

IMPLEMENTATION OF LEARNING FROM HOME PROGRAM DURING THE COVID-19 PANDEMIC IN KENDARI CITY

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ABSTRACT

The outbreak of Covid-19 pandemic in Indonesia has had a tremendous impact in various fields, including early childhood education. Daily learning activities are carried out face-to-face at kindergarten, and it must be replaced by learning activities carried out from home through online learning or distance learning. The formulation of the problem in this research is implementing the learning from the home program during the Covid-19 pandemic in Kendari City. The research objective was to describe the implementation of the home program's learning during the Covid-19 pandemic. This type of research is qualitative research. The research subjects were Kindergarten teachers in Kendari City who took purposively. The data analysis technique is descriptive with data collection techniques, namely interviews and document study. The results of the study found that kindergarten teachers in Kendari City implemented learning from the home program during the Covid-19 pandemic by taking the following steps: (1) making weekly and daily learning plans, (2) implementing learning programs for children from home, (3) assessing child development in collaboration with parents, and (4) conducting feedback and discussions with parents. The study concludes that Kindergarten teachers in Kendari City implemented learning from the home program during the Covid-19 pandemic by the learning steps in decree letter Minister of Education and Culture in Indonesia Number 137 of 2014 by implementing health protocols.

1. INTRODUCTION

The world is currently shocked by the presence of a disease caused by a virus known as the coronavirus or by the term covid-19 (coronavirus diseases-19). This virus is estimated to become an epidemic at the end of 2019 in Wuhan City, China. The spread of this virus is very fast throughout the world, so the WHO has declared it a global pandemic. Due to its exceptionally rapid spread and the incubation period of this virus is approximately two weeks, it is challenging to detect people exposed to this virus. As a result, many victims have fallen. The transmission of this virus through contact between humans is difficult to predict because social activities cannot avoid. Common signs and symptoms seen in sufferers of Covid-19 include acute respiratory problems including fever, cough and shortness of breath. Other symptoms can include fatigue, runny nose, sore throat, headache, diarrhea, vomiting, and

even loss of smell and smell. Symptoms can be very mild to severe. Many people do not show any symptoms (Sheikhi et al., 2020).

The outbreak of Covid-19 in Indonesia has had a tremendous impact in various fields, including education. To prevent the spread of covid-19 to school residents in particular and the community in general, the Ministry of Education and Culture expressly issued Circular Number 4 of 2020 concerning Implementation of Education Policies in the Emergency of Coronavirus Disease (Covid-19) Spread. This circular regulates learning activities carried out from home through online learning or distance learning (PJJ) to provide meaningful learning experiences for students, without being burdened with demands to complete all curriculum achievements for class promotion and graduation. Learning from home (LFH) activities can be focused on life skills education, including regarding the Covid-19 pandemic. Learning from home (LFH) activities and assignments can vary from student to student, depending on their interests and conditions, including considering gaps in access or learning from home (LFH) facilities.

At the early childhood education (ECE) level, daily learning activities carried out face-to-face; an online system (in a network). Learning about this online system as a whole is considered to reduce the rate of spread of Covid-19 and be the right solution so that the education process continues to run well (Hakim, 2020). Of course, a tremendous surprise where many educators feel that they are not ready for the current conditions due to various obstacles such as communication constraints, learning methods and plans, materials, and costs and the use of technology (Agustin et al., 2020; Ayuni et al., 2020).

The teacher's perception regarding the learning from home (LFH) policy is that learning activities have not been carried out correctly and feel burdened compared to the learning process carried out face-to-face (Marzoan, 2020). In line with Nurdin and Anhusadar (2020) that online learning at ECE institutions during the Covid-19 pandemic was considered ineffective because of the inability of educators to use technology in learning activities and learning methods in the form of assigning tasks to children so that many teachers did not carry out learning activities during the pandemic this. Unlike Hakim (2020), many educators have difficulty and are overwhelmed in implementing the online learning process. However, this should not use as an excuse for not carrying out learning activities that are already the educators' responsibility. These obstacles are at the same time a challenge in the implementation of distance learning (PJJ) considering that its implementation is a must so that educational activities can continue during the current Covid-19 pandemic (Arifa, 2002).

The Ministry of Education and Culture (2020) notes that the objectives of learning from home (LFH) include: a) ensuring the fulfilment of children's rights to get educational services during the Covid-19 pandemic, b) protecting education unit residents from the adverse effects of the Covid-19 pandemic, c) prevent the spread and transmission of covid-19 in academic units, and d) ensure the fulfilment of psychosocial support for educators, students, and parents.

Thus, learning activities in early childhood education must continue to run even though the implementation is LFH.

Therefore, educators must collaborate with parents to carry out learning activities from home to run well, and children's rights can fulfil. The formulation of the problem in this research is how the implementation of the LFH program during the Covid-19 pandemic in Kendari City. Moreover, this study aims to describe the implementation of the LFH program during the Covid-19 pandemic in Kendari City.

