



Covid-19 Era Learning Management in Early Childhood Education

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ABSTRACT

The Covid-19 pandemic, which has spread throughout the world, has greatly affected human life. In starting a new normal in the sector of education, it is necessary to manage learning during the Covid-19 pandemic. This study aims to describe the learning management at PAUD Kasih Ibu during Covid-19 pandemic and supporting and inhibiting factors in the learning of Covid-19's era. This research used qualitative research with a phenomenological approach method. There were six research subjects consisted of 1 playgroup school principal, 1 kindergarten principal, 1 playgroup teacher, 1 kindergarten teacher, and 2 representatives' parent of PAUD Kasih Ibu's students. The data were collected by using observation, interview, and documentation. The data validity technique used was source and method triangulation. Data analysis techniques using data collection, data reduction, data presentation, and drawing conclusions. The results of this study indicate that. The implementation of the Covid-19 emergency response as a reference in learning is a supporting factor, while the inhibiting factor found is parents' busyness during SFH learning. The conclusion in this study is that the management of PAUD Kasih Ibu learning has been carried out in accordance with Permendikbud No. 137 of 2014 article 11 concerning National Standards of PAUD which consists of planning learning, implementing learning, and monitoring learning during the Covid-19 pandemic which is implemented by implementing health protocols and adapting to the situation and conditions of the area. The benefits of this research can help educators as a reference in the process towards the renewal and more developing stage of learning management during the Covid-19 era.

Keywords:

Early Childhood, Covid-19, Learning Management

Introduction

The spread of the corona virus in various parts of the world began in early 2020 (Bao, 2020). Coronavirus disease 2019 or commonly referred to as COVID-19 is a disease that attacks the respiratory tract where it is caused by acute respiratory syndrome coronavirus 2 (SARS-CoV-2) or corona virus (WHO, 2020). This virus is what makes the whole world uproar due to its rapid spread so that it becomes a top priority in health care due to the impact of Covid-19

(Denton et al., 2020). So that it becomes a risk to health workers will spread the outbreak (Petersen et al., 2020). Noted, China on December 31, 2019, for the first time reported the existence of this new disease (Susilo et al., 2020). The virus is spreading rapidly to Thailand with the first Covid-19 case outside China on January 13, 2020 (Emmanuel et al., 2020). Then penetrate again like France as the first European continent to be affected by the spread of Covid-19, The Continent of Australia,

Africa to the Continent of Asia with a fairly high number (Dryhurst et al., 2020).

As time went on March 2, 2020, Indonesian President Joko Widodo officially announced the first time about Covid-19 in Indonesia and continued until the spread became more and more fatal (CNN Indonesia, 2020). Covid-19 victims in Indonesia are increasing so that the number of referral hospitals in overcoming Covid-19 patients continues to increase (Putri, 2020). So that all life sector activities are stopped due to the impact of the Covid-19 outbreak, both from the economic sector, education, tourism and so on (Syafri & Hartati, 2020). All public places, public facilities, to outdoor activities were temporarily suspended, such as schools, places of worship, shopping centers, public transportation of all destinations, and others (Fahri, 2020). This is to decide the chain of spread of the corona virus (Siahaan, 2020).

Education in Indonesia is rooted in various national cultures and based on Pancasila and the 1945 Constitution, with the expected to be able to increase human resources (HR) that have been regulated in the national education system (Ciptasari & Uthman, 2015). About education, the National Education System Law No. 20 of 2003 states that education has 3 pathways consisting of formal education, non-formal education and informal education, where the three pathways complement and enrich each other and have run in accordance with the provisions of each path (Darlis, 2017: 84). Potential development in learners can not only be done on a formal path but can be through non-formal education (Auliya & Suminar, 2016). The field of education is also affected by the Covid-19 pandemic (Khasanah et al., 2020). The sudden emergence of Covid-19 makes various elements of education must rotate the brain with efforts to deal with learning in pandemic times like today (Sari et al., 2020).

Minister of Education and Culture, Nadiem Makarim (Kemdikbud RI, 2020) was accessed on October 2, 2020, announcing that the guidelines for the implementation of curriculum learning in education units that have been prepared in special conditions Covid-19 contained in the Circular Letter of the Minister

of Education No.4 of 2020 (Pramana, 2020). Early Childhood Education for humans is very important in determining the first step or history of development in children as the foundation for children (El-Khuluqo, 2015: 40). Moreover, in the situation of the Covid-19 pandemic is a new reality that is also experienced by the world of education, especially in the teaching of early childhood education (PAUD) (Wijoyo & Indrawan, 2020).

