

RESEARCH ARTICLE

Parents' and children's paradoxical perceptions of online learning during the Covid-19 pandemic

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Abstract: The current study investigates the reason for parents and children's paradoxical perceptions of online learning, determining factors, and the impact of these differences on their relationships. This research employs qualitative data collection and analysis approaches. Twenty-five parents and their children studying at an elementary school and participating in mentoring activities in Malang, Indonesia, were recruited based on the school principal's recommendation. The data were collected using in-depth interview techniques with parents and their children and observations during the counselling sessions and continuous mentoring sessions. The results show that parents and children perceived online learning paradoxically in three aspects: time, implementation process, and online learning media. Parents tend to perceive online learning negatively, while children perceive it positively. The difference in perception is caused by different expectations and attitudes towards online learning and the family's socioeconomic conditions during the Covid-19 pandemic. The differences in perceptions trigger parent-child conflicts indicated by poor communication, negative labelling, and physical violence. Three policy recommendations are proposed to address the issue during times of crisis, including the Covid-19 pandemic.

Keywords: parent-children conflict, perception, online learning, poor communication, negative labelling, physical violence

1 Introduction

Parents and children may have varying perspectives on online learning amid the Covid-19 pandemic. While parents regard online learning as a shift of teaching obligations from teachers to parents that they must take seriously, children view it as a more relaxed and flexible mode of instruction (Papadakis *et al.*, 2019). According to Tanoto Foundation research, most (56 per cent) of 1,721 parents stated that online education adds to their stress since they must also comprehend their children's school subjects and explain them during online learning. As a result, many parents struggle with emotional distress, boredom, worry, and anxiety around their children's accomplishments (Adit, 2020). In comparison, another Tanoto Foundation research of 2,218 children discovered that 48% of children found online education more fun (Bona, 2020).

Similarly, a Telia Company survey of 7000 children from seven countries addressing online learning at home revealed that more than half of the children reported feeling happier, safer, happier, and calmer when studying at home during the pandemic (Telia, 2020). The paradoxical online learning experience of parents and children during the pandemic is a subjective psychological process in which each individual has a unique perspective on the same object or event (Dong *et al.*, 2020; Qiong, 2017). These distinctions may influence their relationship and result in conflict (Öngören, 2021; Eyimaya & Irmak, 2021) or maltreatment of children (Griffith, 2020; Rodriguez *et al.*, 2021).

Two tendencies emerged from a survey of parents and children's opinions of online learning during the epidemic. On the one hand, both parents and students viewed online learning as an unpleasant learning activity during the pandemic, particularly during the early stages of lockdown. On the other hand, online learning is also favourably appraised. Parents' negative perceptions of online learning are primarily due to the inconsistent schedule of online learning during the pandemic (Dong *et al.*, 2020; Heba *et al.*, 2020; Ludji & Marpaung, 2021), impact on children's health, particularly the influence of mobile phone and laptop radiation, and

unsatisfactory learning processes and outcomes (Lagomarsino et al., 2020; Lase et al., 2021; Werner & Woessmann, 2021). Some parents see online learning as a significant learning challenge during a pandemic, and they are happy with the learning experience (Harper, 2020; Joseph et al., 2021; Khan, 2021; Yohana et al., 2021; Papadakis et al., 2021).

Conversely, children associated online learning with decreased opportunities to play with friends (Werner et al., 2021), receiving less favourable treatment from parents, increased schoolwork, and dissatisfaction with learning quality (Andrew et al., 2020; Elkins et al., 2021; Wiley et al., 2021). Despite the above negative perspective of online learning, children also have excellent views of it, particularly in learning tools such as laptops or mobile phones and more flexible study periods (Baczek et al., 2021; Bast, 2021; Kulal & Nayak, 2020). The differences in positive and negative opinions of online learning are inextricably linked to numerous contributing factors. First is internal elements which include everything that originates inside an individual and manifests as personal qualities, such as attitudes, beliefs, values, life experiences, expectations for online learning, and abilities to use technology (Dong et al., 2020; Giovannella, 2022; Owusu-Fordjour et al., 2020; Sason et al., 2022). The other factor is the external one, which refers to conditions or circumstances outside the individual, such as the fulfilment of needs and infrastructure conditions that support online learning (Bast, 2021). It also refers to the quality of student learning interactions with teachers and parents (Ngurah & Laksana, 2020; Owusu-Fordjour et al., 2020), urban or rural areas (Muthuprasad et al., 2021), educational level (Ferraro et al., 2020), and family's economic situation.

