The Role of School Management on Mental Health of Early Childhood Students During the Covid-19 Pandemic

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DOI: 10.31004/obsesi.v6i5.2469

Abstract
The mental health of early childhood students has become a growing concern in recent years even before the COVID-19 pandemic. The stresses and restrictions associated with the pandemic have put Kindergarten students at greater risk, which can significantly impair childhood development. The purpose of this study was to examine the role of school management in early childhood mental health during the COVID-19 pandemic. This research method uses quantitative research by conducting a survey of family conditions, physical and psychological development and the impact of distance learning and questions related to COVID-19 in the Antapani area of Bandung, Indonesia. The results show that the level of anxiety and depression is in the moderate category, and the category is quite high for children who have no activities and just stay at home during the covid 19 pandemic. These results suggest that school management and parents are more creative in providing activities and updating strategies, and activities so that they can overcome the boredom felt by children and are useful in children's social interactions with friends and their age.

Keywords: school management; early childhood; mental health
INTRODUCTION

Education in one definition is seen as an effort to educate the nation's life, develop Indonesian people who are faithful and devoted, have noble character, have knowledge and skills. Through the educational process, humans will be able to express themselves more fully. In Law Number 20 of 2003 concerning the National Education System, it is formulated as national education, namely "The development of the potential of students to become human beings of faith, piety". to God Almighty, noble, knowledgeable, capable, creative, independent and become citizens democratic and responsible (Sonia, 2020). In schools, there are educational personnel who play a role and greatly determine the quality of education, namely teachers and school principals. School effectiveness refers to the empowerment of all components of the school as a place of learning based on the main points and functions of each in the program structure with the aim that students have skill and competence; make it clearer and simpler. Effective schools are schools that have the ability to empower everyone, an important component of the school, both internally and externally, and has a good management system good, transparent and accountable in order to realize the school's vision-mission-goals effectively and efficiently" (Danarwati, 2013).

The principal is a functional teacher who is given the task of leading the school, the place where the teaching and learning process is held or a place for interaction between teachers who give lessons and students receiving lessons. The success of education in schools is very determined by the success of the principal in managing the available education personnel in the school. The principal is one of the components of education that influences teacher performance (Manora, 2019).

The meaning of management - the word management is derived from the Italian word, Maneggiare, which means "to handle", from the french words Maneger, meaning to direct a household, i.e., "to economize" "an act of guiding or leading." Management is carried out for utilizing the resources owned in an integrated and coordinated manner to achieve goals schools/organizations (Fitrah, 2017). Management is carried out by the principal with the authority as school managers through predefined commands or decisions by directing resources to achieve the goal. (Rohiat, 2010: 14) states "management is a tool to manage resources". the power possessed effectively and efficiently to achieve the goal must be really understood by the head school". The manager's actions in managing resources in schools will depend on the competence of the principal himself (Sormin, 2017).

Educational management is a management process in the implementation of educational tasks by utilizing all resources efficiently to achieve goals effectively. School management implies the optimization of resources or management and control. Resource optimization regarding school empowerment is the most appropriate alternative to realize a independent schools and have high advantages (Muhammad & Rahman, 2017).School-based management can be interpreted as a unified component schools that work together with school stakeholders to improve the quality of school education with reference to standards from the government (Minarti, 2016).

Learning is no longer teacher-centered or student-centered, but child-centered. Parents become a teacher at home completely to be able to facilitate their children playing while learning. It is no longer the classroom teacher who gives control over the learning process in schools. Class teachers can only monitor progress, facilitate projects, review and evaluate children's learning processes while “only at home" (Aji, 2020; Wardani & Ayriza, 2020).

Changing conditions in facilitating children's learning is a challenge for all of us as adults to be able to stimulate and assist according to the needs of children. In this condition, broad knowledge cannot guarantee to be able to facilitate children. It also requires patience and expertise in conveying learning messages to children. If not, then the child's desire to learn "at home" will change to boredom and create new challenges for children (Cahyati & Kusumah, 2020; Pratama et al., 2020; Shereen et al., 2020).
The Covid-19 pandemic has had a disastrous impact on the world of children. In addition to social access with friends at school, as well as self-exploration with the surrounding environment. So don't be surprised if children need a mood booster from adults (parents, teachers and other families) to stay excited and have fun studying "at home". There needs to be a conscious effort for adults, especially parents as the child's first environment to be able to create a pleasant learning situation. Even though "just stay at home" can still facilitate children to stay cheerful and condition children's emotions to be able to accept learning situations and conditions during this Covid-19 Pandemic.

