

# Social Sciences Review and Humanities

Journal Homepage:  
<https://journal.haqipub.com/index.php/ssrh/index>

## **PARENT SOCIAL SUPPORT PROFILE IN THE IMPLEMENTATION OF WILD SERVICES BY A BK TEACHER IN SMA NEGERI 15 KOTA PADANG**

## **PROFIL DUKUNGAN SOSIAL ORANG TUA DALAM PELAKSANAAN PELAYANAN DARING OLEH GURU BK DI SMA NEGERI 15 KOTA PADANG**

**Nurul Ramadhania, Mori Dianto, Yasrial Chandra**  
Program Studi Bimbingan dan Konseling STKIP PGRI Sumatera Barat  
[Nurulramadhania0@gmail.com](mailto:Nurulramadhania0@gmail.com)

### **ABSTRAK**

*This research is motivated by the existence of parents who do not care when implementing online services, some parents do not motivate their children to implement online. The purpose of this study was to describe the social support of parents in online services in class X Mipa 2 SMA Negeri 15 Padang seen from 1) Social support is seen from emotional support. 2) Social support is seen from reward support 3) Social support is seen from information support. 4) Social support is seen from instrumental support. This research was conducted using quantitative descriptive methods. The study population was 35 students who were selected by a total sampling technique with 35 participants. The instrument used was a questionnaire. Meanwhile, for data analysis using percentage classification. Based on the results of research on the social support of parents in online services in class X Mipa 2 SMA Negeri 15 Padang seen from 1) Social support, seen from emotional support, is in the high enough category. 2) Social support, seen from the appreciation support, is in the high enough category 3) Social support, seen from information support is the high category. 4) Social support is seen from instrumental support. The result of this study is recommended to parents to increase social support so that students can face problems in the online learning process.*

**Keyword:** *Learners, Social Support, Parents*

### **Abstrak**

*Penelitian ini dilatarbelakangi oleh adanya orang tua yang kurang peduli dalam menerapkan layanan online, sebagian orang tua tidak memotivasi anaknya untuk menerapkan secara online. Tujuan penelitian ini adalah untuk mendeskripsikan dukungan sosial orang tua dalam layanan online pada siswa kelas X Mipa 2 SMA Negeri 15 Padang dilihat dari 1) Dukungan sosial dilihat dari*

*dukungan emosional. 2) Dukungan sosial dilihat dari dukungan reward 3) Dukungan sosial dilihat dari dukungan informasi. 4) Dukungan sosial dilihat dari dukungan instrumental. Penelitian ini dilakukan dengan menggunakan metode deskriptif kuantitatif. Populasi penelitian adalah 35 siswa yang dipilih dengan teknik total sampling dengan 35 partisipan. Instrumen yang digunakan adalah angket. Sedangkan untuk analisis datanya menggunakan klasifikasi persentase. Berdasarkan hasil penelitian tentang dukungan sosial orang tua terhadap layanan online pada siswa kelas X Mipa 2 SMA Negeri 15 Padang dilihat dari 1) Dukungan sosial dilihat dari dukungan emosional berada pada kategori cukup tinggi. 2) Dukungan sosial dilihat dari dukungan apresiasi termasuk dalam kategori cukup tinggi 3) Dukungan sosial dilihat dari dukungan informasi termasuk dalam kategori tinggi. 4) Dukungan sosial dilihat dari dukungan instrumental. Hasil penelitian ini disarankan kepada orang tua untuk meningkatkan dukungan sosial agar siswa dapat menghadapi permasalahan dalam proses pembelajaran online.*

**Kata Kunci:** Peserta didik, Dukungan Sosial, Orang Tua

## PRELIMINARY

Education is a formal institution as a forum for obtaining knowledge, exploring the talents and potentials of students. Education is also the first thing to achieve or improve the quality of human resources. Based on Law Number 20 Year 2003 Article 3, the purpose of national education is to develop the quality of human resources as quickly as possible which is well structured, becomes one and comprehensive with a variety of good and creative efforts by the whole nation, so that the younger generation can develop properly accompanied by with support rights and the environment according to their potential.

