A Case Study on Parents’ Perception of Their Primary School Children’s Online Learning Experience in Covid-19 Pandemic

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Abstract

The study purposed to investigate parents’ perception and find out the challenges encountered by parents in accompanying their children during online learning in pandemic Covid-19. The participants involved two parents of primary school students in Panji Village which chosen purposively. The study was a qualitative research that employed case study design. The data were collected through observation and interview. The instruments were observation sheet and interview guide. The data analysis involved data reduction, data display and drawing conclusion. The results find out that 1) the parents have a negative perception towards their children learning experiences in online learning during pandemic situation; and 2) there are 3 common challenges encountered by parents in accompanying their children during online learning such as time allocation, economic issue, and appropriate method for teaching their children. The results of the research give implication in enhancing the reference around parents’ role in online learning during Covid-19.

Keywords: Parents, Perception, Online learning, Covid-19.
Introduction

The world seems to have slowly stopped because of the covid-19 pandemic. This pandemic has changed human’s life in various segmentations. Especially in the context of education, where everyone has been forced to move from conventional learning into online learning. Nevertheless, Indonesian students who keep continuing their education in online in the form of online meeting or online group discussion (Putri et al., 2020). Currently, online learning is the best alternative solution as keeping schools open poses a safety risk for students. Yet, it does not mean that online learning is free from the problems and challenges. Students’ readiness, teachers’ competences, learning requirements, learning facilitations, and even parents’ supports are some of the most common challenges faced in online learning during pandemic covid-19 itself (Aboderin, 2015; Gillett-Swan, 2017; Jacobs, 2013; Tuan Nguyen, 2015).

Online learning indeed is not a new thing in nowadays education. Online learning is an extended version of distance learning, a learning model that has been existed since years ago (Rana, Rajiv, & Lal, 2014; and Tuan Nguyen, 2015). Online learning refers to learning model which allows both instructors and students to meet virtually anytime and anywhere. It is supported by the enhancement of today’s technologies. People can learn and teach from their home, minimize the sense of direct meeting. Online learning and pandemic situation indeed portrays to us that people cannot deny the advancement of technology in all sectors. It appears in all life-sectors, as we all depend on the technology also. Ready or not, we have seen that education is also influenced and slowly changed by technology (Nanos & James, 2013; Tantri, 2018; and Tuan Nguyen, 2015). In many situations, the existence of technology even becomes so problematic for the humans themselves.

Due to various variables, online learning literary drives on various experiences toward every party in education; teacher, student, and even parent et al., 2020; De Giusti, 2020; Fedina et al., 2017). Researches around online learning’s experiences and challenges have been broadly investigated (Gillett-Swan, 2017; Sarvestani, et al., 2019; Sun & Chen, 2016). Most of them portray that online learning requires times to adapt, technological comprehension, and high-motivation as well. Since online learning employs technology or online learning platforms, there have been five challenges in online learning i.e. adaptability struggle, technical issues, computer literacy, time management and self-motivation (Aboderin, 2015; Gillett-Swan, 2017; Rana et al., 2014; Tuan Nguyen, 2015).

As experiences faced tend to be varied, the perception occurs toward online learning inlines to be so varied as well (Agarwal & Kaushik, 2020; Agung & Surtikanti, 2020; Gupta, et al., 2020; Khan, et al., 2021; Mohalik & Sahoo, 2020; Rusmiati et al., 2020; Wijayanengtias & Claretta, 2020). In this case, perception denotes to how we perceive and react the subject. In general, someone tends to have two kinds of perception, the positive and negative perception. The positive perception occurs when someone has lot of experience and knowledge about the
information of the object. It seems to be a positive perception when the knowledge and experience incline to support, enhance, and contribute to the improvement of the object being perceive. Meanwhile, the negative perception occurs toward the object due to the lack of the cognitive process and concept about it.

Further, most of the investigated online learning perception takes an emphasis on students’ point of view. Hence, investigating the online learning perception from the other viewpoint, parent for instance, seemed to be interesting to be conducted. Parents’ role in their children education is really essential as a supporter for their children, in terms of financial and psychological. Most students are still depended on their parents to fund their study. Parents also influence the children’s psychology, especially when the children’s learning goals are well-supported by them. Somehow, parents also take a role as the second teacher at home, who accompany and guide their children during learning. It happens especially in the context of primary school children that needs to be more guided and accompanied during the online learning conducted (Putri et al., 2020).

