

Educators' Perspectives on the Impact of COVID-19 on Early Childhood Education Level in Indonesia

Saifuddin¹, Jazariyah², Novita Pancaningrum³

¹ IAIN Syekh Nurjati Cirebon, Cirebon, Indonesia; e-mail: saifuddin@syekhnrjati.ac.id

² IAIN Syekh Nurjati Cirebon, Cirebon, Indonesia; e-mail: jazariyah@syekhnrjati.ac.id

³ IAIN Kudus, Kudus, Indonesia; e-mail: novitapanca@iainkudus.ac.id

ARTICLE INFO

Keywords:

Covid-19's impact;
Early Childhood Education;
Educator;
Kindergarten;
School Management.

Article history:

Received 2022-01-02

Revised 2022-01-31

Accepted 2022-03-04

ABSTRACT

Covid-19 pandemic has disrupted education, including early childhood education level. Since then, The Indonesian government has asked educational institutions to apply learning from home. Schools all over the country are closed. Changes in the way to teach and learn certainly have an impact. The study intends to consider the effect of the Covid-19 pandemic on the educational process on early childhood education level in Indonesia based on Educator perspectives. Research data were obtained based on a survey and a semi-structured interview with 61 kindergarten educators. All participants were from Indonesia. Data were collected from April-June 2021. Information examination utilized topical investigation of subjective information. The outcome uncovered four subjects: Educators competency Impact, Effect on parents/family, effect on School Management, and effect on educators' finances.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Saifuddin

IAIN Syekh Nurjati Cirebon, Cirebon, Indonesia; e-mail: saifuddin@syekhnrjati.ac.id

1. INTRODUCTION

Covid-19 pandemic's outbreak across the world has changed almost in all angles, including education. The World Health Organization (WHO) has declared Covid-19 as a pandemic on 11th March 2020, this disease spreading and devastating human lives around the world (Emmanuel, 2020); upon this declaration, The nation worldwide instituted temporary school closures (Timmons et al., 2021). The addition of patients from coronaviruses that are worldwide made activities worldwide are being disorderly. Ranging from economic activity, social until educational activity. Activities in the world have changed dramatically since the beginning of the pandemic covid-19 (Astuti & Harun, 2020). This situation was unpredictable before, suddenly all of the educational processes changed.

Due to this condition, The Indonesian government issued a policy restriction in Indonesia, a large-scale social restriction. This might impact anyway with the implementation of the learning activities at school. The Government issued another policy, namely School from Home (SFH) (Satrianingrum & Prasetyo, 2020). SFH is a program that relocates the gaining system from school to home. In light of the

Ministry of Education and Culture guidelines, schools are to arrange internet figuring out how to give a significant growth opportunity to understudies without being troubled with the requests of accomplishing all educational program prerequisites. In this, SFH considers students, educators, education staff, and the community (Rasmitadila et al., 2020). The students could no longer enjoy the learning in schools, including early childhood education students. Teachers and students were not allowed to learn face to face. They could only interact online or through virtual meetings.

The impact of a covid-19 pandemic on education in the world has been investigated, especially in early childhood education. Based on Deoni's research, children born during the pandemic have significantly reduced verbal, motor, and overall cognitive performance compared to children born pre-pandemic, which most affected children from lower socioeconomic families (Deoni et al., 2021). This research focuses on children's development. Another research impact of the covid-19 pandemic resulted in that pandemic has an impact on the overall physical, psychological and financial well-being of early childhood educators (Swigonski et al., 2021). Both research talk about different themes of the effect of the pandemic.

Early Childhood Education is essential during this Covid-19 pandemic (Mitchell et al., 2020). Early childhood institutions should have collaborated with parents to stimulate children's development. While many primary and secondary schools have closed around Indonesia due to COVID-19, measures impacting early childhood education programs have varied. Some cities have not closed in tandem with broader school closure measures. Some schools may offer alternative child care options, such as a home visit program.