Until recently, most studies on parents' and children's perceptions of online learning have been conducted separately using an ethical point of view. Existing research focuses primarily on online learning from the perspective of parents (Abuhammad, 2020; Agarwal and Kaushik 2020; Bast 2021; Bhagat, Wu, and Chang 2019; Lau & Lee, 2021; Muthuprasad et al., 2021; Ngurah & Laksana, 2020; Osorio-Saez et al., 2021; Zhang, 2021). Due to a dearth of research on online learning from both parents' and children's perspectives (Cui et al., 2021). Additionally, research on parents' and children's perceptions of online learning is often conducted using an ethical perspective, employing objective measurements established by societal norms. This bias misses the emic perspective, which views perception as a subjective psychological process unique to individuals, allowing for variation in how something is viewed (Qiong, 2017; Siegrist & Árvai, 2020). Individual subjective dimension is critical to comprehending learning during an epidemic (Savadori & Lauriola, 2021; Skagerlund et al., 2020). According to the current trend, most research on online learning has failed to identify the discrepancy between parents and children's views of online learning and its impact on the parent-child relationship.

This study addresses the gaps in prior research that overlooked the discrepancies in parents' and children's perceptions of online learning during the Covid-19 pandemic and how these perceptions as a subjective process may lead to tensions in the parent-child relationship. Three crucial issues were investigated: what discrepancies exist between parents and children's views of online learning? Why are parents and children's perspectives on online schooling paradoxical? How do parents' and children's contradictory perspectives affect their relationship?

Three variables contribute to the disparate perspectives of online learning held by parents and children in the study. First, the divergent perspectives of parents and children on online learning are an important area of study that has gotten less attention in earlier studies. Second, these perceptual inconsistencies and the causes for these discrepancies account for the causal link that demands additional examination. Thirdly, the diverse perspectives of parents and children act as the catalyst for a series of consequences. As a result, this research is expected to give a more comprehensive understanding of ways to resolve parent-child relationship conflicts.

2 Methods

This research used a qualitative technique to obtain detailed information on parents' and children's attitudes about online learning. Purposive sampling was used to select participants based on the following criteria: (1) parents of students experiencing learning difficulties during the pandemic; (2) parents experiencing stress disorders while accompanying their children to study online; and (3) recommendations from the school principal. Twenty-five parents and their children were selected based on these three criteria. They were enrolled as students in 2020-2021 at a public elementary school in Batu Malang City, East Java province, Indonesia. Table 1 describes the demographic profile of the research participants. Most of the children were between 8-and 10 years old (60%), while six other children were 10.1-12 years old (24%), and four others were between 6-and 8 years old (16%). Most of the parent participants were between 20-and 30 years old (52%), while ten other participants were between 30-and 40 years old (40%), and two others were between 41 -and 50 years old (8%). Most parents (n=14; 56%)

only graduated from elementary school education, seven parents graduated from a junior high school education level, two parents (8%) graduated with high school education, and two others (8%) have tertiary education. In terms of occupation, almost half of the parents are farmers (44%), eight parents are workers (32%), four others are traders (16%), and the other two work as professionals (8%). All of the participants live in a village with lower-middle socioeconomic status.

