

The Reality of Home-Based Learning after COVID-19: A Case Study of English Language Teaching in a Private Tutoring School

ABSTRACT

In response to the sudden and unforeseen global emergence of COVID-19, the educational landscape underwent a significant shift, requiring students and teachers to transition from face-to-face to home-based learning (HBL). While previous studies (e.g., Kraut et al., 1998; Lie et al., 2020; Tanjung & Utomo, 2020; Zakarnah, 2018) focused on the attitudes of either students or teachers, this study explored the attitudes of both students and teachers, and examined the perspectives of parents who play vital roles in the education system. The aims of this qualitative study were to examine the attitudes of ten students, ten teachers and ten parents towards their experiences with HBL and to discover benefits and negative impacts that they encountered after COVID-19. The data were collected by means of questionnaires adapted from Sangkasuth and Trimek (2021). The thirty informants were asked to provide some additional justifications for their responses. In addition, the researcher conducted semi-structured interviews with the informants to gain their in-depth perspectives. Thematic analysis (Braun & Clarke, 2006) was used to classify and quantify the contents from the informants. Five main themes emerged: (i) adaptability, (ii) opportunity, (iii) integration, (iv) interaction, and (v) combination. A majority of informants expressed positive attitudes towards HBL. In relation to English language teaching, students and teachers demonstrated a preference for HBL when they engaged in listening and speaking classes because of clear

communication and effective classroom management. However, students expressed a preference for face-to-face instruction when engaging in reading and writing classes because they required immediate assistance from teachers to enhance their understanding. The findings also highlighted the importance of comprehensive training for teachers to handle their HBL classes with managerial competence, utilizing appropriate teaching methods to facilitate students' interaction during classes. Additionally, parents who were with their children during HBL should play a more active role in monitoring children's progress and creating a conducive learning environment.