

Online Home Visitation as Parents' Assistance in Supporting Children's Learning: A Covid-19 Case Study

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Abstract: As the Covid-19 new normal causes online learning to be implemented in Indonesian schools where parents function as the child's primary educator at home, the aim of this research is to examine the benefit of online home visitation amidst the pandemic and how teachers can assist parents to support their children's learning through online home visitation experiment. This research employs qualitative method and case study to examine personal experience of the subject, involving a teacher and a single parent of student X from Sekolah Dasar Teologi Kristen Jogja Patriae Academy; the mediums used are online meeting platform (Google Meet) and interview guidelines. Results show the parent of student X could evaluate her child's progress and discover new points of view from the teacher. Meanwhile, the teacher could understand the parent's struggle in educating the child through utilizing school values as common ground, exchanging views of the child/student development and providing solutions for parents. Insights of this research remain relevant and applicable for today's post-Covid19 hybrid education, particularly for schools that are looking for ways for teachers in supporting parents to maintain the child's academic performance or how parents and teachers can keep up with the child's current condition by exchanging perspectives with one another. Although there are myriads of papers on teacher's online home visitation during the pandemic, this research highlights one of the important components of the result that school values play a big role as a common ground to shape both teacher-parent perspectives on the student's education during the pandemic.

Keywords: Covid-19, Home Visitation, Online Learning, Parental Support, Teacher-Parent Collaboration

A. Introduction

During the Covid-19 pandemic, education did not take place at school anymore, but at home through online platforms due to safety restrictions. Long distance learning was being implemented in Indonesian schools through its usage of online systems. Ever since, the pandemic emphasizes a greater concern on the rights of students, especially children, to have a good quality in terms of learning process; in line with the UN Declaration on the Rights of the Child (1959) in Principle 7, children should "receive a quality education, free and compulsory, at least in the elementary stages" as cited by (Mañosca, 2021, p. 342). This implies that parents of students and teachers should collaborate to give quality education for their children and students.

Parents, especially mothers, today do not only take part in nurturing their children at home, but they now must be their children's educators at home as well. Roesminingsih et al.(2020) points out that most parents do not possess the intellectual capacity to keep up with their children's school materials such as the topics learnt or the assignments. Furthermore,

parents must be ready in terms of technical and scientific knowledge and mental capacity as well to become home educators for their loved ones.

In addition, teachers, too, face a variety of challenges. Rasmitadila et al. (2020) reports the perceptions of Indonesian primary school teachers of online learning and share their experience. Some of the challenges experienced by teachers are stimulating the interest of students and motivating them to learn, finding creative ideas to create relevant instructional methods in online classrooms, running applications (experienced by senior teachers) and finding solutions for students who do not have cell phones or laptops.

As a result, students experience changes of personal development in terms of emotional, mental and societal aspects; these factors give crucial contributions to the students' academic performance. Mañosca (2021) reports that students most of the time feel worn out because of many activities to be accomplished in terms of emotional aspect. They also encounter mental stress and grapple with challenges in socializing with their peers. Hence, this emphasizes that a close circle of family and friends is essential for them to develop their mental state given that they need confidence-boosters when creating important decisions in life – in particular, when they are faced with obstacles.

Therefore, it can be inferred that parent(s) - teacher collaboration is crucial and highly influences the child's academic (and non-academic) performance since both parties equally play instrumental roles – as affirmed by existing studies (Javier & Jubay Jr, 2019; Myende & Nhlumayo, 2022; Nanquil, 2021; OLAIFA et al., 2024; Schultz et al., 2016; Wright et al., 2018). Here, home visitation can provide the platform for parents and teachers to meet to achieve a mutual understanding in order to cooperate with one another and educate both their child and student. Hence, home visitation becomes a necessary medium for the parents and teachers to meet and monitor the academic (and non-academic) condition of their child/student. Despite the Covid-19 restrictions and health protocols, home visitation still can be carried out online through various online platforms. In this case, Google Meet became the platform for the subject (parent) and teacher to meet and discuss the matter.

