



## Difficulties of Implementing Online Learning in Kindergarten During Pandemic; Teacher's Perspective Review

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### Abstract

Policies related to changing face-to-face learning to online learning have become a tough job for education practitioners, especially Kindergarten teachers. Problems related to online learning are not only about hardware but also the various skills of teachers in presenting learning videos. This study aims to expose various difficulties, causal factors, and the readiness of kindergarten teachers to carry out online learning. The research method used is descriptive quantitative, with the selection of samples selected through the quota sampling technique. This research was conducted in kindergartens throughout Lima Kaum District, Tanah Datar Regency. The research instrument used in this study was a form that was sent via a google form link. Analysis of the data used in this study is quantitative descriptive statistics with percentage techniques. The results showed that the difficulty of implementing online learning in Kindergarten 40% of respondents stated that the difficulty of implementing online learning lies in the difficulty of collaborating with parents in helping learning from home, 20% stated difficulties in assessing child development, while 16% stated time effectiveness less learning. Meanwhile, the contributing factors were 40% stated that their parents were busy due to work, 32% stated that the learning support facilities were limited, and 12% stated that the learning objectives were not achieved. So it can be concluded that the difficulty of online learning is caused by the coordination of teachers and parents who have different activities, so there is a lack of synergy in assisting children when carrying out online learning.

**Keywords:** Teacher Difficulties, Online Learning; Readiness

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## 1. INTRODUCTION

COVID-19 is one of the events that has captured the world's attention (Alavudeen et al., 2021; Müller et al., 2021; Pieh et al., 2020). The impact of Indonesia in this outbreak has caused the government to take quick action to break the chain of spreading this case. The existence of restrictions on interaction on a large scale has forced the government to announce a policy on face-to-face learning which has been changed to online learning (Hong et al., 2021; Mpungose, 2021; Wijaya et al., 2020). Changes in learning with online methods that seem sudden have an impact on all aspects that are built, both from student interest and from their seriousness in participating in learning (Huang, 2020; Subarkah & Salim, 2021; Utomo et al., 2021; Winarti, 2021). Policies related to network-based learning are not only intended for universities but also touch the realm of Kindergarten education.

The pattern of learning to play while learning in activities that are usually found in education in kindergarten is only an unconditioned expectation (Fisher & Fiese, 2014; Wu & Chang, 2015). The pandemic period requires all lines of education to take part in participating in the government's appeal for online learning (Ayuni et al., 2021; Fisher & Fiese, 2014; Juanda, 2019; Zainudin, 2014). As a result, implementation difficulties are found on all fronts. The fact above is following the results of observations made by researchers with some teachers who teach at kindergarten to the elementary school level.

Classic problems related to the difficulty of accessing online learning through the use of smartphones are still difficult to feel. Another thing was also revealed that the problem of signaling as a tool for distributing internet connections is a difficult problem to solve (Abidah et al., 2020; Purwanto et al., 2020).

This is because some affected areas are very difficult to get good signal access due to their location in hilly areas. Not infrequently some explanations about the existence of students who have to be brought by their parents to crowded places and easy internet access are found in the preliminary study (Ayuni et al., 2021; Wulandari & Purwanta, 2021). The findings of this problem are reinforced by the results of research conducted by previous studies that signal is the biggest obstacle in accessing information during online learning. The same thing was also revealed that the implementation of online learning in schools both at the kindergarten to and elementary level still uses internet access which must be traveled a very long distance from the area of residence, so some teachers say it is very difficult to fulfill the task of conducting face-to-face conferences with students, as well as felt by students (Harahap et al., 2021; Yulianingsih et al., 2020).

This policy is a serious concern for education subjects who work at the level of early childhood education (Ayuni et al., 2021; Juanda, 2019). Because early childhood has different characteristics compared to others. Learning views that require displaying concrete objects in exemplifying and explaining make teachers in kindergarten confused regarding the implementation of online learning in kindergartens (Fung et al., 2020; Muhonen et al., 2020). It should be noted that Kindergarten is one level of education that is also affected by policies related to online learning. So that the ability of technology for teachers is something that needs to be prepared in the implementation of online learning (Muhtadi et al., 2018; Sofyan et al., 2019; Uerz et al., 2018; Weiss et al., 2018).

In addition, the majority of teachers in the Tanah Datar Regency area do not only have capable tools to support online learning. Limited capabilities and equipment are the main problems related to the government's online learning policy which is unprepared and seems sudden. Thus, online learning then becomes a challenge for teachers in implementing learning in schools. Apart from these obstacles, the availability of signals and networks that support online learning is also limited (Simanjuntak et al., 2020; Utomo et al., 2021; Winarti, 2021). It is not uncommon to find that this obstacle is still felt by teachers. related to this, the use of smartphones to replace face-to-face learning is quite helpful, but network constraints and insufficient quotas must also make it difficult for teachers (Adiningtiyas, 2017; Yuzulia, 2021).