Learning management by (Costa et al., 2020) "*Management learning poses some challenges, firstly students should identify all administration areas and secondly, they should understand the big picture of an organizational context...*". So that a learning management is needed to create learning to achieve learning goals that have been determined by educators / teachers (Fadilah & Fakhruddin, 2019). Learning management is deployed by adjusting the situation of conditions that occurred during the Covid-19 pandemic (Saifulloh & Darwis, 2020). This research discusses learning management in PAUD Kasih Ibu during the Covid-19 pandemic. The importance of PAUD management aims to create online learning effectively and efficiently, so that paud goals will be achieved.

Method

The research method used in this research is a qualitative approach using a phenomenological approach. The definition of phenomenological according to (Suranto, 2006) is "Phenomenology is the science or method of understanding something that appears, is observed, a sensory fact, or in everyday terms called a symptom". The authors of using qualitative research with a phenomenological approach is that this study has a focal point on learning management in the phenomenon of the covid-19 pandemic. This research is dug deeply information related to learning management during the Covid-19 pandemic in PAUD Kasih Ibu so that scientific facts and data will be found. The research site is at PAUD Kasih Ibu in Banyuurip Village RT 02 RW 02 Margorejo Kab. Pati. The focus of research in this study is the management or management of learning carried out in the Covid-19 era in early

childhood as seen from the planning process, implementation, assessment to the stage of supervision in PAUD Kasih Ibu. Furthermore, after knowing this, it will be known what the supporting factors and obstacles are in carrying out learning in PAUD Kasih Ibu.

The subjects of this study are 6 people, consisting of 1 kb manager informant named SN, 1 informant educator / kb teacher named S, 1 informant manager of kindergarten institution named SI, and 1 informant educator / kindergarten teacher named AS. As well as 2 other research subjects, namely 1 parent representative who worked with 1 representative of parents who did not work. The source of the data from this study is: primary data is data that is processed directly from informants or sources, namely educators and managers in PAUD Kasih Ibu who is the target of the first information. Primary data sources are obtained through observations and interviews. Secondary data sources determined by researchers as other data sources are additional materials derived from teachers and library research methods, namely literature studies and documentation studies that have to do with research on the management of Covid-19 era learning in early childhood in PAUD Kasih Ibu, such as citing data from the internet, Covid-19 website, and others.

The data collection techniques used in this study are observation, interviews, and documentation. The data validity test used in this study is triangulation. This learning management research uses triangulation methods / techniques of data collection, by means of observation, interview, and documentation. Another triangulation used by researchers in Covid-19 era learning management research in PAUD Kasih Ibu is the triangulation of sources that are expected to come from the Principal, Teacher and Parent of the student. This research in analysing data takes place during the data collection process rather than after completion of data collection (Sugiyono, 2016: 336). Activities in data analysis, namely data collection, data reduction, data presentation, withdrawal of conclusions / verification.

Result And Discussion

Covid-19 Era Learning Management in Early Childhood in PAUD Kasih Ibu

Learning management is a very important regulatory framework in the teaching-learning process. This is because it can increase the effectiveness of a learning (Petersen et al., 2020). During the current Covid-19 pandemic, the position of learning management is needed for the creation of an effective and efficient learning (Bafadal, 2004: 11).

Learning planning is the initial stage in learning management activities. The learning process during the Covid-19 pandemic in PAUD Kasih Ibu was carried out in accordance with the Covid-19 emergency curriculum that had been established by the principal and teachers by being guided by supervisors from the agency. This is by conditioning the arrangement of learning activities during the pandemic, timing adapted to the circumstances, and all other learning arrangements to create effective and efficient learning during the Covid-19 pandemic (Mok et al., 2021). This is in accordance with the understanding of learning planning, which is the plan and arrangement of learning activities, media, time, class implementation, and learning outcome activities (Triwiyanto, 2015: 97).

