PAPER NAME

The Relationship Between Teachers' ICT Abilities and Parental Guidance on Stude nt Learning Motivatio

AUTHOR

MARWATI MARWATI

WORD COUNT

5304 Words

CHARACTER COUNT

27676 Characters

PAGE COUNT

10 Pages

FILE SIZE

736.9KB

SUBMISSION DATE

Jun 26, 2024 5:22 PM GMT+8

REPORT DATE

Jun 26, 2024 5:23 PM GMT+8

11% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

- 10% Internet database
- 3% Publications database
- Crossref database
- Crossref Posted Content database

Excluded from Similarity Report

- Bibliographic material
- Quoted material
- Cited material
- Small Matches (Less then 12 words)
- Manually excluded sources

EDUMASPUL
JURNAL PENDIDIKAN
Vol. 6 – No. 2, year (2022), page 1691-1700
| ISSN 2548-8201 (Print) | 2580-0469) (Online) |

The Relationship Between Teachers' ICT Abilities and Parental Guidance on Student Learning Motivation During The Covid-19 Pandemic in Batupapan

Perawati Patiung[1], Marwati Abdul Malik[2], Jaka Warsihna[3]
[1] *(*Magister program studi Pendidikan Dasar*/Universitas Terbuka UPBJJ-UT 80 MAKASSAR*

* Corresponding Author. E-mail: [1] perawatipatiung2702@gmail.com

Receive: 07/07/2022	*Accepted: 27/09/2022*	*Published: 01/10/2022*

Abstrak

Tujuan penelitian ini adalah untuk mengetahui apakah ada hubungan kemampuan TIK Guru dan bimbingan belajar orangtua terhadap motivasi belajar siswa di SDN Gugus Batupapan, Kabupaten Tana Toraja. Penelitian ini dilakukan pada Guru siswa kelas tinggi yakni kelas 4,5 dan 6 di SDN Gugus Batupapan. Populasi siswa kelas tinggi di SDN Gugus Batupapan yakni 587 siswa. Dalam penelitian ini digunakan rumus Yamane atau Slovin yaitu menggunakan teknik *probability sampling* dengan *random sampling* sehingga diperoleh jumlah sampel sebanyak 247 siswa. Sedangkan populasi jumlah Guru sebanyak 24 guru. Metode penelitian menggunakan *ex-post facto* dengan jenis penelitian korelasi. Penelitian ini menggunakan dua jenis analisis yaitu analisis statistic deskriptif dan analisis statistic inferensial pada SPSS 24. Berdasarkan analisis statistik data variabel kemampuan TIK Guru, maka diperoleh skor tertinggi 105.00 dan skor terendah 74.00. Hasil analisis menunjukkan Mean sebesar 88.3333, Median sebesar 89.0000, Modus sebesar 89.00 dan Standar Deviasi sebesar 8.41152. Analisis data variabel bimbingan belajar orang tua siswa diperoleh skor tertinggi 108.00 dan skor terendah 55.00. Hasil analisis menunjukkan Mean sebesar 83.8509, Median sebesar 83.00, Modus sebesar 75.00 dan Standar Deviasi sebesar 10.14893. Analisis data variabel motivasi belajar siswa diperoleh skor tertinggi 111.00 dan skor terendah 55.00 Hasil analisis menunjukkan Mean sebesar 83.8138, Median sebesar 84.000, Modus sebesar 85.00 dan Standar Deviasi sebesar 11.96938. Sehingga dapat disimpulkan bahwa motivasi belajar siswa berhubungan dengan kemampuan TIK Guru dalam hal penerapannya dalam proses pembelajaran. Bimbingan belajar orang tua berhubungan signifikan dengan tingkat motivasi belajar siswa. Selanjutnya kedua variabel yakni kemampuan TIK Guru dan bimbingan belajar orang tua memiliki hubungan bersama terhadap motivasi belajar siswa.

Kata Kunci: *Kemampuan TIK Guru, Bimbingan Belajar Orangtua, Motivasi Belajar*

Abstract

The purpose of this study was to determine whether there is a relationship between the teacher's ICT ability and parental tutoring on students' learning motivation at SDN Gugus Batupapan, Tana Toraja Regency. This research was conducted on teachers of highgrade students, namely grades 4.5 and 6 at SDN Gugus Batupapan. The population of high-class students at SDN Gugus Batupapan is 587 students. In this study, the Yamane or Slovin formula was used to determine the sample size for students, namely by using probability sampling technique with random sampling so that a total sample of 247 students was obtained. While the population of the number of teachers as many as 24 teachers. The method used in this study to see the causal relationship of an independent variable (X) to a certain variable (Y) is to use the ex-post facto research method with the type of correlation research. This study used two types of analysis, namely descriptive statistical analysis and inferential statistical analysis on SPSS 24. Based on the statistical analysis of the teacher's ICT ability variable, the highest score was 105.00 and the lowest score was 74.00. The results of the analysis show that the mean is 88.3333, the median is 89.000, the mode is 89.00 and the standard deviation is 8.41152. Analysis of the variable data on parenting tutoring data obtained the highest score of 108.00 and the lowest score of 55.00. The results of the analysis show that the Mean is 83.8509, the Median is 83.00, the Mode is 75.00 and the Standard Deviation is 10.14893. Data analysis of students' learning motivation variables obtained the highest score of 111.00 and the lowest score of 55.00. The results of the analysis showed the Mean of 83.8138, the Median of 84,000, the Mode of 85.00 and the Standard Deviation of 11.96938. So it can be said that students' learning motivation is related to the ability of the teacher's ICT in terms of its application in the learning process. Parental tutoring is significantly related to the level of student learning motivation. Furthermore, the second variable, namely the ability of teachers' ICT and parental tutoring has a joint relationship with students' learning motivation.
Keywords: Teacher's ICT Ability, Parents' Tutoring, Learning Motivation