Preeti Tarkar has researched the effect of a Coronavirus pandemic on the schooling system. The examination came about that Policymakers are dealing with numerous issues in making the arrangement connected with the school system. Instructing is occurring from disconnected to on the web. Because of this change in showing system, understudies, instructors, and guardians deal with numerous issues (Tarkar, 2021). This result indicates that teachers worldwide are not ready yet to face this situation. Opposite to research Himmah Taulany that indicating the school readiness to face learning in pandemic's situation. The research on learning management in early childhood education during pandemics shows that the fourth aspect of management can run well (Taulany, 2020).

During SFH or distance learning in Indonesia, the government published twelve books for the learning at home policy and provided internet data. The book contains about playing with children and positive communication. SFH provides more proportion for parents' roles. Parents in this situation have the duties to supervise the learning, to conduct the learning, and assist the assessment. The teachers construct the weekly lesson plan, communicate the learning process steps, and evaluate the students' progress. However, both teachers and parents experience barriers due to the lack of skills in using technology and the inability to provide learning materials to support six aspects of child development (Solekhah, 2020).

Teachers and parents of early childhood education collaborate to provide the best stimulation to support children's development during pandemic covid-19. A lot of research talks about the impact of a covid-19 pandemic on the early childhood education level. One of the impacts of the covid-19 pandemic in early childhood education level is disruption of children's receptive skills (Darmiyanti et al., 2021). Another study discusses the problem of online learning in early childhood education during the covid-19 pandemic (Lestari et al., 2021). However, how the educator sees the impact of covid-19 is not widely discussed. Therefore, it is important to understand Educator perspectives on the impact of a covid-19 pandemic on the early childhood education level in Indonesia.

2. METHODS

This study was descriptive qualitative research using a case study approach. A case study research allows researchers to obtain and examine data in a context or phenomenon. Descriptive case studies deal with the "how" of a situation (Yin, 2001). This Study describes Educators' views on the impact of Covid-19. A case study approach is part of qualitative methods for exploring a specific case in greater depth by involving the collection of sources of information (Raco, 2018). In this study, the impact of the

covid-19 pandemic on early childhood education level was investigated based on educators' perspectives. Participants in this study were 61 educators in early childhood Education in 4 provinces, namely, West Java, East Java, Central Java, and Yogyakarta, Indonesia. A purposive examining method was utilized by dispersing polls internet utilizing Google Form to agents of exploration partners who approached youth instructors in the four areas.

Information assortment was led in two phases. The initial step was done involving an overview of instructors in Kindergarten in four territories in Indonesia who utilized web based gaining and mixed gaining during School from Home as respondents. The survey comprised 25 questions in the form of short answers and scales, using Google Form. The survey data were collected from April 15, 2021, to June 15, 2021, and 61 respondents participated. Respondents consist of 43 educators from Java and 18 from outside Java Island. Respondents who took part in this study were not limited by age, gender, or education level as long as they had taught Kindergarten for 2 years.

After the study information were gathered, a record of the results of every respondent was made, and initial codes were created. Survey results were separated into 4 initial codes indicating the study area. The first study is the competence of educators, the second study is related to the relationship between parents and educators. Meanwhile, the survey data related to school management is included in the third study area, and the last study are consist of data related to educators' financial well-being.

The second phase of the assortment was led utilizing open inquiries with 10 of the 61 kindergarten instructors who answered the review. Analysts made interview guides in view of the underlying code from first stage information. The purpose of the interviews was to get more meaningful data. Interviews were conducted online for almost 30 minutes per respondent via the WhatsApp application from June 20, 2021, to June 23, 2021. Every day researchers interviewed 3-4 respondents. Data analysis was undertaken through three rounds; data reduction (using a source of triangulation), display data and conclusion, and data verification.

3. FINDINGS AND DISCUSSION

Educators' Competency

Data research resulted that not all early childhood education has the same level of education, but most of them are in a diploma position (76,5%). This condition can be used as an example of the academic competence of early childhood educators. Based on the interview, the educator who was a senior high school graduate is generally older members and faced obstacles in the utilization of digital technology.