Although this research was carried out during the pandemic in 2021, the results of this study remain relevant today in the hybrid post-pandemic world of education. This point is highlighted by the study conducted by Menşan & Anagün (2022) in perspective towards digital culture within a group of teachers, revealing that the majority of the said group has adopted 'a hybrid digital profile' which suggests the combination of digital tools and traditional methods. Furthermore, the usage of online video conferences for home visitation is not the only remaining relevant application for the present hybrid society, but also the utilization of school values as a tool for the parent (or parental-figure)-teacher collaboration to establish the middle ground as they exchange perspectives (which would be revealed more in the analysis section). In addition, the latter point is also the gap addressed within this research, since several existing studies upon this topic (as exemplified in Luo et al., 2022; Malabarbas et al., 2022; Rybińska et al., 2022; Traube et al., 2022; Xia et al., 2023) present insufficient information regarding how school values can be used as guiding discussion tools during the online home visitation program.

This research aims at finding out the benefit of online home visitation amidst Covid-19 and how teachers can assist parents to support their children's learning in Covid-19 through online home visitation, specifically through the utilization of school mission. Hence, the researcher conducts a case study of online home visitation between a parent and teacher of student X. There are several distinctions of what makes this research different from other research. This research is an experimental case study focusing on online home visitation

done for the first time moderated by the researcher, with a single parent as a participant and the teacher. The researcher, parent and teacher all work in the same school. Moreover, the value held by the school when the research was being conducted which was mentoring parents to raise and guide their child also affects how both parents and teachers view education.

Departing from the background of the research, there are two research questions formulated in this research as follows:

1. What is the benefit of online home visitation amidst Covid-19?
2. How can the teacher assist parents to support their children's learning in Covid-19 pandemic through online home visitation, specifically through the utilization of school core values?

B. Literature Review

The present study aimed to understand the lived experiences of working students regarding self-regulated learning (SRL) using a qualitative research design. A phenomenological approach was employed to align with the study's objective of exploring and describing SRL's subjective experiences, practices, and challenges among working students. This approach was chosen because phenomenology emphasizes understanding individuals' lived experiences and how they perceive and make sense of those experiences. Given the study's focus on working students' perspectives in navigating SRL within a blended learning setup, this methodology was well-suited to uncover the depth and richness of their experiences, which quantitative methods or other qualitative approaches could not fully capture.

The following are several important literature reviews in relation to the research. The first one is parental support theory to strengthen the parent (or parental figure)-teacher collaboration, which serves as the foundation of online home visitation. The second one is about home visitation theory which facilitates the actual online meeting of the two parties involved in the visitation and who are responsible for the education of the child/student.

Parental Support

As mentioned before, the Covid-19 Pandemic situation makes the role of parents in supporting their children's education more instrumental than before, as shown in the wealth of the pandemic literature (Fontenelle-Tereshchuk, 2021; Gumapac et al., 2021; Husain et al., 2020; Sari & Sulistiyarningsih, 2023; Sujarwo et al., 2021). Hence, parental support is the key factor of a child's holistic development, whether it is in terms of academic or non-academic performance, exemplified by the fact that the elementary school stage is deemed necessary and crucial for character growth (Roesminingsih et al., 2020). According to Khan et al. as cited by Mañosca (2021), support given by parents to their children has a central role in fostering self-confidence and a positive environment; simultaneously it functions as a solid triangular bond, a pathway to alternate between the trinity of education—namely child-parent (or parental-figure)-teacher. Moreover, parental support is one of the largest drives for a child to be a person of independence, especially in terms of their behavior and social skills apart from their academic performance (Mañosca, 2021). As a result, a healthy environment is a gift for the child to flourish in, and this is a great necessity which should be fulfilled during the backdrop of Covid-19 pandemic. To contextualize this concept of parental support within the scope of this research, parents can know and fulfill their children's needs

better and guide their children down the right path after receiving home visitation from the teacher.

