

## A Social Collaboration Model Between Guidance and Counseling Teacher and Parent to Guide Students During Distance Learning

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### ABSTRACT

It is apparent that during the Covid-19 pandemic, students are opting to learn from home. For guidance and counseling teachers, this situation is a challenge to guide children in online-based learning. For parents who are not used to access technology, it becomes a problem. The purpose of this study is to explore a collaboration model between guidance and counseling teachers and parents for attaining learning objectives and overcoming impediments. This research is a descriptive analysis, which explores and analyzes the collaboration between parents and counseling teachers in overcoming difficulties of distance learning and in supporting best efforts that parents should make to guide their children during online learning. The data collection technique is library research, with the primary sources being two journal articles from 2020-2021 about the roles of parents and guidance and counseling teachers in online learning. These sources were examined by a content analysis method. Distance learning requires collaboration with various parties engaged in different educational activities. Parents are involved in the process of mutual communication in the guidance and counseling program and development of students. They also assist in collecting data and information and they support the success of guidance and counseling services via extracurricular monitoring. These various roles are seen to make significant contributions to the effectiveness of the counseling program implementation in schools. In particular, the parental involvement in schooling methods and experiences can provide positive support and influence for the development of student growth. This study has limitation since it provides only few data which cover two journal articles. For future research, it is recommended to probe more than two journal articles and with a large data set.

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## 1. INTRODUCTION

The Coronavirus (Covid-19) cases at the end of 2020 in Indonesia experienced increases per day and, based on the positive cases data for Covid-19 as of July 2020, there were newly 3507 people infected, for a total of 225,030 cases. Of this number, 161,065 people had recovered and 8965 people were reported as deceased. Additional positive Covid-19 cases in screening tests were 42,636 patients ("Kementerian Kesehatan Republik Indonesia," t.t.). Consequently, the government issued several policies to break the Covid-19 infection, and these policies include the strengthening of at-home learning, rather than keeping students in classroom (Amalia & Sa'adah, 2021; Lessy, Barokah, & Rohman, 2021)

In education there is a term called *Tri Pusat Pendidikan*, which means there are three learning centers for children, namely the educational institution, the family, and the community. The roles of these three centers are considered crucial in education and it is also crucial that those centers cooperate together according to their roles. While both teachers and parents are basically educators, the nature of their roles naturally differ, since parents are the educators at home, while the teachers educate at schools (Khadijah, 2020). Education with the *Tri Pusat Pendidikan* can be utilized for augmenting the pedagogy approach to guide and counsel children in order to seeking particular coping skills and experiences they need as part of schooling activities. In the approach, children learn the coping skills before they have an interpersonal crisis, and how they apply the skills (Myrick, 1987).

The Covid-19 pandemic has changed education. Teaching and learning activities have shifted to distance learning, commonly known as online learning (Amalia & Sa'adah, 2021; Dewi, 2020a). Even so, a lack of information and technological skills could be a major issue in the learning system (Hussin, 2018). In this situation, parents and teachers should be advised to guide their children and students in the online learning process (Putri & Maknun, 2021; Traxler, 2018). With the advance of information and communication technology, the learning approach has changed into learning without borders, whereby everyone can learn from anywhere, at any time, and with anybody (Sintema, 2020). The borderless flexibility of this computer-based learning is a significant and powerful feature of schooling in the information and technology era (Kuntarto, 2017).

Dewi (2020) conducted research on the Covid-19 effect during online learning for Elementary School students. According the study, the implementation of this virtual learning had correctly worked at the Elementary School level, even though students in Grades I to III had not yet used technological devices knowledgeably. For this reason, there was a need for teacher-parent partnership. Dewi's (2020) study has shown that the coronavirus has had considerable influence on the implementation of online learning in the Elementary School. Accordingly, the use of online learning requires a specific instructional manual and appropriate controls practiced by the teachers and parents. The role of parents is especially important when teaching and learning are conducted from home to attain the objectives of their children's curriculum. This is the demand of distance learning (Cahyani, Listiana, & Larasati, 2020). The parental role is increasingly significant when studying is largely carried out at home to attain educational objectives, so this is a necessity for distance learning (Cahyani dkk., 2020). In the family context, the children benefit from strengthened familial relationships being their foundation for developing moral, behavioural, and character nurturing. Widiyanto (2015) explained this assertion that the parent is the first place within a family and social environment for a child to study.

Implementing learning from home is probably less daunting for parents who are tech-savvy. Even so, all parents are newly faced with the challenge of providing and overseeing their children's learning methodologies successfully at home amid a health crisis (Cahyati & Kusumah, 2020). Implementation of online learning during the Covid-19 pandemic is a greater challenge since many problems can arise during the online learning activity and since there are complex issues for any learning process (Dewi, 2020a). And, complete study is stipulated by an educational unit, as referring to the final standard of competency to be assessed, but amid concerns relevant to students' account and instructional subject characteristics, as well as the circumstances of each educational unit.