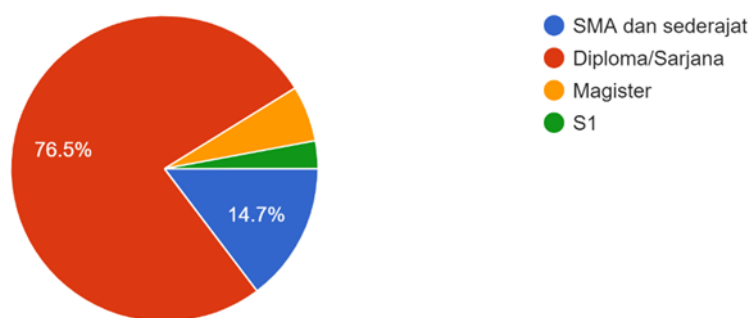


Figure 1 Educator's profile

Figure 1 describes the educators' education, 14,7 % of educators are senior high school graduates. As we know, the covid-19 pandemic changed the teaching-learning process. Educator competencies are very important since they can affect the progress or lack of quality of education in the school itself (Putri et al., 2021). Online learning pushes the educator to master digital technology. They have to make some videos for learning resources for the kids. Most of the educators faced an obstacle to doing video editing.

In addition, The Covid-19 pandemic is significantly impacting the approach to educating learning at school. It likewise gives circumstances that instructors effectively learn. There are a lot of webinars in which the material is about improving educator competencies, such as video editing using an application or presentation design using CANVA application or others.

Selama pandemi covid-19, apakah Bapak/Ibu merasa mengalami peningkatan kompetensi khususnya terkait digital content (contoh: Membuat dan edit video pembelajaran)

56 responses

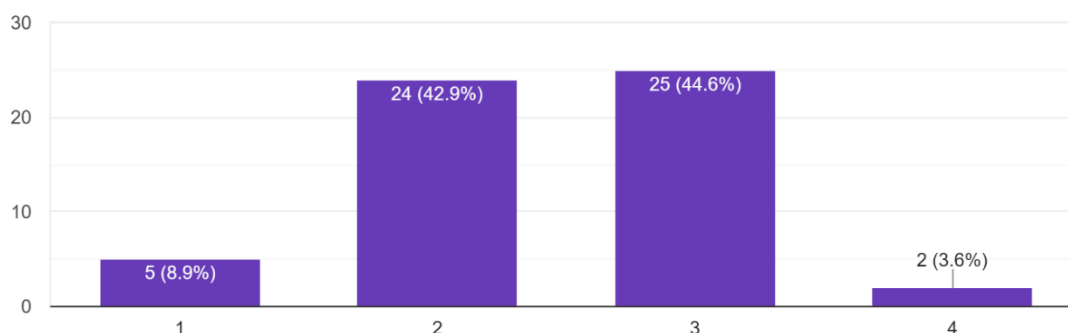


Figure 2 Video Editing Competency

Figure 2 describes the percentage of educators' video editing competency. From 61 respondents, 56 responses this question so 5 respondents do not fulfil this question. Previously, before the covid-19 is coming, not all educators had the competency to operate video editing Apps, but after doing school from home the educator has improved their competency to make learning tools such as video, poster, or other digital content. The interview result said that their competency improved a lot by joining webinars or self-taught learning from social media such as youtube videos or others.

During SFH, not everything kindergartens do web based learning. A few teachers wind up doing offline learning or visiting understudies at home. The gamble of spreading COVID-19 is huge, so educators seldom do these. A teacher should have the option to consider expanding the culmination time with the goal that the necessities, everything being equal, can be obliged (Rasmitadila et al., 2020). This situation also brings creativeness to educators. They have to improve their competency and social competency. Educators find it was difficult to assess student development during SFH. The policy of SFH also brings another effect to the parent's mental health, so as an educator, they learn how to communicate to the parent wisely. Communication skill is needed to face the situation.

Educator and Parent Relation

The responsibility of Children's development is not in the educator's hands. Parents and educators have to collaborate to stimulate all developments aspect. During the pandemic, the relationship between educators and parents becomes more difficult, not all the institutions do virtual parental meetings annually. Here's the educator's perspective about the difficulties to build a relationship with parents during the pandemic.