Home Visits

Parents themselves also need assistance in educating their child, hence teachers can also assist parents to support their children's education through collaboration in order to deliver materials to their child/student. Here, it should be noted that both teachers and parents face obstacles in terms of material delivery. This statement questions the perspective offered by Lin & Bates (2010), which sums up that children's failure in school has something to do with the teachers since the way teachers teach is also influenced by their beliefs and values when they interact with other people throughout their life experience and especially in understanding classroom diversity. Whether it is in the context of Covid-19 pandemic or not, a student's declining academic performance cannot be entirely 'blamed' to the teacher.

There should be some kind of 'middle ground' where parents and teachers are enabled to carry out mutual, effective cooperation. Since both parental contribution and teacher's contribution are equally substantial in educating the child, home visitation enables both sides to establish a mutual understanding of home and school (particularly in the middle of the pandemic). To sum up these existing studies, home visits are essential in the times of new normal. Home visits assist parents and teachers to collaborate in educating their child and student, especially in this pandemic era where parents are burdened so heavily with their child's education and need guidance from the teacher.

Apart from the benefits received by parents, home visits help teachers to formulate their understanding about a student's background and/or family background where parents open up about how they raise their children. In addition, through this facility, teachers send significant care and concern for future opportunities for students by understanding their needs better and how their current home environment impacts academic performance. Through the teacher's experience of understanding the student's background, their belief will be influenced and affect how they perceive, judge and act throughout the teaching-learning process in the classroom.

C. Methods

First, this research is qualitative in essence. It is worth noting qualitative research enables one to understand the research object's experience and how they view the world around them (Meyers, 2013), specifically the parent and the teacher involved in this study. Meanwhile, in this context, the researcher acts as the data collector through the medium of interview and processes the data inductively and flexibly through descriptive words. Uniquely, home visits and qualitative study also hold a common ground where both variables are subject to change (Meyers, 2013).

Second, this research simultaneously facilitates and makes use of the observation of online home visitation experiment at Sekolah Dasar Teologi Kristen (SDTK) Jogja Patriae Academy (JPA). Case study is the chosen research strategy since it facilitates both qualitative and quantitative study. Most importantly, case study allows the researcher to present a deeper and richer context, since it aims to highlight that context has a big influence on the various kinds of behavior and processes found in this research, therefore enabling the researcher to

develop their own working-way of framework to highlight important and or unexpected details (Cassell & Symon, 2014).

Next, there are three participants of the research, namely the parent of student X, the teacher of student X and the researchers themselves providing and moderating the execution of online home visitation. All the participants come from the same institution. This is the first time the participants (parent and teacher of student X) experience home visitation. The parent of student X (30 years old) is a single parent with a bachelor's degree in informatics working in the administration department of the school, with her child in grade 2 elementary as a student in her workplace. The teacher of student X (27 years old) has been teaching student X for 1 semester, with a master's degree in education. She has been teaching elementary grade 1, 2, 4, 6.

The research instruments utilized are guided interview questions and participant transcripts of the interview, since they can be involved in case studies and qualitative research; there is the need of rich descriptive words and quotes to support the data analysis due to the flexible characteristic of qualitative method and it is also open for opportunities to collect data, hence unplanned questions or remarks during the interview can suddenly appear (Cassell & Symon, 2014, p. 324; Merriam as cited in Meyers, 2013:71-72). The interview questions are adapted and developed further from the journal written by Mañosca (2021) titled *Parental Involvement in Home Visitation: Its Relation to Student's Personal Development Amidst the Pandemic*.

The interview questions are divided into 4 parts. The first part is basic biodata of the parent(s) and the teacher. The second part is questions regarding the school's perspective of parental collaboration with the school, which was influenced significantly by the early years of SDTK JPA formerly as a homeschool. Here, parent(s) and teacher exchange views about what it means to them since the perspective of the school for this matter will act as a common ground for the teacher and parent(s) to collaborate before proceeding to the next sections. The third part of the interview questions is about the child's academic performance in online learning. The fourth part of the interview is about parent(s)' support for their child's learning. This section is the core of the online home visitation process where parent(s) can share their challenge and teacher propose solutions; hopefully, this section will facilitate and build further mutual aftermath questions regarding the participants' feedback on the online home visitation. Given the nature and the length of the interview, the complete transcription is available upon request to the authors.

