

Effectiveness of Early Childhood Online Learning

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Abstract: This research was conducted to examine the effectiveness of the implementation of learning in early childhood networks at Umbuik Nagari Kindergarten. The purpose of this research is to effectively implement learning in early childhood networks at Umbuik Nagari Kindergarten. This study uses a qualitative research design with interview techniques to obtain an overview of the learning system at Umbuik Nagari Kindergarten. In this study, the data collection techniques required used the interview, documentation, and observation methods. Then the data were analyzed descriptively. From the research findings that there is no online learning curriculum, limited supporting infrastructure, the ability of educators who are technologically stuttering, lack of communication between educators and parents, lack of support from parents to carry out the online learning process, many parents who do not have outdated communication tools. information, children's interest in learning decreases.

Keywords: Learning, Early childhood, Online

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Introduction

Early childhood education is an early childhood learning activity that provides learning experiences through playing, learning according to abilities and expanding the dictionary for children. Early childhood is often referred to as the golden age or the golden age of children aged 0-5 years. At this stage, the growth and development of children takes place very quickly, so that instincts, intellectual intelligence, emotional intelligence, spiritual intelligence and child intelligence. Children's character is easy to shape according to the level of growth and development of children. Pre-school education can optimize children's basic abilities in basic education before continuing to the next level of education. It is expected that children always remember their school through school activities. Teachers must be able to monitor children's development in taking education as the person in charge of the educational process (Hasan, 2009; Sujiono, 2015; Tanjung, 2020).

As Firman and Sri Rahayu Rahman wrote, online learning is the internet with accessibility, connectivity, flexibility, and the ability to create various types of learning interactions. Learning to use the network (Firman & Rahman, 2020). According to Gikas & Grant in Sadikin & Hamidah (2020), online learning in its implementation requires the support of mobile devices such as smartphones, tablets and laptops that can be used to access information anytime, anywhere. According to Korucu & Alkan (2011), the use of mobile technology has made a significant contribution to the world of education, including the achievement of distance learning goals.

The term online learning is very well known among the general public and scholars. Another term that is very commonly known is distance learning. Online learning is learning that takes place in a network where the teacher and the person being taught do not meet face-to-face. According to Isman in Assidiqi & Sumarni (2020), online learning is the use of the internet network in the learning process. On the other hand, according to Sobron et al. (2019), online learning itself can be understood as formal education organized by schools where students and teachers (teachers) are in different locations, so both and various resources are needed for that. Online learning can be done anytime, anywhere, depending on the availability of the tools and support you use (Albert Efendi Pohan in Aminah, 2021).

The entry point for virus 19 or so-called Corona Virus in Indonesia has a huge impact on everyone's life, which comes from health, economic, social, religious and global and global life. In the world of education, it can be seen in the central government's policy for the regions to provide a policy to inform the activities of all educational institutions at the preschool level (PAUD) for universities. This was done in an effort to prevent widespread transmission of the virus. This requires more creative educators to tackle e-learning. The learning process continues. There is no exception, PAUD education also needs to be more creative in managing e-learning (Palestine, 2021; Sadikin & Hamidah, 2020).

According to Ghirardini (2011), online offers effective learning methods such as practice with relevant feedback, a combination of collaborative and independent learning, personalized learning according to student needs, and the use of simulations and games. E-learning is a learning system that uses a platform that allows the education and learning process to take place remotely, not face-to-face. The purpose of e-learning is to reach more enthusiasts of learning spaces by providing quality learning services in a wide open network (Arifa, 2020; Sinaga, 2019).

Ideally, learning at home through e-learning should be able to meet the learning needs of students in order to develop talents and interests according to the level of education of students. To achieve this, prepare infrastructure support such as educators, appropriate curriculum, availability of learning resources, communication tools and stable networks to communicate effectively between students and educators. You should be able to do yes. The current condition of online learning is not ideal because there are still many obstacles to be faced. This obstacle is also a challenge in the implementation of e-learning. This is because the implementation of e-learning is very important and allows us to continue our educational activities during the urgency of the Covid-19 pandemic (Firman & Rahman, 2020; Gustiani, 2020).