During the Covid-19 pandemic, there have been many obstacles to performing online education because the parents have been busy working extra hours in order to earn more money. In addition, most parents were not prepared to need to quickly master technology. Parents were often completely new to the implementation of technological applications, such as Zoom, Google Meet, and Webinar. Issues arose mainly due to lack of parents' skills and experiences for facilitating children to engage in the online learning. This situation can lead to degrade motivation of the children. In line with this scenario (Badria, Fajarianingtyas, & Wati, 2018; Lessy dkk., 2021) emphasized that parents are essential elements in children's development and growth. Therefore, it is essential to engage parents in their children's education to increase success in learning.

The relation between parents' role and learning motivation is crucial. Wahidin argued that parents' role in Elementary School learning is parents' effort toward fulfilment of their children's requirements, including facilitating learning activities to increase learning motivation. However, this attempt is even a challenging task for all educational elements, and in particularly for guidance and counseling, which currently focus on collaboration between counselors and the school, community, and parents (Novitasari, Hakiki, & Lessy, 2021). The latter is to develop students' potential and competency. With regard to their role at home or school, the teachers are supposed to work with parents to help handle the transition to an online learning system. To date, the role of guidance and counseling has focused more on the cooperation between counselor and parents as actors in the household. In this case, an activity engages many parties to work together to gain educational purposes, both inside and outside the educational institution (Lessy dkk., 2021). Therefore, collaboration can constitute a concrete and systematic method within the educational environment that has a direct impact on the development of educational quality.

Parents are clearly the essential educators for students who are learning outside of school environments. They are certainly engaged with others in the communication process for career development and student progress. In addition, parents can help collect data and information to support the success of guidance and counseling services through supervision outside of school (Muzaemah, 2020). The aforementioned roles greatly contribute to the effectiveness of counseling and guidance programs in the distance learning era.

Parents' role in the school is as a front-liner in education to establish educational objectives and promote students' potential and competency (Grothaus & Cole, 2010). The parental role also newly as a navigator is to support students' development amid the Covid-19 pandemic and overcome the complexity of distance learning issues that students face during new online learning (Chalim & Anwas, 2018). While during the pandemic, students' learning condition was very concerning. However, with the help of parents' facilitation and the aid of Zoom, the students' anxiety and stress could be mitigated (Nurwijayanti, Lessy, Sari, Erdiani, & Khaja, 2022). Considering the fruitful collaboration between parents and counselors in the school, this research shows that collaboration with teams of teacher and parenting counselor contributes significantly to the development of children's skills. Nugraha and Rahman demonstrated this in a study of stakeholder cooperation in education. It was found that school counselors must increase interaction and collaboration with parents to develop students' positive perceptions about their success (Nugraha & Rahman, 2017).

Therefore, there needs to be collaboration with teams of the parents and the guidance and counseling teachers to guide students during the distance learning process. Given the above descriptions, the counselor requires a good and precise cooperation strategy, particularly regarding cooperation with parents, to develop students' success in the school. Otherwise, students' success will be hard to attain without involving parents in their child's schooling development. This objective of this research is to fundamentally demonstrate the guidance and counseling teachers-parent's partnership for achieving learning objectives and minimizing obstacles during the collaboration process.

In short, to deal with an emergency remote teaching, the guidance and counseling teachers perceive that they faced a hurdle to communicate with parents. Also, parents find it difficult to drive

their children in online learning. Basically, the issue lies in the communication between guidance and counseling teacher and parents. Therefore, this study is to examine the model between them to improve children's educational progress.

## 2. METHODS

This research employs descriptive analysis to report and analyze a collaboration model between parents and counseling teachers for overcoming children's distance learning issues and parents' efforts for guiding their children in online learning. The data examined in this study were the secondary data from selected journal literature containing reports and information pertinent to parents, class teachers, and guidance and counseling teacher. The secondary data or sources refer to papers or articles to which authors belong after being reviewed by neutral readers who can assess the visibility and validity of the papers (Roberts & Taylor, 2002).

The data collection method in this study was library research seeking and collecting secondary data from reference sources, both in print and at internet sources. Data used in the study rooted in 30 articles that have been published between 2017 throughout 2022. From 2017 to 2018, there were seven articles solicited; from 2020 to 2021 there were 20 collected, and the current articles of 2022 were three. In terms of frequency, authors cited by the researchers were each Dewi(2020) and Sari and Ilyas (2021)for three times, and twice for Zakariyah and Hamid (2020). Furthermore, data was examined and evaluated by content analysis. References as the main materials for this study were either books or journal articles that were believed have been gone through review processes. In terms of research categories, this study was clustered into the qualitative research method because it did not deal with numeric and number. However, it focused on qualities of writings and narratives people produced in books and articles of journals (Hennink, Hutter, & Bailey, 2020).

