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The Relationship of Parent Participation and Emotional Intelligence Toward Students Learning Outcomes in The Era of Covid-19 Pandemic

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Abstract— The problem in this research is the low thematic learning outcomes for grade IV Elementary School North Teluk Betung Cluster. The purpose of this study was to describe a significant relationship between parental participation and emotional intelligence on student learning outcomes during the covid-19 pandemic. This type of research is ex-post facto correlation. The population in this research is 134 students and the research sample was determined by Proportional Random Sampling with a total of 57 students. The data collection instrument was a questionnaire with a Likert scale, which was tested for the validity and reliability of the instrument. Analysis of the data used is Product Moment correlation. The results of the study found a significant relationship between parental participation and emotional intelligence on student learning outcomes with a correlation coefficient of 0.768 at the "Strong" level.

Keywords— Parental Participation, Emotional Intelligence, Learning Outcomes.

I. INTRODUCTION

Education is an effort made to develop self-potential and skills, with education an individual is able to create self-quality and hone their abilities. In education, an individual is forged to become a person who is good in attitude and thinking. Law Number 20 of 2003 concerning the National Education System, Article 1 Paragraph 1 that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential, personality, intelligence, noble character, and the necessary skills himself, society, nation, and state [1]. Therefore, education is very necessary for the life and sustainability of the nation.

Education is a process for an individual to hone themselves in order to achieve their goals and dreams, apart from that in education an individual is able to proceed to reach maturity, change behavior to become positive, and change mindsets that are increasingly mature. Learning and teaching activities in schools that take place face to face make students active and responsive to their surroundings so that students are able to hone and explore their abilities. However, in the current situation, educators and students cannot carry out face-to-face activities directly because the whole world is experiencing a pandemic caused by the SARS-CoV-2 (Severe Acute Respiratory Syndrome Coronavirus 2) virus or better known as the corona virus. Corona virus infection called Covid-19 (Corona Virus Disease 2019) was found in the city of Wuhan, China at the end of December 2019. Transmission of this type of virus is through droplets of saliva (droplets) of

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a Covid-19 sufferer if he sneezes or coughs, then someone who is healthy If you inhale droplets of saliva (droplets) of people exposed to the Covid-19 virus or rub their eyes, nose, and mouth, healthy people will easily become infected with the virus. So many patients have fallen because of the Covid-19 virus.

The pandemic that has infected many individuals around the world made the World Health Organization (WHO) set this virus to be a global pandemic in all corners of the world on March 9, 2020 because this virus easily spreads and infects a person. This has caused the entire country to experience several paralyzes in several sectors, especially the education sector, the Indonesian government anticipates this pandemic by implementing Large-Scale Social Restrictions and the Enforcement of Restrictions on Community Activities in which all residents who do not have very urgent interests are required to quarantine themselves until the situation is can be controlled [5]. The pandemic that is currently engulfing Indonesia has made the government take a policy to implement online learning, it can be said that online learning is a learning activity on a network or called online learning and virtual media.

Online learning is implemented in order to prevent virus transmission and reduce the number of infected patients so that students cannot meet face-to-face with educators or peers, requires students to be able to adapt to new situations, students must be able to participate in all learning activities through virtual media. However, learning activities are less effective and less than optimal during the Covid-19 pandemic due to the lack of face to face activities carried out by students. The presence of students in the school environment can have a major impact on the intelligence possessed by students because direct meetings can hone personality, creativity, and create new ideas and thoughts. Learning is a process carried out by individuals to gain new experiences, interact with the environment, and change behavior in each individual which is obtained from his experience so as to form character and personality [6].

Learning outcomes are evidence for a student in showing their ability to understand and understand the material and information they receive and apply in everyday life. Learning outcomes are part of the activities and learning processes that are followed by students. Good learning outcomes will be obtained by students if they are diligent in learning, are able to understand themselves, and believe in their own abilities. There are two factors that influence individuals in obtaining good learning outcomes, namely internal factors which include health, intelligence, interest, and motivation, as well as learning methods or learning styles. While the external factors include family, school, community, and environment. The learning outcomes produced by good or bad students are the influence of internal and external factors that affect student learning outcomes.

