The Implementation of School from Home in English for Young Learners' Classrooms

Azharra Aninda Putri Al Farid [1,*]**, & Ika Lestari Damayanti** [2]
[1,2] Universitas Pendidikan Indonesia, Bandung, Indonesia
azharraninda@upi.edu

Abstract
The sudden occurrence of the coronavirus pandemic (COVID-19) has affected the education sector in Indonesia. The Indonesian government responded to this matter and issued a policy on the implementation of distance learning or known as the school from home. School from home has been applied to all education levels in Indonesia, including primary schools. This qualitative case study investigates the implementation of school from home in English for young learners' classrooms at a primary school in Indonesia. The data was collected through online classroom observation in second, fourth, and sixth-grade classrooms and interviews with five English teachers who taught in first until sixth-grade classrooms. Data from the interview were analysed using thematic analysis, resulting in three generated themes on the implementation of school from home in English for young learners' classrooms. The themes include teachers' readiness to implement school from home, teachers' strategies to implement online learning as part of the school from home, and teachers' strategies to overcome challenges in online learning. The results of the study indicated that the implementation of school from home requires thorough preparation and has the potential to be implemented in English for young learners' classrooms, especially in the upper-grade classrooms of primary schools.
Keywords: COVID-19, Distance Learning, English for Young Learners, School from Home.

INTRODUCTION

The massive attack caused by the coronavirus pandemic (COVID-19) has raised issues and awareness in education (Rasmitadila *et al.,* 2020; World Health Organization, 2020; Fadhilah *et al.,* 2021). Schools and universities were closed, and distance learning was chosen to conduct classes, as regulated in the Indonesian Government Regulation No. 21 of 2020 (Anugrahana, 2020; Mailizar *et al.,* 2020; The Audit Board of Indonesia, 2020).

The Indonesian Ministry of Education and Culture issued guidelines to conduct distance learning known as Belajar dari Rumah or School from Home to respond to the emergency (Rasmitadila *et al.,* 2020; Circular Letter from General Secretary of Indonesia Ministry of Education and Culture No.15 of 2020; Ganesha *et al.,* 2021). Accordingly, teachers had to adjust their teaching to suit the learning environment of school from home.

The implementation of school from home typically involved offline and online media to support the students' learning. However online media was the predominantly learning media used during school from home (see Rasmitadila *et al.,* 2020); hence, the term school from home is often used interchangeably with online learning (see Hodges *et al.,* 2020; Wang *et al.,* 2021).

Online learning as part of the school from home was implemented during an emergency and addressed to a broad audience consisting of all grade students from kindergarten to university (Mamun *et al.,* 2020, as cited in Astuti & Harun, 2020). Previously, online learning had only been delivered mainly to adult learners in tertiary learning institutions in Indonesia (Hudha *et al.,* 2018; Palupi & Raharjo, 2020). The characteristics of online learning meet the needs that are typically aimed for adult learners, like flexibility and self-regulation (Chong, G., Ding, D., & Ho, K. W. 2015; Hannay & Newvine, 2006). Students should have high cognitive and self-regulation abilities to participate in online learning (Kuama & Intharaksa, 2016), which raised concerns about the

current implementation of online learning in young learners' classrooms who are not as cognitively mature as adults learners (see Piaget, 1955).

Studies concerning the practice of school from home in Indonesia were conducted by *Hikmah et al.,* (2021), Rasmitadila *et al.,* (2020), and Suputra, Nitiasih, & Paramarta (2020) on primary teachers' perspectives on the implementation of school from home. Rasmitadila *et al.,* (2020) found that technical issues, student management, student participation, and teachers' experience became the main challenges of school-from-home implementation. Hikmah *et al.,* (2021) further discovered problems in preparing, implementing, and assessing online learning as part of the school from home.

Notwithstanding the conducted studies on distance learning, its particular implementation in young learners' classrooms remains under-researched (Zheng *et al.,* 2021), especially in English classrooms. None of the above studies addressed the online English learning strategies and procedures in young learners' classrooms. This study focused on investigating the implementation of school from home in English for young learners' classrooms to fill the gap.

