

Parents' Views On Online Learning At Surabaya State University : A Phenomenological Approach

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Abstrak: Peran orang tua sangat penting dalam menunjang motivasi, memberikan fasilitas, dan menciptakan lingkungan belajar yang kondusif di rumah. Tantangan yang dihadapi antara lain terbatasnya akses internet, gawai, serta kurangnya interaksi sosial dan pengawasan. Kajian ini memberikan gambaran mendalam mengenai dinamika peran dan persepsi orang tua dalam pembelajaran daring di perguruan tinggi, serta dapat menjadi referensi bagi pengembangan kebijakan pendidikan ke depan. Penelitian ini bertujuan untuk mengeksplorasi pandangan orang tua terhadap pembelajaran jarak jauh (online) pada mahasiswa Pendidikan Ekonomi Universitas Negeri Surabaya melalui pendekatan fenomenologi. Penelitian ini dilatarbelakangi oleh perubahan sistem pembelajaran akibat pandemi Covid-19 yang mendorong lembaga pendidikan menerapkan pembelajaran daring sebagai alternatif utama. Pengumpulan data dilakukan melalui wawancara mendalam, observasi, dan dokumentasi terhadap sepuluh orang tua siswa, dan dianalisis menggunakan software NVivo 12. Hasil penelitian menunjukkan bahwa pandangan orang tua terhadap pembelajaran daring berbeda-beda, dipengaruhi oleh tingkat pendidikan, pengalaman, dan pemahaman terhadap teknologi. Beberapa orang tua memandang pembelajaran online sebagai solusi yang fleksibel dan tetap memberikan kesempatan belajar, namun juga mengkhawatirkan efektivitas, interaksi, dan pemahaman materi..

Kata Kunci: *Parents' views, Distance learning, Students, Challenges, Phenomenology*

Abstract: *The role of parents is very important in supporting motivation, providing facilities, and creating a conducive learning environment at home. The challenges faced include limited internet access, devices, and lack of social interaction and supervision. This study provides an in-depth overview of the dynamics of the role and perceptions of parents in online learning in higher education, and can be a reference for the development of future education policies. This study aims to explore parents' views on distance learning (online) for Economics Education students at Surabaya State University through a phenomenological approach. This study was motivated by changes in the learning system due to the Covid-19 pandemic which encouraged educational institutions to implement online learning as the main alternative. Data collection was carried out through in-depth interviews, observations, and documentation of ten parents of students, and analyzed using NVivo 12 software. The results of the study show that parents' views on online learning vary, influenced by their level of education, experience, and understanding of technology. Some parents view online learning as a flexible solution and still provide learning opportunities, but are also concerned about the effectiveness, interaction, and understanding of the material.*

Keywords: *Parents' views, Distance learning, Students, Challenges, Phenomenology*

Introduction

During the Covid-19 pandemic that occurred 6 years ago, several countries implemented several policies, especially lockdown or also called quarantine to prevent the spread of the corona virus. So that the corona virus does not spread further, all learning is carried out online. In short, according to (Wang et al., 2025) in his research, namely that quarantine due to COVID-19 has brought major challenges to the teaching and learning process, which from face-to-face learning activities must switch to a distance learning model. Meanwhile, mental stress caused by factors such as maintaining distance can make learning somewhat difficult. Given that distance learning remains the main alternative when traditional teaching is not possible during the pandemic outbreak and



quarantine. (Anugrahana, 2020) Explaining that to suppress or even stop the spread of Covid-19 infection, everyone needs to maintain a minimum distance of 2 meters from other people, and avoid direct contact and meetings with large groups. This virus has had a huge impact in various fields. One of the problems that emerged during the Covid-19 pandemic in Indonesia was an impact that was not directly visible but was greatly felt by the community, namely the weakening of economic conditions.(Pahlevi, Hakim, Kurniawan et al., 2020).