Introduction

The National Education System Law No. 20 of 2003's Article 3 outlines the duties and objectives of the National Education System. Aim to develop students' potential to become people of faith and fear God Almighty noble character, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen. The main elements of school governance are principals and teachers.The dependence of the school management on the teachers is very high, so the teachers must be active, creative and innovative in order to learn ways of thinking, behavior patterns and patterns of upbringing, as well as teaching methods Ll, are from desrich die Hakpantria (2021). National education is to develop skills and shape the civilization and character of a worthy nation in connection with the formation of the life of the nation.

The abilities of Indonesian instructors need to be adjusted in order to keep up with the rate of change in the educational system. To be able to take advantage of the new opportunities presented by the Education 4.0 movement, teachers must constantly evolve (Sharma 2019: 64). At least nine trends, including learning at different times and places, individual learning, student choices in how they learn, project-based learning, field experiences, data interpretation, diverse assessments, student involvement in choosing the material, and mentoring in the development of independence, are said to be connected to these new opportunities by Fisk (2017:39).

The adoption of blended learning models as the most efficient learning alternative is one of the educational approaches in Indonesia that has been emphasized as a contemporary trend, particularly in learning during the COVID-19 pandemic (Giatman, Siswati, and Basri, 2020: 68-75).
In fact, one of the essential skills for teachers is the capacity to use ICT for learning activities (Yusri, Goodwin and Mooney, 2016: 68-72). Competent ICT guru of Indonesia with 28,000 instructors remained below 50%, ICT skills at only 46%, and the ability to use ICT for learning at 14%.

Additionally, according to Irawati's research's findings (2021:131), ICT proficiency has the biggest influence on the three independent variables in his study. UPT SMA Negeri 1 Palopo contributed 49.2% to the effectiveness of Guru's performance during the Covid-19 epidemic.

According to statistics on the General Directorate of Teachers and Educational Staff of the Ministry of Education and Culture's Circular No. 15 of 2020 on guidelines for the organization of home learning in an emergency situation caused by the spread of Covid-19, the current scenario for the online implementers for student impositions. but prepared to be implemented as a means of keeping students enrolled at home. Additionally, an Android-based portal is being developed by the Ministry of Education and Culture.

Students and teachers can access a number of wonderful services from the *Rumah Belajar portal*, including instructional materials, online classes, virtual labs, and question banks. Students and instructors in the Early Childhood Education (PAUD), Elementary School (SD), Junior High School (SMP), and Senior High/Vocational School (SMA/SMK) levels can use Rumah Belayar. However, one of the factors influencing how students get motivated to learn is still the role that parents and teachers play.

It is not simple to implement distance learning (PJJ). Parents expressed their dissatisfaction with the PJJ's implementation through interviews with a number of parents and confessions from a number of other teachers. Parents believe that during the COVID-19 pandemic, instructors will only receive blind pay. Parents of the pupils revealed this, saying that during the COVID-19 pandemic, the only textbooks carried home from school were used in the students' learning process. Rarely does the teacher assist the students in using WhatsApp groups (WAG). Teachers' resistance to developing their ICT skills and their still insufficient understanding of Information and Communication Technology (ICT) both worsen the situation.

The background conditions indicated urge researchers to pursue studies on instructors' ICT proficiency and parents' support of pupils in implementing PJJ to boost learning during the COVID-19 epidemic at SDN Batupapan.

The following were the goals of this investigation: 1) To ascertain the connection between teachers' ICT proficiency and students' desire to learn at SDN Batupapan Gugus during the COVID-19 epidemic. 2) To ascertain the connection

between parental guidance and students' motivation to learn during the COVID-19 pandemic at SDN Batupapan Gugus. 3) To ascertain the impact of instructors' ICT expertise and parental guidance on students' enthusiasm to learn at SDN Batupapan Gugus during the COVID-19 epidemic.