## 3. FINDINGS AND DISCUSSION

Sari and Ilyas's (Sari & Ilyas, 2021) research, as well as Zakariyah and Hamid's (2020), had similarities in the research topic as to the crucial elements under discussion, namely the collaboration between teachers and parents. Sari and Ilyas' (Sari & Ilyas, 2021) research differed by being particular to Islamic education and unrelated to guidance and counseling. The descriptive lists of literature showed in the Method section have revealed themes as follow:

### **Social Collaboration Between Teacher Counselor and Parent**

Based on the literature review, it was found that collaboration between parents and career counselors during distance learning can affect the comprehensive learning process. Social collaboration is an interactive process with sharing of knowledge and information among members engaged in a kind social interaction between them as a team to solve problems they encounter in their social life. The role of the team working together is to develop a model, objectives, and a strategy. To understand the student's progress and learning issues they face, a guidance and counseling teacher needs to use instruments, such as self-report, interview, test, case study, and behavior of observation subject relating to the implementation of collaborative service by the collaborators. Therefore, teachers involved in the collaborative service can invite parents to the school to discuss students' collaborative programs together. Each parent is an essential educator yet helper for students during the time when students are out of the school environment. And, parents naturally spend a lot of their time with their children in their daily lives. In addition, the parents get involved in the mutual communication process in guidance and counseling programs and in student growth educationally.

### **1. Social Collaboration Model**

According to Sari and Ilyas, parents also help collect data and information and contribute to the success of teacher services by supervising outside the school(Sari & Ilyas, 2021). Parents are eventually essential educators for their children when they are out of the school environment because the parents

need to be involved in the feedback communication process with the teacher counselor about the guidance and counseling program as well as the progress of the students. In order to pursue the objective, the parents need to collect data and information so that they can support the success of guidance and counseling program with monitoring outside the school.

Zakariyah and Hamid (2020) compiled data and information related to guidance and counseling services through monitoring outside the school in distance learning, which must be fulfilled with the such implications as first and foremost is that the parents and community members must be involved in the assessment process. In this case, parents' participation provides the correct data source regarding student circumstances (family background, education, origin, social-economy background) if necessary. The second implication is that counseling services are offered to students, and all parties involve in students' development. In other words, all parties directly engage and participate in the process of students' development and growth should provide their suggestions. The third implication is that for the teachers, to increase collaboration with other teachers in the school, they should try to participate in the professional organization and also increase collaboration with other professional employees.

According to Sari and Ilyas, a family is a place for producing potential future generations with good character, and the school is a place where these young generations grow and develop (Sari & Ilyas, 2021). Considering the parents' role during the pandemic, a parent is the leading educator for children's growth and development and a crucial partner for the educators. It is not enough for parents to stand outside the school gate and watch the process of education from afar. Of course, collaboration requires hard work from both sides. Collaboration between parents and guidance and counseling teachers is supposed to be carried out actively and positively for the sake of success and harmony in the educational program, as developed by the school, including character building for the students. Thus, social collaboration activities with parents at the school are presented by (Sukiman, 2017) as:

1. Attending a meeting with the homeroom teacher on the first day at school;
2. Attending a meeting with the homeroom teacher at least twice each semester;
3. Attending parenting class at least twice a year;
4. Consistently coming to every course grade distribution report;
5. Attending as a guest speaker for inspiration class;
6. Actively being involved and in attending the class performance that is at the end of the school year;
7. Actively being involved in parental socialization in the class.

According to Zakariyah and Hamid (2020), there are various collaborations with parents in the school that can encourage and positively influence students' development at school and justify the importance of parents participation in the school activities:

1. Parents can understand and support more fully the school's program.
2. Parents can synchronize children's activities at home.
3. Parents can share and add their own knowledge for supporting the success of children's education.
4. Parents can know about and be actively involved in anticipating various threats surrounding their children, such as violence, drugs, pornography, radicalism, and other immoral attitudes.
5. Parents can provide input for the school advance.
6. Parents can follow studying willingness and provide support for the child progress.

The principles of the school-family partnership are demonstrated in the following points (Sukiman, 2017):

1. Equality and mutual respect;
2. The spirit for mutual cooperation and togetherness;
3. Mutually complementary sharing and strength;

4. Mutual sharing, loving, and protecting

## 2. Method of Social Collaboration

Collaborative methods are used by guidance and counseling teachers to help the guidance service run smoothly. The success of teachers to provide service depends on the methods used (Orgaz, Mora, & Domínguez, 2018). Every method has its strength and weakness. Collaboration in counseling is a process involving multi-party interventions in which principals, teachers, and parents work together to provide services for guidance which aims to offer assistance in changing attitudes, behaviours and situations. Also, this service is to encourage students to understand, identify, maximize and optimize their potentials in a partnership framework (Nugroho, Handoyo, & Hendriani, 2020).

