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Parental Assistance in Online Learning Outcomes of Indonesian Language Subjects Elementary School

Abstract: The study describes the impact of parental support in online learning on learning outcomes in the Indonesian language subject at Takalar Regency SDN 01 Center Pattalassang Year 2. The research approach uses a mixed method with an exploratory method. This type of research is ex post facto. The population was all second-grade students with a sample of 51 students. Data collection techniques used interviews, questionnaires, and documentation. Data analysis techniques used descriptive statistics and inferential statistics. The results showed that parental assistance in online learning had a significant effect on learning outcomes in Indonesian language subjects, this was evidenced by the Tcount obtained of 8.272, which is greater than the Ttable value of 2.009. In addition, from the results of the F test, an Fcount value of 68.421 is obtained which is greater than the Ftable value of 4.038 so it can be said that parental assistance affects the learning outcomes of class II students at SDN 01 Center Pattalassang, Takalar Regency. For the coefficient of determination, the value is 0.583, which means that 58.3% of parental assistance in online learning affects student learning outcomes, while the remaining 41.7% is influenced by other factors not included in the model.

Keywords: Parental Assistance, Indonesian Language, Learning Outcomes.

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Introduction

The main text format getting knowledge is very easy, knowledge can be obtained from formal and informal institutions. Informal institutions themselves can be formed, for example from socialization and the environment, while formal institutions can be obtained through education in schools. In education, of course, there are aspects that influence the success of education, one of which is by looking at the results of student learning achievements. In the learning process, of course, there is a learning process, this learning process activity certainly involves students, educators, and learning resources that are in a learning environment. School is one of the places to take formal education made by the government to educate the nation's life.

Education is the main key for a nation to be able to adapt to the times in the era of globalization. Through education, the younger generation can have a better personality so that they can develop their potential and excel in various aspects of life. Many things affect the education system to excel in various aspects of life, especially at school, the achievement target that must be achieved is none other than learning outcomes. To achieve good learning outcomes, innovative learning is treated. Innovative learning is interesting and creative learning. Learning outcomes are all changes that are owned by students in terms of attitudes, knowledge, and skills after experiencing the learning process. According to Sudjana (2006), "A student's learning outcome is essentially a change in behavior. Behavior is the learning outcome in a broader sense, including cognitive, affective, and psychomotor aspects, the level of student success in learning school subjects, Expressed as scores of test results to understand a certain number of subjects According to Prasetyo (2018: 9), Parental support in children's learning process Parents accompany children with learning difficulties and help them, monitor, encourage, motivate, support, monitor and provide Facilities that keep them enthusiastic about learning and helping children in their learning moments will also build close communication with the children. "This intense communication will build children's creativity through various useful joint activities. The role of teachers and parents is fundamental in supporting the child's learning process at home. Both must build collaboration to maximize children's learning activities. A child, of course, will record and remember the moments in his life, the assistance provided by parents, of course, has a strong influence in creating children's learning achievements. The existence of assistance from parents to their children in carrying out learning activities at home will affect the behavior and learning outcomes of children. According to Ibrahim, there are several things that parents need to pay attention to in guiding their children to learn, namely: 1) avoiding conditional love for children, 2) unhealthy parental expectations, 3) unhealthy praise and punishment (Prianto, 2020: 16).

In the era of globalization, the development of technology and information is very rapid and influential in all aspects, even in the education aspect, education has developed, one of which is online learning. This online learning can be done virtually which does not have to be face-to-face in the classroom and this learning can be done anywhere. Online learning is a learning process that uses the internet network in its implementation. When an emergency arises like this, the government recommends studying at home (Darmalaksana, Wahyudin n Hambali, R. Yuli Ahmad n Masrur, Ali n Muhlas, 2020: 4). Online learning itself can be considered as a formal education conducted in a school where students and faculty (teachers/instructors) are in different locations and thus requires a two-way communication system and to do so. Therefore, the relationship between the two requires different resources (Sobron A.N, Bayu, Rani, Meidawati, 2019: 1) The benefits of Bilfaqih online learning (in Mega Berliana, 2020) The benefits of online learning are as follows: 1) Improving the quality of education and training by utilizing multimedia effectively in online learning. 2) Increase the affordability of quality education and training through the implementation of online learning. 3) Reducing the cost of providing quality education and training through the use of shared resources. Online learning is learning that is carried out with a system without face-to-face directly or remotely using an online platform to assist the teaching and learning process (Handriani & Wulandari, 2020). This learning is applied in education in Indonesia to reduce the transmission of COVID-19. This online learning has many problems, for example, from the parental aspect. Many parents argue, that this online learning causes children to not be able to interact directly with the teacher and their friends, this interaction difficulty ultimately makes the teacher only give assignments to students in the hope that students can understand the material (Cahyati & Kusumah, 2020). According to Kassymov et al. (2021), the use of the internet for learning or e-learning cannot be separated from various disadvantages. First, there is a lack of interaction between teachers and students or students. Lack of this interaction can prevent learning objections. Second students who do not work hard may even fail. Third not all countries have internet capability.

