
ONLINE LEARNING: A CHALLENGE FOR PARENTS

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ABSTRACT

This study aims to find out what challenges parents face in online learning and to what extent parents are ready for online learning to take place. The research method used is a systematic literature review (SLR). The results of the study show that the challenges faced by parents in online learning include time constraints, learning atmosphere, digital literacy, facilities and infrastructure, gender, children's social development, children's health, and parents' social status. The results of the study also show that parents are not ready for online learning to be implemented. Future research needs to look at parents' views on children's cognitive development in online learning and develop appropriate learning platforms so that teacher-student-parent communication can be well established in online learning.

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INTRODUCTION

The use of information and communication technology in education has recently become increasingly a concern for academics, this is because the learning process can be carried out online. Online learning implies that students are physically away from the teacher and require a delivery method (Wang et al., 2013; Wilde & Hsu, 2019). This means that the interaction between students and teachers is mediated by technology (Bower, 2019; Wang et al., 2013). Even during the COVID-19 pandemic, educational institutions forced educational institutions to carry out a digital revolution in learning on a large scale, namely by massively using online lecture applications, and digital books (Strielkowski, 2020). Apart from the advantages of online learning such as reducing education costs, learning can be carried out anywhere, but letting students linger on digital platforms is a challenge in itself (Perna et al., 2014). Online learning is considered discrimination. It was identified that deaf students experience difficulties in online learning (Afaf Manzoor, 2020).

It should also be noted that self-discipline is required by students in online learning, unlike traditional classroom education (Allen & Seaman, 2007). Given that the contact between students and teachers is very limited, the involvement of parents here is very critical to ensure that their children follow the lessons well and complete the assignments given by the teacher. Online learning is a challenge for parents (Bhamani et al., 2020).

One of the challenges faced by parents is the lack of digital literacy in using applications in learning at home (Anastasiades et al., 2008). This is because most people use smartphones for social media, in the end, many parents admit in various mass media that they are stressed while accompanying their children to study at home (Nurkolis & Muhi, 2020). The latest research even explicitly says that teachers have difficulty carrying

out learning optimally because parents cannot accompany them at home, so no one can help in accommodating student learning facilities (Satrianingrum & Prasetyo, 2020).

Although studies addressing parental challenges in online learning have been increasing rapidly lately. However, no research comprehensively discusses research developments regarding the challenges parents face in online learning and to what extent parents are ready for online learning to take place.

METHOD

The method in this research is a systematic literature review (SLR). We use the SLR guidelines that have been developed by Kitchenham and Charters. According to these guidelines, the SLR process includes several activities, which can be grouped under three main stages: SLR planning, SLR implementation, and SLR reporting (Kitchenham & Charters, 2007).

Table 1: The SLR protocol developed by Kitchenham and Charters

Planning Stage	Step 1: Identification Of The Need For A Systematic Review
	Step 2: Formulation Of Focused Questions
	Step 3: Thorough Search Of Related Articles
Implementation Stage	Step 4: Assessment Of The Selected Articles
	Step 5: Identify The Data Needed To Answer The Research Question
	Step 6: Data Extraction
	Step 7: Synthesis Of The Article Results
	Step 8: Interpretation Of The Results To Determine Their Application
Reporting Stage	Step 9: Reporting

We have presented Step 1 in the introduction. Next to the next step, namely formulating research questions. Research questions are designed with the help of Population, Intervention, Comparison, Outcomes, and Context (PICOC) criteria (Kitchenham & Charters, 2007).

