PARENTS’ ROLE IN UNIVERSITY STUDENTS ONLINE LEARNING; INDONESIAN CASE STUDY BASED ON STUDENTS’ PERSPECTIVE

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ABSTRACT
The role of parents is needed as one of the external factors in the development of individual education. However, parents generally release their responsibilities to formal educational institutions when their children have entered this level of education, including higher education. When learning is carried out online due to the Covid-19 pandemic, students are forced to study at home and need support from their parents. This study aims to determine the role of parents in higher education, especially in online-based learning, as well as its relationship with the GPA of prospective teacher students. The research was conducted on 640 prospective biology teacher students at Padang State University, and other samples were taken of 140 people (22% of the population). The research was conducted by giving questionnaires to students related to the five main aspects of the role of parents, which have been tested for validity and reliability. The results showed that the highest role given by parents to students was in the financial aspect (81.4%). While the test of the relationship between the role of parents and student achievement shows that there is no significant relationship between the two. Thus, it is concluded that parents provide varied support to students with the highest dominance in the financial aspect. However, there is no relationship between achievement and the role of parents in student education.

Keywords: online learning, parents’ role, university students

1. INTRODUCTION
Since giving birth to their children, parents must be responsible for all the improvement and progress of their children's education [1]. In relation to formal education, education is a shared responsibility of parents, educational institutions, and the government [2]. In general, two factors influence children's learning, including internal and external factors [3]. Internal factors arise from the individual, for example, the child's will and intention, talent, and sincerity in the child. At the same time, external factors are aspects outside the individual, such as encouragement from parents or friends, environmental influences, etc.

Parents are the first educators and the people who spend the most time with their children, thus exerting a significant influence on children's education. The obligations of parents towards children's education include: (1) creating a conducive environment to optimize the potential, intelligence, and self-confidence of children; (2) understand the stage of child development and the development needs of the potential intelligence of each stage; and (3) choosing formal education to optimize children's potential development.

Children's education starts from the teaching of parents at home and parents who have the primary responsibility for their children's future; educational institutions are the only institutions that help the process so that the active role of parents is needed for the success of children in schools and colleges.
However, the role of parents in children's education tends to be limited to high school-age children. When children enter college, parents generally give their children the freedom to manage all aspects of their lives. Nevertheless, the critical role of parents in children's education is as a motivator [4], which is to generate hope & discipline [5]. This happens because the motivation in children to learn is like a vehicle, and motivation is the driving engine. Without motivation, the child's main task is ignored and does not care about achievement. Another important role is as a controller and is like a vehicle, and motivation is the driving engine. Without motivation, the child's main task is

Parents are the first and foremost madrasa in children's education. Even if the child has attended school or college [7], the child's primary education is still the parents' responsibility. Every parent has different parenting patterns [8, 9] and guidance for their children [10-12] which aims to help children's physical and spiritual development [13, 14]. Children's learning success is also the result of parental support [11] in the form of attention [15], learning facilities [16], and parental involvement in educational affairs [17, 18] as well as aspirations children to their parents [19].

This is in line with the idea of democratic education expressed by [2] that democratic education upholds the authority of parents over education. Democratic education opposes the strong communitarian view that children are creatures of the state and avoids repression or suppression of individual rights. Democratic education recognizes that children are future citizens, not creatures whose parents can only determine the direction of their lives. And for the particular aspect, democratic education maintains professional authority over education, not based on liberal neutrality, but to the extent necessary to give children the capacity to evaluate the ways of life most favored by parental and political authority. Education still provides the fundamental values of life to build individual personalities but is not based on coercion on the management of parents and the state.

The role of parents is generally discussed in primary and secondary education, while in higher education, this is one aspect that has received less attention. This arises because of the assumption that children at the age of higher education no longer need parental attention. However, this has not been based on scientific research based on data and facts. This is an essential aspect to know, as a follow-up effort from higher education policies to increase parental participation in higher education or not. Therefore, this study aims to determine the role of parents in higher education, especially in online-based learning that is applied to students, and its relationship with the GPA of prospective teacher students.