Internal factors and external factors play an important role in improving student learning outcomes because both internal and external factors have a role in students. External factors that help students achieve satisfactory learning outcomes come from the family. Family is one of the driving factors that come from outside the students who play an important role in the personality development of students, especially parents, parents are the first and main place of education for a child to learn and experience

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growth and development [7]. Parents have an important role for children's development, which is responsible for educating, nurturing, and guiding to reach certain stages so that in the end a child is ready for social life. Because parents are very influential on children's growth and development, students first learn and feel a very strong emotional bond with parents, parents have an inner bond and emotional bond with their baby [2].

The participation of parents in the development of students is very meaningful, because during their growth and adolescence a student wants to feel affection, attention and a sense of security and comfort and students need real examples of how to behave and act. Parents also play a strategic role in the education of students, because with the participation of parents in the education of students, these students will be motivated to improve their learning outcomes at school. Because parents are the main factor in the growth and development of students and are a supporting factor in the success of students in achieving satisfactory learning outcomes. So that the participation of parents in the education of students will be very important to produce satisfactory learning outcomes.

Student learning outcomes at school are inseparable from internal factors, internal factors have intelligence that can influence the mindset and behavior of students, namely intellectual intelligence or Intelligence Quotient (IQ) and emotional intelligence or Emotional Quotient (EQ). The balance between IQ and EQ is a major factor in the success of students' learning at school. Intellectual intelligence (IQ) only contributes 20% to success, while 80% is contributed by other strength factors, including emotional intelligence (EQ) [3].

Emotional intelligence really determines how a student becomes an acceptable person in society, emotional intelligence also helps students to interact in society and makes them sensitive to what is happening within themselves and the environment. Emotional intelligence is not something that can be inherited like intellectual intelligence but emotional intelligence can be honed and instilled in an individual through the school and family environment. Emotional intelligence is the basic capital for students to meet the future because with emotional intelligence a person will succeed in facing various challenges including challenges to succeed academically. An educator and parents of students must get used to it as early as possible and instill self-awareness or awareness of the various emotions that are owned within an individual, handling relationships or the ability to build good relationships with others, managing emotions or the ability to regulate emotions or self motivation [4].

The results of interviews with teachers at State Elementary School in North Teluk Betung Cluster, on February 11 2021, showed that the participation of parents in learning that was followed by students was minimal, because they were busy working so that students were not paid attention and lacked affection from parents. From the interview, it was also found that the average job of parents of students is labor by 60%, employees by 20%, civil servants by 15%, and parents who do not work by 5% this shows that they have to work extra and set aside more time for their work compared to their participation in students.

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Educators explain that parents' lack of attention to students, parents do not provide sufficient motivation for students, learning support facilities are not fulfilled due to primary needs that must be met, parents do not guide students, lack of attention and understanding of parents towards students when online learning takes place will have an impact on the emotional intelligence that students have and affect student learning outcomes that tend to decrease. In online learning, educators state that students are less active in expressing their opinions or opinions, and there is a lack of motivation to learn in students.

In connection with the research that has been carried out by researchers, it is known that many factors that cause student learning outcomes in online learning at school to be still low, influencing factors include the lack of parental participation and emotional intelligence that is not well honed in the process of learning activities during the covid-19 pandemic. Based on this, the researcher is interested in conducting researching on "The Relationship of Parental Participation and Emotional Intelligence to the Learning Outcomes of Class IV Students in the Era of the Covid-19 Pandemic State Elementary School in North Teluk Betung Cluster".

II. RESEARCH METHOD

The type of research used is quantitative research with the method used an ex-post facto correlation. This type of research was conducted when wanting to know about the strength or weakness of the relationship between variables in the study, namely the relationship between parental participation on student learning outcomes, the relationship between emotional intelligence and student learning outcomes, and the relationship between parental participation and emotional intelligence on student learning outcomes.

