

Analysis of the Impact of the Covid-19 Pandemic on the Learning Process in PAUD Negeri 1 Samarinda

1st Budi Rahardjo*
*Dept. of Early Childhood Teacher
 Education*
Mulawarman University
 Samarinda, Indonesia
 budirahardjopaud@gmail.com

2nd Khusnul Khotimah A.I.
*Dept. of Early Childhood Teacher
 Education*
Mulawarman University
 Samarinda, Indonesia
 husnulalawiyah22@gmail.com

3rd Fachrul Rozie
*Dept. of Early Childhood Teacher
 Education*
Mulawarman University
 Samarinda, Indonesia
 achrulroziepgpau@gmail.com

Abstract— This research is motivated by the impact of the COVID-19 pandemic reviewed in the PAUD learning process that teachers and parents feel. This study focuses on the theme of the teacher's strategy in carrying out the learning process and the impact experienced by educators, students, and parents in the Kindergarten State of Samarinda. The research method used is descriptive qualitative with a qualitative approach. This study's data collection techniques were carried out in three ways: observation, interviews, and documentation. Participants in the study consisted of two educators and two parents who were willing to participate. The data collected were analyzed using the model from Milles & Huberman. The results show the analysis (1) There are three strategies implemented by the teacher in minimizing the ineffectiveness of the online learning process, simplifying the curriculum independently, optimizing tools and materials, and online meetings. (2) Reality shows that the impact on teachers is not optimal in teaching, parents who are less able to convey learning materials, and children who get bored quickly during online learning. Thus, the results of this study can be used as study material on the description of the challenges for PAUD teachers in the learning process in times of crisis which are partial because they are represented by one kindergarten.

Keywords—early childhood, impact of the COVID-19 pandemic, learning process

I. INTRODUCTION

Learning activities are interactive activities among teachers and students in the classroom. This learning activity involves two activities, namely learning and teaching, that can determine student success in achieving educational goals. Learning activity is a learning process that involves a single unit of components that always interchange and correspond to each other to achieve an optimally expected result following the goals set [1].

In particular, learning activities during the pandemic have limitations and difficulties experienced by the teachers [2]. The situation continues to this day. The emergency condition of the COVID-19 pandemic has become an interruption that temporarily stopped human activities in groups since last year. The results of a study by Hakim stated that learning became ineffective since knowledge was only instructive instead of guiding [3]. Several studies that describe the difficulties of PAUD teachers in Indonesia in undergoing online learning show different perceptions [4] and technology adaptation in learning aimed at collaboration with parents [5].

The results of the researcher's initial study at the research location are known from interviews with the Deputy Head of Curriculum. There are obstacles found in the PAUD institution. Especially the educators who often complain because they have never faced such a situation before. It is also known that many things have not gone according to the school's initial planning. Starting from rearranging learning models, designing learning and teachers must also adapt to learning through videos, which means they must also use smartphones and supporting applications. As of now, teachers feel the readiness of online learning, which is still limited, such as knowledge in the use of technology and learning scenarios focusing on the conditions faced. Thus, this research focuses on discussing the impact of the COVID-19 pandemic on the learning process.

In the context of this research, the researcher focuses on the formulation of questions as the themes of research findings are; 1) What is the strategy of PAUD Negeri 1 Samarinda educators in undergoing the online teaching process?; 2) What is the impact of the COVID-19 pandemic on educators and parents?

II. METHOD

The method used in this study is a qualitative approach where the researcher becomes the instrument (key instrument). The background of this research is in PAUD Negeri 1. The data collection techniques used are observation, interviews, and documentation carried out during the learning process at the research location. The data that has been collected is then analyzed using an interactive analysis model from Miles & Huberman.

III. RESULT AND DISCUSSION

A. Strategy of PAUD Negeri 1 Samarinda Educators in Undertaking the Online Teaching Process.

Based on observations made by researchers at PAUD Negeri 1 Samarinda, teachers designed strategies that they felt were appropriate in responding to the emergency conditions of the COVID-19 pandemic. Simplify the curriculum by modifying the instructional design in the Weekly Learning Implementation Plan (RPPM), given to parents for online learning. It is known from the following excerpts from interviews with two teachers.

"...after coordinating with the teachers and considering the effectiveness of online learning techniques, it can be agreed that we redesign the RPPM to become RPPM Online. Then that is what we design to give to parents." (#SMN/CLW/21.04.2021)

"For the difference, it is not that significant. In the RPPM Online, there are still explanations regarding semesters, time allocation, themes/subthemes, groups, Basic Competencies (KD), material content, and 7 lesson plans. However, there are additions regarding the objectives of each activity details, and do not forget to remind parents to document both in photos and videos" (#WR/CLW/21.04.2021).

In this exceptional condition, it is impossible to use the commonly used curriculum. Instead, a particular curriculum adapted to the states or circumstances is needed. Simplification of the curriculum has been clarified in the Ministry of Education and Culture regulations during the COVID-19 pandemic [6].