The learning process can develop the potential in shaping student behavior, student character, increasing students' intelligence in interacting with other individuals. With the advancement of education in our country, the wide spread of places to study quality knowledge also seeks to form quality human resources, of course, such as fostering a social sense of the surrounding environment.

Smet (Kumalasari, 2012: 25) states that social support is a function of social relations, and these social relationships reflect the best level of interpersonal relationships. Relationships and friendships with different people are seen as an emotionally rewarding aspect of one's own life. When individuals are respected by the environment, everything will be easy. Social support leads to interpersonal relationships to provide protection to someone with the bad effects of stress. Received social support can make individuals feel calm, cared for, loved, arise self-confidence and competence.

According to Sarason & Kuntjoro (Kumalasari, 2012: 25) social support is the presence, arrival, to ikhlaskan of someone who can be trusted, supports, appreciates and loves us. Sarason revealed that this social support includes 2 things, namely:

- a) Many sources of social support are available, namely individual perceptions of a number of people who can be trusted when they need help (quantity based approach).
- b) The level of satisfaction with social support received is related to a person's view because their needs will be met (quality-based approach).

Individuals who will provide social support need to understand the above matters because it involves perceptions of the availability and adequacy of social support for individuals. Social support is not just the provision of assistance, but what matters is how the recipient perceives the meaning of the assistance. This is closely related to the accuracy of social support provided, in the sense that the individual who is given assistance is very beneficial for himself with something actual and gives satisfaction.

According to Sarafino (Tarmidi & Rambe, 2015: 217), the help someone gets from other people is also said to be with social support. Such social support such as emotional support, appreciation or self-esteem support, instrumental support, informational support or support from groups.

According to Conavan & Dolan (Tramidi & Rambe, 2015: 217) Social support can be applied in the family environment, such as father and mother. This means that father and mother social support is the support that parents share with their children in the form of emotional support, appreciation, instrumental, information or group support. Parental social support forms the most important support system in adolescence.

Compared to other social supports, the assistance provided by the father and mother is related to the child's academic progress, advanced personal image, self-quality, self-consistency, enthusiasm and mental health. The link between these two parents is linked to school achievement and emotional and during school adjustments to students according to Corvile - Smith (Tarmidi & Rambe, 2015: 217). Lee & Detels added (Tarmidi & Rambe, 2015: 217) that the social support of both parents, Father and Mother, is divided into 2 forms, namely positive support and negative support. Positive support is a positive action shown by the father and mother, and negative support is an action that is considered bad and can even lead to negative actions. Based on the explanation above, it can be concluded that the assistance provided by the father and mother for their children so that children gain self-confidence and have a positive sense of themselves to get through school.

Sarafino (Dianto, 2017: 44) says there are 4 types of social support, namely:

a) Emotional support

Attitude emotional support in the form of sympathy, affection, and attention to someone. Generally, this support or assistance is obtained by lovers and family, a kind of love, praise, warmth, care and belief, helping to share understanding with the problem at hand or respond to the problem.

b) Award support.

Award support occurs in the form of kind words or giving positive rewards to someone, encouraging them to move forward or agreeing on individual ideas or feelings and positive comparisons of individuals with others. Generally, this support is provided by the boss in a job or a friend at work in the form of appraisal, reinforcement, and feedback. This encouragement or assistance usually creates a meaningful, positive outlook, and productive life.

c) Instrumental support.

Instrumental support takes the form of a kind of direct help. In general, much of this assistance is obtained from friends or relatives, a kind of help in completing a pending job or providing loans in the form of money and so on that someone needs. With this assistance, imagining the availability of tools or equipment (money), or by seeing the availability of services by other people who are able to encourage someone to solve their problems, or facilities that are ready to help someone through time, money, equipment and work. So that someone can easily carry out their daily responsibilities.

d) Information support.

Information support in the form of guidelines, admonitions and feedback to someone. This support will be obtained from friends, colleagues, superiors or a professional such as a doctor or psychologist. With the support of this information, a kind of advice or suggestions given to someone with the same condition in order to help that person understand the current condition and look for ideas to solve problems or actions to be taken.