2. METHODS
2.1. Population
The population of this study was all prospective biology teacher students at the Biology Education Study Program, Faculty of Mathematics and Natural Sciences, Padang State University. There are 640 students registered in the January-June 2021 semester.

2.2. Sample
The sampling technique used is the purposive sampling method. The students who were the research sample were students of third-year biology teacher candidates, namely class 2018. Third-year students were chosen because they were considered to have felt the role of their parents in higher education for more than five semesters. The number of students of Biology Education, Faculty of Mathematics and Natural Sciences, Padang State University who were registered in the January-June 2021 semester was 155 people and were further given a questionnaire in the form of a google form. The number of students who filled out the questionnaire was 140 students, 22% of the population.

2.3. Research Tool
This research is qualitative research whose data is obtained through distributing questionnaires to students via a google form. The questionnaire instrument was developed by the researcher based on the literature study and expert direction. The questionnaire instrument for the role of parents in
higher education includes five main criteria, which include: (1) the role in the selection of study programs, (2) the role during the study, (3) the role in the online learning process, (4) the role in the financial aspect, and (5) the role of the psychological aspect.

2.4. Validity and Reliability of Research Tool
The formulation of the questionnaire was developed into 31 statement items which were first validated logically by two experts, then further tested for validity and reliability using 38 respondents. Based on the test results, it is known that the statement items on the questionnaire are reliable, but nine items are not valid. Therefore, in this study, the questionnaire used consisted of 22 question items that were already valid. Furthermore, the reliability coefficient was measured using the Cronbach Alpha method to ensure the instrument's consistency. The value of the reliability coefficient is (0.815), which has met the high criteria. Thus, the instrument used has met the reliable criteria or has been consistent to measure the role of parents in higher education.

2.5. Statistical Analysis
The data from the developed questionnaire were analyzed by descriptive statistics using the percentage formula and the Pearson correlation test using SPSS to see the relationship between student GPA and the role of their respective parents.

RESULTS AND DISCUSSION
Based on the questionnaire that has been given through the google form, the results show that students tend to judge that Mother is the parent who plays the most role in their education in college, which is 60%, and Father gets 40% share. This fact is in line with the research of [20], which reveals the low role of fathers in education today even though the role of fathers in education is a vital aspect that will affect the future of children's lives [21], which will be discussed further in the findings of this study. Furthermore, based on the five main aspects reviewed from the questionnaire, the results are shown in Table 1.

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect of Parents’ Role</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Percentage Criteria (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>1</td>
<td>Study programme choosing</td>
<td>2.51</td>
<td>0.85</td>
<td>16.4</td>
</tr>
<tr>
<td>2</td>
<td>During studying</td>
<td>2.56</td>
<td>0.67</td>
<td>10.0</td>
</tr>
<tr>
<td>3</td>
<td>Online learning</td>
<td>2.64</td>
<td>0.63</td>
<td>9.3</td>
</tr>
<tr>
<td>4</td>
<td>Financial</td>
<td>2.76</td>
<td>0.55</td>
<td>5.7</td>
</tr>
<tr>
<td>5</td>
<td>Psychology</td>
<td>2.43</td>
<td>0.67</td>
<td>10.0</td>
</tr>
</tbody>
</table>

Table 1 illustrates that the role of parents from the five aspects according to the student's view is to play a role in the financial aspect. This shows that parents are able to provide direct assistance to meet their children's college needs, especially in terms of financing tuition fees [22]. Therefore, in choosing a study program, students should receive social support from their parents, so that they are also given adequate financial support.

The financial aspect of students based on data requires supplies from their parents of 81.4%. This shows that prospective biology teacher students are not yet independent in the financial aspect, so the financial dominance is borne by their parents. And in this case, parents also support by providing support for the highest criteria. However, this fact actually makes us quite sad, because students while studying in college means that they only depend on their parents for their needs. Supposedly, at an adult age, students as adult students should be able to become entrepreneurs and be able to help their own financial needs in their education in college.