The Ministry of Education and Culture publishes an emergency curriculum to guide teachers in learning and assessing learning outcomes during the current crisis [7]. The weekly learning implementation is presented in Figure 1.

Another finding is that teachers want parents as "substitute teachers" to interact with students during online learning in the home environment. The following is an excerpt from the manuscript from interviews with some of these teachers. "Our class held a meeting on Saturday. As yet (March 17, 2020), there have been 2-3 meetings on Saturdays via video call groups on Whatsapp." (# WR/CLW/17.03.2021)

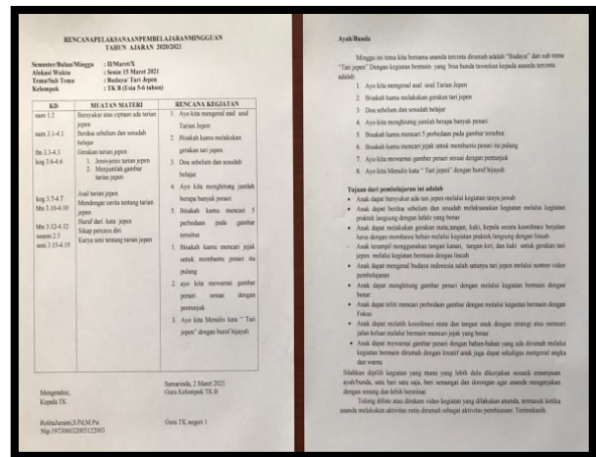


Fig. 1. Weekly learning implementation plan (RPPM)

"...As a matter of fact, it is not mandatory to have a meeting every week because I adjust it to my students' parents' schedules as well. For example, if one or two parents cannot attend the meeting on Saturday this week, I will not schedule a Saturday meeting. It could be postponed to next week. However, I truly hope that the participation of parents as teachers who accompany children's learning can be optimized because that is part of the learning strategy at our institute" (#WR/CLW/17.03.2021).

In addition to the simplification of the curriculum, PAUD Negeri 1 Samarinda teachers carried out other strategies. Particularly optimizing tools and materials that are readily available in the design of online learning activities. For example, they introduced God's creation by observing ants, lizards, or animals most likely to be seen at home. Technical matters are also a concern as the results of a direct interview with one of the teachers are as follows.

".....I create themes and prepare activities that the materials do not require to be bought. For example, activities to recognize objects such as stones, leaves, grass. Or activities around the house with parents and much more. I always try design activities with tools that have already been around the house for parents to study at home." (#SMN/CLW/21.04.2021).

The findings above are relevant to the conclusion of the research by Gurgah & Arnas that learning activities at home can also be carried out for early mathematics development involving mothers [8]. Thus, the context of the material's content should be more specific in preparation for the teacher to convey to the parents of students. In other words, the strategy of learning for teachers during the pandemic should be able to adapt to the needs of parents, especially on the demographic and cultural aspects that exist in the student's family environment [9].

Furthermore, the researchers also found information related to online meetings. Another part of the strategy

that teachers do is adapting during the pandemic. Following the results of interviews with several teachers are as follows.

"Our class held a meeting on Saturday. As yet (March 17, 2020), there have been 2-3 meetings on Saturdays via video call groups on Whatsapp." (# WR/CLW/17.03.2021)

"...As a matter of fact, it is not mandatory to have a meeting every week because I adjust it to my students' parents' schedules as well. For example, if one or two parents cannot attend the meeting on Saturday this week, I will not schedule a Saturday meeting. It could be postponed to next week." (# WR/CLW/17.03.2021).

"... during the video call meeting, it was only a meeting to retell impressions and messages when conducting online RPP activities. There is no learning, maybe just saying hello, or encouraging children who are tired of doing activities" (#SMN/CLW/21.04.2021).



Fig. 2. The state of online classes through Whatsapp

Some of the strategies overviews above are an attempt by teachers to accustom to the challenges felt by all other teachers in other parts of Indonesia, such as setting up online classes, adjusting the use of technology in learning, and the need for introductory materials for learning activities at home with parents [10]. Thus, it can be concluded that during the COVID-19 pandemic emergency conditions occurred, PAUD Negeri 1 Samarinda teachers have implemented three strategies, namely self-simplification of the curriculum, optimization of tools and materials, and online meetings. The State of Online Classes through Whatsapp is presented in Figure 2.

B. The Impact of the COVID-19 Pandemic Faced by Educators, Students, and Parents of Students

Under the Circular of the Ministry of Education and Culture No.1 of 2020, the Ministry of Education and Culture of the Government has prohibited all levels of education from carrying out face-to-face learning processes and ordered them to be held online. Every level of education is finally required to organize online learning. This sudden change has various impacts on

teachers, parents, and children. The following is an excerpt from the manuscript of interviews conducted with teachers and parents.