Method

This study adopted a quantitative methodology. This is quoting Sugiyono (2017: 8) Positively oriented quantitative research techniques are employed to examine particular populations or samples in order to test hypotheses generated by data instruments. According to Creswel (in Wahid Pure 2017), quantitative research is a technique used to address issues in research that involve data in the form of numbers and statistical software. Utilizing a quantitative methodology, this investigation. Ex post facto research techniques are used in this quantitative study. Correlation research is the method of choice. The author uses a double correlation model in which she considers the proficiency of ICT teachers, parental supervision, and the phenomenon of the ongoing COVID-19 epidemic. additionally to the student identification for research. The following table shows the study's demographic, which consisted of professors and upper-class students at SDN Gugus Batupapan in Tana Toraja Regency:

Table 3.1 Research population

No	School Name	Class IV	Class V	Class VI	Teacher
1	SDN 116 Rante Kasimpo	43	42	46	6
2	SDN 234 Inpres Lapandan	36	46	40	5
3	SDN 114 Inpres Batupapan	54	42	29	5
4	SDN 214 Inpres Kalumpang	45	36	53	5
5	SDN 115 Kasimpo	25	30	20	3
Total		**587**			**24**

The Yamane or Slovin formula was used to calculate the sample size for the students in this study. Consequently, the study's sample size is:

$$n = \frac{N}{1+Ne^2} = \frac{587}{1+(587*0.05^2)} = 238$$

It is calculated as follows to get the number of samples for each class group:

Table 3.2 Research sample groups

SDN 116 Rante Kasimpo	Kelas IV = 43/587 X 238 = 17,43 = Kelas V = 42/587 X 238 = 17,03 = Kelas IV = 46/587 X 238 = 18,65 =	18 18 19
SDN 234 Inpres Lapandan	Kelas IV = 36/587 X 238 = 14,60 = Kelas V = 46/587 X 238 = 18,65 = Kelas IV = 40/587 X 238 = 16,22 =	15 19 17
SDN 114 Inpres Batupapan	Kelas IV = 29/587 X 238 = 11,76 = Kelas V = 42/587 X 238 = 17,03= Kelas IV = 54/587 X 238 = 21,89 =	12 18 22
SDN 214 Inpres Kalumpang	Kelas IV = 45/587 X 238 = 18,25 = Kelas V = 36/587 X 238 = 14,60 = Kelas IV = 53/587 X 238 = 24,49 =	19 15 22
SDN 115 Kasimpo	Kelas IV = 25/587 X 238 = 10,14 = Kelas V = 30/587 X 238 = 12,16 = Kelas IV = 20/587 X 238 = 8,11 =	11 13 9
Total		**247**

Results and Discussion

The data from the research results consist of the independent variable, namely the teacher's ICT ability variable (X1) and the parental tutoring variable (X2), as well as the dependent variable, namely student learning motivation (Y). In this section, a description of the data for each variable that has been processed is described in terms of the mean, median, mode, and standard deviation. In addition, the frequency distribution table and histogram of the frequency of each variable are also presented. The following are the details of the results of data processing that has been carried out with the help of SPSS 24.

1. Teachers' ICT skills

Data on teachers' ICT competences were collected through a questionnaire consisting of 30 statements given to senior teachers by SDN Gugus Batupapan, Tana Toraja with a total of 24 teachers. Based on a statistical analysis of the teacher's ICT skills variable data using SPSS 24, the highest score was 105.00 and the lowest was 74.00. The results of the analysis showed the mean 88.3333, the median 89.000, the mode 89.00 and the standard deviation 8.4152.

Descriptives

			Statistic	Std. Error
Bimbingan Orang Tua	Mean		82.5789	.64576
	95% Confidence Interval for Mean	Lower Bound	81.3070	
		Upper Bound	83.8509	
	5% Trimmed Mean		82.6206	
	Median		83.0000	
	Variance		103.001	
	Std. Deviation		10.14893	
	Minimum		55.00	
	Maximum		108.00	
	Range		53.00	
	Interquartile Range		14.00	
	Skewness		-.039	.155
	Kurtosis		.097	.309

Table 4.1 Category of Teacher's ICT Ability

Table 4.2 Percentage of Teachers' ICT Ability

min	74		Interval			Freq	Persentas
max	105		74	-	80	6	25%
range	31		80	-	86	3	13%
kelas	6		86	-	92	10	42%
intv	6		92	-	98	1	4%
			98	-	104	3	13%
			104	-	110	1	4%
			Total			24	100%

he

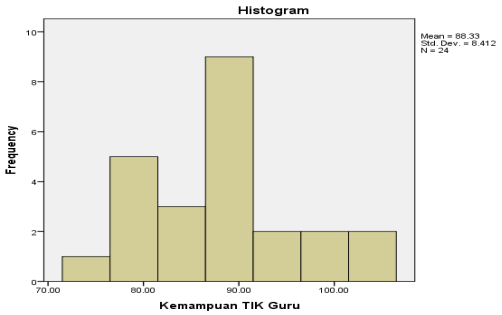
			interval		Freq	persn
Min	55		55	60	7	3%
Max	108		61	66	5	2%
Range	53		67	72	29	12%
Kelas	9		73	78	37	15%
Intv	6		79	84	68	28%
			85	90	51	21%
			91	96	29	12%
			97	102	15	6%
			103	108	6	2%
			Total		247	100%

histogram description based on the teacher's ICT ability table is as follows:

Figure 4.1 Histogram of Teacher's ICT Ability

Descriptives

			Statistic	Std. Error
Kemampuan TIK Guru	Mean		88.3333	1.71699
	95% Confidence Interval for Mean	Lower Bound	84.7815	
		Upper Bound	91.8852	
	5% Trimmed Mean		88.1944	
	Median		89.0000	
	Variance		70.754	
	Std. Deviation		8.41152	
	Minimum		74.00	
	Maximum		105.00	
	Range		31.00	
	Interquartile Range		11.25	
	Skewness		.301	.472
	Kurtosis		-.438	.918



