

Analysis Of Parental Support To Reduce Student Learning Insecure During The Covid-19 Pandemic**Hartinah¹, Andi Riswandi Buana Putra², Heru Nurochman³,
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ABSTRACT

Parental support to reduce learning insecurity is very important, this is so that self-confidence and security in children can increase. This study aims to determine parental support to reduce student learning insecurity during the COVID-19 pandemic. Insecure is more experienced by students who already have a quiet and quiet character. The emergence of lack of confidence, shame, anxiety, insecurity makes students less comfortable when studying at school and at home. In addition, students who experience this make them students who are less active, less creative, and dare not express their opinions or ideas on when learning takes place, so there needs to be motivation given from parents to children when studying at home, especially during the Covid-19 pandemic where The school holds an online learning program that requires parents to be more active in paying attention to children while learning. Parents must provide more support to reduce the insecurity that grows in children, especially lack of confidence and shame so that they can Cause excessive feelings of anxiety and trigger feelings of insecurity when socializing at school.

Keyword: Insecure, Parent, Learner© year The Authors. Published by Institute for Research and Community Services Universitas Muhammadiyah Palangkaraya. This is Open Access article under the CC-BY-SA License (<http://creativecommons.org/licenses/by-sa/4.0/>).**Corresponding Author:**

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Email: andisetiawan@umpr.ac.id**INTRODUCTION**

Insecurity can be defined as insecurity, shame, anxiety, and insecurity about something triggered by dissatisfaction and unsure of one's capacity. This sense of insecurity, in the end, triggers the child to create a mask so that the other side we want to hide is not visible to others. Insecure behavior in children can be prevented by parenting in ways that can increase the child's confidence, adaptability, and optimism. For this reason, parents, teachers, and parties related to children must work together and help children to overcome these feelings (Mu'awwanah, 2017). The role of parents to provide encouragement and motivation is very important, and parents will understand much more about what is lacking from children; in addition to a long enough time to keep making children Feel safe, parents can also gradually change the child's mindset to no longer feel excessive worry, and reduce shyness so that it motivates Students to increase their confidence, especially at school.

Based on the results of observations in the field, the cause of insecure learning of students tends to come from individuals themselves, such as their personalities which greatly affect the emergence of insecurity in students, such as lack of actively speaking in class, less courageous in explaining and conveying interesting ideas or main ideas, resulting in less active and creative students in Follow the learning process at school or online. Most of what is experienced by learners is the emergence of shyness, anxiety, insecurity, and insecurity. Utami, Melinda, Pratiwi, and Rezky (2021) also stated the same thing, namely that with a personality that tends to be innate or the original character of a child, it will give support is large enough and affects children's habits in their daily lives so that it can affect the process of interaction. This learning makes the biggest driving factor for the formation of shame, lack of confidence, and excessive anxiety that causes feelings of insecurity in children in school, so the role of parents is considered very important to hone the ability and courage of children to socialize.

Parents have a very important role. In addition to being guardians, parents also replace the role of teachers at school when students are or participate in learning periods at home. Parents have more time together than teachers at school to develop students' character and mindset. Parents also get to know more about the child's character and habits while at home so that it can help children to get used to talking, arguing, and thinking creatively to Avoid feelings of insecurity that can affect their personality, so it is felt necessary to conduct research related to the importance of parental support to reduce participants' learning insecurity education during the Covid-19 pandemic.

METHOD

This type of qualitative research uses qualitative descriptive methods with data collection in the field using observation, interview, and field documentation techniques. Field informants comprised 6 students involved, namely Senior High School Muhammadiyah I Palangka Raya student. The six samples were taken from calculating Slovin and drawing conclusions based on established criteria.

RESULTS AND DISCUSSION

Senior High School Muhammadiyah I Palangka Raya was established on December 12, 1977, in Kelurahan Langkai, Pahandut District, Palangka Raya City. The main purpose of establishing Senior High School Muhammadiyah I Palangka Raya is to create Muslim people who have a noble character, capable and confident, love the country, and are useful for the religion of the archipelago and the nation, as well as doing charity towards the realization of justice and prosperity that Allah SWT recognizes. At Senior High School Muhammadiyah I Palangka Raya, there are several teachers, one of which is a Guidance Counseling teacher. Guidance Counseling teachers have an important role in schools, helping solve the problems of students who like to make trouble. Guidance Counseling teachers also help solve the problems of students who experience insecurity. Insecure has many types and factors that can trigger the emergence and occurrence of insecurity.

Factors trigger the emergence of insecurity in students of Senior High School Muhammadiyah I Palangkaraya, one of which is class X IPS-I such as curriculum targets that are too high. This learning climate is not conducive, assignments are very dense, and a strict and unfair assessment system can be factors causing insecurity originating from curriculum factors. Likewise, the attitude and treatment of teachers who are less friendly, fierce, judges, and less competent are the sources of the cause of insecurity in students, which comes from teacher factors at Senior High School Muhammadiyah I Palangkaraya. Implementing strict school discipline and prioritizing punishment, an uncomfortable school climate, and very limited learning facilities and infrastructure are also factors that trigger the formation of insecurity in students. These factors affect student achievement at school.

Based on the research results at Senior High School Muhammadiyah I Palangkaraya, some students are suspected of experiencing learning insecurity. Like unpleasant feelings or feeling afraid and tense, students sometimes approach exams as a problem in their lives, either because later they will be embarrassed because they do not get good grades or because they feel insecure with their preparation, unable to relax, often surprised, and sometimes accompanied by excessive facial or limb movements When sitting continuously shaking the legs.

From the description above, parental support to reduce learning insecurity is very important, especially in the COVID-19 pandemic, which requires the implementation of lockdowns, resulting in restrictions on activities outside the home. One of them is learning activities at school. Learning activities that should be face-to-face become distance or online learning. In implementing distance learning (online), parental support is needed as a substitute for teachers at home. There are three parental supports during the distance learning process: parents have support as teachers at home, facilitators, and motivators. Parental support as a teacher at home is guiding, educating, and controlling children's learning activities. Based on research conducted by Rifo Syahputra, Sandra Bayu Kurniawan, and Peduk Rintayati (2021), even though parents are busy, they will always take the time to check online learning schedules and remind children to learn. Parents also accompany and guide them in the learning process and help their children when a material is difficult to understand. Based on the study's results, parents who are not very familiar with the learning material will usually be helped by the student's older brother when studying. As educators at home, parents try to use interesting methods so children are interested in learning materials. Parents also, as facilitators, provide facilities that support learning activities at home, with facilities in the form of comfortable learning places and adequate learning equipment. Facilities that children need during online learning are Handpone and Quota / Wifi.

CONCLUSION

Based on the description above, it can be concluded that: Based on the results of interviews and observations, the factors that cause insecure learning of students tend to come from within themselves (internal factors), such as closed personalities that make students tend to be quiet, shy, and dare not express opinions in public. The support of people is very instrumental in overcoming their children's insecure learning during the COVID-19 pandemic, as evidenced by the results of research and interviews conducted by researchers. Of the three parental supports described above, parental support as a teacher at home is the most dominant support. Based on the research results and discussion above, suggestions for this study are: For students, if this study shows that students' insecure behavior can be reduced after being given direction and guidance, then problem-solving techniques can be beneficial for student development. For parents, parents are expected to be able to divide their time well between household chores and supervise their children during online learning so that the learning process can run optimally. In addition, guiding and educating children should not be too harsh. Use the right method or way so that children are more receptive to the input given to overcome the problem of insecure learning.

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