

Guideline for the Promotion of School – Parent – Community Participation for Student’s Learning loss Recovery from the Situation of the Spread of the COVID-19 Virus

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Abstract— The purposes of this research to 1) study the condition of participation between schools, parents, and the community for learning loss recovery. And 2) study guidelines for the promotion of school parents, and the community participation for Student’s learning loss recovery from the Situation of the spread of the COVID-19 Virus. For the targeted group, 102 teachers from school in Rayong were surveyed to assess their essential needs. Additionally, seven qualified individuals involved in school management in another school affiliated with the same office were engaged in focus group discussions to establish guidelines for collaboration among schools, parents, and communities in revitalizing students' learning. The sampling method used was purposive sampling. The research methodology employed in this study is a mixed-method approach, encompassing both quantitative and qualitative research. For the research tools consisted of Self-created questionnaires to assess the necessary requirements, fishbone diagrams and focus group discussion. Analytical data statistics were mean, percentage, Modified Priority Needs Index (PNImodified). Inductive analysis was used to study the effective ways of the approach. The results revealed that schools should adjust their curriculum to align with the current situation so that it can be interconnected with subject groups, real-life experiences, and student needs, development of curriculum and create a guide for parents on supervising and monitoring their children at home, provide welfare and boost morale and motivation for teachers, teachers should encourage each other, showcase their successful works, reduce non-teaching workload, and ensure safety within the school, the school should curate these educational materials and include them in the central media library of the school, allowing students to explore on their own outside school hours, survey the needs of teachers to provide essential equipment or tools for learning management, increase internet coverage, and support the budget.

Keywords — Learning loss Recovery, Need Assessment, School Parent and Community Participation

Introduction

The global pandemic of the novel coronavirus (COVID-19), including in Thailand, began in December 2019 and has severely impacted various developmental dimensions of the country. This includes health, economy, society, and significantly, the educational system [1]. Specific measures such as halting in-person education, closing educational institutions, and transitioning to online teaching were implemented to mitigate the virus's spread. Data indicates that during the pandemic, over 1.5 billion students worldwide had to cease classroom learning and shift to distance or online education from home, leveraging technology for teaching. Parents and guardians had to adapt to this mode of instruction, facing varying levels of readiness and

capabilities depending on each family's circumstances [2].

However, from research on educational management in the COVID-19 situation, which studied the significant impact of the COVID-19 situation on education management, it was found that the quality of education management has decreased. Educational institutions lack resources for managing education in crisis situations. Teachers have heavier workloads and stress in performing their duties. There is a risk and a lack of motivation in their work. Students cannot learn to their full potential, experiencing stress and fatigue from learning. They lack readiness and materials for learning, especially among disadvantaged groups. Parents are spending more to support their

children's education and lack readiness to promote and support learners due to their own careers [3]. Issues related to educational disparities and inequality may increase the inefficiency of teaching and learning, which is still insufficient. The online teaching promotion and support systems by teachers are also inadequate [4]. The issue of learning loss is also raised, as some students lack computers, access to electricity, and online learning equipment. Students are unable to attend school because their families have low incomes and cannot afford school expenses [5]. The issue of a learning crisis is that students experience stress, anxiety, and a lack of motivation, resulting in a loss of curiosity, reduced effort, and lack of readiness [6]. The issue of students losing opportunities for learning affects academic, social, and emotional development and various necessary skills [7]. The impact of online teaching and learning on students' educational development not only has negative short-term effects, such as creating anxiety, stress, loneliness, depressive symptoms, suicidal thoughts, or even reduced educational performance, but it also has long-term consequences on the development of various skills in students' future lives. Additionally, it widens the gap in educational inequalities among children from different economic and social backgrounds [2]. The impact on students includes stress, anxiety about learning, reduced effort in learning, a lack of motivation to learn, and a lack of interest in learning, especially among high school students who exhibit a negative attitude toward learning and demonstrate non-attendance. Furthermore, in the management of online teaching and learning, students have fewer opportunities to practice life skills, cannot engage in collaborative learning activities with peers, and miss out on learning from external sources and real-life experiences, which affects the development of life skills, social skills, and emotions of students [1].