The process of forming an emergency curriculum Covid-19 in PAUD Kasih Ibu began by conducting a discussion meeting on the establishment of the Covid-19 curriculum with the board of teachers and principals of PAUD Kasih Ibu, both KB and kindergarten and school committees. Furthermore, it was notified to the Banyuurip Village Education Institute to request confirmation to the Pati District Education Office regarding the establishment of an emergency curriculum during the Covid-19 pandemic. In the establishment was guided directly by the education office in accordance with the Decree of the Minister of Education and Culture No.719 / P / 2020 of 2020 on Guidelines for the Implementation of Curriculum in Education Units in Special Conditions and the abilities possessed by PAUD Kasih Ibu educators from all limitations in the Covid-19 pandemic. The form of planning made by PAUD Kasih Ibu according to the establishment of the Covid-19

emergency curriculum includes the education calendar, Prota (annual program), Promes (Semester Program), RPPM (Weekly Learning Implementation Plan), and RPPH (Daily Learning Implementation Plan).

The implementation of learning in PAUD Kasih Ibu during the Covid-19 pandemic was conducted online and offline. Learning with an online system is done by carrying out Learning from Home (BDR) or also called distance learning through parent Whatsapp groups with teachers. The implementation of this learning also makes a new learning style for teachers in implementing methods in learning activities that are no longer in the classroom (Kolb & Kolb, 2011). So that in the implementation of online learning requires networking, connectivity and the main thing is a communication tool / platform that can be used in carrying out online learning (Herliandry et al., 2020). According to a statement from Moore, Dickson-Deane, & Galyen (2011) in (Sadikin & Hamidah, 2020) describes online learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring out various types of learning interactions.

The implementation of learning using online systems during the Covid-19 pandemic makes it difficult for children to carry out the stage of development (Gandolfi, 2021). The child has difficulty in development. Early childhood is the beginning of human life, which is very important in building all aspects of development (Wojciehowski & Ernst, 2018). In line with Freud's statement in (Masnipal, 2013: 96-97) which assumes that the early years of human life are said to be important keys to personality development. At the agreement of the principal, teachers and the results of approval from parents / guardians of students, PAUD Kasih Ibu implements an offline learning system (face-to-face learning). In addition to improving and revitalizing learning conducted online, the offline learning system is also based on the wishes and aspirations of parents of students who experience obstacles to difficulties experienced during distance learning. Offline learning applied by PAUD Kasih Ibu during pandemic times such as Home Visit that should be done in a visit to the house, but

parents want to do face-to-face learning in school. For this reason, the school manager seeks the implementation of face-to-face learning by shifting / rotating with the implementation of health protocols such as 3 M (Wearing masks, Washing hands, and maintaining distance). This is with (Cohen et al., 2020) in his research also explained about the importance of implementing health protocols in school students.

PAUD Kasih Ibu conducts face-to-face learning with a shifting / rotating system. By implementing health protocols, processing schedules, and regulating the number of children's attendance. The policy prioritizes the safety and health of children, and the school provides free masks and hand sanitizers for students while in school. When the child is at home to carry out BDR the teacher can only see the work of the video / photo sent by the child's parents. So do not know whether the results are done by individuals without coercion or parents involved in the work. The process of taking assessments carried out by PAUD Kasih Ibu teachers can only be done through observation of the work taken photos or videos of submissions from the child's parents. The children's work is obtained through a portfolio of children's activity sheets previously given by teachers during online learning within one month. PAUD Kasih Ibu teacher optimizes during offline learning to get, collect and analyse the child's development that has been achieved as much as possible. Because only in this way the teacher can take an assessment to meet the assessment report on each child PAUD Kasih Ibu.

Supervision of learning is an activity carried out by the head of the education and supervisory unit in a way through monitoring, supervision, evaluation, reporting to follow-up periodically and continuously (Triwiyanto, 2015: 181). The process of supervision of PAUD Kasih Ibu during the Covid-19 pandemic refers to the application of online and offline learning conducted by PAUD Kasih Ibu. As well as the readiness of principals and teachers in implementing online and offline learning, the guidance process regarding the formation of emergency curriculum, observing and checking

the facilities in PAUD Kasih Ibu such as hand washing, bench position distance in accordance with health protocols, procurement of hand sanitizers and thermogenesis, and other equipment.

Supervision of learning carried out by supervisors or reviewers from the Pati Regency education office runs every month. The process is carried out objectively, transparently, and continuously to help PAUD Kasih Ibu in improving the quality and quality that can improve school accreditation in accordance with the standards of early childhood education process and planning that has been established.