Table 2: Formulation from PICOC

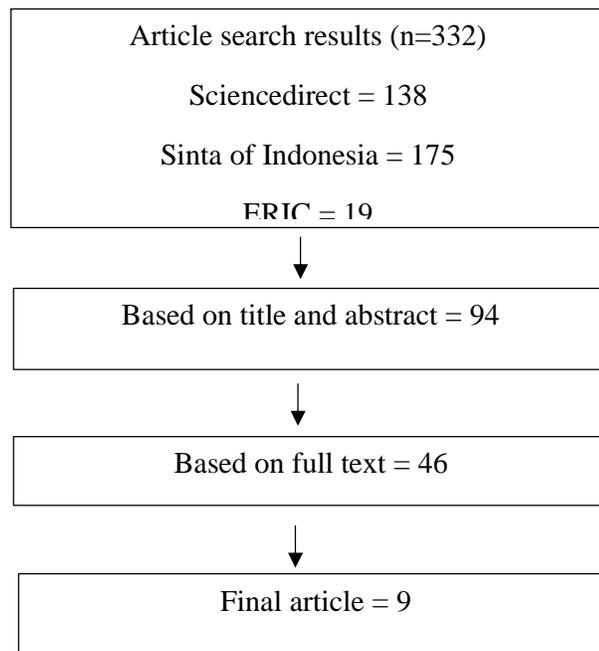
Population	Online learning, online learning, e-learning
Intervention	Factors that lead to parental involvement
Comparison	-
Outcomes	How far is the readiness of parents in online learning
Context	Educational institutions, data based on the education level

Research questions and motivation for conducting a literature review can be seen in the following table

Table 3: Research questions (Research Question) literature review

Research question	Motivation
RQ1: Which journals discuss parental challenges in online learning?	In this case, we want to identify which journals cover this topic frequently.
RQ2: What topics do researchers often choose concerning parents' challenges in online learning?	We want to see what challenges parents face in online learning.
RQ3: In the context of what level of education are parents' challenges in online learning often discussed?	The answer to this question is at what level of education (PAUD, kindergarten, elementary, junior high, high school) is online learning challenging for the parents
RQ4: To what extent are parents ready to implement online learning?	We want to see in more detail whether parents are ready for online learning.

After determining the research questions. The next step is to search for related articles. We look for articles in online provider journals, namely sciencedirect, ERIC, and SINTA Indonesia (especially from SINTA we focus on articles with SINTA 1 to SINTA 3 reputations). The search for articles was focused according to predetermined criteria as follows: identifying searches according to PICOC, identifying searches according to research questions, identifying synonyms for words in searches, and utilizing sophisticated searches with the term AND. Based on these criteria, the keywords we used in our search included: online learning, e-learning, online learning AND parents, distance learning AND parents, and learning AND pandemic. Then the articles were organized and selected from 2007 to 2020.



RESULT AND DISCUSSION

From nine journals that we have selected that discuss their relation to the challenges faced by parents in online learning, we need to know the development of this topic being researched from year to year so that we know whether this topic is still relevant to be discussed.

