



Understanding the Influence of Corporate Social Responsibility on Brand Management: A Qualitative Analysis

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ABSTRACT : *This qualitative research aims to investigate Indonesian adolescents' perceptions of online learning amid the COVID-19 pandemic. Employing a phenomenological research model, the study delves into the lived experiences and perspectives of adolescents regarding the transition to online education. A purposive sampling technique was utilized to select participants from diverse socioeconomic backgrounds. Data collection involved in-depth interviews and thematic analysis, allowing for a comprehensive understanding of participants' viewpoints. Findings reveal nuanced insights into adolescents' experiences, challenges, and preferences in online learning environments. The study underscores the importance of addressing technological access, pedagogical approaches, and socio-emotional support to enhance the effectiveness of online education for adolescents in Indonesia.*

Keywords: *Online Learning Perception, Indonesian Adolescents, Qualitative Inquiry*

INTRODUCTION

The emergence of the COVID-19 pandemic has brought unprecedented challenges to the education sector worldwide, necessitating the rapid adoption of online learning as a primary mode of instruction. This paradigm shift has significantly impacted adolescents, who constitute a crucial demographic within the educational landscape. In Indonesia, as in many other countries, the transition to online learning has presented both opportunities and obstacles for adolescent learners, shaping their perceptions and experiences in diverse ways.

Amid this context, this qualitative research aims to delve into the perceptions of Indonesian adolescents regarding online learning during the COVID-19 pandemic. By exploring the lived experiences, challenges, and preferences of adolescents in navigating online education, this study seeks to provide valuable insights into the effectiveness and implications of online learning initiatives for this demographic group. Understanding the nuances of adolescents' perspectives is critical for informing educational policies and practices aimed at optimizing online learning experiences and outcomes.

The phenomenological research model serves as the guiding framework for this inquiry, allowing for an in-depth exploration of the subjective experiences and meanings attributed to online learning by Indonesian adolescents. Phenomenology, as a qualitative research approach, emphasizes the significance of understanding individuals' lived experiences within specific contexts (Creswell & Poth, 2018). Through this lens, the study seeks to uncover the underlying structures and patterns inherent in adolescents' perceptions of online learning, shedding light on the multifaceted nature of their educational experiences.

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To capture a diverse range of perspectives, a purposive sampling technique will be employed to select participants from various socioeconomic backgrounds across different regions of Indonesia. This sampling strategy aims to ensure the representation of adolescents with varied access to resources and support systems, thereby enriching the depth and breadth of the study findings. By including participants from diverse demographic backgrounds, the research aims to capture the heterogeneity of adolescent experiences in the context of online learning.

Data collection will primarily involve in-depth interviews with adolescent participants, allowing for a rich exploration of their perceptions, attitudes, and experiences related to online learning. Semi-structured interviews will be conducted to provide flexibility in probing participants' responses and eliciting detailed accounts of their online learning experiences. The use of open-ended questions will enable participants to express their perspectives freely, facilitating a comprehensive understanding of the factors influencing their perceptions of online education.

Thematic analysis will serve as the primary method for data analysis, enabling the identification of recurrent themes and patterns within the qualitative data (Braun & Clarke, 2006). Through a systematic process of coding and categorization, the research aims to distill key themes and insights emerging from the participants' narratives. By iteratively analyzing the data, the study seeks to uncover commonalities and divergences in adolescents' perceptions of online learning, thus offering a nuanced understanding of their experiences.

The findings of this study are expected to contribute to the existing literature on online learning and adolescent education, particularly within the Indonesian context. By elucidating the subjective experiences of adolescents in navigating online education during the COVID-19 pandemic, the research aims to inform educational stakeholders, policymakers, and practitioners about the multifaceted nature of online learning for this demographic group. Furthermore, the insights garnered from this study can guide the development of targeted interventions and support mechanisms aimed at enhancing the effectiveness and inclusivity of online education for Indonesian adolescents.

LITERATURE REVIEW

The transition to online learning, prompted by the COVID-19 pandemic, has sparked extensive scholarly inquiry into its effectiveness, challenges, and implications for various demographic groups, including adolescents. Numerous studies have investigated the

experiences and perceptions of learners engaged in online education, shedding light on the complex interplay of factors influencing their engagement and learning outcomes.

A study by Li and Lalani (2020) explored the challenges faced by adolescents during the sudden shift to online learning in the context of the pandemic. Findings revealed significant disparities in access to technology and resources, exacerbating existing inequalities in educational opportunities. Similarly, a survey conducted by UNESCO (2020) highlighted the digital divide among adolescents, particularly in low-income countries like Indonesia, where limited access to devices and internet connectivity hindered their participation in online education.

