

Management of Learning From Home Program in Kindergarten

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ABSTRACT

The problem in this research is how the management of learning from the home program is during the Covid-19 pandemic at TK Bahari Poleang Bombana, Southeast Sulawesi. The research objective was to describe the management at TK Bahari Poleang Bombana in the home program's learning during the Covid-19 pandemic. This type of research is qualitative research, namely research describing conditions that occur in the field qualitatively. The research subjects were the principal and teachers at TK Bahari Poleang Bombana. The data analysis technique was descriptive with data collection techniques, namely interviews and document study. The results of the study found that the principal of TK Bahari Poleang Bombana Southeast Sulawesi implemented learning from the home program during the Covid-19 pandemic by taking management steps, namely planning to learn from home program, organizing learning from home program, implementing learning from home program and supervise the learning from home program. The study concludes that the principal of TK Bahari Poleang Bombana carried out management according to the stages in school management in the learning from the home program during the Covid-19 pandemic. Suggestions that can be conveyed are 1) so that the principal of TK Bahari Poleang Bombana can continue to learn at home until the pandemic ends, 2) so that the learning from the home program can be implemented by school management measures by all principal of a kindergarten in Southeast Sulawesi to maximize children's learning outcomes.

Keywords: Management, learning from home program, the covid-19 pandemic, kindergarten.

1. INTRODUCTION

At the end of 2019, the world was shocked by the emergence of a virus called covid-19 (coronavirus disease 19). The spread of this virus is very fast throughout the world, so the WHO has designated it a global pandemic. The Covid-19 pandemic has an impact on all aspects of human life, including education. Especially in the education sector, while preventing the spread of Covid-19, the government gave instructions to work from home, learn from home, and worship at home. As a result of the Covid-19 pandemic, schools from early childhood education to university levels had to be temporarily closed. Thousands of schools have closed temporarily to stop the spread of the virus. All students and teachers were forced to learning from home, which was suddenly carried out without any preparation. The unpreparedness of all elements in education is a big obstacle, the change in teaching and learning from face-to-face or offline to online requires all elements' readiness, starting from the government, schools, teachers, students, and parents.

The Ministry of Education and Culture took one of the steps to prevent the spread of Covid-19 in the school environment with Circular Number 4 of 2020 concerning Implementation of Education Policies in an Emergency for the Spread of Coronavirus Disease 19 (Covid-19). The health and safety of all school members are the primary considerations in implementing education policies. This circular provides learning from home through online learning to provide meaningful learning experiences for students without being burdened to complete all curriculum achievements. Even face-to-face school exams have been replaced by various alternatives that have been prepared by the government. The education assessment system is also adapted to emergencies as long as learning can continue without being burdened with competency achievements so that many teachers conduct online learning by utilizing existing technology.

It cannot be denied that advances in technology and information play a significant role in education. One of the schools affected was TK Bahari Poleang Bombana, Southeast Sulawesi. Following the appeal from the

government, TK Bahari Poleang Bombana requires all students to learning from home. In its implementation, students still get learning and assignments from the teacher. Parents play a role in assisting children during learning from home. As a leader, the school principal must be able to make supportive policies to continue carrying out activities but must pay attention to health protocols for the safety of teachers, students, and all those involved in educational activities. Hazizah (2020) states that school principals must develop policies in all situations, such as the current covid-19 pandemic situation, to ensure that the education system continues to function correctly. Apart from the principal, teachers have an equally important role in learning activities. Therefore, learning management in schools is very important to increase the learning process's effectiveness as it is today (Saifulloh, 2020).

School management is the collaborative process by utilizing all available and appropriate personnel and material resources to achieve the school goals that have been set effectively and efficiently (Djam'an Satori, 1980). According to Henry Fayol (1985), there are five management functions, which include planning, organizing, commanding (directing), coordinating, and controlling (supervision). However, from a school perspective, the management function can refer to G.R. Terry (1977), namely planning (planning), organizing (organizing), actuating (implementation), and controlling (supervision). The purpose of this study was to describe the management of the home learning program (BDR) at TK Bahari Poleang Bombana during the Covid-19 pandemic.