This assistance can also relieve the burden of thoughts that are felt by fulfilling needs in making friends and social interactions with other individuals. This includes being able to

support a person to divert attention from anxiety about the problem he is experiencing or by raising a positive spirit.

With this social support, especially from closest people such as parents, they want to provide security, physical and psychological warmth for students. Therefore, children feel affectionate, cared for, recognized by other individuals, especially their parents. During the current pandemic, parental social support is very important so that students continue to participate in learning activities effectively and efficiently.

Coronavirus Disease 2019 (Covid-19) which affects more than 200 countries in the world, which is given its own challenges to educational institutions, to prevent transmission of the virus the government is trying to carry out policies like what has been done, namely isolating, social and physical distancing to Large-Scale Social Restrictions (PSBB). The current situation requires all countries to stay at home, do work at home, worship and study at home. Such circumstances require educational institutions to carry out various ways to carry out the teaching and learning process. One way of doing the learning is by carrying out the teaching and learning process online or online (in the form of a network).

Based on the development of the online service model (online) was initially used to provide information about the system and benefits of learning using an internet network based on a computer / laptop / Android cellphone, the educational process which is generally carried out through face to face directly can be done virtually. This online service makes it very easy for teachers or students because it can be implemented anytime and anywhere. Students and teachers can make an agreement about the time of service without having to be tied to the existing schedule at the school / madrasah.

However, this online service is also inseparable from the advantages and disadvantages that must be managed by teachers properly so that the objectives of the service process can be achieved. With online services, teachers are expected to provide maximum service when learning takes place. Finally, learning is not aimed at certain hours but it can be done more effectively and openly so that educators and students can make learning interactions more freely.

Law No. 20 article 1 paragraph 15 regarding general provisions, education is usually carried out at a distance, is learning where students are far from students and learning uses various forms for the learning process through communication technology, information, and other media. Therefore, on average, at the time of the Covid-19 disaster, on average, they had implemented an online service system. The media used at the time of online service are WhatsApp, Google from, Google meet, zoom and others.

According to Kuntarto (Sadikin & Hamidah 2020: 216) online service is a service that is able to bring together students and educators to carry out service interactions with the help of the internet. Moore et al added (Sadikin & Hamidah, 2020: 216) online services are services that utilize internet networks with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions.

According to Zhang (Sadikin & Hamidah, 2020: 216), it shows that users of the internet and multimedia technology are able to change the way of conveying knowledge and can be an alternative to learning carried out in traditional classrooms. Kuntarto (Sadikin & Hamidah 2020: 216) added that online service is a service that is able to unite students and educators to communicate services with the help of the internet. Generally, now all learning methods have been transferred to online form, both in learning and in service.

Based on the author's preliminary observations at SMA Negeri 15 Padang on August 24, 2020, Monday, there are currently teachers using Whatsapp and Google from media in the learning and distance teaching process. Some of the problems being faced by parents and

students, one of which has an impact on the emotional development of the learning process of students and both parents which can lead to negative behavior.

On 26 August 2020, the researcher conducted an interview with BK teachers at SMA Negeri 15 Padang, according to the BK teacher, there are indeed parents who do not pay attention to their children in implementing online services provided by BK teachers, especially in class X Mipa 2, there are parents who do not care when the implementation of online services provided by the counseling counselor, there are parents who do not motivate their children to implement online by the counseling counselor, there are parents who do not advise their children when online services are provided by the counseling teacher, there are parents who have not provided facilities such as cellphones or internet networks to their children for online services provided by BK teachers, there are parents who do not help their children with assignments, and there are students who feel worried when online services are provided by BK teachers.

Based on the explanation above, the researchers are interested in researching it. "The Profile of Parents' Social Support in the Implementation of Online Services by BK Teachers in Class X Mipa 2 SMA Negeri 15 Padang. This study aims to describe parental social support in terms of emotional support in the implementation of online services by counseling teachers. Parents' social support is seen from the support for awards in online implementation by BK teachers. Parents' social support from information support in online implementation by BK teachers. Parents' social support is seen from instrumental support in online implementation by counseling teachers.

