Early Childhood Education Teachers Consistency of E-Learning Programs

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Abstrak

The e-learning program is a new program implemented at the early childhood education level. The teacher of the main character in the application of e-learning has a dilemma in running this program. The focus of the study identified the consistency of early childhood education teachers in implementing e-learning programs during the Covid-19 pandemic. Using quantitative methods with purposive sampling technique. Data obtained through interviews (G-Form) with respondents 50 ECE teachers in the city of Surakarta. Field facts are that there is no teacher consistency in implementing e-learning programs such as the absence of daily or weekly learning plans in implementing e-learning, uncertain teaching schedules, and unsupported learning media. This shows that 80% of ECE teachers implement e-learning and 20% implement mixed learning. Teacher consistency can be improved through training provided by the government, provision of educational facilities by schools, learning innovations according to health protocols and initial motivation to teach.

Keywords : *e-learning; early childhood education; consistency*

Abstract

Program e-learning merupakan program baru yang diterapkan pada jenjang pendidikan anak usia dini. Guru tokoh utama dalam penerapan e-learning mengalami dilema dalam menjalankan program ini. Fokus penelitian mengidentifikasi konsistensi guru pendidikan anak usia dini dalam menerapkan program e-learning selama pandemic Covid-19. Menggunakan metode kuantitatif dengan teknik purposive sampling. Data diperoleh melalui wawancara (G-Form) dengan responden 50 guru PAUD di Kota Surakarta. Fakta lapangan tidak adanya konsistensi guru dalam melaksanakan program e-learning seperti tidak adanya rencana pembelajaran harian atau mingguan dalam melaksanakan e-learning, jadwal mengajar tidak tentu, dan media pembelajaran yang tidak mendukung. Hal ini menunjukkan bahwa 80% guru PAUD menerapkan pembelajaran e-learning dan 20% melaksanakan pembelajaran campuran. Konsistensi guru dapat ditingkatkan melalui pelatihan yang diberikan oleh pemerintah, penyediaan fasilitas pendidikan oleh sekolah, inovasi pembelajaran sesuai protocol kesehatan dan motivasi awal mengajar.

Kata Kunci : *e-learning; pendidikan anak usia dini; konsistensi*

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INTRODUCTION

World is currently being shocked by the COVID -19 that originated from Wuhan City in China since December 2019 (Zaharah & Kirilova, 2020). This outbreak is a Global pandemic that is spreading rapidly because in a short time the whole world has been exposed to the virus. The impact of this virus resulted in all aspects of life undergoing an overhaul (Velavan & Meyer, 2020). One aspect of life affected by the Corona virus is the aspect of education in which all countries have restricted teaching and learning activities throughout the world.

As a result of the spread of the Corona virus since March 14, as many as 420 million children worldwide are not in school and are replacing teaching and learning activities by using e-learning or distance learning (BANGKOK., 2012). More than 13 countries temporarily closed all their schools with the aim of preventing the spread of the virus (Viner, R. M., Russell, S. J., Croker, H., Packer, J., Ward, J., Stansfield, C., & Booy, 2020).

The Edtech landscape survey in Indonesia explained that more than 530,000 schools were closed in an effort to reduce the spread of the coronavirus (COVID-19). This affects 68 million students from pre-school to college level (BHARDWAJ, 2020) as well as 3.2 million teachers implementing distance learning from their respective homes (Indonesia, 2020). Distance learning is used so that education continues as it should and also develops the abilities of students and teachers in implementing learning innovations, namely by using e-learning based learning (Santosa, 2020).

The e-learning learning policy was also taken by the Indonesian government as an effort to break the chain of the spread of this Corona virus. Circular number 4 of 2020 regarding the implementation of education policy in the emergency period of the spread of covid-19 is one of the policies of the Indonesian government (Kemenkes, 2020), especially the Ministry of Education and Culture in preventing or breaking the chain of the spread of the Corona virus, especially in schools both at primary level or early childhood education up to college level (Kemendikbud, 2020b).

This policy was taken with consideration as the development of the 4.0 industrial revolution or digitization of the current system ("Digital Revolution of Education 4.0," 2019), the government launched a learning policy in e-learning where in the implementation of this learning is not limited by Distance and Time Because it is based on the digital internet platform so that it supports the learning process without physical interaction . The we are social digital report 2020 study released in January 2020 states that almost 64% of Indonesia's population has been connected to the internet to enable the implementation of e-learning based learning (Social, 2020).

