



**THE PERCEPTION OF PRIMARY SCHOOL TEACHERS OF ONLINE  
LEARNING DURING THE COVID-19 PANDEMIC: A CASE STUDY UPT SPNF  
SKB ENREKANG, INDONESIA**

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Article info	Abstract
<p><i>Article History</i></p> <p><i>Received :</i> 25/03/2021</p> <p><i>Accepted :</i> 29/03/2021</p> <p><i>Published :</i> 04/05/2021</p>	<p>The online learning system is a solution for the teaching and learning process during the COVID-19 pandemic for all levels of education, including early childhood education (PAUD). The purpose of the study was to obtain an overview of the effectiveness of online learning at the Early Childhood Education (PAUD) level, to explain the obstacles and solutions for PAUD teachers in providing online learning, and to explain the efforts of teachers in developing PAUD learning in the Covid Era. The research subjects were two educators at PAUD UPT SPNF SKB ENREKANG. Qualitative research design using interview techniques in collecting data. The results of the study show that the teaching and learning process is carried out online even though the learning becomes ineffective due to obstacles including the lack of student motivation and lack of facilities such as cellphones and internet quotas. One solution is offline learning. Paying attention to aspects of learning as a teacher's effort to achieve learning.</p> <p><b>Keywords:</b> Effectiveness, early childhood education learning, online</p>

### INTRODUCTION

Early childhood learning is a learning activity aimed at early childhood that provides learning experiences through playing, seeking knowledge according to abilities and providing vocabulary for children.

Early childhood is often referred to as the golden age or the golden age of children at the age of 0-5 years. In this phase the growth and development of children is very rapid so that instincts, intellectual intelligence, emotional intelligence, spiritual intelligence and

children's character will be easily formed according to the level of growth and development of children. Early childhood education can optimize children's basic abilities in receiving the early education process before continuing their education to the next level. In Article 28 of Law Number 20 of 2003 concerning the National Education System, early childhood education has been placed on a par with other education. Even at the peak of the commemoration of National Children's Day on July 23, 2003, the President of the Republic of Indonesia has launched the implementation of early childhood education throughout Indonesia for the best interests of Indonesian children.

Based on the law above, early childhood education institutions are one of the schools that provide learning to children to improve children's abilities in the cognitive, affective and psychomotor fields through children's learning experiences. Children are trained to obey school rules, recognize the learning process, and interact with others.

Basically, the purpose of the school as part of the national education goal is to increase intelligence, knowledge, personality, noble character, and skills to live independently and participate in further education. Recently, the World Health Organization (WHO) has declared the status of the corona virus pandemic (Covid-19). The status of the pandemic was decided because of the impact and spread of the virus which was detected early in Wuhan, China, it has had an impact throughout

the world (CNNIndonesia.com, Jakarta, March 16, 2020). The Government's efforts to prevent the spread of the Corona Virus (Covid-19) outbreak, the Ministry of Education and Culture (Kemendikbud) issued several circulars related to the prevention and handling of Covid-19. First, Circular Number 2 of 2020 concerning the prevention and handling of Covid-19 in the Ministry of Education and Culture. Second, Circular Number 3 of 2020 concerning Prevention of Covid-19 in Education Units. Third, Circular Letter Number 4 of 2020 concerning the Implementation of Education policies in the Emergency Period for the Spread of Coronavirus Disease (Covid19), which among other things contains directions on the process of learning from home.

Director General of Early Childhood Education at the Ministry of Education and Culture, Harris Iskandar, explained that teachers should not be fixated on online learning and assignment (CNN Indonesia.com, 31 March 2020). Although learning is done online, teachers are expected to develop creativity and innovation in providing fun learning through technology media. According to Chodzirin (2016) as written by Febrialismanto, teachers must change their perspective in learning from conventional to modern. The presence of technology in learning is something that cannot be avoided, so we must prepare ourselves to be able to use technology in learning. Learning by utilizing technology provides an attraction for children to be motivated in learning (Febrialismanto, 2020).

Online media is expected to provide positive feedback on online/online learning activities. In any condition, learning must continue to be carried out in order to achieve educational goals for early childhood in developing children's insights in learning. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education system in Article 1 paragraph 15, states that distance education is education in which students are separated from educators and learning uses various learning resources through communication technology, information and other media (Law of the Republic of Indonesia). Indonesia No. 20 of 2003).