In light of the aforementioned issues, it is imperative to have a clear plan for revitalizing the learning environment. This will enable relevant educational authorities to implement equitable practices. Given that students should receive continuous and appropriate support to help them adapt and keep up with their studies, it has been found that all children and adolescents have

attended school and received tailored support to align with their learning needs, physical health, and mental well-being, as well as other requirements. Everyone has received help in catching up on lost learning during school closures, and all teachers have been prepared and supported to address students' learning loss by integrating various digital technologies and innovations into teaching [8]. The reduction of learning setbacks among basic education students resulting from online learning during the COVID-19 pandemic has involved utilizing social family processes, active learning, promoting students' awakened citizenship, and co-creating teaching and learning innovations to mitigate the learning crisis [2]. The "RECOVER" measures include: Redesigning New Learning Processes: Designing new learning processes that respond to changing contexts and students' needs; Empowering Teachers and Principals: Strengthening the development of teachers and school leaders; Collaborating Effective Learning with Stakeholders: Establishing effective collaboration in learning management among schools, teachers, parents, communities, and all relevant stakeholders; Open Educational Resources: Developing digital resources for open and connected education; Elevating Learning with Edtech: Enhancing learning management systematically and efficiently through technology; Regarding Safety and Welfare: Ensuring the well-being, safety, and motivation of students [1].

Building cooperation between educational institutions, parents, and the community to enhance learning management so that students can develop learning in all aspects. However, educational development must listen to feedback from teachers, parents, students, and the community. The Institute for the Promotion of Teaching Science and Technology (IPST) has concluded that in Thai education, post-COVID-19 education management will be part of the social system, emphasizing the process and the overall well-being of students. There is educational development by listening to feedback from all levels - teachers, parents, students, and the community - making collective decisions about educational management. UNESCO has suggested seven methods to help schools and teachers succeed in managing learning in the new normal

after the COVID-19 crisis, including: listening to teachers' voices in policy and planning decisions because discussions are crucial for efficient school reopening, management, teachers, parents, the community, and students; creating a safe environment for everyone in school; prioritizing the mental, social, and emotional states of teachers and students; and constantly monitoring the situation and receiving feedback from teachers. When schools open, they must continuously check and assess the situation, adjusting plans as necessary. The Ministry of Education, administration, and directors need to inspect and evaluate the operational framework to measure progress. This framework should consider the quality role of teachers and enhance a good learning environment. Schools must not forget to provide opportunities for teachers to express opinions and evaluate the school's performance as well [9].

Given the importance of educational management that fosters collaboration among schools, parents, and the community, which aids in learning loss recovery from online education due to the COVID-19 pandemic, it is essential for schools and teachers to succeed in reviving students' learning and improving educational quality. This will benefit the future development of students' potential. In addition to this, the researcher aims to explore methods to assess the necessary collaboration between schools, parents, and the community in reviving the deteriorated learning conditions from online education due to the COVID-19 situation. Using research methods for needs assessment will help the researcher understand the best possible conditions, the current conditions, the root causes of issues, and solutions [10]. The research findings will then be presented to the relevant administrators and departments.

Literature Review

Theoretical concepts regarding learning loss recovery.

From the situation of the spread of the COVID-19 virus As a result, the school is unable to organize teaching and learning as usual. Therefore, various forms of teaching have been organized. Whether in the form of On-site, On-hand, On-demand or Online in order to be consistent with

the context of each school. and so that education can continue However, due to many factors, the learning management is not as effective as it should be. Some groups of students experience a learning decline. And from the Ministry of Education (MOE) announcing that educational institutions will open for teaching in the second semester of the academic year 2021 and that educational institutions will open for full teaching in the first semester of the academic year 2022, Office of the Secretary of the Education Council Therefore, it is considered necessary to synthesize knowledge and policy recommendations. Practical knowledge gained from studying related documents and research. which has many dimensions and is beneficial to the development of education in Thailand and clear measures to reverse the learning recession In order for relevant agencies to lead to concrete actions. It has proposed measures to revive the learning recession to help students affected by the COVID-19 situation. To lead to the following action mechanisms: 1) Redesigning new learning process. 2) Empowering teachers and principals. 3) Collaborating effective learning with stakeholders. 4) Open educational resources. 5) Valuing positive attitudes and well-being. 6) Elevating learning with Edtech. 7) Regarding safety and welfare. And 8) Urgently task. [1].

