Challenges of Family Collaboration with Schools in Online Learning

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Abstrak: *Online learning during the pandemic provides awareness that education requires good collaboration between parents (family) and schools. In approximately two years, the application of learning from home became an important moment for strengthening family and school collaboration to carry out learning. This study aims to map the challenges faced by both the family and the school to collaborate, especially in the face of online learning. This research uses a qualitative approach. Data were obtained in 3 primary schools through interviews and observations with data sources of 30 parents, nine teachers, six school committees, and three principals. Data analysis using qualitative analysis. The results showed three problems that became challenges for collaboration between families and schools, including academic, social, and economic problems. These three challenges need to be solved by the commitment of schools and families to develop the welfare of children in schools.*

Keywords: family-schools collaboration; online learning; academic problems; social problems; economic problems

INTRODUCTION

Online learning during the pandemic has raised awareness of all parties in the education field about the weaknesses of Collaboration between families and schools. Before the Covid pandemic, attention to school students' well-being depended on teachers and school staff as parents handed over children's education in school. Similarly, schools are less open to parental involvement and participation in developing children's education. The Panorama Education's survey of 18000 parents and guardians of students from various countries showed that 54% of parents do not have time to engage in children's school activities. 23% perceive that teachers and school staff are busy collaborating, 21% are worried about the different treatment of children if they are too involved with children's school affairs, 19% of parents reveal economic limitations, and 18% of parents expressed a lack of information. Schools provide opportunities for parents to engage (Panorama Education, 2019a). Family and school collaboration are essential in

determining a child's development success (Bodenhausen et al., 2017; Otero-Mayer et al., 2021).

So far, family-school collaboration studies during the pandemic have tended to view family and school collaboration from an objective perspective that emphasizes the views of outsiders who use social norms as a standard for understanding family and school collaboration relationships. (Buza & Hysa, 2020; Jones & Forster, 2021a; Ko et al., 2021a). This tendency has ignored the subjective perspective where the Collaboration of parents and teachers is inseparable from the personal assessment of parents and teachers towards the collaborative relationships built (Daniel, 2011a). Individual judgment is strongly influenced by various factors that greatly determine how parents and teachers behave and act in the context of cooperation in the interpersonal world.

A *family-school partnership is a* collaborative relationship and activity that involves school staff, parents, and other family members of students at school. Effective Collaboration is based on mutual trust, respect, and shared responsibility for educating children and adolescents in schools (Department of Education Employment and Workplace Relations, 2008). Family partnership – school is a dialogical relationship between family and school to meet the needs and interests of students (Daniel, 2011b). Theoretically, Epstein (2010) explains family-school and environmental cooperative relationships to build a context of child welfare development through overlapping environmental theories. Figure 1 illustrates three overlapping planes with a child in the middle.
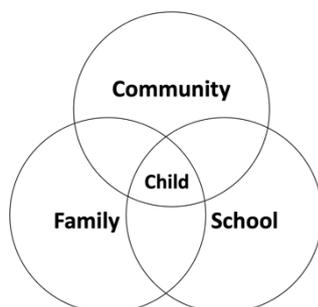

Figure 1. Epstein's theory of overlapping environments (Epstein, 2010)

Epstein explains that the greater the relationship (overlap) between the areas around a child, the more supportive the environment in which the child learns and grows. In this model, schools and families work with the community to meet the needs and interests of children and ensure their well-being.

The family is the children's first educator and will continue to influence children's learning and development during the early years of school and beyond. Schools have an important responsibility in helping to nurture and teach future generations. The family trusts the school to provide the foundation of education for their children's future. At the same time, the school must be aware of the family's primary role in education. This aspect is essential for families and schools to work together in partnership.

The paper aims to complement the parent-school collaboration study lack that does not consider collaboration issues that can affect the assessment of parents and teachers to weaken the family-school partnership. In line with this goal, this paper wants explicitly

to map the problems that hinder the establishment of family and school collaboration in the Covid 19 pandemic crisis. Three issues became the starting point for discussion, namely academic problems, social problems, and economic problems. These three problems occurred in line with the pandemic situation, which caused a change in learning from offline to online.

METHODS

Research Approach and Data Types

This study uses a qualitative approach because they want to understand the subjectivity of respondents in looking at family cooperation with schools. Therefore, the data collected are the results of the exploration of the respondents through in-depth interview techniques and observation. Based on the research objectives that have been set, the data collected consists of three kinds of data, namely data on academic problems, social problems, and economic problems. The three data were collected using observation and interview techniques in Table 1. Describes the research data and the interview questions.

