

# Learning Management for Early Childhood at The Time of The Covid-19 In Central Java

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**Abstract**---The purpose of this research is to describe the learning management for early childhood at the time of Covid-19 in Central Java. Research is done by a qualitative descriptive method. The results showed that the learning management for early childhood at the time of Pandemic Covid-19 included the process of planning, implementation, and evaluation. Planning objectives, material selection and learning media are adapted to the current environmental conditions. The implementation of learning is done at homes. Teachers communicate with parents and children through online and face-to-face, while still paying attention to the health protocols at the time of the Covid-19. Online Media used in general youtube, video call, and voice note in whatsapp. Teachers create child developmental reports based on parents' information and evidence of children's work. The conclusion of learning for early childhood at the Covid-19 pandemic in Central Java was done through a supposed management process. Teachers do the planning, implementation, and evaluation of learning adapted to the condition of children, parents, and the environment.

**Keywords:** learning, children, Covid-19

## I. INTRODUCTION

The Covid-19 Virus makes changes to the patterns of human life. Life-changing patterns occur in both adults, teenagers, and children. Changes in the system of life also occur in various areas of life, whether the economic, cultural, religious, or educational areas.

Early childhood education has been changes in the learning system. Learning by playing in early childhood, which is usually done directly at school, due to the Covid-19 outbreak, learning is done online from home. Children and teachers who previously met every day and faced face-to-face in the classroom, in time pandemic Covig-19 meetings conducted online via WhatsApp, or YouTube. Children learn from home with the guidance of their parents.

Various problems arise from changing of the learning system. Many parents have difficulty in guiding children to study at home every day. The parents' difficulties are caused by various things,

including no time because parents has to work, parents less patience, do not understand the subject which studied, nor feel the trouble to find the various media needed in the learning process of children at home.

Online learning gives teachers a challenge to make an unusual learning. Many teachers have difficulty in providing learning materials by online. Many PAUD teachers do not yet have good strategy in organizing online learning for early childhood.

Early childhood children had characteristics that could not sit still for a long time. Early childhood concentration ranges are still short. With these characteristics, the child cannot communicate on social media for a long time. Early childhood also did not have the ability to think abstract. Children need to see the real thing in learning, so that they understand the subject matter. The online learning conditions make the distance between the teacher and the child, so that the concrete media that the child needs cannot be fulfilled by the teacher as a whole.

Thus it takes a proper strategy to conduct learning for early childhood during the Covid-19 pandemic. Parents' active participation is indispensable in learning for early childhood. Teachers and parents need to cooperate in the success of learning for children in the pandemic of Covid-19. The practice of learning for early childhood at the time of pandemic requires proper management, so that the learning process can be well maintained.

The purpose of this research is to illustrate the learning management management for early childhood during the pandemic of Covid-19 in Central Java. The benefit of this research for the community is to provide an overview of the learning management in the PAUD institution, especially in Central Java-Indonesia. The benefit of this research for teachers is to provide an overview of the strategy and practice of learning for children during pandemic Covid-19. The benefits of this research for parents can give an overview of the important role of parents in the process of implementing the learning for children in the period pandemic Covid-19. For the relevant service, data in this study can be used as the

basis for the creation of learning management policies for early childhood at the time of pandemic Covid-19.

## II. METHODS

This research is conducted by *qualitatif-deskriptif* model. Research was conducted in Central Java in the year of 2020. The research subjects in this study were teachers, early childhood, and parents. The population in this study is teachers, early childhood, and parents who have early childhood in Central Java. Sampling is done on a random basis.

Data retrieval is conducted via polls, interviews, and observations. Researchers spread the poll directly or online. A poll is given to teachers and parents. Interviews are conducted against teachers, parents, and children. Observation is done directly or online. Data obtained from the poll is then analyzed, compared, and grouped. The process was conducted by researchers to get an overview of learning management for early childhood in the Covid-19 pandemic.

Data validity checks are performed with the triangulation technique. The truth of data is gained compared to some data sources and some data retrieval techniques. Data that is transmitted via poll is asked again through interviews and observations in the field.