In the aftermath of the Covid-19 pandemic, educational institutions began to take advantage of the online teaching experience, and although they have continued traditional face- to-face teaching, they have also begun to utilize distance learning. Until now, many are still implementing online learning even though the pandemic has ended. Because online learning is considered a solution when face-to-face/offline learning cannot be carried out due to a problem. Online learning is considered effective and efficient because it is flexible and can be accessed anytime and anywhere with a cellphone, android, laptop, or computer(Aprilia et al., 2022). By giving assignments online, teachers indirectly get students used to using the internet in the learning process (Chalim & Anwas, 2018). This learning approach reflects the strategy of providing access to education for educators and students who are separated by geographical limitations. Therefore, its implementation requires an interactive communication system to bridge both with various relevant learning resources(Nurrahmawati & Kurniawan, 2021). Learning is not easy because it involves teachers, students, and parents who play an important role. Parents need to ensure that the internet connection is good and stable. A bad connection can disrupt the learning process(Pradana & Kurniawan, 2021).

The main root of educational psychology thinking is motivation(Prakoso, 2020). The distance learning environment is dynamic, flexible and convenient, as it is not bound by space- time constraints, while simultaneously supporting and enhancing existing traditional training programs, increasing students' motivation to learn, their understanding of the educational material and overall satisfaction with the educational process(Zakharova et al., 2024). Students who have high motivation in learning are likely to achieve high learning outcomes, meaning that the higher the motivation, the greater the intensity of the effort and efforts made, the higher the learning outcomes obtained(Sholihah & Kurniawan, 2016). The learning process should not be carried out in a rush before its time, because if it is forced, it will most likely not provide optimal or satisfactory results(Nasir & Hamzah, 2014). So that students are not burdened and can set their own learning strategies, unlike during offline/face-to-face learning. They must follow the learning strategies determined by their respective teachers/lecturers.

Learning strategies that can be used during learning are cognitive information processing strategies, active learning strategies, support strategies, and metacognitive strategies, and reflect actions that learners take to make their learning more effective and to facilitate their acquisition of knowledge(Meijs et al., 2019). However, currently the application of virtual reality technology in learning still faces obstacles. This is due to the limited facilities available due to limited funds(Ifanov et al., 2023). There is also one thing that is more important than learning strategies, namely Providing encouragement to children is an important role carried out by parents during the learning process. Even though the situation is uncertain, parental guidance is still needed while children are learning from home. Without such attention and guidance, children tend to lose their motivation to learn, which can ultimately hinder their understanding and achievement of knowledge during online learning(Fadilla, 2021). In the past, many aspects were the main tasks of teachers, but now the responsibility is increasingly being carried out by mothers or parents. This also includes how the formation of children's characters is carried out(Budiretnani & Riani, 2021).

According to Parents are partners in the family, namely father and mother have roles and responsibilities in caring for, guiding, and educating children as preparation for facing life. Most parents assume that their role in children's education is limited to financing, providing facilities, and fulfilling other material needs. In fact, in the realm of education, parental involvement also includes the ability to establish effective communication regarding children's activities, as well as playing a role in supporting children's progress in completing developmental tasks, both in terms of cognitive and other aspects of development. Problems that are often faced by parents when accompanying children to study at home are the lack of parental knowledge about the lesson, the difficulty of getting children interested in studying, not having enough time because of work, lack of patience when accompanying children to study, difficulty using electronic devices, and problems with internet access(Aziz et al., 2022).

Every parent has a unique view, none are exactly the same. This is due to each person's understanding of what education really means and how the teaching and learning process their children experience at school should be (Hadikusuma Ramadan, 2021). Parents' views on students' online learning reflect the extent to which they understand, accept, and support this learning method. Some parents may see online learning as a flexible and efficient solution, while others may view it as less effective due to limited interaction and supervision (Hasan & Bao, 2020). Therefore, this study aims to explore parents' views on online learning for Economic Education students and the factors that influence these perceptions.

Based on previous studies, studies on parents' views on the implementation of online learning at Surabaya State University are still very limited. Even if there are any, these studies generally only highlight the influence or urgency of parental involvement, without reviewing in depth the responses and active roles of parents in supporting children during online learning. Thus, the researcher wants to study in more detail how parents view the implementation of online learning at Surabaya State University. This study aims to gain a deeper understanding and a comprehensive picture of parents' views on online learning that is currently taking place at the university. The main question asked in this study is how parents perceive the implementation of online learning at Surabaya State University. Conceptually, the results of this study are expected to be a source of reference and consideration for other researchers who are interested in similar topics.