Learning during the emergency of COVID-19 in Indonesia

On March 24th, 2020, The Indonesian Ministry of Education and Culture issued circular letter No. 4 of 2020 concerning the practice of Education during the emergency of COVID-19 (Hatta *et al.,* 2021; Imani, Emaliana, & Sumyarto, 2021; Mukarromah & Wijayanti, 2021; Trilestari & Almunawaroh, 2020). Six aspects were highlighted within the letter covering regulations on national examination, distance learning or school from home, school's final examination, grade promotion, new students admission, and Education operational assistance.

Among the regulations in the circular letter, there are four requirements the teachers need to fulfill to accomplish a successful school-from-home implementation. These include providing a meaningful learning experience to students, focusing on practical skill education, allocating flexible learning activities based on students' interests and access to school from home facilities, and providing qualitative feedback on students' work or performance. The requirements were addressed to all teachers of every grade level in educational institutions.

The practice of school from home in Indonesia is heavily centered around online resources (Hatta *et al.,* 2020; Widiastuti, Rasmani, & Wahyuningsih, 2021), which resulted in the interchangeable use of the term school from home and online learning (Belajar Daring) (Gunawan, 2020). Online learning as part of the school from home has caused disadvantages for teachers and students who live in environments with poor access to the internet. Correspondingly, the Indonesian Ministry of Education and Culture launched an Educational TV program entitled "Belajar dari Rumah" to equally reach audiences from every area of Indonesia (Indonesian Ministry of Education and Culture, 2020; Rasmitadila *et al.,* 2020). This program was intentionally designed to provide alternative learning activities for kindergarten until secondary students to study at home with the assistance of parents (Indonesian Ministry of Education and Culture, 2020). Unfortunately, the TV program was unsuccessful and only aired for three months, from April 2020 to July 2020.

Further attempts were implemented by the Indonesian Ministry of Education and culture to encourage a more accessible distance learning environment. For example, creating a collaboration with several telecommunication providers in Indonesia to facilitate students and teachers with free internet access and establishing an online learning platform, "Rumah Belajar," to provide learning sources and support interaction between teachers and students (Octaberlina & Muslimin, 2020). The platform aimed to eliminate time and place barriers, enabling a flexible learning environment.

Online learning as part of the school from home

A large number of definitions were used to define online learning, but most researchers agree that the influence of technology is the most vital part of the definitions (Singh & Thurman, 2019).

Online learning definitions can be categorized into ten dimensions in terms of comprehensiveness, reach, type, location, delivery, operational control, type of instruction, grade level, teacher-student interaction, and student-student interaction (Vanourek, 2006). It might also be described as an interactive learning model with the internet and a learning management system (LMS) application (Ganesha *et al.,* 2021).

This study discusses three types of online learning: synchronous online learning, asynchronous online learning, and blended learning (Perveen, 2016; Yulia, 2020). Each type of online learning requires various technologies in its implementation; for example, asynchronous online learning provides flexibility, allowing students to study at the most convenient time and place of their choice (Vai & Sosulski, 2011). Therefore, the utilized technology must be able to facilitate flexibility for students. Several platforms are known for supporting asynchronous online learning, including E-Mail, WhatsApp, Google Classroom, YouTube, Blog, etc. Some of these platforms were also known as learning management systems (LMS). LMS enables a variety of learning formats to be accessed by the students (Chaw & Tang, 2018), including pictures, videos, quizzes, and discussion forums. Furthermore, LMS allows teachers to manage previous and upcoming learning materials, learning assessments, and students' assignments and tasks.

On the contrary, synchronous online learning enables real-time interaction among the learning participants (McBrien & Jones, 2009; Vai & Sosulski, 2011). Several examples of the most-utilized synchronous online learning platforms in Indonesia during the emergency of COVID-19 are Zoom Meeting and Google Meet. Synchronous online learning was stated to be beneficial in terms of enhancing student interactions (Ng, 2007) and reducing the stress felt by the students through real-time activities of asking and answering questions (Hrastinski, 2008). Besides Zoom and Google Meet, many more synchronous online learning platforms are available, including WhatsApp video calls, Google Duo, WebEx, Skype, etc. (Boyasrky, 2020).