## III. RESULT AND DISCUSSION

The education system needs to adapt the changes that come in the pandemic. The education requires a new perspective on determining the objectives, content, and learning strategies in the Covid-19 pandemic (Azorin, 2020:8).

Learning management is done in achieving the expected learning objectives. At the time of pandemic Covid-19 children's learning activities were conducted at home with parental assistance. Management of child learning in the period of pandemic Covid-19 requires planning, implementation and evaluation that differs from the time before the advent of the Covid-19 outbreak.

### 3.1. Plan For Children's Learning Activities At The Pandemic Covid-19

Planning is crucial to supporting the achievement of learning objectives. Therefore, teacher need to provide time to make a plan of their children's learning (Hearron, 2003:110).

The process of making learning plans is important to the success of the learning process. Learning Planning guides teachers to prepare the fundamental things that need to be addressed to the child, and guides the teacher to prepare a structured learning flow (Jensen, 2010:30-40).

During the Covid-19 pandemic, the teacher was unable to impose a child to achieve all the objectives stated in the curriculum. PAUD teachers

continue to provide learning in children, but in their implementation it adapts to the condition of children and parents at the time of pandemic Covid-19. In other words, the purpose of learning for early childhood at the time of pandemic still refers to the previous curriculum, but does not impose to the child to master the indicator of capabilities as much as in the time before the pandemic Covid-19.

It is in accordance with the opinion of Arifin (2020: 49-54), which reveals that at the time of pandemic Covid-19 teachers could refer to the minimum standards of competence, but not pursuing the target curriculum. The learning objectives are done by child-oriented and in accordance with the parents' condition. Every parent has a different work and different life background. Teachers provide activities that based on the child's condition and parental ability. Thus learning at home at the time of pandemic Covid-19 does not feel heavy for children and parents.

At the time of pandemic Covid-19, PAUD teachers in Central Java provide an introduction and understanding of Corona viruses and Covid-19 diseases. Teachers also give directions on how children should behave in preventing and facing Covid-19.

The learning subject provided to adapt the child's needs and adapt the conditions in the community. It will give meaningful learning to the child. The child immediately sees the reality in the daily life of the things discussed with the teacher.

In the effort to achieve learning objectives, activities for early childhood during the pandemic were done at home. The learning activities are prepared in a way considers the children's and parents' condition in pandemic. Teachers also need to anticipate if the internet signal is trouble at the time of learning. For example, creating learning videos. The advantage of learning videos is that it can be watched at any time. So that children and parents doesn't have to online when the teacher online too. (Windandini, 2020: 258)

The home plan for child learning during pandemic is still made by the teacher in central java adjusting the current conditions. Not only that, teachers have also prepared the media needed for one week, for example the child's activity sheet.

Teachers try to provide some learning media for children, so that parents do not have to find learning media every day outside the home. The utilization of various objects around the house is enhanced in assisting children's learning at home. Of course, it requires a good plan, so that children's learning activities at home do not burden parents and children. Teachers in central java plan children's learning activities at home, by making activities that use the objects around home. In other words, the teacher gives the child an activity or assignment in accordance with the condition of the child and parents.

### **3.2. The Implementation Of Children's Learning During The Covid-19 Pandemic**

The implementation of learning needs to do according to pre-made plans. Nevertheless the principle does not have to be applied rigidly. Teachers also need to prepare to accommodate activities that are spontaneous and beyond the previous plan (Jensen, 2010:38)

The implementation of the education in the pandemic period needs to be considered different conditions than before. The education world needs to be educated with a few things that can be done anywhere. The process of education will continue by preparing a lesson and learning activity which is make children can do without coming to school, children can do learning activities every where. So children can do learning activities from home (Huang, R., Tlili, A., Chang, T. et al, 2020:19).

