



## Implementation of Early Childhood Learning during the Covid-19 Pandemic in Kindergarten Children Mamba'ul Bajubang, Bajubang District

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| <b>ABSTRACT</b><br>The condition of the corona virus outbreak makes children less than optimal in gaining knowledge, because learning that is usually done at school must be done online. The purpose of this study is to find out how the obstacles are and how to overcome obstacles in the implementation of early children's learning during the covid 19 pandemic at Mamba'ul Ulum Kindergarten Bajubang. This research uses qualitative method, with data collection techniques, observation, interviews and documentation. The respondents in this study are principals, teachers and parents of students. The result of this study is that the implementation of early children's learning during the COVID-19 pandemic at Mamba'ul Ulum Kindergarten Bajubang is carried out in accordance with the RPPH (Daily Lesson Plan) which is made simpler containing identities, including: theme, sub-theme, day, date and activities to be carried out. Then in the implementation of learning all teachers take turns every day making learning videos that are in accordance with the RPPH (Daily Lesson Plan). The video is a guide for parents at home. Obstacles faced by parents who do not have android mobile phones, lack of parental understanding of early children's learning, learning outcomes are less than optimal because teachers cannot see directly the process of activities carried out by children. Efforts to overcome problems in early children's learning during the COVID-19 pandemic at Mamba'ul Ulum Kindergarten Bajubang are by providing additional explanations for learning activities by giving understanding continuously and providing reinforcement to parents.<br><b>Keywords:</b> Covid 19, Learning, Pancademic |                         |                          |                        |

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## INTRODUCTION

Responding to the spread of the corona (Covid-19) pandemic outbreak, the Government of Indonesia implemented a Large-Scale Social Restrictions (PSBB) policy to break the chain of transmission of the corona virus (Covid-19). This PSBB policy was

stipulated by the Indonesian government through Government Regulation (PP) No. 21 of 2020 concerning PSBB in the Context of Accelerating Covid-19 Handling. The PP was signed by President Joko Widodo on Tuesday, March 31, 2022.

The essence of this PSBB regulation is to limit community activities outside the home, limit community social interactions, so that it is hoped that the chain of transmission of the corona virus (covid-19) can be quickly interrupted. This PSBB policy has huge implications for the pattern of community life, especially for the economy and education. In the world of education, especially PAUD, where the learning process is face-to-face between teachers and students, this cannot be carried out.

Amid the continuous outbreak of the corona virus to date, acting Director General of Early Childhood Education, Basic Education, and Secondary Education (PAUD Dikdasmen), Hamid Muhammad asked educators to innovate learning. The Ministry of Education and Culture has issued policies during the COVID-19 pandemic. One of them is to encourage online learning, both interactive and non-interactive.

Not many institutions have conducted online learning, with various reasons such as limited technology, lack of signal, parents who are technology illiterate and other reasons. One of the early childhood education institutions that implement online learning is Mamba'ul Ulum Bajubang Kindergarten. Following up on the government's announcement that learning must be done online, at Mamba'ul Ulum Bajubang Kindergarten, according to the results of a meeting held by the principal and teachers, the school will conduct online learning via Whatsapp. And the school also collaborates with parents regarding the online learning agreement. In accordance with the results of the decision that every Friday parents will go to school to take learning assignments for each day which parents will send in the form of videos or pictures sent via Whatsapp. However, the implementation of this learning is not optimal.

This study aims to determine the implementation of early childhood learning in the Mamba'ul Bajubang Kindergarten, then to find out the obstacles faced in the implementation of early childhood learning during the Covid-19 pandemic at Mamba'ul Bajubang Kindergarten and finally to find out the efforts to overcome the obstacles faced in the implementation of early childhood learning during the Covid-19 pandemic at Mamba'ul Bajubang Kindergarten.

Early childhood is a child who has a unique nature because in this world no one is the same, even though they are born twins, they are born with different potentials, have their own strengths, weaknesses, talents, and interests (Nadya et al., 2022). Children's behavior also varies, as does the way they learn. Therefore, early childhood educators need to recognize this uniqueness in order to help. Therefore, early childhood educators need to recognize this uniqueness in order to help develop their potential better and more effectively (Amrina, Iswantir M, et al., 2022). Early childhood is a period of development and growth that is very determining for children in the future or also called the golden age as well as a very critical period that determines the next stage of growth and development of children (Demina et al., 2022).

