



## School and Parents Collaboration in Home Learning Service for Students with Sensory Impairments

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**Abstract:** This study aims to understand the implementation of schools' and parents' collaboration in home learning services for students with sensory impairments. The method used in this study is qualitative research that describes the implementation of schools' and parents' collaboration in home learning services for students with sensory impairments with observation, interviews, and documentation as data collection techniques. Respondents in this study consisted of 30 teachers and 20 parents of children with sensory impairments who were selected by purposive sampling. The data obtained were then analyzed through condensation, presentation, and conclusion. The implementation of school and parent collaboration in home learning services for sensory-impaired students is divided into collaboration on lesson planning, learning implementation, and learning evaluation. The collaboration shows a curriculum and lesson modification, communication strategy adjustment, and home visit program implementation.

**Keywords:** collaboration, home learning service, sensory impairments

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### Introduction

The home learning policy is an alternative to face-to-face learning during the widespread Covid 19 pandemic. This policy is implemented in an undetermined period. In the situation where the corona pandemic becomes a threat to everyone, education becomes unideal for teachers, students, or parents. Parents felt the stress of being asked to step into the role of teacher and therapist to support their child with academic instruction and special services (Lipkin & Crepeau-Hobson, 2022). Most schools have implemented various solutions using learning services offered on different platforms and online courses. Covid 19 pandemic situation forces educational institutions to make learning models and methods innovations so that learning can proceed even when it is conducted virtually (Hamid et al., 2020). However, this policy provides different challenges and constraints for teachers and parents of students with special needs. Children with special needs require educational programs tailored to meet their needs when they are close by, allowing them to reach their full potential (Jannah & Hermanto, 2022).

A study by Handayani (2020) records different complaints from students during the implementation of home learning. Out of 120 students, the most frequent complaint is network instability at 33.34%. Some frequent complaints related to network instability include frequent lag, out-of-sync voice between teachers and students, and inability to take a class when due to the unavailability of Wi-Fi connections. The second most frequent complaint involves one-sided interaction, with 18.31% of respondents. This complaint concerns the inability to perform interaction, poor educational environment, and inaccuracy in delivering the learning content. Teachers making an advance without involving the students is the most common response. The third most frequent complaint is the lack of concentration, with 23.3% of all respondents. Many students express their inability to concentrate during classes for long periods. Other themes identified in the unsatisfactory response are related to the lack of available data, dissatisfaction with the change of job, constraints in team projects, the decrease in academic achievement, unprepared class design, the decrease in class understanding, dissatisfaction



toward class, assessment process, administrative dissatisfaction, dissatisfactions toward forming a relationship, and dissatisfactions toward the educational environment.

It can be said that the challenge in home learning is quite complex, especially for students with sensory impairments who require material adjustment and learning methods based on their abilities and special needs. In general, children with sensory impairments are children who have difficulty receiving and responding to external information through their senses. Sensory dysfunction is probably related to an impaired modulation in the central nervous system, which regulates neural messages concerning sensory stimuli (Posar & Visconti, 2018). They can be categorized into groups of children with visual sensory impairment (blind children), children with audio sensory impairment (deaf children), or children with MDVI (Multiple Disabilities with Visual Impairment). Sensory impairments may cover hearing impairment, visual impairment, or both. Regardless of its sensory impairments, diagnosis may range from partial to total loss of vision and hearing (Hardman et al., 2017). Due to the decline in sensory performance, information input degradation and stimulatory reduction may trigger a decline in cognitive function (Luo et al., 2018).

Sensory impairment can compromise a person's ability to perform standard and straightforward tasks such as hearing a whispered conversation or side remarks, writing notes, reading the newspaper, and recognizing facial expressions (Harithasan et al., 2020). Due to the complex limitation of receiving visual and auditory information, children with sensory impairments require a particular strategy in implementing home learning. It also includes the cooperation strategy with their companion.

The strategy that can be developed in this unstable situation is implementing collaboration between parents and schools in home learning. The unusual learning method, which is online and offline learning, requires the participation of teachers, parents, and students to collaborate (Khadijah & Gusman, 2020). Regarding collaboration, Vangrieken et al. (2015) state that collaboration is a mutual interaction within groups in all activities to perform a common task. Teachers' collaboration becomes a cooperative action done with the purpose related to learning. Teachers' collaboration is an essential aspect of teachers' professional life programs due to its ability to accommodate the improvement of their teaching practice. This study examines a comprehensive description of the collaborative implementation of schools and parents' home learning services for children with sensory impairments as a consideration in developing educational services for children with sensory impairments.

## **Methods**

This study applies a qualitative approach. Qualitative research is used to identify participants and the location of the study based on locations and individuals whose ability helps the researcher understand the central phenomenon (Creswell, 2008). The qualitative approach is used due to the nature of this study to describe and analyze the implementation of school and parent collaboration in a home learning service for children with sensory impairments.