People's lives have changed since Covid-19 pandemic, including changes in child's learning. Children in Central Java did not come to school, but stay at home during the Covid-19 pandemic. This is in accordance with advice from Minister of Education and Culture on the letter No. 04 year 2020, concerning the implementation of the education policy in an emergency of the coronavirus disease (Covid-19). In point 2 the letter explained that at the time of pandemic Covid-19 children learn from their homes. Teachers keep provide subject to learned by children, but the implementation is based on the child's condition. The subject focuses on educational life skills, including the education of Covid-19.

The distance make PAUD teachers in Central Java need to give children lessons on YouTube, Video call, or voice note facility in WhatsApp. There are also teachers who ask parents to come to school to pick up a series of material and activities for the child at home. Parents come to school once a week (every Saturday) to pick up material sheets and child assignments for a week. Thus, previous teachers have made daily learning plans for the next week. When parents take the file on the following Saturday, parents submit the task which the child has done at home.

Coordination of teachers and parents is required in the implementation of learning for early childhood in the pandemic. Good cooperation will support the smooth learning process of children in the pandemic Covid-19. Good communication and good cooperation make an understanding and agreement between teachers and parents in determining how the child learning in the home.

Both of teachers and parents have an important role in the learning process of the children in the Pandemic Covid-19 (Sarimanah, 2020:325). The harmony of views between teacher and parents on child learning is crucial. The reason is because the child spend the time at home. In addition, parents are

the first teachers for children. In a family environment, the child first learns about various things guided and directed by parents and other family members of Morrison (2012:88); Suyadi and Ulfah (2012:149-150).

The implementation of child learning at home is done according to children's interests. The child learning time is not the same as when the child learns at school. Children work on activities or assignments from teachers according to their abilities and interests. Children can also choose which tasks they want to work first. In addition, the children can also start and end the task on that day according to their wish.

The implementation of the learning is in accordance with the opinions of Diana (2013; 6-10), who says that learning in early childhood has an autoactivity and a freedom. Autoactivity means learning in children needs to be done based on the activity of the children themselves. The principle of freedom means that the child may to choose which activity or task to do first.

In this case, parental assistance is needed, especially to motivate and direct the child's learning process at home but without forcing. Learning motivation needs to be improved in children. It can be done by communicating to the child about the benefits of what is learned. Motivation can also be improved through learning suitable the needs of children, and through positive feedback to the children. (Jensen, 2010:157-161).

### **3.3. Evaluation Of Children's Learning Outcomes During Pandemic Covid-19**

Evaluation is to know how well the child has learned and the success of the teacher. Effective assessments will encourage improved learning and improve the child's ability. Effective assessments become the promotion of student learning through quality feedback. (Jensen, 2020:68-69)