The school chosen as the object of study is SDTK Jogja Patriae Academy (JPA). Formerly a classical Christian homeschooling (since 2009) and now *Sekolah Dasar Teologi Kristen* (SDTK), JPA has several missions and one of them is to develop and facilitate the students' achievements in line with their interests and talents through guidance and collaboration with parents (Jogja Patriae Academy, 2020).

Lastly, the following procedural steps were met. To start with, qualified parent(s) and teacher were selected from the same institution where one of the researchers comes from. After making appointments with the participants, the participants were met virtually to give a short briefing before conducting the online home visitation on a separate day. Participants were encouraged to give impromptu answers so answers will not be biased. Here, a preview of the interview guidelines was given to the participants for them to study. Next, the online home visitation was conducted via Google Meet. Finally, after the interview was over, the interview was transcribed and incorporated into the research framework.

D. Results and Discussion

This section talks about the findings and discussion for the result of online home visitation done by the researchers along with the other participants. The discussion is divided into two parts, corresponding to the research questions. The first discusses the findings of the benefit of online home visitation amidst Covid-19. The second finds out how teachers can assist parents to support their children's learning in Covid-19 pandemic through online home visitation. Furthermore, the researchers examine the findings by linking them to the theories proposed in the literature review, since case study cannot be defined through research method but through its theoretical orientation, as argued by Cassel & Symon (2014, p. 324).

1. The Benefit of Online Home Visitation amidst Covid-19

There are several benefits found after online home visitation is conducted. The following paragraphs are systematically divided to explain the benefits. The first explains the benefits felt by the parents of student X and later the benefits received by the teacher of student X.

First, the parent of student X pointed out that there are several points from the teacher that really help her to evaluate the learning process of her child, student X. Although parent of student X works in the same school as the teacher, she remarks that after the online home visitation, there are new points of view that she can discover and that she can receive several tips from the teacher which help her to educate and support her child.

Moreover, parent of student X commented that after hearing the explanation from the teacher, she knows what challenges are experienced by her child in the teaching-learning process, such as improving her child's concentration, focus and discipline. This finding is in line with the statement proposed by Roesminingsih, that "schools in the network (online) are very hard for teachers, parents and children to feel as a major component in the delivery of material from teacher to student" (2020, p. 1238). This implies the need for support for parents to assist their children, since they are also having a challenging time to educate their child. Moreover, support cannot come without positivity. Parent of student X grasps the benefit of the online home visitation because teacher X presents the image that online home visitation is a safe bridge between home and school, confirming the point made by the research of Lin & Bates (2010).

Vice-versa, the teacher of student X also gives her a positive response. She feels the efficient benefit of online home visitation amidst the Covid-19 backdrop by saying that she is able to understand the challenges faced by the parent of student X with all the hustle in learning with her child. The parent's explanation enables the teacher to know why her student behaves in certain ways and know what reason exists behind the student's actions. Although the teacher works in the same place as the parent of student X, she still obtains fresh insights about student X through the openness existing in the online home visitation and through the parent's story about her parent (or parental-figure)-child interaction. This finding provides one of the most important insights within the uncertain and unstable times of the pandemic new-normal online learning system, that teachers *do* care about their student's future and are equally concerned like the parent of the student's well-being both in terms of non-academic and academic condition.

2. Teacher's Assistance for Parent(s) to Support Their Children's Learning in Covid-19 Pandemic through Online Home Visitation, specifically through the Utilization of School Core Values?

After conducting the online home visitation, it is discovered that there are several ways for the teacher to assist the parent to support her child's learning process during the Covid-19 pandemic through the online home visitation, corresponding to the guided interview questions. The previous research question has unraveled the benefits of online home visitation, which acts as the foundation to proceed to this section.