".....confused about preparing for online learning that had never been done before. So this school has no experience. Finally, the teacher becomes less effective in teaching because the conditions and atmosphere are inversely proportional when face-to-face activities are conducted. You can only judge from documentation, not direct activities" (#SMN/CLW/21.04.2021).

"...the most difficult for teachers to teach. Especially the stimulus aspects of child development. If I meet face to face, I can still control it, but when I am online, I am often overwhelmed. When I explain, some children want to be heard. Even though online learning, there are positive things that I feel. Teachers are increasingly thinking critically and creatively in finding the best solution."

(# WR/CLW/17.03.2021).

"I also happen to work in a government agency. My father also works. So, I try harder on the weekends to make time. If I do not want to be bothered on the weekends, I must accompany every time I get home from work. But it only happens occasionally because sometimes you are already tired when you come home from. Saturday-Sunday is also impossible because sometimes you have to divide your time doing housework" (#SM/CLW/09.04.2021).

"I admit that I feel overwhelmed in assisting. As a worker in a bank, my schedule is very tight. Even Saturday, sometimes I still have to go to work. So, the only way I can do that is when I get home from work. Have to take the time. But as humans, and sometimes we are tired too. The children's homework is often left unfinished" (Mrs. HR/CLW/26.05.2021)

These interviews proved to be in line with the opinion of Hadisi & Muna (2015) that online learning results in a lack of interaction between teachers and students and even between students themselves. This lack of interaction can slow down the formation of values in the teaching and learning process.

In addition, there is also another impact that occurs is monotonous activities which means that PAUD teachers during the COVID-19 pandemic did experience problems selecting and determining learning methods for children. In contrast, learning methods in early childhood learning activities play a vital role. Furthermore, a teacher in PAUD must be able and understand in applying various learning methods so that teachers can design intriguing, fun, and meaningful learning. Those methods are then expected for students to understand their knowledge better and leave a long mark. This fact is in line with previous researchers conducted by Agustin.M et al., who revealed that of the 645 teachers in West Java, there were 6% Very Often, 23.1% Often, 34.9% Sometimes, 30.4% Never, and 8%

Never, have experienced problems when choosing and determining learning methods. The results of the study (Agustin M et al., 2020) show that the teaching constraints experienced by PAUD teachers during the COVID-19 pandemic were in four indicators, namely communication barriers, learning methods, materials, and costs, as well as the use of technology with a high percentage tendency in the 'Often' category and 'Sometimes.'

The impact of the COVID-19 pandemic on students, they lose the opportunity to play together with other friends and teachers at school even though playing plays an important role. For children, playing is a strenuous activity but fun. Play is one of the main tools that become training for its growth. When children play freely, at will, or their own pace, they practice their abilities. The effect of the COVID-19 pandemic on students can be studied from observations. Children lose the opportunity to play together with other friends and teachers at school when playing plays an important role. Referring to the theory put forward by Conny R. Semiawan (in Zaini, A, 2015), playing is an activity chosen by children because it is fun, not because of gifts or praise. Through play, all aspects of a child's development can be improved.

This opinion same as Montolalu's view (in Wiwik Pratiwi, 2020) that the influence of play on children's development can affect physical development, communication encouragement, channeling pent-up emotional energy, channeling needs and desires, learning resources, stimulation creativity, self-awareness, social learning, and moral standards. However, during online learning, students do not get this. In the end, what children experience is inevitable boredom, where children can see, listen, and interact directly.

"To be honest, when I am exhausted, I sometimes even talk very little. Nevertheless, because the children have homework, I have more time to chat with him and talk to him about his day. On the one hand, I am also learning, and parents must continue to actively participate in handling children's learning time which will determine what children's attitudes will be in the future" (#HR/CLW/26.04.2021).

Based on the interview data above, the context of online learning causes a long-term impact in the form of anti-social attitudes of children due to the fun of learning through gadgets. However, it is currently a debate whether technology is appropriate in the learning and assessment process at various levels of education [10], in contrast to the results of Rohyani's research, which concluded that many obstacles occurred at home and many complaints from children about when this pandemic would end, when they would be able to go to school, and play outdoors with friends again [11].

The findings of this study also describe parents experiencing excessive anxiety, work-related stress, and will be a burden for parents if they do not understand what they need to do. In other words, even though learning is done online, it will have another impact which is learning loss. The Education and Development Forum, in Engzell, P, explains that learning loss is a situation where students lose knowledge and skills, either general or specific or academic decline, which occurs because of a lengthy gap or the discontinuity of the educational process [12].

Thus, it can be concluded that the impact of the pandemic faced by educators and parents is technical. The non-optimal learning process can be minimized by compact communication between the two parties. Meanwhile, it is impacted children's psychological and development that is less stimulated.

IV. CONCLUSION

The research findings show an overview of the impact of pandemics in the learning process through learning strategies and the effect on PAUD teachers and parents. The results of this study provide implications for adapting to the current crisis and efforts to face the challenges that may occur.

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