There are some reasons for why primary school students need extra guidance by their parents during online learning. Putri et al., (2020) mention that the main reason underlying this issue is that primary school students mostly do not have enough competence to construct learning material autonomously. Many studies prove that primary school students incline to perceive their understanding in learning if only they are guided by someone (Rusmiati et al., 2020; Wargadinata et al, 2020; Wijayanengtias & Claretta, 2020). When they do not understand the topic either, primary school students incline to feel great frustrated. Hence, it is really important to guide and accompany them for the sake of preventing error and long-term misconception.

However, seeing it from the parents’ point of view, what do they perceive about online learning itself after accompanying their children? Do they think online learning during covid-19 pandemic brings better than harm toward their children’s education? As a students of education department, who will be a teacher as well in the future, this case inclined to be interesting to be investigated for the sake of understanding parents’ perception toward their children’s experience in online learning. As a party that supports their children’s education, it is important to know what parents perceive, feel, and assume about online learning. It seems to be essential because as a teacher, we need to make sure that the learning activity created can be well accepted by both students and parents. Parents and students must perceive the meaningful feeling in joining the learning activity itself. Thus, if the learning activity is not well-perceived yet, it further can be used as one of evaluations to enhance and revise the activity created.

As the topic of parent’s challenges in online learning gets limited attention by researchers, the empirical portrayed in this part denote to the scope of online learning experiences and perception of students and teachers as well. Smith, Burdette, Cheatham, & Harvey (2016) have proposed parental supports in online learning. Smith et al., (2016) aimed to investigate parent perceptions and experiences regarding fully online learning for their children with disabilities. Hence, it seems to be more complicate than the common one. The findings find that the
development of K-12 with online learning experiences lead parents to take the responsibility in participating the learning especially parents takes a role as teacher. This role becomes important to increase parent-teacher communication about the children. Moreover, parents have discussed several obstacles in participating their children during distance learning. In the same line, Fedina et al., (2017) studied school community’s readiness in preschool educational establishments of Russia to apply e-learning technologies. The finding shows that the awareness and readiness level of the investigated subject is in high level. Though, the sense of technological comprehension needs some improvement. In other words, they realize that online learning is important, but they do not master the tools yet.

Since online learning during Covid-19 Pandemic is massively published during 2020, several researchers also studied parent’s perception of online learning during this pandemic situation. Ayu, et al., (2020) have investigated parents’ perception on online learning during covid-19 pandemic. The data were collected through questionnaire and small interview, with WhatsApp as the interacting media. The result was the observed parents perceive that e-learning is not effective for the long-term learning, though they also believe that there is nothing to do with the pandemic. Observed parents perceive that this learning form is lack of understanding regarding the material provided by the teacher. Moreover, they perceive that online learning is lack of interaction and explanation to their children. Lubis & Lubis (2020) investigated parents’ perception of distance learning since covid-19 outbreak through survey study. The study involved 257 respondents through a web-online survey. The results indicate that participants are overall disappointed with the employment of online learning during covid-19 pandemic. The parents perceive that lacking of ICT infrastructures, like internet and the tools, play an important role behind their negative perception. The lack of technology skills is becoming the obstacles for their children to learn in online learning maximally. At last, parents consider that traditional learning is better to online learning. In conclusion, the reviewed studies show that most parents have negative perception toward online learning during covid-19 pandemic.

Literary, compared to the parents’ viewpoint, researches around students and teachers’ perception incline to be easier to be found. Some researches around perception of online learning during covid-19 pandemic in the viewpoint of students and parents. Rusmiati et al. (2020) investigated the perceptions of primary school teachers of online learning during the covid-19 pandemic period. The study shows that four main themes underlying the subject of the research, namely: instructional strategies, challenges, support, and motivation of teachers. The study give contribution of e-learning among teachers, parents and schools which influences students’ achievement. The success of distance learning in Indonesia during the pandemic depends on technology. Agung & Surtikanti (2020) studied students’ perception on distance learning during pandemic in STKIP Pamane Talino. The result shows three major obstacles in conducting online learning in the investigated subjects, namely: availability & sustainability of internet connection, accessibility of the teaching media, and the compatibility of tools to access the media.
Based on the aforementioned problems, this research seemed urgent to be conducted because this issue occurred almost everywhere. There are two research questions of this research i.e. 1) What are primary school parents’ perceptions of their children’s online learning experience during covid-19 pandemic?; and 2) What challenges do primary school parents encounter in supporting their children’s online learning during the covid-19 pandemic?. The study aimed at investigating the primary school parents’ perceptions of their children’s online learning experience during covid-19 pandemic and figuring out the challenges that primary school parents encounter in supporting their children’s online learning during the covid-19 pandemic. The focus was on primary school students because they inclined to be accompanied by their parents during the online learning was held. Moreover, it took an emphasis on parents’ point of view because it seemed to get little attention by other researchers.

