



ACCOUNTS OF ELEMENTARY TEACHERS ON THE USE OF PEDAGOGIES IN ADDRESSING LEARNING LOSS DURING THE IN-PERSON CLASSES: A PHENOMENOLOGY

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ABSTRACT

The purpose of this phenomenological study is to describe the experiences of Elementary School Teachers in using pedagogies to address learning loss during in-person classes. The concept and idea for the study were gleaned from Shulman's (1986) Pedagogical Content Knowledge Theory, which proposes that effective teachers possess a specific knowledge set alongside certain personality qualities, abilities, and dispositions. This theory emphasizes that teaching well requires both artistry and scientific understanding. There are numerous practices, techniques, and abilities that contribute to effective instruction, and these cannot be fully captured in a limited list. The study is further supported by Vygotsky's (1978) Cultural-Historical Activity Theory, which views the learning environment from a social constructivist perspective. This theory fundamentally explains how students acquire knowledge in a social context, interacting with peers and mentors. Additionally, Bandura's (1977) Social Learning Theory is used as a supporting framework, which suggests that increased social interaction leads to higher levels of learning. Finally, the study is grounded in van Dijk's (2020) Theory of the Digital Divide. There were five (5) public elementary school teachers participated in the in-depth interview. They were selected using purposive sampling method. The results revealed in the experiences, coping up mechanisms, and insights in using pedagogies and strategizing to address the learning loss of the students. More so, collaboration with parents, ineffectively usage of modular learning, problems in reading skills of the learners, structuring of rewards and punishment, and flexibility and consistency in teaching. The results are believed to be significant to teachers and Department of Education regarding on the experiences of public elementary school heads returning to being classroom teacher.

KEYWORDS: experiences, public elementary school teachers, learning loss, phenomenology, Davao de Oro

INTRODUCTION

Learning loss became a setback in students' educational progress and competencies compared to what is typically expected for their age group. With the persistent challenges posed by the pandemic over the past couple of years, the extent of this learning loss has been heightened, particularly among students from disadvantaged backgrounds or those facing additional barriers to learning to marginalized backgrounds. With this in mind, teachers and administrators are facing the dilemma on how learning loss can be resolved as the world starts to resume to its normal pace after the vaccines for COVID-19 have been developed. Likewise, this is one of the major concerns that has been experienced in the research setting.

To highlight, school closures in Indonesia affected the majority of its 62 million learners in a span of more than 19 months. It was estimated that these closures expanded the learning loss of students from 21 points to 35 points in the reading scores in Program for International Student Assessment (PISA). Likewise, this is also estimated to reduce the lifetime earnings in the country which is approximately USD359 billion in present value (UNICEF, 2021; Afkar & Yarrow, 2021). Moreover, the 41 weeks of school closure in Malaysia which

ended in June 2022 significantly impacted the students as it widened the learning loss among those students in marginalized sectors. This was due to the insufficiency of learning devices that were necessary to facilitate online learning during the pandemic. In fact, Malaysia has been considered to be one of the countries with high learning losses and it becomes a national emergency (Ganeson, 2022). In the rural areas of Chhattisgarh, India, it was determined that the reading and arithmetic levels that are normally achievable in 2 years during the pre-pandemic era would already take 3 years to be acquired during the pandemic. Data estimates suggest that there is a one-year learning loss among elementary learners in the area (ASER Centre, 2022).

In the Philippines, a joint study was conducted by the University of San Carlos (USC) and Thames International School in 18 private schools in the last quarter of previous year, enjoining 3,600 students from Grades 1-12. The study's purpose was the determination of learning loss among the learners in private schools through the first Philippine Assessment for Learning Loss Solutions (PALLS). Findings showed that students nationwide suffered in learning loss, particularly in the subject areas of science and mathematics. This was manifested in the average scores of the sampled test



takers in mathematics and science which are 54.1 percent and 47.5 percent, respectively. These average scores are inferior to the passing score of 60 which is set by the Department of Education (Marcelo, 2023).