Blended learning was established in 1999, resulting in the development of correspondence learning (Bryan & Volchenkova, 2018). In its early appearance, blended learning can be interpreted as any combined technologies, pedagogies, and educational tasks (Friesen, 2012, as cited in Bryan and Volchenkova, 2018). Many educational institutions merged the implementation of asynchronous and synchronous online learning, or online learning and face-to-face learning during school from home in Indonesia. In this study, blended learning was expected to combine the best features of asynchronous and synchronous online learning and serve more effective learning for young learners (Brew L.S., 2008).

Characteristics of Young Learners

Young learners can be described as children from the age of five until twelve years old (McKay, 2006), which within the context of Education in Indonesia, includes students ranging from kindergarten to seventh grade.

In general, Young learners' characteristics can be described as follows: (1) respond to the meaning if they do not understand; (2) often learn indirectly rather than directly; (3) their understanding comes from what they see, hear, and crucially, have a chance to touch and interact with; 4) find abstract concepts such as grammar rules challenging to grasp; (5) generally display an enthusiasm for learning and curiosity about the world around them; (6) require individual attention and approval from the teacher; (7) keen to talk about themselves and their own lives as main topics in the classroom; and (8) have a limited attention span unless activities are highly engaging, young learners can be easily bored (Harmer, 2007).

Young learners can be divided into age groups, each with its characteristics (Scoot and Ytreberg, 1995). For example, first, second, and third-grade learners learn from immediate experiences in developing knowledge and think more concretely Riwayatiningsih, R., Setyarini, S., & Putra, R. A. A. (2021). In the fourth, fifth, and sixth grades, young learners' ability to think has developed increasingly as well as their ability to reason systematically and logically (Karea, 2016 as cited from Riwayatiningsih, R., Setyarini, S., & Putra, R. A. A. 2021). Unlike adult learners,

younger learners have a shorter attention span, especially those in lower-level grades. Following this, the age and characteristics differences should become the primary consideration for teachers in choosing materials and planning teaching methodologies for young learners (Harmer, 2007; Halliway, 1992 in Copland, Garton & Burns, 2014 as cited from Riwayatiningsih, R., Setyarini, S., & Putra, R. A. A. 2021).

The Role of Digital Technology in Young Learners' Learning

The presence of computers as digital media appeared in the 1980s to support early childhood education (Clements, 1998). Clements (1998) stated that computers give new opportunities for learning, such as the availability of various information accessible from classrooms and homes. Integrating information and communication technology into an English for young learners classroom also allows students to gain multisensory experiences from audio, visual, and animations (Lama, 2006). Computers were seen as beneficial to help students learn with the following considerations:

Adequacy in assisting students' learning.
Suitability to support the facilitated learning.
Ability to fulfill students' diverse population.

Nevertheless, parents and teachers were worried that implementing a computer would isolate young learners from their social environment. Responding to this, Clement (1998) argued that if learning instructions were designed correctly, computers could provide as much interaction as a natural social environment can do. Clements and Nastasi (1993) also presented research indicating that using computers encourages learning innovation.

Unfortunately, many people at that time thought computers limited children within the two-dimensional abstract concepts, decreased the teacher's role in learning, reduced collaborative work between students, and did not provide convenient features and programs for children. Another main concern was addiction; children might spend too much time in front of the computer and refuse to return to the traditional way of learning interaction (Yelland, 2005).

On the contrary, the current implementation of online learning as part of the school from home indicates that digital technology is now playing a crucial role in supporting children's education. Students of the 21st century think of technology as inseparable from their daily life Wicks, M. (2010). It raised teachers' awareness of the role of digital technology in facilitating teaching and learning, especially in an online environment.

Previous Study

Studies related to the implementation of school from home in Indonesia were conducted by Rasmitadila *et al.,* (2020) and Hikmah *et al.,* (2021) on primary school teachers' perspectives on online learning during pandemics. The term 'school from home' utilized in this study was also derived from the study carried out by Rasmitadila *et al.,* (2020). In their study, Rasmitadila *et al.,* (2020) pointed out several difficulties faced by primary school teachers during school-from-home implementation; these involved the availability of adequate infrastructure, students' understanding of learning materials, and challenges in moving from direct to indirect learning interactions. The lack of infrastructure, minimal internet access at schools, and the students' living area had mainly become a reason that hindered the learning activities during the school-from-home implementation. Moreover, Rasmitadila *et al.,* (2020) also highlighted the importance of parents' role in the success of school from home to mediate learning delivery from the teachers and provide online learning devices for students. The study concluded that the primary school teachers had not fully satisfied with the implementation of school from home.