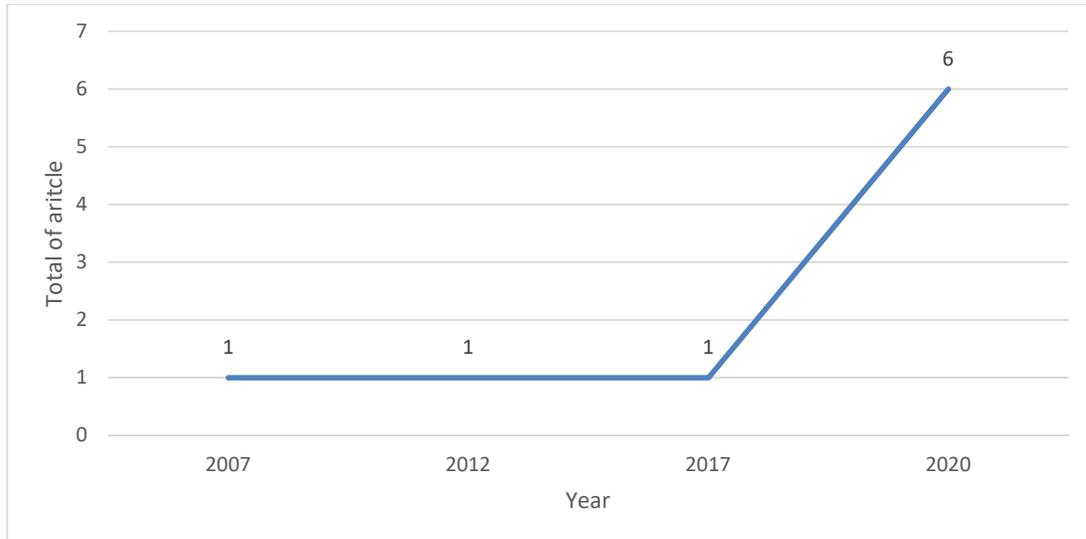


Figure 2: Development of articles from year to year

Also, it's important to look at any journals that cover this topic

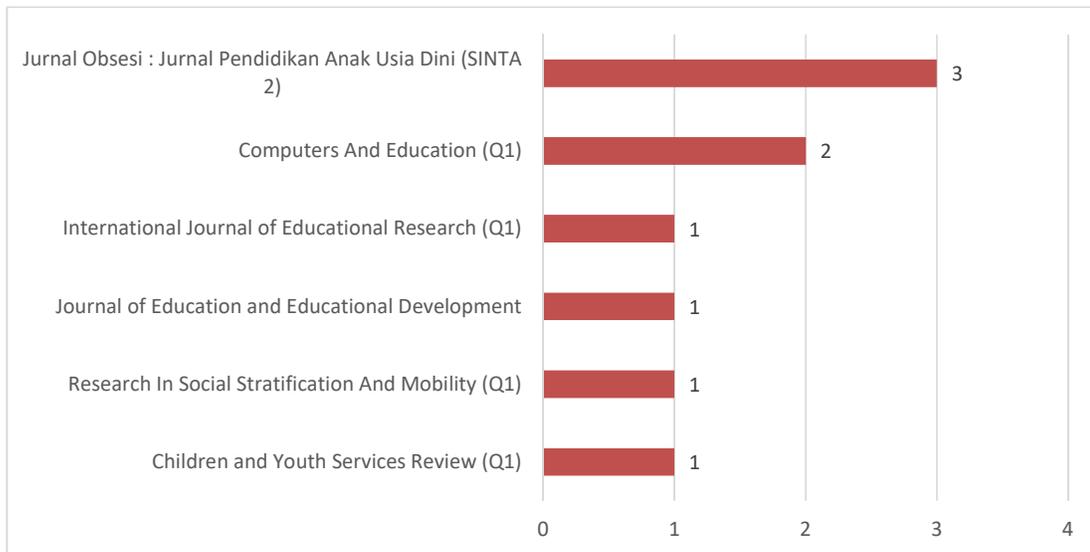


Figure 3: Publisher's Journal

From the data in Figure 2 and Figure 3, research on the topic of parental challenges in online learning was carried out massively in 2020, namely 6 articles, in 2007, 2012, and 2017 only 1 article. As for the journals that often publish articles related to this topic, namely Journal of Obsession: Journal of Early Childhood

Education (with a quality level in the SINTA 2 category) as many as 3 articles, Journal Computers And Education (Q1) as many as 2 articles, and the journal International Journal of Educational Research (Q1), Journal of Education and Educational Development, Research In Social Stratification and Mobility (Q1), Children and Youth Services Review (Q1) 1 article each.

Next, we present a description of what indicators are a challenge for parents in online learning.