Class IV in the Era of the Covid-19 Pandemic State Elementary School of North Teluk Betung Cluster. The population in this study was 134 students. The research sample was determined by Proportional Random Sampling with a total of 57 students. The data collection instrument used a questionnaire with a Likert scale, which was tested for the validity and reliability of the instrument. Analysis of the data used is Product Moment correlation. The operational definition in this study is:

A. Learning Outcomes (Y)

Learning outcomes are abilities obtained by students after going through learning activities that bring about a change in the formation of behavior and gain new experience and knowledge that produces information or works for themselves and the environment.

The learning outcomes used in this study are the results of the mid-event semesters of fourth grades state elementary school students in North Teluk Betung Cluster for the 2020/2021 academic year.

B. Parental Participation (X_1)

Parental participation is the participation of parents in taking part in guiding, supervising, evaluating, and playing an active role in the lives of students. The indicators used by the author to make questionnaires totaling 35 questions, namely 1) guiding children in learning, 2) supervising children in the learning

process, 3) motivating children in learning, 4) meeting childrens learning needs, 5) supporting children academic activities.

C. Emotional Intelligence (X_2)

Emotional intelligence is the ability of students to know themselves, instill self-awareness, build relationships, and control the emotions of themselves and others. The indicators studied in this study are: 1) recognizing one's own emotions, 2) managing one's own emotions well, 3) motivating oneself, 4) empathy (recognizing other people emotions), and 5) building relationships with others. The number of questionnaire questions is 35 items consisting of positive and negative questions.

III. RESULT AND DISCUSSION

A. Student Learning Outcomes Data

Researchers perform class interval calculations before knowing the frequency of each available value data. The calculation of the length of the interval class is useful to make it easier for researchers to determine the frequency of available value data.

Researchers perform class interval calculations first to facilitate researchers in determining the frequency of value data. The following researchers present the calculation of the length of the class interval and the frequency distribution of the Y variable (learning outcomes) in Table 1 below:

Table 1: Variable frequency distribution Y

No.	Interval Class	Frequency	Precentage (%)
1	42-48	3	5,26
2	49-55	4	7,01
3	56-62	9	15,79
4	63-69	15	26,31
5	70-76	11	19,30
6	77-83	8	14,03
7	84-90	7	12,29
Amount		57	100

The table above shows that as many as 31 students are still under the minimum completeness criteria score of 70 with a percentage of 54.38%. While as many as 26 students are above the minimum completeness criteria set with a percentage of 45.62%, this means that student learning outcomes still need to be improved in such a way.

This is due to the COVID-19 pandemic which requires students to study at home and there is no direct face to face meeting with educators so that the achievement of student learning outcomes tends to decrease.

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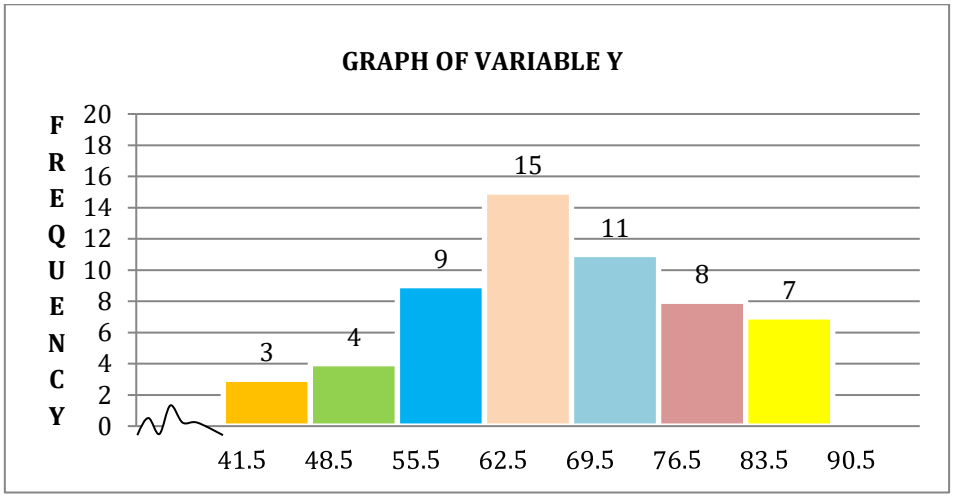

Figure 1: Frequency distribution diagram of learning outcomes (Y)

The histogram in Figure 1 has presented seven classes of intervals and their frequencies. The lowest frequency is in the 42-48 interval class, which is 3 students, while the highest frequency is in the 63-69 interval class, which is 15 students.

