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The Role of Parents in Increasing Interest in Learning Islamic Religious Education online in High School

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Abstract

This paper is the result of research to determine the role of parents in increasing student interest in learning Islamic religious education online. The results showed that students' interest in learning online in general was still included in the moderate category, meaning that students' interest in learning online in general from all fields of study was still lacking. Furthermore, the results of the analysis of the distribution of questionnaires carried out to find out the role of parents' roles in increasing student interest in learning Islamic religious education online were included in the high category and resulted in the maximum role of parents, students' interest in learning Islamic religious education online was also included in the high category. The obstacles experienced by parents in carrying out their role to increase students' interest in learning Islamic religious education include: 1) Parents' educational background; 2) Parents' economic level; and 3) availability of time. In order to overcome these obstacles, schools, teachers and parents must establish good cooperation. In addition, parents must further improve communication with their children.

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Introduction

The online learning system is one of the efforts so that the learning process at all levels of education can continue. The implementation of the online learning system is 100 percent (100%) carried out at home. Therefore, the role of parents is very necessary for the implementation of online learning optimally, effectively and efficiently. According to Michel, online learning is learning that is compiled with the aim of using an electronic system or computer so that it can support the learning process. Religious Education, especially Islamic religious education, is one of the subjects that should not be left behind in the learning process of students who are Muslim, therefore Islamic education must still be taught as optimally as possible even through an online learning system.

Islamic religious education according to Arifin is an effort to change the behavior of individuals based on Islamic values in their personal lives or social lives and lives in the surrounding nature through the educational process. Islamic religious education is a very important part of education related to aspects, attitudes and values, including morals and religion, therefore Islamic religious education is the responsibility of the family, community and government. Islamic Religious Education plays a very important role in building the morals and character of students. Therefore, the subject of Islamic religious education is a very important subject to be taught both face-to-face and through online.

High School level students are students who are still in the transition stage from adolescence to adulthood. This stage is the stage where a person begins to grow in himself the urge to live, the need for a friend who can understand and help him, a friend who is able to feel his joys and sorrows. So that at this time a person will look for something that can be seen as valuable, worthy of being upheld and adored. Because it is very important to fortify and equip students with religious education, especially Islamic religious education so that student behavior does not deviate from religious teachings.

The results of a study conducted by Elsa Wulandari in 2020 showed that the role of parents' attention to children's learning adapts to the surrounding conditions. Some parents show their attention in increasing children's interest at home. Parents play an important role in paying attention to children's interest in learning, especially during the child's growth and development in the world of education. Similarly, the results of Novi Suprihatin's research in 2021 showed that the role of parents in learning Islamic Religious Education in the era of online learning in Rejo Mulyo Village, Tanjung Bintang District, is as a guide and accompanying children during the online learning process for material that has not been understood and as a provider of facilities needed in online learning and as a motivator so that children are always excited and not bored of online learning. Therefore, knowing the role of parents in increasing interest in learning Islamic religious education is very important, especially during the online learning process which is carried out completely at home. Not only students who are at the elementary or secondary level who need assistance, but students who are at the upper level also really need parental attention and supervision in the learning process, especially in the online learning process. knowing the role of parents in increasing interest in learning Islamic religious education is very important, especially during the online learning process which is carried out completely at home. Not only students who are at the elementary or secondary level who need assistance, but students who are at the upper level also really need parental attention and supervision in the learning process, especially in the online learning process. knowing the role of parents in increasing interest in learning Islamic religious education is very important,

especially during the online learning process which is carried out completely at home. Not only students who are at the elementary or secondary level who need assistance, but students who are at the upper level also really need parental attention and supervision in the learning process, especially in the online learning process.

Endang Winingsih argues that some of the roles of parents in distance learning include: 1) Parents as educators, 2) Parents as facilitators, 3) Parents as motivators; 4) parents as directors. Parents play a role in directing their children according to the talents and interests that the child has. This is because each child has different talents and interests. Children should always be reminded not to dissolve in an erratic school holiday atmosphere. Joni Turville also argues that "...Parents as a resource to find out more about student interests. Studies have shown the positive impact of parental involvement on student success at school". Parents are a source in determining the interests of the child. Several studies have shown that parents have a positive role in the success of children's education.