The role of parents increases, during online learning, one of which is to provide education and reinforcement in learning. Online learning also proves that it is parents who should play an active role in the education of their children, therefore parents can be called the first madrasa for their children (Haeruddin, et al., 2020). Parents are expected to be able to grow and develop their children's learning outcomes both in nature and out of school. Learning outcomes themselves are all changes that are owned by students in terms of attitudes, knowledge, and skills after experiencing the learning process. The knowledge that can be assessed from the children themselves is the knowledge and skills of mastering good and correct Indonesian.

Indonesian is the official language of the Republic of Indonesia as stated in Article 36 of the 1945 Constitution of the Republic of Indonesia. Ministry of National Education (2007: 124). The purpose of Indonesian language learning is to develop students' ability to communicate accurately and appropriately in Indonesian orally and in writing as well as to appreciate works of Indonesian human literature. Previous research related to parental mentoring on student learning outcomes was conducted by Andi Gunawan (2014) entitled the effect of parental assistance and frequency of studying at home on student learning outcomes in grade V SD Negeri Pajang 01. The results showed that there was a significant influence between parental assistance on student learning outcomes. Retno Ambarianti (2013) in RA AL-Islam Mangungsari 02 Semarang in a study titled The Relationship between Parental Educational Support and Quality of Students Academic Performance found that there is a correlation between them. He is disabled. The quality of educational support for parents and the academic achievement of the student. The more parents support childrens education the better the learning effect on the contrary the less parents support childrens education the worse the learning effect. The results of this study make prospective researchers interested in researching the effect of parental assistance in online learning on students' Indonesian learning outcomes class II students at SDN 01 Center Pattalassang, Pattalassang District, Takalar Regency.

Research Methodology

This study uses a mixed methods approach, namely quantitative and qualitative because the 2 problem formulations are presented descriptively and this research is also presented data collection including statistics starting with data interpretation and results in presentation. In this approach, we quantitatively/statistically analyze the data to test the proposed hypotheses by analyzing the data processed with the Statistical Package for Social Sciences (SPSS) software version 25.0. The research design used in this study is Casual Comparative Research. This research was conducted by collecting data to find out whether there is an influence or relationship between the two variables. The purpose of this study was to find out whether there was an effect of parental assistance (X) on students' Indonesian learning outcomes (Y).

The population in this study were class II students at SDN 01 Center Pattalassang. Total population of 106 people consists of 4 classes of 106 students. The sampling technique used in this research is for quantitative research using probability sampling, and for qualitative research using purposive sampling. Class II A and Class II C whose learning outcomes will be examined when accompanying parents in online learning takes place. The consideration for taking the sample was because among the four classes in the population, the classes that had the most students who could not read and were less active in online learning were class II A and II C. So the researchers took these 2 classes. as a sample in this study.

The research tools used in this study are questionnaires and interview papers. The data analysis techniques in this study are descriptive analysis and inferential analysis. The hypothetical analyzes performed were normality tests and hypothesis tests. The validity of this study uses content and internal validity, content validity with expert judgment from experts, and internal validity. This validity test is obtained by adjusting the research data to the actual situation. An instrument is said to be valid if the value of $r_{count} > r_{table}$. The formula used to determine the validity of an instrument is product-moment correlation. An instrument is said to be reliable if the value of $r_{11} > 0.60$. The formula used to measure the reliability test is Cronbach's Alpha

The data analysis techniques used in this study are descriptive statistical analysis and inferential statistics. Student learning outcomes are presented in the form of a frequency histogram of the mean standard deviation of the mean mode of the minimum value and the maximum value of the deviation. Student learning outcomes are divided into five categories: very good less good and very poor.

The inferential statistical analysis aims to test the research hypothesis. A pretest was conducted on the data before testing the hypothesis. Data homogeneity test and normality test were conducted in the data prerequisite test. To calculate the normality of the data with the Kolmogorov-Smirnov normality test. Hypothesis testing is performed in simple linear regression hypothesis testing. Simple linear regression is

based on a simple relationship between the independent variable and the dependent variable. So this test is conducted to find out between independent variable (X) and independent variable (Y).