Based on the various obstacles and problems that have been described above, the researcher considers it necessary to exploit them more deeply. The novelty of this research lies in the description of the needs and difficulties of online learning from the teacher's perspective, especially at the Kindergarten level. Furthermore, this study aims to determine the difficulty of implementing online learning in kindergarten, the factors causing the difficulty of implementing online learning in kindergarten, and the readiness needed by teachers in implementing online learning in kindergarten

## **2. METHODS**

This research was conducted using a quantitative descriptive method. This method was chosen to describe the real difficulties of implementing online learning in kindergartens in terms of the teacher's aspect. The research population consisted of 25 kindergarten teachers in Lima Kaum District, Tanah Datar Regency. The samples were selected by using the quota sampling technique. This was done because the population in this study was less than 100. The instrument used in this study was an opinion polling form that was packaged in

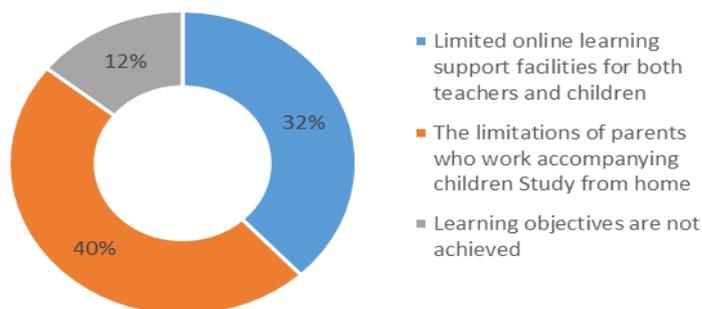
a modified google form application based on Arikunto's opinion while the question items distributed were dominated by Wina Sanjaya's opinion about the difficulties of implementing learning and the teacher's role in the learning process (Arikunto, 2013).. The instrument used in this study was an opinion poll form which was packaged in the google form application, then distributed to 25 teachers who teach actively in Kindergarten. The results of data collection were analyzed using descriptive analysis in the form of percentages which were then described based on the numbers obtained based on the results of the analysis.

### 3. RESULTS AND DISCUSSION

#### Result

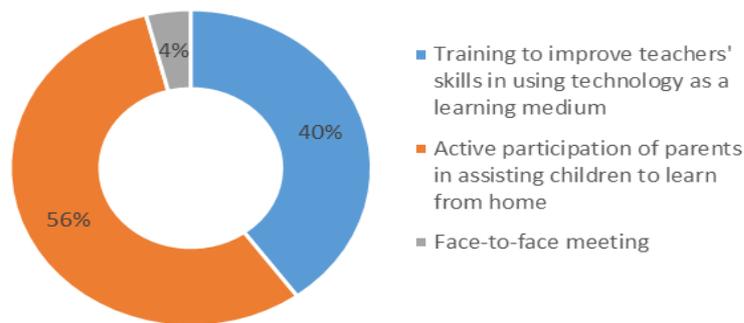
Based on the research results obtained, there were three questions given by the researcher to the teacher through a form that was distributed online to 25 teachers. 1) Difficulty in implementing online learning, 2) Factors causing difficulty in implementing online learning; 3) The need for teacher readiness in online learning. The answers to each question will be described with the top three answers related to the form provided. In detail, the following is described as the first question related to the difficulties of implementing online learning. Questions related to the difficulties experienced by teachers during the implementation of online learning have nine varied answers. To make it easier to analyze, the researcher presented three answers with the highest percentage. The details of the three answers to the questions with the highest percentage as collected by the respondents are shown in the following figure.

Based on the results of the distribution of the filled-out forms related to the difficulty of implementing online learning in kindergarten, the most prominent is the difficulty of building collaboration with parents to help online learning at home. It appears that as many as 40% or 10 of the teacher respondents stated the answer was related to the difficulty of working with parents. 20% or the equivalent of 5 respondents stated that they had difficulties in assessing children's development, and were followed by answers to the difficulties in the effectiveness of learning time and assignments for children with a percentage of 16%. While the remaining percentage stated that the answers varied, such as the difficulty of preparing instructional videos, adjusting the learning time for each child, children unable to socialize with teachers and friends, the availability of supporting facilities, and character values that were inconsistent with the learning objectives with a percentage of 4 % or 1 respondent. The second question related to the factors causing the difficulty of online learning in kindergarten has seven varied answers. As previously explained, the researcher only displays the top three answers with the highest percentage. As shown in the following diagram.



**Figure 1.** Distribution of Respondents' Answers to the Questions of Causes The Difficulty of Online Learning in Kindergarten

In the second question, it is very clear that the biggest inhibiting factor in the implementation of online learning in kindergarten is the limitation of working parents in assisting children to learn from home with a score of 40%. Meanwhile, another factor that causes difficulty in online learning at home is the limited support facilities for online learning from both teachers and students, with a percentage score of 32%. While the third factor that causes the difficulty of online learning in kindergarten is the failure to achieve learning objectives, which makes teachers feel confused. The other four answers with a percentage of 4% or equivalent to 1 respondent answered with varied answers, such as lack of mastery of technology, limited focus of children listening to learning, lack of interest in children doing tasks requested by teachers, and increasing children's addiction to gadgets. The third question related to teacher readiness in online learning has three basic answers as well as the answer that has the highest percentage. As follows.



