Empowering families in the digital learning era: strategies to promote positive education

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Abstract. In online learning, the role of parents in their children's education changes fundamentally. They have to replace the teacher's duty to teach the subject matter and play the caregiver role. The study was performed on 23 parents of students with certain considerations, aiming to describe and explore the different problems parents face when accompanying their children. The participants had sent their children to public primary schools in Batu, Indonesia. Thematic analysis was used to analyse the data collected through observation, interviews and questionnaires. The analysis results showed that the parents were unprepared for their role as their children's caregivers at home. However, they showed positive behaviours in their parenting and education of their children. Rewarding their children for positive behaviour, accompanying them to study at home and giving them positive advice were the positive behaviours they showed. This study was performed on the parents, not the children. Therefore, it is hoped that future research will use observation of children as a source of research data.

Keywords: Helping and educating, online learning, positive education, psychological well-being, responsive parenting

1   Introduction

Family living conditions have suddenly changed significantly since the pandemic. It is common practice for parents to help children study at home. Children, especially those in kindergarten and primary school, rely on parental support and guidance to do schoolwork. Parental responsibility is not only in education but also in general [2]. Childcare, usually assisted by domestic workers, is no longer available due to social distancing protocols [1]. This situation poses a challenge for parents regarding responsive care for their children.

Several studies have examined the role of parents in raising and educating children. Four types of parenting have been researched. The first type is democratic parenting. It is parenting that treats children with their interests in mind. Children have the freedom to act. However, they must take responsibility for their actions [19]. The second type is authoritarian parenting which positions parents as the ones who best understand the child's needs and therefore feels it is appropriate to impose rules on the children [12]. The third type is a permissive parenting style, characterised by low demands and high responsiveness [26], and the fourth type is responsive. Parents try to fulfil their children's needs [6]. In contrast, this study focuses on responsive parenting because children are prepared to be resilient during problems and to maintain their academic development when studying.

This research examines the issues parents face in applying responsive parenting when supporting and teaching their children to learn online. There are three areas that this research focuses on. The first research area focuses on parents' opinions about online education. This research identified the main difficulties parents face in guiding their children. The second research area is the challenging factors that parents experience when providing learning support. The third area focuses on the bad behaviours that parents experience when guiding their children. These three focus areas will be used as a guide to explore the causes of difficulties in implementing responsive parenting during the pandemic.

1.1. The role of parents in the family

It can be a problem for many parents who must work and manage their time effectively to raise their children. Although the amount of time parents spend with their children increases during quarantine, it can be a significant burden on them as they have to take on the role of a parent while continuing to work on a day-to-day basis with full commitment [10]. It creates new problems that the parties involved must address and resolve. Parents who find themselves in a difficult situation are more likely to be stressed and feel bad as they try to adjust to the demands they have to meet [28]. The condition of the parents has an impact on the condition of the child. In other words, the quality of the child's well-being is reduced.

Parent's mental health is an important and key variable in their resilience to adversity and emergencies. Mentally healthy parents tend to be responsive parents [6]. Parents understand and meet their children's needs and support the success of healthy

developmental processes [11]. Research also shows that responsive parenting helps children become resilient. The more resilient children are in the face of stress, the easier it is for them to adapt to difficult and stressful situations and to feel that they are psychologically thriving [22]. Parenting style is the pattern of parental behaviours, beliefs and attitudes demonstrated through parent-child interactions and the specific parenting behaviours that parents use to interact with their children. The importance of a parent's role in children's education is based on the assumption that family is children's first and most important environment. In online learning, parents, especially mothers, are obliged to accompany children and provide education to increase children's motivation in learning, while children are obliged to stay at home.

1.2. Understanding of children

The period of childhood development is very important because it impacts the success of adult development. Childhood is the golden age when children experience the most optimal and vital period of brain development to help them continue growing. During this golden age, the role of parents is very important and strategic in children's education [7]. Research has shown that children with academic attention have adequate physical and psychological well-being, which impacts their academic, social and emotional well-being [5]. Furthermore, the educational process helps them to succeed in continuing to learn at the next level.

