



Learning Transformation in the Post-Pandemic Era: Synergy of Teacher and Parent Collaboration in Elementary Schools

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Abstract

Changes in educational paradigms and practices after the COVID-19 pandemic are a reflection of educational improvements, examples of good practices, and predictions for the future. This research aims to investigate learning transformation in the post-COVID-19 pandemic era, focusing on the synergy of collaboration between teachers and parents at the elementary school level. The research method used was descriptive qualitative using an elementary school case study method. The research subjects involved teachers and parents of fifth-grade students at the State Elementary School of Wanasari 05 Cibitung Sub-district, who were involved in collaborative efforts. The data collection instruments in this research were interviews and observation. The data obtained would be analyzed using the Miles and Huberman model, with a data analysis process that included data reduction, where the data obtained was compiled, selected, and focused on aspects relevant to the research objectives. The research results demonstrated a transformation in post-pandemic learning approaches, especially through collaboration between teachers and parents. These collaborative practices covered strategies such as regular meetings and utilizing communication technology. It was also found that the synergy between teachers and parents positively impacted the quality of student learning, particularly in terms of motivation, understanding of the material, and social support.

Keywords:

Collaboration, Post-COVID-19 Pandemic, Transformation, Teacher, Parent

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Abstrak

Perubahan paradigma dan praktik pendidikan setelah pandemi COVID-19 menjadi cerminan perbaikan pendidikan contoh praktik baik dan prediksi di masa depan. Penelitian ini bertujuan untuk menginvestigasi transformasi pembelajaran di era pasca pandemi COVID-19, dengan fokus pada sinergi kolaborasi antara guru dan orangtua di tingkat sekolah dasar. Metode penelitian yang digunakan adalah kualitatif deskriptif yang menggunakan metode studi kasus sekolah dasar. Subjek penelitian melibatkan guru dan orangtua siswa kelas 5 SDN Wanasari 05 Kecamatan Cibitung yang terlibat dalam upaya kolaboratif. Instrumen pengumpulan data dalam penelitian ini adalah wawancara dan observasi. Data yang diperoleh akan dianalisis menggunakan model Miles and Huberman, dengan proses analisis data yang mencakup reduksi data, di mana data yang diperoleh disusun, dipilih, dan difokuskan pada aspek-aspek yang relevan dengan tujuan penelitian. Hasil penelitian menunjukkan adanya transformasi dalam pendekatan pembelajaran pasca pandemi, khususnya melalui kolaborasi antara guru dan orangtua. Praktik kolaboratif ini mencakup strategi, seperti pertemuan rutin dan pemanfaatan teknologi komunikasi. Ditemukan juga bahwa sinergi antara guru dan orangtua memberikan dampak positif terhadap kualitas pembelajaran siswa, terutama dalam hal motivasi, pemahaman materi, dan dukungan sosial.

Kata Kunci:

Kolaborasi, Pasca Pandemi COVID-19, Transformasi, Guru, Orang Tua

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INTRODUCTION

Education is experiencing a significant transformation in line with global changes triggered by the COVID-19 pandemic (Al-Ansi & Al-Ansi, 2020). As a fundamental part of the education system, elementary schools are forced to adapt to these new conditions. In the post-pandemic era, learning is no longer limited to classroom boundaries; however, it requires close synergy and collaboration between various parties, including the role of teachers and parents. The importance of the role of parents in supporting children's learning process is becoming increasingly apparent along with this paradigm shift (Lima & Kuusisto in Raccah & Tamir, 2022).

Educators must also continue developing skills and competencies in using technology to provide interesting and effective learning to support digital implementation (Moorhouse et al., 2023). Apart from that, the government increases access to technology and supports infrastructure in all regions so that no student is left behind in the learning process (Febrianto et al., 2020). By ensuring the availability of adequate technology and infrastructure, the government can create equal access to education amidst global challenges.

There are several ways to optimize collaboration between students, teachers, and parents, and one is by connecting using applications, such as classrooms, video conferences, telephone or live chat, zoom, meetings, or WhatsApp (Lapitan et al., 2021). Technology has enabled the accessibility of learning from anywhere and anytime, overcoming geographical and time constraints. Students can access learning materials online, increasing flexibility and facilitating independent learning (Ferri et al., 2020). Interactive and game-based learning applications and platforms can increase student engagement. This approach creates an engaging learning environment, supports understanding concepts, and motivates learning (Dörnyei & Muir in Waruwu et al., 2023). Technology also enables the personalization of learning by presenting material tailored to students' individual needs and ability levels. Adaptive learning systems can provide a customized learning experience (Muñoz et al., 2022).

In this case, parents play a role in supervising and placing time limits on children's use of technology, ensuring that such use is not excessive or detrimental (Matthes et al., 2021). According to Kim (2020), parents can help children develop the technological skills necessary to utilize online learning tools effectively. In addition, parents can communicate with teachers about their child's experiences and development in using technology, opening channels of dialogue for joint solutions (Reimers in Limiansia et al., 2020).