Interest is one of the elements that can encourage individuals to do activities or activities. Ethologically interest is defined as "liking (passion), impulse to an activity". Safari groups are indicators of learning interest in four parts, namely: 1) happy feelings, 2) student interest, 3) student attention, and 4) student engagement. In the process of educating, parents play a role in fostering children's interest which is a necessity in the learning process so that the implementation of online learning, especially Islamic Religious Education at State High School 6 Palopo during the Covid-19 pandemic, can run smoothly, so parents must be able to foster children's interest in learning online. Interest is a feeling or curiosity that arises by being characterized by the presence of pleasure, attention, interest, involvement, perversion or craft and the responsibility of students in completing tasks on time. However, all efforts made by parents are inseparable from obstacles and obstacles. Therefore, researchers are trying to research about supporting factors that are able to reduce problems that are obstacles to problems in increasing students' interest in learning Islamic religious education online.

Method

The research method used is a mix method research by combining qualitative and quantitative research methods. In accordance with Sugiyono's opinion which states that mixed methods are research methods by combining two research methods at once, namely qualitative and quantitative in a research activity with the aim that the data obtained is more comprehensive, valid, reliable and objective.

The location chosen in the implementation of this study was at the Palopo State High School 6 which is located at Jl. Patang II Number 61 Tomarunddung Village, West Wara District, Palopo City, South Sulawesi Province. The data collection technique was carried out through a questionnaire by distributing a link via google form to 34 students of class XI MIA5 who were selected by purposive sampling. In addition, the researchers also collected data through interviews with three parents of students, an Islamic Religious Education teacher and also the principal of SMAN 6 Palopo. There are two types of data analysis techniques used, namely quantitative data analysis using scale ranges, and percentage and qualitative data analysis by reducing data, presenting data and drawing conclusions.

Results and Discussion

Processing of data resulting from distributing questionnaires through a tabulation process which is interpreted in the form of a scale of five as follows.

Table 1. Interpretation of the assessment criteria for each item of the questionnaire statement

Assessment criteria	Score Range
Very high	4.2 – 5
Tall	3.4 – 4.2
Currently	2.6 – 3.4
Low	1.8 – 2.6
Very low	1 – 1.8

Student Interest in Learning Online

The results of distributing questionnaires to find out students' interest in learning online which has been distributed via the google form link obtained the following results:

Table 2: Results of Online Learning Interest Questionnaire Distribution

grain	Statement	Score	Information
1	Happy Feelings When Learning Online	3.59	Tall
2	Feeling excited about learning online	3.65	Tall
3	Paying attention to the teacher's explanation when studying online	3.59	Tall
4	Enthusiastic in answering teacher questions when studying online	3,24	Currently
5	Active in answering teacher questions when studying online	3.00	Currently
6	Be diligent in following the online learning process	3.05	Currently
7	Always do assignments given online	3.82	Tall
8	Timely collect assignments given online	3.61	Tall
9	Find it easy to understand the teacher's explanation when learning online	2.85	Currently
10	Feeling anxious when internet access is interrupted while studying online	3.71	Tall
11	Feeling lazy to study because it is not easy to understand the teacher's explanation when studying online	3.35	Currently
12	Feel that studying online is troublesome because it costs more	2.88	Currently
Average		3,36	Currently

From the table above it can be seen that the average result of distributing the online learning interest questionnaire is 3.36 and is included in the medium category. Thus it can be concluded that 6 Palopo state senior high school students have an ongoing interest in the online learning process.