Additionally, in Mawab District, Davao de Oro Division, many public-school teachers in the elementary level have observed the apparent learning loss among their pupils, as the resumption of full face-to-face classes has happened. Many teachers complained about the observable disparity between their learner's grade level and the proficiency that they manifest at the same time. Elementary teachers have been vocal about the learning loss in almost all subject areas including reading, mathematics, and science. This raise worries in the elementary faculty at large. Likewise, this also poses questions as to what kind of pedagogy and strategies are suitable to help learners cover for their learning loss and be able to aid them in catching up with the supposed level of proficiency that they must have.

In today's education, many teachers are using pedagogies in addressing learning loss during in-person classes, especially in the province of Davao de Oro, due to the students' widening learning loss. I had looked through journal articles on the internet and discovered studies about the causes that lead to learning loss and the usage of different pedagogies to close them. I learned that similar studies on the learning loss had been done prior to my research. Previous studies of UNICEF (2021) entitled "Towards a child-focused COVID-19 response and recovery: A call to action" and ASER Centre (2022) entitled "Status of learning during the pandemic: Evidence from 3 states in 2021" showed statistical data on the extent of learning loss that simultaneously happens in different countries. However, these studies failed to account the actual pedagogical practices implemented by various elementary teachers in public schools to resolve the widespread learning loss among students.

Undoubtedly, there is an imperative to undertake this study given the growing evidence that many students have experienced significant learning setbacks during the pandemic, with potential repercussions on their overall development and well-being. This issue extends beyond individual students; it has broader societal implications, including negative effects on the country's economy, as indicated by previous research findings. Consequently, this study holds considerable research value as it seeks to explore how elementary teachers in public schools employ pedagogical strategies to address learning loss among students. The findings of this study could yield critical insights that are pertinent and applicable to various stakeholders, including teachers, students, school administrators, and the Department of Education (DepEd).

PURPOSE OF THE STUDY

The purpose of this phenomenological study is to explore and understand the teacher's accounts on the use of pedagogies

nowadays. Further, this study wants to explore the different pedagogies of teachers in addressing the learning loss during the in-person classes and how the teachers cope with their situations.

RESEARCH QUESTION

This research work seeks to answer the following questions:

1. What are the experiences of elementary teachers on the use of pedagogies in addressing learning loss during in-person classes?
2. How did elementary teachers cope with the challenges encountered on the use of pedagogies in addressing learning loss during in-person classes?
3. What are the insights drawn from the experiences of elementary teachers on the use of pedagogies in addressing learning loss during in-person classes?

METHODS

This study employs a qualitative design with a phenomenological approach to explore the under-researched topic of learning loss among pupils from the perspective of elementary teachers. Qualitative research is appropriate here due to the broad and subjective nature of the topic, which is ill-suited for quantitative methods that demand high specificity and measurability. Instead, this approach allows for an in-depth, contextual understanding based on non-numerical data such as text and interviews, enabling a detailed exploration of concepts, beliefs, and experiences.

This qualitative study examined the experiences of five elementary teachers from public schools in the Mawab District, Davao de Oro, using Nielsen's (2021) guidelines on the formative and summative potential of such research. A purposive sampling method, selecting participants who could offer detailed and reliable insights, was used. The study involved in-depth interviews as the main data collection technique, aiming to provide robust support for the research findings or identify areas needing further study.

In this study, coding and thematic analysis were employed to extract themes from textual data by examining word meanings and sentence structures (Medelyan, 2019). Data coding involves organizing information into meaningful categories to summarize and describe phenomena systematically (Allen, 2017). Thematic analysis, a method used in analyzing qualitative data, typically from interviews and transcripts, follows six steps: familiarization, coding, generating topics, analyzing themes, defining and labeling themes, and reporting themes (Caulfield, 2019).

REVIEW OF RELATED LITERATURE

Teaching Pedagogies

Professional growth supports pedagogical practice and encourages teacher development. In Kentucky, districts must create a professional development plan that is based on research that promotes high-quality professional development, and teachers must complete annual professional development hours (Bridgstock & Tippett, 2019). It also gives teachers the ability to spark their students' interests and foster a progressive learning environment. Teachers can assist students in learning



at their own pace by utilizing a variety of pedagogical techniques (SplashLearn, 2021).