E-learning based learning makes the teacher as the main factor in the implementation of learning where learning can be said to be successful if a teacher can provide interesting and interactive learning (Halili, 2019) innovations for children especially through e-learning learning. Teachers also need to have sufficient technological ability to provide learning to children (Muhdi, 2021). This is because learning e-learning models make children get bored easily if the material provided is not interesting and innovative for children. In the e-learning process the teacher also needs to prepare a learning implementation plan or learning scenario that will be carried out in accordance with the agreed learning hours.

Teacher consistency is needed in the implementation of e-learning learning both in the implementation of learning and in the provision of material in the classroom (Nana, N., & Surahman, 2019) in terms of e-learning learning consistency related to the teacher's knowledge capacity and professional quality in presenting e-learning-based learning that is attractive to children, so that information is received children can be understood. Teachers also need to have adequate knowledge capacity and master the concepts and teaching materials that will be given to children so that the material provided can be meaningful to children and children can apply it in their daily lives (Zhou, L., Wu, S., Zhou, M., & Li, 2020).

Early Childhood Education Teachers are also required to implement e-learning based learning that is suitable for attractive and innovative early childhood (Foti, 2020). In the implementation of e-learning learning, especially early childhood teachers need to implement a brain-turning system because learning that was originally implemented in the form of offline was changed to online learning or e-learning. In its implementation the teacher also needs to make a simple implementation plan of learning both daily and weekly given to parents so that parents can also carry out what is expected by the teacher to the child (Ke et al., 2019).

Early Childhood Education teacher consistency is also needed as an effort to improve the optimization of e-learning in the current pandemic. This consistency can take the form of preparation of the material to be taught as well as information provided to children and parents (An, 2020). The teacher also needs to update himself so that the learning given can support his consistency as a teacher who is ready to provide learning material to children (Stoleski, 2020).

E-learning learning is done using mobile technology or internet-based implementation of online learning for early childhood education can use the Halo Bunda application Google classroom Edmodo, WhatsApp Group or Zoom and Google Meet (Darmalaksana et al., 2020). The government has facilitated school organizations from the elementary level, namely Early Childhood Education to the tertiary level, by providing free access to online learning through virtual classes (Sintema, 2020).

Teachers can utilize the facilities provided by the government for education such as the Halo Bunda facility, teachers can use it as one of the e-learning learning facilities which includes the development of aspects possessed by early childhood such as religious moral values, cognitive, physical motor, arts, art, and social language. emotion. The purpose of this study is to obtain a picture related to the consistency of teachers, especially Early Childhood Education teachers in implementing e-learning learning in the current pandemic.

METHODOLOGY

The research method used is a quantitative method with purposive sampling technique, the purpose of this study is to obtain a picture related to the consistency of teachers, especially Early Childhood Education teachers in implementing e-learning learning in Covid pandemic 19. To reduce the spread of covid19 virus, e-learning learning is carried out in Early Childhood Education, This is done to reduce the crowd and limit direct contact between teacher and student. This research was conducted by distributing survey instruments to teachers of early childhood education in the city of Surakarta with respondents as many as 50 early childhood education teachers in the city of Surakarta.

Data collection is done through interviews in the form of Google forms. shared with all early childhood education teachers in the city of Surakarta. The aspects that were asked in the Google form interview instrument in the form of teacher consistency in conducting e-learning learning to students, difficulties teachers in implementing e-learning based learning excellence in implementing e-learning models during COVID -19, teachers consistency in making the design of learning implementation every day, teacher's consistency in teaching e-learning learning according to the instructional time set, teacher's consistency in the tasks and responsibilities in providing material to children. Analysis of the research data was conducted using the Miles and Huberman (Huberman & Miles, 2012) analysis model which consisted of three stages, namely data display data reduction and conclusion drawing and verification.

Data analysis in the data reduction stage is the stage of gathering all the information needed then grouping the data (Miles, 1994). The data display stage is the stage of data exposure required in the study and which does not need to be discarded for the stage of data collection and verification Conclusion is the stage of interpretation of research data to draw conclusions based on the phenomena obtained.

Picture 1. Stage of research data analysis

RESULTS AND DISCUSSION

E-learning is a learning system that can facilitate students in broader learning more and more varied and also students can learn anywhere and anytime without being limited by the distance of space and time (Daniel, 2020). The learning material presented is also more varied and not only in verbal form but more varied, such as audio visual and motion (Alea et al., 2020). Learning e-learning has become a goal that has been coveted by the government, especially the country of Indonesia so far, with the COVID -19 pandemic the government can maximize e-learning learning for teaching and learning activities such as in offline classes.