The children's learning process is also expected to always make children remember their school through their learning activities. The teacher as the person in charge of the learning process must be able to control the development of children when learning activities are implemented at home so that later each child will still get a record of his development. This pandemic condition that requires teaching and learning activities to be carried out at home is the basis for the research objectives. This study aims to

1. Explain the effectiveness of online learning at the Early Childhood Education (PAUD) level,
2. Explain the obstacles and solutions for PAUD teachers in providing online learning
- 3, Explaining the efforts of teachers in developing PAUD learning in the Covid Era.

## RESEARCH METHOD

This study uses a qualitative research design with interview techniques to obtain an overview of the learning system at the level of Early Childhood Education (PAUD) through online media during the pandemic by implementing distance learning or also called learning from home. The research was conducted at UPT SPNF SKB Enrekang with sources data obtained from 2 people, namely the Head of UPT SPNF SKB Enrekang and 2 people as teachers from PAUD at UPT SPNF SKB Enrekang.

## DISCUSSION

Learning in the Covid era is certainly very different and provides specific changes to education, especially at the PAUD/Equivalent level. This change was felt by educators, guardians and students in the learning system that switched to learning from home using an online system.

### 1. The Effectiveness of Online PAUD Learning in the Covid Era

#### a) The Importance of PAUD Learning in the Covid Era

How important is education for early childhood, at this age children experience a golden period or called the Golden Age because the growth and development of children is very rapid. As stated by one of the respondents, "It is very important because PAUD children are called the golden age, so even though in this Covid era, knowledge must be entered into children because of this opportunity, even though online,

children still have the opportunity to learn".

Another respondent also said "It's very important, because at this PAUD age children are faster to absorb knowledge"

Children build their own knowledge. From birth children are given various abilities. In this concept, the child is allowed to learn through experiences and knowledge that he has experienced since the child was born and the knowledge that the child has acquired throughout his life. This concept is given so that children are stimulated to add to the knowledge that has been given through the materials presented by the teacher in their own way. Children are given facilities that can support them to build their own knowledge.

As stated by respondents "It is very important when children are in PAUD they will be given a number of skills that are appropriate for their age, for brain, social and emotional development and children will be better prepared when moving on to the next level"

Even during the pandemic, learning must continue to be carried out in order to provide activities for students to acquire knowledge and to achieve educational goals.

b) PAUD Learning System in the Covid Era

According to Wicaksono (2020), recently the Ministry of Education and Culture, through a video conference, Abdoellah as the Acting Director (Plt) of the Director of Teacher Development and PAUD Education Personnel, has reminded that Early Childhood Education (PAUD) teachers do not give homework (PR) to

students. students who carry out learning from emergency homes handling the corona virus pandemic.

One of the solutions provided by the Ministry of Education in breaking the chain of the Corona Virus (Covid-19) is to shift direct learning at school to distance learning that is carried out at home at all levels of education. For early childhood education (PAUD) in carrying out learning with an online learning system, namely through electronic media and offline learning systems where a meeting is held between teachers and guardians of students only to take and submit assignments for children whose assignments are for several days.

c) Online Learning Activities

Learning done via online is indeed difficult to do at the Early Childhood Education (PAUD) level, because children do not understand how to use online media and are not able to learn independently. Children's learning must remain under the supervision and guidance of parents in carrying out their duties and sending children's learning outcomes.

For PAUD or Kindergarten learning and the like, online learning is very difficult, why is it not effective having to meet face to face, but because of covid, online learning is required to lead to education, meaning that education is more a form of daily habituation, the lessons are just a little shorter, more habituation. why so that children are not bored and not burdened, for example, parents and teachers must work together to start doing light work in their homes such as washing hands, making beds, storing their toys or storing plates

after they eat it For assessment, parents take photos or videos of children's activities and then submit them to their respective teachers (Asrianti, et.al., 2021)."

Some parents expressed their concern with the conditions in which their children's schools implemented online learning models, such as with the level of education above them. Children are required to meet learning targets, as the implementation of learning policies at home. Various ways are carried out to facilitate parent-teacher communication in informing learning materials and children's learning outcomes with lots of free time without hindering parents' activities or work. The activities are the same as studying at school, the difference is that they are only online, so children study more at home with their parents. Only the material is the same as at school and there is a distance between sending assignments, for example, if you are given time until evening, you can still send assignments."

#### d) The Effect of Online Learning During a Pandemic

Other challenges faced by PAUD institutions.