2. Adoptive care

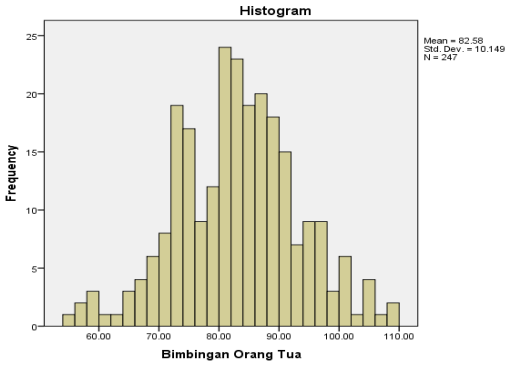
A questionnaire containing 30 statements was used to collect information about parents' tuition costs from 247 high-class students at SDN Gugus Batupapan, Tana Toraja. Statistics-wise, the greatest score was 108.00 and the lowest score was 55.00 on the data analysis of the parent-student tutoring variable with SPSS 24. The analysis's findings indicate that the mean, median, mode, and standard deviation are all 83.8509, 83.00, and 75.50, respectively. The detailed categorization of parental care is displayed in the following table:

Table 4.3 categories of parental tutoring

Table 4.4 Percentage of Parental Guidance

The histogram description based on the parent tutoring table is as follows:

Figure 4.2 Histogram of Parental Guidance



3. The eagerness of students to learn

A questionnaire with 30 statements was provided to 247 high-class students at the SDN Gugus Batupapan, Tana Toraja, in order to gather information on the students' motivation to learn. The greatest score on the statistical data analysis of the student learning motivation variables using SPSS 24 was 111.00, and the lowest score was 55.00.

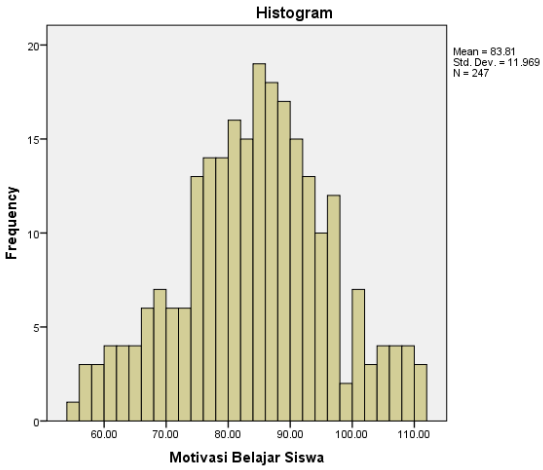
Table 4.5 Categories of Student Learning Motivation

Table 4. 6 Percentage of Student Motivation

			interval		Freq	Persn
Min	55		55	60	7	3%
Max	108		61	66	5	2%
range	53		67	72	29	12%
kelas	9		73	78	37	15%
Intv	6		79	84	68	28%
			85	90	51	21%
			91	96	29	12%
			97	102	15	6%
			103	108	6	2%
			total		247	100%

The histogram description based on the student learning motivation table is as follows:

Figure 4.3 Histogram of Student Learning Motivation



C. Analysis Requirement Exam

The goal of the analysis precondition test is to ascertain whether the collected data satisfies the criteria for statistical analysis. Validity and reliability tests are prerequisites. The following findings of the study's analysis precondition exam are shown:

1. Test for normality

The Kolmogorov-Smirnov test is used to determine whether the data are normal. If the value of sig. >

Descriptives

			Statistic	Std. Error
Motivasi Belajar Siswa	Mean		83.8138	.76159
	95% Confidence Interval for Mean	Lower Bound	82.3137	
		Upper Bound	85.3138	
	5% Trimmed Mean		83.8666	
	Median		84.0000	
	Variance		143.266	
	Std. Deviation		11.96938	
	Minimum		55.00	
	Maximum		111.00	
	Range		56.00	
	Interquartile Range		16.00	
	Skewness		-.099	.155
	Kurtosis		-.222	.309

0.05 and the data are normal, the data are regarded to be normal. In the meantime, if sig. 0.05, the data are not typical.

Tests of Normality

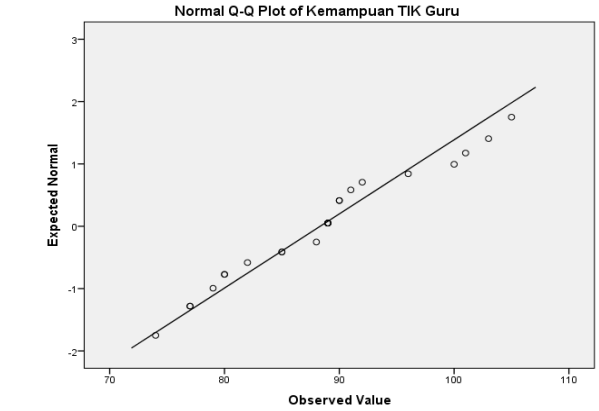
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Kemampuan TIK Guru	.130	24	.200*	.953	24	.322