Table 1 Participants’ demographic profiles

Aspects		N	%
Age	Children		
	6 – 8-year-old	4	16
	8.1 – 10-year-old	15	60
	10.1 – 12-year-old	6	24
	Parents		
	20 – 30-year-old	10	40
	30.1 – 40-year-old	13	52
Parents’ education	40.1 – 50-year-old	2	8
	Elementary school	14	56
	Junior high school	7	28
	Senior high school	2	8
Parent’s Occupation	University	2	8
	Professional	2	8
	Farmer	11	44
	Trader	4	16
	Worker	8	32

2.1 Data collection

This three-month study began with an evaluation of the challenges faced by parents who complained about their children’s lack of discipline in school, resulting in difficulties and stress associated with accompanying their children to learn online. The 25 parents were invited to participate in a three-day “responsive parenting” counselling and continuous mentoring group on the school principal’s recommendation. The data were collected during the counselling group process using reflective questions to elicit information on parents’ self-awareness of online learning, their role in assisting children’s online learning, and their difficulties. There are six reflective questions for parents that counsellors asked during the group counselling session or parent participants wrote in their reflective journals when they encountered challenging circumstances accompanying their children to study during a pandemic. Meanwhile, data on children’s opinions of online learning were gathered using four open-ended interviews. Table 2 describes the reflective questions for participants.

Table 2 Reflective questions to explore the perceptions of parents and children towards online learning

Participant	Reflective questions	The technique of data collection
Parent	1. What do you experience (event or condition)?	1. Data were collected during the group counselling process.
	2. What is your feeling (emotion) during the event?	
	3. What are your negative thoughts during the event?	2. Parents complete a daily journal during the parent mentoring process.
	4. What are your positive thoughts during the event?	
	5. What are your physical reactions during the event?	
	6. What behaviour emerged during the event?	
Child	1. Tell us about your online learning experience during the Covid-19 pandemic (online learning time, learning media, and learning process).	Through interview
	2. What do you like and make you happy when learning online?	
	3. What do you dislike and make you unhappy during online learning?	
	4. How did you learn online learning with your parent?	

2.2 Data analysis

Two methods of data analysis were used; data processing by following Huberman (2000) during the counselling and mentoring process with parents and children interviews. The gathered data were analyzed to determine the nature, reasons, and consequences of parents and children’s disparate perceptions of online learning. The discrepancy in perception was due to the different

patterns of learning time, media, and process. This study mapped various measures that indicate various interpretations of online learning. The researchers mapped the factors contributing to perception disparities, such as expectations, attitudes, and socioeconomic position, contributing to variations in parents' and children's views of online learning. Data on the implications of perception discrepancies were also mapped, particularly on how perception differences resulted in parent-child conflicts. Second, the analysis technique utilized began with "restatement" of the data gathered via observations and interviews, followed by "description" to identify patterns or trends in the data, and ended with "interpretation" to explain the meaning of the data gathered.

3 Results

Parents and children have different viewpoints on online learning during the Covid-19 pandemic. This section describes the evidence on perception differences, variables that drive perception differences, and the consequences of perception differences on parental behaviour.

3.1 Different forms of perception

Perception differences are defined as discrepancies in how online learning during a pandemic. This section explains the variations in parents' and children's perspectives of online learning in three areas: learning time, media, and method. Time refers to the timetable for online learning and the time spent on online learning. Media is seen as a tool used in online learning. In addition, the learning method is described as the approach used by the instructor to convey subject matter online. Table 3 illustrates parents' and children's distinct perspectives on online learning. There are several discrepancies in parents' and children's perspectives during the implementation of online learning, as shown in Table 3. Parents thought that online learning's implementation time was not precise. Offline learning is more straightforward; students receive guidelines on when learning starts and finishes and when assignments must be completed and collected. Additionally, parents see online learning time as erratic and do not work well with their working hours, making it difficult for parents to manage their time effectively.

Meanwhile, children have a different perspective on online learning. According to children's perceptions, online learning at home is more relaxed than offline learning at school. Additionally, online learning time gives children more time to finish homework. Additionally, several students said that online learning is more flexible and adjustable based on situations and conditions. Additionally, these youngsters said they were not required to hurry to school or do homework. These three arguments showed parents' and children's perception disparity of online learning time, with parents having more negative impressions and children having more positive perspectives.

Table 3 Differences in perception of online learning in time aspects

Participants	Perception of Time	Example of participant statements
Parents	It is not clear when learning starts and ends (PP4, PP6, PP7, PP8, PP10)	Online learning is very time-consuming, and there is almost no apparent time limit for children to learn because they have to do assignments continuously.
	Online learning takes up the parents' work time (PP3, PP5, PP6, PP)	It feels like the whole day is only spent accompanying children's learning.
	Parents are difficult to divide time with.	I feel difficult to divide time between work and guiding my children.
Children	Loose learning time	Online learning takes time, and I can do my homework while relaxing.
	Studying online at home is the same as school holidays.	The online study schedule is not as tight, and it feels like a more relaxed vacation.
	Students do not rush to school.	I do not have to get up early and rush to school.