There are several reasons why this research is important. Firstly, early childhood development is more critical than later as it determines successful development in adulthood. Second, early childhood is the golden age when children experience the most optimal and critical period of brain development. Third, children who receive early academic attention tend to have better physical and psychological health in their golden years [9][14]. It has implications for improved academic, social and emotional well-being.

Studying children during and after the pandemic is very important and urgent. Data show that parents are abusive during the pandemic [10][[16]. Five ways to help prevent violence against children. First and foremost, the role of the family in raising children needs to be strengthened. Second, parents must be aware of how to care for their children. Third, communication and cooperation between schools and parents in raising children must be improved. Fourth, the role of religious institutions and local communities in supporting families must be strengthened. Fifth, in the economic sphere, families must be supported and empowered to deal with financial problems. This paper is a response to the first three recommendations concerning the role of parents and schools in the education and care of children during online learning.

1.3. Responsive Parenting and children's well-being

In everyday life, the relationship between parents and children is inextricably linked. What parents do has a significant impact on children's behaviour? In reality, however, some unhealthy parental behaviours can harm children. Research shows that parents tend to be rigid and harsh in their parenting. It leads to conflict in the parent-child relationship. As a result, children may have depression, confusion and fear of the crisis that is taking place. This condition leads to post-traumatic syndrome.

Responsive parenting is when parents recognise and respond appropriately and consistently to their children's emotional and physical needs [4]. Research shows that responsive parenting is effective because children are vulnerable to environmental stimuli. Children become happier, more confident, and more optimal when responsive parenting is applied to child development. Children with special needs have been the focus of previous studies [15].

The importance of responsive parenting is based on the assumption that responsive parenting is an approach that refers to family interactions where parents are aware of the child's emotional and physical needs. Parents can respond appropriately and consistently. Through responsive parenting, parents can understand each child's developmental differences and traits [19]. In addition, parents who use this parenting approach try to provide encouragement or support to their children when they face difficult times so that this parenting approach can reduce the impact of adverse events and stress in children's lives. This responsive parenting approach is also commonly referred to as authoritative parenting, which is a parenting method that allows parents to exercise extra control over children's behaviour [18]. Parents are also said to be responsive when they respect and acknowledge children's feelings and involve them in decision-making.

This paper is based on three main arguments: First, parents' unpreparedness for online learning has led to various problems in raising and educating children, characterised by a lack of understanding of children's characteristics and a lack of understanding of their role as educators; second if parents' duties are too heavy, it will lead to mistakes or failures in the treatment of children. Third, being a responsible parent can create a comfortable atmosphere for the child, which in turn can result in the child's well-being; and fourth, being a responsible parent can create a comfortable atmosphere for the child, which in turn can result in the child's well-being. These three arguments form the basis for understanding the barriers to responsive parenting.

2. METHODS

This qualitative study aims to describe and understand the role of parents in parenting and educating their children. Primary data were collected from the parents of the research subjects. In contrast, secondary data were collected from the local village head, the principals of public elementary schools 01 and 02, and teachers in both schools. Based on the above criteria and considerations, 23 parents were selected as the subjects of this study.

The instruments used to obtain research data were administering open and semi-closed questionnaires, observation, and interviews. The available questionnaires were filled out after selecting the research subjects based on predetermined criteria. The questionnaire-filling process was conducted at school with the help of some teachers from both schools. The questionnaire included three questions regarding online learning: (1) How do you feel about online learning? And why do you feel that way; (2) Do you have any problems with online learning?With online learning? And what kind of problems do you experience?; and (3) What kind of positive behaviours do you do when accompanying children during online learning? In this process, the author

conducted in-depth observations and interviews on these three issues through semi-closed and open-ended questionnaires.

The study was conducted over one month to assess online learning issues. The study's results recommended 23 parents complaining that their children had emotional problems, inappropriate behaviour and learning difficulties, causing parents to experience challenges and stress in supporting children in online learning. Based on the principal's and teachers' recommendations, the 23 parents were invited to attend a two-day Responsive Parenting counselling group and continued with mentoring. Data were collected through interviews and observations during the counselling and mentoring process. Focus group discussions with principals and teachers were conducted at the end of the study. In addition to gaining depth of data, the FGDs were used as a triangulation process of the data collected and analysed by the researchers.