Similarly, Hikmah *et al.,* (2021) further discovered teachers' perspectives on challenges and strategies they applied during school from home. The study identified three challenges teachers face in online learning during school from home—preparation, implementation, and assessment. The teachers applied three strategies to overcome the challenges: conducting discussions with other teachers, organizing an online conference with the students weekly, and delivering regular reminders for parents to submit their children's assignments.

Another study was also conducted by Zhao, Thomas, & Zhang (2021) to gain teachers', students', and parents' experiences and perspectives on online learning in Chinese primary schools. The study found that primary students benefited from online learning because they gained an opportunity to receive parental support in learning. However, most participants stated that students learned less through online learning. Zhao, Thomas, & Zhang (2021) suggested that further studies be conducted on the implementation of online learning as a catalyst for educational transformation.

On the contrary, a study conducted by Banu *et al.,* (2021) indicated that educational institutions consider the implementation of online learning as a successful step in adapting to the shifted learning environment due to COVID-19. The study further explored that English for young learners teachers in Arab Saudi could deliver more engaging learning activities through online learning. During the early implementation, young learners found it challenging to understand learning through online-mediated technology. However, the teachers did not stop trying to create engaging and communicative learning activities for students. The teachers also encouraged students to keep practicing to adapt to online learning.

The studies mentioned above did not discuss procedures and strategies that can be implemented to support English for young learners in online classrooms. This study aims to fill the gap by investigating how English teachers deliver online learning for primary students.

METHOD

This qualitative study employed a case study design as it provides methods that suit the objective of the study, conducting an in-depth analysis of the implementation of school from home in English for young learners' classrooms Creswell, J. W., & Creswell, J. D. (2017).

One private elementary school in Karawang was chosen as the site of the study due to several reasons, including accessibility for the researcher to reach participants and suitability to the criteria of the study participants; teachers and parents of young learners affected by the school from home regulation.

Data was collected through online classroom observation and interviews to investigate the implementation of school from home in English for young learners' classrooms. Due to the limitation of this study, observational data were only collected from second, fourth, and sixth-grade classrooms to represent the participating primary school's lower and upper grades classrooms.

Five English teachers taught in the first until sixth-grade classrooms were involved in the interviews. Data from the interviews were analyzed through transcribing to avoid loss of information, iterative reading of the transcripts, categorizing the transcripts into topics, labeling, and coding to generate themes. It followed Cresswell's (2008) coding process for thematic analysis, as presented in the following figure.
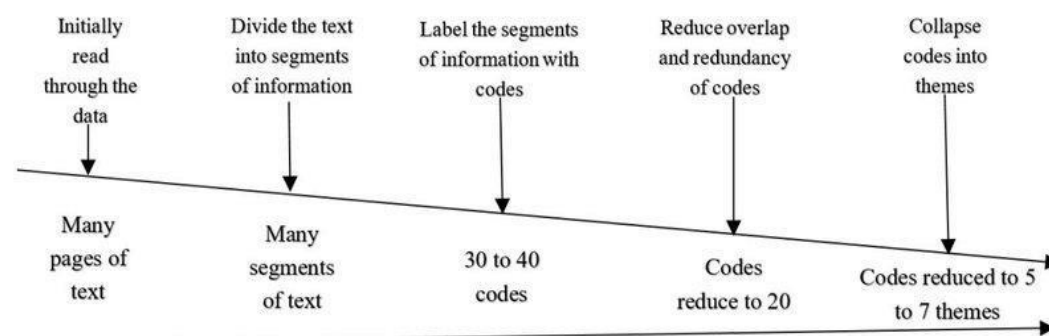
Figure 1. Cresswell's Coding System

Thematic analysis is a strategy to reduce and analyze data using categorization and reconstruction of a dataset (Given, 2008). There were three coding steps in conducting the thematic analysis suggested by Creswell (2013, as cited in Damayanti, 2019), open, axial, and selective coding.

