impossible to be replaced with a learning system that is integrated through the internet network (online learning) [1]. Online learning connects learners with learning resources (databases, experts / instructors, libraries) that are physically separated or even far apart but can communicate with each other, interact or collaborate (directly / synchronously and indirectly / asynchronously). Online learning is a form of distance learning / training that utilizes telecommunications and information technology, for example the internet, CD-ROOM (directly and indirectly) [3].

When the situation like this is where all learning activities are carried out at home, the role of parents is very influential on children's learning outcomes. Parents are always accompanying children in the learning process. Parents have various functions, one of which is the guidance of their children. As caregivers and mentors in the family, parents are very instrumental in laying the foundations of learning for their children. Attitudes, behavior, and habits of parents are always seen, assessed and imitated by their children, which then unconsciously responds to them and then becomes a habit for their children. On the other hand, in carrying out children's duties, many of the roles of the tutors are also contacted. The role of parents is to provide an environment that allows children to complete school assignments well [6].

In online learning, students sometimes only fill in attendance and then leave online, when the teacher gives assignments, many children ask for answers from the teacher. Therefore, the role of parents is very important when this online learning takes place.
Therefore, the researcher wants to know how much the effect of online learning and parental guidance towards the result of XI social students’ learning on geography course at SMAN 5 Jember. Based the title and the formulation of the problem that has been put forward by the author, the objectives that are expected to be achieved in this research are:

1. to analyze the significant effect of online learning on student learning outcomes in Geography class XI IPS subject in SMA 5 Jember.
2. to analyze the significant effect of parental guidance on student learning outcomes in Geography Class XI IPS subject in SMA 5 Jember.
3. to analyze the significant effect of online learning and parental guidance on student learning outcomes in Geography class XI IPS subject in SMA 5 Jember.

2. Methods

In this study, researcher used the Ex-Post Facto survey research method. Ex-Post Facto that Ex-Post Facto research is a study where a series of independent variables has occurred, when the researcher begins to make observations on the dependent variable [5].

Sample

The sampling technique used purposive method [4]. The participants in this study were 60 students of class XI IPS at SMA 5 Jember. The researcher used multiple linear regression analysis techniques with 60 students as the object of research continued with the t test and f test to make it easier to analyze the data or test hypotheses.

\[ Y = a + b_1X_1 + b_2X_2 + e \]

Notes :

\[ Y \] = Independent Variable “Study Result”
\[ X_1 \] = Dependent Variable “Online Learning”
\[ X_2 \] = Dependent Variable “Parental Guidance”
\[ a \] dan \[ b \] = Constanta
\[ e \] = error

F test

To determine the simultaneous the effect of online learning and parental guidance towards the result of XI social students’ learning on geography course at SMAN 5 Jember. The basis for making the decision is if the sig value <α = 5%.

T test

Researcher used to test the partial effect between online learning and parental guidance towards the result of XI social students’ learning on geography course at SMAN 5 Jember. The basis for deciding that there is a partial effect is if the sig value <α = 5%.

3. Results and Discussion

3.1 T test

The t test was used to test whether there was a partial effect between each independent variable on the dependent variable. The basis for decision making is to compare the probability value (p) of tcount with a significance level of α = 5% or a 95% confidence interval and with the degree of freedom or df (n-k) where k is the number of independent variables or regressors variables Ghozali (2011)
Table 1. The Result of \( t \) test

| Variabel | \( t_{hitung} \) | \( t_{table} \) | Sig. | Hypothesis |
|----------|------------------|-----------------|------|------------|
| Dependent variable: learning outcome | | | | |
| Independent variable: Online learning | 2.482 | 2.021 | 0.018 | \( H_1 \) Accept |
| Parent Guideline | 2.093 | 2.021 | 0.043 | \( H_2 \) Accept |

Online learning (X1) has a partially significant effect on student learning outcomes (Y) or it could be said that \( H_1 \) was accepted, while the independent variable, namely parental guidance (X2), has a partially significant effect on student learning outcomes (Y), which means that \( H_2 \) received. Each variable could be explained as follows. The \( t \) count value of the online learning variable (X1) was greater than the \( t \) table (2.482 > 2.021), so \( H_{0.1} \) was rejected and \( H_1 \) was accepted. This indicates that the online learning variable (X1) has a significant effect on the student learning outcomes variable (Y) partially while For the \( t \) count value of the parental guidance variable (X2) is greater than the \( t \) table (2.093 > 2.021) then \( H_{0.2} \) is rejected and \( H_2 \) is accepted, this shows that the parental guidance variable (X2) has a significant effect on the student learning outcomes variable (Y) Partial.

3.2 \( F \) test

The \( F \) test (\( F_{test} \)) was a method in hypothesis testing where the use of this \( F \) test was to determine the effect simultaneously or together with the independent variable on the dependent variable. The basis for decision making was to compare the values of \( F_{hitung} \) and \( F_{table} \), with the expected significance level of \( \alpha = 5\% \) or 95% confidence interval and with the degree of freedom or df (n-k) where k was the number of independent variables or regressors variables \[2\]

Table 2. Hasil Uji Signifikasi Simultan (Uji \( F \))

| Model   | Sum of Squares | Df | Mean Square | \( F_{hitung} \) | \( F_{table} \) | Sig. |
|---------|----------------|----|-------------|-------------------|-----------------|------|
| Regression | 184,067 | 2 | 92,034 | 8.073 | 3.25 | 0.001<sup>b</sup> |
| Residual | 421,833 | 37 | 11,401 | | | |
| Total | 605,900 | 39 | | | | |

From the table above, it can be seen in the simultaneous test that the ANOVA or \( F \) test obtained \( F_{hitung} \) of 8.073 with a significance level of 0.001. The value of \( F_{hitung} > F_{table} \) (8.073 > 3.25), this shows that simultaneously or together \( H_{0.3} \) is rejected and \( H_3 \) was accepted, meaning that X1 online learning and X2 parental guidance have a simultaneous effect on Y variable student learning outcomes.

4. Conclusion

Based on the results of the research and descriptions that have been explained in the previous discussion, conclusions can be drawn in response to the problems posed in this study, that is:

Research conducted partially shows that the independent variable, namely online learning, has a significant effect on student learning outcomes in class XI Geography Course at SMA 5 Jember. Because the value of \( t \) was greater than \( t \) table. Research conducted partially shows that the independent variable, namely Parental Guidance, has a significant effect on Student Learning Outcomes in Geography Lessons for class XI in SMA 5 Jember. Because the value of \( t \) is greater than \( t \) table. Research conducted simultaneously shows that the independent variables, namely Online Learning and Parental Guidance, have a significant effect on Student Learning Outcomes in Geography Lessons for class XI at SMA 5 Jember, this can be seen from the results of the \( F_{hitung} \) greater than the \( F_{table} \).
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