First, as mentioned in the introduction, the teacher can assist the parent of student X to support her child's learning when both agree upon a common ground to achieve collaboration. Here, the values offered by the school play an essential role, functioning as the academic guidance for the parent to raise her child and for the teacher to set the learning atmosphere in the classroom. Since in this context the teacher is the supporter of parent of student X, the teacher's values influence the interaction with parent of student X, since parental support is "the best way to build a strong relationship between parents, children and teachers" (Mañosca, 2021, p. 345).

This point is illustrated as the parent of student X mentioned that she agrees with the values proposed by the school, making it easier to help the teacher to assist her to support her child's learning. This corresponds to the mission of SSDK Jogja Patriae Academy (JPA) school to "*mengembangkan dan memfasilitasi peningkatan prestasi peserta didik sesuai minat dan bakatnya melalui proses pendampingan dan kerja sama dengan orang tua*" or freely translated in English as "to develop and facilitate students' achievements in line with their interests and talents through guidance and collaboration with parents" in accordance with the SSDK Jogja Patriae Academy Headmaster's Letter of Decree Number 069/SK-SSDK/JPA/VI/2024.

"The advantages, even the benefits I get from the values of JPA (Jogja Patriae Academy) are that I have an agreement with the educators to create synergy, creating an optimal environment for the child; for me it will be an advantage for the child. So, my child can learn more optimally. Many support her in one big JPA family. That's how I feel... Well, whether the homeschooling values adopted have really helped me... (the school also) stated in the vision section (that students are expected) to be an excellent, independent student. I can also motivate myself to learn, especially during this pandemic era, right? It's true that parents are also directly involved (to educate) their children, right? Actually, there are positive points in this part of the pandemic as well. I also felt that I also directly intervened with my child's (learning process). Well, yes as I mentioned earlier, I also continue to motivate my child."

The teacher of student X responded in a similar way, agreeing how the values of the school are essential to create a healthy learning environment, along with the awareness that parents should take part in educating their child instead of just 'dropping off' their child at school:

"In my opinion, I highlight the 'mentoring parents' section (in the values offered by JPA) and the philosophy section where teachers, students and parents understand their respective roles and form a good and comfortable learning environment... Because with the values that are included, it turns out that we are breaking down the stigma in home education, that school matters should stay at school, while home affairs should stay at home. So sometimes there are parents who don't want (or) don't want to know if their child doesn't succeed or

has bad grades (and) blames the teacher... even though there are parents themselves who don't know that the student (or) child actually has academic difficulties. There are parents who don't want to care, that's just how it is... It's all about [responsibility of the] school, (yes) school. It's up to the child how important it is to get good grades and so on. Now, with the values that are included, it will fade the stigma in the life of teaching students both at home and at school... Parents and teachers understand their role at school as a mentor for children... So, indeed, parents, students and teachers are a unit that needs to knit good cooperation so that the values that exist there can be implemented and can even inspire (people) from other schools to break down the stigma. So, in my opinion, (these) values are indeed the foundation for JPA in embracing and educating students from the side of teachers and parents."

Second, departing from the common ground laid by the school's values, the teacher can assist the parent by inquiring about the academic performance of student X. Here, parents and teachers exchange perspectives of the child's progress throughout the pandemic. The questions asked are such: how the pandemic has been affecting the child's performance; whether the child has experienced high or low academic performance; the main factors affecting the child's academic performance, etc.

As a response, parent of student X informed that the pandemic had affected her child in the beginning, since the class switched from offline to online and impacted how her child comprehended lesson materials. Parent of student X also understood how the teacher was also affected by the pandemic as well and still figuring out how to teach online effectively. It can be concluded that parents' role (in general) is to bridge their children's comprehension with the given materials and try to see which part of the lesson their child has not understood perfectly. In the beginning, student X experienced a challenge in discipline to submit the piling assignments. However, the parent of student X kept teaching her child how to be consistent. Although there was some increase and decrease in the child's academics, parent of student X praised the teacher's creativity in teaching because her child experienced progress due to the teacher's creativity. Moreover, parent of student X stated that the standard of 'high' and 'low' academic performance is not rooted in good grades, yet character building such as discipline to submit assignments:

"My child's initial condition... Yes... especially for online (learning), it was... Eh, it surprised her too. Indeed, she was having problems in discipline. Yes, she has a lot of homework, which piles up like that... There has been a decline but there has also been an increase. Well, I also appreciate the increase in some teachers because during their pandemic...to make the child's (lessons) interesting, so that they don't get bored too and the challenge to see the screen from start to finish, is too... a challenge in itself..."

