

Parents' Satisfaction on Online Learning: A Review

Siti H. Pratiwi, Fasti Rola, and Titin R. Rambe

ABSTRACT

The COVID pandemic has forced the education system to shift to online learning, effectively forcing parents to understand online learning in the current 4.0 era. The goal of this study is to collect and analyze research on parents' satisfaction with online learning during the COVID-19 pandemic in the 2020–2021 research period. The comprehensive literature review focuses on quantitative and qualitative research on the satisfaction of online learning from the perspective of parents with elementary school-aged children. The 23 research articles that were analyzed were organized by content. According to the findings, parents' satisfaction with the online learning process that occurred during the COVID-19 period is divided into two categories: high and low satisfaction. Socioeconomic factors, direct parental involvement, and high competence and motivation in children all contribute to high satisfaction. Low parental satisfaction, on the other hand, is influenced by family circumstances, limited facilities, unprofessional teachers, and parents' concerns about student health. This literature review provides information for future systematic, planned, and effective learning by involving educational elements such as students, teachers, parents, and schools.

Keywords: online learning, satisfaction, parents.

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I. INTRODUCTION

The World Health Organization (WHO) on March 11, 2020 has declared the 2019 coronavirus outbreak (Corona-19) as a global pandemic (Cucinotta & Vanelli, 2020). The world of education has not been spared from being affected by the 2019 coronavirus (Covid-19) disaster. The state has decided to close schools as part of a physical distancing policy to slow transmission and ease the burden on the health system. The UN Educational, Scientific and Cultural Organization estimates that 138 countries have closed schools nationwide, and several others have implemented regional or local closures. These school closures affect the education of 80% of children worldwide (Van Lancker & Parolin, 2020). An average of two-thirds of the academic year worldwide is lost due to school closures (Cucinotta & Vanelli, 2020; Zheng *et al.*, 2022).

Obviously, the appeal to limit activities has a significant impact on the teaching and learning activities in schools and madrassas. In response, the Ministry of Education and Culture issued Circular Letter of the Secretary-General No. 15 of 2020, which controls the execution of learning from home during the emergency period of Corona Disease 19 spread (Covid-19). Learning at home must be meticulously planned so that learning objectives can be attained (Guo & Li, 2020; Kaup *et al.*, 2020). The sudden change in learning from school to home is certainly visible to students, parents and teachers.

Learning activities comprise of instructor instruction and student acquisition. Student learning must depend on

adequate instructor guidance, and online student learning cannot exist without proper teacher assistance (Guo & Li, 2020). As a result of the introduction of distance learning in the form of online learning utilizing various learning software and other virtual applications, schools must adapt their learning systems. The benefit of online learning education is that it improves the educational benefits and learning chances, hence enhancing students' autonomous learning abilities and capabilities. Online education is important to the future of education (Van Lancker & Parolin, 2020). Ideally, effective online learning requires several stages, planning, designing, and development (Bao, 2020; Hodges *et al.*, 2022).

Nevertheless, the pandemic scenario compels all parties to act swiftly. For the learning process, synchronous and asynchronous learning environments are utilized (Simsek *et al.*, 2021). Utilizing video conferencing systems such as Zoom, Google Meet, BigBlueButton, and MS Teams for live lessons and a Learning Management System (LMS) to distribute course materials (Durak *et al.*, 2020). Teachers' expertise with ICT, as demonstrated by their use of various learning programs to manage online classes, will have an impact on the learning process (Ko & Rossen, 2017; Watson, 2020). Interaction between teachers and students is important in determining the effectiveness of online learning (Zheng *et al.*, 2022). E-learning contains both content (curriculum) and instructional materials (pedagogy). E-learning is a new type of education that blends network communities with a variety of learning resources (Ogbonna *et al.*, 2019).