Parents and children also have different perceptions of online learning media, namely smartphones and laptops (Table 4). From the parents' point of view, using a smartphone, laptop, and internet media has increased family expenses, especially the cost of the internet quota. In addition, parents were also worried that their children misused smartphones or laptops to access internet content not suitable for children or to play online games. Some respondents stated that they could not afford to buy new smartphones for their children, so they shared their smartphones. Unlike parents, children were receptive to smartphones and laptops being used as the primary media of online learning because they can use smartphones longer and less restriction. Some children were happy because their parents bought them a new smartphone, and they could play online games when they were tired of studying. Table 4 shows some examples of parents and children's statements.

Table 4 Differences in parents’ and children’s perceptions of online learning media

Participants	Perceptions on media	Example of Participants' Statements
Parents	Family expenses increased due to buying a new smartphone and internet data package.	I have to spend more money to buy the internet quota.
	Parents have to share their smartphones with their children. Parents are worried that their children misuse their smartphones. Children are happy to have their smartphone	I have to share my smartphone with my children for studying online at home. I had to allow them to use my phone because I could not afford a smartphone. I am worried that my children will see YouTube or Tik Tok and get addicted to playing games. . Because of online learning, my parents bought me a new smartphone.
Children	If we are tired of studying, we play online games or YouTube. It is easy to find additional material or answer questions.	I like online learning using a smartphone or laptop. if we are bored, we can watch YouTube or play games If we use a smartphone, we can search for answers to questions on Google.
	I Can communicate directly with friends.	I Can make friends when zooming.

Alongside learning time and media, teachers’ learning approaches also contribute to parents’ and children’s perception differences. The parent participants complained that online learning imposes a problematic task, and parents with low education had difficulty understanding the school subjects, especially if teachers did not explain. In addition, the children received more school assignments or homework in their online learning than in their offline learning. Meanwhile, children did not feel online learning was complex as they could ask their parents or relatives to help or learn via YouTube and tutorial videos (see [Table 5](#)).

Table 5 Differences in parents’ and children’s perceptions of methods online

Participant Response	Perception of Learning Method	Example of Participant Response
Parent	The teacher is not clear in conveying the material.	The teacher is unclear in conveying the subject and immediately gives assignments, while I do not understand the lessons for elementary school children.
	There are more school assignments than offline time.	The number of school assignments given by the teacher increased, and I could not help the children with their assignments. Teachers must have many ways to make the children understand the subject and become enthusiastic about learning.
Children	The teacher's strategy has not varied to foster learning motivation.	The teacher gives many assignments. However, if I do not do schoolwork from the teacher, usually my mother does it.
	There are many school works, but many people can help.	Learning online at home is pleasurable; I can freely search for answers to questions on Google.
	Online learning gives children the opportunity to learn more about the subject.	Learning online at home is not tiring, and we can lie down, eat, drink, and watch cartoons.
	The online learning process is more relaxed than the offline one.	

3.2 Factors that affect perception

Various reasons influenced the parents’ and children’s perception differences towards online learning—at least two causal variables: internal and external influences. Expectation and attitude are considered internal influences, while socioeconomic situation during the pandemic is considered external elements.

Parents’ and children’s perception differences of online learning are impacted by how parents and children understand the role of online learning. Children believed that online learning had provided them with an opportunity to use smartphones freely. Some children also get smartphones from their parents, so they do not need to borrow or take turns with their siblings. Meanwhile, parents interpret online learning as a substitute for offline learning at school; they expect a similar learning process. They hoped that teachers’ roles in online learning were the same as those in offline learning, and they hoped that parents did not need to substitute teachers’ responsibilities.