**Method**

The study employed qualitative approach with case study design. Case study is a part of qualitative research whose goal is to deeply show how and why the unique things occurs in a very specific scope (Bhatta, 2018; Ridder, 2017). Case study was chosen because it was conducted to the specific place within the unique case occurred. The research participant was 2 parents of primary school students in Panji Village, Buleleng regency, Bali, Indonesia which chosen purposively, based on participant and researcher convenient. The research instruments were human instrument, observation sheet, and interview guide. The observation sheet was used to ease in observing the participants in accompanying their children during online learning. Meanwhile, the interview guide was used to help the researcher during the interviews regarding to the parents’ perception of online learning during covid-19 pandemic.

There were around 4 kinds of techniques to collect the research data, i.e. : 1) Field Study Technique, 2) Observation Technique, 3) Interview Technique, and 4) Audio Recording Technique. The field study technique was done because the research directly came to the participants’ house. The observation technique was done as it was done some observations to the participants of this research. The interview technique was used to get deep analysis. The audio recording technique was applied to record the interview.

In analyzing data, researcher did data reduction. Data reduction denotes to a method of choosing a certain collected data into several categories. Data reduction was done through selecting, summarizing or paraphrasing, and subsuming. Hence, data display refers to a way of establishing and reducing the data to ease in understanding the data. It can be illustrated through graphic, chart or matrices. Conclusion drawing/verification is the last procedure which a way of determining the conclusion related to the data. Conclusion drawing is temporally data or only half until the end of analysis. The verification employed data triangulation.

**Findings**
As there were two research questions need to be discussed, the findings of the study were divided into parents’ perception of their children’s online learning experience and the challenges of primary school parents encounter during online learning in this pandemic Covid-19. The aspects of perception by Robbins and Judge (2013) were adopted including 3 main dimensions: 1) Perceiver (attitude, motive, interest, experience, & expectation), 2) Target (size & setting), and 3) Situation (Time, Work Setting, & Social Setting). Relating to the results of the observed participants, it shows that they have such a negative perception towards their primary school children’s experience in online learning during covid-19 pandemic. It can be seen in Table 1.

Table 1. The Reasons of Parents’ Negative Perception Toward Their Primary School Children’s Experience in Online Learning During Covid-19 Pandemic

<table>
<thead>
<tr>
<th>Perception’s Aspects</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude</td>
<td>The observed parents have more preferred face to face learning because they perceive online learning is just about finishing homework.</td>
</tr>
<tr>
<td>Motive</td>
<td>The observed participants perceive online learning burden them even more because they have to sacrifice their time to teach and accompany their children during the class conducted.</td>
</tr>
<tr>
<td>Interest</td>
<td>The observed participants tend to have lack interest toward online learning due to it can be done maximally.</td>
</tr>
<tr>
<td>Experience</td>
<td>The observed participants believe their children know nothing during online learning. That is why they have to accompany their children.</td>
</tr>
<tr>
<td>Expectation</td>
<td>They expect for face-to-face meeting can be run faster so that their children will not be left so far from the competencies they have to master on.</td>
</tr>
<tr>
<td>Size</td>
<td>The observed participants have no ideas what methods should be implemented during online class conducted in this covid-19 pandemic.</td>
</tr>
<tr>
<td>Background</td>
<td>The observed participants come from farmer’s background.</td>
</tr>
<tr>
<td>Time</td>
<td>The observed participants perceive most of the time is used to finishing and submitting the homework given.</td>
</tr>
<tr>
<td>Work Setting</td>
<td>The tendency around work setting seems to be so relative. One participant (P1) has a good work setting by providing advanced IT tools. While, the other one (P2) has only used the book given by the school.</td>
</tr>
</tbody>
</table>

Besides parents’ perception, the study also tried to figure out parents’ challenges in supporting their children during online learning. Based on the observed participants, at least there are 3 major challenges identified in accompanying their children during online learning in covid-19 pandemic situation which can be illustrated in Table 2.