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Snelbecker suggests learning is an integration of a set of principles that explain the guidelines for organizing learning conditions in achieving educational goals (Dewi S et al., 2022). Then Munandar stated that learning in PAUD is a learning nuanced game in kindergarten that can help children lay the foundations and develop creative, democratic, cooperative, confident, understanding others, and disciplined abilities (Firman et al., 2022).

The learning approach used in early childhood education is the the scientific approach includes a series of processes of observing, questioning, gathering information, reasoning, and communicating. The whole process is carried out using all the senses and various learning resources and media (Hartini et al., 2022).

Coronavirus is a single-strain positive-sense RNA virus, encapsulated and unsegmented. Coronavirus belongs to the order Nidovirales, family Coronaviridae. Coronaviridae is divided into two subfamilies distinguished by serotype and genomic characteristics. There are four genus namely alpha coronavirus, betacoronavirus, deltacoronavirus and gamma coronavirus (Hikmah et al., 2022).

Since the introduction of covid-19 in Indonesia, the first case was on March 2, 2020. In responding to the spread of the corona (covid-19) pandemic outbreak, the Indonesian government implemented a Large-Scale Social Restrictions (PSBB) policy to break the chain of transmission of the corona virus (covid-19). This PSBB policy was stipulated by the Indonesian government through Government Regulation (PP) No. 21 of 2020 concerning PSBB in the Context of Accelerating Covid-19 Handling. The PP was signed by President Joko Widodo on Tuesday, March 31, 2020 (Ilham et al., 2022).

Distance learning has various positive impacts, starting from learning materials that are still delivered to students, indirectly still interacting between students and each other or lecturers and students. However, PJJ also has obstacles, these obstacles result in the material received by students being incomplete, thus disrupting the learning process (Mudinillah, 2019). According to Turner, the online learning model has the potential to eliminate elements of social emotional learning. Social emotional learning is a priority including for early childhood (Keshav et al., 2022).

## **RESEARCH METHODOLOGY**

This research uses a qualitative research method with a descriptive approach. A qualitative approach is defined as an investigative process to understand social problems or human problems based on the creation of holistic images formed with words, reporting informants' views in detail, and arranged in a background. This research was conducted at Mamba'ul Ulum Bajubang Kindergarten, Bajubang District, Batang Hari Regency. The subjects of this study consisted of principals, teachers and children in groups of 5-6 years. Furthermore, the key informant is the teacher, while other principals and students as additional informants. Data collection techniques used observation, interviews and documentation. Then the data analysis used is Milles and Hubberman analysis by reducing data, presenting data, and drawing conclusions.

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## **RESULT AND DISCUSSION**

The results and discussion in this study were obtained from the results of observations, interviews and documentation and then reviewed and analyzed.

### **Implementation of Early Childhood Learning During the Covid-19 Pandemic in Mamba'ul Bajubang Kindergarten Children**

The task of an early childhood educator in PAUD must be carried out effectively so that aspects of child development can develop properly. In the implementation of the learning process carried out during the covid-19 pandemic through online at Mamba'ul Ulum Bajubang Kindergarten in accordance with the government's recommendations amid the outbreak of the corona virus continuously until now, the acting Director General of Early Childhood Education, Basic Education, and Secondary Education (PAUD Dikdasmen), Hamid Muhammad asked educators to innovate learning. The Ministry of Education and Culture has issued policies during the COVID-19 pandemic. One of them is to encourage online learning, both interactive and non-interactive. One of the SOPs that has been agreed upon for online learning at Mamba'ul Ulum Bajubang Kindergarten begins with forming a WhatsApp (WA) group consisting of the head of the kindergarten, all teachers and all parents of Mamba'ul Ulum Bajubang Kindergarten. After that, a WA group was formed between parents and their class teachers according to the group division that had been determined.