The participants’ attitudes distinguished the way they view online learning. The parents worry that their children abuse permission to use smartphones during online learning to access other internet content or play online games. In addition, parents get uneasy because they think their children become undisciplined in studying. Meanwhile, children are enthusiastic about online learning. Apart from using smartphone or laptop media, they considered online learning more relaxed.

The second factor is the family’s socioeconomic conditions during the COVID-19 pandemic. The epidemic has caused radical changes, including a family’s economic condition. Many parents believe that online learning has doubled family expenses, especially educational needs. The interview results showed that the limited financial conditions prevent parents from buying different smartphones for their children to support their studies and internet quota. Many parents could only afford to share their smartphones with their children for working and online learning. Besides, this challenging economic condition forces the parents to prioritize fulfilling their family needs rather than accompanying their children to study. On the other hand, even though they know the family’s economic difficulties, it is not their primary concern. The **Table 6** provides examples of parents and children’s comments on the factors influencing children’s online learning.

Table 6 Factors influencing parents’ perception of online learning

Factor	Perception	
	Example of parents' statement	Example of children's statement
Exceptions to online learning	Online learning is the same as offline learning.	Online learning provides an opportunity to use. Smartphones more freely
	The teacher plays similar roles in online and offline learning.	Having a personal smartphone makes online learning easier
Attitudes towards online learning	The ambiguity between accepting and rejecting online learning	I am enthusiastic about learning to use a smartphone or laptop.
	Parents feel uneasy because children become undisciplined in learning.	Children Are happy with online learning because it is more relaxed
Socioeconomic conditions of the family	Online learning increased family's spending on children's education costs	Focusing more on the availability of online learning facilities
	Parents are required to be able to divide their attention between accompanying their children to study and work.	
	Decreased income due to the impact of social restrictions imposed by the government (lockdown)	

3.3 Differences in perceptions and parent-child conflicts

Parents and children’s different perceptions of online learning during the COVID-19 pandemic caused parent-child conflicts. The analysis of mentoring sessions on parenting indicates three aspects of parent-child disputes: (1) parents having poor communication with their children, (2) parents giving negative labelling to their children, and (3) parents doing physical violence against their children (See **Table 7**).

Poor parent-children communication was indicated by parents’ high intonation when giving instructions or talking to their children. All parent participants admitted that they often shouted or communicated with high intonation when accompanying their children when learning online. Poor communication was indicated by parents’ angry and impatient attitudes when children do not quickly understand a topic explained by their parents. Meanwhile, some parents also stated that they did not care about their children’s learning behaviour. On the other hand, children participants mentioned in the interview that they showed opposing behaviours when they felt unhappy communicating with their parents, such as responding to parents’ calls or instructions passively, not responding, or acting lazy when studying with their parents. They also preferred to check with their teachers over their parents.

The second conflict forms are labelling and insult to children. Negative labelling is defined in this research as giving children a negative identity. During parent counselling sessions, most parents admitted that they gave negative labels to their children, including being lazy, naughty, unruly, stupid, and rebellious. **Table 7** shows some examples of parents’ negative labels on their children. The children’s interview results also pointed out that children also gave negative labels to their parents when they were forced to study, not allowed to play games on their smartphones, or scolded by their parents with terms such as being fussy, grumpy, witch, or cruel parent.

The third form of parent-child conflict is expressed through physical abuse, such as pinching the children’s thighs or buttocks. Some participants admitted that their parents’ hit them when they got annoyed or angry when accompanying children to learn online. The results of children’s interviews showed that children tended to be silent, cried loudly, or ran away from their parents when receiving physical violence because they did not dare to fight back. **Table 7** presents parents’ and children’s comments on physical violence during online learning.