The Ministry of Education and Culture in collaboration with the Ministry of Religion on March 24, 2020 issued a circular number 4 of 2020 (Kemendikbud, 2020a) related to the implementation of education policies in the event of an emergency spreading conflict in the letter explained that the learning process is carried out at each home Through e-learning based learning provide a meaningful learning experience for students. This policy applies to all education from elementary school level, namely Early Childhood Education to tertiary level education (Putri & Purwanto, 2020). The implementation of e-learning learning is also facilitated by the government in the form of collaboration with e-learning service providers such as Google classroom, Zoom, Halo Bunda, Zenius, Quipper and WhatsApp (Khasanah et al., 2020).

Teachers in implementing e-learning based learning need to prepare things such as the design of the implementation of learning media used and the tasks given to children. Learning provided in the e-learning method must be attractive to children and not make children feel charged in this case the consistency of the teacher is tested to show (McCormick et al., 2013) and provide learning that is interesting for children and not boring for children and also provides learning that is suitable for children according to their abilities owned by children.

Early Childhood Education is one of the levels of education that implements e-learning based learning. This is due to the impossibility of doing offline learning, teachers need to rack their brains and provide innovations that are suitable for learning for young children that do not burden children and make children not affected by gadget addiction. In the implementation of e-learning based learning the teacher must change his mindset and innovate to provide the best for children so that learning continues and educational goals are still achieved (Infektionskrankheiten, 2020).

But in its implementation e-learn encountered several obstacles both in terms of teachers and in terms of parents of students and also in terms of children. The survey shows data that as many as 30 teachers out of 50 Early Childhood Education teachers in the city of Surakarta already have smartphones and laptops as a means of implementing e-learning while 20 people only have smartphones or smartphones, this is one of the obstacles that experienced by teachers in implementing e-learning learning.

Consistency in the Big Indonesian Dictionary is interpreted as accuracy and stability in acting consistency can also be interpreted as an action that always holds fast to the principles established in a person that is implemented in life ideally that consistency is manifested in the nature of real actions consisting of affective cognition and conative so that a harmonious relationship occurs. The consistency shown by Early Childhood Education teachers is consistency in terms of carrying out their duties and responsibilities which however or whatever the situation the teacher remains committed to providing learning in accordance with the child's development so that the child's development goals can be achieved.

The survey shows that 70% of Early Childhood Education teachers in the city of Surakarta have implemented e-learning based learning by using complete learning instruments either through instructional media design learning or assignments given to children. While as many as 30% of Early Childhood Education teachers in the city of Surakarta still have not implemented maximum e-learning based learning where teachers prefer to carry out mixed learning namely e-learning learning and also offline based learning in Graphic 1.

Graphic 1. Teacher Consistency Implementation E-Learning Programs

This is caused by obstacles experienced especially by student parents who cannot take part in e-learning learning so that the teacher has the initiative to do offline learning by picking up ball from house to house so that students can continue to learn and obtain information like other friends. Graphic 2, In the implementation of e-learning 80% of teachers have been able to carry out e-learning learning in accordance with the hours of learning in general when online classes as much as 20% of Early Childhood Education teachers are still unable to conduct e-learning based learning in accordance with learning hours in general This because the teacher adjusts to the hours agreed by the parents where at that time parents can also assist the child in carrying out learning so that the child can understand learning clearly.

The teacher not only increases his consistency in providing learning in the classroom, but the teacher is also consistently consistent in providing motivation to children related to the current situation being experienced by everyone. In addition, the teacher is also consistent in providing evaluations related to the implementation of learning and what must be improved when the implementation of e-learning based learning will further make the teacher.

Teacher consistency in implementing e-learning based learning is also influenced by internal factors, namely himself related to the four competencies that need to be possessed by teachers (E.Mulyasa, 2007), both pedagogical competencies related to the ability to manage the learning process, professional competence related to mastery of the material before being

taught or taught. Give students social competence related to communication and behavior possessed by teachers in daily life as well as personal competence related to the personal of an educator who interacts with the environment (Cai et al., 2019).

■ Teacher Consistency by the time of implementation
E-learning Programs by the time

Graphic 2. Teacher Consistency by the time of Implementation E-Learning Programs

Overall from the previous data it can be concluded that the teacher already has a high consistency in carrying out his task of educating children using e-learning based learning. However, the application of e-learning learning is still disrupted due to external factors such as compassionate parents who do not want to work well together in assisting children to learn at home by e-learning. To overcome this, teachers with their consistency and commitment continue to provide learning to children through other methods of offline for children who have not been able to carry out learning by e-learning in the COVID-19 pandemic

CONCLUSION

Teachers already have consistency in teaching even though the state of learning must be implemented online or e-learning models. It was shown that 80% of early childhood education teachers in the city of Surakarta had implemented e-learning based learning and 20% were still implementing mixed-based learning on the grounds that there were students who could not do online learning due to the absence of supporting facilities for activities so that teachers also innovating by continuing to implement the implementation of learning but by applying health protocols

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