2. METHOD

This research type is qualitative research conducted at TK Bahari Poleang, located in Bombana Regency, Southeast Sulawesi Province. The research subjects consisted of the principal and three class teachers—data collection using interview techniques and document study. Interviews were conducted with school principals and class teachers, while document studies were carried out on school notes and document files in child learning from home activities during the Covid-19 pandemic. The data were analyzed using descriptive techniques, namely describing the results of the data obtained descriptively and then grouping the similarities in the answers' categories. Next is to analyze the answers until a conclusion is drawn about the management description of the learning from the home program at TK Bahari Poleang Bombana during the Covid-19 pandemic. Research indicators include learning management consisting of planning, organizing, actuating, and controlling..

3. RESULT AND DISCUSSION

The research results will be described aim to provide an overview of the management of the principal in the home learning program (BDR) during the Covid-19 pandemic at TK Bahari Poleang Bombana. The learning management ability of the principal in kindergarten is measured based on the management function.

3.1 Planning

Planning is an essential stage in various activities to accommodate everything related to the job to achieve optimal targets or goals. Planning is the determination of all actions and resources to achieve targets or goals.

In making and making decisions about learning activities, the principal has undoubtedly prepared choices to achieve goals as the learning activities manager. Besides, the principal must also manage various sources, resources, funding sources, and learning resources. As the principal, the benefits of planning areas self-control to improve learning activities and as a basis for them.

The principal and teachers at TK Bahari Poleang Bombana have prepared teaching materials and learning materials for children to learn from home during the Covid-19 pandemic. Herein, where the teaching materials and learning materials are under the daily learning implementation plan (RPPH), which has been compiled in detail every beginning of the learning year in the curriculum and the learning theme to be taught. The lesson plan that is made is not standardized, meaning that it can be changed according to students' needs and interests but contains predetermined components. Learning from home activities do not have to complete all curriculum achievements. However, activities can be focused on life skills education, including the Covid-19 pandemic such as getting used to a healthy life, diligently washing hands with soap, always using masks, and avoiding crowds according to health protocols.

Principals, teachers, and parents work together in implementing the home learning program (BDR). Most of the parents have problems accompanying their children to study. According to Sabiq (2020) and Wardani (2020), parents have difficulty directing children to learn, lack material understanding, impatience with children, and limited time. However, at TK Bahari Poleang Bombana, the principal and teachers are always active in providing understanding to parents to be more patient with their children and motivate them to want to learn in a fun way. The Whatsapp application helps parents and teachers to communicate. Once a week, the teacher regularly conducts home visits. The children are delighted to visit the teacher and are very enthusiastic about participating in learning activities.

3.2 Organizing

Organizing in learning management occupies a crucial position because it becomes a guide for a school principal or teacher in fulfilling his professional duties when providing educational services to students. Learning organizing activities is intended to determine each school member's main tasks and functions according to organizational principles by delegating each school member according to their respective competencies, authorities, and responsibilities.

Organizing learning becomes a benchmark for learning activities so that the direction and the person in charge are clear. It allows the principal's position as a manager in preparing learning facilities and infrastructure. The duties and functions of educators are to select and design learning activities according to the time distribution, compile curricula, media, teaching materials, and learning components and those related to learning program management from home in the era of the Covid-19 pandemic.

The principal and teachers of Kindergarten Bahari Poleang Bombana had previously held deliberations related to lesson planning to be implemented during the Covid-19 pandemic. Every weekend the teacher will send a soft file plan for learning activities for the next week with one theme with different activities every day. When learning activities occur, parents accompany and observe children and carry out documentation in the form of photos, voice recordings, or video recordings of children's activities. Satrianingrum (2020) said that teachers face several challenges when learning online from homes, such as inadequate delivery of material, the burden of purchasing quotas, and the lack of freedom for teachers to control students. The quality of education during the Covid-19 pandemic can be carried out and maintained properly if the principal's leadership can be in the right role. So, he can make himself the right and wise policymaker (Hazizah, 2020; Sudrajat, 2020).

