
Covid-19 Era Learning Management in Early Childhood Education Mother's Love

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Abstract

2020 marks the beginning of the spread of the Coronavirus disease 2019 (COVID-19) in the world. 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 also 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 consisting 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 showed that PAUD Kasih Ibu had implemented health protocols well during the learning activities. The application of the Covid-19 emergency curriculum as a reference in learning is carried out at the PAUD Kasih Ibu with a combination learning system, online and offline learning. The implementation of all procedures in learning management is still lacking so that it cannot get maximum results. The existence of supporting and inhibiting factors in the learning of the Covid-19 era in the PAUD Kasih Ibu has also influenced more or less.

Keywords: Early Childhood, Covid-19, Learning Management

INTRODUCTION

The excitement of the spread of the corona virus in various parts of the world began in early 2020. *Coronavirus disease 2019* or commonly referred to as COVID-19 is a disease that attacks the respiratory tract where it is caused by *Serve acute respiratory syndrome coronavirus 2* (SARS-CoV-2) or Corona virus (WHO, 2020). This virus has caused an uproar throughout the world due to its rapid spread so that it has become a top priority in health care due to the impact of Covid-19 (Denton et al., 2020). Recorded China on December 31, 2019 for the first time reported the existence of this new disease (Susilo et al., 2020). This virus spread faster until it reached Thailand with the first Covid-19 case outside China on January 13, 2020 (Emmanuel et al., 2020). Then it penetrated again such as France as the first European Continent affected by the spread of Covid-19, the Australian Continent, Africa to the Asian Continent with a fairly high number (Dryhurst et al., 2020).

As time went by 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 so that it claimed lives (CNN Indonesia, 2020). Covid-19 victims in Indonesia are increasing so that the number of referral hospitals in dealing with Covid-19 patients continues to increase (Princess, 2020). So that all activities in the life sector have 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 / indoor activities were temporarily suspended, such as schools, places of worship, shopping centers, public transportation of all destinations, and others (Fahri, 2020). This is to break 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 expectation of being able to improve Human Resources (HR) that have been regulated in the national education system (Hermanto, 2020). Regarding 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 (Arif Rembangsupu et al., 2022). Development The potential of students can not only be done in formal channels, but can be through non-formal education channels (Fakhrudin & Shofwan, 2019). The education sector has also been affected by the Covid-19 pandemic (Khasanah et al., 2020). The sudden emergence of Covid-19 has made various elements of education have to rack their brains with efforts to deal with learning during a pandemic like today (Sari et al., 2020).

Minister of Education and Culture, Nadiem Makarim (Ministry of Education and Culture of the Republic of Indonesia, 2020) accessed on October 2, 2020, announcing that the guidelines for implementing curriculum learning in educational units that have been prepared under special Covid-19 conditions are contained in the Circular Letter of the Minister of Education and Culture No. 4 of 2020 (Pramana, 2020). Early Childhood Education for humans is very important in determining the initial steps or history of development in children as a basic foundation for children (Cumberland et al., 2021). Especially in this Covid-19 pandemic situation 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 is needed to create learning to achieve learning objectives that have been determined by educators / teachers (Fadilah & Fakhrudin, 2019). Learning

management is deployed by adjusting to the situation of conditions that occur during the Covid-19 pandemic. This study discusses learning management in PAUD Kasih Ibu during the Covid-19 pandemic. The importance of ECCE management aims to create online learning effectively and efficiently, so that the objectives of ECCE will be achieved.

METHOD

The research method used in this study is a qualitative approach using a phenomenological approach. Definition of phenomenological according to (Suranto, 2006) is "Phenomenology is the science or method of understanding something that is visible, observed, a sensory fact, or in everyday terms called a symptom". The author uses qualitative research with a phenomenological approach is that this research has a focal point on learning management in the phenomenon of the COVID-19 pandemic. This research was dug into the depth of information related to learning management during the Covid-19 pandemic in PAUD Kasih Ibu so that scientific facts and data would be found. The research location is in PAUD Kasih Ibu in Banyuurip Village RT 02 RW 02 Margorejo District, Pati Regency. The focus of research in this study is the management or management of learning carried out in the Covid-19 era in early childhood which is seen from the process of planning, implementing, assessing to the supervision stage in PAUD Kasih Ibu. Furthermore, after knowing this, it will be known what the supporting and inhibiting factors are in carrying out learning in PAUD Kasih Ibu.