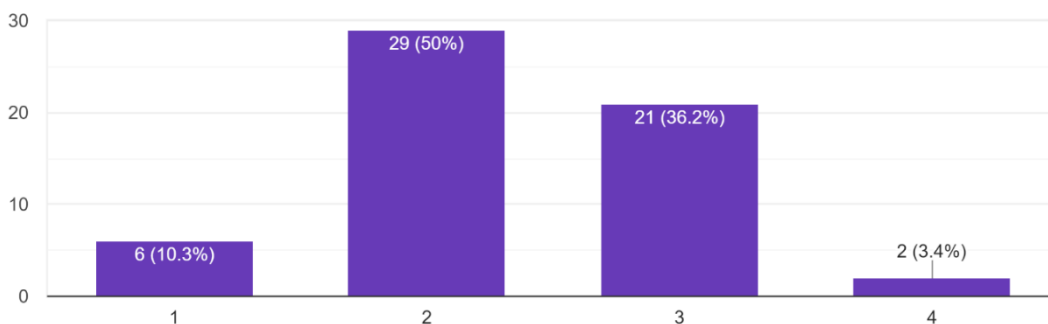


Figure 3 Educator's Perspectives about parents-educator relation.

Most educators believe that it is quite difficult to build a good relationship with parents during a pandemic. On the 1-4 scale the convenience to build communication with parents, 50% of educators choose scale 2, which means they feel quite difficult to build a relationship with parents during the pandemic. It seems complicated for parents to adjust the educator roles during school from home. This result related to Renti Octaria's research, this study found that: (1) Only three out of ten guardians can acclimate to the job of instructors for their children and ready to make solace while giving figuring out how to kids at home; (2) Three out of ten guardians can lay out great correspondence with educators during instructive exercises from home; (3) ten guardians communicated their anxiety with the current circumstances and concurred that the job of instructors was not effectively be executed (Oktaria & Putra, 2020).

The Pandemic situation brings a challenge for an educator. They have to improve their competency not only related to designing effective learning tools. They also have to prepare a strategy for how to deal with parents' attitudes. Educators have to ensure that online learning at the early childhood education level runs well. They also have to collaborate with parents to do an assessment.

School Management

Covid-19 pandemic also changes the way an institution manages its school. There's private school reduces their teaching staff during the pandemic. It happens because pandemic has an impact on the school finances. Some parents do not want to pay their children's school fees, so the institution has obstacles to paying their educator's salary. Here's the survey result that pandemic brings an effect to school finances. Some institutions can not afford to pay their educator so forcefully they delay educators' salary payment.

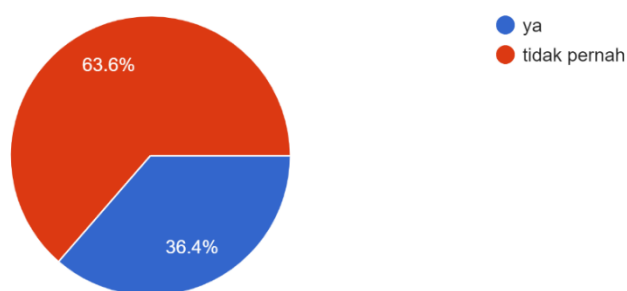


Figure 4 Salary Delay in Private Institution

The impact of Covid-19 pandemic to financial institution well-being brings effect to salary delay, it describes from figure 4, 63,6 % respondent answering 'yes' for salary delay. It's a kind of domino

effect when pandemic comes, there's parent becomes unemployed, so they can not afford their children school's fee. This situation brings effect to salary delay for educators.

The other problem in Indonesia's early childhood education level during a pandemic is that most parents delay children to go to Kindergarten. Most of the respondents said that their number of students decrease.