Moreover, according to Paterson (2018), pedagogy is the cornerstone of both teaching and learning. To educate students for the new issues of today, teachers must review and modernize their pedagogical approaches. Schools continue to be primarily seen as being particularly resistant to innovation, despite the increased reporting of innovative instructors and institutions.

Learning Loss During Pandemic

In general, researchers are starting to worry about the influence that Covid-19 has had on student learning progress and, in particular, whether learning loss has been experienced because it has significantly disrupted the worldwide education system. The authors thoroughly analyzed the recorded learning loss evidence that was recorded between March 2020 and March 2021 in order to assess this. To do this, a thorough literature review has been conducted. The novelty of the topic led to the identification of eight research; seven of them discovered evidence of student learning loss among at least some of the participants, while one of the seven also discovered instances of learning gains in a particular subgroup. The individuals in the remaining study made greater learning gains. Four of the studies also noted a rise in inequity, with some student groups suffering more severe learning deficits than others. In order to enhance the volume of studies generated, their geographic scope, and the number of pupils they monitor, more research is deemed necessary (Donnelly & Patrinos, 2022).

Indeed, education systems all throughout the world are experiencing severe disruptions as a result of the Covid-19 pandemic's emergency status. Nearly 1.6 billion students, or 94% of the global student population, were affected by educational institution closures at their peak, according to UNESCO (2020). Teachers and administrators were unprepared for this change due to the sudden nature of the circumstances. Thus, they were compelled to construct emergency remote-learning systems relatively immediately. Education scholars are starting to examine the effects of these closures on student learning progress—or lack thereof—in reaction to this disturbance (Park, 2018).

Teaching Pedagogies during In Person Classes

Exploring teaching pedagogies in the context of in-person classes involves delving into a wide array of strategies designed to enhance student engagement, understanding, and retention.

According to Bonwell (2019), employing active learning strategies is a foundational work that introduces the concept of active learning, where students participate in activities that promote analysis, synthesis, and evaluation of class content. It contrasts traditional lecture methods with interactive techniques such as discussions, problem-solving, and group work, highlighting the benefits for student engagement and learning. More so, constructivist pedagogy, arguing for classrooms where learners construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. They advocate for a shift from teacher-centered instruction to student-centered learning environments (Brooks, 2018)

Utilization of Teaching Pedagogies in Addressing Learning Loss

Finding out exactly where and what those gaps are, as well as which learners struggle with them, is the first step in correcting learning gaps, according to Heather (2020). Quizzes, according to the author, are a quick and simple approach to formatively evaluate students' understanding of what they have learnt. These can be brief end-of-topic tests, she continued, or they can even encompass a few units of a subject. To find learning gaps, teachers must make sure that the questions are well-balanced and distributed. Teachers must fill up the gaps after identifying them and then reassess the learners' level of mastery using quizzes. Learning gaps can be addressed and closed using these strategies.

In a study that was published, Cabigao (2021), the author began to identify writing learning gaps from the student outputs in his class. He developed and put into action the intervention program based on the data acquired. To assess the degree of progress made, the performance levels of learners were compared before and after the implementation phase. A systematic strategy known as the input-process-output approach was used by the teacher to address the disparities in fundamental writing abilities among the students. Determining and carefully documenting the learning gaps should therefore be the first steps in resolving them, followed by carefully devising an intervention program based on the identified learning gaps. The predicted result of improved performance from the learners succeeds this. teachers adjust classroom strategies, maintain students' attention over a longer time, and enhance the learning process. Moreover, when dealing with children who actively disrupt classroom order, one should always stay calm and immediately control the problem (Yu, 2022).