Table 1. Data and instruments collecting data

No	Data	Sample Parent Interview Guidelines	Sample Teacher Interview Guidelines
1.	Academic problems	Are the problems related to children's learning that fathers/mothers face during the Covid-19 pandemic?	Are the problems related to children's learning that fathers/mothers face during the Covid-19 pandemic?
		What is your view on the duties and roles of teachers in online learning?	What is your view of the duties and roles of parents in online learning?
		What are the efforts of schools/teachers in implementing the online learning process?	What are the efforts of parents in implementing the online learning process?
2.	Social problems	What are the social problems in cooperation with schools and families?	What are the social problems in cooperation with schools and families?
3.	Economic problems	What are the problems in supporting children's learning activities during the pandemic?	What obstacles do schools face to increasing parental participation in online learning activities?

Research Respondents

Respondents to this study consisted of parents/guardians of students, principals, teachers, and school committees. Respondents came from three elementary schools in East Java. The three primary schools were chosen to represent the three socioeconomic statuses of schools with high, medium, and less/low economic levels. In addition, the selection is based on considerations 1) the school has conducted cooperation between the family and the school but is still experiencing many problems, 2) *concerns about* improving student well-being, and 3) it is looking for a form of partnership that can improve student *well-being*. Thus, data can be obtained to answer the purpose of the

study. Demographically, the respondents in this study consisted of 30 student parents, three principals, nine teachers, and nine school committees.

Table 2. Research Respondents

School	Principal	Teacher	School Committee	Parents	School status
School 1	1	3	2	10	Public School
School 2	1	3	2	10	Public School
School 3	1	3	2	10	Public School

Data Analysis

This study uses qualitative data analysis using four stages: data collection, data reduction, data display, and data conclusion or verification (Chandra & Shang, 2019; Miles et al., 2014). First data collection stage, all data from various sources, teachers, parents, principals, and school committees, are collected and organized to make it easier to carry out further data analysis. Second is the data reduction stage, which is the stage of managing data by selecting all data based on the relevance and urgency of the data so that it becomes meaningful information under the research objectives. This study reduced all data by coding and grouping based on a family and school collaboration problems map. Third, the data display stage is an activity in which data that has been arranged and organized under the research objectives is presented to verify and draw conclusions. Fourth, the verification and conclusion stage is conducted after the data is reduced to obtain meaning from the collected research data and can be known research findings that are under the purpose of mapping family and school collaboration problems.

RESULTS AND DISCUSSION
Result

Family-school collaboration is an essential factor influencing the educational development of students in schools. Family involvement and participation that has not been optimal in the child's education process has an impact on the condition of throwing responsibility between the family and the school on the learning problems faced by the child. In this paper, at least three problems of weak family-school collaboration have been mapped: academic, social, and economical. These three problems are obstacles to the development of prosperous children's education.

Academic Problems

Online learning during the Covid pandemic has made us aware of the weakness in Collaboration between parents and teachers. The unpreparedness of all parties to the practice of learning has caused academic problems. Academic problems are related to the learning process and outcomes during online learning. Online learning during the pandemic has been perceived differently by parents, causing tension between parents and teachers, leading to the attitude of throwing responsibility at each other toward academic problems faced by students.

This study has identified two differences in the perceptions of parents and teachers related to academic difficulties: the perception of the role of teachers and parents and the online learning process—first, the role and function of educators during the covid time. In teachers' perceptions, emergencies during an uncertain pandemic require parents to have a significant role in children's online learning success. Nevertheless, parents are unaware of the task. As a primary school teacher (G1) said.

"During the Covid pandemic and schools were closed, teachers could not do anything to prevent schools from being closed because they had to comply with government policies to deal with covid. Eventually, we could not teach offline and were forced to go online. Learning is carried out with all limitations. We hope that parents realize this and help take over the task of teaching teachers. However, unfortunately, not all are aware of the emergency and assume the teacher delegates the task. That is very untrue" (G1)

The same statement was also put forward by a teacher who has a position as principal (KS2). According to KS2, not a few parents complain to teachers because the child's learning load is transferred to parents and makes parents feel stressed accompanying children. The KS2 statement directly.