Children's independence is an aspect that determines the success of an individual's life [21]. However, many of today's generation show their independence despite having attained higher education. This is the role of parents who are missed in early childhood and adolescence, namely parents who cannot be firm in disciplining their children, so this has an impact on their
independence until adulthood. Therefore, students should have financial independence, by providing a curriculum that contains aspects of entrepreneurship. This is in line with the research of [23] which shows that the university curriculum, relational factors, community factors, and entrepreneurial values have a significant influence on business performance.

On the other hand, the lowest aspect given by the role of parents is the aspect of giving attention while students are studying and on the psychological aspect, which is 66.4%. In fact, the aspects of attention and motivation given by parents in education are fundamental to being able to make students able to study well.

Although education and learning for students (18-24 years) who are in their late teens or some are already early adults [24]. At that time their cognitive development was able to think hypothetically, abstractly, and logically like adults. Piaget classified them in the formal operational stage. With these characteristics, learning independence for them is already an internal pressure from him to get rid of adult dependence, in addition there are demands for studying at universities that apply the Semester Credit System (SKS) must determine their own learning program [25]. However, student learning independence is not necessarily linear with the age they have achieved. For this reason, efforts need to be made to help bring up their independent learning through learning settings and good parental support, which are in accordance with their internal pressures and external demands of higher education, so that they are more independent and skilled in learning.

As revealed by [26] that in learning activities, motivation can be said as the overall driving force in the child that causes learning activities, ensures the continuity of learning activities, and provides direction from learning activities, so that the goals desired by the learning subjects can be achieved, and this is influenced by internal and external aspects. The external aspect that has a lot of influence is the attention of parents to provide learning motivation for their children. Therefore, ideally parents should be able to generate student learning motivation so that they can actively participate in learning and obtain optimal learning outcomes. Furthermore, the results of the analysis of the role of parents in the education of prospective biology teacher students based on aspects of online learning are presented in Table 2. Full online learning at Padang State University is implemented starting in March 2020 due to the Covid-19 pandemic. This makes parents have to give a bigger role than when students study offline because they study from home [27]. Parents are required to provide moral and material support to students in learning [28].

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect of Parents’ Role in Online Learning</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Percentage Criteria (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Low</td>
</tr>
<tr>
<td>1</td>
<td>Supplying of internet quota</td>
<td>2.87</td>
<td>0.41</td>
<td>2.9</td>
</tr>
<tr>
<td>2</td>
<td>Identifying problems</td>
<td>2.44</td>
<td>0.69</td>
<td>11.4</td>
</tr>
<tr>
<td>3</td>
<td>Giving motivation</td>
<td>2.40</td>
<td>0.71</td>
<td>12.9</td>
</tr>
<tr>
<td>4</td>
<td>Giving suggestion</td>
<td>2.72</td>
<td>0.55</td>
<td>5.0</td>
</tr>
<tr>
<td>5</td>
<td>Control the learning process</td>
<td>2.18</td>
<td>0.66</td>
<td>14.3</td>
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</table>

One of the problems students face when learning online is pressure from the psychological aspect, both from the point of view of children and parents. However, parents are a determining factor in the psychological conditions created in a family. Families that have managed to organize their psychological well-being have tended to accept undesirable conditions well [29]. Therefore, even though learning is done unusually, students can live it well and don't complain about the existing situation. Furthermore, this is in line with the research of [4], which explains that when parents give a high role, this will reduce the psychological pressure on students.

Based on the results in Table 2, it can be seen that the highest role given by parents is in providing internet quota for online learning. At the beginning of the online learning period, this was very burdensome for parents because of the high burden of purchasing internet quotas [29]. This is in line with the highest financial role given by parents according to the data based on the five main...
aspects studied in this study.