3.3 Actuating

The actuating function in management is the most important. The planning and organizing functions are only at the level of the management process's abstract concept, and the implementation function is directly related to the implementers in the organization. Implementation is the implementation of planning on an organizational basis. Implementation is an embodiment of planning that has gone through various selections and analyses to realize and implement maximum and conducive learning.

The principal has a crucial role in mobilizing various school elements, so that teaching and learning activities in schools can run well (Supriadi, 2020). The implementation of the teaching and learning process

during the Covid-19 pandemic at TK Bahari Poleang Bombana holds the principles set out in the Ministry of Education and Culture Circular Number 4 of 2020 concerning Implementation of Education Policies in the Emergency of the Spread of Corona Virus Disease (COVID-19), among others.

1. Physical and mental health and safety of students, educators, heads of educational institutions, and all members of educational institutions are the first and foremost references while implementing Learning from Home;
2. Learning from Home Activities is applied to instill istiqomah character in learning, without having to complete all curriculum achievements;
3. Learning from Home focuses on life skills, particularly on the COVID-19 pandemic;
4. Learning content adapts to the age and level of education, religious culture, character, and characteristics of students;
5. Learning is adapted to the situation and conditions of each region, especially about home learning facilities;
6. Assignments and home learning assessments are qualitative; and
7. Educators with parents/guardians of students to establish active and positive communication

The principal and teachers of TK Bahari Poleang Bombana as the person in charge of the learning process, can determine the Distance Learning with the first consideration, selecting and determining priority materials, and instructing parents always to accompany them learn. Second, educators determine the appropriate method according to the learning material. Third, educators are selective in choosing and utilizing existing media or learning resources in the child's environment.

Online Distance Learning facilities and infrastructure can take advantage of devices (smartphones) and laptops through several portals and online learning applications such as WhatsApp and google meet. In this case, teachers and children can interact directly. Parents also need to learn to use learning media used for teaching and learning activities so that they can accompany their children happily, not grumbling or complaining (Ginting, 2020). So that learning from home becomes fun for children.

3.4 Controlling

The principal and teachers of TK Bahari Poleang Bombana carry out control over the compiled program, whether it is by what it stipulates. Supervision includes supervision and assesses the implementation of standards, and supports the achievement of learning

objectives. If there is an error or a program that does not meet the target, it is immediately revised in the plan so that the previously determined objectives can be maximally achieved.

In addition to monitoring or evaluating learning programs, the head of TK Bahari Poleang Bombana also supervises students' competencies. Supervision of the achievement of students' competencies is carried out with adjustments to the following provisions of the Covid-19 pandemic emergency condition; a) assessment of learning outcomes in the form of daily assessments and end-of-semester assessments including the implementation of Child Development Assessments at TK Bahari Poleang Bombana can be carried out without having to collect students, b) assessment of results and final semester assessments are carried out in the form of assignments that may be carried out at a distance far from and taken from the value of obeying the concept of emphasizing the developmental aspects of students and not academic activities; c) the assessment is carried out as a formality that does not reduce the value of character education and does not need to be measured by the achievement of the curriculum or the STPPA as a whole, and d) the concept of calculating the Child Development Assessment is still guided by the provisions applicable in schools with adjustments to the provisions of emergency conditions

4. CONCLUSION

In this study, it can be concluded that the headmaster of TK Bahari Poleang Bombana carried out management under the stages in school management in the home learning program (BDR) during the Covid-19 pandemic, namely by planning, organizing, actuating, and controlling (supervision). There are some suggestions here, it is: 1) the head of TK Bahari Poleang Bombana can continue the home learning program (BDR) until the Covid-19 pandemic ends, 2) The home learning program (BDR) can be implemented by management steps school principals by all kindergarten heads in Southeast Sulawesi Province to maximize children's learning outcomes, and 3) the evaluation of the implementation of the home learning program (BDR) was not carried out by the principal when the researcher was conducting the research.

ACKNOWLEDGMENT

The researchers would like to thank the principal and teachers at TK Bahari Poleang Bombana, Southeast Sulawesi, who have contributed and related parties who have motivated in making this article.

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