"As a principal, parents often complain about online learning. Many parents object to the task of education that is currently being transferred to parents. Due to stress, some parents think we are taking advantage of this emergency to take a break from teaching tasks. Even though that is not true, parents do not understand the current situation, which is indeed not allowed to have learning activities in schools. Need for socialization to parents" (KS2)

On the other hand, parents also have the opposite teacher's perception about the role of education during a pandemic. From a parent's perspective, the teacher has imposed educational duties on the parents. In contrast, the teacher has only given the tasks and does not clearly explain the material presented to the child. One of the respondents (P1, P2, P3) of several parents interviewed stated the following:

"During the current pandemic, the duties of parents seem to increase with the implementation of online learning. I am not only nurturing and educating as usual but also acting as a teacher and should be able to make the child understand the lessons and tasks assigned by the teacher. Not to mention that I also have to work on completing office work. It is stressful to be a parent in this day and age." (P1)

Two other parents also conveyed similar expressions
"My burden of taking care of children is getting heavier due to covid, especially the task of accompanying children to learn. I do not understand the subject matter, especially when it comes to mathematics. Nevertheless, the teacher gives many tasks. The child is often fussy because I am also so angry that I continue to be angry" (P2)

"Every day, I have to wait for the children to learn, and the time is uncertain. It feels like a whole day caring for the child's learning, explaining, reminding, and sometimes helping with schoolwork. The teacher also did not explain much but was only given homework". (P3)

Parents' and teachers' statements related to both' roles in learning show differences in perceptions of the task of mentoring children.

Second, in addition to different perceptions regarding the role of educators during the pandemic, parents and teachers also have differences in the learning process. Teachers perceive parents as less severe in paying attention to children's learning activities, as stated by G3, one of the homeroom teachers in grade 5, one of the public elementary schools.

> *"We have tried to keep students learning as well as before Covid, but sometimes the problem of inadequate supporting facilities. In addition, parents do not understand their duty to control student behavior when learning at home. Meanwhile, we are always required that children have learning behaviors as before. The conditions are already different?"*(G3)

The perspective of the parents is again opposite to that of the teacher. According to parents, teachers seem only to abdicate educational responsibilities to parents. The material presented was not complete, but the tasks increased a lot. This situation becomes a heavy burden for parents. The parent's expression is represented by the following statements of P4 and P5.

> *"The online learning process cannot be maximized because teachers only give tasks, so children learn independently with parental guidance. Even though I did not know the lesson and how to learn from the child, I finally called the tutor."* (P4)

> *"During this pandemic, my work has increased. In addition to household matters, I also have to help children do many tasks. Teachers should not give many tasks."* (P5)

Based on phrases delivered by teachers and parents, it can be understood that there is a perception resistance. Communication between teachers and parents is not well established. As a result, there is mutual blame and throwing in tasks.

Social Problems

Social problems are the second factor that undermines family and teacher collaboration. This social problem is understood as the disruption of social relations between parents and teachers, characterized by the existence of three conditions, namely limited family and school communication, parents' indifference to educational development activities in schools, and lack of involvement of parents in developing children's education.

First, from the results of the investigation of family and school collaboration problems from the social aspect, data was obtained that limited communication weakened Collaboration, as conveyed by G7, a teacher who concurrently serves as vice principal of the student affairs department.

> *"One of the obstacles to establishing partnerships between parents and schools is communication. Although the school has used all existing media, sometimes it is not enough to motivate all parents to participate in school activities actively."* (G7)

The G7 statement was reinforced by one of the P8 student's guardians, who stated that poor communication sometimes prevented him from fulfilling invitations or information shared by the school.

> *"Schools often send announcements to parents through WhatsApp, but sometimes they are not readable, especially during this pandemic. I replace cell phones with children. Besides, much of the information I received was covered by other information. As a result, I often miss information"* (P8)

Other respondents also stated that communication is an obstacle to forming interaction between parents and teachers. According to P9, he was informed by the school if there was a class increase meeting and if his son committed behavior that violated school rules. Here is the phrase P9.

> *"I usually get a message from the school if there is a school meeting to take a report card and notification if my child commits behavior that violates the rules* of conduct."(P9)

The parents-teachers collaboration is also constrained by the lack of parental concern in activities organized by schools to support the child's learning process. For example, parents are lazy to fill out book monitoring activities with children's learning activities during a pandemic. As stated by the following G4 and G9 teacher respondents'

> *"The school wants cooperation between the school and the parents of students to monitor student learning behavior through liaison books, but this activity is often not working because parents are reluctant to fill out the liaison book"* (G4)

In addition, parental indifference is also shown by the absence of parents fulfilling meeting invitations or socialization of school programs mainly related to online learning, as said by one of the teachers who became the principal.