The use of ICT in online learning cannot solve all the problems encountered during the process. Online learning

that occurred during the Covid-19 pandemic provided many important notes from all parties involved, including the parents of students. When a teacher does not adequately comprehend or express a topic, parents can assist their child in grasping it. Collaboration between primary school teachers and parents is required to integrate online learning in the form of facility support to attend courses, complete assignments, and companions (Rasmitadila *et al.*, 2020; Sutini Sutini, 2021). In this circumstance, parents should immediately instruct and educate their child. Clearly, tackling this curricular shift is difficult for all educators, especially parents.

On the other hand, parents and teachers should build an environment that encourages the child to participate in school activities. Distance learning carried out at home with the guidance of parents can certainly find various obstacles. Lack of understanding of the material provided by the school, difficulties in fostering children's interest and motivation, limited time to accompany and lack of infrastructure support online learning at home (Sari & Maningtyas, 2020). Younger elementary school students have a negative attitude towards online learning. Elementary school children need a lot of assistance in the learning process so that support from home is very important before children return to regular school (Zheng *et al.*, 2022). Research conducted by Lau *et al.* (2021) found that compared to families with children at the middle and high school levels, families with children at the elementary school level turned out to be more choosing in-person teaching rather than in virtual or hybrid. These findings provide evidence that having younger children at home can trigger stress and online learning can be considered a challenge for families. Older people are likely to experience increased levels of stress and feelings of dissatisfaction with online learning and prefer traditional face-to-face instruction.

This article will explain how parents are satisfied in their involvement in the online learning process that their children participate in. The concept of satisfaction comes from customer satisfaction in a company and reflects a comparison between expectations and actual results (Shao *et al.*, 2022). Currently, the study of satisfaction is extended to other areas of social life (Shao *et al.*, 2022). Furthermore, Shao *et al.* (2022) explained that parents' satisfaction with online learning is closely related to parental involvement in the process.

II. METHOD

A complete literature assessment, conducted using Google Scholar, comprises research published from the beginning of the covid pandemic in 2020 to 2022. This study focuses on studies that undertake qualitative and quantitative research on parents with elementary school-aged children and operate online education during the COVID-19 pandemic. The term selected to match what is meant in the literature review is parental satisfaction paired with online learning. After doing a literature analysis of 331 papers collected from Google Scholar, 29 papers were obtained. The study of 29 publications yielded 23 papers that examined pupils in primary and secondary school. Table I shows the keywords that were used. The keywords used can be seen in Table I.

TABLE I: KEYWORDS

Parental Satisfaction	Online Learning
Parent's Satisfaction	Online Teaching
Parental Involvement	Children's Online Education
Parent's View	Online Learning
Parent's Perceptions	Online Home Learning
	Distance Learning
	Online Behavior
	Remote Learning
	e-learning in School Education
	Emergency Remote Teaching

III. RESULT AND DISCUSSION

According to the findings of the literature research, parents of the online learning process that took place during the Covid-19 period were classified into two groups, namely high and low satisfaction. These two points of view differ due to their unique reasons and backgrounds.

The system below (Fig. 1) provides an overview of parents' satisfaction with online learning:

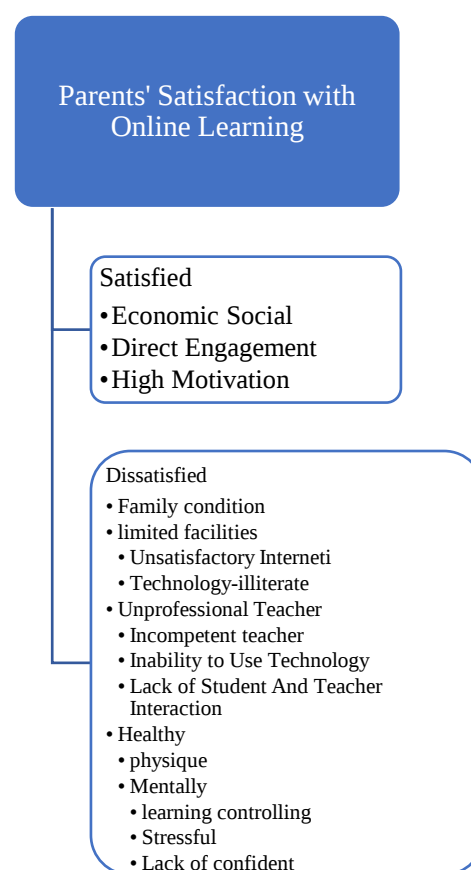


Fig. 1. Parents' satisfaction factors with online learning.