RESULTS AND DISCUSSIONS

Table 1
Major Themes and Core Ideas on the Perceptions of Public Elementary Teachers on the Use of Pedagogies in Addressing Learning Loss During In-Person Classes

Major Themes	Core Ideas
Reading Struggles Evident with the Learners	<ul style="list-style-type: none"> it was then observed that there is reading difficulties among learners. one must employ strategies that aids reading problems. not only in reading but also in analysis and comprehension. difficulties in reading basic sight words are evident. the retention and comprehension occur due to difficulty in reading was observed.
Employing Strategies and Techniques for Instructional Delivery	<ul style="list-style-type: none"> students possess diverse cognitive, emotional, and developmental requirements. one-size-fits-all instruction may fail to engage all students effectively. traditional assessment methods may not accurately measure individual student progress. students may lack confidence and motivation when their learning needs are not adequately addressed. disparities in learning outcomes may widen due to insufficient adjustment to diverse learning needs.
Declining Engagement in Learning among Students	<ul style="list-style-type: none"> noticeable decrease in students' enthusiasm for learning compared to before. instances of students losing focus during lessons or discussions serve as tangible examples of these challenges. increased reliance on parental or sibling assistance for completing educational tasks. seeing pupils who are hesitant to interact with the teacher after the pandemic seeing learners struggle in cooperating with classmates and sustaining attention in class
Manifesting Behavioural Changes of the Learners	<ul style="list-style-type: none"> students exhibit increased social engagement and decreased listening and attentiveness observed. behavior in elementary school is particularly unpredictable and challenging. noticeable differences in behavior between students attending face-to-face classes before and after returning.
Assessing the Learner's Strengths and Weaknesses to Tailor Instruction Effectively	<ul style="list-style-type: none"> administering a pretest to identify learner strengths, weaknesses, and required strategies. targeting weaknesses to enhance skill development. evaluating initial student understanding through pre-assessments.

Reading Struggles Evident with the Learners

The findings shed light on a multifaceted challenge within the learning environment, beginning with the observation of reading difficulties among learners. In response to these challenges, educators have been proactive in employing a variety of strategies aimed not only at addressing reading problems but also at enhancing analysis and comprehension skills. Despite these efforts, difficulties persist, particularly with the reading of basic sight words, underscoring a fundamental barrier to literacy. This hurdle contributes significantly to issues with retention and comprehension, as the foundational difficulty in reading impedes the ability to grasp

and remember more complex information. The interconnection of these factors highlights the critical need for targeted interventions that address the roots of reading challenges to foster a more supportive and effective learning environment.

Reading Struggles Evident with the Learners encapsulates the common obstacles students encounter in mastering reading skills. Shaywitz (2019)'s groundbreaking book stands as a beacon of understanding and support in this realm. It illuminates the complexities of dyslexia and related reading difficulties, offering profound insights into their neurological foundations. Through research-backed strategies and



interventions, empowers educators, parents, and advocates to navigate and mitigate these challenges effectively. Thus, it serves as a transformative resource, guiding the way toward overcoming these hurdles and unlocking the full potential of every learner (Shaywitz, 2019).

Employing Strategies and Techniques for Instructional Delivery

The traditional one-size-fits-all approach in education often fails to meet the diverse cognitive, emotional, and developmental needs of students, leading to disparities in learning outcomes. Standard assessment methods may not accurately reflect individual progress, potentially demotivating students when their unique needs are unmet. This underscores the importance of educators adopting inclusive and adaptive teaching strategies to ensure that education effectively supports all students, regardless of their specific requirements.

A study meticulously explores a multitude of effective teaching strategies and techniques, blending theoretical insights with practical applications. It underscores the essential fusion of artistry and scientific principles in effective teaching and emphasis on evidence-based practices ensures that educators are equipped with empirically validated methods for optimizing student learning. From crafting engaging lesson plans to implementing formative assessments, it offers actionable guidance that resonates with educators across various instructional contexts. By emphasizing the alignment of instructional strategies with learning objectives, it empowers educators to create purposeful and impactful learning experiences for their students. "The Art and Science of Teaching" stands as a seminal work, inspiring educators to embrace innovation while staying grounded in research-backed pedagogical approaches, ultimately fostering a culture of continuous improvement in teaching and learning (Marzano, 2020).