> *"One of the obstacles to school and family cooperation is that parents usually do not have time to attend meetings or socialize school programs. Finally, programs often do not run well"* (G9)

The teacher's statement is in line with the following statement of one of the school committees (SC1).

> *"Schools and committees strive always to establish communication and cooperation with parents, but the obstacle is that some parents still find it difficult to participate. Maybe it is because they are busy not having time to attend school invitations"* (SC1)

Meanwhile, parents believe that in some activities, the school does not involve parents in making decisions for children's education. The statement of the parent respondent (P20) represents the statements of other parents' respondents.

> *"Programs for student education at my child's school sometimes involve parents, but sometimes they are also directly decided by the school so that sometimes there is a misunderstanding, or the program lacks parental support.*

Based on several expressions of respondents from both teachers and parents and the school committee, it shows that the social barriers to collaboration between parents and schools are more about poor communication or understanding, causing parents to not play a role in student educational development activities or activities.

Economic problem

The Covid-19 pandemic has affected the financial aspects of students' parents. In this study, the parents' financial problems are the third problem that hampers the relationship between the family and the school. Based on interview data, obtaining economic data is one of the obstacles for parents to participate in improving their children's education quality. One of the principals of elementary schools (KS1) said that economic problems could be an obstacle to efforts to build collaboration between schools and parents, primarily in academic and non-academic development. KS1requiresed.

> *"In our schools, economic problems are still an obstacle in developing educational development programs. Economic awareness and limitations also influence parental involvement in school programs. Orang old students in our school are, on average, in the lower middle economic status. Therefore, it is necessary to cooperate with various parties, especially parents, to overcome financial problems"* KS1

The KS1 statement received the strengthening of other principals (KS2).

> *"We often get obstacles in engaging parents regarding cost issues for developing children's education. There are even parents who do not want to attend to fulfill the invitation of the principal because they are afraid of being asked for their children's education fee dues"* (KS2)

Financial problems in the collaboration between parents and schools are also experienced by schools with middle and upper economic status, as the third principal (KS3) stated.

> *"Although it does not significantly affect the participation of parents to collaborate with schools, economic problems are still a problem of school partnerships with families, especially during the pandemic"* (KS3)

On the other hand, parents sometimes object if schools make policies requiring funds, especially during a pandemic. The phrase was conveyed by several respondents, one of whom was P15.

"I am very supportive of every educational development program in my child's school, but due to the economic limitations of our family, I am sometimes not active in activities" P15

According to school committee respondents, "one of the development constraints

"Educational development programs are that financial, parental participation is still low, probably because the guardians of students in our schools are on average in the lower middle economic status. Especially during this pandemic, many are facing financial difficulties. We are trying to minimize activities that require funds from parents and instead have to create programs that help student's education costs." (K2)

The results of interviews with principals, school committees, and parents show that the financial aspect is still an obstacle to the Collaboration between parents and schools that need attention.

Discussion

The study results showed three challenges in the teacher-parent cooperation process, namely, the challenges of academic cooperation, social cooperation, and economic cooperation.

Academic problem

Academic problems arise because there are perception differences between teachers and parents. Parents feel burdened if they have to guide their children to schoolwork and believe that teachers give them too many tasks to do at home. Meanwhile, teachers believe parents are too ignorant of children's education and learning processes (Wahyuni et al., 2021). This problem creates a gap between parents and teachers or the school. Gaps that occur if not addressed properly can cause discomfort in the child (Ayu, P., Lestari, S., & Gunawan, D., 2020). Children feel depressed because, at home, they can get unpleasant treatment from parents because of the lack of ability of parents to accompany children to learn(McRae et al., 2020).