The level of parental satisfaction is separated into two groups, namely high and low satisfaction levels, as depicted in the image above. Parental satisfaction is not just decided by student teaching and learning experience, but also by the total student experience as a school (Yunita *et al.*, 2021). Parents whose satisfaction with online learning is high are influenced by the following factors:

A. Socio-Economic Background

Parental satisfaction with the online learning experience is

significantly influenced by socioeconomic status. In online learning, parents are actively involved in the process of their children's comprehension of the displayed material. The parents of a child with a thriving economy will have little trouble locating a variety of supplementary materials that expand their child's knowledge. Rothbaum and associates (2008) state High-income parents tend to enhance the reliability of the material they discover, whilst low-income parents are typically more happy with internet information (Dworkin *et al.*, 2013).

According to research conducted in South Korea, parents from affluent backgrounds will take proactive measures to prevent the possible decline of their children's academic skills (Jang *et al.*, 2022). According to studies conducted in Hong Kong, parents with higher incomes have high expectations of schools' online learning quality (Lau *et al.*, 2021).

According to studies conducted in Hong Kong, parents with higher incomes have high expectations of schools' online learning quality (Ling & Surat, 2021). Greenlee and Reid (2020) explains that parental education achievement tends to correlate with higher income levels so based on statistical studies in Canada found that children from high-income families have greater access to internet-connected devices that are conducive and facilitate the learning process. This causes those parents with higher levels of education to tend to be less attentive to children's academic success because they are better able to access the resources needed to support children in the academic learning process. In addition, research conducted in Turkey shows that parents are satisfied in the online learning process during the pandemic because it is supported by schools that have accommodated the socio-emotional needs of children (Misirli & Ergulec, 2021).

B. Learning System Involves Parents

Parental involvement will affect student learning outcomes. According to Driesen and colleagues (2005), parental participation is closely associated to children's academic performance. Students whose guardians are more interested in their education obtain better levels of academic accomplishment than students whose parents are less involved in their studies (Mukherjee & Dutta, 2021). A study in Kosovo found that parental happiness is not based on socioeconomics, but on how parents may be involved in their children's educational experience. According to Canadian statistics, the frequency of children's participation in academic activities increases as the level of parental education increases (Greenlee & Reid, 2020).

Parents say that doing distance and online learning and staying at home has a good impact since it allows them to divert their attention away from the pandemic and spend quality time with their children (Duraku & Hoxha, 2017). Parental satisfaction is also influenced by online learning support from the school in the form of connectivity support, instructional, technical assistance, synchronous and asynchronous learning in the Philippines. Parents are trained to participate in the learning process (Vismonte, 2022). Bokayev *et al.* (2021) show that parents' satisfaction with distance and online learning in Kazakhstan during the epidemic is significantly related to government' and teachers'

willingness and competency to implement online pedagogy (Jang *et al.*, 2022). Through suitable communication mechanisms, schools in Hong Kong have succeeded in enhancing parents' perceptions of e-learning and resolving their uncertainties (Kong, 2017).

Parents' involvement in online learning is also influenced by the child's level of education. Parents who have children at lower school levels have high levels of engagement and satisfaction compared to higher school levels (Lau *et al.*, 2021; Misirli & Ergulec, 2021). In addition, the number of children in the family greatly affects parental satisfaction in the online learning process. The small number of family members causes parents to experience less stress in dealing with the child's learning process (Lau *et al.*, 2021). The active involvement of parents, especially mothers, in assisting children's online learning will form a new culture that supports comfortable and enjoyable learning if there is intensive communication between parents and teachers in preparing for online learning (Budiningsih & Abdulrahman, 2022).