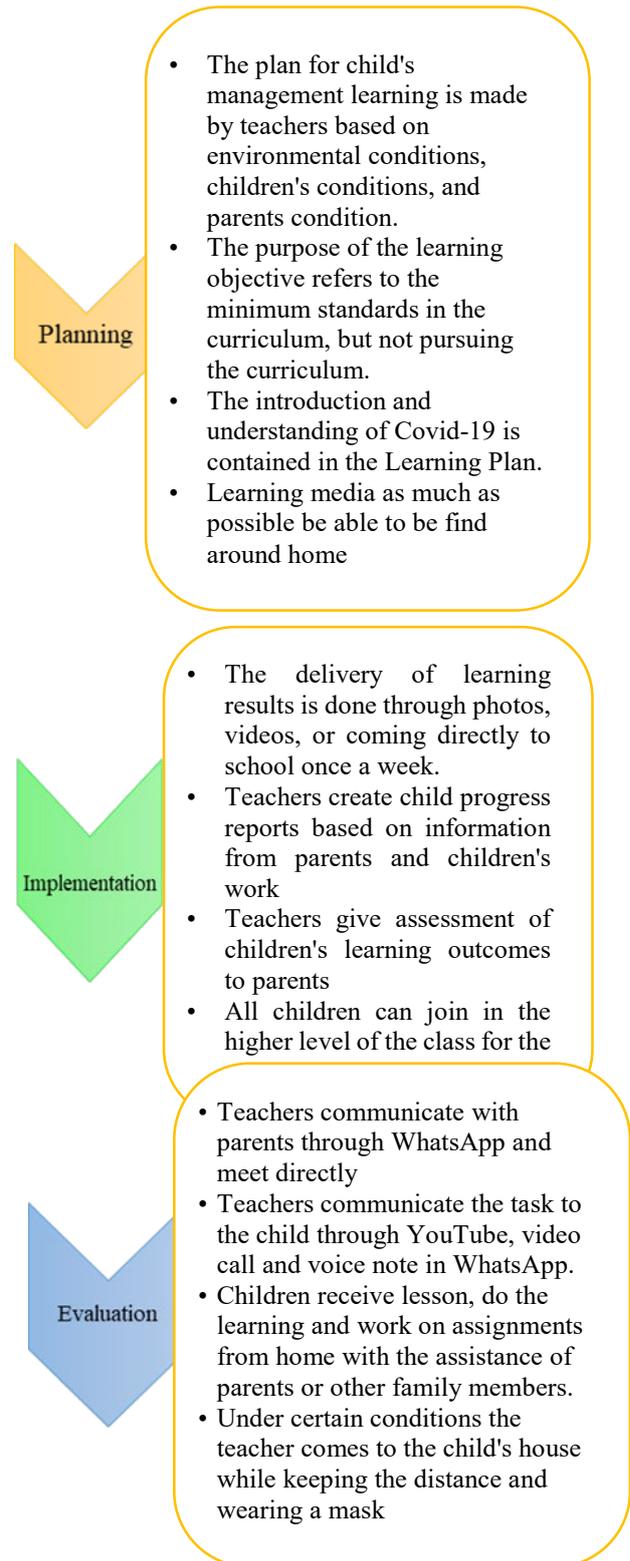
The process of learning assesment at the time of the Covid-19 pandemic in Central Java was done by involving the parents. Technically, parents send the child's work to the teacher through social media. There are also PAUD teachers in Central Java who come home to see the children's work directly. Some teachers and parents at PAUD in the Central Java agreed to meet in school once a week to discuss the results of children's study for one week in advance. The activity is done simultaneously when parents take the children's activity sheet for the next week.

It is appropriate if parents are a source of judgment for Children's learning development (Morrison, 2012:160). At the time of pandemic Covid-19 parents are the primary source for determining the value of children's learning outcomes. This is because the child learns from home with parents (Paristina, 2020:282)

Thus the process of learning management for children in Central Java during pandemic involves the

role of parents. The cooperation between teachers of early childhood is important to support the success of children's learning in the pandemic of Covid-19. Teachers communicate with parents about children's activities during learning from home. The teacher give subject to children through online media and visiting the child to the home, while keeping the distance with the child and use mask. Parents communicate and collaborate with teachers, whether they are online or coming to school, then accompanying the children while learning from home. The evaluation of children's learning outcomes was conveyed by parents to teachers. Teachers have made reports of children's learning outcomes during the Covid-19 pandemic based on parents' report and evidence of children's work.

Based on the description, chart of learning management for early childhood in Central Java during pandemic see figure 1:



**Figure 1.** Learning management for early childhood in Central Java during pandemic

#### IV. CONCLUSION

Based on the results of this research, the conclusion is the management of learning implementation for early childhood at the time of

pandemic of covid-19 in Central Java has been done through the process of planning, implementation, and evaluation. Children's planning activities has been conducted based on the minimum standards in the curriculum, but it was not stricght. The Plan of learning adjusting the condition of children, parents, and environmental conditions at the time of pandemic Covid-19. The implementation of learning for early childhood in Central Java still refers to the plan that has been created, with attention to the health protocol to prevent the spread of Covid-19. The child learns from home accompanied by parents or other family members. Teachers communicate with parents and children, both online and face to face by the health protocol. The evaluation of children's learning outcomes in Central Java during the Covid-19 pandemic was created by the teacher with information from parents and the evidence of children's work. Child's assessment is done for the child's development. The assessment of the children's learning during the Covid-19 pandemic did not impede the development of the child, as all children were deemed successful in the management and could rise in the class.

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