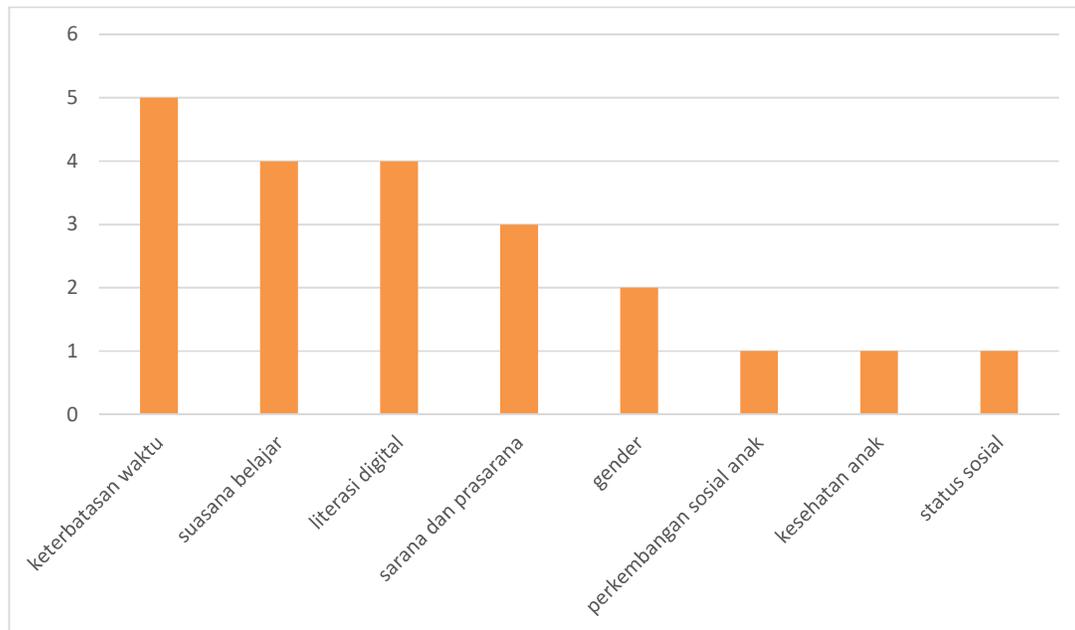


Figure 4: indicators of challenges faced by parents in online learning

After we reviewed the articles, there were 8 indicators of challenges faced by parents in online learning, namely: parents' time constraints were discussed in 5 articles, learning atmosphere and digital literacy were reviewed in 4 articles, facilities and infrastructure were reviewed in 3 articles, gender, in review by 2 articles, social development of children, children's health, and social status each - 1 article each.

Next, we analyze at what level of education research is conducted on the topic of challenges parents face in online learning.

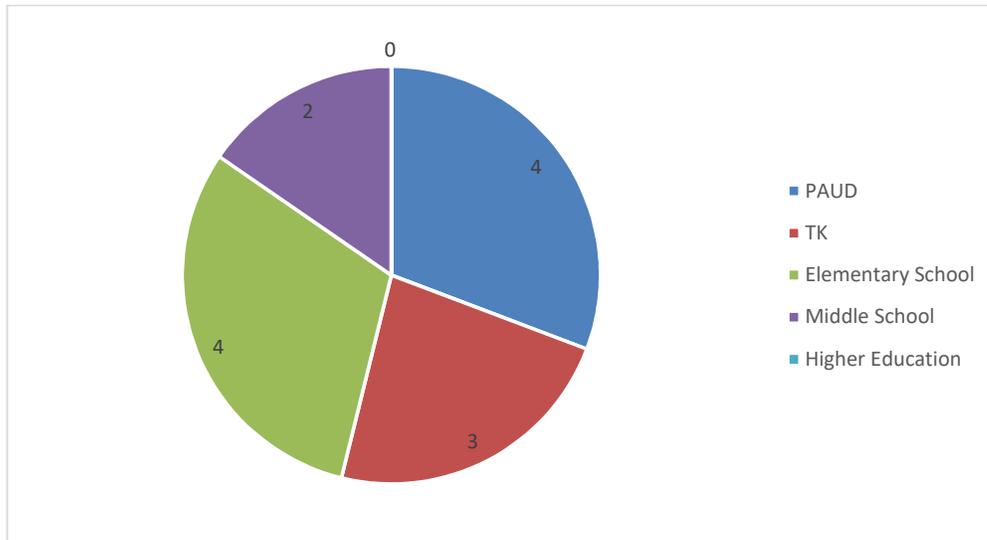


Figure 5: research object based on the education level

Based on Figure 5 above, the object of research related to this topic was carried out at the PAUD and SD levels in 4 articles, at the Kindergarten level 3 articles, at the school level there were 2 articles, and at the tertiary level, there were no articles discussing parental challenges in learning on line.