Open coding is the first level of coding that involves the classification of broad thematic domains to arrange data (Williams & Moser, 2019). Following the open coding is axial coding, which consists in drawing connections between the generated codes in open coding. The following table presents the transition process from open coding to axial coding within the thematic analysis of this study.

Table 1. Transition from open to axial coding

Open Codes	Axial Coding		Examples
	Categories	**Properties**	
Create WhatsApp groups for parents, maintain good communication with parents, monitor students' learning through parents in WhatsApp groups,	Maintaining communication with parents.	Talks related to strategies to connect teachers with the students and parents while separated by distance	An English teacher informed the purpose of the WhatsApp groups. *"We created WhatsApp groups so parents can discuss or ask for help when they face difficulties teaching English to their children."*
Analyze existing online learning videos, find online sources on effective online learning	Seeking sources on online learning implementation.	Efforts conducted by teachers to gather information on online learning delivery procedures	An English teacher shared his strategy to prepare for online learning implementation. *"we did online browsing at home to find references that might help us implement good online learning."*

Lastly, selective coding was conducted by combining all the related categories in axial codes into one core category. The selective coding then produced a broader category compared to axial coding. An example of themes generated from the entire coding process is presented in the following table.

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Table 2. Example of the Generated Theme

Open Codes	Axial Codes	Selective Codes	Themes
Create WhatsApp groups for parents, maintain good communication with parents, monitor students' learning through parents in WhatsApp groups,	Maintaining regular communication with students' parents remotely	Mediating distance communication with students' parents	Teacher's Readiness to Implement school from home
Analyze existing online learning videos, find online sources on effective online learning	Individual online research on online learning implementation	Conducting professional development activities	
Join teacher training, discuss with peer teachers	Extending teachers' online pedagogic knowledge		

Once the interview datasets were transcribed and coded, all the substantive codes were linked to the core category and interpreted.

FINDINGS

This section describes the implementation of school from home in English for young learners' classrooms. Three themes emerged from the thematic analysis of the interview related to the implementation of school from home. These themes include teachers' readiness to implement school from home, teachers' strategies to implement online learning as part of the school from home, and teachers' strategies to overcome challenges in online learning. Further descriptions of each theme are presented in the following sections.

Teachers' readiness to implement learning during school from home

This study refers to teachers' readiness as the degree to which an individual or group is inclined to accept, embrace, and adopt a particular plan to adapt to changes (Holt, Armenakis, Harris, & Field, 2013). Correspondingly, the analysis of the gathered data showed the English teachers' endeavors to adapt to school from home through mediating distance communication with the student's parents and employing professional development activities described in the following sections.

Mediating distance communication with the student's parents

Most students at the participating school did not have personal mobile devices and were considered too young to be involved in WhatsApp group discussions. Thus, the participating English teachers created WhatsApp groups to accommodate distance communication between teachers and parents instead. WhatsApp was utilized because of the high number of users in Indonesia (Damayanti & Sibarani, 2020) and was considered familiar to teachers and parents (Susilowati, 2020).

The English teachers created six WhatsApp groups consisting of parents and English teachers. All parents were distributed to different groups according to the children's grade classroom. At the same time, the English teachers were invited altogether to each WhatsApp group. A separate WhatsApp group was also created mainly for the English teachers of all grade classrooms; it was an online forum of discussions among teachers.

Other than merely mediating distance communication among parents and teachers, WhatsApp groups aimed to monitor students' learning at home and identify the difficulties the students and parents faced.

Employing professional development activities.

The professional development activities undertaken by all participating English teachers involved regular discussions with peer teachers, teachers' training participation, and individual online research at home. These activities were aimed to improve the teachers' online pedagogic knowledge and ability which might be categorized into capabilities in online teaching, information technology (IT), and online assessment tool (Khurshid, 2020).

The first professional development activity employed by the participants is conducting discussions with peer teachers. Online discussions among teachers provided opportunities for teachers to learn from each other and engage early-year teachers in professional development (Romano, 2008). Online discussions among the participating English teachers were accommodated in the WhatsApp group for teachers. Remark from one of the English teachers stated that "having online discussions with peer teachers had helped her gain an understanding of online learning platforms and the implementation."