#### **Organizing Meetings between Teachers and Parents**

Since the introduction of covid-19 in Indonesia, the first case was on March 2, 2020. In responding to the spread of the corona (covid-19) pandemic outbreak, the Indonesian government implemented a Large-Scale Social Restrictions (PSBB) policy to break the chain of transmission of the corona virus (covid-19). This PSBB policy was stipulated by the Indonesian government through Government Regulation (PP) No. 21 of 2020 concerning PSBB in the Context of acceleration of Covid-19 Handling. The PP was signed by President Joko Widodo on Tuesday, March 31, 2020 (Kompas, 2020). The purpose of the meeting between teachers and parents is to agree on the rules, methods, and strategies that will be carried out during online learning. Based on the results of research conducted at Mamba'ul Ulum Bajubang Kindergarten, it can be seen that before implementing online learning, Mamba'ul Ulum Bajubang Kindergarten held a meeting between the head of the kindergarten, teachers and parents which resulted in a standard operating procedure (SOP). Which is an order in online learning at Mamba'ul Ulum Bajubang Kindergarten.

#### **Making Learning Tools**

Hymes explains one of the roles of early childhood teachers, which plays an important role in planning (Najeed et al., 2022). Some of the things that teachers do are conducting an interent meeting of the principal and teachers at the beginning of the semester to determine the theme that will be used that semester and make learning tools, starting from the semester program (PROMES), weekly learning implementation plan (RPPM) and daily learning implementation plan (RPPH). However, because learning is carried out online, the semester program at Mamba'ul Ulum Bajubang Kindergarten has

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not changed, only the Weekly Learning Implementation Plan (RPPM) and Daily Learning Implementation Plan (RPPH) are made simpler, the RPPH only contains identity, among others: theme, sub-theme, sub-sub-theme, day, date and activities to be carried out.

### **Implementation of Online Learning**

Early childhood is the most important and fundamental early age throughout the growth and development of human life, because at this age children's development opportunities are very valuable and determine their future because at this time it is also known as the golden age (Nopiana et al., 2022). Munandar stated that learning in PAUD is learning with the nuances of play in kindergarten which can help children lay the foundations and develop creative, democratic, cooperative, confident, understanding of others, and disciplined abilities (Qureshi et al., 2022). Furthermore, learning is also said to be a process of interaction between educators and children through play activities in a safe and fun learning environment using various learning resources (Rahmah et al., 2022). The educational process is organized and bridges the separation between students and educators and is mediated by the use of technology, and minimal face-to-face meetings. The problem in distance learning, in addition to the need for internet access, is the high dropout rate due to economic inability, network limitations, environmental factors, or for personal reasons (Anoum et al., 2022). Furthermore, online learning for elementary level students such as PAUD and SD cannot learn independently like upper level students, because they still need guidance from adults around them. Early childhood still needs social interaction for its growth and development process (Gabriela et al., 2022).

Because of the government's recommendation in the midst of the corona virus outbreak, educators are encouraged to innovate learning, one of which is by implementing online learning (Amrina, Zulmuqim, et al., 2022). In accordance with this statement, in order to be well implemented, Mamba'ul Ulum Kindergarten has two WA groups that are used to carry out learning, the first is the Mamba'ul Ulum PAUD WA group which is used to share lesson plans and learning videos every day. While the second WA group is a special group for each group with their respective class teachers which is used to receive the results of online learning activities in the form of photos and videos of activities. Learning should also facilitate and be oriented towards learning to be (learning to be) learning to learn (learning to learn) to work (learning to work and career) and to live together (learning to live together) and the main goal is optimal potential development (Sukatin 2018). At Mamba'ul Ulum Bajubang Kindergarten, the school provides all the equipment needed to carry out learning activities from home except when using materials in the home environment. Then according to the results of the meeting agreement between the teacher and the person seen that every Friday the parents come to school to take the learning that will be done at home for five days.

Furthermore, the form of learning activities that are distributed every day in the group contains greeting children by saying greetings "Assalamu'alaikum, good morning and asking how they are", the teacher always mentions her identity so that children know her name better. After that, convey the learning theme that will be carried out. Then explain the activities that will be carried out in accordance with the RPPH. Always remind

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to send the results of activities at home in the form of videos or photos. Finally, always reminding about health protocols such as wearing masks, keeping a distance and always washing hands. Then the parents of students receive learning videos and lesson plans sent through the WA group, which is very helpful for all parents and becomes a guideline or reference for carrying out activities with children at home.