Validity test used in this study is using product-moment correlation test with the help of SPSS application df = 49 rtable value is 0276. It was concluded that of the 45 questions that were tested on 51 grade 2 students, it turned out that there were 40 items with valid status, while the other 5 items had invalid status. The item has the highest validity in item number 25 with a coefficient value of 0608 and the lowest item number 4 with a coefficient value of 0281. It is based on the results of a specific test using SPSS application version 25.0 Cronbachs alpha value of the variable parent value (X) from number 40 item value of 0881 over 06 (0881 > 06). so it can be concluded that the parent assistance questionnaire instrument (X) is reliable. The following are the results of the analysis of parental assistance on Indonesian language learning outcomes.

Parental Assistance

The results of the descriptive statistical analysis based on the scores of the parental assistance variable (X) are given below.

Table 1. Descriptive statistical analysis based on the results of reproductive support variables (X)

		N	Range	Minimum	Maximum	Sum	Mean
		Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Pendampingan Orangtua		51	40	120	160	7665	150.29
Valid (listwise)		N	51				
		Std. Deviasi	Variance	Skewness		Kurtosis	
		Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Valid (listwise)		N	7.666	58.772	-1.530	.333	3.719
							.656

Based on the statistical descriptive analysis of the parental assistance variable (X) it can be seen that the minimum score of 120 is obtained, the maximum score is 160 with a total score of 7665 and the average score of the parental assistance variable (X) is 150.29 with a range of 40. In addition, to find out the frequency of scoring for the variable of parental assistance in online learning as can be seen in the table below:

Table 2. frequency of scoring for the variable of parental assistance in online learning

No.	Interval	Frekuensi	Presentase (%)
1	120-126	1	1.96
2	127-133	0	0.00
3	134-140	5	9.80
4	141-147	6	11.76
5	148-154	26	50.98
6	155-161	13	25.49
Jumlah		51	100

Based on the table above, the highest score frequency is in the interval 148-154 with a frequency of 26 or 50.98% of the number of samples, while the lowest score is in the interval of 120-126 with a frequency of 1 or 1.96 of the number of samples.

Indonesian Language Learning Result

Based on the descriptive statistical analysis of the outcome variable (Y) of Indonesian language learning as follows.

Table 3. Results of descriptive statistical analysis of Indonesian learning outcome variable (Y).

		N	Range	Minimum	Maximum	Sum	Mean	
		Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. error
Hasil Belajar Bahasa Indonesia		51	7	88	95	4707	92.29	.370
Valid (listwise)	N	51						
		Std. Deviasi	Variance	Skewness		Kurtosis		
		Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	
Valid (listwise)	N	2.640	6.972	-.346	.333	-1.450	.656	

The minimum value of student learning outcomes for class II SDN 01 Center Pattallassang Takalar Regency is 88, the maximum score is 95 and the total value is 4707 and the average value is 92.29 with a range of 7. The classification of student learning outcomes is as follows:

Table 4. table of categories of student learning outcomes

No	Skor	Kategori
1	$85 < x \leq 100$	Sangat Baik
2	$70 < x \leq 85$	Baik
3	$55 < x \leq 70$	Cukup Baik
4	$40 < x \leq 55$	Kurang Baik
5	< 40	Sangat Kurang

Sumber: Poewanti (Ainina, 2014: 103)

The average value of student learning outcomes in Indonesian subjects is 92.29. So it was concluded that the learning outcomes of class II students at SDN 01 Center Pattallassang, Takalar Regency in Indonesian subjects were by the KKM standard and were in the very good category.

Normality Test

The statistical analysis result of the inferential norm test in this study is a test performed to evaluate the distribution of data in data or a set of variables whether the data are normally distributed or not. The test for normality in this study uses the Kolmogorov-Smirnov test of normality. The following table shows the normality test on students' Indonesian learning outcomes.

Table 5. table shows the normality test on students' Indonesian learning outcomes

One-Smample Kolmogorov-Smirnov Test		Unstandardized Residual
N		51
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.70567295
Most Extreme Differences	Absolute	.102
	Positive	.092
	Negative	-.102
Test Statistic		.102
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test DistribusionIs Normal.
- b. Calculated from data
- c. Lilliefors Significance Connection.
- d. This is a lower bound of the true significance

The asymptote value is obtained based on normal test results. (2-tailed) in the Kolmogorov-Smirnov test table at symbol 0200. This value is greater than = 005 (0200 > 005). So it can be concluded that the research data is normally distributed.

Linear Regression Hypothesis

A simple linear regression hypothesis to determine whether there is a significant effect between parental support on learning outcomes of Indonesian subjects for 2nd grade students in Takler Regency Center Pattallasang SDN 01 Pattallasang. In this case, the variable entered is the value of the parental assistance variable as an independent variable, And the method used is the enter method which specifies whether the learning outcome is a dependent variable or an affected variable. Below is a hypothesis test about students Indonesian learning outcomes.