Other than discussions with peer teachers, the participating English teachers were also engaged in teachers' training outside the school. The training aimed to facilitate the English teachers' online pedagogic knowledge and lift their confidence to deliver online learning.

The last professional development activity the participating English teachers conducted was independent online research at home. In this activity, the English teachers watched online videos and read online articles that discuss and demonstrate online learning implementation, especially for young learners.

Teachers' Strategies to Implement Online Learning as part of School from Home

Teaching and learning strategies are approaches implemented by teachers to manage students, learning materials, learning procedures, learning tools, learning schedules, etc. Therefore, the teaching and learning process can be well conducted (Ragin *et al.,* 2020; Santosa *et al.,* 2020). Moving from face-to-face to online learning has required teachers to adjust the conventional learning strategies to suit the online learning needs (Syahria, 2020; Hatip, 2020). The participating English teachers mentioned several strategies to support students' learning during school from home; these involved engaging parents in students' learning, preparing the learning media and teaching devices, selecting online learning platforms, and delivering blended learning. Each strategy is explained below.

Engaging parents in students' learning process

Education under the school-from-home regulation has provided a new learning setting. It prevents physical interactions between teachers and students, forcing them to communicate at a distance. Students cannot expect immediate feedback from their teachers whenever they have questions or face difficulties in learning. Therefore, support from parents was highly expected to mediate interactions between students and teachers (see Novianti & Garzia, 2020).

Besides mediating the interactions between students and teachers, parents also took a role in supervising and providing students with online learning devices like mobile phones, laptops, tablets, PCs, etc. (Eysenck, 2014; Goodall & Montgomery, 2014). Parents might also supervise students' learning time, identify students' learning difficulties, and assist the students in helping them learn at home (Goodall & Montgomery, 2014).

Preparing online learning media and teaching devices

Downloaded learning videos from Websites were primary teachers' most popular instructional media during school from home in Indonesia (Rasmitadila *et al.,* 2020). However, the English teachers in this study created their learning videos to be delivered online to students.

The English teachers prepared a digital English learning module as a medium to support the online learning delivery. The digital learning module was aimed to be presented and recorded together with the teacher's explanation of related learning materials. Next, the English teachers prepared a laptop and a mobile phone with an equipped camera and internet access to record the learning videos. Lastly, quiet space was also needed when recording the learning video to prevent noises in the background. The prepared learning media and teaching devices were employed to implement both asynchronous and synchronous online learning.

Selecting online learning platforms

Online learning platforms play a significant role in carrying out online learning. An online learning platform can be described as a developed software system that can create a virtual learning environment to mediate the delivery of distance learning activities and access to learning facilities (Lastrucci, Infante, & Pascale, 2009). The online delivery methods may take various forms, from online lectures, learning videos, or other learning content adapted from multiple resources (Kusumaningrat *et al.,* 2020, as cited in Arigiyati, 2021).

Different online learning platforms provide different features to serve the distinct needs of their users. Hence, selecting online learning platforms was pivotal in delivering online learning. In this study, the participating English teachers employed YouTube, WhatsApp messaging applications, Zoom application, WebEx, and Google Duo as the supporting online learning platforms. All the platforms aimed to facilitate asynchronous and synchronous online learning for young learners in the participating English classrooms. Thus, besides mediating teachers-parents communication, WhatsApp also serves as a medium of online learning for students.

Delivering blended learning

During its early appearance, blended learning can be interpreted into combined technologies, pedagogies, and tasks in learning (Friesen, 2012 as cited in Bryan & Volchenkova, 2018). Blended learning within the context of this study was expected to combine the best features of asynchronous and synchronous online learning and serve better learning for primary students (Brew L.S., 2008).

Asynchronous online learning was the main online learning activity the participating English teachers conducted, meaning that it was conducted more often than synchronous online learning. Asynchronous online learning was delivered in three activities, including learning videotaping, online learning instructions delivery through WhatsApp groups, and assessment of the student's tasks.

Synchronous online learning was also conducted in three activities, including learning instructions delivery through WhatsApp groups, implementing main learning activities, and assessing the student's learning performance. Unfortunately, synchronous online learning was only conducted in the upper-grade English classrooms, including fourth, fifth, and sixth grades. The lower-grade English classrooms only received asynchronous online learning throughout the implementation of school from home. It was difficult for the English teachers to schedule the online conference for lower-grade students at a time that would accommodate their parents' availability to accompany them during synchronous online learning.