Table 2. Parents’ Challenges in Accompanying Their Children During Online Learning in Covid-19 Pandemic Situation

<table>
<thead>
<tr>
<th>No</th>
<th>The Identified Parents’ Challenges</th>
</tr>
</thead>
</table>

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Discussions

Interpretably, Table 1 showed that the observed participants have negative perception toward their children’s online learning experience because they perceive face-to-face learning, seems to be more appropriate for their children’s education. These beliefs due to the several reasons, namely: 1) their children do not ready yet within the ICT literacy, 2) they believe that their children are more convenient to learn within teacher interaction directly, and 3) their children incline to demotivate during online class conducted. The parents perceive online learning during covid-19 pandemic inclines not effective because their children seem to get nothing. This results in line with (Ayu et al., 2020) who proposed that their observed parents perceive online learning is not effective for the long-term learning. Observed parents also believe that online learning is lack of understanding regarding the material provided by the teacher. In which, in the 3 main dimensions used to analyze the observed parents’ perceptions, none of them show such a constructive deliberation toward online learning itself. It was in line with Lubis & Lubis (2020) who found that their participants are overall dissatisfied with the implementation of online learning during covid-19 pandemic. The parents perceive online learning lacks of ICT infrastructures, like internet and the tools. The lack of technology skills also become the barriers for their children to learn in online learning maximally. At last, parents consider that traditional learning is preferable to online learning.

In terms of challenges of online learning encountered by parents is time allocation. It seems that accompanying children really takes the observed participants’ time and energy. Another issue on time allocation not only comes from accompanying their children in online learning, but also comes from helping their children to finish the assignments given. Instead of spending and allocating their self to learn in online, the observed participants indeed have allocated most of their time in assisting their children to make and submit homework. This narration is portrayed by the participants’ statement below:

“As I work as farmer, I mostly spend my time on farm. Meanwhile now, I have to separate my time as well to help my children in learning.” (Stated by P2)

Relating the economic issue, the observed participants also have to cost even more for fulfilling the online learning’s needs, such and smartphone, computer, and internet connection. These tools inclines to be expensive for the observed participants, showed through their statement that they even can only use the books provide by the schools. It can be illustrated in the below quotation:

<table>
<thead>
<tr>
<th>1</th>
<th>Time-Allocation Problem</th>
</tr>
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<tbody>
<tr>
<td>2</td>
<td>Economic Issue</td>
</tr>
<tr>
<td>3</td>
<td>Method in Accompanying Children During Online Class</td>
</tr>
</tbody>
</table>
“Even in this situation, the parents should have to fulfill the internet data and connection which that increase family’s spending.” (Stated by P1)

This statement is in line with online learning challenges by Aboderin (2015); Gillett-Swan (2017); Rana et al. (2014); and Tuan Nguyen (2015) which mentioned 5 common challenges in online learning, namely: 1) adaptability struggle, 2) technical issue, 3) computer literacy, 4) time management, and 5) self-motivation. The most thing supported by their statements is the time management challenges, where the observed participants of the research mention that they feel so burdened to manage their responsibilities to do the house’s tasks, to fund their family’s economy, and now to take role as their teacher in learning. It seems to clear that parents in the pandemic covid-19 does not have enough time to do the courses because countless responsibility.

Other challenges that occur during online learning is the method of supporting children’s online learning. This seems to have a strong connection on why the observed participants keep mentioning direct learning to run faster. They have a bit experience in accompanying their children in studying. Moreover, in this context, they do not only accompany their children, but rather teach and act as the second teacher for them. This interesting finding is well-supported by some findings by other researchers, Bhamani et al., (2020) is one of them. They mention that teaching and accompanying children in online learning indeed need essential and sophisticated methods for the sake of getting maximal benefits of it. However, even the well-educated parents have a tendency not be able to do this because the sense of parenting and teaching are quite far different (Bhamani et al., 2020; Gilbert, 2015).

Conclusions and Suggestions

Since the aim of the study were investigating parents’ perception and challenges during online learning, it could be concluded that the results were: 1) the observed participants have negative perception toward their primary school children’s online learning experience in covid-19 pandemic; and 2) there are three major challenges of the observed participants in accompanying their primary school’s children during online learning in covid-19 pandemic, i.e. time-allocation problem, economic issue, and method in accompanying children during online class. For parents, it is suggested to keep prioritizing their children’s education even though the pandemic covid-19 situation seems to be so tough. Other researchers are expected to investigate other research in different setting or participants.

References

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