Literature Review

The role and support provided by parents during distance learning.

Parents play a very important role in helping students, including those majoring in economic education, to succeed in online learning. It has been proven that support from parents, whether in the form of enthusiasm, facilities, or guidance, greatly influences students' enthusiasm for learning during online lectures. Research by (Amaliati et al., 2021) shows that parental support has a crucial role in increasing students' online learning motivation in the Economics Education Study Program, University of Surabaya. It can be said that the greater the support they receive, the higher the motivation felt by students to actively participate in online learning.

Parents' perceptions and attitudes towards online learning.

Parents' views on online learning vary widely and are influenced by various factors both from within themselves and their surroundings. Parents tend to compare online learning with face-to-face learning, and most hope that the online learning process can match the quality of conventional learning. However, parents are also anxious about the possibility of decreasing children's learning discipline and the misuse of digital devices for things outside of learning. (Maksum et al., 2022). In addition, differences in perception between parents and students often arise, where students tend to be more enthusiastic due to flexibility and ease of access, while parents highlight the challenges of supervision and quality of learning.

Challenges or difficulties in online learning

Difficulties experienced by students include technical challenges, adjustments, and problems with teaching. Technical challenges faced include internet signal problems, limited internet quotas, and lack of supporting devices. Adjustments include unsupportive home conditions, inaccuracies in following online lectures, more assignments, and difficulties in managing time. Meanwhile, the problem of unpreparedness of teachers can be seen from the lack of explanations given, the type of material, and the applications used (Pravitasari et al., 2021). Here, as also defined by (Lau & Lee, 2021) One of the weaknesses of online learning is the lack of parental supervision of children when participating in online learning, especially teenagers. Parents who are too busy with work often neglect their duties to supervise their children's learning process.

Parental involvement during online learning

Parental involvement in online learning not only increases motivation, but also has a positive impact on students' academic achievement. Parents who actively accompany, monitor, and provide learning facilities can help students be more focused and disciplined in undergoing online learning. In addition, parental involvement also helps students in dealing with online learning challenges, such as technical constraints and lack of social interaction (Rohmatillah et al., 2024).

Method

This study applies a qualitative approach using the phenomenological method which aims to study phenomena that occur naturally in society and provide interpretations of these phenomena. The main objectives of qualitative research include two things, namely: first, identifying and exploring a phenomenon; and second, describing and explaining the phenomenon in depth (Rianto Rahadi, 2021). The phenomenological method is research that focuses on subjective experiences that are consciously felt by individuals, thus forming a certain point of view (Mutaqin & Pratiwi, 2021). Phenomenological research methods are now increasingly popular and attract the interest of researchers from various scientific fields. Not only used in the realm of social sciences, this approach is also starting to be applied in other disciplines, including education. This shows that phenomenology has broad potential in exploring the meaning of subjective experience from various scientific perspectives (Helaluddin, 2018). The phenomenological approach was applied in this study to deeply understand the meaning of the experiences and perspectives of the participants. The main data collected were primary data, with participants totaling 10 parents of students of the Economic Education Study Program at the Faculty of Economics and Business, Surabaya State University. Data collection techniques included in-depth interviews and direct observation. In addition, additional information was obtained through literature reviews and previous research that supported and related to the topic of this study.

Data collection techniques in this study include: (1) Participatory observation. According to Nasution in Setiana's quote, observation is considered the main foundation in various branches of science. For scientists, data has a crucial role because it represents real facts obtained directly from observations of reality (Setiana, 2021). (2) Interview. Interview techniques are used as a tool to gather information about the level of parental concern for children during the online learning process. In its implementation, researchers interviewed ten parents of students in the Economic Education study program (3) Documentation. The results of observations or interviews will be more valid if supported by documents relevant to the focus of the research. This documentation technique is used to complement data from observations and interviews, where the documentation in question includes notes and writings related to the role of parents in fostering children's morals and discipline. Interpretation of the meaning of the data is carried out by reorganizing, reviewing, and discussing text data to reveal the original understanding of the participants. This data analysis process uses the help of NVivo 12 software. NVivo is software designed for qualitative data analysis, aimed at facilitating the management, analysis and understanding of qualitative data more effectively in the context of research (Pd et al., 2025).