Shao *et al.* (2022) discovered that the more active parents were in their children's online learning, the more satisfied the children were with online learning. Family circumstances significantly influence the quality of online education. Parental supervision and aid can alter the quality of online learning, demonstrating that online education is highly dependent on parental participation and involvement. According to research undertaken by Alharthi (2022) in Medina, the Covid-19 epidemic has increased the involvement of women in their children's schooling in comparison to the pre-Covid era. The lack of school preparation prompts parents to seek out electronic resources that help learning.

C. Children's Learning Competencies and Motivations

In contrast to the findings in South Korea and Kosovo, the results of research conducted in Victoria, Australia reveal an extraordinary finding. Parents are really pleased with the online learning system because they believe that children make greater progress when they study at home. Additionally, they are self-motivated and independent learners. In addition, parents claim that bad peer pressures can be avoided, allowing adolescents to study uninterrupted at home (Fahey & Joseph, 2020). Parental optimism studies were also discovered in Hong Kong. Activeness in learning through e-learning demonstrates parental satisfaction in relation to students' excitement for learning. The multimedia and interactive element of e-learning, according to most parents, helps to boost children's learning motivation. According to parents, their children are becoming more active in seeking information and brainstorming through e-learning (Kong, 2017). Research conducted in Hong Kong obtained the same result that children who have good learning competence and independence also affect parental satisfaction in the online learning process (Lau *et al.*, 2021). Similarly, research in Sri Lanka found that parents are satisfied with online learning if their children are competent and independent in carrying out their learning process (Deepthi Kumari & Jayathilaka, 2022).

However, the study's findings from the reviewed papers revealed that there was a group of parents who were

disappointed with online learning. Various causes and situations influence discontent, including:

D. Family Circumstances

Family conditions, including the deciding factor, also influence parental unhappiness with online learning. Working from home parents must balance their jobs as workers and parents. Parents who must work outside the home face their own quandaries due to the inability of their children's companions to learn from home (Putri *et al.*, 2020). Research conducted in Indonesia also obtained the same results that working parents face obstacles in accompanying their children, especially those in elementary school grades one to three (Budiningasih & Abdulrahman, 2022). Parents' involvement in accompanying online learning is hampered by a lack of time and the ability of parents to accompany their children while they learn. Parents are too preoccupied with earning money to accompany their children to school (Lase *et al.*, 2022).

The level of parental education also influences parental discontent. The high level of parental education results in inadequate online learning assistance (Shao *et al.*, 2022). This can be related to the fact that parents with a high level of education typically have a rigorous workload. Parental satisfaction indicates a contrast between parental expectations regarding the quality of schooling and the actual results. The greater a parent's degree of education, the greater their expectations for online education, which leads to dissatisfaction with online education. A big family size might have a detrimental effect on parental discontent with adventurous behavior learning (Lau & Lee, 2021). Parents who have children with special needs have higher concerns than parents who have normal children (Greenlee & Reid, 2020). The American school collapse causes parents to constantly be with their children. This results in parents experiencing their own emotional responses, specifically increased worry and anxiety, particularly if they have children with special needs (Garbe *et al.*, 2020).

E. Limited Facilities

Limited facilities are also closely related to the economic status of parents. Synchronous or asynchronous learning requires internet facilities as support. Other additional facilities to support online learning are also determining the success or failure of the learning process itself (Sharma & Kiran, 2021). Research conducted in Indonesia on elementary school students shows that quota fees which are a consequence of online learning become their own problems because they will increase the costs that must be incurred (Putri *et al.*, 2020). Then the learning environment that is not conducive and the difficulty of access to get a decent learning space becomes a problem in itself (Lase *et al.*, 2022). The study conducted in America shows internet coverage and the availability of computers or smartphones are important needs for distance learning. The lack of reliable infrastructure and devices increases the difficulty of parents in distance learning (Garbe *et al.*, 2020).

