

Kontribusi Dukungan Sosial dan Status Sosial-Ekonomi terhadap Kesiapan Orang Tua Mengajar Literasi Anak Sekolah Dasar Awal Saat Pembelajaran Jarak Jauh = The Contributions of Social Support and Socio-Economic Status in the Readiness of Parents to Teach Literacy in Early Grade Elementary School Children During Distance Learning

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Abstrak

Penelitian ini bertujuan untuk melihat kontribusi dukungan sosial dan status sosial-ekonomi terhadap kesiapan orang tua mengajar literasi saat PJJ. Seperti yang diketahui, akibat pandemi COVID-19 tanggung jawab orang tua lebih besar dibutuhkan karena harus mendampingi pembelajaran anak di rumah. Penelitian ini melibatkan 298 partisipan yaitu orang tua yang memiliki anak di kelas SD awal (kelas 1-3) dari wilayah JABODETABEK. Penelitian ini menggunakan alat ukur HBL-Teacher Readiness (Mansor et al, 2021) yang diadaptasi untuk mengetahui kesiapan orang tua mengajar literasi saat PJJ. Kedua, menggunakan alat ukur Interpersonal Support Evaluation List (Cohen et al, 1985) untuk mengukur dukungan sosial dan alat ukur Kuppuswamy Socio-economic Scale (Saleem, 2020) untuk mengukur status sosial-ekonomi. Penelitian ini menggunakan pendekatan kuantitatif dan analisis multiple regression. Hasil penelitian menunjukkan bahwa dukungan sosial dan status sosial-ekonomi secara simultan berkontribusi terhadap kesiapan orang tua mengajar literasi anak SD awal saat PJJ ($F = 33,362 > F$ Distribution, two tailed). Implikasi dalam penelitian ini diharapkan tidak hanya bermanfaat untuk orang tua, melainkan untuk pihak sekolah, keluarga, dan rekan kerja yang turut terlibat dalam membantu kesiapan orang tua.

.....The purpose of this study is to determine the role of social support and socioeconomic status in parents' readiness to teach literacy during PJJ. As is well known, the COVID-19 pandemic necessitates increased parental responsibility because they must accompany their children's learning at home. This study included 298 participants, all of whom were parents of children in the early elementary grades (grades 1-3) in the JABODETABEK area. This study employs the HBL-Teacher Readiness measuring instrument (Mansor et al, 2021), which was modified to assess parents' readiness to teach literacy during PJJ. Second, the Interpersonal Support Evaluation List (Cohen et al, 1985) was used to assess social support, and the Kuppuswamy Socio-economic Scale (Saleem, 2020) was used to assess socioeconomic status. A quantitative approach and multiple regression analysis are used in this study. The findings revealed that social support and socioeconomic status both contributed to parents' readiness to teach literacy to early elementary school children during PJJ ($F = 33,362 > F$ Distribution, two tailed). The implications of this research are expected to be useful not only for parents, but also for schools, families, and coworkers who are involved in assisting parents in preparing.