When parents understand and support the online learning process, they provide emotional and motivational support for their children. Besides, careful monitoring from parents ensures that students remain focused and disciplined during the online learning process (Lubis & Lubis, 2020). Another opinion states that students' mathematics learning outcomes can improve with the synergy between positive family support and student's strong interest in learning (Park & Weng, 2020). Therefore, parents and schools must work together to create a learning environment that stimulates interest and provides constructive support for children's academic development. Parent involvement plays a big role in the success of online learning (Chanana & Sangeeta, 2021).

Parental support and involvement can also help overcome technology challenges that students may face, as per research by Ribeiro et al. (2021) regarding the implementation of online learning; teachers and parents must collaborate so that learning can run well. Another study by Fansury et al. (2020) revealed that the role of parents and teachers in current learning that uses the internet has a positive impact because the material can be accessed anywhere. Apart from that, in implementing teacher and parent collaboration, emphasis is placed on the learning process in terms of delivering material, teachers collaborating with parents to direct their children to pay attention to what the teacher is saying (Mckittrick & Tuchman in Many et al., 2022). Through collaboration between schools and parents, the online learning process can become more effective and powerful, ensuring that students benefit

from the e-learning experience (Rawashdeh et al., 2021).

Teachers and parents can no longer operate separately; on the contrary, their collaboration is key to improving the quality of basic education. Innovation and adaptation in learning methods are essential, and this research focuses on how collaborative synergy between teachers and parents can be the main driver in learning transformation in the post-pandemic era. This research examines collaborative practices implemented by teachers and parents at the elementary school level, aiming better to understand this transformation's impact on student learning. A qualitative approach with a case study method was used to explore the dynamics of this collaboration in depth. The information obtained from this research is expected to provide a comprehensive view of how synergy between teachers and parents can change the learning paradigm in the post-pandemic era, making a real contribution to improving the quality of basic education.

METHODS

This descriptive qualitative research used the case study method. A case study is a type of descriptive analysis research where the researcher focuses on a particular case to explore it carefully. Even though the study area is narrow, case study research has a significant depth of analysis. This research aims to understand the case thoroughly and hopes to obtain relevant concepts or theories for developing science. The unit of analysis in this case study research includes individuals, groups, institutions, or organizations.

The data collection methods used in this research were interviews and observation. In the observation stage, the researchers observed the activities carried out by parents to increase students' reading activities. Meanwhile, the interview involved interaction with parents to understand the student's learning progress. The data obtained were analyzed using the Miles and Huberman model. The data analysis process covered data reduction, where the data obtained were compiled, selected, and focused on aspects relevant to the research objectives. Next, the data were coded to organize the information, and each coded data was analyzed and presented in text form. The conclusions of

this research were based on data reduced, presented, and analyzed. This conclusion was also supported by strong evidence found during the data collection stage. Thus, it is anticipated that this research can provide a deeper understanding of teacher collaboration and the role of parents in increasing students' learning motivation in online learning.

RESULTS AND DISCUSSION

This research details a rigorous qualitative approach to observing and analyzing learning transformation in elementary schools after the COVID-19 pandemic. Focusing on the State Elementary School of Wanasari 05 Cibitung Sub-district, the results of in-depth observations illustrated significant changes in teachers' teaching styles and the level of parental involvement in supporting and managing the learning process. The qualitative approach adopted allowed the researchers to understand the unique context and dynamics of the school. Through in-depth interviews, classroom observations, and analysis of related documents, the research results uncovered the transition in teachers' teaching strategies and how parents supported children's learning.

The teaching style of teachers at the State Elementary School of Wanasari 05 Cibitung Sub-district has undergone a striking transformation, where a more individualistic, responsive, and up-to-date approach has begun to replace traditional methods. Observations highlighted teachers' adaptation to technology, including online learning platforms, educational applications, and collaborative tools, all of which became integral to the learning process. In addition, the research results revealed findings regarding significant changes in the level of parental involvement. Close collaboration through digital platforms, virtual meetings, and access to online learning resources showed the shifting dynamics of relationships between schools and families. It was found that parents were involved in monitoring their children's academic progress and actively supported the implementation of more effective learning strategies at home.

These observations provide in-depth insight into how interactions between teachers, students, and parents at the State Elementary School of Wanasari 05 Cibitung Sub-district

have evolved post-pandemic. A better understanding of these changes can contribute to developing more adaptive and supportive educational policies for the future of learning. The results of observations and interviews in this research are discussed below.

Collaboration in Learning

Optimizing the learning process requires good parental collaboration to ensure, control, and accompany students in implementing learning. Observation results showed that technology has become an integral component of learning. Teachers integrated digital tools to facilitate learning and provide more interactive supporting resources.

Observations indicated an increase in student motivation. Closer collaboration between teachers and parents provides better support, creates a motivating learning environment, and sparks student interest in the learning material. In addition, the results of observations identified obstacles and challenges in implementing synergy between teachers and parents. Factors such as unequal access to technology, level of teacher preparedness, and level of parent participation might need to be addressed.