2. METHOD

The type of research used is descriptive qualitative research, namely research describing conditions that occur in the field qualitatively. The research subjects were 12 teachers/educators from 3 kindergartens in Kendari City, taken by purposive sampling. Data collection techniques in the form of interviews and document study. Descriptive data analysis techniques using interactive model analysis (Miles & Huberman, 2005) consist of data collection, data reduction, data display, and conclusions. Interviews conducted via telephone with 12 teachers. The figure 1 are the stages of data analysis used in this study.

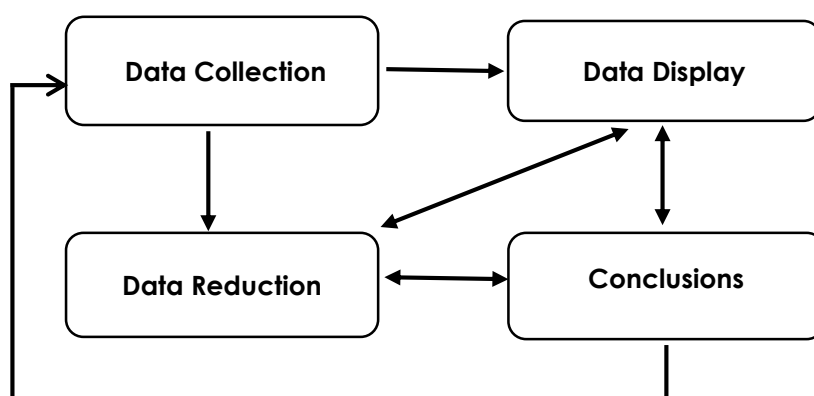


Figure 1. *Analysis Interactive Model (Miles & Huberman, 2005)*

3. RESULTS

The results of interviews with several kindergarten teachers through the WhatsApp application know that they already know information related to government policies regarding LFH to tackle the spread of Covid-19 in the sphere of education through a circular issued by the Ministry of Education and Culture. This policy, of course, is considered by most educators to be sudden and surprising. So that not a few teachers feel unprepared for this condition. However, of course, this is not used as an excuse by the teacher for not carrying out his responsibility to teach. The following is an excerpt from the interview with the teacher.

"Yes, we as kindergarten teachers, are aware of a circular from the minister of education and culture, those learning activities must carry out from home. Learning activities that usually

carried out face-to-face must now go online. This is for the sake of mutual safety" said the teacher at Kartika XX-49 Kindergarten.

"Honestly, this makes us confused, because we as teachers are not ready for this condition. Limited access to the internet by parents is one of the obstacles. Therefore, we agreed to conduct a home visit twice a week and cooperate with parents" said the teacher of Subur Sejahtera Kindergarten.

The results showed that implementing the LFH program during the Covid-19 pandemic in Kendari City was as follows.

3.1. Learning Plan

Based on Circular Number 04 of 2020 concerning the Implementation of Education Policies in the Emergency of the Spread of Covid-19, kindergartens' learning activities still carried out with an online system (in the network). Responding to this circular, the principal and teachers in the ECE unit held deliberations to plan the continuity of learning activities for students during the Covid-19 pandemic. The lesson plan prepared by the teacher adjusted to current conditions. Teachers must create exciting learning activities considering that the learning hours between students can be different. Their father and mother accompany Their learning activities at home for quite a long time.

Based on the results of the deliberations, the teacher designed a daily lesson plan that adjusted to the learning from home program. Daily activities arranged using media, tools, and materials at home, such as organizing cutlery, helping mothers' clean vegetables, helping to clean the yard, and so on. Teaching materials and learning materials are by the daily learning implementation plan that has been prepared in detail at the beginning of the learning year in the curriculum and the learning themes to teach. However, several aspects have been changed, such as the venue for the activities and the media.

The lesson plan that made is not standardized, meaning that it is flexible, which can be changed according to students' needs and interests but contains predetermined components, LFH activities without completing all curriculum achievements. Activities can focus on life skills education, including regarding the Covid-19 pandemic.

3.2. Implementation

The implementation of LFH experiences several obstacles, for example, unsupportive facilities and infrastructure, miscommunication between teachers and parents, and many more. However, learning activities must continue by the Ministry of Education and Culture's directions and provisions. The WhatsApp application is one of the most widely used media today to support children LFH. Teachers and parents form groups on the WhatsApp application to facilitate communication. Every weekend the teacher will send a soft file lesson plan for the next week with a theme with different activities every day, for example, the theme of My Environment, the sub-theme of My Home, the teacher has prepared activities related to the sub-theme of my home, such as watering flowers in the yard, sweeping the yard, tracing leaves

on the lawn, washing hands after sweeping, and so on. Parents discuss with children about play activities to carry out. Children are free to choose which activity will play first this week. If the child is not interested in the activities carried out, the parents' role provides encouragement and encouragement. If the child wants other activities, the parents will follow the child's interest so LFH becomes fun. 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, including when children carry out routine and worship activities, then upload them to WhatsApp group as a record of children's development.



Figure 2. A Home Visit By The Teacher

The teacher as a facilitator then replaced by the parents' role while the child learns from home to fulfil children's rights to get educational services during the Covid-19 pandemic. In its implementation, the parents' role is very dominant in replacing teachers' role, among others: a) preparing children's learning equipment, b) explaining and guiding children during learning. However, the various factors in parents' educational level are the reasons for the diversity of children's learning outcomes. The lack of parental understanding of the teacher's assignments causes the learning material not to be adequately conveyed (Faizin, 2020).