Data obtained through these three techniques were analysed using thematic analysis. This approach focuses on studying parents' role in online learning as a phenomenon that can be analysed and interpreted. Data collected through open and semi-closed questionnaires were analysed quantitatively. Narrative data was analysed by categorising it according to the three issues. In addition, data collected through observations and interviews were analysed to support, strengthen and clarify the findings of the questionnaire data. Data were presented in tabular form, followed by explanatory narratives.

3. RESULTS

The research subjects were parents with children in public primary schools in Batu city. Table 1 shows that the parents who became research subjects were mostly poorly educated, over thirty years old, and had more than one child. In addition, most parents work as farm labourers. In other words, the research subjects were those with a middle to lower social status.

Table 1. Characteristics of research subjects

No.	Education level	Gender		Age		Social status		
		Women	Man	More than 30	Less than 30	Low	Midle	High
1	Primary School	10	4	10	4	10	4	0
2	Junior High School	7	0	7	0	3	4	0
3	Senior High School	2	0	0	2	0	1	1
Total		4	4	17	6	6	9	1

The main findings of parents' challenges are presented in three main research questions: online learning process, online learning problems, and parents' mistakes in accompanying children during online learning (table 2).

Table 2 shows that 1) parents face challenges in carrying out the online learning process caused by three things, namely children's habits of playing more than learning, too much work for parents to do both in the form of parenting and teaching tasks, and they feel bored at home; 2) online learning also causes problems for parents because they have difficulty in understanding school lessons, lack of understanding of children's psychological conditions, and difficulty in using technology; and 3) parents show positive behaviours in caring for and educating children during the pandemic. Positive behaviours include rewarding children when they behave positively, accompanying children to study at home, and giving positive advice to children.

Table 2.Question topics and results

No.	Question Topic		The result	Σ	%
1	The difficulty of the online learning process	.	Children play more	11	48%
		b.	Parental overwork	7	30%
		c.	Tired of being at home	5	22%
2	Parental concerns with online learning	.	Difficulty understanding the lesson	10	44%
		b.	Lack of understanding of children	9	39%
		c.	Difficulty using technology	4	17%
3	Positive parental behaviour in accompanying and educating children	.	Giving attention and praise	11	44%
		b.	Helping children learn	9	39%
		c.	Give positive feedback	3	22%

3.1. Online learning process

Parents experienced challenges in the online learning process. The analysis results show that online learning is difficult among the 23 researched subjects; only 3 (13%) people said online learning is fun; the rest, 20 (87%) said online learning isn't fun. There is enough time to supervise and teach children for those who find online learning enjoyable. Parents who find online learning unpleasant say their children play more than learn (48%), are overworked (30%) and are bored at home (22%). Parents were asked to comment on learning online. One respondent said

"Online learning is boring because children prefer to play rather than learn, are undisciplined, and sometimes even invite arguments with parents (subject 02).

Another subject also supported this opinion, stating, "...online learning is boring because there is too much to do at home, I often feel tired..." (subject 04).

Facing circumstances that require me to be in the field continuously and accompanying children to study at home sometimes makes me tired and bored (subject 13).
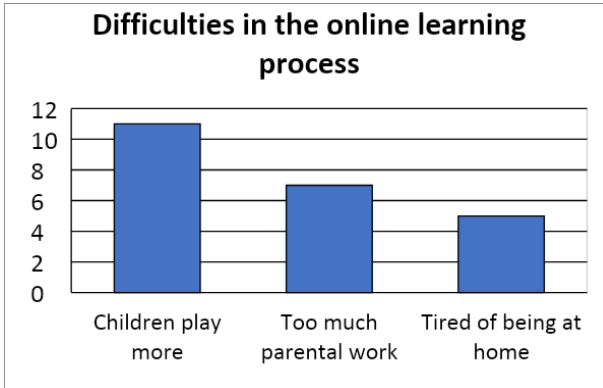
Figure 1. Difficulties in the online learning process

