



## Parental Support in Implementation Distance Learning for Mentally Retarded Children During the Covid-19 Pandemic at SLB Negeri 1 Lubuk Basung

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### ABSTRACT

This study aims to find out the support of parents in the application of distance learning for children with disabilities during the covid-19 pandemic at SLB Negeri 1 Lubuk Basung. The method used in this study is descriptive quantitative with a sample of fifteen parents from children with high grade elementary school disabilities. The data is collected using questionnaires given to parents directly by paying attention to health protocols. This study uses data analysis techniques in the form of percentages with categorization divided into excellent categories, good categories, fairly good categories, less good categories and very poor categories. The results of this study can be concluded that the support of parents in the application of distance learning for children with disabilities during the covid-19 pandemic in SLB Negeri 1 Lubuk Basung belongs to the less good category.



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## Introduction

Basically, human as social creatures the need education. Education is an effort to create a learning atmosphere and learning process that intends to develop the potential of students actively which is not only intended for normal children, but also for children with special needs. According to Nurhastuti (2021), Damri (2019), children with special needs are children who have different characteristics from children in general, both in terms of physical, mental and emotional as well as neurological which may be experienced before, during and after birth so that they require special education services in accordance with needs. It is apply in UUD 1945 pasal 31 ayat 1 about national education system that special needs children get full guarantee from the country to get a good quality education.

One of special need children that really need quality education is mentally disabled children. According to Fajrina (2013), mentally retarded children or what is known as mental retardation because of their limited intelligence make it difficult for them to follow educational programs in classical schools. Mentally disabled children have intelligence under rate so they need special education to be customize in significant level (Nurhastuti & Fatmawati, 2017).

However, the current education system is carried out by distance learning. Distance learning consider as learning activity that held in different place without directly interaction between the teacher and the student to cut ofspread the covid-19 virus in order to maintain the security and safety of students and educators (Asvira & Nurhastuti, 2021). This make poses many challenges for the parents. where parents expected to be aware about their children interest and talent during at home, to support their children more active, have good understanding about the lesson and can manage their time because parents support really need.

Based on observations made by researchers at SLB Negeri 1 Lubuk Basung, it is known that learning in schools for mentally retarded children is carried out offline. Parents are directly involved in picking up their children's assignments every week according to a predetermined time. For mentally retarded students, grades 4 and 5 are picked up every Wednesday and grade 6 every Thursday. This does not mean that not all parents are present to pick up their children's assignments every week from school. Therefore, researchers feel the need to examine more deeply about parental support in implementing distance learning during the COVID-19 pandemic, especially for mentally retarded students at SLB Negeri 1 Lubuk Basung.

## Method

This research uses quantitative descriptive. According to Asep (2018) quantitative descriptive research is research that uses quantitative data so that the data is realized in the form of numbers which are then described based on the results of statistical data. The variable in this study consisted of one variable, namely parental support in application distance learning during the COVID-19 pandemic for mentally retarded children. The population in this study were parents of mentally retarded students at SLB Negeri 1 Lubuk Basung which amounted to 15 of 5 parents of 4th grade mentally retarded students of SDLB, 5 parents of 5th grade mentally retarded students of SDLB and 5 parents of mentally retarded students in 6th grade of SDLB. The sampling technique used in this research is using total sampling.

## Results and Discussions

The validation test about the parents support use microsoft excel by product moment formula. The total item score is 46 with r-tablel 0,514 based on significant level of 5%. Based on validation test from 46 item found that only 45 that valid. After the validation test was carried out, it was continued with the reliability test. The results of the reliability test of parental support in Croanbach's alpha table obtained a value of 0.963. This reliability indicates that the reliability test results are said to be reliable because Cronbach's alpha value is >0.6. From the result of validation and reability test of parents support in SLB N 1 Lubuk Basung, we can see that:

### Forms of Parental Support

#### 1. Emotional Support

The result of percentage parents emotional support is about 55 with percentage 26,19%. This result explain this emotional support of parents included not good category.

#### 2. Instrumental Support

The result of percentage parents instrumental support the frequency about 21 with percentage 35%. The result instrumental support explain this support included not good category.

#### 3. Information Support

The result of percentage parents information support is about 20 with percentage 22,22%. Based on this percentage, can see that it information support include not good category.

#### 4. Rating Support

The result of percentage parents appraisal support with highest frequency 32 with percentage 35,55%. Based on the percentage can be said that the support of parents appraisal to their children still not good.

### The Factor Of The Support

#### 1. Education Background

The result of percentage from education background obtained highest frequency 20 with percentage 33,33%. Based on the percentage it can be explained that educational background of parents in guiding children to study at home (offline) is still not good.

#### 2. The Manage Of Time

The results of the calculation of the percentage of the time division factor obtained the highest frequency of 65 with a percentage of 54.16%. From the percentage results, it can be explained that time division of parents when guiding their children to study at home include category as quite good.

#### 3. Social-Economic Factors

The results of the calculation of the percentage of socio-economic factors obtained the highest frequency of 22 with a percentage of 36.67%. Based on the percentage we can conclude that the parents social economy is not good.

The parental support at SLB Negeri 1 Lubuk Basung explained that the support provided by parents on average was still not good. Support is help or support a person receives from another person. The support can upgrade children spirit in learning. The forms of support provided are emotional support, instrumental support, information support and assessment support.

According Saragi (2016) explain emotional support can be emphatic, love, care, protection, believe and openness. The prove of this support during at home can beshow by doing study guidance, giving

motivation, occur comfortable situation by provide books or other study media, ask directly about the children assignment that give by the teacher at school.

Instrumental support is a real support that give from the parents to their children. Saragi (2016) explained that the real parents support that they give to their children can be through chance, money, ufensils and environment modification. Then, information support is kind of support that give by the parents such advice, guidance, opinion and clue that can help the children in problem solving especially during distance learning (Prianto & Putri, 2017).

Saragi (2016) also explained that appraisal support that give the parents is channeled through rewards to children so there is feedback is given related to activities carried out by children at home, for example during the application of distance learning (offline). The reward given does not have to be in the form of goods, but can also be in the form of a touch such as a hug.

From the support provided by parents, it is influenced by supporting factors including education, time sharing and socio-economic. Novrinda (2017) explains that parental education affects the mindset and orientation of education given to children where the higher the education of parents, the wider the mindset in educating children, one of which is the support provided. Likewise with the time division factor which is a series of activities carried out. The division of time greatly affects the support provided by parents.

Beside education and the manage of time it also influence by social economy factor can be seen from the type of jobs, income, education and the number of dependents. According Rahayu (2012) explained that parents social economy will support the facilities of student to learn. If it is related to research, adequate learning facilities for children during distance learning will support the success and support provided by parents.

## Conclusions

Based on the result and discussion about the parents support on application of distance learning during covid-19 pandemic for mentally disabled children in SLB N 1 Lubuk Basung can concluded that the kind and the support also the factors that influence still not good enough. Because of that, it is need the optimalize of parents effort in giving the support because it will give big influence for children education during distance learning.

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