The assessment process during asynchronous online learning was conducted through summative evaluation (Brown, 2001), focusing on student's four language skills. On the contrary, the assessment process in synchronous online learning employed formative evaluation focusing on students' behavior, learning understandings, and learning participation.

Teachers' Strategy to Overcome Challenges in Online Learning

The participating English teachers regularly employed evaluation of the conducted online learning activities. This evaluation aimed to identify difficulties during the online learning activities and find ways to resolve the problem. The evaluation process was completed through an online discussion in a WhatsApp group for teachers. Various problems occurred during the implementation of online learning as part of the school from home, and the English teachers took the following strategies to cope with the issues.

Including synchronous online learning as part of the teaching strategies

Due to its time flexibility, almost all participating English teachers preferred to deliver learning through asynchronous online learning. Despite its benefit in providing time flexibility, the participating English teachers also realized the minimum interactions provided in asynchronous online learning (Dumford & Miller, 2018; Kim, Liu, & Bonk, 2005), particularly the learner-instructor interactions.

Synchronous online learning was included as one of the teaching strategies during school from home to respond to the issue. It was implemented consecutively with asynchronous online learning, as already described in the previous section.

Setting tasks deadline and flexible learning schedule

The participating English teachers were allowed to freely organize the conducted online learning in their classrooms. These included managing the task delivery and online learning schedule for one semester. With the benefit of time flexibility in asynchronous online learning, the student's parents often postponed and forgot to send students' completed tasks to the teachers. Therefore, the teachers set a deadline for each student's task and agreed with the parents that overdue tasks would receive a score deduction.

On the other hand, synchronous online learning did not provide time flexibility the way asynchronous online learning did. Teachers should consider parents' availability when arranging schedules for synchronous online learning because parents need to prepare their children's online learning devices and technical assistance. Thus, synchronous online learning schedules were made more flexible and did not bound to a fixed timetable. Parents of young learners had difficulty preparing their children to participate in synchronous online learning if it was conducted at a specific rigid schedule (Bharmani *et al.,* 2020).

Providing different learning platforms

The synchronous online learning in the participating English classrooms was mainly conducted through the Zoom application. Unfortunately, barriers regarding Zoom's security concerns and unstable internet connection in the students' living environment forced teachers to find and utilize other suitable online learning platforms. Hence, WebEx and Google Duo were selected as a substitute for Zoom to cope with the emerging problems.

Although Zoom had fixed its software's security system and privacy policy, other online learning platforms were still provided to accommodate facilities lacking in the Zoom application.

Reducing learning duration

Lastly, problems occurred regarding learning duration, particularly during synchronous online learning. Initially, synchronous online learning was scheduled to be conducted congruent with the student's face-to-face learning duration, sixty minutes. However, long synchronous online learning duration has caused severe boredom and distractions for students. It is correlated to young learners' short attention span (Brown, 2001; Harmer, 2009), which worsened during the

implementation of emergency distance learning amidst pandemic COVID-19 (Reyes, 2020, as cited in Panti, 2020).

Accordingly, the synchronous online learning duration was reduced adjustably depending on the number of delivered learning materials, the number of students who attended the online conference, and students' responses to the learning activities (see Rasmitadila *et al.,* 2020).

The Indonesian Paediatric Association (IDAI) recommends that primary school-age children (6-12 years old) should not spend more than ninety minutes a day in front of a monitor screen (Indonesian Paediatric Society, 2020). Each synchronous online learning should be conducted between ten to thirty-five minutes, referring to primary students' expected attention span (see Schaefer & Millman, 1981; McKay, 2006).

DISCUSSION

This study addressed the implementation of school from home in English for young learners' classrooms. Results from the thematic analysis of the interview revealed three emerging themes in which the participating English teachers implement learning during school from home as seen from the teachers' readiness, strategy to implement online learning, and strategy to overcome the challenges in online learning.

The participating English teachers delivered classes online during school from home. However, the findings of this study showed that they lacked expertise and proficiency in this area. Similarly, the previous research by Rasmitadila (2020) discovered that teachers' lack of online technological experience was found in many primary schools in Indonesia during the implementation of school from home (see also Rice & Dawley, 2009).