The teacher also responded to the parent's comment by saying that the progress experienced by the child was because of the good cooperation between the teacher and the parent. The teacher also explained that she did not teach student X since the beginning of the pandemic ever since student X was in grade 1. However, the teacher only taught student X in her 2nd grade, where student X already adjusted in the pandemic. Overall, student X performed quite well in her academics and only needed to develop more discipline in participating in the learning process:

"So, from my perspective, since I met student X, (she) did not have any problems academically because throughout the learning process. The interaction between X and I was also good. X could also give feedback. When I had a verbal question that I needed to convey, X could also answer, although sometimes (the answer) was not quite correct, which

is normal. When it comes to academics, what I received (from X) is definitely good. Either it is because the cognitive factor of the child is good or because the X factor is helped by their parents. That's what I can't monitor. Is it really the result of a child or accompanied by a parent. So, for X herself, her academics are actually good. Maybe it's only (about) discipline that is important."

Third, the teacher assists parents by providing solutions when the parent shares her challenges. This section is the final section of the guided interview guidelines. It is carried out last after common ground is established between the teachers and parents regarding values in educating the child and after there is communication of the child's academic performance.

Parent of student X agreed that teacher-parent collaboration is extremely important to gain feedback from the teacher's perspective. So far, the parent of student X did not have any difficulty in supporting her child's learning process in the new normal because she had managed to overcome the initial problems encountered in the beginning of the pandemic, such as training her child to develop discipline in submitting assignments. She also motivated her child to be disciplined and punctual and encouraged her child to use a timetable to manage time. Whenever parent of student X encountered a problem, she too would consult with other teachers present in the learning environment.

In turn, the teacher of student X gave feedback regarding the parent's comment. The teacher agreed that teamwork between the parent and teacher is important, because through it, the teacher can know what problems the student encounters at home or when parents face obstacles to accompanying their child. The teacher also gave additional remarks in encouraging the parent to supervise the student X's handwriting skills and for the parent to keep the student building her character, which is discipline, either for staying focused in class, bringing her books during lesson time and using timetables to manage her daily schedule. The teacher also informed tips that the parent should make deal(s) with the child when it comes to academic supervision, because children at this age should be aware that they still need guidance from the older people. Rewards and praise will also help the child to stay motivated.

E. Conclusion

There are some conclusions that can be drawn for this research corresponding to the two research questions and able to be applied to parent (or parental-figure)-teacher collaboration in general within other contexts, if there arises another opportunity to conduct online home visitation. First, the benefit of online home visitation amidst Covid-19 is that parents and teachers can evaluate their child's progress through exchanging points of view. Meanwhile, Core values serve as a common ground, agreed by both the parents and the teacher. Overall, online home visitation provides a platform for both parties to achieve mutual understanding in reaching the goal together when physical meetings are not possible. Future research avenues may explore existing gaps in this research. For example, the future researcher may elaborate on the advantages and disadvantages of online home visitation, psychological aspects of the parent (or parental-figure)-teacher communication, the variable of solo-parenthood, and how school values establish an important common ground between parents and teachers. As final remarks, it should be noted that this research was first composed in 2021 when the aftermath of Covid-19 outbreak greatly impacted offline teaching-learning activities in Indonesia. It was not until the beginning of 2023 when the after-effects of the virus began to recede, slowly enabling schools to breathe

in physical classroom spaces. Despite being a part of the pandemic literature witnessing the bleak Covid-19 times, insights of this research remain relevant for today's post-Covid19 hybrid education.

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