Supporting Factors and Inhibition of Covid-19 Era Learning in PAUD Kasih Ibu

It can be known that through this study has produced several supporting factors and inhibitory factors that arise in learning during the Covid-19 pandemic in PAUD Kasih Ibu, both from individual factors and from outside the individual. Driving factors that occur during the learning of the Covid-19 era in PAUD Kasih Ibu both in the view of the principal, teachers to parents as a child companion at home during BDR, among others;

The existence of the Covid-19 curriculum, it helps teachers in organizing the learning process during the Covid-19 pandemic by looking at the situation and conditions in PAUD Kasih Ibu. The establishment of the Covid-19 curriculum is adapted to existing circumstances and conditions in Pati Regency, especially in Banyuurip Village given the increasing spread of the Covid-19 virus.

Policies issued by the Minister of Education regarding the non-compulsory fulfillment of competencies and graduation requirements that are usually done before. This can ease the burden of teachers in the teaching and learning process during the Covid-19 pandemic.

Internet quota subsidy assistance provided to teachers and parents of students as an intermediary for children with teachers in the implementation of learning. The help of internet data quota is given to increase and foster a sense of enthusiasm to learn in this pandemic.

The existence of BDR learning guidelines for parents during carrying out BDR with children at home. This can help parents in conducting guidance and mentoring of substitute teachers at home during online distance learning (PJJ).

In addition to supporting factors, there are inhibitory factors in the learning of the Covid-19 era in PAUD Kasih Ibu. This can occur due to obstacles that exist during the learning process, both from the principal, teachers, and parents / guardians. Here are some inhibiting factors in the learning of the Covid-9 era in PAUD Kasih Ibu, among others;

Busy parents of students who work so that there is no time to guide children when online learning is carried out. Related to this in line with (Fatimah & Rohmah, 2016) in the results of his research that mentions that the working conditions of parents are one of the obstacles in the learning process, especially in this pandemic period parents who should accompany children in online learning can not be done optimally due to parental busyness. In fact, according to research from (Lilawati, 2020) said that the contribution of parents to education is very important and must be done in an sustainable manner.

There are some parents who still do not have a device and some do not understand the use of gadgets (gadget), as well as the condition of the device with slow performance. This becomes an obstacle that can inhibit online learning in PAUD Kasih Ibu.

The relationship between teachers and parents who often do not respond to what has been conveyed to teachers in Whatsapp groups. Although the relationship between teachers and parents is going well and willing to cooperate, but there are still some reactions parents who do not respond to the existence of information or questions submitted by the teacher. So that teachers find it difficult to conduct the implementation and assessment of online learning and communicate both ways with the parents of students.

The atmosphere of the house is less conducive in doing BDR so that children become unable to focus and do schoolwork at will. So that the tasks given by the teacher seem to be a

burden for children and parents. Parents must create a comfortable atmosphere so that children feel at home doing BDR at home (Kurniati et al., 2020).

Not all parents have the same last education. Related to different parents' backgrounds / varies. It is not easy for parents who are poorly educated and not too difficult also for highly educated parents when guiding their children to learn. This is also explained by (Daheri et al., 2020) about the background of parents who are not the same so that they become a dilemma with various activities and also the compulsion to give free time to children to prepare, guide and educate their children.

Boredom of children that arises from doing learning at home every day. Especially without friends who can affect socio-emotional in the child. So that parents create a comfortable learning atmosphere for children so that children still feel comfortable and at home at home at the time of BDR, very different when studying at school with teachers and peers so that children interact that have a considerable influence in socio-emotional and behave towards others.

Conclusion

Learning management in PAUD Kasih Ibu during the Covid-19 pandemic runs in accordance with the provisions of the PAUD Process Standard in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 137 of 2014 article 11 concerning the National Standard of Early Childhood Education consisting of; (1) Learning planning; (2) the implementation of learning; (3) evaluation of learning; up to 4.) supervision of learning. This has been adjusted to the situation and conditions that exist in the starch district area during the Covid-19 pandemic. The learning system implemented by PAUD Kasih Ibu during the pandemic is a combination of online and offline learning, using references to the Covid-19 emergency curriculum that has been created. Through the results of the study can be known supporting factors and obstacles in learning the Covid-19 period in PAUD Kasih Ibu.

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