In collaboration with cautious parents, it creates patterns or relationships conducive to receive and take up offers of counseling for students. Counselors, parents, and legal guardian partnerships have a significant influence on direct service in student counseling. Parents notably become essentially a primary educator for students when they are at home. Parent involvement is also crucial for the reciprocal communication process in the guidance and counseling program and the development of students. The parents are also helpful in collecting data and information and bolstering the success of guidance and counseling services through monitoring extracurricular activities (Prihatiningtia, 2020).

## 3. The Role of Family and Parent

Family is a crucial factor for developing the self-confidence, study skills, and life success of students. Many references have indicated that family factors, including social and economic status as well as parental involvement and expectations, significantly affect student learning and professional development (Weiser & Riggio, 2010). According to Ahmadi the parental role deals with challenging questions concerning human expectations since individual behaviour and personal responsibility are being shaped by family (Ahmadi, 2009). Accordingly, parental responsibility in arranging duties for children, in both formal and informal education, certainly plays an important role in the overall educational process toward creating a bright future for the students.

Gunawan, for example, has noted that there are at least four roles of a parent with regard to their children (Gunawan, 2020):

1. Family is founded to produce offspring which is a part of religious duties.
2. On a family journey, parents should provide enough food, promote the welfare, and so forth.
3. Family responsibility is for parents to socialize their children and to give direction for bettering children's education.
4. Instilling good human values for the future enables people to live peacefully while maintaining quality of life and morality.

According to Gray (1989), collaboration is a thinking process in which learners view a different aspect and find a solution for issues of differences and limitations. According to Alwasilah dan Alwasilah (2022), collaboration is a learning method to work with others. Also, it is an aspect of social learning. And in the regulation of the Ministry of Education and Culture (Permendikbud) Number 111 Year 2014, collaboration is given as a basic issue for guidance counseling services in which counselor or counseling teacher works with other parties on the basis of equality, understanding, respect, and support principles. All reasonable efforts have been made to ensure that every student and counselor promotes self-development, as well as social, academic, and career development. Coordinating with the teams of counselor or counseling teacher, subject teacher, class teacher, parent, and other appropriate parties is required to broaden understanding and collaborative efforts to deal with problems and to develop student potentials.

School counselors have an ultimate responsibility to develop a comprehensive program, but this cannot meet global challenge without help and support from other professionals, the school system, and the community (Bhakti, 2017). Schmidt (2003) asserted that in recent times and for the future, school

counselors working with others can develop programs to involve the parents in the education of their children. He further explained that many groups and professionals work with schools to improve the effectiveness of services for students. Each such group has a focus on development in the category of school services or the category of social facilities.

According to Myrick (1987), the counseling process is intended to be carried out through collaboration with teams of counselors, teachers, and parents in order to foster and develop students' competence. Collaboration with counselors and with teachers interacts with parent involvement, as for (1) parent as a school committee member, (2) parent as tutor, and (3) parent as contributor to funds and to building up understanding and parental skills.

#### 4. CONCLUSION

Distance education involves cooperation with other parties for many different learning activities. Collaborative learning is practiced by both external and internal parties working together to gain the goal of education. Counseling programs also are closely related to relevant groups to "hold hands with" for mutual information and support. Collaboration includes stakeholders such as principals, vice-principals, guidance and counseling teachers, subject-specialty teachers, classroom teachers, administrative staff, and school committees. Parents at home are the primary teachers for learners when they are out of school, not just after school, but currently while experiencing distance learning. Parents are also needed as active participants in the two-way process of communication for guidance and counseling programs toward student improvement.

In this study, the parent can help with collecting data and information for supporting the success of guidance and counseling services, and especially now through observing extracurricular activities. Considering the importance of their roles, the parents and the guidance and counseling teachers are also significant for accomplishing school counseling programs effectively during distance learning. Parent involvement in such ways significantly yields positive impacts on students' educational progress. In other word, this study indicates that the proposed collaboration model between guidance and counseling teacher and parent enormously strengthen the educating and communicating role on parental involvement to guide student's learning process.

This study implies that guidance and counseling teacher role should be emphasized in collaborative behavior to increase student's learning process in distance learning. Also, this provided qualitative research on guidance and counseling teacher-parent collaboration model to achieve the objective learning. However, this study has limitation since it provides only few data which cover two journal articles. In addition, follow-up research could analyze the guidance and counseling teacher-parent collaboration through enriching the subject of research. Also, the study could explore guidance and counseling teacher role in collaboration activities.

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