### **Obstacles faced in the Implementation of Early Childhood Learning in During the Covid-19 Pandemic in Mamba'ul Bajubang Kindergarten Children**

The learning approach used in PAUD is a scientific approach that includes a series of processes of observing, questioning, gathering information, reasoning, and communicating. The whole process is carried out using all the senses and various learning resources and media (Mendikbud: 1). In early childhood learning, every activity must be integrated or holistic. Children should not only develop certain intelligences, such as science, mathematics, language, separately, but integrated into one activity. For example, through playing with water, children can learn to count (math), recognize the properties of water (science), draw a fountain (art), and the function of water for life (social studies), and so on (Ritonga et al., 2023). As we can see, not all people have technology, both teachers, students, and parents are still in the stage of adaptation to current technological advances, especially people in villages or rural areas as well as people who were born in the 1960s, of course it is very difficult to learn it again, especially teachers, there are still many teachers who are not proficient in applying today's technology (Safitri et al., 2022). In Mamba'ul Ulum Bajubang Kindergarten, all teachers can apply technology, but the problem is that there are still five parents who do not have an android so that children cannot get to know the teacher's face or the teacher's voice in explaining the learning activities that will be carried out every day.

Based on the findings of the research conducted by Renti Oktaria, it was found that parents who are highly educated and work as educators as well, but have early childhood in the age range of 5-6 years, are the answer that the duties of a teacher in PAUD institutions cannot be replaced, there are many other factors that cannot be replaced, namely the teacher's teaching method, personal approach during this time teaching at school, existing school facilities, social interaction with peers (Tri Wulandari & Adam Mudinillah, 2022). Then what is an obstacle at Mamba'ul Ulum Bajubang Kindergarten is that parents' understanding of learning practices in kindergarten children is not in accordance with the principles of early childhood learning through play (Kartel et al., 2022). Parents only want children to learn to read, write and count. And children also prefer to study at school rather than at home. Learning is usually done with interaction and communication between teachers and learners (Assoah, 2007). But in this online learning, the interaction is done through cyberspace. So it is felt that the results achieved are not optimal.

**Efforts to overcome the obstacles faced in the implementation of early childhood learning during the Covid-19 pandemic in Mamba'ul Bajubang kindergarten children.**

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When in normal conditions, parents are generally also in a state of working in the office, so that early childhood education affairs are indeed left to PAUD institutions that already have experience and comprehensive studies of what will be given to their students. Online learning has a huge impact, both positive and negative. As we can see, the whole community does not entirely have technology, both teachers, students, and parents are still in the adaptation stage with current technological advances. In terms of minimizing the obstacles faced, there are several efforts made by schools and teachers including: by providing additional explanations for learning activities, providing continuous understanding, providing reinforcement to parents (Rohmalimna et al., 2022).

## **CONCLUSION**

Implementation of the learning process carried out during the covid-19 pandemic through online at Mamba'ul Ulum Bajubang Kindergarten. The activities carried out at Mamba'ul Ulum Bajubang Kindergarten begin with a plan, among others: Holding meetings between teachers and parents, Making Learning Tools starting from semester programs, weekly lesson plans and daily lesson plans. However, because learning is carried out online, the PROMES has not changed, only the RPPM and RPPH are made simpler.

Then online learning begins with forming a whatsapp (WA) group. The lesson plan only contains identity, among others: theme, sub-theme, sub-sub-theme, day, date and activities to be carried out. Then in the implementation of learning, all teachers take turns every day making learning videos in accordance with the lesson plans. The video is a guide for parents at home. The video is like a teacher teaching in the classroom.

The obstacles faced by teachers are parents who do not have an android, lack of understanding of early childhood learning, learning outcomes are less than optimal because the teacher cannot see directly the process of activities carried out by children. So it is less certain whether what is made is entirely the work of children.

Efforts to overcome obstacles in the implementation of early childhood learning during the Covid 19 pandemic in Mamba'ulum Bajubang Kindergarten is by providing additional explanations for learning activities to provide continuous understanding, providing reinforcement to parents.

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