And lastly, we present data on parents' readiness for online learning

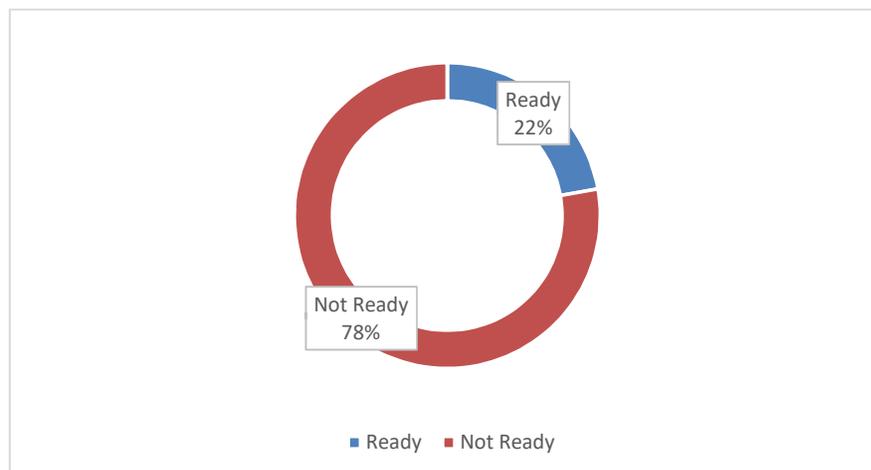


Figure 6: Parents' Readiness for Online Learning

The results of the 9 articles that we reviewed, 7 articles showed that parents were not ready for the implementation of online learning, while 2 articles stated the results of the study that parents were ready for the implementation of online learning. If the percentage is 78% not ready compared to 22% who are ready.

RESULT AND DISCUSSION

1. Research question (RQ1): a journal that discusses the challenges of parents in online learning

From the data shown in Figure 2, between 2007 and 2019 there are still very few articles that discuss the challenges faced by parents in online learning. This is because it was rare for educational institutions at that time to carry out the learning process online, the learning process was still carried out conventionally or offline. As can be seen from the data in Figure 2, during 2007 – 2019 research discussing this topic was only conducted in 2007, 2012 and 2017, each of which only had 1 study. However, in 2020 research on the topic of parental challenges in online learning has increased rapidly. This is due to the effects of the COVID -19 pandemic which has forced all educational institutions in the world to carry out the learning process online (Strielkowski, 2020). It was noted that in 2020 there were 6 articles that discussed the topic of parental challenges in online learning, always associated with learning during the time of COVID-19. Of the 9 articles we selected, it turned out that the Journal of Obsession: Journal of Early Childhood Education and the journal Computers and Education occupied the top in terms of article publication, namely 3 articles and 2 articles respectively. Knowing this is very important so that it can be used as a consideration for future researchers in publishing articles related to the topics we discuss, the journals above can be chosen by researchers if they want to publish the results of their research.

2. Research questions (RQ2): factors that challenge parents in online learning

There are 8 indicators of challenges faced by parents in online learning that have been mentioned in Figure 4 which we will try to describe.

a. Limited time

Considering that online learning requires students to study at home, this requires extra parental assistance. However, parents' busyness is a challenge to accompany their children in learning (Ayuni et al., 2020). Most parents cannot accompany their children to study because they have to work. So that not all parents can maximally accompany their children in learning. This is confirmed that parents who work as private business owners and freelancers are more able to spend their time accompanying students than parents who work in public companies or certain organizations (Dong et al., 2020). In addition, the results of this study say that parents with more than 1 child feel more obstacles in the implementation of learning than other parents. This is in line with findings from (Li et al., 2020) that parents with only children have more educational opportunities and resources.

b. learning atmosphere

Many parents complain that learning at home does not provide a conducive learning atmosphere. They consider children to be undisciplined. Parents believe that through school, a formally structured routine every day of the week is thought to help children understand the importance of time, scheduling, and performing tasks on a certain schedule (Bhamani et al., 2020). One of the parents even said that their child played games more than studied (Park & Kim, 2017). Even though student self-discipline is a prerequisite for successful online learning (Vlachopoulos & Hatzigianni, 2017). Although there are actually findings that say that children are very interested in media and technology (Sharkins et al., 2016). However, what makes children behave badly by playing more

games in online learning may be due to the poor quality of learning so that it tends to be boring for children.

c. Digital Literacy

There are interesting things in implementing online learning that parents with digital literacy are less demanding that parents make more preparation (Anastasiades et al., 2008). Even the lack of parental knowledge of the use of technology makes it difficult for teachers to communicate and collaborate with parents of students in learning (Ayuni et al., 2020). As we know digital literacy skills are fundamental in online learning, so this is a challenge for parents to be able to accompany their children as much as possible.