The school has optimized all efforts so that the learning process runs optimally and effectively. To prepare and optimize this learning, all teaching staff at the State Elementary School of Wanasari 05 Cibitung Sub-district used several applications to collaborate and monitor student learning progress, such as WhatsApp groups, Google Classroom, and Google Meet. This is a form of effort made by the school.

In connection with that, there is a theory related to collaboration or cooperation between parents and teachers, i.e., the theory presented by Chattermole and Robinson (Sinaga et al., 2019). This theory suggests three important aspects of communication between parents and teachers, as follows:

- a) Teachers must know the needs of students and the expectations of students in participating in the learning process.
- b) Parents establish good communication with teachers and the school so that

parents can know all the school's activities, programs, and things.

- c) Teachers and parents must know the needs of students so that there is a reciprocal relationship between parents and teachers.

Collaboration between teachers and parents is crucial in increasing students' learning motivation. When teachers and parents work together, they can create a learning environment that supports and motivates children to achieve academic success (Sethi & Scales, 2020). The following is an explanation of teacher and parent collaboration. 1) Teachers and parents regularly share information about students' academic development and behavior to identify learning challenges and find appropriate solutions. 2) Parents participate in school activities or through parent groups. 3) Teachers can provide constructive feedback and consider students' strengths and potential. On the other hand, parents can provide encouragement, praise, and emotional support to children to increase motivation (Kong & Wang, 2021). Teachers and parents can work together to develop consistent and complementary learning strategies between the school and home environments. In line with research by Guan et al. (2021), collaboration between parents and teachers is vital in providing student learning motivation, which includes 1) open communication, 2) building partnerships, 3) positive support and reinforcement, 4) involving parents in the learning process, and 5) supporting continuity of learning. Effective collaboration between teachers and parents can help develop clear and directed learning goals for students (Buchanan & Buchanan, 2019). Meanwhile, the results of those studies support the findings of this research, where the role of parents in general could be said to have a positive relationship with children's learning motivation and learning achievement. Because children need parental guidance and supervision in learning, family, a part of social sciences, is known to children. For example, children's needs are that when learning, children need parental guidance or supervision so that they are usually motivated to learn (Birhan et al., 2021).

Role of Teacher and Parent

In terms of role, parents are the first source of education in the family, and they must instill the basics of education in their children. Parents play a role in completing structured programs or rules for learning and children's educational facilities at home (Farooq & Asim, 2020). To motivate children to study at home, parents must pay attention to children's learning, manage time and complete the children's learning equipment needs, monitor learning progress, and review the difficulties experienced by children in learning (Rizaldi et al., 2022).

In learning, parents must be a motivator for their children. This is done to guide children to learn with full love and create a comfortable atmosphere for studying at home. A comfortable learning atmosphere can be created by reducing unhelpful habits. Parents can also provide spiritual-based motivation because children's closeness and worship can increase their learning motivation.

In this study, teachers expressed positive experiences in increasing collaboration with parents. They highlighted changes in parental involvement, both in face-to-face meetings and via online platforms. Teachers conveyed the crucial role of technology in supporting distance learning. They might emphasize using online platforms, educational applications, and collaborative tools as integral to teaching methods. Teachers also identified several challenges faced in changing their teaching methods.

This might include limited access to technology in some environments and adaptation to changes in classroom dynamics. Teachers described the positive impact of synergy between teachers and parents on student motivation and engagement. The motivation and support provided by teachers and parents are crucial for students in the learning process, so the role of teachers and parents is to provide facilities and support for doing assignments that will help students (Hasanah et al., 2019). Besides, parents act as children's educators, complementing children's needs, providing spiritual understanding, monitoring children's activities, and motivating and providing the facilities needed (Azhari et al., 2022).

Moreover, parents have many roles in guiding children, especially when the emphasis is placed on the importance of parental support in improving student learning outcomes. Teachers also can share learning strategies considered effective in achieving learning goals. This may involve a more personalized approach tailored to individual student needs.

CONCLUSION

Parent involvement has also undergone significant changes, realized through close collaboration through digital platforms, virtual meetings, and access to online learning resources. The role of parents is not only limited to monitoring children's academic progress but also involves active participation in supporting the implementation of more effective learning strategies at home.

The results of observations and interviews highlighted the increase in student motivation, the effectiveness of learning strategies, and the crucial role of parents in providing support. Despite this, challenges such as unequal access to technology and teacher readiness still need to be addressed to ensure continuity and equity in education. In conclusion, interactions between teachers, students, and parents at the State Elementary School of Wanasari 05 Cibitung Sub-district have evolved positively after the pandemic. Integrating technology in learning, close collaboration between teachers and parents, and attention to individual student needs all contribute to a more dynamic and adaptive learning environment. The findings of this research provide valuable insights for developing more adaptive education policies, utilizing collaboration between teachers and parents, and using technology to support the learning process in the future.

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