Theoretical concepts regarding Needs Assessment

Needs Assessment is a process of gathering Information to analyze differences between expected abilities and actual abilities. Then prioritize those differences. The meaning of needs has been presented in Maslow's theory of the hierarchy of needs (Maslow's Hierarchy of Needs), which is in the article A Theory of Human Motivation (Maslow, 1943). Human needs can be divided into 5 levels: Stage 1: Physical needs. (Physiological needs) Step 2 Safety needs (Safely needs) Step 3 Needs for love and belonging (Love and belonging needs) Step 4 Needs for self-esteem (Esteem Needs) and step 5, Necessary needs to achieve one's potential. (Self-actualization needs) and Maslow originally explained that steps 1 to 4 are classified as Deficit Needs, meaning needs that arise from scarcity, such as hunger, thirst, and insecurity. This need will cause people to try to show different behaviors. to achieve the set goals.

The results of that goal will help reduce tension and Bring the person back to normal or balanced [11].

There are many ways to prioritize needs, each with different methods. But how to prioritize needs is necessary. By using the index values to rank essential needs. It was developed using statistics in the form of an index that can tell the lowest and highest values. Created an index called Priority Needs Index ($PNI_{Modified}$) [11].

Theoretical concepts regarding School, Family, and Community Partnerships.

The need for parent involvement. Teachers and administrators want to know how to work with families in positive ways and how to involve the community to increase student success. Families want to know if their schools are providing high-quality education, how to help their children do their best, and how to communicate with and support teachers. Students want to succeed in school and know that they need guidance, support, and encouragement from their parents, teachers, and others in the community. Despite strong agreement on the importance of these goals, most schools, districts, and states still need help in developing comprehensive programs of school, family, and community partnerships [12].

Joyce L. Epstein [13] Analyzed and synthesized research reports on the way schools care about children is reflected in the way schools care about the children's families. If educators view children simply as students, they are likely to see the family as separate from the school. That is, the family is expected to do its job and leave the education of children to the schools. If educators view students as children, they are likely to see both the family and the community as partners with the school in children's education and development. Partners recognize their shared interests in and responsibilities for children, and they work together to create better programs and opportunities for students.

There are many reasons for developing school, family, and community partnerships. Partnerships can improve school programs and school climate, provide family services and support, increase parents' skills and leadership, connect families with others in the school and in the community, and help teachers with their work. However, the main

reason to create such partnerships is to help all youngsters succeed in school and in later life. When parents, teachers, students, and others view one another as partners in education, a caring community forms around students and begins its work.

The field has been strengthened by supporting federal, state, and local policies. In the 1990s, the Goals 2000: Educate America Act set partnerships as a voluntary national goal for all schools. Title, I specify and mandates programs and practices of partnership for schools to qualify for or maintain funding. Many states and districts have developed or are preparing policies to guide schools in creating more systematic connections with families and communities. These policies reflect research results and the prior successes of leading educators who have shown that these goals are attainable.

Underlying these policies and programs is a theory of how social organizations connect; a framework of the basic components of school, family, and community partnerships for children's learning; a growing literature

on the positive and negative results of these connections for students, families, and schools; and an understanding of how to organize good programs. In this chapter, I summarize the theory, framework, and guidelines

Research Methodology

The research methodology employed in this study is a mixed-method approach, encompassing both quantitative and qualitative research. Researcher conducted systematic investigations, seeking truth and exchanging experiences with relevant stakeholders. This involved conducting group interviews with school administrators, teachers, parents, and individuals involved to study various perspectives and opinions related to the necessary requirements for fostering collaboration among schools, parents, and communities to restore students' learning from the setback experienced during online teaching amid the COVID-19 pandemic. For the targeted group, 102 teachers from a specific school affiliated with the Chonburi-Rayong Educational Area Office were surveyed to assess their essential needs. Additionally, seven qualified individuals involved in school management in another school affiliated with the same office were engaged in focus group

discussions to establish guidelines for collaboration among schools, parents, and communities in revitalizing students' learning. The sampling method used was purposive sampling. The research content scope was based on the "RECOVER" framework, as defined by the Office of the Education Council. This framework consists of the following components: Redesigning a new learning process, Empowering teachers and principals, Collaborating effectively with stakeholders, Open educational resources, Elevating learning with Edtech, and Regarding safety and welfare. Data collection took place between September and October 2023, spanning a total of six weeks.