This study also uses the descriptive case study design. The researchers use the descriptive case study design to gain access or broad opportunity to examine in-depth, detailed, intensive, and comprehensively the implementation of school and parents' collaboration in home learning services for children with sensory impairments. The data collection instruments in this study include questionnaires, interviews, and documentation studies related to the implementation of home learning collected from 50 respondents, comprising 30 teachers and 20 parents as the organizer of home learning for children with sensory impairments selected by purposive sampling. The data obtained were then analyzed through condensation, presentation, and conclusion. The implementation of school and parent collaboration in home learning services for sensory-impaired students is divided into collaboration on lesson planning, learning implementation, and learning evaluation.

## **Results and Discussion**

### **Results**

This study aims to comprehensively describe the collaborative implementation between schools and parents in home learning services for children with sensory impairments. The data collection is carried out online via Google Forms, considering the circumstances that do not allow direct data collection due to the Covid-19 pandemic. The data collected from the questionnaire instrument of this study provide information related to teachers' and parents' requirements in home learning services about

collaboration on lesson planning, learning implementation, and learning evaluation. The following are the explanations of the data analysis result of this study.



Figure 1. Learning modification

All learning components were generally modified during the implementation of home learning. Besides the media and learning tools, the strategy and learning methods also require more adjustment. The learning purpose, material, time, assessment, and learning media also needed to be adjusted during the implementation of home learning.

Furthermore, the data of this study also showed that the teachers preferred curriculum modification in the form of curriculum substitutions and omissions during the implementation of home learning. The collected supportive data also showed that the learning materials emphasized functional academics were preferred to be taught during the implementation of home learning. The following is the diagram that illustrates the data:

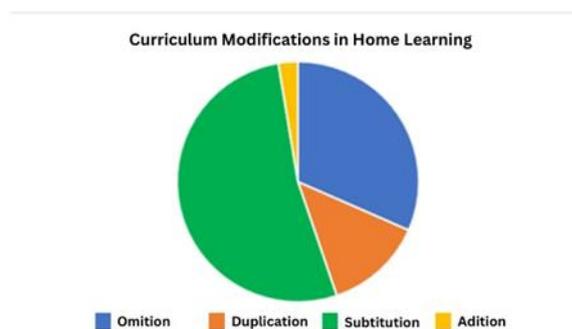


Figure 2. The forms of learning component modification

Regarding collaboration as the main focus of this study, communication between teachers and parents became the factor requiring more attention during home learning implementation for children with sensory impairments. Home visits were a preferable solution to establish effective communication between teachers and parents and as a form of collaboration between the two. Parents, as the respondents of this study, provided information related to the need for teachers' support in every step of learning, from the preparation of learning purpose to learning evaluation. Furthermore, through intensive discussion with teachers, they can help children with sensory impairments to learn within their limited time in accompanying their children.

Besides home visits, another program required as a form of collaboration between teachers and parents was online consultation via WhatsApp or other platforms. It was hoped that the various form of communication and consultation media become not only a means of submitting assignments but also a place that facilitates teachers' and parents' collaboration to improve the quality of home learning services for children with sensory impairments.

## **Discussions**

In this study, researchers analyzed the requirement of home learning organized by teachers and parents for children with sensory impairments, the collaboration that can be optimized during home learning, and the effort to overcome any constraints in the implementation of home learning for children with sensory impairments. Zaccoletti et al. (2020) explain that the exceptional situation caused by COVID-19 represented an inevitable challenge that required constant adaptation by teachers, students, and their parents. Despite the efforts of teachers and parents to mitigate the effects of the COVID-19 restrictive measures on students, our results showed a decrease in students' academic motivation associated with a reduction in their participation in learning activities

According to the data analysis result from the questionnaire and interview given to teachers and parents of children with sensory impairments, it was shown that there are a few things teachers and parents did as the step of home learning adjustment. Parental involvement is essential. Schools must work closely with parents to address gaps in learning and development (Mumpuniarti et al., 2019; Greenway & Eaton-Thomas, 2020). Functional academic curriculum implementation was one of the most frequently done adjustments during home learning. The study's result showed that the curriculum was modified in a more helpful direction. It is beneficial in implementing effective and efficient learning, especially during home learning. Teachers who teach effectively care about their students and know the condition of their students to adjust the learning program (Hermanto, 2022). A functional curriculum can be developed by referring to the subject materials generated within the current curriculum. Next, the learning material should be formed by mastering learning material related to children's daily life (Sukotjo, 2015).

Teachers' and parents' collaboration within the implementation of home learning for children with sensory impairments requires methods and efforts to optimize the implemented learning process. In this case, teachers and parents have an inseparable role in home learning implementation. Supriyadi & Wiliyanto (2021) explained that collaboration between teachers and parents is needed so that every material prepared for home learning can be conveyed to Children with Special Needs. There is still a need to investigate the connections between influential families systematically—school communication and parental involvement at home and in schools for special education students and to examine which factors would act as critical barriers to these connections (Yotyodying & Wild, 2019).