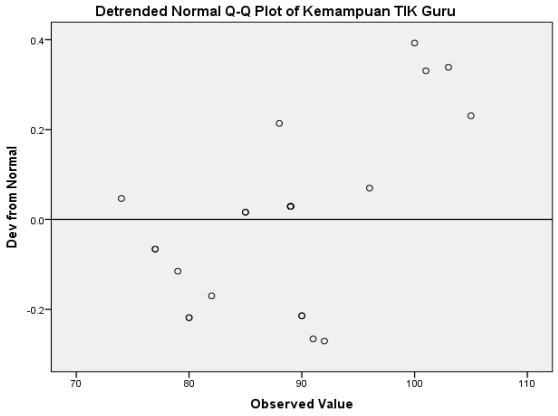
*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The value of sig is shown in Table 4.7 above. The normalcy test for teachers' ICT proficiency yielded a value of 0.322. The data is considered normal statistically since the Koolmogorov-Smirnov test value was greater than 0.05.

Figure 4.4 shows the teacher's Q-Q ICT proficiency as normal.





The normalcy of the Q-Q teacher's ICT skills originates from a regularly distributed population, as statistically shown in Figure 4.4. The fact that the data is scattered evenly along the straight line from left to right shows that the data is regularly distributed.

Table 4.8: Results of Parental Tutoring's Normality Test

Tests of Normality

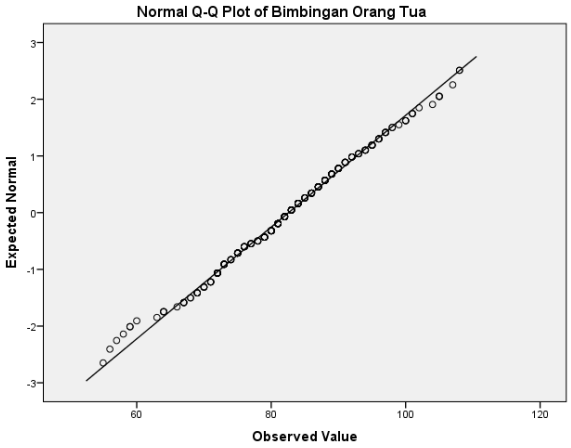
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Bimbingan Orang Tua	.052	247	.200*	.994	247	.381

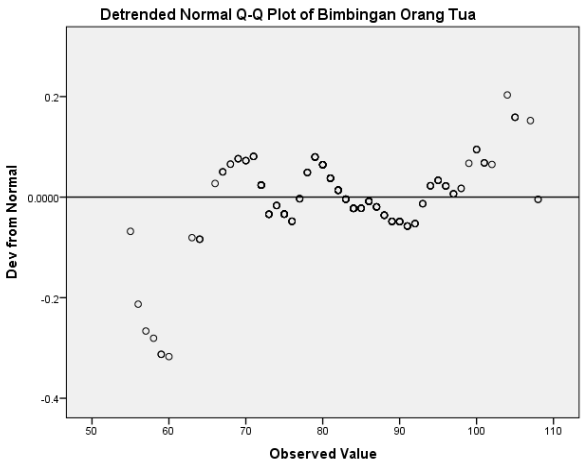
*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 4.8 above shows that the value of sig. the result of the normality test for parental tutoring is 0.381. Based on the Koolmogorov-Smirnov test, the data is called normal because the value of sig. > than 0.05.

Figure 4.5 Normality of Q-Q Parental Tutoring





Based on Figure 4.5 the normality of the Q-Q parental tutoring comes from a population that is normally distributed. This can be seen in a straight line from left to right and the data is spread around the line indicating that the data is normally distributed.

Tests of Normality

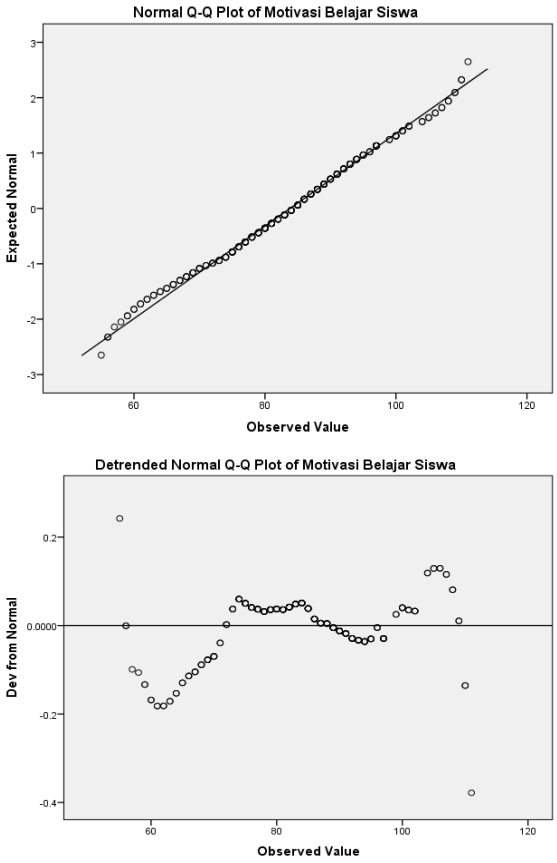
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.