The Role of Parents in Increasing Interest in Learning Islamic Religious Education Online

The results of distributing the questionnaire on the role of parents in increasing student interest in learning online which has been distributed via the Google form link obtained the following results:

Table 3. The results of distributing the Questionnaire on the Role of Parents in Increasing Interest in Learning Islamic Religious Education Online

grain	Statement	Score	Information
1	The role of parents in explaining Islamic education material	3.82	Tall
2	The role of parents in guiding when having difficulty completing tasks	4.03	Tall
3	The role of parents in providing online learning facilities at home such as cellphones or laptops.	4,31	Very high
4	The role of parents in providing internet access such as wi-fi/data packages at home	4.03	Tall
5	The role of parents in motivating them to be diligent in studying Islamic Religious Education Online at home	4.47	Very high
6	The role of parents in motivating is like praising when getting good Islamic religious education even though it is online	3.97	Tall
7	The role of parents in controlling the implementation of online PAI learning	3.65	Tall
8	The role of parents as supervisors when learning PAI online	3.35	Currently
9	The role of parents as a director of interest in learning Islamic religious education online	4.09	Tall
10	The role of parents as facilitators in meeting needs when studying Islamic religious education online	4,29	Very high
Average		4,002	Tall

From the table above it can be seen that the average result of distributing the online learning interest questionnaire is 4.002 and is included in the high category. Thus it can be concluded that the role of parents in increasing the interest of Palopo 6 public high school students in learning Islamic religious education online is included in the high category.

Students' Interest In Learning Islamic Religious Education Online

The results of distributing the questionnaire on student interest in learning Islamic religious education online which has been distributed via the Google form link obtained the following results:

Table 4: Results of distributing the Questionnaire of Interest in learning Islamic Religious Education Online

grain	Statement	Score	Information
1	Feelings of Pleasure When Studying Islamic Religious Education Online	4,26	Very high
2	Feeling excited about learning Islamic religious education online	4.09	Tall
3	Paying attention to teacher explanations when studying Islamic religious education online	3.94	Tall
4	Enthusiastic in answering teacher questions when studying Islamic religious education online	3,41	Tall
5	Active in answering teacher questions when studying Islamic religious education online	3,24	Currently
6	Be diligent in following the online learning process	3.59	Tall
7	Always work on Islamic religious education assignments given online	3,42	Tall
8	Timely collect assignments given by Islamic religious education online	4.00	high
9	Feel easy to understand the teacher's explanation when studying Islamic religious education online	2.94	Currently
10	Feeling anxious when internet access is disrupted when studying Islamic religious education online	4,12	Tall
11	Feeling lazy to study Islamic religious education because it is not easy to understand the teacher's explanation when studying online	3.35	Tall
12	Feel that studying Islamic religious education online is troublesome because it requires more money	3.09	Currently
Average		3,62	Tall

From the table above it can be seen that the average result of distributing interest in online Islamic education questionnaires is 3.62 and is included in the high category. Thus it can be concluded that 6 Palopo state senior high school students have a high interest in learning Islamic religious education online.

Inhibiting and Supporting Factors The Role of Parents in Increasing Interest in Learning Islamic Religious Education Online

In the online learning process various problems or obstacles are faced by teachers, students and especially parents. The role of parents in the online learning process is indispensable in the online learning process, because students will learn directly from home through direct parental supervision. In particular, the Palopo 6 State Senior High School also did not forget the obstacles in carrying out the online learning process. According to the principal of Palopo 6 State Senior High School, Mr. Drs. Basman, SH, MM stated that:

"When talking about obstacles, there are several obstacles that we experience. The first is the network factor, because not all students are located or live in areas with

good or no network networks, and the second is the facilities and infrastructure factors that students have. We believe that in SMA 6 all subjects are almost the same, there are some students who really don't have any means of communication, they don't even have cell phones so they find it a bit difficult to join in on studying with their friends. the third is the issue of quotas. Not all students can afford to buy a quota at any time, so sometimes there are students who participate and some don't, if we ask them they will answer that we have run out of quota. And sometimes the quota available or purchased by the government cannot be used.

The results of an interview with Ms. Kartika regarding the obstacles experienced during the implementation of online Islamic religious education learning also stated that:

"In general, the difficulties experienced by students of SMA Negeri 6 Palapo in learning Islamic religious education, namely cellphones that are not available, the internet network is disrupted or runs out of data."