Declining Engagement in Learning among Students

There has been a noticeable decline in students' enthusiasm for learning, a shift starkly contrasted with attitudes observed prior. This waning interest is exemplified by instances where students lose focus during lessons or discussions, highlighting a significant challenge in maintaining engagement. Concurrently, there's been an increased reliance on parents or siblings to assist with educational tasks, suggesting that the support structures within traditional classroom settings may not be fully meeting students' needs post-pandemic. Moreover, a hesitance to interact with teachers has become apparent among pupils, indicating a potential disconnect or lack of confidence that has emerged in the aftermath of extended periods of remote learning or pandemic-related disruptions.

Drawing from self-determination theory, they emphasize the importance of students' perceived control and autonomy in influencing their level of engagement in academic tasks. The authors propose agency as a fourth dimension of student engagement, alongside the commonly recognized aspects of behavioral, emotional, and cognitive engagement (Graham, 2019).

Manifesting Behavioral Changes of the Learners

In recent observations within the educational sphere, the nuanced shift in student behavior has become evident, characterized by an increase in social engagement compared to a decrease in listening and attentiveness. This dichotomy is especially pronounced in elementary school settings, where behavior has become notably unpredictable and challenging. Educators have pinpointed significant behavioral differences among students who attended face-to-face classes prior to widespread disruptions, such as the pandemic, and their demeanor upon returning. These variations underscore a complex interplay of social and cognitive adjustments that students are navigating. The heightened desire for social interaction, possibly stemming from prolonged periods of isolation or remote learning, appears to clash with the traditional classroom expectations of listening and attentiveness. This scenario presents a unique challenge for educators, who must now seek innovative strategies to balance the innate need for social engagement with the equally crucial requirement for focused attention and receptivity during class activities.

By focusing on various elements within the school context, such as peer relationships, teacher-student interactions, and classroom climate, it elucidates the intricate dynamics that contribute to behavioral changes among learners. The significance of peer relationships in influencing students' behavioral development. Furthermore, the role of teacher-student interactions in fostering positive behavioral outcomes. She highlights the importance of supportive and nurturing teacher-student relationships in promoting students' engagement, motivation, and overall well-being (Wentzel, 2019).

Assessing The Learner's Strengths and Weaknesses to Tailor Instruction Effectively

Implementing pretests as a foundational step in educational practice has proven instrumental in effectively addressing learner needs and tailoring instructional strategies accordingly. By administering pretests, educators gain valuable insights into students' individual strengths and weaknesses, allowing for targeted interventions aimed at enhancing skill development. These assessments serve as a vital tool in evaluating initial student understanding, providing educators with a baseline from which to gauge progress and adjust instruction as needed. Through the systematic analysis of pretest results, educators can identify specific areas requiring additional support or enrichment, thereby facilitating a more personalized learning experience for each student. By strategically targeting weaknesses identified through pretesting, educators can optimize instructional delivery and foster a more comprehensive understanding of the subject matter, ultimately empowering students to achieve their full academic potential.

By embedding assessment seamlessly into the learning process, educators gain immediate insights into student understanding, allowing for timely adjustments to instruction. Central to the concept of actionable feedback. It emphasizes the importance of feedback that is specific, timely, and relevant to individual student needs. This feedback not only helps students understand their strengths and weaknesses but also guides their next steps



in learning. Moreover, it underscores the role of formative assessment in promoting a growth mindset among students. By focusing on progress rather than fixed ability, formative assessment encourages students to see mistakes as

opportunities for learning and improvement. This mindset shift fosters resilience and a willingness to take risks in the learning process (William, 2019).