Motivasi Belajar Siswa	.037	247	.200*	.992	247	.180

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Table 4.9 above shows that the value of sig. the results of the normality test for teachers' ICT skills are 0.180. Based on the Koolmogorov-Smirnov test, the data is said to be normal because the value of sig. > than 0.05.

Figure 4.6 Normality of Q-Q Student Learning Motivation



Based on Figure 4.6 the normality of the Q-Q tutoring parents comes from a population that is normally distributed. This can be seen in a straight line from left to right and the data is spread around the line indicating that the data is normally distributed.

1. Homogeneity Test

Homogeneity test is used to test the similarity of variance from diverse populations to be homogeneous or there are similarities and deserve to be studied. The homogeneity test uses the Levene test on SPSS 24. The basis for the decision of the homogeneity test is that if the probability value is <0.05, then the data has an unequal variance and is not homogeneous. Meanwhile, if the significance value or probability value > 0.05 then the data has the same or homogeneous variance.

Table 4.10 Homogeneity Test Results

Test of Homogeneity of Variances

Variabel

Levene Statistic	df1	df2	Sig.
.728	2	515	.483

Table 4.10 above shows that the value of sig. homogeneity test results of 0.483. sig value. > 0.05 then the data has the same or homogeneous variance.

1. Linearity Test

The linearity test is a test used to determine whether the independent variables, namely teacher ICT skills, parental guidance, and the dependent variable, namely learning motivation, have a linear or insignificant relationship. This is done as a prerequisite for data correlation analysis. The basis for the decision of the linearity test is based on the value of deviation from linearity Sig, which if the value of deviation from linearity Sig > 0.05 means that there is a linear relationship between variables. Meanwhile, if the deviation from linearity Sig < 0.05 then the data is not linear.

Table 4.11 Linearity Test of Gutu's ICT Ability on students' learning motivation

ANOVA Table

Sum of Squares df Mean Square F Sig.

Student's motivation to study

*Teacher ICT Skills Between Groups (Combined) 1956,200 15 130,413 1,387 ,329

Linearity 146,340 1 146,340 1,556 .248

Deviation from Linearity 1809.860 14 129.276 1.375 .333

Within Groups 752,300 8 94,038

Total 2708,500 23

Based on table 4.11 above where the deviation from linearity Sig > 0.05, which is 0.333, it means that there is a linear relationship between the variables of the teacher's ICT ability and student learning motivation.

Table 4.12 Linearity Test of Parents' Tutoring on Students' Learning Motivation

Statistically based on Table 4.12 above, where the deviation from linearity is Sig > 0.05, which equals 0.996, this means that there is a linear relationship between the variables of parental care and student motivation.

1. Hypothesis test

To answer the hypothesis in this study, the authors use the product-moment-person correlation test. In addition, the multiple correlation test was also used to see the combined effect of the two independent variables and the dependent variable using the SPSS 24 program with the following results.

Table 4.13 Results of the correlation analysis of hypothesis testing 1 and 2

Correlations

		Kemampuan TIK Guru	Bimbingan Orang Tua	Motivasi Belajar Siswa
Kemampuan TIK Guru	Pearson Correlation	1	.305	.232
	Sig. (2-tailed)		.147	.274
	N	24	24	24
Bimbingan Orang Tua	Pearson Correlation	.305	1	.912**
	Sig. (2-tailed)	.147		.000
	N	24	247	247
Motivasi Belajar Siswa	Pearson Correlation	.232	.912**	1
	Sig. (2-tailed)	.274	.000	
	N	24	247	247

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.14 Analysis results of Hypothesis 3 test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2421.083	2	1210.542	88.448	.000[b]
	Residual	287.417	21	13.687		
	Total	2708.500	23			

a. Dependent Variable: Motivasi Belajar Siswa
b. Predictors: (Constant), Bimbingan Orang Tua, Kemampuan TIK Guru

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Motivasi Belajar Siswa * Bimbingan Orang Tua	Between Groups	(Combined)	29936.304	48	623.673	23.268	.000
		Linearity	29294.490	1	29294.490	1092.928	.000
		Deviation from Linearity	641.814	47	13.656	.509	.996
	Within Groups		5307.129	198	26.804		
	Total		35243.433	246			

Discussion

1. The relationship between teachers' ICT skills and students' motivation to learn during the Covid-19 pandemic at SDN Batupapan, Tana Toraja Regency

8 Indeed, on the yield of the descriptive statistical analysis of the relationship between teachers' ICT skills and students' motivation to learn, the mean value (mean) is 88.330033, the hundredth value at a significance level of 0.01 because the regression coefficient has a significance value of sig . < 0.05, it can be concluded that during the COVID-19 pandemic at SDN Batupapan, Tana Toraja, there is a correlation between teachers' ICT skills and students' motivation to learn regency.