B. Parental Participation Data

Researchers perform class interval calculations before knowing the frequency of each available value data. The calculation of the length of the interval class is useful to make it easier for researchers to determine the frequency of available value data. Researchers perform class interval calculations first to facilitate researchers in determining the frequency of value data. The following researchers present the calculation of the length of the class interval and the frequency distribution of the X_1 variable (parental participation) in Table 2 below:

Table 2: Variable frequency distribution X_1

No.	Interval Class	Frequency	Precentage (%)
1	50-54	5	8,78
2	55-59	8	14,03
3	60-64	10	17,54
4	65-69	13	22,29
5	70-74	9	15,79
6	75-79	7	12,29
7	80-84	5	8,78
Amount		57	100

The table above shows that the highest frequency is in the 65-69 class interval, which is as many as 13 students with a percentage of 22.29%, while the highest interval class, which is 80-84, only reaches 5 students with a percentage of 8.78%. More details can be seen in the following image.

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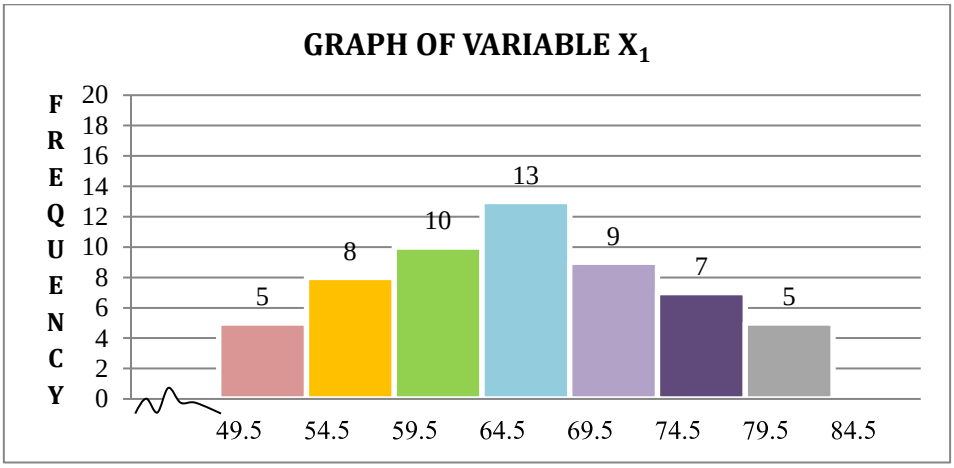

Figure 2: Frequency distribution diagram of parental participation (X_1)

The histogram in Figure 2 has presented seven classes of intervals and their frequencies. The lowest frequency is found in the interval class 50-54 and 80-84, which are 5 students, while the highest frequency is in the interval class 65-69, which is 13 students.

C. Emotional Intelligence Data

Researchers perform class interval calculations before knowing the frequency of each available value data. The calculation of the length of the interval class is useful to make it easier for researchers to determine the frequency of available value data. Researchers perform class interval calculations first to facilitate researchers in determining the frequency of value data. The following researchers present the calculation of the length of the class interval and the frequency distribution of the X_2 variable (emotional intelligence) in Table 3 below:

Table 3: Variable frequency distribution X_2

No.	Interval Class	Frequency	Precentage (%)
1	45-49	2	3,50
2	50-54	6	10,52
3	55-59	8	14,03
4	60-64	10	17,54
5	65-69	15	26,13
6	70-74	10	17,54
7	75-79	6	10,52
Amount		57	100

The table above shows that the highest frequency is in the interval class 65-69 which is as many as 15 students with a percentage of 26.13%, while the highest interval class is 75-79 the frequency only reaches 6 students with a percentage of 10.52%. More details can be seen in the following image.