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

Data collection techniques used in this study are observation, interviews and documentation. The validity test of the data used in this study is triangulation. This learning management research uses triangulation methods / data collection techniques, by observation, interviews and documentation. Another triangulation used by researchers in Covid-19 era learning management research at PAUD Kasih Ibu is the triangulation of resources used from principals, teachers and parents. This research in analyzing data takes place during the data collection process rather than after completion of data collection (Sugiyono, 2016). Activities in data analysis, namely data collection, data reduction, data presentation, conclusion drawing / verification.

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 (Turnbull et al., 2021). This is because it can increase the effectiveness of a lesson. During the current Covid-19 pandemic, the position of learning management is needed for the creation of effective and efficient learning (Kahfi, 2020).

Learning planning is the initial stage in learning management activities (Nurhediando et al., 2022). The learning process during the Covid-19 pandemic at PAUD Kasih Ibu is carried out in accordance with the Covid-19 emergency curriculum that has been formed by the principal and teachers guided by supervisors from the agency, by conditioning the arrangement of learning activities during the pandemic, time arrangements adapted to circumstances, and all other learning arrangements in order to create effective and efficient learning during the Covid-19 pandemic. 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 (Widyanto & Wahyuni, 2020).

The process of forming the Covid-19 emergency curriculum in PAUD Kasih Ibu began with a discussion meeting on the formation of the Covid-19 curriculum with the teacher council and principals of PAUD Kasih Ibu, both family planning and kindergarten and the school committee. Furthermore, it was notified to the Banyuurip Village Education Institution to ask for confirmation from the Pati District Education Office regarding the formation of an emergency curriculum during the Covid-19 pandemic. The formation 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 concerning Guidelines for Curriculum Implementation in Education Units under Special Conditions and the abilities possessed by PAUD Kasih Ibu educators from all limitations during the Covid-19 pandemic. The form of planning made by PAUD Kasih Ibu according to the formation of the Covid-19 emergency curriculum includes the education calendar, Prota (annual program), Promissory Note (Semester Program), RPPM (Weekly Learning Implementation Plan), and RPPH (Daily Learning Implementation Plan).

The implementation of learning at PAUD Kasih Ibu during the Covid-19 pandemic was carried out online and offline. Learning with an online system is carried out by carrying out Learning From Home (BDR) or also called distance learning through groups *Whatsapp* parents with teachers. So that the implementation of online learning requires networking, connectivity and the main thing is communication tools that can be used in carrying out online learning. In accordance with the statement of Moore, Dickson-Deane, & Galyen (2011) in (Sadikin & Hamidah, 2020) Explain about online learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions.

However, in the implementation of learning using an online system, it makes it difficult for children to carry out the developmental stage. The child has difficulties in development. Though early childhood is the beginning of human life which is very important in building all aspects of development. In line with the statement Freud in (Masnipal, 2013:96-97) which assumes that the early years of human life are said to be an important key to personality development (*Personality*

Development). With the agreement of the principal, teachers and the approval of parents/guardians, PAUD Kasih Ibu implements an offline learning system (face-to-face learning). In addition to improving and revitalizing learning carried out online, the offline learning system is also based on the wishes and aspirations of parents who experience obstacles over the difficulties experienced during distance learning. Offline learning implemented by PAUD Kasih Ibu during the pandemic such as *Home Visit* That should be done during home visits, but parents want to do face-to-face learning at school. For this reason, the school management strives to organize face-to-face learning by means of *shifting*/ rotating with the implementation of health protocols such as 3 M (Wearing masks, washing hands, and maintaining distance).

PAUD Kasih Ibu conducts face-to-face learning with a *shifting* system. By implementing health protocols, processing schedules and regulating the number of children's attendance. The policy prioritizes children's safety and health and the school provides free masks & hand sanitizers for students while at school. When the child is at home to carry out BDR, the teacher can only see the work from the video / photo sent by the child's parents. So, it does not know whether the results are really done by individuals without coercion or parents involved in the work.

The assessment process carried out by PAUD Kasih Ibu teachers can only be done through observing the work taken photos or videos sent from the child's parents. The children's work was obtained through a portfolio of children's activity sheets previously given by the teacher during online learning within one month. PAUD teachers optimize offline learning to obtain, collect and analyze children's development as much as possible. Because only in this way can teachers take assessments to fulfill assessment reports on each PAUD Kasih Ibu child.