3.2. Parental issues in online learning

Managing the online learning process is difficult for parents. The results show that parents are often faced with problems. Three things mainly cause parents challenges in supporting their children. Firstly, a lack of knowledge about the subject matter. Ten (44%) said they found it difficult to understand and explain what they were learning at school to their children. Secondly, parents' lack of understanding of the characteristics of school-age children. Nine people (39%) said that they found it difficult to understand their children and treat them according to their psychological conditions and needs. Thirdly, 17% of parents experienced difficulties using information and technology, especially the Internet. The observation and interview data support the questionnaire data. As one of those interviewed said

"I find it difficult to explain the subject matter, perhaps because of my limited education" (subject 10).

"Online learning is difficult because my child would rather play than learn" (subject 13).

"I have trouble doing my child's homework because I don't know how to use the internet" (subjects 6 and 11).
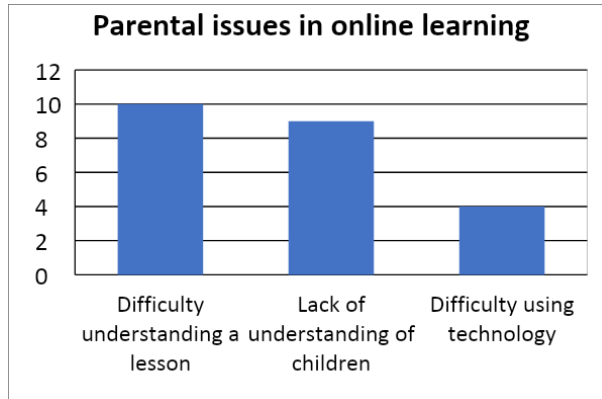
Parental issues in online learning

[Bar chart showing: Difficulty understanding a lesson = 10, Lack of understanding of children = 9, Difficulty using technology = 4]

Figure 2. Parental Concerns in online learning

3.3. Positive parental behaviour in accompanying and educating children

Parents can still demonstrate positive behaviours in supporting and educating their children, even though the pandemic has caused them to spend more time at home helping their children. The analysis results show that each of the 23 participants in the study experienced positive behaviour in the form of the ability to show attention and affection to their children. This ability was manifested in the form of giving attention and praise (44%), helping children to learn (35%) and giving positive advice (22%). The interview data supports the view that parents have positive attitudes towards their children's upbringing and education. One respondent said

"I give praise when my child does something positive. The way I do it is by praising his name, or sometimes giving gifts that my child likes" (subject 05),

Even though I don't understand all of my child's school subject matter, I still accompany my child when he is studying at home (Subject 13),

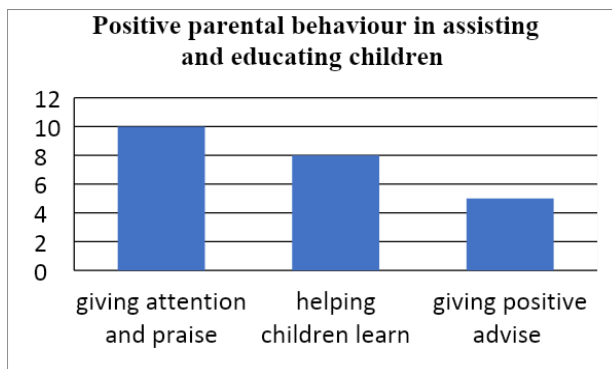*I often advise my child to be a good person and useful for society* (subject 04).

Positive parental behaviour in assisting and educating children

[Bar chart showing: giving attention and praise = 10, helping children learn = 8, giving positive advise = 5]

Figure 3. Positive parental behaviour in accompanying and educating children

4. DISCUSSION

Mindfulness This research shows two challenges for parents in implementing responsive parenting with online learning during the pandemic. Firstly, conditions are less favourable for parents and children in the online learning process, as evidenced by children playing more and being undisciplined when learning online; parents are given more and more tasks. They tend to be overloaded during the pandemic, and the conditions at home are tiring. Secondly, parents' pedagogical and learning management competencies to help their children learn online are low, especially their inability to understand lessons, lack of understanding of children's characteristics and limited mastery of technology. Thirdly, the difficulties experienced by parents do not prevent them from utilising positive opportunities in education and childcare while learning at home.