Along with the international constraints related to this internet quota for learning [30], the government has quickly overcome it. The internet data quota assistance provided by [31] includes 20 GB for PAUD level students; 35 GB for elementary and secondary education level students; 42 GB for PAUD, primary, and secondary education educators; and 50 GB for lecturers and students. Each of these quotas is given 5 GB for the general quota. At the same time, the rest is the study quota, namely internet packages to access learning platforms such as Moodle, Zoom Meeting, Google Meeting, and WhatsApp, and 5 GB for other internet access. This helps the smooth learning that is carried out and no longer burdens the students' parents' economy.

The very minimal role given by parents in this study can be seen from the role with a high category given by parents is in the aspect of parental supervision in online learning carried out at their respective homes. Parents do not have much control over their children's learning activities because they think their children are adults and can manage their learning. However, [32] findings show that parents have a low interest in contributing to children's learning at home. This can be seen from the low attention of parents to their children's activities after returning home from formal education. In addition, parents generally do not have time to repeat or guide their children's learning at home. In fact, it is not uncommon for parents to give their children a lot of homework so that children no longer have time to think about learning at home. Based on the data obtained, further tested the relationship between parental education and the contribution of parents' role in online learning given to students. Data analysis was carried out using the Pearson correlation test with the help of SPSS version 23. The results of this correlation data analysis are shown in Table 3. Table 3 shows no relationship between parents' education level and the role given to their children's education. Thus, in general, the role of parents in the higher education of students is not influenced by the level of education but may be based on each parent's personality.

<table>
<thead>
<tr>
<th>Table 3 Analysis correlation of parents' educational background with parents’ role in university student online learning</th>
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<td>Parents’ Role</td>
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<tr>
<td>Parents’ Role</td>
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<tr>
<td>Parents’ Education</td>
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<tr>
<td>Sig. (2-tailed)</td>
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<tr>
<td>N</td>
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<td>Furthermore, a correlation test was also conducted between the GPA obtained by students and the role of parents in their children's education in college. The data obtained are presented in Table 4.</td>
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<th>Table 4 Test the correlation between student GPA and the role of parents in education</th>
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<td>Parents’ Role</td>
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<td>Parents’ Role</td>
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<tr>
<td>GPA</td>
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<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td>N</td>
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<tr>
<td>The findings in Table 4 show that the role given by parents does not affect students' GPA gains. This shows that various other factors determine student GPA achievement. Furthermore, this shows that to take part in the learning process, both offline and online, students are no longer influenced</td>
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</tbody>
</table>
by external aspects, one of which is from the parental aspect but is dominated by internal aspects, namely their own will. This is in line with [17] research, which revealed no significant relationship between the role of parents and student achievement in higher education. Regarding online learning, [33] reported that students positively perceive online learning. Thus, even though students are not given high attention from their parents, they can still work well.

The results of this study on students differ from many research findings on children in preschool, primary and secondary education. [20] report that parental support, stimulation, and positive discipline are all important for the socio-emotional adjustment of toddlers and preschoolers. [34] reported that the role of parents can increase the interest of elementary school students when studying at home, as well as [35] which revealed that when parents play a role in children's online learning at home, children feel not alone with motivation, mediation a place to ask questions between children and teachers, and help children to identify themselves.

CONCLUSION
The findings in this study indicate that parents give a good role to their children's higher education based on student perceptions. The support provided by parents is viewed from five main aspects, namely the selection of study programs, support during studies, support in online learning, support for financial aspects, and support for psychological elements. In all of these aspects, parents played a good role, and none of them provided any help. Furthermore, the financial aspect is the aspect with the highest support given by parents according to the student's view. In addition, when it is related to the achievements obtained by students through GPA, it does not have a significant relationship with the role given by parents because many other factors affect the learning achievement of a student as an adult learner who has been independent in time management and personal management.

SUGGESTION
This study have been identified the parents' role for university students' based on students' perspective. For future research, to get the more comprehensive findings, this research can continue by interview the parents, to know the problems and also their hope about pre-service teacher studies in the university. By conducting this research, the researcher can fulfill the limitation of this study that only took the data from the students. Therefore, it can not answer the problems happen in parents to be participated in the students learning in university.

REFERENCES