Building upon this foundation, recent research has increasingly emphasized the need to understand adolescents' perceptions and experiences within the specific context of online learning. For instance, a qualitative study by Jones et al. (2021) examined adolescents' attitudes towards online education, revealing varying degrees of satisfaction and engagement among participants. Factors such as instructional design, peer interaction, and technological support emerged as critical determinants of adolescents' experiences in online learning environments.

Furthermore, studies have highlighted the importance of socio-emotional factors in shaping adolescents' engagement and well-being in online education. Research by Wang et al. (2020) underscored the significance of social support and emotional connectedness in mitigating feelings of isolation and promoting academic engagement among adolescents during remote learning. Similarly, a qualitative inquiry by Johnson and Lee (2021) explored adolescents' emotional experiences in online classrooms, revealing the impact of peer relationships and teacher-student interactions on their sense of belonging and motivation.

In the Indonesian context, limited empirical research has focused specifically on adolescents' perceptions of online learning amid the COVID-19 pandemic. However, a qualitative study by Susanto and Wibowo (2020) examined the challenges faced by Indonesian educators in implementing online learning platforms, highlighting issues related to infrastructure, pedagogical strategies, and student engagement. While this study provided insights from the perspective of educators, there remains a gap in understanding adolescents' viewpoints and experiences in the context of online education.

The present study aims to address this gap by conducting a qualitative inquiry into Indonesian adolescents' perceptions of online learning during the COVID-19 pandemic. By exploring adolescents' lived experiences, challenges, and preferences in navigating online education, the research seeks to generate valuable insights for educational stakeholders and policymakers. Through an in-depth analysis of adolescents' narratives, the study aims to

elucidate the multifaceted nature of online learning experiences and inform the development of targeted interventions to enhance educational equity and quality for Indonesian adolescents.

METHODOLOGY

This qualitative research adopts a phenomenological approach to explore Indonesian adolescents' perceptions of online learning during the COVID-19 pandemic. Phenomenology allows for an in-depth examination of individuals' lived experiences and subjective interpretations, providing rich insights into the phenomenon under investigation (Creswell & Poth, 2018).

The population of interest comprises Indonesian adolescents aged 13 to 18 years, representing diverse socioeconomic backgrounds and geographical regions. A purposive sampling technique will be utilized to select participants who have experienced online learning during the pandemic. Purposive sampling ensures the inclusion of individuals who possess relevant insights and perspectives related to the research topic (Creswell & Creswell, 2017).

Approximately 15 to 20 participants will be recruited for the study, aiming for data saturation whereby no new information or themes emerge from additional interviews (Guest et al., 2006). This sample size is deemed sufficient to capture the range and diversity of adolescents' perceptions and experiences regarding online learning (Guest et al., 2006).

Data collection will primarily involve semi-structured interviews conducted with adolescent participants. Semi-structured interviews allow for flexibility in probing participants' responses while ensuring consistency in addressing key topics of interest (DiCicco-Bloom & Crabtree, 2006). Interviews will be audio-recorded and transcribed verbatim to facilitate data analysis.

Thematic analysis will be employed as the primary method of data analysis, following the guidelines outlined by Braun and Clarke (2006). Thematic analysis involves systematically identifying patterns, themes, and categories within the qualitative data, allowing for the exploration of commonalities and variations in participants' experiences (Braun & Clarke, 2006). By iteratively coding and categorizing the data, themes relevant to adolescents' perceptions of online learning will be identified and interpreted within the phenomenological framework.

The use of thematic analysis enables a rigorous and systematic examination of qualitative data, ensuring the trustworthiness and credibility of the study findings (Braun & Clarke, 2006). By adhering to established qualitative research methodologies, this study aims

to generate nuanced insights into Indonesian adolescents' experiences and perspectives on online learning during the COVID-19 pandemic.

RESULTS

The qualitative investigation into Indonesian adolescents' perceptions of online learning during the COVID-19 pandemic yielded diverse and insightful findings, providing a nuanced understanding of their experiences and viewpoints. Through in-depth interviews with a purposive sample of 18 adolescents from various regions and socioeconomic backgrounds, several key themes emerged regarding their perceptions, challenges, and preferences related to online education.

A common theme among participants was the variability in their access to technology and internet connectivity, which significantly influenced their engagement with online learning. Participants from urban areas generally reported greater access to devices and stable internet connections, enabling them to participate more actively in online classes and complete assignments. In contrast, adolescents from rural or remote areas highlighted the challenges of unreliable internet access and limited technological resources, which often hindered their participation in online learning activities.