The findings of this study support the notion of (Suprayitno 2019:111), which contends that teachers' usage of Information and Communication Technology (ICT) proficiency is one method of professional competence development. The use of digital tools for communication, assessment, production, and innovation by teachers demonstrates their ICT competency. Teachers should therefore possess pedagogical expertise as well as the flexibility to respond to learning transitions that require the use of technology.

The findings of this study also support research by Irawati (2021) entitled "The Influence of Training, Information and Communication Technology Capability and Provision of Additional Employee Income Allowances on the Quality of Teacher Performance during the Covid-19 Pandemic". Period at UPT SMA Negeri 1 Palopo". The results of this study show that the three independent variables in his research have the greatest impact on the quality of teacher performance at the UPT SMA, contributing 49.2% during the Covid-19 pandemic Negeri have 1 palopo. Following the conclusion of PSBB in a number of Indonesian provinces, the next step was the implementation of the "era new normal," which was carried out in a tactful manner Hakpantria (2022).

2. Senior tutoring and Student Motivation: A Relationship Tana Toraja Regency at SDN Batupapan during the COVID-19 Pandemic

According to statistical data on the relationship between student motivation and elder care, the mean value (mean) is 82.5789, the maximum value is 108.00, and the smallest deficiency is 14.003. Because the significance regression coefficient has a sign, it has a significance value of 0.000 at the significance level of 0.01. In SDN Gugus Batupapan, Tana Toraja Regency, a good relationship between older tutoring and students' enthusiasm to learn during the COVID-19 pandemic can be drawn.

The idea of Adevita (2021), which contends that parents have the responsibility of managing not only the bodily needs of children, but also the psychological needs as well, lends credence to the findings of this study. As an illustration, consider how parents can assist their children's education by cultivating positive relationships with them and serving as positive role models for them. The role of parents is crucial for increasing pupils' willingness to learn through supportive parental tutoring, particularly during the COVID-19 pandemic.

Die Ergebnisse dieser Studie untermauern auch die Forschungsergebnisse von Pujianingsih (2021) mit dem Title The Effect of Tutoring During the Covid-19 Pandemic on Mathematics Learning Achievement of Grade 6 Students at SDN Kradinan 01 during the Covid-19 pandemic“ . Die Ergebnisse zeigten, dass: 1) Nachhilfe während der Covid-19-Pandemie einen significantten Einfluss auf die Lernleistung von Schülern der 6. Klasse in Mathematics hatte. 2) für den großen Beitrag des Einflusses der Nachhilfe auf den Lernerfolg beträgt 39 %, und 61 % werden durch andere Variablen beeinflusst.

3. The relationship between teachers' ICT abilities and parental tutoring on students' learning motivation during the COVID-19 pandemic at SDN Batupapan Gugus Tana Toraja Regency

The results show that during the COVID-19 pandemic at SDN Batupapan Gugus, there is a simultaneous and significant association between teachers' ICT skills and parental tutoring on students' motivation to learn. This WILL be indicated by the results of the F test that the calculated F value is 88,448 with a significance F of 0.000 or F < 0.05. These results indicate a relationship between the two independent variables and the dependent variable. This relationship means that teacher's ICT skills and parental tutoring are related to students' motivation to learn.

This study is consistent with the study conducted by Nurhidayah (2021) who found that parental attention was in the high categories of 66.65 . Statistically, on the analysis of the deduction coefficient, the R-square value of 0.587 shows that the role of the parents has a significant impact on the students' learning motivation of 58.7%. This means that the role of parents influences students' motivation to learn by 58.7%. While 41.3% (100% -58.7) are influenced by other variables.

Conclusion

As a result of the analysis of the processed data and the discussion of the research carried out, conclusions can be drawn in this study.

The conclusions of this study are: The mean score of the student's learning motivation questionnaire proves that the level of the teacher's ICT skills is significant in relation to the motivation to learn. Because teachers' research-based ICT competences are more geared to each teacher's use of computers than to learning practices. It can be concluded that there is no significant correlation between teachers' ICT skills and students' motivation to learn at SDN Gugus Batupapan, Tana Toraja Regency. Statistically on the successes of the parental tutoring questionnaires on students' motivation to learn, it was found to be associated with increasing students' motivation to learn at SDN Gugus Batupapan Regency, There. There is a correlation between teachers' ICT skills and parental guidance in motivating students to learn at SDN Gugus Batupapan, Tana Toraja Regency.

Daftar Pustaka

Adevita, M., & Widodo. (2021). Peran Orang Tua Pada Motivasi Belajar Anak Dalam Pembelajaran Daring Di Masa Pandemi Covid-19. *Jurnal Pendidikan Luar Sekolah,* 5(1), 64–77.

J. Warsihna, J. (2012). Kompetensi TIK untuk Guru.*Jurnal Teknodik*.Vol.16. No.2, 231-234.

Fisk, Peter. 2017. “Education 4.0 … the Future of Learning Will Be Dramatically Different,

in School and throughout Life." Https://Www.Peterfisk.Com/2017/01/Future-Education-Young-Everyone-TaughtTogether/ Education 4.0 … the future of learning will be dra. Retrieved (ureeducation-young-everyone-taught-together/). Diunduh 26 Desember 2021.