Internet network is a major requirement in the online learning process. Online learning will be constrained if the internet network that is owned is inadequate or even sometimes there are some areas that do not even have access to internet network services. In addition, economic factors also affect the online learning process. The role of parents as facilitators in the learning process can be carried out well if supported by an adequate economic background. Mr. Sukardi in the results of the interview stated that:

"One of them, ma'am, especially if the money starts to run out and all the children run out of data. Moreover, it's not just one person who wants to be financed. What's more, Irsyam's cellphone has been damaged."

Apart from economic factors, another thing that hinders the role of parents in increasing students' interest in learning Islamic religious education online is the educational background of parents.

Mrs. Ratniyanti in her interview stated that:

"Sometimes ma'am, we don't really understand the material, especially if the network isn't good."

In line with this, Mr. Sukardi, based on interviews, also said that:

"To participate in teaching children about the material being studied is only limited to our knowledge, ma'am, because we do not understand the subject matter for children nowadays, especially for the high school level."

Another factor that also hinders the role of parents in increasing the interest of Palapo 6 State Senior High School students in guiding, directing and supervising children while studying Islamic religious education online is the limited time that parents have.

As stated by Mrs. Rumaedah in her interview, that is
"As for the constraints, it's in the division of time, ma'am, because sometimes we have other activities besides accompanying the children to study."

As a result of the obstacles experienced during the learning process of Islamic religious education which takes place online and does not rule out the possibility of reducing students' interest in learning Islamic religious education, parents, teachers and schools must work together in finding solutions that are able to support the role of parents in increasing student interest in learning Islamic religious education online. The school also continues to try to help ease the burden on parents and students when they experience difficulties in the online learning process. As stated by the principal of SMA Negeri 6 Palopo in his interview he said that:

"Yesterday, what we did was for students who were not used to studying at all because of that factor, the first was because the network didn't exist or because they didn't have a means of communication, so sometimes we directed them to go to school. We met with the teacher, including during the semester exams for students, which after we investigated because they rarely attended or even did not attend at all, the school asked the counseling teacher to visit his house, because each of us has student equipment so that his house can be visited. And if indeed the problem is due to network factors or the fact that there are no facilities and infrastructure that they can use, we allow them to go to school and even then while adhering to the health protocol. All apply to all subjects including Islamic religious education."

Ms. Kartika in her interview also provided solutions in the learning process of Islamic religious education which taught that:

"During the subject of Islamic religious education that I faced, if there were students who experienced difficulties either because of network constraints or running out of data and did not have a cell phone, then for example student A was active in the learning process while student B was not active and they mutually exchanged, so I personally as an education teacher the religion of Islam will give offline assignments, I will give a choice whether the assignments can be collected online via WhatsApp through friends or collected directly."

This is done to ease the burden on parents during the online learning process of Islamic religious education so that all students can learn and not be left behind by their classmates.

Parental support is also one of the supporting factors that is very influential in facilitating the online learning process in increasing student learning interest in the field of Islamic religious education studies at Palopo 6 Public High School by completing all adequate facilities and also having an adequate economy. In addition, parents should always provide motivation and encouragement or even just in the form of praise and a smile. Always try to take the time even if it's only 10-15 minutes to discuss the learning activities being carried out. So that children feel cared for by their parents.

Conclusion

In general, students' interest in learning online is still in the medium category. It means student interest in online learning in general from all fields of study is still lacking. The role of parents in increasing students' interest in learning Islamic religious education online is included in the high category and resulting in the maximum role of parents, students' interest in learning Islamic religious education online is also included in the high category. Obstacles experienced by parents in carrying out their role in increasing students' interest in learning Islamic religious education include: 1) Educational background of parents; 2) Parents' economic level; and 3) time availability. In order to overcome these obstacles the school, teachers and also parents must establish good cooperation. In addition, parents must improve communication with their children.

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