Apakah lembaga tempat Bapak/Ibu bekerja mengalami penurunan jumlah siswa selama pandemi covid-19
61 responses

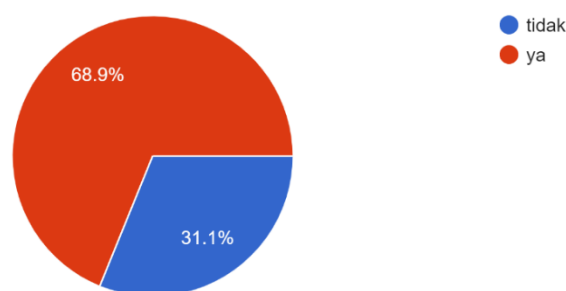


Figure 5 Student's Amount Decrease.

The reason why parents delay their children going to Kindergarten is the online learning system. Parents think it better to let children at home with them or find an institution which has brave to do offline learning. This unequally applied policy forces the institution to make its policy. In an effort to maintain the existence of the school, they ultimately make an offer to parents such as blended learning to raise their number of students. Blended learning combines different technologies, particularly a combination of traditional (e.g. face-to-face instruction) and online teaching approaches and media. Learning that incorporates different technologies, especially a combination of traditional approaches (i.e., face-to-face instruction) and online teaching and media). With the term independent learning, it allowed schools during the Covid-19 pandemic to develop blended learning in online learning with a mixed model not only in the approach or strategy/learning model but also included in the use of media in learning (Panjaitan et al., 2021)

Organizing blended learning at the early childhood education level needs some preparation. School facilities, teacher competency and parent's collaboration. After the pandemic has attacked for over 1 year, a lot of early childhood education institutions make the renewal of school management. They have to adjust their roles to pandemic situations, such as arranging the standard operational procedures (SOP) for students' arrival, classroom management, and the roles of the student's return to their house.

Educator Financial Well Being

The Early childhood Education level is a crucial level of education. Children between the ages 0f 1-8 years are in the golden age period. This period is a critical period in which parents and educators must stimulate all aspects of children's development. The Educators and parents stimulate the cognitive, art, verbal aspect and, others. Previously, before the pandemic came, many parents asked the educator of early childhood education level to give some extra lessons to their kids. This activity is used by an educator to get more income. It is undeniable that the educators' salaries at the early childhood education level are still low. The Covid-19 pandemic impacts a lot of the educators of early childhood education well-being. They lost their side job such as giving an extra lesson. Most parents are forced to stop an extra lesson for their kids because they have to do social distancing to avoid getting coronavirus disease. An Educator for early childhood education should be considered as an essential

worker (Swigonski et al., 2021), so the policymakers and stakeholders should provide improved support for the financial well-being of the early childhood educator who works hard to educate children as the asset of this nation.

CONCLUSION

Coronavirus pandemic has affected the schooling systems, including the early childhood education level. The pandemic changes the teaching-learning process becoming online learning. Since the educator does the online learning, their competencies have improved, especially their competency in dealing with digital content to provide learning tools. The responsibility to stimulate children's development not only in the educator's hands but also in parents. The pandemic situation affects the relationship between parents and educators. During the covid-19 pandemic, not all the institutions did the parental meeting in a virtual or an online discussion in a group of social media, so the educator faced obstacles to uniforming perception in children's development. Covid-19 pandemic also has impacted school management and educators' financial well-being. This study has the weakness of the research sample, which is not evenly distributed. For this reason, further research is expected to be able to research with a more even distribution of samples.