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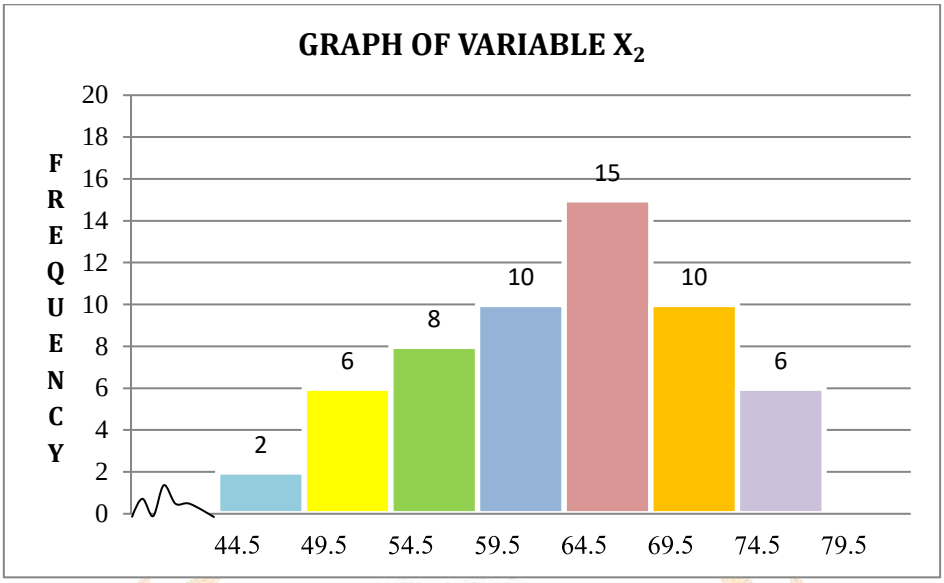

Figure 3: Frequency distribution diagram of emotional intelligence (X_2)

The histogram in Figure 3 has presented seven classes of intervals and their frequencies. The lowest frequency is in the interval class 45-49, which is 2 students, while the highest frequency is in the interval class 65-69, which is 15 students.

D. Data Analysis Result

Normality Test

There are three data that need to be tested for normality, namely data on variables X_1 (parental participation), X_2 (emotional intelligence), and Y (learning outcomes). The interpretation of the calculation results is done by comparing χ^2_{count} with χ^2_{table} for = 0.05 with dk = k-1.

The results of the calculation of the normality test of the X_1 variable data (parental participation), namely the interpretation is done by comparing χ^2_{count} with χ^2_{table} for $\alpha = 0.05$ with dk = k – 1 = 7 – 1 = 6, then look for the *Chi-Square* table to get χ^2_{table} of 12,592. In accordance with the rule states that χ^2_{count} = 3,231 < χ^2_{table} = 12,592 means that the X1 variable data is normally distributed.

Furthermore, the results of the calculation of the normality test of the X_2 variable data (emotional intelligence), namely the interpretation is done by comparing 2_{count} with 2_{table} for = 0.05 with dk = k – 1 = 7 – 1 = 6, then looking for the *Chi-Square* table to get χ^2_{table} of 12,592. In accordance with the rule states that χ^2_{count} = 2,431 < χ^2_{table} = 12,592 means that the X_2 variable data is normally distributed.

While the results of the calculation of the normality test of the Y variable data (learning outcomes), namely the interpretation is done by comparing χ^2_{count} with χ^2_{table} for = 0.05 with dk = k – 1 = 7 – 1 = 6, then look for the *Chi-Square* table obtained χ^2_{table} of 12,592. In accordance with the rule, it states that χ^2_{count} = 4.949 < χ^2_{table} = 12.592 means that the Y variable data is normally distributed.