## **RESEARCH METHODS**

The method used in this research is descriptive quantitative research method. According to Arikunto (2006: 291) descriptive research is what is meant to collect information about a symptom that describes what it is during the research. Iskandar (2009: 61) suggests that descriptive research is research to provide a description of the social phenomena or symptoms under study by describing the value of the independent variable, either one or more (independent) variables based on the indicators of the variables studied without making comparisons or linking between the variables studied for exploration and classification by describing a number of variables relating to the problem of the variables under study.

The population and the sample in this study were 35 students of Class X MIA 2 SMA Negeri 15 Padang, then the sampling technique was done by using a tota; sampling that is as many as 35 people. The research data were obtained through a questionnaire and processed using the percentage technique.

## **RESULTS AND DISCUSSION**

This section will present a discussion based on analysis, interpretation, research findings regarding the social support of parents in online services in class X Mipa 2 SMA Negeri 15 Padang which shows that the social support of parents in online services is 14 students (40.00%) are in the very high category, as many as 18 students (51.43%) who have social support are in the high category, as many as 2 students (5.71%) who have social support are in the high enough category as many as 1 participant students (2.86%) who have social support are in the very low category. So, parents' social support in online services is in the high category with a percentage of 51.43%. This means that most students have high parental social support in online services.

According to Putri (Dhitaningrum, 2013) parental social support is a form of relationship between parents and children, parents will provide assistance to their children such as emotional, informative, instrumental, and rewarding assistance. According to Gottliet (Dhitaningrum, 2013) Parents' social support consists of verbal and non-verbal information or advice, real help, or actions given by social intimacy (parents) or obtained due to the presence of parents and has emotional benefits or behavioral effects for child. In line with the opinion of Marliyah (2004) Parental support is assistance provided by parents to children consisting of information or advice which can be verbal or non-verbal which causes an action or emotional effect that is beneficial to the recipient.

According to Caplan (Dhitaningrum, 2013), social support has its main forms and functions as follows: (a) providing information and guidance to someone in solving problems to limit the problems that will occur. (b) Give attention, affection, and provide protection. This form of social support builds and maintains self-esteem and creates self-confidence. (c) Provide motivation and calm the heart, give encouragement that the individual is able to cope with a lot of stress and control himself so that life will return fine.

Based on the results of the study, it can be concluded that the forms of support that exist in social support are very important in the formation of social support for parents in paying attention to students in implementing online learning.

Furthermore, parents' social support will be discussed indicators:

#### 1. Social Support Viewed from Emotional Support

Based on the results of the study showed that social support, seen from the emotional support of parents in online services, there were 16 students (45.71%) in the very high category, as many as 13 students (37.14%) were in the high category, as many as 5 students (14.29%) who had emotional support were in the high enough category, as many as 1 student (2.86%) who had emotional support was in the very low category, and none of the students had emotional support which is in a low category.

Based on the explanation above, it can be concluded that social support, seen from emotional support, is in the very high category with a percentage of 45.71%. This means that most students have social support seen from very high emotional support. This study reveals that the high emotional support given by parents is that parents pay attention to students when studying at home. Parents also encourage students during the online learning process. In addition to encouraging parents, they also understand and know the difficulties faced by students while studying online. Parents also show a sense of pleasure when they see students actively participating in online learning. According to Smith (Malwa, 2017) Emotional support (emotional or esteem support) is an expression of feelings of empathy, love, care and trust.

According to House (Verawati, 2017) emotional support includes expressions of sympathy and empathy for people who have a connection. Lestari (2012: 60) explains emotional support, refers to the emotional aspects of the relationship between children and parents, which includes attitudes that physically or verbally show action or encouragement and open and good communication.

According to Syarifa (2011: 9) Students who get emotional support from parents will have a resilient attitude, not easily give up and are more responsible for the task that must be completed, this is because parents are willing to be a place for children to complain and listen to what is said. by students both about the activities carried out at school.

#### 2. Social Support Judging from the Award Support

Based on the results of the research, it shows that social support seen from the support of parents' appreciation in online services, there are 19 students (54.29%) who are in the very

high category, as many as 13 students (37.14%) are in the high category, as many as 2 students (5.71%) who had award support were in the high enough category, as many as 1 student (2.86%) who had reward support was in the very low category and none of the students had award support that was in a low category.