d. Facilities and infrastructure

Unequal internet network infrastructure creates obstacles in online learning (Satrianingrum & Prasetyo, 2020). In addition, there are still some parents who do not have a smartphone which is also an obstacle to implementing online learning (Ayuni et al., 2020). Coupled with the impact of the COVID-19 pandemic, many parents have lost their jobs, making it difficult to subscribe to wifi, or buy internet quota (Nurkolis & Muhdi, 2020).

e. Gender

What is meant here is the sex of the parents. The research findings revealed that mothers spent more time in children's learning, not only in homework assignments but also involved in online activities (Anastasiades et al., 2008). The results of other studies also say that teachers interact and send messages more with mothers than fathers (Blau & Hameiri, 2012). This is certainly a challenge when the mother is busy or has a lot of homework. Fathers should try to improve communication with children or teachers in learning

f. Child Social Development

Parents are worried about their child's social development because there is no physical interaction such as shaking hands, hugging, eating and praying together with their friends (Bhamani et al., 2020). This will certainly be worrying if the child does not have good social skills. Even social isolation and lack of interaction have been reported by parents (Chen, 2010). Given that conventional learning generally includes game-based learning and allows outdoors (Stephen & Edwards, 2017). That way the social interaction of students is more visible.

g. Children's Health

Excessive use of screens has made parents worry about their children's eye health (Dong et al., 2020). This is reasonable considering that digital screens are the only media that connects teachers and students in the learning process. Research findings show that parents are concerned about children's health caused by too long in front of screens (Edwards et al., 2013; Livingstone et al., 2015; Radesky et al., 2016). In fact, many children are myopic because they are too close to digital screens (Ku et al., 2019).

h. Social status

The results showed that parents with high social status (income and education) took digital books from the library more than parents with low social status before the closure caused by COVID-

19 (Jæger & Blaabæk, 2020). Although the provision of books by parents is not directly related to the online learning process. However, the book is a support in learning. This shows that social status is a challenge for parents in providing facilities for online learning.

3. Research question (RQ3): in the context of what level of education do parents feel challenged in online learning

From the data shown in Figure 5. The educational level context where parents are most involved in online learning is at the PAUD, Kindergarten, and Elementary School levels. This is reasonable considering that the level of education is in a very critical age phase in child development. In contrast to the age of secondary and undergraduate education levels, who are already able to study independently. This confirms research findings that parental involvement in terms of academic assistance in primary schools is greater than in secondary schools (Wei et al., 2019).

4. Research question (RQ4): to what extent are parents ready for online learning to take place?

In general, parents are not ready for online learning to take place. This is because parents are not used to it and are also worried about the negative effects that online learning can have (Dong et al., 2020). Even so online learning can be used as an alternative when conventional learning cannot be applied. From the articles we examined, although there was one study which said that parents were ready for online learning, the research was conducted in 2007 which only looked at the variable indicators of digital literacy. So in addition to improving the internet network infrastructure, the right strategy is also needed from the various stakeholders involved in education so that online learning can be carried out optimally.

CONCLUSION

This systematic review has limitations in that the sample of articles selected is not extensive, because it is only from digital journal search websites in three places. The findings from this systematic review are that there are several challenges faced by parents in implementing online learning including time constraints, learning atmosphere, digital literacy, facilities and infrastructure, gender, children's social development, children's health, and parents' social status. From these challenges, parents feel unprepared for the implementation of online learning, considering that the impact of the losses is quite large compared to the benefits. Even so, these findings are quite contributive because they can be taken into consideration for educational institutions to be more focused on solving problems so they are able to make the best formula so that parents are ready for online learning. This finding also has implications for policy makers so that the implementation of online learning must be considered and planned properly starting from the infrastructure and curriculum system so that it supports parents instead of adding to the burden on parents. For future research, it is necessary to see how parents view cognitive development in children in online learning and conduct research to develop a learning platform starting from teaching materials, teaching media that are able to make communication between teachers - students - and parents able to run well in online learning.

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