Table 6. the hypothesis testing of students' Indonesian learning outcomes

Variables Entered/Removed ^a			
Model	Variables Entered	Variables Removed	Method
1	Pendampingan Orang Tua ^b	.	Enter
a. Dependent variable : hasil Belajar			
b. All requested variables entered			

All requested variables entered mean that none of the variables are used in the calculation of the analysis. After testing the hypothesis, the ratio (R2) is used to see how much variation in the dependent variable (dependent) can be explained by the independent variable (independent).

Table 7. the coefficient of determination (R2)

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.763 ^a	.583.	.574	1.723
a. Dependent variable : hasil Belajar				
b. All requested variables entered				

Based on the summary table of the model above the R square value (R2) is 0.583 which means 58.3% of class II student learning outcomes at SDN 01 Center Pattallasang Takalar Regency in online learning in Indonesian subjects are influenced by parental assistance variables, while the remaining 41.7% is affected by other factors not included in the condition. This is in line with Retno's opinion which said that there was an influence between the intensity of parental support for learning and the quality of student learning outcomes.

After that, the Simultaneous test (F-test) was used to determine whether all the independent variables included in the regression model had a common effect on the dependent variable. Below are the results of the simulation test (F-test).

Table 8. the results of the simulation test (F test).

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	203.122	1	203.122	68.421	.000 ^b
	Residual	145.466	49	2.969		

Total	348.588	50		
a. Dependent Variable: Hasil Belajar				
b. Predictors: (Constant). Pendampingan Orang Tua				

As per SPSS result table above, the Fcount value is 68.421. Additionally the value of this test statistic is compared to the value in Table F. The Ftable value from Table F is 4.038 with mean level = 0.05 and 1 and 49 degrees of freedom. This value is smaller than the Fcount value and has a significant value of $0.000 < 0.05$. So if the $F_{count} > F_{table}$ ($68.421 > 4.038$) and the significance value ≤ 0.05 , Decision H_0 was rejected and H_1 was accepted. So as above that parental assistance in online learning to have a significant impact on the outcome of the study class II students at SDN 01 Center Pattalassang, Takalar Regency in Indonesian subjects. This is also in line with Andi's opinion parental support has a significant impact on student learning outcomes.

The last is to do a partial test (T test) used to prove whether the regression coefficient in the model is statistically significant or not. This test is used to view statistics, the regression coefficient for each independent variable used in the model has a significant effect on the dependent variable. Some test results are shown in the table below.

Table 9. Subtest result

		Coefficients ^a			T	Sig.
		Unstandardized Coefficients		Unstandardized Coefficients		
Model		B	Std. Error	Beta		
1	(Constant)	52.780	4.763		11.035	.000
	Pendampingan Orang Tua	.263	.032	.763	8.272	.000

a. Dependent variable: hasil Belajar

The value of Tcount from the parental assistance variable is 8.272. Furthermore, these are compared with the values in table T. From table T with a significance level of = 0.05 and 49 degrees of freedom, the Ttable value is 0.201. The value Tcount ($8.272 > 0.201$) is less than the significant value is less than 0.000 and = 0.05 ($0.000 < 0.05$) then reject H_0 and accept H_1 . So it can be concluded that parental support in online learning has a significant impact on the learning outcomes of Grade II Pattalassang students at SDN 01 Center. Takalar Regency in Indonesian subjects. Based on the coefficients table also obtained a simple regression equation as follows:

$$Y = 52,780 + 0,263 X$$

Where :

Y : Student Learning Outcomes

X : Parental Assistance

The regression equation is positive, so worth it parental assistance increases by 1%, it will increase the learning outcomes of Indonesian language subjects for grade 2 students at SDN 01 Center Pattalassang, Takalar Regency by 0.263%. Therefore, to improve student learning outcomes, parental assistance also needs to be improved.

Conclusion

A detailed analysis shows the success of parental support in the online learning process which can be seen in the students' activities during the learning process and the value of student learning outcomes that are by KKM standards and are in the Very good category. Descriptive Analysis Results of Indonesian Language Learning Outcomes for Second Grade Students of SDN 01 Pattalassang Center Takalar Regency during online learning good category. Based on the results of data analysis using inferential analysis through simple linear regression analysis, obtained a significant value from the F test and T-test which is smaller than the probability value = 0.05, We can conclude that the variable of parental support in online

learning has a significant impact on learning outcomes. In Indonesian subjects for second-grade students of SDN 01 Center Pattalassang, Takalar Regency.

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