Results And Discussion

In accordance with the objectives of this study, namely to understand parents' views on online learning and to determine the level of parental involvement in accompanying children during the online learning process. This study focuses on the role of parents in supporting children during online learning, which will be explained further below :

Parents' views on online learning

A person's perspective is influenced by three main factors, namely knowledge, beliefs, and experience. Therefore, parents need to have a deep understanding of how to educate and guide children properly. Differences in perspective in educating children between parents can be caused by differences in education levels and mindsets. For example, parents with basic educational backgrounds such as elementary, middle, or high school graduates may have different views compared to those who have completed their education to undergraduate level. The following description presents the findings of the interview results that researchers have conducted with one of the respondents, who discussed the parents' perceptions of the implementation of online learning, namely to Mr. K, who was quite positive, because he still gave my child the opportunity to learn even though he could not meet face to face. But there are indeed concerns about its effectiveness, especially in terms of interaction and understanding of the material.

What is the role of parents in supporting their children during the online learning process

Parents play a very important role in shaping the behavior, personality, and development of children's identities. The main factors that influence a child's growth and development are parenting patterns and attention given by the family, especially from both parents. The following are the results of interviews conducted by researchers with two respondents related to the research topic, namely how the role of parents in supporting children during the online learning process is taking place, namely the first respondent, Mrs. initials M, stated that it was more about providing encouragement

and motivation. Sometimes also asking, "How was college today?" or helping to keep the atmosphere at home calm when the child is studying online. If the father also often helps with quotas or device needs if there are obstacles. Second, the respondent, Mrs. initials AW, stated her role as a parent during online learning, namely by trying to create a calm home environment so that children can focus on studying, reminding them of lecture schedules, and ensuring that they have a stable internet connection.

Challenges or difficulties experienced during online learning

While student problems with DL can be summarized in terms of 'access to the internet', 'hardware equipment' (less than or inadequate computers, tablets, cellphones, etc.), 'lack of interaction with lecturers', 'voter response time' or 'limited social contact', teachers in the study mostly highlighted problems with legislative care, infrastructure, human resources or educational content and its application (Kubikova et al., 2024). The following is the gist of the results of the conversation that was conducted by the researcher with two sources regarding how parents provide support to their children in the midst of their busy activities, challenges or difficulties experienced during online learning, namely to Mr. initials K, Mrs. initials M, and

Mrs. initials IW. First, parents assume that the challenges often faced during online learning are There are quite a lot of challenges, especially the internet network which is sometimes unstable. In addition, my child also often feels bored because he likes to socialize, so with online he feels less interaction/there are certain limitations with lecturers/friends. And the solution given regarding these challenges is to always take the time to talk to him so that he doesn't get stressed. And we as parents also try our best to help in any way for the needs that he needs. It is very clear that this first respondent really cares about his child. Second, parents assume that the challenges often faced during online learning are The most frequent is the signal problem, then sometimes the child seems less enthusiastic because he only learns through the screen. The interaction is also very limited. From these problems, parents choose a solution to install better wifi, then I also like to chat with my child, ask how his studies are so he doesn't feel alone. Third, the internet signal is sometimes disrupted, and children seem to get bored or less enthusiastic. And the solution to overcome this problem is that I often chat with my child so that he stays enthusiastic and not stressed. It can be concluded that the most common challenge and difficulty experienced is the problem of the internet network which is not always good.

Accompanying children while online when their parents are busy

The busyness of parents is often an obstacle in implementing online learning at home, even though their involvement is very important in the child's learning process (Nurpratiwiningsih et al., 2021). The results of the interviews that the researcher conducted with the two research respondents were about how parents accompany their children in between their busy schedules. The first respondent, Mr. K, stated that he had accompanied his child, especially when he had difficulty managing his schedule. Because I also work, but I also try to make time for the children, so we have to be smart about dividing our time. The second respondent, Mrs. G, stated that currently because she is busy selling, she rarely accompanies her child when studying, her child often studies independently. In the study (Sakaue et al., 2023) shows that a child from a household with greater parental involvement/mentoring has a positive impact on being involved in learning activities at home during online learning.