Table 7 Forms of parent-child conflicts

Forms of conflict	Examples of parents' statements	Examples of children's statements
Poor communication (screaming)	"If I do not shout, my children will not listen to my calls. He prefers playing to listening to my advice."	"I am often silent when parents call or ask; I hate to be scolded."
	"I often cannot control my anger at my children who is lazy to study online, and in the end, I have to do his schoolwork."	"... my teacher is more patient than my mother when teaching lessons."
	"Sometimes I do not care; whether my children want to do assignments or not, I feel tired. I do not want to get stressed seeing children disinclined to study and only play online games all the time."	"... I am annoyed that I am always told to study, and I cannot play games even for a short time..."
Negative labelling	"I have run out of ideas to encourage my children to study; he becomes lazy while studying at home, only playing online games."	"...my mother is very fussy..."
	"My son is very "Unbelievable" (naughty) ... "...My son is a rebel..."	"...my parents are grumpy..."
	"...my son is stupid, I explained his assignments many times, and he does not understand."	
Physical abuse	"I often lose control, and I pinch my child's thigh or buttocks when he does not want to learn and just plays."	"...I do not like being hit or pinched, but I do not dare to fight back..."
	"...I sometimes twist my child's earlobe when annoyed with his behaviour."	"...I cry a lot when I am in pain from being hit..."
	"Sometimes, when I am tired and cannot wait to face my child's behaviour in learning, I hit the children, so they become more disciplined in learning."	"...I run if my parent wants to pinch or hit me."

4 Discussion

This research demonstrated that parents and children assessed online learning differently, resulting in divergent perspectives. According to the first result, parents' perceptions of online education are often unfavourable because it is time-consuming and interferes with their other responsibilities economically (increasing the family spending on education) and psychologically (increasing stress, depression, worry, and boredom). This finding on parents' negative perception aligns with several previous studies (Coyne et al., 2020; Cui et al., 2021; Dong et al., 2020; Griffith, 2020; Wu & Xu, 2020). While some research indicates that parents do not have unfavourable opinions, parents continue to see online education as having economic, psychological, and social restrictions. (Lase et al., 2021).

Meanwhile, children participants rated online learning more positively because it gives them the flexibility of time, learning rules, and the opportunity to own and use smartphones, which otherwise would not be available to them. This finding agrees with some previous studies by (Cui et al., 2021; Kulal & Nayak, 2020; Muthuprasad et al., 2021), which reported children's enthusiastic attitudes toward online learning. Cui et al. (2021) found that children have a positive tendency towards online learning but experienced stress and dissatisfaction in online learning during the COVID-19 pandemic.

Theoretically, an individual's perspective of a thing or event is influenced by two internal factors (*e.g.*, expectations and attitudes) and one external factor (family socioeconomic conditions). First, parents anticipate that online learning will be identical to offline learning, both in execution and the quality of learning results. Nonetheless, parents' expectations are not met because the online learning process in their context has several drawbacks, including a preliminary schedule, unclear methods, and, most significantly, the use of smartphones to access the internet as a medium of instruction has encouraged children to play rather than learning. Additionally, these parents were disappointed with the consequences of online learning in their context. The outcomes of this study add to the empirical evidence that parents' expectations for

online learning are not well met (Dong et al., 2020; Heba et al., 2020; Lau & Lee, 2021).

On the other hand, this research also discovered that children's expectations of online learning are often met, including a flexible learning process, a chance to own a smartphone, and more accessible and free internet access. Expectations serve as a component of judgment that evokes emotions (such as pleasure, happiness, disappointment, and dissatisfaction) (Demir et al., 2009), positive or negative performance (Winkler & Hermann, 2019; Yang & Yang, 2019), as well as comfort or pain (Naddeo et al., 2015).

Second, attitude is a factor that influences how individuals make judgments and how they perceive events (Gjelaj et al., 2020; Savadori & Lauriola, 2021). The current study has discovered parents' ambiguous attitudes towards online learning. Parents were forced to accept online learning as the main alternative for learning during the COVID-19 pandemic. On the other hand, parents are disappointed with the practice of online learning. Parents and children's views regarding online learning cannot be isolated from their experiences. Parents' dissatisfaction with online learning outcomes is multiplied by their difficulty in assisting children in learning. Parents may oppose online learning, but they must accept that their children must study online at home due to the pandemic. This equivocal attitude negatively affects parents' judgments, resulting in negative perceptions of online learning (Cui et al., 2021; Karavida & Tympa, 2021). On the other hand, this research demonstrates that youngsters like online learning more, which results in sentiments of enthusiasm and pleasure. Individuals' emotions may reinforce their attitudes and perception toward an object or event (Sathishkumar et al., 2020; Savadori & Lauriola, 2021).

