



THE TEACHERS AND PARENTS READINESS IN IMPLEMENTING THE LEARNING BASED ON BDR FOR EARLY CHILDHOOD EDUCATION DURING THE COVID-19 IN BANDA ACEH

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Abstract

This study aimed to evaluate the success of online programs and home-based learning (BDR) for early childhood education. Using a descriptive qualitative approach, the findings revealed that both teachers and parents faced challenges in addressing children's developmental needs. Many developmental aspects require consistent practice and a supportive environment, which cannot be achieved solely through assignments. Parents reported difficulties managing online learning due to various factors, including limited understanding of early childhood education, managing multiple online classes simultaneously, and balancing work responsibilities, particularly for those working outside the home. Three out of six parents expressed challenges in meeting school curriculum demands, citing differences in educational backgrounds compared to teachers, who are professionally trained in early childhood education. Consequently, parents often rely entirely on teachers' instructions, with minimal involvement from children. Parents, overwhelmed by their schedules, prioritize completing and submitting assignments on time, often neglecting the child's active participation. Teachers also reported difficulties implementing the BDR system effectively. They observed that parents struggled to facilitate activities that promote holistic child development, a task typically handled by teachers in school settings. The limited understanding of child development among parents further hindered their ability to provide stimulation across all developmental domains. These findings highlight the significant challenges faced by both teachers and parents in adapting to home-based learning during the COVID-19 pandemic, particularly in fostering a well-rounded development for early childhood learners.

Keywords: *Teachers' Readiness, Parents' Readiness, Learning Based on BDR, Early Childhood Education (ECE), COVID-19 Pandemic.*

A. Introduction

The end of the year in 2019 until right now, today the world is being hit by a non-natural disaster. It called as corona virus disease (COVID 19). The impact of this virus is not only threatens health but also to economic sector and education. In an attempt to control the spread of the corona virus, the government has decided to stop the learning activities at schools temporary. School is one of the platform that potentially to spread the Covid-19 largely because there is a communication directly between students, teachers and parents with a close distance. UNESCO also has determined and recommended that countries temporarily close schools as an effort to break the chain of the spread of the Corona Virus outbreak in order to continue the distance learning (UNESCO, 2020).

Regarding the conditions, the Indonesian government took a policy in the world of education by the Minister of Education and Culture by publishing a circular letter dated March 24, 2020 which regulates the implementation of education in the emergency period of the spread of the corona virus, that is the "Learn from Home (BDR)" policy to avoid the spread of COVID-19 in schools environment, Kemendikbud (Kemendikbud, 2020).

Based on the data from UNICEF 2020 (UNICEF, 2020) found that 99% of the children and teenager under eighteen years old in all around the world (2,34 billion) that lived in 186 countries with several forms of movement restrictions that applied because of the Corona Virus. Sixty percent of children lived in one of 82 countries with full lockdown (Fore, 2020) (Fore, 2020). Likewise for the education sector to these children and teenagers. The Indonesian government has set a policy to close the schools and be replaced it with the Home Learning System (BDR). All of the level of education system got the impact of Corona Virus including early childhood education program/preschool (PAUD).

The Australian Health Protection Committee based on the results of its research also stated that the closure of early childhood education and daycare services is ineffective as a public health to prevent the infection nowdays (AHPPC, 2020). The state of Los Angeles, United States through the Department of Public Health encourages early childhood education and daycare to be held, but with the strict safety requirements authorized guidelines (*Los Angeles County Department of Public Health Guidance for Early Childhood Education Providers*).

The policy of Education Ministry about the learning instruction from home require the parents to be a main role to do the education in the family. It can be a new problem in education world, even though the parents should be the first educator to their children but the condition in the field is not in line. The research result of Oktariana

(Oktaria, 2020) stated that (1) only thirty parents who can adopt themselves to be a role as an educator to their own children and able to create the comfort when giving the learning to their children at home, (2) thirty parents are able to have a good communication with the teachers during the learning from home activities, (3) ten parents said their sadness towards the condition that exist and they agree to say that the role of the teacher is not easy to do.

The learning system in Indonesia is done many more with using face to face in formal institution so that many families which less familiar to do the education at home. Education at home towards the Indonesian families is a big surprise especially to the parents' productivity that usually busy with their works at home. It is also the same with the learners' psychology problem that usually learn face to face with their teachers. The implementation of teaching takes place online. This process operates on a scale that has never been measured and tested because it has never happened before.

Regardless of the habit, the appropriate learning for early childhood should be customized with the stages of their development and done with the correct principles and techniques. Appropriate with the stages of their development, early childhood is still at the concrete pre-operational stage where the learning should be given in a concrete ways or not abstract. Ideally, learning is held at the PAUD (early childhood school) institution, suitable with the principle and generally done through face to face, play with the things that are fun (Mukhlisoh, 2020).