For the research tools used in this study: 1. Self-created questionnaires to assess the necessary requirements for collaboration among schools, parents, and communities in revitalizing students' learning, which were examined for quality by five experts before actual use. 2. Fishbone diagrams. 3. Focus group discussion in terms of data analysis: 1. General information about the questionnaire respondents and the level of collaboration among schools, parents, and communities was analyzed by frequency distribution and presented in table format. 2. The Modified Priority Needs Index (PNI_{Modified}) [11], was utilized to analyze and rank the essential requirements for collaboration among schools, parents, and communities to restore students' learning. A higher index value signifies a greater need for promotion of collaboration. 3. Fishbone diagrams were analyzed to identify the causes of the necessary requirements, forming questions to find ways to restore students' learning. 4. The effective strategies for revitalizing students' learning were analyzed using the interpretive content analysis method. Additionally, data collected from group discussions were cross-checked for research accuracy.

Finding and Discussion

The condition of participation between schools, parents, and the community for learning loss recovery.

From the study that had been conducted regarding the needs, the research had shown the condition of participation between schools, parents, and the community for learning loss recovery of students. The priorities were as follows:

1. First Priority: A new learning management

process was designed. The highest need was identified in Component 5: Schools had integrated learning by linking both internal content, between learning groups, and the real-life experiences of students (PNI_{Modified} = 0.40).

2. Second Priority: Effective participation in learning management between schools, teachers, parents, the community, and all relevant parties was created. The highest need was for Component 1: Schools had produced a curriculum or manual for parents about managing learning for learning loss recovery of students in schools (PNI_{Modified} = 0.36).

3. Third Priority: Welfare, safety, and motivation for teachers were provided. The highest need was for Component 1: Schools had established a system to motivate and boost the morale of dedicated, selfless, and devoted teachers (PNI_{Modified} = 0.35).

4. Fourth Priority: A digital media library for open learning was developed, and educational information was linked. The highest need was for Component 2: Schools had used a digital media library for open learning, serving as a central media resource for collaborative learning among teachers, students, and parents in a friendly manner (PNI_{Modified} = 0.32).

5. Fifth Priority: Learning management using technology was enhanced systematically and effectively. The highest need was for Component 2: Schools had procured the necessary equipment, tools, and programs for schools and teachers (PNI_{Modified} = 0.31).

Guidelines for the promotion of school parents, and the community participation for Student's learning loss recovery from the Situation of the spread of the COVID-19 Virus.

1. Designing a new learning management process using an integrated learning approach by linking internal content, between subject groups, and real-life experiences of students. Schools should adjust their curriculum to align with the current situation so that it can be interconnected with subject groups, real-life experiences, and student needs. Furthermore, it's important to revamp the assessment methods to be more flexible, diverse, and integrated, tailoring learning to daily life situations. Students can apply the knowledge they gain to their daily lives, and using community

resources in learning design connects with external and internal school resources. This allows students to build their knowledge and experience independently. This aligns with the study by Sinéad Harmey and Gemma Moss [14]. Which states that as we return to normalcy, students need more time and flexibility in learning, focusing on content that allows children to express themselves through arts and literature. Local learning resources play a vital role in supporting school management. School administrators have the ability to design learning management appropriately. Furthermore, Harry Anthony Patrinos [15]. Mentioned that the education system needs to be rebuilt and be prepared to handle significant changes in the future.