Third, the family's socioeconomic status is an external variable that significantly influences parents' and children's varying attitudes about online learning. Most parents in this research had an average lower-middle economic status; most graduated from junior high school degrees and worked as farmers and labourers. -The government's policy of restricting social and physical distance during the COVID-19 pandemic (lockdown) exacerbates families' social and economic problems (such as decreasing family income, losing jobs, and business problems) (Karakose et al., 2022; Skaraki & Kolokotronis, 2022). Meanwhile, the implementation of online learning gave parents an additional burden because they have to accompany their children's learning and cover other costs for purchasing an internet quota and a gadget (smartphone or laptop) for the children's online learning (Katsaris & Vidakis, 2021; Poultsakis et al., 2021). The situation propelled parents to perceive online learning negatively. These results corroborate Abuhammad (2020) and Lubis & Lubis (2020) studies which show that socioeconomic characteristics influence parental resistance and negative perception of online learning. Interestingly, this research found that children have a favourable perception of online learning, even though their family's socioeconomic situation is insecure. Family socioeconomic constraints indirectly affect children's interactions with their parents and classmates (Aryani et al., 2021; Cui et al., 2021; Sathishkumar et al., 2020; Karakose et al., 2021; Westrupp et al., 2021).

Parents and children's different perceptions of online learning trigger conflicts between parents and children. Parents tended to be resistant to online learning, while children were more receptive. Parent-child conflicts occur when parents and children take opposing stands, are not in a harmonious relationship, and have a negative dyadic influence on each other (Goodman-Wilson et al., 2012; Patterson et al., 1998; Weaver et al., 2015). Parent-child disputes might arise due to parents' unfavourable attitudes regarding online education during a pandemic. Many parents were dissatisfied with the online learning process because their responsibility to assist their children's learning increased. At the same time, the school's assistance was inadequate, particularly at the pandemic's beginning (Li & Lee, 2021).

Additionally, difficulties with children's learning behaviours contribute to conflict between parents and children (Pelikan et al., 2021). Online learning made children less disciplined, their study motivation got lower, they concentrated less on their learning, and they became more reliant on their parents during online learning (Lase et al., 2021). Conflicts between parents and children in this study are conflicts of opinion (Lahav-Kadmiel & Brunstein-Klomek, 2018), differences in perceiving online learning and ultimately leading to conflicting behaviour and giving each other a negative influence on parents and children (Patterson et al., 1998). The study found that parent-child conflicts were shown in ineffective communication, negative labelling, and physical violence, as stated by Griffith (2020), Girlando et al. (2021), and Weymouth et al. (2016), who characterize parent-child conflict as mutually hostile behaviour, hatred, inharmonious communication, and verbal and physical aggressiveness.

Parent-child conflicts arising from perception disparities in coping with online learning highlight the need for parental education since parental awareness and skills will affect parenting practices in various contexts. As a process through which parents socialize and teach values to their children, parenting is critical to children's development. Three measures may improve parenting quality and contribute to forming a prosperous and virtuous generation. First, prospective

parents should get parenting education from government agencies and the community so that each prospective parent understands parenting patterns and is prepared to educate their children. Second, there must be an active and planned partnership between families and schools to foster responsive parenting in children. Third, parents who need help with the childcare process should get assistance to avoid child maltreatment, which may negatively influence child development.

5 Conclusion

This research establishes the importance of parenting skills in assisting children in times of crisis, such as a pandemic. Parent-child relationship conflicts due to differences in perceptions of online learning can be minimized if parents have good parenting skills.

Several limitations should be noted in the study. First, the current research only involves a relatively small number of respondents, and the following research should increase the number of respondents to produce more valid results. Second, the context of this study is limited to the context of the COVID-19 pandemic. The authors admit that differences in parents' and children's perceptions of online learning are influenced by various complex, multi-dimensional factors and the context.

Further research may consider other influencing factors and the differences in subjects' perceptions of new ordinary and post-pandemic contexts. Finally, this research is limited to elementary school students, and the next researcher may consider other respondent populations, such as secondary and tertiary education students.

Conflicts of interest

The authors declare that they have no conflict of interest.

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