F. Unprofessional Teachers

In addition to the challenge of restricted online learning facilities, instructor considerations contribute to parental satisfaction. Considered to be the defining factor for the

success of this online learning process, teachers are viewed as the crucial element. The findings of Bokayev *et al.* (2021) indicate that parental unhappiness stems from the problem of teacher pedagogical ability and the curriculum created by the government of Kazakhstan. Parents feel burdened because schools do not provide them with training to teach academic subjects to their children; they question how teachers can measure learning outcomes if they lack confidence and the ability to use technology when providing online learning services (Jang *et al.*, 2022; Joseph *et al.*, 2021; Sharma & Kiran, 2021). Research in Indonesia shows that the large number of tasks given by teachers to students also affects parents' dissatisfaction with online learning (Adawiyah & Darwis, 2021).

Similarly, research in Sri Lanka found that parents are satisfied with online learning if their children are competent and independent in carrying out their learning process. (Deepthi Kumari & Jayathilaka, 2022). According to Lase *et al.* (2022), 48% of parent respondents believe that the vast number of tasks that must be performed in a short period of time and less enjoyable learning techniques reduce children's learning motivation. According to Garbe *et al.* (2020), the amount of homework assigned to kids has a significant impact on parents' concerns. According to the findings of his research, teachers assign too much work, thus parents are also overwhelmed by the number of duties assigned by teachers.

Parental unhappiness stems from a lack of engagement with teachers. Parents prefer conventional face-to-face learning because of teachers' inability in giving educational services to their pupils. Teachers are considered unable to organize online classes due to a lack of variety in learning methods used, monotonous student academic activities that limit interaction between teachers and other students, and the assessment process cannot be done holistically because teachers are not fully involved in learning (Dong *et al.*, 2020; Duraku & Hoxha, 2017; Jang *et al.*, 2022; Joseph *et al.*, 2021; Lau & Lee, 2021). Therefore, parents perceive that teachers' handling of distance education is less professional, causing children to lose knowledge they should have acquired. These parents also described their negative perceptions of online education. Children do not view internet education as formal classes, thus they cannot concentrate on their studies (Dong *et al.*, 2020).

G. Health

The health component, both physical and mental, is one of the primary causes of parental discontent with online learning. Parents are burdened by this procedure since they must participate in their children's education. Especially in elementary school pupils who have not yet achieved independence and require guidance. Parents of primary school pupils in Hong Kong complained that the tasks were too numerous and of a high level of difficulty, therefore burdening them (Lau & Lee, 2021). The same thing was found in parents in South Korea as the results of the study showed that their dissatisfaction with online, especially asynchronous learning, led to low self-confidence in the management of children's education and increased concern over their children's competence (Jang *et al.*, 2022). Parents in India and Henan China who are worried about the competence their child will have and the eye health of their

child (Dong *et al.*, 2020; Joseph *et al.*, 2021). The results of the study in Kosovo also emphasized that the commitment to their children's lessons and homework has become a burden for them, parents also report an increased burden on children when expected to carry out the lessons well, but on the other hand have to deal with situations of fear, frustration and insecurity (Duraku & Hoxha, 2017).

IV. CONCLUSION

The unexpected Covid-19 pandemic surely had an impact on many aspects of life, including education. Face-to-face learning has been fully replaced by abrupt internet learning. The position of the teacher has been supplanted by that of the parent. During the Covid-19 pandemic, parents became the primary teachers in online learning. Several studies have found that parents with young children, such as those in elementary school, experience more stress than parents with children in middle and middle school. According to a research analysis, parents' satisfaction with learning during the Covid-19 epidemic is grouped into two categories: good and low. Parental involvement in their child's online learning process has a significant impact on parental satisfaction. The findings of the component analysis of parental satisfaction with online learning can be utilized to construct systematic, planned, and effective learning in the future by involving educational aspects such as students, teachers, parents, and schools.

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