REFERENCES

- Astuti, I. Y., & Harun, H. (2020). Tantangan Guru dan Orang Tua dalam Kegiatan Belajar Dari Rumah Anak Usia Dini pada Masa Pandemi Covid-19. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(2), 1454–1463. <https://doi.org/10.31004/obsesi.v5i2.808>
- Darmiyanti, A., Supriadi, O., & Nurlaeli, A. (2021). The Impact of the Covid-19 Pandemic on Language and Social Development for Early Childhood Children age 4-6 years in Karawang District. *Indonesian Journal of Early Childhood*, 10(1), 27–32. <https://doi.org/DOI:http://dx.doi.org/10.15294/ijeces.v10i1.46582>
- Deoni, S. C., Beauchemin, J., Volpe, A., Dâ Sa, V., & RESONANCE Consortium. (2021). Impact of the COVID-19 Pandemic on Early Child Cognitive Development: Initial Findings in a Longitudinal Observational Study of Child Health. <https://doi.org/10.1101/2021.08.10.21261846>
- Emmanuel, M. N. (2020). The Impact of COVID-19 Pandemic on South African Education : Navigating Forward the Pedagogy of Blended Learning. <https://www.researchgate.net/publication/340899662>
- Lestari, B. D., Nisak, H., Rahayu, S. S., & Fridolina, E. P. (2021). Problem With Parents In Online Learning Assistance For Children Aged 4-5 Years During the COVID-19 Pandemic. 2(2), 75–80.
- Mitchell, L., Meagher-lundberg, P., & Wells, C. (2020). Impact of Covid-19 on the Early Childhood Education Sector in Aotearoa New Zealand: Challenges and opportunities. Wilf Malcolm Institute of Educational Research (WMIER).
- Oktaria, R., & Putra, P. (2020). Pendidikan Anak Dalam Keluarga Sebagai Strategi Pendidikan Anak Usia Dini Saat Pandemi Covid-19. *Jurnal Ilmiah Pesona PAUD*, 7(1), 41. <https://doi.org/10.24036/108806>
- Panjaitan, R., Murniarti, E., & Sihotang, H. (2021). Learning Plan with Blended learning in Elementary School. *Advances in Social Sciences Research Journal*, 8(2), 558–572. <https://doi.org/10.14738/assrj.82.9758>
- Putri, H., Fitria, H., & Fitriani, Y. (2021). Headmaster Strategies in Improving Teacher Competencies in the Digital Age. *Proceedings of the International Conference on Education Universitas PGRI Palembang (INCoEPP 2021)*, 565(INCoEPP), 461–464. <https://doi.org/10.2991/assehr.k.210716.083>
- Raco, J. (2018). *Metode penelitian kualitatif: jenis, karakteristik dan keunggulannya*. Grassindo.
- Rasmitadila, Aliyyah, R. R., Rachmadtullah, R., Samsudin, A., Syaodih, E., Nurtanto, M., & Tambunan, A. R. S. (2020). The perceptions of primary school teachers of online learning during the covid-19 pandemic period: A case study in Indonesia. *Journal of Ethnic and Cultural Studies*, 7(2), 90–109. <https://doi.org/10.29333/ejecs/388>
- Satrianingrum, A. P., & Prasetyo, I. (2020). Persepsi Guru Dampak Pandemi Covid-19 terhadap

- Pelaksanaan Pembelajaran Daring di PAUD. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(1), 633. <https://doi.org/10.31004/obsesi.v5i1.574>
- Solekhah, H. (2020). Distance Learning of Indonesian Early Childhood Education (PAUD) during the Covid-19 Pandemic. *International Journal of Emerging Issues in Early Childhood Education*, 2(2), 105–115. <https://doi.org/10.31098/ijeiece.v2i2.409>
- Swigonski, N. L., James, B., Wynns, W., & Casavan, K. (2021). Physical, Mental, and Financial Stress Impacts of COVID-19 on Early Childhood Educators. *Early Childhood Education Journal*, 49(5), 799–806. <https://doi.org/10.1007/s10643-021-01223-z>
- Tarkar, P. (2021). Impact of Covid-19 Pandemic on Education System. *EPRA International Journal of Environmental Economics, Commerce and Educational Management*, June, 6–8. <https://doi.org/10.36713/epra6363>
- Taulany, H. (2020). Manajemen Proses Pembelajaran Pendidikan Anak Usia Dini. *Prosiding Seminar Nasional Pascasarjana Unnes*, 150–157.
- Timmons, K., Cooper, A., Bozek, E., & Braund, H. (2021). The Impacts of COVID-19 on Early Childhood Education: Capturing the Unique Challenges Associated with Remote Teaching and Learning in K-2. *Early Childhood Education Journal*, 49(5), 887–901. <https://doi.org/10.1007/s10643-021-01207-z>
- Yin, R. K. (2001). *Case study research and applications: Design and methods*. SAGE Publications, Inc. <https://doi.org/10.1177/109634809702100108>