Optimal development is when children have development according to their age stages. In early childhood education, child development can be seen from various aspects and activities, one of which is the learning outcomes of children from a learning process. Learning outcomes are one of the references for educators' assessment of child development apart from how the learning process is (Pane & Dasopang, 2017). Early childhood learning outcomes are a series of activities to measure and assess the achievement of early childhood abilities in aspects of their overall development in the learning process (Safitri et al., 2019). Early childhood learning outcomes can be influenced by internal and external factors. Internal factors are enthusiasm, self-motivation and also the physical and mental health of children. Law No. 23 of 1992 states that health is a prosperous state of body (physical), soul (spiritual) and social which allows everyone to live productively socially and economically (Fuadi Husin, 2014). Meanwhile, according to Dewi (2012) Health is a general or perfect well-being both physically, mentally or socially and not only free from weak conditions and disease. Mental-emotionality is an effort to adapt to the environment and its experiences (Rizkiah et al., 2020). Mental condition or mental health is as important as physical health in general. Problems with children's emotional mental health will reduce their productivity and quality of life and hinder their development. Children's mental health is closely related to the emotional intelligence of children. According to Fitriani (2015) "Emotional intelligence is intelligence that focuses on recognizing, understanding, feeling, managing, and motivating both oneself and others and can apply these abilities in personal and social life". have emotional intelligence that is useful for controlling emotions by motivating themselves and persisting in facing problem situations, not exaggerating pleasure, dealing with frustration, regulating moods and avoiding stress, still improving the ability to think, empathize and pray (Susilowati, 2018).

Initial findings in Kindergarten in Antapani Subdistrict, Bandung, are that school management is formed and managed by the Principal and 3 teachers. The management carried out is related to planning, implementation, performance evaluation. During the COVID-19 pandemic, school management, in this case the Kindergarten level, which assists students in learning from home or distance learning, of course requires a strong system so that the quality of school education does not decline and provides satisfaction to customers. This is of course closely related to the mental health experienced by kindergarten students who must experience online learning, which has an impact on psychological development and interferes with their social interactions in childhood. The novelty of this research can be seen from the role of school management which is quite active to ask how the children are doing during the pandemic or by visiting teachers and 2-3 students to take turns at the children's homes, even if it is just asking them to play and study for a while.

**METHODOLOGY**

This research was conducted in Antapani Subdistrict, Bandung Indonesia, with the research target being school management or consisting of principals and kindergarten educators, where they are tasked with observing and reviewing children's mental health conditions during school and during distance learning, conducted a preliminary study and examined cases that occurred in Antapani in which the mental health of children was disturbed for further researchers to survey to find out the relationship between the role of school management on the mental health of children aged 5-6 years during the COVID-19 pandemic.
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This study uses a quantitative approach with a survey research design to find facts and causal phenomena in the field related to mental health and the role of school management on students during a pandemic. With this type of research, researchers can conclude whether the role of school management has a positive relationship to children's mental health. This research was conducted in a period of 2 months starting from the problems found during the preliminary study until the end of the report writing. The research site is in Antapani. The population in this study were all kindergarten educators in Antapani with the research sample being one of the villages in Antapani with 50 formal and non-formal PAUD educators. This study begins by observing the problems that occur in the Antapani Regency environment related to ongoing PAUD, then the researchers make observations, distribute research instruments and conclude the research results.

The data analysis technique was carried out to answer the hypothesis that had been proposed by the researcher. However, before testing the hypothesis, the researcher conducted a prerequisite analysis test in the form of a normality test and a homogeneity test on the data obtained. Prerequisite analysis test is carried out as a condition for conducting parametric tests, namely the data owned must be normally distributed and come from a population that has a homogeneous variance (Lukman, 2017). The hypothesis proposed by the researcher is: H0: There is a positive relationship between the role of school management on the mental health of kindergarten students during the pandemic in Antapani District, H1: There is no positive relationship between the role of school management on the mental health of kindergarten students during the pandemic in Antapani District. To prove this hypothesis, a simple Linear regression test will be carried out with the formula: 1) Pearson Correlation Coefficient Test (r), according to Sugiyono (2015).

RESULTS AND DISCUSSION

The research was conducted within a period of 2 months, starting with looking at the phenomena that occurred at the research site, the next step distributing questionnaires to principals and teachers who were actively involved in distance learning for kindergarten children in the Antapani area, Bandung.

Based on the results of this study, the implications can be stated theoretically and practically. Attention and Selection of the right curriculum can have an effect on children's mental health on distance learning during the pandemic. The role of parents and school management who are actively involved can also help the mental health of young children. School management that makes curriculum innovations during the pandemic will have more influence on the mental health of early childhood students. In this case, it is hoped that school management has cooperation between parents and teachers by looking for the best solution in the learning process in a pandemic situation so that children’s mental health, especially early childhood, is better maintained. The results of this study are used as input for school management and teachers. Improving myself in connection with the teaching that has been carried out during the pandemic and the mental health of students that has been achieved by pay attention to proper learning to maintain the mental health of early childhood students.