**Figure 2.** Distribution of Respondents' Answers to Teacher Needs in Implementation Online Learning

Based on the diagram above, it can be seen that the basic need for teachers in facing online learning during a pandemic is training to improve teacher skills in using technology as a learning medium with the highest score at 56%. The next answer is related to the needs of teachers in dealing with online learning, namely the participation and active role of parents in assisting children to learn from home with a percentage of 40%, while the least answer related to the needs of teachers in dealing with online learning is the provision of face-to-face meetings with a percentage of 4 %.

## Discussion

The findings of the research show that, in the context of online learning, difficulties in the as teaching and learning process are not only found among students, but also teachers as executors in daily learning. This is the results of the research that have been described that there are three biggest difficulties experienced by teachers during online learning. This difficulty became the focus of the discussion that when online learning was implemented, the teacher was not the only facilitator in learning from home, but needed a companion who could control children when the decision to study from home was implemented (Anugrahana, 2020; Malyana, 2020; Waruwu, 2020).

The participation of parents in determining the achievement of learning objectives that have been designed by the teacher is also the main thing to realize quality education (Karima & Kurniawati, 2020; Ni et al., 2021). So that online learning is not only the burden of the teacher as an executor, but also the joint responsibility of parents as the main companion of education in the family sphere. Several studies agree that parents in the family are the first teachers for children in inculcating moral values, especially at the early childhood level (Indriyani & Yusnani, 2021; Lilawati, 2020). So that the findings of the study indicate that the ease of online learning is not only supported in terms of the teacher's

stability in presenting, but is also determined by parental assistance to children who carry out learning at home. When these two things are well conditioned, the difficulties of online learning can be resolved, not only easy for teachers, but also for parents and children.

The difficulty of implementing online learning that is felt by the teacher also refers to the effectiveness of learning, especially in the time used. Several respondents also said that online learning for early childhood is mostly served by looking at the learning videos provided by the teacher, without realizing it, students' interest in learning decreases and they turn more to other videos on other applications or content that attract more students' attention. Some respondents also mentioned that the implementation of learning from home for early childhood only limited them to smartphones provided by parents to view learning content provided by the teacher (Hamid et al., 2020; Jamaludin et al., 2020; Purwanto et al., 2020; Wulandari & Purwanta, 2021). Thus, children who are not properly accompanied and parenting their parents who are not democratic produce addiction to gadgets in early childhood. This means that the effectiveness of online learning for early childhood is not about learning videos provided by the teacher, but about game patterns that can provoke creative power and stimulate children's development while learning from home. Therefore, teachers need to give play assignments with parents in the form of simple games to make learning at home effective. This will be an effective way of assisting parents when studying at home during a pandemic (Lilawati, 2020; Yulianingsih et al., 2020).

The explanation of the factors that cause the difficulty of implementing online learning in kindergartens should be given special attention by providing preparation in carrying out online learning in kindergartens. The biggest result based on the form provided by Kindergarten teachers is that the basic needs needed by teachers in dealing with or preparing for online learning are teacher skills training in managing and using technology as a means to provide additional insight in managing learning media that can be used as a means of learning from home for the child (Basith et al., 2020; Hamid et al., 2020; Kimkong Heng & Koemhong Sol, 2020; Nylund & Lanz, 2020; Restrepo et al., 2012; Ro'fah et al., 2020). The need related to the skills of using technology for teachers means that the implementation of online learning in kindergartens requires special tricks in its presentation, one of which is learning media that is attractive and interactive for children, so that children do not get bored easily in participating in learning from home (Abuhassna et al., 2020; Gavrilenko, 2018; Yu, 2021). Furthermore, technological maturity by preparing skills in using, managing, and running various applications is very important to add insight for teachers in presenting learning that is more interesting, memorable, and can run according to the expected goals (Ferreira et al., 2018; Hussein et al., 2020; König et al., 2020).

The explanation of the research results above gives the meaning of online-based learning in kindergarten requires special patterns and skills needed by teachers, so that the skill of teachers in online learning-based management needs to be improved through various professional development activities that refer to digital literacy skills for teachers as additional 21st-century skills that need to be learned and mastered. Therefore, the government needs to launch technology-based training as preparation and reinforcement for teachers in dealing with learning in urgent situations that require online learning. This research is limited to the distribution of online learning problems from the teacher's perspective, so it needs to be studied more deeply from the parents' perspective in terms of learning assistance. So, this can be an interesting study for future researchers, based on the initial research data that the researchers found.

#### 4. CONCLUSION

The biggest difficulty in implementing online learning felt by teachers at the Kindergarten level is cooperation with parents to assist in the implementation of online learning at home as an extension of the teacher's hand in controlling and supervising children while studying. . Another difficulty felt by kindergarten teachers in online learning is the difficulty in assessing children's development both physically, motorically, socially, and cognitively, so it is a difficult task for teachers to make online learning in accordance with the desired expectations. The last thing that becomes a difficulty for teachers in implementing online learning is the effectiveness of learning time and assignments by children at home.

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