2. Development of a curriculum or guide for parents about learning management for learning loss recovery of students in schools. This is to promote effective learning management among schools, teachers, parents, communities, and all related parties. Schools should adopt a supportive system for students, collaborating with teachers and parents. Prioritizing essential needs in addressing school learning challenges, such as student learning and management of students' attitudes towards learning, is important. This can be used to adjust the curriculum and create a guide for parents on supervising and monitoring their children at home and on managing learning for learning loss recovery of students in schools, ensuring both parties achieve mutual goals. This aligns with the study by Sinéad Harmey and Gemma Moss [14]. Which states that research beyond studying learning losses and documentation of school community reflections on the experience of imparting knowledge during the major outbreak of COVID-19 is essential. Also, Nurmala Rejeki [16]. Mentioned that feasible strategies to restore learning include social grooming, conducting FGDs (Focus Group Discussions), literacy support, monitoring, and evaluations.

3. Arranging welfare, safety, and boosting morale and motivation for teachers: Schools should provide welfare and boost morale and motivation for teachers. Teachers should encourage each other, showcase their successful works, reduce non-teaching workload, and ensure safety within

the school. This includes electrical systems, plumbing systems, installing CCTV cameras to cover all areas, and providing life insurance. This aligns with the study by Harry Anthony Patrinos [15]. Which states that when schools reopen, teachers need to receive support, welfare, and professional development. Additionally, Starfish Education [17]. Mentioned that learning loss recovery of students is not limited to academic aspects alone. Teachers also need continuous professional development from various learning resources, as well as the promotion of their physical and mental health, to enhance the effectiveness of teaching.

4. Implementation of a digital media repository for open learning to serve as a central media library for collaborative learning among teachers, students, and parents, schools should assign all 8 subject groups to select content from each subject that poses the most learning challenges for students. Subsequently, the school should curate these educational materials and include them in the central media library of the school, allowing students to explore on their own outside school hours. Additionally, parents can select and share interesting content with other parents to learn together through the school's central media repository. For students who cannot access the media library due to a lack of equipment or internet, teachers need to develop alternative learning resources apart from digital ones. Schools should also develop other learning environments, such as libraries and computer rooms, for students to access learning materials. This is in line with the study by Wiwan Sarakitpreecha [18]. Which suggests that parental involvement in promoting learning by participating in activities, providing information, supporting tools, or teaching materials to enhance student learning, fosters good relationships between parents and teachers. This also demonstrates joint responsibility in student development. Starfish Education [17]. Mentioned that schools should seek volunteer teachers from within the school, community volunteers, parents, or senior students to assist in learning. Parents can also play the role of a teacher at home, assisting in learning, observing behavior, and reporting outcomes.

5. Procurement of equipment, tools, and necessary programs for schools and teachers

effectively: Schools should survey the needs of teachers to provide essential equipment or tools for learning management, increase internet coverage, and support the budget. Moreover, there should be supervision and monitoring of the additional support provided.

Conclusion And Furth Research

Guidelines for promoting participation between schools, parents, and communities for learning loss recovery of students from the spread of the COVID-19 are approaches that help promote and restore the student's learning loss recovery comprehensively. This includes designing new learning management, developing curricula or manuals for parents about learning management for learning loss recovery of students, providing welfare, ensuring safety, and boosting the morale of teachers. There's also an emphasis on using a digital media library for open learning as a central media resource for shared learning among teachers, students, and parents. Additionally, it focuses on sourcing necessary equipment, tools, and software efficiently for schools and teachers. Cooperation between schools, parents, and the community links parents and the community to support schools, and schools to assist parents and the community. These are three vital components that influence students, ensuring they receive quality education. Families help oversee home learning, monitor students' learning, which extends from school-based learning, and communities provide local learning resources and indigenous knowledge to support students learning from their surroundings. This also enables them to apply this in rehabilitating learning, designing learning, and developing student potential.

Recommendations for future research are that this study explores guidelines for promoting participation between schools, parents, and communities for learning loss recovery of students from the spread of the COVID-19 virus. Hence, to directly apply these guidelines to restore the students' learning loss recovery as per the rehabilitation framework to the fullest, one should study the suitability and feasibility of implementing these guidelines to genuinely recovery the students' learning loss.

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