#### 2. Online Learning Constraints And Solutions

Problems are often a factor inhibiting the success of an activity. As in KBM which takes place via online, this becomes an obstacle in the learning process carried out, one of which is the difficulty of the internet network or signal. Obstacles experienced by the world of education in Indonesia need to follow a path that can help schools in an emergency situation. Schools need to force themselves to

use online media. However, the use of technology is not without problems, there are many problem variances that hinder the effectiveness of online learning, including (Elihami, E., & Saharuddin, A, 2017):

1. Limitations of Mastery of Information Technology by Teachers and Students. The condition of teachers in Indonesia is not entirely aware of the use of technology, this can be seen from the teachers who were born before the 1980s. Information technology constraints limit them in using online media. Likewise with students whose conditions are almost the same as the teachers in terms of understanding the use of technology.

2. Inadequate Facilities and Infrastructure. Technology support devices are obviously expensive. Many in Indonesia where teachers are still in a worrying economic condition. The welfare of teachers and students who limit them from being completely limited in enjoying information technology facilities and infrastructure that is very much needed with this Covid-19 disaster.

3. Limited Internet access. The internet network is really still not evenly distributed in remote parts of the country. Not all educational institutions, both primary and secondary schools, can enjoy the internet. Even if there is an internet network, the condition is still not able to cover online media (Agusriandi, et.al., 2021).

4. Lack of preparation of the budget. Cost is also something that hinders because, aspects of the welfare of teachers and students are still far from expectations. When they use internet

quota to fulfill their online media needs, it is clear that they cannot afford it. There is a dilemma in the use of online media, when the minister of education encourages productivity to be advanced, but on the other hand, the skills and financial capabilities of teachers and students have not moved in the same direction. The state has not been fully present in facilitating the cost needs in question (Musdalifah, et.al., 2021).

### 3. Teachers' Efforts in Developing PAUD Learning in the Covid Era

#### a) Development of PAUD Learning Aspects

PAUD teachers are required to be more creative and innovative in developing learning. Muhammad Khoiruzzadi, et al said, Optimizing children's cognitive, social and motor development is the task of a teacher at school. Teachers need to understand the ideal development of a child seen from the cognitive, social and motor aspects. Teachers who teach children aged 4-6 years must understand the development of each student. Because at that age is the age that enters the golden age, the role of the surrounding environment is very decisive, including teachers and peers at school, parents at home and playmates in the home environment (Syaparuddin, et.al., 2020). Each child also has their own potential in terms of cognitive, social and motor skills. Therefore, there is a need for good cooperation between teachers at school and parents at home in optimizing children's cognitive, social and motoric development

#### b) Trying to be Creative and Innovative in PAUD Learning

The teacher is one of the closest people to students after parents. Not even a few children are closer to the teacher and more often follow the teacher's orders compared to parental orders. Therefore, teachers have a very strategic position in seeking the development of students' creativity. On the other hand, the teacher is also a motivator for students. In teaching and learning activities, motivation to students is a driving force in children that creates a desire to learn which leads to the realization of the desired goals. The following are some of the teacher's efforts in developing children's creativity, including through the learning process at the center. Therefore, PAUD teachers must create an atmosphere of Active, Innovative, Creative and Fun Learning (PAIKEM) (Shin, J. H., Haynes, R. B., & Johnston, M. E. , 1993). Even in the covid era, learning from home is still a child's learning must be memorable. And the four respondents hope that learning can be carried out normally again with face to face at school.

### CONCLUSION

The importance of learning in early childhood can improve children's development both in knowledge, ability and social. Despite the Covid era, learning must still be adjusted to existing indicators and procedures. Learning is carried out using an online learning system or online and offline. Online learning activities are carried out using the WhatsApp application and television media in delivering material and providing children's learning outcomes. The subject matter remains

the same but is more directed at education which means daily habituation. This kind of learning has a positive effect, namely making it easier for teachers to convey material and parents can know the development of children's learning, but it has a negative effect on the decline in student motivation. As a result, learning becomes ineffective and inefficient because teaching and learning activities do not take place optimally, children do not understand online learning and online learning is not suitable for early childhood education (PAUD) (Zhang, et.al., 2021).

Unpreparedness in accepting changes in the learning system is an obstacle for the online learning process to take place. Among them are parental boredom and decreased children's learning motivation, lack of communication between teachers and parents, and electronic media such as cellphones, internet quotas and difficult signals. The solution is that parents must guide and motivate children so that they are enthusiastic in learning and learning is carried out offline.

In developing aspects of early childhood learning, teachers adjust the material and indicators of achievement that can develop the potential of children. Therefore, teachers must be creative and innovative to improve a fun and memorable learning atmosphere

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