Parents' expectations regarding current online learning

Some respondents who responded to questions about expectations for the implementation of online learning, one of them was a respondent with the initials M, who expressed her hope that the University could continue to improve the quality of its online learning, especially in terms of communication and interaction. Students need to be heard and guided. Don't just give assignments, but also give clear understanding and direction. The answers of other respondents were more dominant like this answer. A situation like this has a significant impact on the way learning is carried out. Parents are expected to be more involved in their children's education, from preparing learning facilities to helping them learn (Citra & Arthani, 2020). However, there are also quite a few parents who hope to reduce online learning because many consider it less effective. When compared to offline learning, it is better to implement offline learning that can be face-to-face rather than online learning that is only from the screen.

From the results of the interview, some viewed that online learning was not effective because students were less motivated by it. In the N-Vivo analysis of parents' views on distance learning implemented at Surabaya State University, a picture was produced as in the following

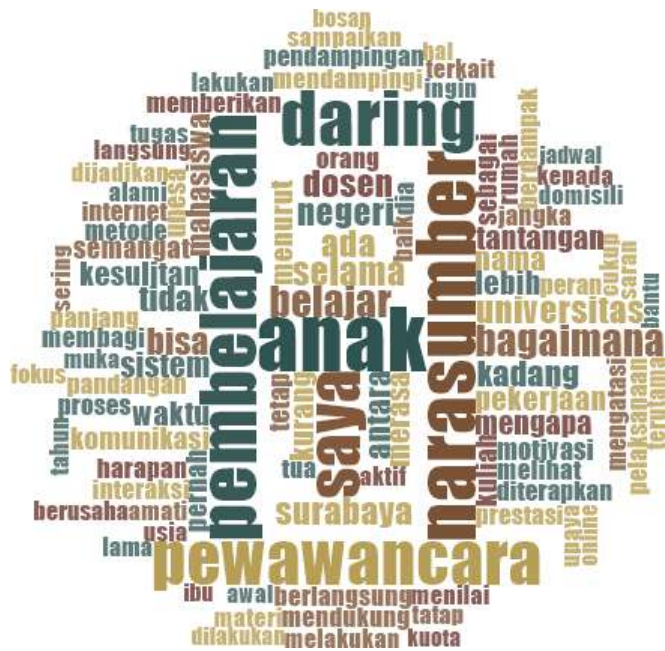


Figure 1 Word frequency mapping using the Word Cloud feature in NVivo 12.

anak	pembelajaran	saya	ada	bisa	lebih	mahasiswa	kuliah	melihat	membaik	berharap	interaksi	jangka		
			negeri	kadang	pekerja	mengapa	pernah	menitua	berdadia	diterainterr	mem			
	daring		universita	tidak	waktu	merasa	semar	men	mengpros	aktifalan	nama	cukudijac		
		belajar	kesulitan	tantang	kesulitan	tantang	sebag	metc	dom	mate	mela	meni	samp	
narasumber		bagaimana	dosen	antara	kurang	menun	motiva	oran	pend	kepaserin	teru	lam	tata	awa
	pewawancara		surabaya	sistem	nama	komun	unesa	ruma	prest	lang	tugas	foku	hal	dilakibu
		selama												kuot

Figure 1.2 Results of NVivo 12 Tree Map data processing.

Conclusion

All elements, including parents and educators, need to really address the online learning scheme. In this case, parental guidance is needed to ensure that the online learning process runs optimally. However, parents must have an understanding of the material, be able to build difficulties in fostering children's interest in learning, must have enough time to accompany their children because they have to work and are expected to be able to divide their time. Some parents consider that online learning is less effective because children who carry out online learning will have poor learning motivation. However, there are also some parents who consider online learning to be effective learning. Because when there is an obstacle that makes it impossible to meet, online learning is considered a good solution. There are also suggestions from several parents regarding online learning, namely not to carry out online learning too often because it is not good for the long term. Parents of students are expected to pay more attention to their children's learning process, guide and accompany them in completing assignments, and monitor internet usage wisely so that children can really learn even through online learning.

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