Table 2
Major Themes and Core Ideas on the Coping Mechanisms in the Challenges Encountered on The Use of Pedagogies in Addressing Learning Loss During In-Person Classes

Major Themes	Core Ideas
Fostering Structured Learning Routines	<ul style="list-style-type: none"> giving homework and activities to make the learners understand the lesson better providing materials for parents to follow up on their child's learning to address difficulties having observed that there should be routines and rules for classroom management having observed that a routine was established for the students to determine what is right and wrong observing that there should be giving of rewards, aside from imposing rules, to manage student behavior
Promoting Motivation Through Receiving Appreciation and Recognition	<ul style="list-style-type: none"> receiving small rewards from the school head as a symbol of appreciation encourages and motivates ongoing efforts being motivated helps in easing one's difficulties and exhaustion observing a display of love for teaching as a motivation amidst exhaustion being motivated to address learning loss by one's students and work salary
Peer Learning through Strategy Sharing	<ul style="list-style-type: none"> asking from one's colleagues based on their experience, school heads, and parents sharing of similar experiences with other teachers during their time together having observed empowerment was observed due to sharing practices on pedagogy among colleagues helping one another by sharing practices and suggestions on how to address learning losses
Employing Strategies in Addressing Students Learning Gaps	<ul style="list-style-type: none"> having the need for prioritization on morning remediation to tackle accumulated learning gaps from previous years providing sequential tasks of increasing difficulty proves effective for students. having the need to utilize eclectic approach as effective in promoting student learning
Collaborating with Parents in Supporting Student Learning Recovery	<ul style="list-style-type: none"> having collaboration with parents extends beyond school accessibility and control, offering substantial support in the learning process engaging parents for addressing learners' difficulties, especially in classes with large sizes conducting home visits to involve parents and address struggling students' needs.

Fostering Structured Learning Routines

Educators utilize a range of strategies to enhance student learning and manage behavior effectively. Assigning homework and providing resources for parental involvement aids in reinforcing lesson concepts and addressing learning difficulties. Establishing structured routines and rules fosters a

conducive learning environment, promoting a sense of security and responsibility among students. Additionally, the use of rewards encourages positive behavior, contributing to a positive classroom atmosphere. Overall, these strategies collectively support student learning and behavior management, ensuring an optimal learning environment for all.



More so, creating a classroom environment where students feel valued, respected, and empowered to take ownership of their learning. He emphasizes the importance of building strong relationships between teachers and students, fostering mutual respect and trust. Kohn also highlights the role of meaningful engagement in promoting positive behavior, suggesting that students are more likely to behave responsibly when they are actively involved in relevant and meaningful learning experiences involvement of students in decision-making processes, promote collaboration and cooperation among peers, and prioritize intrinsic motivation over extrinsic rewards. By shifting the focus from compliance to community, it argues that educators can create learning environments that support academic achievement, social-emotional growth, and lifelong learning (Kohn, 2021).

Receiving Appreciation and Recognition

Receiving small rewards from school leaders as tokens of appreciation can greatly motivate teachers, fostering a sense of recognition for their ongoing efforts. This encouragement plays a vital role in alleviating challenges and fatigue, as motivation serves as a powerful antidote to exhaustion. Teachers' passion for their profession also acts as a source of motivation, driving them to persevere even when faced with difficulties. Moreover, the motivation to address students' learning gaps, coupled with the incentive of a stable income, further fuels educators' commitment to their work. These motivational factors not only contribute to teachers' personal satisfaction but also enhance their effectiveness in supporting student learning and well-being.

An emphasis of the importance of relatedness, or the sense of connection and belonging within the school community, in shaping teachers' motivation. Recognition and appreciation from colleagues, administrators, and students play a vital role in fulfilling the need for relatedness, enhancing teachers' sense of competence and fostering a supportive work environment. By applying SDT as a theoretical framework, it provides insights into the motivational dynamics of teaching profession and underscore the significance of fostering an environment that supports teachers' psychological needs. Recognition and appreciation, in particular, emerge as essential components in enhancing teachers' motivation and job satisfaction, ultimately contributing to their continued commitment to the profession (Wang, 2022).