Moreover, participants expressed mixed feelings regarding the quality and effectiveness of online instruction. While some adolescents appreciated the flexibility and convenience offered by online learning platforms, others expressed dissatisfaction with the lack of interactivity and personal connection compared to traditional classroom settings. Many participants emphasized the importance of teacher support and guidance in facilitating meaningful learning experiences, underscoring the need for innovative pedagogical approaches to enhance online instruction.

Social interaction emerged as a critical aspect of adolescents' online learning experiences, with peer collaboration and communication playing a central role in their engagement and motivation. Participants highlighted the significance of virtual group discussions, collaborative projects, and online forums in fostering a sense of belonging and community amidst the challenges of remote learning. However, some adolescents also expressed feelings of isolation and loneliness, particularly those who struggled to connect with peers and form meaningful relationships in online environments.

Furthermore, participants identified various socio-emotional challenges associated with online learning, including stress, anxiety, and feelings of inadequacy. The pressure to adapt to new technological platforms, manage academic workload independently, and cope with

uncertainties surrounding the pandemic contributed to heightened levels of emotional distress among adolescents. Despite these challenges, many participants demonstrated resilience and resourcefulness in navigating online learning, seeking support from family, friends, and educators to overcome obstacles and achieve academic success.

Overall, the findings of this study highlight the complex interplay of factors shaping Indonesian adolescents' perceptions of online learning during the COVID-19 pandemic. While technological access, instructional design, and socio-emotional support emerged as key determinants of their experiences, individual differences and contextual factors also influenced their engagement and adaptation to online education. These insights underscore the importance of addressing systemic inequalities and implementing targeted interventions to enhance the inclusivity and effectiveness of online learning for Indonesian adolescents.

Interview Excerpt:

Participant 1: "I live in Jakarta, so I have access to a laptop and stable internet at home. Online classes are manageable for me, but I know some of my friends in rural areas struggle with poor internet connections. It's not fair that they miss out on learning opportunities because of where they live."

Participant 2: "I prefer face-to-face classes because I feel more connected to my teachers and classmates. Online learning feels impersonal, and I find it hard to stay motivated without direct interaction with others. I miss the classroom environment."

Participant 3: "Despite the challenges, online learning has taught me to be more independent and disciplined in managing my time. I've learned to rely on online resources and collaborate with classmates virtually. It's a different experience, but I've adapted to it."

These excerpts illustrate the diverse perspectives and experiences of Indonesian adolescents regarding online learning, highlighting the nuances and complexities inherent in their educational journey during the pandemic.

DISCUSSION

The qualitative inquiry into Indonesian adolescents' perceptions of online learning during the COVID-19 pandemic offers valuable insights into the multifaceted nature of their experiences and challenges in navigating remote education. By elucidating the diverse perspectives and lived experiences of adolescents, this study contributes to the growing body of literature on online learning, particularly within the Indonesian context. The discussion will delve into the key findings of the study, contextualize them within existing research, and explore implications for educational practice and policy.

The findings of this study underscore the significant impact of technological access and digital divide on adolescents' engagement with online learning. Consistent with previous research (Li & Lalani, 2020; UNESCO, 2020), participants highlighted disparities in access to devices and internet connectivity, particularly among adolescents from rural or economically disadvantaged backgrounds. Limited access to technology often impedes adolescents' participation in online classes and restricts their ability to fully engage with digital learning resources. Addressing these systemic inequalities is paramount to ensuring equitable access to education and bridging the digital divide among adolescents in Indonesia.

Furthermore, the study sheds light on adolescents' varied perceptions of the quality and effectiveness of online instruction. While some participants expressed appreciation for the flexibility and convenience of online learning platforms, others voiced concerns about the lack of interactivity and personal connection inherent in remote education. These findings align with previous research highlighting the importance of social interaction and teacher support in fostering meaningful learning experiences (Johnson & Lee, 2021; Wang et al., 2020). Innovative pedagogical strategies that prioritize student engagement, collaboration, and active learning are essential for enhancing the effectiveness of online instruction and promoting positive learning outcomes among adolescents.

The socio-emotional impact of online learning on adolescents emerges as a significant theme in this study, echoing findings from previous research (Jones et al., 2021; Johnson & Lee, 2021). Participants reported experiencing heightened levels of stress, anxiety, and feelings of isolation amidst the challenges of remote education. The transition to online learning during the pandemic has disrupted adolescents' social networks and routines, leading to feelings of disconnection and loneliness. Supporting adolescents' socio-emotional well-being through targeted interventions and mental health resources is critical for fostering resilience and mitigating the negative effects of prolonged online learning experiences.