The condition is still questioned until now, whether the distance learning with online system use the tools and applications (smartphone and whatsaap) can accommodate the needs of early childhood that is still in the concrete pre-operational stage? Is it still possible online learning implemented for the early childhood that is still in a period of growth and development obtain the concrete experiences through excited activities or known as learn while playing principle? Do the parents give the appropriate educational stimuli based on the level of standart achievement child development that contained in Permendikbud 137 of 2014? Do the teachers and parents able to work well together to harmonize or balance between education that expected in the school curriculum with the education that given at home? These are some of many questions about BDR program for early childhood that still thought by academics and parents in PAUD (early childhood education program) environment.

B. Research Method

This research used descriptive qualitative method, the reason of using this method because the problems that researched was social problem which happened in the society especially family and school. The participants involved from three different schools dan parents of early childhood who are in the school. Overall, the number of participants was

12 people which consist of six teachers and six parents who have children aged 5-6 years old. For the data collection method by interviewing six parents with undergraduate and master education background in general education. The interview also done with six early childhood teachers. The instrument that used is interview sheet via google form. The analysis of the data is done by using the descriptive analysis.

C. Result and discussion

Based on the result of the interview with six participants who have the occupation as teachers in PAUD (Early Childhood Program) institution stated that distance learning used online system, used the smartphone application and whatsaap application did not able to accomodate the needs and children' development fully because not all of the development aspects could be tested through given the tasks but it also required routine habituation and a supportive environment. The same thing also delivered by all of the parents, they often have difficulty in controlling online learning, due to several things such as the level of understanding in early childhood education field, sometimes the parents also need to control some online classrooms at the same time, also because parents were busy with another jobs including work outside of home. Because of the difficulty to share the time, parents often take over to do the tasks that should be done by children.

The learning of early childhood is not only focus on academic ability but also in the habituation to form the characters and personality, whereas in academic aspect it is only at the introduction stage such as letters and numbers. This is in line with demands of the early childhood curriculum both nationally and institutionally. According to Permendikbud 137/2014, early childhood development consists of six aspects those are language, cognitive, social emotional, physical motor, moral, religious and artistic development. From these six aspects, it is clear that early childhood education does not only focus on literacy and numeracy, but also should train children's physical, language, social emotional, religious morals and even art. In this case, it required a supportive environment to be able to stimulate children' development. For example, for social environment, usually at school children will be trained their social emotional when they are playing with friends, while waiting their turn and so on. Meanwhile, this condition is difficult to find at home.

The result of this research is supported by result of Ayuni (2020) research that stated that six of ten teachers said ready for online learning, however four teachers said that they were not ready in online learning activities. In short, both of these result of the research shown that there is no readiness of the teachers and parents fully in doing online learning which can adopt with the policy of BDR.

Weather the parents can provide the appropriate education stimuli in standart level achievement of child development? The result stated that three of six parents said the diffciculty in doing appropriate activities with the demands of the school curriculum, this is because parents have different education background from the teachers who already have enough ability in the early childhood field. Parents usually will follow the teacher's directions and even the children did not involve because of the parents' busyness and want to finish the task given to the child and send it back to the teachers based on the deadline that has been determined.

The result of this research also supported by result of Ayuni (2020) research which is found only three of ten parents successfully make the children feel excited to learn at home. Some of these parents have educational backgrounds and some of the parents are non-educational. The strategy that given by these three parents is establish intense communication, make themselves as a partner while they are playing at home and establish a good communication with the teachers at school. Seven parents said they were difficult to create an excited learning because they were more focus on work and the child portion is number two. Moreover, they also did not establish a good communication with the teachers because of busyness reason.

Ten parents said that they feel concern with the condition where their children's school which applied online learning model like the education level above them. Children are required to comply the learning target, as the implementation policy to study at home, even some early childhood kindergarten program has given the tasks to early childhood by sending the assignment reports via online or through gawai, and using parents'WAG or etc. Seven of ten parents said that about the experiences of themselves who guide their children from dawn to isha only to complete all the tasks that given by the teachers at school.

Whether teachers and parents can work together well to harmonize or balance between the education which is expected in the school curriculum with education that provided at home? Based on the result of research towards the teachers stated the difficulty in applying learning from home system (BDR). One of the difficulties faced by the teacher is the absence of synchronization between the learning that is expected in school with the learning that implemented by parents at home. In terms of parents, they also experience the same thing. Low understandig of children development activities make the parents are difficult to do the activities that could stimulate all aspects of child development like the teachers did at school. More than that, because busy in working so that the parents have difficulty to share their time between working and children's learning accompaniment

D. Conclusions

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