Peer Learning through Strategy Sharing

Teachers draw motivation and support from various sources within their professional community. Seeking advice from colleagues, school leaders, and parents provides valuable insights and encouragement. Collaborating with fellow educators allows for the exchange of experiences and practices, fostering a sense of camaraderie and shared learning. Additionally, sharing pedagogical strategies enhances teaching effectiveness and promotes collaboration among colleagues. By helping one another navigate challenges, including addressing learning losses, teachers reinforce their commitment to continuous improvement and student success. These collaborative efforts not only strengthen the professional

community but also contribute to teachers' motivation and resilience in the face of educational challenges.

The importance of structured cooperative learning activities that encourage active participation and equal contribution from all group members. It discusses various cooperative learning techniques, such as group discussions, problem-solving tasks, and collaborative projects, that can be effectively implemented in university classrooms to enhance student learning outcomes. Furthermore, it provides practical guidance for instructors on how to implement cooperative learning strategies effectively and highlight the importance of establishing clear expectations, structuring collaborative tasks, and providing feedback to support student learning and collaboration (Johnson, 2019).

Employing Various Strategies in Addressing Students Learning Gaps

Morning remediation sessions effectively address learning gaps by providing focused support early in the day. Sequential tasks of increasing difficulty enable gradual skill development and mastery. An eclectic teaching approach, integrating diverse methods and resources, caters to individual learning needs and enhances engagement in the classroom.

Educators play a crucial role in promoting a culture of growth mindset in the classroom. The importance of providing feedback that emphasizes effort and progress rather than innate ability. By praising students' hard work, resilience, and strategies for overcoming obstacles, educators can foster a growth mindset and empower students to take ownership of their learning. Furthermore, the transformative potential of mindset interventions in closing achievement gaps. By instilling a belief in the power of effort and resilience, educators can help students from diverse backgrounds overcome learning challenges and reach their full potential (Dweck, 2019).

Collaborating with Parents in Supporting Student Learning Recovery

Collaboration with parents is integral to the educational process, extending beyond mere school accessibility and control to provide substantial support in fostering students' learning. Particularly in classrooms with large sizes, engaging parents becomes crucial for effectively addressing learners' difficulties and ensuring their academic success. One effective strategy involves conducting home visits, which not only involve parents directly in their child's education but also provide educators with valuable insights into students' home environments and individual needs. By forging strong partnerships with parents and involving them in the educational journey, educators can create a supportive network that enhances student learning and well-being both inside and outside the classroom.

Hence, an underscore notion that when schools actively engage families and communities in supporting student learning, students are more likely to experience academic success. By fostering collaborative relationships among stakeholders, schools can create a supportive environment that promotes student learning and well-being. The significance of meaningful parent involvement in the education process, advocating for strategies that empower parents to play an active



role in their child's learning journey. They discuss various forms of parental involvement, including participation in school events, volunteering opportunities, and engagement in educational decision-making processes. By involving parents as partners in the education process, schools can effectively address student learning recovery and promote positive academic outcomes for all students (Mapp, 2021).

Table 3
Major Themes and Core Ideas on the Insights Drawn from The Experiences of Elementary Teachers on The Use of Pedagogies in Addressing Learning Loss During In-Person Classes

Major Themes	Core Ideas
Ethical Concerns Arising from Modular Learning	<ul style="list-style-type: none"> it was observed that while modular learning benefits eager learners, it also leads to demotivation as students rely heavily on parents for answers. it was observed that the busy nature of parents led to a reliance on answer keys, it undermines the effectiveness of modular education for students. cheating in modular learning does not lead to genuine learning, hence, students gain nothing from it. due to the pandemic, there are limitations in addressing issues with the modular approach. with highlighting with the reliance on copying answers from the answer key, it undermines the critical thinking skills.
Streamlining Teacher Responsibilities to Teaching	<ul style="list-style-type: none"> there should be a consistent advocacy for the Department of Education to prioritize teaching over additional administrative tasks. a suggestion wherein, to prioritize remedial classes for students rather than focusing on administrative paperwork. there should be a significance of readily available materials, particularly in initiatives like reading camps. as observed, there should be an emphasis on training effectiveness, particularly in addressing learning loss in reading.
Understanding the Vital Role of Teacher-Student Connections in Classroom Settings	<ul style="list-style-type: none"> upon realization on the significance of teacher-student relationship during face-to-face classes. as observed, there is a concluding the efficacy of face-to-face classes. upon observation, an expression of happiness on the return of face-to-face classes because many students were observed to lack knowledge.