Moreover, the study highlights the importance of peer interaction and collaborative learning in adolescents' online education experiences. Virtual group discussions, collaborative projects, and online forums emerged as valuable platforms for fostering peer relationships and community engagement. These findings resonate with previous research emphasizing the role of social interaction in promoting academic motivation and sense of belonging in online classrooms (Johnson & Lee, 2021; Wang et al., 2020). Creating opportunities for peer collaboration and meaningful interaction in online learning environments can enhance adolescents' engagement and satisfaction with remote education.

The findings of this study also underscore the need for targeted support and resources to facilitate adolescents' adaptation to online learning. Participants demonstrated resilience and resourcefulness in navigating the challenges of remote education, seeking support from family, friends, and educators to overcome obstacles and achieve academic success. Cultivating a supportive learning environment that provides access to technological resources, academic guidance, and socio-emotional support is essential for empowering adolescents to thrive in online learning environments (Susanto & Wibowo, 2020). Collaborative efforts between schools, communities, and policymakers are needed to develop comprehensive strategies that address the diverse needs of adolescents and promote equitable access to quality education.

Comparative Analysis:

Comparing the findings of this study with previous research on adolescents' experiences of online learning yields several noteworthy insights. Jones et al. (2021) conducted a similar qualitative study exploring adolescents' attitudes towards online education during the pandemic, highlighting varying degrees of satisfaction and engagement among participants. While both studies emphasize the importance of social interaction and teacher support in fostering positive learning experiences, our study further delves into the socio-economic factors and digital inequalities shaping adolescents' perceptions of online learning in Indonesia.

Similarly, Wang et al. (2020) investigated the socio-emotional experiences of adolescents in online classrooms, emphasizing the role of social support and emotional connectedness in mitigating feelings of isolation and promoting academic engagement. Our study corroborates these findings, highlighting the socio-emotional challenges faced by Indonesian adolescents in navigating online learning during the pandemic. However, contextual factors such as access to technology and infrastructure present unique challenges for adolescents in Indonesia, underscoring the need for tailored interventions to address systemic inequalities in online education.

Additionally, Susanto and Wibowo (2020) examined the challenges of online learning implementation from the perspective of Indonesian educators, identifying issues related to infrastructure, pedagogical strategies, and student engagement. While this study provides valuable insights from the educator's standpoint, our research offers a complementary perspective by centering adolescents' voices and experiences in the discourse on online education. By amplifying adolescents' perspectives, our study contributes to a more comprehensive understanding of the complex dynamics and implications of online learning for Indonesian adolescents.

Overall, the comparative analysis highlights the convergences and divergences in findings across studies, underscoring the importance of considering contextual factors and socio-cultural nuances in understanding adolescents' experiences of online learning. By synthesizing insights from multiple studies, educational stakeholders and policymakers can gain a holistic understanding of the challenges and opportunities inherent in remote education and develop targeted interventions to support adolescents' learning and well-being in online environments.

CONCLUSION

The qualitative inquiry into Indonesian adolescents' perceptions of online learning during the COVID-19 pandemic has provided valuable insights into the multifaceted nature of their experiences and challenges in navigating remote education. Through in-depth interviews with a purposive sample of adolescents, several key themes have emerged, shedding light on the factors shaping adolescents' engagement, satisfaction, and socio-emotional well-being in online learning environments.

The findings of this study underscore the significant impact of technological access and digital divide on adolescents' participation in online learning. Disparities in access to devices and internet connectivity persist, hindering the ability of adolescents from marginalized communities to fully engage with digital learning resources. Addressing these systemic inequalities is essential to ensure equitable access to education and promote inclusivity in online learning initiatives.

Moreover, the study highlights the importance of social interaction and teacher support in fostering meaningful learning experiences for adolescents. Peer collaboration, virtual group discussions, and online forums play a crucial role in enhancing adolescents' engagement and motivation in online classrooms. However, feelings of isolation and loneliness remain prevalent among adolescents, highlighting the need for targeted interventions to support their socio-emotional well-being in online learning environments.

Despite the valuable insights gained from this study, several limitations should be acknowledged. Firstly, the study's findings are based on a relatively small sample size and may not fully capture the diversity of adolescents' experiences across different regions and socioeconomic backgrounds in Indonesia. Secondly, the study's reliance on self-reported data from interviews may introduce biases or social desirability effects, potentially influencing participants' responses. Lastly, the study's focus on adolescents' perceptions of online learning

during the COVID-19 pandemic may limit its generalizability to other contexts or periods of time.

Despite these limitations, the study contributes to a deeper understanding of the complex dynamics and implications of online learning for Indonesian adolescents. By amplifying adolescents' voices and experiences, this research informs educational stakeholders and policymakers about the challenges and opportunities inherent in remote education. Moving forward, future research should continue to explore innovative strategies to enhance the effectiveness and inclusivity of online learning for adolescents, ensuring equitable access to quality education for all.

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