Based on the explanation above, it can be concluded that social support seen from reward support is in the very high category with a percentage of 54.29%. This means that most students have social support seen from the support of very high awards. This study reveals that the high appreciation support given by parents is that parents give praise to students if they get achievements and are active during online learning.

In addition to giving praise to parents, it also provides rewards to students when they get achievements. Parents also provide positive responses and guidance when students experience an increase or decrease in achievement during the online process. In addition to the positive response, parents also encourage students when they experience a decline in achievement. Parents also help students if they experience problems during the online learning process.

Fitri (2016: 55) explains that the part of the assessment that gets high rewards refers to someone's assessment of the views of others on him. Individuals carefully evaluate someone against himself and believe that he is valuable to others. According to Verawati (2017), reward support can be given through rewards or good assessments to individuals, providing encouragement that is forward and encouraging about ideas that have been put forward by individuals and making positive comparisons with others.

Every individual wants to feel valued, through expressions of agreement and positive assessment of the ideas, feelings and performance of others. Measured through appreciation and praise to individuals for doing something well.

Fitri (2016: 55) explains that appreciation support will exist when individuals give good rewards to someone who is experiencing stress, encouragement or approval of individual ideas or feelings, or makes positive comparisons between individuals and others. This support has a positive impact that can build self-confidence again and self-respect. This type of support will be very useful when individuals experience stress because of task demands that are greater than their abilities.

### 3. Social Support Viewed from Information Support

Based on the results of the study, it shows that social support seen from the support of parental information in online services, there are 19 students (54.29%) who are in the very high category, as many as 15 students (42.86%) are in the high category, as many as 1 student (2.86%) who has reward support is in the low category, and no student has reward support who is in the high enough and very low category.

Based on the explanation above, it can be concluded that social support seen from information support is in the very high category with a percentage of 54.29%. This means that most students have social support seen from very high information support. This study reveals that the high level of information support given by parents is that parents remind students to say greetings before and after online learning is complete. Parents provide advice when students make mistakes when serving online. Parents also provide advice for students to be even more active in online learning. Parents also help students review lessons that are not understood by students. In addition, parents also remind students when online learning will begin. Parents are also willing to provide advice during the online learning process that students are undergoing. In addition, students receive and comply with all advice given by parents regarding the progress of students' education.

According to (Verawati, 2017) information support can be in the form of suggestions, direction and feedback on how to solve problems. This component shows all the reciprocal relationships made by the individual. Judging from the information provided to individuals which includes giving advice, advice, suggestions and feedback about what individuals do. According to Smith (Malwa, 2007) information support (informatial support) is support provided in the form of providing information about something, providing input, giving advice, direction or feedback on an action or decision from the individual concerned.

Syarifa (2011: 9) explains that students who get information support from their parents will become students who can take realistic aspirations with moderate risks so that students can more easily complete their tasks. This is because students have sufficient information as a guide to find useful ways to act in order to solve problems in completing tasks.

#### 4. Social Support Seen from Instrumental Support

Based on the results of the study showed that the social support of parents in online services, seen from the instrumental support, there were 9 students (25.71%) who were in the very high category, as many as 17 students (48.57%) who had social support seen from Instrumental support is in the high category, as many as 7 students (20.00%) who have social support seen from instrumental support are in the high enough category, as many as 1 student (2.86%) who have social support seen from support Instrumental is in the low category, 1 student (2.86%) who has social support seen from instrumental support is in the very low category.

Based on the explanation above, it can be concluded that social support seen from instrumental support is in the high category with a percentage of 48.57%. This means that most students have social support seen from high instrumental support. This study reveals that the high instrumental support given by parents is that parents take the time to accompany students on the sidelines of their busy lives. Parents also provide media and tools to support online learning activities. Parents also assist students when counseling teachers provide online services. Parents also maintain the home environment so that it is conducive when students are learning online. Parents also provide special study spaces for online learning. Besides that, parents also support and help students when doing assignments given by the teacher. Parents take the time to listen to student complaints during online learning. Parents also help and meet the needs of students during online learning.