The difficult conditions parents face in the online learning process are the impact of the change in the learning system from offline to online. The unpreparedness of all parties (school, family, and unsupportive institutions) causes learning rules to be unclear [17]. It causes children to have no control over their learning discipline [3]. It has led to an increase in the role of parents in educating children, as they have to replace the role of teachers in developing children's academic abilities [20]. At the same time, Indonesian culture tends to leave their children's education to schools. Interestingly, parents' difficulties with online learning do not prevent them from taking a positive approach to their children's education.

The contributing factors are the low understanding of children's psychological condition and the low mastery of the subject matter that children learn. Parents' educational background, which is sometimes only limited to elementary school, is one of the factors for the ineffectiveness of online learning implemented so far. Furthermore, this condition triggers the emergence of mis parenting behaviour in child care and education during the pandemic [8][27]. Therefore, online learning is not optimal because it can lead to the deprivation of children's welfare due to parental mistreatment.

These findings reflect concerns about child well-being due to parents' lack of understanding of their children, increased workload, and low proficiency in information technology. It may cause parents to stress due to their heavy life burdens [25]. This research shows that education is a strategic factor to consider in improving society [24]. Research shows that low socioeconomic levels correlate with lower psychological well-being in children.

Other studies have shown that low levels of parental economic income correlate with poorer child mental health. The above description explains that children's mental health problems can be prevented by equipping parents with the right knowledge to support their children. In other words, parents' inability to respond and fulfill children's psychological and social needs becomes an obstacle for parents to implement responsive parenting and even tend to develop negative parenting [21][28]. Children

are not young adults, but children are the next generation who still need guidance and direction from parents as role models of behaviour.

Research has shown that a child learns from their environment, including parents, through modelling. It means that parents must model for their children how to think, express emotions, and act in everyday life. A study showed that parents who always think positively are effective and have direction in life. Research shows that parents' inability to manage emotions affects children's psychological state, and other studies show that stressed parents cause psychological problems in children.

Previous research on parenting styles has been conducted with different approaches and focuses. For example, several studies have been conducted on the role of different parenting styles on children's psychological state. These studies have examined the impact on children's mental health, psychological well-being, depression and learning. Research has also been conducted on the pandemic. For example, research on stress among Nepalese people was obtained from an online survey. In contrast to previous studies, this research uses a qualitative approach by exploring the issues parents face in supporting their children during the pandemic.

5. CONCLUSION

The findings suggest that online teaching and learning activities have created problems for parents in supporting their children's learning at home with a responsive parenting approach. Parents experience physical and psychological exhaustion from heavy parenting responsibilities between nurturing and educating. However, parents' difficulties in parenting and education do not prevent them from developing responsive parenting patterns. They remain aware of their children's condition and endeavour to fulfil their economic and psychological needs. This research shows an important finding that online learning poses a dilemma for parents in educating and parenting children at home. Parents' unpreparedness in assessing their children during online learning allows children to develop emotional and physical needs. The solution to these problems is the development of responsive parenting patterns, which parents carry out with an orientation towards fulfilling children's psychological needs.

Findings from implementing positive parenting during the pandemic have shown that positive attitudes and behaviours are essential in dealing with problems in daily life. These findings contribute to educational and developmental psychology, particularly parenting during the pandemic. Given the importance of these findings, policymakers need to consider methods to develop cognitive and parenting skills, involving academics and professionals to improve responsive parenting skills.

Several studies conducted in the context of a pandemic have various limitations, especially regarding adherence to health protocols. These studies are limited because they are conducted on parents as actors in education and childcare. These studies do

not include children who feel the direct impact of their parent's behaviour. Thus, further research would benefit from children's data.

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