Learning collaboration during home learning implementation between teachers and parents of children with sensory impairments analyzed in this study shows that there needs to be reinforcement to improve the knowledge and abilities of teachers and parents. It regards the concept of children with sensory impairments, optimizing the role during home learning, and adjustments that can be made regarding the condition during home learning. Nurturing practice is the proper home learning process to be influenced by understanding children's development suitability (Berns, 2013). The training given, especially during the Covid-19 pandemic, must be continuously developed and innovated due to its ability to overcome the confusion of teachers and parents of children with sensory impairments, especially concerning what they should do to collaborate to optimize the home learning activity. Training teachers and parents of children with sensory impairments as a competency improvement program must be done continuously and developed to create training models that can inspire others to improve their competency independently (Mashoedah, 2015).

Home learning is an educational activity for children implemented at home so that it could be an alternative education chosen by parents to develop religious values and create a more enjoyable learning atmosphere. Home learning will help each child with various situations and conditions and continuously developing social environments. The closeness of parents with their children can be used as a practical learning method and a precious learning experience for children (Mulyadi, 2007). Learning activity implemented at home allows parents to develop educational values for their children. Therefore, parents must have sufficient knowledge and skills to carry out these roles and functions.

According to Muhtadi (2008), the characteristics of home learning are: 1) Oriented towards character-forming and children's talent development; 2) A more flexible learning activity to encourage children to learn independently, accompanied by parents, tutors or participating in a community; 3) Parents hold the primary role as teachers, motivators, facilitators, dynamists, and discussion friends in children's learning process; 4) Involves teachers and tutors with limited roles as mentors and directors of children's abilities in their favorite subjects; 5) Flexible learning schedule and duration; and 6) More

personal and humanistic learning approach, giving children the opportunity to learn according to their interests, needs, speed, and intelligence.

Based on that theory, this study shows that the character-forming and talent development of children with sensory impairments can be realized by providing knowledge to teachers and companions of children with special needs related to the concept of children with sensory impairments and their abilities, constraints, and needs. By understanding that concept, teachers and parents of children with sensory impairments can accommodate each child's talents, interests, and conditions as a form of learning adjustment. This study explains that time flexibility and the learning process can be adequately planned if teachers and parents of children with sensory impairments understand their roles and functions. The materials related to role collaboration between teachers and companions of children with special needs during home learning become an alternative method to realize the flexibility of home learning. Furthermore, this understanding can make teachers and parents of children with sensory impairments good motivators and facilitators in home learning and can divide roles according to their respective capacities.

With the competencies in implementing home learning, teachers and parents can collaborate to encourage each other and help with learning management. Parents' encouragement during the home learning activity and teachers' involvement in providing learning materials is vital for continuing children's education. An increasing number of sources indicate that establishing an effective partnership between parents, families, and schools to support children's education resulted in better learning outcomes (Wardhani & Krisnani, 2020). In addition, there is a need for adjustments to implement learning activities at home. Parental assistance is one of the determining factors for the success of distance learning. Parents must prepare the tools and system of distance learning and guide their children to use modern technology in learning to increase their quality (Purwanto et al., 2020).

The synergy to coordinate according to the respective roles and functions becomes the critical factor in the success of implementing home learning for children with sensory impairments. In the context of learning collaboration, it is hoped that students with special needs can have more chances to improve themselves in the learning environment created through parents' and teachers' cooperation. (Flowers et al., 2018). From planning through evaluation, teachers' and parents' coordination is needed for the implementation of distance learning during the Covid-19 pandemic. Teachers have a central role in providing plans and assessments during learning, while parents have a significant role in monitoring students learning (Hewi & Asnawati, 2020). Teachers' and parents' coordination during distance learning can be done in various ways. Dewi (2020) explains that coordination between teachers and parents related to students' learning process can be done via video calls or photos of children's learning activities at home. Parents occupy a central role in distance learning activities in the era of the Covid-19 pandemic. Due to the inability of first to third-grade students to operate gadgets, teachers' and parents' cooperation is required. Working parents who can't accompany their children while studying can provide a special study schedule so they can learn like other students. Epstein (2011) explains that involving parents as coordinators of various school activities is necessary. By applying this strategy, different learning program objectives can be achieved.

In this study, home visits became the preferable alternative for teachers and parents to establish more intense communication during home learning. Implementing the home visit approach resulted in intensive communication between teachers, students, and parents. In addition, students were more guided and helped in the learning process. Home visits are carried out as a means of informing parents about the efforts that parents must provide to support the development of the potential, interests, and talents of students while at home (Nirmala & Annuar, 2020). This condition invokes happiness among parents as they are helped with their children's problems, and there is an intensive dynamic cooperative relationship between students, teachers, and parents (Sholeh, 2021). Properly planned and executed home visits would establish ideal collaborations between teachers and parents of children with sensory impairments.

### **Conclusion**

Based on the previous discussion, it can be concluded that collaboration in home learning for children with sensory impairments can be implemented, from the planning effort to learning evaluation. The first step to be prepared is modifying the curriculum and adjusting the learning component.

Furthermore, this collaboration can be carried out through coordination and communication between the parties involved through various technical implementations, both online and in limited meetings. One of the efforts that can be made in implementing the collaboration is with a home visit program, which is designed according to students' learning requirements so that teachers and parents can optimally carry out their respective functions and roles.

The collaborative training model for teachers and parents and the development of the home visit program need to be studied and developed during the implementation of the home learning service to minimize the potential learning loss which can occur in children with sensory impairments.

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