Limitations in the introduction of e-learning are related to the availability of human resources, lack of clear guidance from local governments, lack of appropriate programs, limited capacity and infrastructure, especially technology and internet support. Training, including teachers (teachers and trainers), students and support to parents, is the most important part of online introduction (Arifa, 2020). Ideally, online at home should be able to bring together students' learning needs in order to develop their talents and interests according to their education level. This requires teacher training, an appropriate curriculum, the availability of educational resources and support facilities and a stable network so that communication between students and teachers can be effective (Abidin et al., 2020).

The current condition of online learning is not ideal, because there are still various obstacles that must be faced. This obstacle is also a challenge in online introduction because it is very important if education is to be continued in the context of the urgency of the Covid-19 pandemic. Constraints faced in the introduction of e-learning include obstacles related to the availability of human resources, lack of clear guidance from local governments, and lack of adequate training programs and infrastructure, especially technology and internet support. Human resource training, including teachers (teachers and trainers), students and support to parents, is the most important part of introducing e-learning (Miarso, 2004).

Method

This study uses a qualitative research design and interview techniques to obtain an overview of the learning system of the PAUD Umbuk Nagari. Qualitative research is about the process and the meaning of the results. Qualitative research attention is more focused on human elements, objects, and institutions, as well as the relationship or interaction between these elements, in an effort to understand an event, behavior, or phenomenon. In this study, the data collection technique required is the use of interviews, recordings and observations. Then perform data analysis using descriptive techniques.

Results and Discussion

Result

Learning in early childhood education in the Covid-19 era, teachers are expected to be more creative and innovative in learning development. Khoiruzzadi et al. (2020), states that optimizing children's cognitive, social and motoric development is the task of a school teacher. Teachers need to understand the ideal development of a child from a cognitive, social and motor perspective. A teacher needs to understand the growth of every student under 6 years old. Because this is the golden age, the role of the surrounding environment, such as school teachers and friends, family parents, and playmates in the family environment, is very decisive. Each child also has unique potential in cognitive, social and athletic performance. Therefore, optimizing children's cognitive, social and motoric development requires good cooperation between school teachers and parents' families (Khoiruzzadi et al., 2020). Some of the developments carried out by the teacher are as follows: (1) Morals/Religion, namely for homework exercises making videos of daily prayer readings; and (2) Motor, must offer the task of sending photos or videos of acting such as jumping, walking and so on

The steps of online learning seem not only one or two but also cautious in some areas in Indonesia. A very important part of the e-learning process needs to be improved and improved. First and foremost, a stable internet, then a capable device or computer, an application with an easy-to-use platform, and an efficient, sustainable and integrated online socialization, suitable for everyone who participates in education. No less important is to prepare educators to master e-learning applications so that educators can use e-learning applications in the learning process.

Some of the findings that the researchers found related to the obstacles experienced by PAUD Umbuk Nagari were as follows: (1) The curriculum did not support the online learning process; (2) Difficulties of educators in preparing lesson plans; (3) limited supporting infrastructure; (4) The ability of educators to stutter about technology; (5) Lack of communication between educators and parents; (6) Lack of support from parents to carry out the online learning process; (7) The number of parents who do not have communication tools are missing information; (8) Children's interest in learning is reduced.

Problems are often an obstacle to the success of a campaign. As with online teaching and learning, this becomes an obstacle in the learning process, one of which is the difficulty of the network or internet signal. The obstacles faced by the world of education in Indonesia require a path that can improve school conditions in an emergency. Schools need to force themselves to use online media. However, the use of technology is not without its problems, and there are still many problems and differences that hinder the effectiveness of online learning.

Teachers and students have limited mastery of information technology. The condition of teachers in Indonesia who are not fully aware of the use of technology, as seen in teachers born before 1980. Restrictions on information technology limit the use of online media. The same thing also happened to students who were in almost the same condition as teachers in understanding the use of technology. Inadequate facilities and infrastructure. Technology support devices are obviously expensive. Many in Indonesia where teachers are still in a worrying economic condition. The welfare of teachers and students who limit them from being completely limited in enjoying information technology facilities and infrastructure that is very much needed with this Covid-19 disaster. Internet access is restricted. The internet network is not evenly distributed throughout the country. Not all institutions, both PAUD, SD and SMP levels.