Giatman, Muhammad, Sri Siswati, and Irma Yulia Basri. 2020. "Online Learning Quality Control in the Pandemic Covid-19 Era in Indonesia." *Journal of Nonformal Education* 6(2):168–75.

Hakpantria, Patintingan, Mersilina Luther, and Nanda Saputra. 2022. "Budaya Longko As a Character Building of Student Speech." (2018):84–88.

Hakpantria, Shilfani, and Linerda Tulaktondok. 2021. "Pendidikan Karakter Berbasis Nilai Filosofi Tongkonan Pada Era New Normal Di SD Kristen Makale 1." *Didaktis: Jurnal Pendidikan Dan Ilmu Pengetahuan* 21(3):278–91.

Hakpantria, Weryanti Laen Langi &. Ary Wahyuni Pabane. 2021. "Peran Kepala Sekolah Dalam Manajemen Mutu Pendidikan Di SDN 6 Kesu'." *Jurnal KIP* 10(1).

Irawati, R. (2021). Pengaruh pelatihan, Kemampuan Teknologi Informasi dan Komunikasi serta pemberian Tunjangan Tambahan Penghasilan Pegawai Terhadap Kualitas Kinerja Guru pada masa Pandemi Covid-19 di UPT SMA Negeri 1 Palopo. Palopo. IAIN Palopo.

Pujianingsih, S. (2021) Pengaruh Bimbingan Belajar pada Masa Pandemi Covid -19 Terhadap Prestasi Belajar Matematika Siswa Kelas 6 SDN Kradian 01. Ponorogo. IAIN. Ponorogo.

Sharma, Priya. 2019. "Digital Revolution of Education 4.0." International Journal of Engineering and Advanced Technology 9(2):3558–64.

Sugiono, (2017). *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: ALFABETA, cv.

Suprayitno, A. (2019). *Pedoman dan Penyusunan Pengembangan diri Bagi Guru*. Deepublish Publisher.

Trivena, hakpantria. 2020. "PCK (Pedagogical Content Knowledge) Awal Guru Sekolah Dasar Dalam Mengajarkan Konsep Kalor: A Case Study."

Undang - undang No.20 pasal 3 (2003) *Fungsi dan Tujuan Pendidikan Nasional.* Jakarta: Sekretaris Negara Republik Indonesia. Diunduh 27 Desember 2021 dari situs World Wide Web: https://pmpk.kemdikbud.go.id/assets/docs/UU_2003_No_20_-_Sistem_Pendidikan_Nasional.pdf

Yusri, Lin Karmila, Robert Goodwin, and Carl H. Mooney. 2016. "Teachers and ICT: Towards an Effective ICT Training for Teachers." *Journal of Teacher Eductaion and Proffesional Development 3*(May):268–72.

11% Overall Similarity

Top sources found in the following databases:

- 10% Internet database
- Crossref database
- 3% Publications database
- Crossref Posted Content database

TOP SOURCES

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1	digilibadmin.unismuh.ac.id Internet	2%
2	core.ac.uk Internet	<1%
3	ejournal-balitbang.kkp.go.id Internet	<1%
4	adoc.pub Internet	<1%
5	ejournal.stih-awanglong.ac.id Internet	<1%
6	ejournal.unma.ac.id Internet	<1%
7	journal.staihubbulwathan.id Internet	<1%
8	AH Kiranaratri, M Bisri, R Asmaranto. "Correlational of soil permeability... Crossref	<1%
9	eprints.utar.edu.my Internet	<1%

10	eprints.walisongo.ac.id Internet	<1%
11	erepository.uonbi.ac.ke Internet	<1%
12	Fida Rahmantika Hadi. "HUBUNGAN ANTARA MODEL PBL BERBANTU... Crossref	<1%
13	jurnal.fkip-uwgm.ac.id Internet	<1%
14	coursehero.com Internet	<1%
15	text-id.123dok.com Internet	<1%
16	eprints.undip.ac.id Internet	<1%
17	jddtonline.info Internet	<1%
18	webapps.itc.utwente.nl Internet	<1%
19	Rizky Embun Arifah, Tituk Diah Widajantie. "THE The Effect Of Perceive... Crossref	<1%
20	journal.unnes.ac.id Internet	<1%
21	amrsjournals.com Internet	<1%

22	jurnal-eureka.com Internet	<1%
23	halksagligiokulu.org Internet	<1%
24	digilib.esaunggul.ac.id Internet	<1%
25	journal.uinsgd.ac.id Internet	<1%
26	jurnal.fkip.unila.ac.id Internet	<1%
27	slideshare.net Internet	<1%

Excluded from Similarity Report

- Bibliographic material
- Cited material
- Manually excluded sources
- Quoted material
- Small Matches (Less then 12 words)

EXCLUDED SOURCES

ummaspul.e-journal.id Internet	86%
garuda.kemdikbud.go.id Internet	10%
unicef-irc.org Internet	8%
123dok.com Internet	5%
repository.uinsu.ac.id Internet	4%
media.neliti.com Internet	3%
ejournal.uin-suka.ac.id Internet	3%
researchgate.net Internet	3%
eprints.uny.ac.id Internet	2%

eudl.eu Internet	1%
educationdocbox.com Internet	<1%