Learning supervision is an activity carried out by the head of the education unit and supervisors by means of monitoring, supervision, evaluation, reporting to follow-up regularly and continuously (Economics et al., 2020). The monitoring process of PAUD Kasih Ibu during the Covid-19 pandemic refers to the implementation of online and offline learning carried out by PAUD Kasih Ibu. As well as the readiness of school principals and teachers in implementing online and offline learning, the guidance process regarding the formation of emergency curriculum, observing and checking the existing infrastructure in PAUD Kasih Ibu such as hand washing stations, bench position spacing in accordance with health protocols, procurement of hand sanitizers and thermoguns, and other equipment.

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

Supporting and Inhibiting Factors for Learning in the Covid-19 Era in PAUD Kasih Ibu

It can be seen that this research has produced several supporting and inhibiting 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 occurred during the Covid-19 era learning in PAUD Kasih Ibu both in the view of principals, teachers and parents as companions for children at home during BDR, including.

1. The existence of the Covid-19 curriculum, this helps teachers in organizing the learning process during the Covid-19 pandemic by looking at the situation and conditions that exist in PAUD Kasih Ibu. The formation of the Covid-19 curriculum is adjusted to existing circumstances and

conditions in Pati Regency, especially in Banyuurip Village considering the increasing spread of the Covid-19 virus.

2. Policies issued by the Minister of Education regarding the non-compulsory fulfillment of competencies and graduation requirements that were usually carried out before. This can ease the burden on teachers in carrying out the teaching and learning process during the Covid-19 pandemic.
3. Internet quota subsidy assistance provided to teachers and parents as intermediaries between children and teachers in the implementation of learning. The internet data quota assistance is given to increase and foster a sense of enthusiasm for learning during this pandemic.
4. There is cooperation between teachers and parents. This can help teachers in observing the implementation process and assessment of learning carried out while children are at home.
5. There are BDR learning guidelines for parents while carrying out BDR with children at home. This can help parents in conducting guidance and mentoring substitute teachers at home during online distance learning (PJJ).

In addition to supporting factors, there are inhibiting factors in Covid-19 era learning at 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 learning the Covid-9 era at PAUD Kasih Ibu, including.

1. Busy parents who work so there is no time to guide children when online learning is carried out. In this regard, it is in line with (Fatimah & Rohmah, 2016) In the results of his research which states that parents' work conditions are one of the obstacles in the learning process, especially during this pandemic, parents who are supposed to accompany children in online learning cannot be done optimally due to busy parents.
2. There are some parents who still do not have a device, and some do not understand the use of devices (gadget), as well as the condition of devices with slow performance. This is an obstacle that can hinder online learning at PAUD Kasih Ibu.
3. 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, there are still some reactions from parents who do not respond to information or questions submitted by the teacher. So, teachers find it difficult to carry out the implementation and assessment of online learning and communicate both ways with parents.
4. The home atmosphere is not conducive in doing BDR so that children cannot focus and do schoolwork at will. So that the tasks given by the teacher seem to be a burden for children and parents.
5. Not all parents received the same recent education. Related to different / varied parental backgrounds. It is not easy for parents who are poorly educated and it is not too difficult for parents who are highly educated when guiding their children to learn. This is also explained by (Daheri et al., 2020) Regarding the background of parents who are not the same so that they become dilemmas with various activities and also the compulsion to give free time to children to prepare, guide and educate their children.
6. Children's boredom arises from studying at home every day. Especially without friends, it is very different when studying at school with teachers and peers so that children interact which has a considerable influence on their socio-emotional and behavior towards others.

CONCLUSION

Learning management at PAUD Kasih Ibu during the Covid-19 pandemic went well, even though the learning process was different from before. This is not the possibility of learning arrangements that have been designed to run according to the situation and circumstances of the Covid-19 outbreak in Banyuurip Village, Pati. 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 made. So that it can be known through the results of this research about supporting and inhibiting factors in learning during the Covid-19 period at PAUD Kasih Ibu. These supporting factors include: 1.) The existence of the Covid-19 curriculum; 2) Policies issued by the Minister of Education 3.) Quota subsidy assistance; 4.) There is cooperation between teachers and parents; and 5.) There are BDR learning guidelines for parents. Meanwhile, the inhibiting factors include: 1.) Busy parents; 2.) there are parents who are still ignorant; 3.) Lack of communication between educators and parents due to slow response; 4.) the atmosphere at home is less conducive during BDR; 5) Not all parents have the same recent education; and 6.) Children's boredom arises from studying at home every day.

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