Similarly, in implementing online learning, children get an opposing view from the teacher because they do not do the learning tasks correctly. Negative perceptions of each other's duties and functions (parents and teachers) affect attitudes and optimism toward parent-teacher cooperation, which tends to blame and distrust each other, threatening the parent-teacher cooperative relationship (Adams & Christenson, 2000; Kong, 2018). content like this, if it occurs continuously, the child's well-being (*student well-being*) is challenging to achieve. This problem can be solved if communication is continuously established between parents and teachers (Daniel, 2011b; J. Epstein, 2001; Holmes et al., 2021). It is necessary to create structured academic programs that involve parents, teachers/schools (Department of Education Employment and Workplace Relations, 2008). It is necessary to create structured academic programs that involve parents, teachers/schools

Social problem

The results of this study indicated that the weak social relationship between parents and schools becomes a challenge to form a collaboration between schools and

parents during the pandemic. Some social conditions that can hinder the relationship between school and parents include miscommunication (Blue-Banning et al., 2004), the neglect of parents in the educational process by the school (Panorama Education, 2019b), and schools do not involve parents in achieving educational goals (Malchar et al., 2020). These three social conditions can cause children to experience severe educational problems if not addressed wisely (Aenurohmah et al., 2021; Calzada et al., 2015; Frost & Dolan, 2021).

Studies showed that the weak social relationship between school and parents could result in the child not being motivated (Clarke & Sheridan, 2010) and lack of confidence because they do not get encouragement or models from the surrounding environment to seriously carry out learning activities (Salinas et al., n.d.), especially on formal Education (Ko et al., 2021b; Panorama Education, 2019b). In general, the goal of education becomes challenging to achieve without the care of the community (Jeynes, 2005; Lines et al., 2011; Sheridan et al., 2014)

The present study revealed that the concern of the surrounding community in education was low. There is a close relationship between this common concern and society's psychological, social, and economic conditions (Fahriati, F., & Syuraini, S., 2018). The achievement of *student well-being* in these three research subjects can eventually be understood as a result of this social aspect problem.

Economic problem

The economic aspect is a factor that affects the success of family participation in children's educational development programs at school. This study suggested that limited family economic conditions have caused parents' support to be low for school efforts to improve the children's learning quality. The study is in line with research conducted by Domina (2005), which showed that family economic conditions have contributed to the fulfillment of parental Collaboration with the school to improve students' welfare. Likewise, research conducted by Jones & Fosrster states that the economic aspect of the family is one of the factors that support the achievement of student welfare. (Jones & Forster, 2021b). Inadequate family economic conditions result in parents and schools not being ready to develop Collaboration to meet children's learning needs at home and school (Gennetian et al., 2019). This condition puts the child in a situation that does not support the achievement of child welfare (*student well-being*).

Based on the findings in this parent-school collaboration study, there are at least three recommended programs. The first is increasing pedagogical insights for parents to improve parents ability as learning companions for children. The goal is for parents to accompany children's learning, especially in emerging conditions such as the pandemic. Second, establish effective communication between schools and parents to increase parental participation in school programs. Third, programs to improve student welfare in the financial aspect. This program aims to enable schools to help ease the burden on parents to meet the educational needs of students. The form program can be in the form of scholarship assistance programs and efforts that involve parental participation, such as cooperatives or healthy canteens. The three programs are expected to be a capital for creating a collaboration between parents and schools to improve student welfare.

CONCLUSION

Family and school partnerships are essential in determining the success of children's educational development. This research has provided a critical understanding of the barriers to creating collaboration between parents and schools. The first obstacle arises related to academic problems. There are differences in perceptions between parents and schools in dealing with changes in the learning system from offline to online, where both teachers and parents are unprepared to guide students. While socially, the parent-school collaboration also needs to be supported by an efficient and effective pattern of parent-school communication, parental concern for school programs, and school efforts to involve parents in decision-making regarding student learning. Although parents' economic condition is not an absolute aspect in creating a strong collaboration between parents and schools, some schools with lower middle socioeconomic status can be an aspect that needs to be considered and find a way out. These three findings help develop family and school partnership programs.

This research has limitations on several things, first in terms of research methods, specifically related to data collection, which is limited to only three schools that have a relatively similar character, namely state schools, so it is suggested in subsequent researchers to be able to increase the number of schools and be more varied. This study is also still limited to the selection of samples that are still small. There for, it is necessary to study with a larger sample of parents. Second, family and school partnerships are limited to only three aspects: academic, social, and financial. For this reason, further research needs to develop on various aspects of the partnership. Third, the research limitations also concern the school level, which is limited to elementary schools, so it is necessary to conduct research at the high school level. Fourth, this study found the needs of parents and schools in partnership programs that, if implemented, can improve child welfare (*student well-being*). Therefore, it is recommended that subsequent researchers conduct development research to realize the program. These four limitations can form the basis of recommendations for subsequent, more comprehensive, and holistic research.

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