Planning is inseparable from the elements of implementation and supervision including monitoring, assessment and monitoring reporting. Supervision in planning can be carried out in a preventive and repressive manner. Supervision Preventive supervision is a control that is attached to the plan, while repressive supervision is a functional control over the implementation of the plan, both internally and externally by the assigned supervisory apparatus (Rabiah, 2019).

School program planning has at least two functions, namely: planning is an effort a systematic description that describes the preparation of a series of actions that will be taken to achieve goals organization or institution taking into account available or provided resources; and Planning is an activity to mobilize or use limited resources efficiently and effectively to achieve the goals that have been set. School management will directly influence and determine
the effectiveness of the curriculum, various learning equipment, teaching time, and learning process (Rahmawati et al., 2021).

Mental condition or mental health is as important as physical health in general. Problems in children's emotional mental health will reduce the productivity and quality of life of children and hinder their development. Children's mental health is very closely related to the emotional intelligence of children. According to Fitriani (2015) "Emotional intelligence is intelligence that directs attention in recognizing, understanding, feeling, managing, and motivating both oneself and can apply these abilities in personal and social life". have emotional intelligence that is useful for controlling emotions by motivating themselves and persisting in dealing with unpleasant situations, dealing with frustration, regulating moods and avoiding stress, while improving the ability to think, empathize and pray (Susilowati, 2018). Based on the respondents' answers to the 25 positive statements contained in the questionnaire, the prizes were as at Figure 1.

![Figure 1. Mental health of early childhood in the covid 19 pandemic](image)

**Table 2. Regression Test**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std Error of The Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.655</td>
<td>0.455</td>
<td>0.429</td>
<td>2.05224</td>
</tr>
</tbody>
</table>

From the table 1 regression test, it can be seen that the R value is positive, namely 0.665 which can indicate that there is a positive relationship between variable X the role of school management and Variable Y, namely the Mental Health of Kindergarten Students at the age of 5-6 years. The coefficient of determination is:

\[
\text{CoD} = (\text{CoD})^2 \times 100\% \\
= (0.665)^2 \times 100\% \\
= 44.22\%
\]

Based on the calculation of the coefficient of determination formula above, it can be stated that 44.22% of kindergarten students' mental health is influenced by the role of school management. While the other 55.78% is influenced by other things that are outside the research. Mental emotion is an attempt to adjust to the environment and its experiences (Rizkiah et al., 2020). Mental condition or mental health is as important as physical health in general. Problems in children's emotional mental health will reduce the productivity and
quality of life of children and hinder their development. Children's mental health is closely related to the emotional intelligence of children. According to Fitriani (2015) Emotional intelligence is intelligence that focuses on recognizing, understanding, feeling, managing, and motivating both oneself and others and can apply these abilities in their personal and social lives. So it is necessary to provide education to children to have intelligence. emotional control that is useful for controlling emotions by motivating oneself and persisting in facing problem situations, not exaggerating pleasure, dealing with frustration, regulating moods and avoiding stress, while improving the ability to think, empathize and pray (Susilowati, 2018). Based on the statistical results of the survey conducted on the entire sample, it shows that the hypothesis proposed by the researcher is accepted where mental health has a positive relationship to children's learning outcomes with an influence value of 44.22%.

The core of a child's mental health is listed in the aspect of child development, namely in the social emotional aspect and is detailed in the Standard for Child Development Achievement Level (STPPA) in (Ministry of Education and Culture of the Republic of Indonesia, 2018). Early childhood learning outcomes are a series of activities measuring and assessing the achievement of abilities in early childhood on aspects of its overall development in the learning process (Safitri et al., 2019).

CONCLUSION

Through this study, it can be concluded that the role of school management has a relationship and has an effect on the mental health of Kindergarten students at the age of 5-6 years in Antapani District. If the school's role is good, especially in learning during a pandemic, a student can avoid mental health disorders or it can be said that his mental health is quite good and vice versa. This shows that mental health is as important as physical health which needs to be analyzed and given good stimulation by people. The closest people, both parents, teachers and the community. There needs to be an improvement in the quality of early childhood learning, especially in Antapani District to provide a sense of comfort, safety and happiness in every learning process.

ACKNOWLEDGMENT

The researcher would like to thank my parents, my family and journal obsession for providing the opportunity for researchers to share their research results. hopefully useful for academics and science.

REFERENCES