With the minimum ability to operate online learning technology, the participating English teachers employed WhatsApp as the primary distance and online learning media because of its ease of operation and supporting document-sharing features (Amini, 2018; Damayanti & Sibarani, 2020; Susilo & Sofarini, 2021). WhatsApp is one of the most commonly used applications in educational settings; it provides a user-friendly interface and is preferred to support online teaching (Damayanti & Sibarani, 2020). The study findings by Hikmah *et al.,* (2021) also found that most primary teachers in Indonesia preferred WhatsApp as a medium of online interaction and learning. Compared to other instant messaging applications, WhatsApp provides features that support learning and is more convenient to use (Hikmah *et al.,* 2021).

Other than employing WhatsApp, professional development activities were also conducted by all the participating English teachers to improve their online pedagogic knowledge and ability to support the school from home. It is in line with the suggestion mentioned by Zweig & Stafford (2016) for online teachers to take professional development activities in supporting students' online learning (see also Misra, 2021). Three practice areas should be included in professional development activities for online teachers as referred from SREB's (2006) Standards for Quality Online Teaching: (1) academic preparation; (2) knowledge and the ability for instructional technology; and (3) online teaching and learning methodology, management, knowledge, ability, and delivery. The participating English teachers employed online discussions, teachers' training, and individual online research as part of their professional development activities.

The findings of this study also identified challenges found in asynchronous and synchronous online learning in primary English classrooms. In asynchronous online learning, the difficulties include opportunities for students to cheat (Hikmah *et al.,* 2021), a lack of interactions between students and teachers (Hikmah *et al.,* 2021; Rasmitadila *et al.,* 2020; Wang *et al.,* 2021), a lack of capability to assess students' learning performance, and delays in collecting the students' tasks (Hikmah *et al.,* 2021).

The participating English teachers included synchronous online learning to solve problems that occurred in asynchronous online learning, mainly to promote student-teacher interactions and a

comprehensive assessment of the student's learning performance. This finding is different from the one conducted by Rasmitadila *et al.,* (2020), which discovered that most primary teachers in Indonesia only employed asynchronous online learning regardless of challenges in its implementation.

CONCLUSION

Quite a few studies were found on the implementation of online learning as part of the school from home in Indonesian primary schools. However, the implementation to support English for young learners' classrooms remains under-researched. This study aimed to fill the gap by investigating the implementation of school from home conducted by English teachers in primary classrooms.

Data was gathered and analyzed from online classroom observations and interviews with the English teachers. The findings revealed three themes, including readiness to implement learning during school from home, strategies that teachers employed to deliver learning during school from home, and teachers' strategies to overcome the challenges during the learning process.

Online learning carries the potential to be implemented in English for young learners' classrooms. However, implementing asynchronous online learning alone could not support young learners in online classrooms because it eliminated student-teacher interactions. Teachers must include synchronous online learning to build more interactions with the students during school from home.

Young learners have low self-regulated learning (Dong, Cao, & Li, 2020) and a short attention span. Thus, synchronous online learning should be delivered more frequently within short learning durations than asynchronous online learning. This way, teachers might support parents by taking on more significant responsibilities in teaching students. Combining asynchronous and synchronous online learning also creates a complementary collaboration between teachers and parents. Parents can support their children during asynchronous online learning because it is more flexible in time, while teachers stimulate students' learning interactions through synchronous online learning.

This study described online learning strategies that can be implemented in English for young learners' classrooms. However, online learning implementation cannot be generalized to every school. Different students' family backgrounds result in other challenges and strategies for online learning implementation. While this case study covered a small sample of the school population residing in a rural area, there is a lack of generalizability elsewhere. Future researchers are suggested to conduct their studies in a broader population with more heterogeneous backgrounds.

Moreover, future studies might include young learners' perspectives on online English learning implementation. Children are the experts of their own lives (Pinter & Zandian, 2014; Swauger, Castro, & Harger, 2017); they have the autonomy to define, explain, and shape their world (Swauger, Castro, & Harger, 2017). Involving young learners as participants in research means opportunities to explore their unique experiences and perspectives (Pinter & Zandian, 2014).

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