Apart from providing learning materials through the WhatsApp group, the teacher made home visits. Teacher visits are conducted twice a week with a duration, like learning hours at school. Two teachers came to a group of 4-5 students. The child's response to these activities is very positive.

3.3. Monitoring

For learning activities carried out by children at home, the principal and teachers continue to provide guidance and supervision even though it is a long distance. A teacher's schedule makes it easier to monitor the learning process that children do at home every day. Every morning the teacher greets students via video call before starting the activity. The teacher reminds children to pray before activities and after activities accompanied by parents. Teachers and parents work together in guiding children in LFH to make it fun. Thus

teachers and parents can determine the development experienced by children and make it easier to monitor children's development in learning activities at home.



Figure 3. The Child Shows The Worksheet

3.4. Evaluation

Evaluation is a crucial stage because it provides information regarding the success rate of learning activities carried out. It is a process of collecting, analyzing, interpreting and making decisions about early childhood growth and development data in learning activities or service programs held in ECE. Evaluation can carry out in various ways and early childhood learning, both learning at school and LFH. Online learning conducted at kindergartens in Kendari City involves students' parents in evaluating at the end of the semester. By conducting an evaluation, the teacher can measure the child's ability through activities carried out at home in the form of pictures or photos, video recordings of children's work and performance sent by parents on WhatsApp group. The teacher assesses the development of students in collaboration with parents and conducts feedback and discussions with parents.



Figure 4. Discussion Between Teacher And Parents

4. DISCUSSION

The application used by teachers in three kindergartens in Kendari City in implementing online learning is WhatsApp Group. The WhatsApp application is one of the most widely used applications today in the learning process at ECE institutions (Nugraheni, 2020). Many teachers are still not proficient in using online learning applications, and many parents do not have laptops or smartphones (Nurdin & Anhusadar, 2020). The tasks given by the teacher during online learning during the Covid-19 pandemic were creating media that contained several aspects of child development, habituation (memorizing Quran verses, reading Iqra, and prayer), reading, singing, writing, coloring, drawing, maze, and sheets. Child labor has submitted to the parents. Learning carried out by children accompanied by parents. Accompanying children when learning from home can build attachment between parents and children (Iffita & Anawaty, 2020).

In learning activities, the role of parents is equally important. Parents as substitutes for teachers must be able to understand what taught to children. Parents who are the primary informants try to create the best possible environment for their children to create a pleasant atmosphere. Kurniati et al. (2020) mention several roles of parents in accompanying children while LFH, such as looking after and ensuring children to live clean and healthy lives, accompanying children in doing school work, doing joint activities while at home, create a comfortable environment for children, establish intense communication with children, play with children, become role models for children, provide supervision to family members, provide for and meet family needs, and guide and motivate children, provide education, maintain religious values, as well as diversify and innovate activities at home.

Teachers' pedagogical ability greatly influences the ability to organize and implement learning in kindergarten (Sum & Taran, 2020). The teacher provides several activities that children can do in one day. Parents document children's activities and send reports on these activities through the teacher's WhatsApp Group application. The preparation of a daily learning implementation plan made before the Covid-19 pandemic with various planned activities has adjusted to the current situation and conditions. Assessment of learning activities is still carried out, such as documenting photos or videos of children's activities and parents' reports about children to the teacher.

Kindergarten teachers in Kendari City in online learning have several obstacles, namely the difficulty of internet signals, internet data packages which cost much money, the difficulty of carrying out learning that can cover all aspects of child development, and the difficulty of conducting direct assessments. Parents also have obstacles including, busy parents who find it difficult to divide their time in accompanying their children to study at home, unstable children's emotions when faced with learning activities with their parents, and parents' ignorance and confusion in guiding their children to do learning activities at home.

These things are a general obstacle for parents who already have a smartphone, but there are still some parents who do not have a smartphone at all, and their lack of knowledge of the use of technology. It makes it difficult for teachers to communicate and collaborate with parents. After the discussion, the teacher and parents agreed to conduct a home visit twice a week. The home visit is a solution to the limited internet access and supporting facilities (Nirmala & Annuar, 2020).

According to Almarzooq et al. (2020), online learning can be done innovatively during the Covid-19 pandemic, namely using a program that improvises with new technology, namely zooming or using a smartphone application, namely WhatsApp. The advantages of online learning are providing effective learning methods for children, direct interaction or feedback, besides learning based on children's needs.

The results of the study found that Kindergarten teachers in Kendari City implemented learning from home programs during the Covid-19 pandemic by taking the following steps: (1) making weekly and daily learning plans, (2) implementing learning programs for children from home, (3) assessing child development in collaboration with parents, and (4) conducting feedback and discussions with parents.

5. CONCLUSION

The study concludes that Kindergarten teachers in Kendari City implemented a learning program from home during the Covid-19 pandemic by the learning steps in Circular Letter Minister of Education and Culture in Indonesia Number 137 of 2014 implementing health protocols.

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