Ethical Concerns Arising from Modular Learning

Modular learning, while flexible, can demotivate students and promote cheating by relying too much on parents or answer keys. Pandemic-related limitations worsen these issues, hindering genuine learning and critical thinking development. To improve, we must focus on promoting student engagement and independence within the modular framework.

The collection and utilization of student data, raising questions about transparency, consent, and the potential for data exploitation. While personalized learning purports to offer tailored instruction, it may inadvertently exacerbate existing inequalities in education, particularly for marginalized students

who lack access to necessary resources or are disproportionately impacted by data-driven decision-making. Furthermore, the commercialization of education within the personalized learning landscape, highlighting the influence of ed-tech companies and the profit-driven nature of educational innovation. It warns against the uncritical adoption of personalized learning technologies without careful consideration of their ethical implications and potential consequences for students and society at large (Watters, 2021).

Streamlining Teacher Responsibilities to Teaching

In advocating for a more effective educational system, there's a call to prioritize teaching over additional administrative tasks



within the Department of Education. This entails shifting the focus towards providing remedial classes for students, rather than getting bogged down by administrative paperwork. Furthermore, the availability of materials, especially in initiatives like reading camps, holds significant importance in ensuring the success of such programs. Finally, emphasis is placed on the effectiveness of training, particularly in addressing learning loss in reading, highlighting the need for targeted and impactful interventions to support students' academic growth.

In addition, ensuring that teacher education programs provide aspiring educators with the knowledge, skills, and experiences necessary to meet the diverse needs of students effectively. By streamlining teacher education, policymakers can better support the professional development of educators and ultimately improve student outcomes. Through the advocacy for policy change, the discrepancies between teacher preparation programs and the realities of the classroom are addressed. By promoting greater alignment between theory and practice, as well as emphasizing the importance of hands-on learning experiences and seek to enhance the overall quality and effectiveness of teacher education (Zimpher and Howey, 2019).

Understanding the Vital Role of Teacher-Student Connections in Classroom Settings

The shift back to face-to-face classes has highlighted the crucial role of direct teacher-student interactions in enhancing learning and academic success. Educators recognize the limitations of remote and hybrid models and appreciate the benefits of in-person teaching, such as the ability to tailor lessons to individual needs and more effectively address learning gaps. This return to classroom teaching allows for stronger connections and improved support for students, particularly those who faced challenges in virtual learning environments.

The return to in-person classes emphasizes the importance of teacher-student interactions for academic success. Educators value the personalized approach and ability to address learning gaps that face-to-face teaching offers over remote or hybrid models. Strong teacher-student relationships foster engagement, motivation, and a positive classroom atmosphere, leading to better academic outcomes. Research confirms a link between positive teacher-student connections and higher achievement levels, highlighting their significant role in facilitating learning. (Roorda, 2021)

IMPLICATION FOR TEACHING PRACTICE

Based on the findings of this study, teachers should consider a range of classroom management tactics to assist them effectively manage their students during in-person sessions. Collaboration between teachers and parents is critical for addressing issues and student concerns. To effectively handle different student behavior, instructors should actively seek guidance, maintain open contact with colleagues and superiors, and collaborate. Furthermore, exercising patience when coping with various tasks.

CONCLUSION

Returning classroom instructors faced challenges but found strength through colleague support, relevant lessons, and celebrating student successes. Ongoing training in modern teaching strategies is recommended, along with support mechanisms and career advancement opportunities. The study, based on in-depth interviews, highlights the need for proactive support from the Department of Education for returning educators. Effective communication, reorientation sessions, and staying updated on teaching methods are suggested to improve classroom management and student engagement.

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