House (Verawati, 2017) includes direct assistance to the person concerned as needed. Measured through direct assistance, such as money, time and effort through actions that can help individuals. According to Smith (Malwa, 2017) instumental support (tangible or instrumental support) is support provided in the form of. Lestari (2012: 60) explains that instrumental support includes attitudes that do not show affection openly, but are still able to understand the feelings that are accepted, approved and felt by children. The form of parental instrumental support for children is by providing facilities and infrastructure to achieve an achievement or mastery of competencies.

Syarifa (2011: 9) explains that students who have sufficient instrumental support from their families will become students who are active in learning, have an orientation in doing tasks on difficult tasks and work their best. This is because getting sufficient instrumental support and will get adequate facilities from parents so that students feel fulfilled their needs and become easier in carrying out their responsibilities.

## CONCLUSION

Based on the results of research on parental social support in online services by counseling teachers in class X MIPA 2 SMA Negeri 15 Padang, the following conclusions can be drawn:

- 1) Parents' social support, seen from emotional support, is in the very high category.
- 2) Parents' social support, seen from reward support, is in the very high category.
- 3) Parents' social support, seen from information support, is in the very high category.
- 4) Parental social support, seen from instrumental support, is in the high category

## REFERENCES

- Arikunto, Suharsimi. (2010). *Prosedur penelitian suatu pendekatan praktik*. Jakarta: Rineka Cipta
- Dianto, M. (2017). Profil Dukungan Sosial Orangtua Siswa di SMP Negeri Kecamatan Batang Kapas Pesisir Selatan. *Jurnal Counseling Care*, 1(1), 42–51.
- Dhitaningrum, M. (2013). Hubungan antara persepsi mengenai dukungan sosial orang tua dengan motivasi belajar siswa SMA Negeri 1 Gondang Kabupaten Tulungagung. *Character: Jurnal Penelitian Psikologi.*, 1(2).
- Fitri, A., Saam, Z., & Hamidy, Y. (2016). Pengaruh Dukungan Sosial Keluarga Terhadap Perilaku Anak Autis Di Kota Pekanbaru. *Jurnal Ilmu Lingkungan*, 10(1), 47-57
- Iskandar. (2009). *Metodologi Penelitian Pendidikan dan Sosial Kuantitatif dan Kualitatif*. Jakarta:GP Press
- Kumalasari, F. (2012). Hubungan Antara Dukungan Sosial Dengan Penyesuaian Diri Remaja Di Panti asuhan. *Jurnal Psikologi Pitutur* 1(1), 21-31
- Lestari, S. 2012. Psikologi Keluarga: Penanaman Nilai dan Penanganan Konflik dalam Keluarga. Jakarta: Kencana Prenada Media Grup.
- Malwa, R. U. (2017). Dukungan Sosial Orangtua dengan Motivasi Belajar Siswa Putra Tahfidz Al-Qur'an. *Psikis: Jurnal Psikologi Islami*, 3(2), 137-144
- Sadikin, A., & Hamidah, A. (2020). Pembelajaran Daring di Tengah Wabah Covid-19. *Biodik: Jurnal ilmiah pendidikan biologi*, 6(2), 109–119
- Syarifa, A., Mustami'ah, D., & Sulistiani, W. (2011). Hubungan antara dukungan sosial orang tua dengan komitmen terhadap tugas (task commitment) pada siswa akselerasi tingkat SMA. *INSAN. Fakultas Psikologi, Universitas Hang Tuah Surabaya*, 13(01).
- Tarmidi, A., & Rambe, R. (2015). Korelasi Antara Dukungan Sosial Orang Tua dan Self-Directed Learning pada Siswa SMA. *Jurnal Psikologi*, 37(2), 216–223.
- Verawati, I. (2017). Dukungan Sosial Orangtua dalam Mengikutsertakan Anaknya Berlatih di Krakatau Taekwondo Klub Medan. *EduTech: Jurnal Ilmu Pendidikan dan Ilmu Sosial*, 3(2)