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Linearity Test

Based on the results of the normality test which states that the data for the variables X_1, X_2, and Y are normally distributed, the linearity test is then carried out. The following is the calculation of the linearity test between the variables X_1 and Y. Based on the calculation of the linearity test, it can be seen that the numerator dk = k – 2 = 30 – 2 = 28 and the denominator dk = n – k = 57 – 30 = 27 with α = 0.05 then, it is obtained F_{table} = 1.88. In accordance with the rule which states that F_{count} = 0.40 < F_{table} = 1.88 this means that the data has a linear pattern.

The following is the calculation of the linearity test between the variables X_2 and Y. Based on the calculation of the linearity test, it can be seen that the numerator dk = k – 2 = 29 – 2 = 27 and the denominator dk = n – k = 57 – 29 = 28 with α = 0.05 then, it is obtained F_{table} = 1.88. In accordance with the rule which states that F_{count} = 1.43 < Ftable = 1.88, its means that the data has a linear pattern.

Hypothesis Test

The first manual calculation between X_1 and Y using the *Product Moment* correlation formula, then the result is rx_1y = 0.443. Based on the results of the calculation of the first hypothesis test in this study, the correlation coefficient between X_1 and the Y variable was 0.443 with quite strong criteria, seen in the correlation coefficient interpretation criteria. The contribution of the X_1 variable to the Y variable is 19.62%. This means that the hypothesis is accepted, there is a significant relationship between parental participation on the learning outcomes of fourth graders state elementary school students North Teluk Betung Cluster.

The second manual calculation between X_2 and Y uses the Product Moment correlation formula, then the results are rx_2y = 0.343. Based on the results of the calculation of the second hypothesis test in this study, the correlation coefficient between X_2 and the Y variable was 0.343 with low criteria, seen in the interpretation criteria of the correlation coefficient. The contribution of the X_2 variable to the Y variable is 11.76%. This means that the hypothesis is accepted, there is a significant relationship between emotional intelligence and the learning outcomes of fourth graders at state elementary school students North Teluk Betung Cluster.

The third manual calculation between X_1 and X_2 with Y uses the multiple correlation formula, but before that the researcher looks for the value between the X_1 and X_2 variables, the result is 0.989. The contribution of X_1 and X_2 to Y is 58.98%, while 41.02% is influenced by other factors outside the study such as; learning environment, family environment, study habits, interests, and talents, as well as the intelligence possessed by the students themselves.

The hypothesis between parental participation (X_1) and emotional intelligence (X_2) and learning outcomes (Y) uses the multiple correlation formula. But the relationship between X_1 and X_2 must be known first. Based on the results of the calculation of the relationship between X_1 and X_2, the correlation coefficient between X_1 and X_2 is 0.989. After finding the relationship between X_1 and X_2, then the next step is to find

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the relationship between the variables X_1 and X_2 together with the variable Y. Based on the calculation results of the third hypothesis test in this study, the correlation coefficient between X_1 and X_2 together with the variables Y is 0.768 with strong criteria. The contribution of the X_1 and X_2 variables to the Y variable is 58.98%. Then look for the significance (significant) value of significance (significant) of $F_{count} = 42.12 > F_{table} = 3.15$ means significant. This means that the hypothesis is accepted, meaning that there is a significant relationship between parental participation and emotional intelligence on the learning outcomes of fourth graders students in the era of the COVID-19 pandemic at the North Teluk Betung State Elementary School.

IV. CONCLUSION

Based on the results of the research and discussion, it is known that 1) There is a significant relationship between parental participation on the learning outcomes of fourth graders at state elementary school North Teluk Betung Cluster, indicated by a correlation coefficient of 0.443 with a variable contribution of 19.62% at the level of "Strong enough"; 2) There is a significant relationship between emotional intelligence and learning outcomes for fourth graders students at state elementary school North Teluk Betung Cluster, indicated by a correlation coefficient of 0.343 with a variable contribution of 11.76% at the "Low" level; 3) There is a significant relationship between parents and emotional intelligence on the learning outcomes of fourth graders at state elementary school North Teluk Betung Cluster, indicated by a correlation coefficient of 0.768 with a variable contribution of 58.98% at the "Strong" level.

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