Inadequate budget preparation. Aspects of the welfare of teachers and students are still far from expectations, which is also constrained by costs. When they use internet quota to fulfill their online media needs, it's clear they can't afford it. Although there is a dilemma in using online media when the Ministry of

Education encourages productivity improvements, the skills and financial capabilities of teachers and students are not moving in the same direction. The state does not yet exist as a whole in prioritizing the cost of the problem (Aji, 2020).

PAUD teachers must be more creative and innovative in learning development. Muhammad Hoiruzadi et al. According to the results of their research, optimizing children's cognitive, social and motor development is the task of teachers in schools. Teachers must understand the ideal development of children in cognitive, social and motor aspects. Teachers who teach children between the ages of 4 and 6 years must understand each student's development. Approaching the golden age, the role of the environment is very important, including teachers and peers at school, parents at home, and playmates at home. Each child also has his or her own potential for cognitive, social and motor skills. Thus, it is necessary to have good cooperation between teachers at school and parents at home in order to optimize children's cognitive, social and motoric development (Khoiruzzadi et al., 2020).

Teachers are one of the closest people to students after parents. In fact, many children are closer to the teacher than their parents command and obey the teacher's orders. Therefore, the teacher is in a very strategic position in exploring the development of student creativity. Teachers, on the other hand, also motivate students. In education and learning activities, motivation for students is the driving force behind children's motivation to learn in order to achieve the desired goals. (Muawanah & Muhid, 2021).

According to Yeliany & Roesminingsih (2021), there are several things that teachers can pay attention to in conducting distance learning. The first step that can be taken or proposed is to reopen the curriculum. Looking back at the curriculum, this is done to see what materials will be prioritized to be teaching materials and to be studied by students. The teacher can determine the importance of the lesson and then apply the most appropriate method to measure the extent to which students can understand what has been conveyed. Is it up to standard or is there something that requires a more specific understanding.

The second step, start figuring out what technology is suitable for distance learning. This learning model is already familiar and may not be used by many people. But believe me, you still have to learn to use, even if in a few months you will resign from educating students. Many online learning technologies are very easy to use. Starting from the delivery of learning materials, sending school assignments, to face-to-face teaching. To determine which technology is suitable, of course according to their needs. As mentioned in point 1, prioritize, then weight the program, and choose the appropriate learning technology.

The third step, do not give too much homework to students. Remember, learning from home is an effort for all of us to stay awake and avoid the COVID-19 pandemic. Children are kept at home, out of touch with other people. In addition, it is also important for them to maintain physical and health conditions, such as exercising, eating healthy foods, and of course relaxing. If students, we keep them busy with assignments, it will be dangerous if students, we let them be busy with assignments than their educators at school. Therefore, use learning methods that are effective, fun, and of course easy to understand.

Conclusion

The effectiveness of online learning at PAUD institutions in the midst of the Covid-19 pandemic has proven ineffective. The results of the study indicate that there is no online learning curriculum, limited supporting infrastructure, teacher capacity, lack of communication between teachers and parents, lack of parental support for the online learning process, many parents who do not have communication facilities who miss information, and children's interests. in education is decreasing. The importance of early childhood education can improve children's development, both in terms of knowledge, abilities and social aspects. Even in the Covid-19 era, learning must still be adjusted to existing indicators and procedures. Training is provided through online or online and offline learning systems. Online training is carried out using the WhatsApp application and television media to deliver and deliver children's learning outcomes. The subject matter remains the same, but is more educationally oriented, which means everyday addiction. This type of education has a positive effect, namely facilitating the delivery of material to teachers and parents can know the development of children's education, but it has a negative impact on decreasing student motivation. As a result, learning becomes ineffective and ineffective because the teaching and learning process is not optimal, children do not understand online learning and online learning is not suitable for preschool education.

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