



Perception of Early Childhood Teachers on Implementation of Face-To-Face Learning

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Abstract

Since the Covid-19 pandemic, a number of schools in Indonesia have taken place online. This condition is felt by all levels of society because of conditions that have not made it possible to conduct direct learning. This is contrary to the government's policy of giving educational institutions the opportunity to conduct face-to-face learning. The purpose of this study was to describe the response of PAUD teachers to face-to-face learning. Researchers used descriptive statistics methods. Data obtained through questionnaires. The results of this study showed that the implementation of learning from home has been felt ineffective by PAUD teachers. PAUD teachers are very hopeful that they can immediately carry out face-to-face learning so that they welcome the Regulation of the Indonesian Government that recommends face-to-face learning. The implications of this research are expected to be input for the government on the regulations set to pay more attention to various aspects, including the readiness of educators.

Keywords: *Perception; PAUD Teachers; Face-To-Face Learning*

Introduction

Online learning has been going on since a few months ago in Indonesia. The implementation of online learning starts from early childhood education to college. This of course aims to prevent the public from the danger of vitus corona and to stop the spread of the virus. Home learning practices are also a new habit for educators and students. Many obstacles were found, but this choice became a solutif effort against the current condition. According to Abidah et al. (2020), Darmawan et al. (2020), Wargadinata et al. (2020) the absence of many students in the class caused by national policy of learning from home, this requires special studies to ascertain whether schools can also be a place to spread virus such as normal cases of spread in outside.

Education at early childhood (PAUD) also felt the impact of the spread of Covid-19. The teachers delivered the learning from home. So do the children. They're just learning from home. Adaptation of this learning style has become commonplace for the community although there are still various obstacles such as connections and supporting facilities that are still minimal. Parents also try to take advantage of rough media when educating children at home. Rideout (2014) states that parents and children spend about an hour a day using media together such as watching television, using mobile devices, playing video games. However, with the spirit to learn, these obstacles can be passed.

Furthermore, the Indonesian government has now allowed the implementation of face-to-face learning for educational institutions. This is evidenced by the regulation issued by minister of education and culture on face-to-face learning permits for schools and universities in Indonesia. These face-to-face learning opportunities certainly get a variety of responses from the community. So is the case with PAUD teachers. The teachers will certainly see the conditions in the field whether it is possible to implement learning directly in the classroom.

Learning that is implemented directly basically has many advantages. Teachers can deliver learning materials in more detail. Teachers can also monitor students directly so that students' learning progress and character can be known more carefully. This is because learning not only leads students to complete various competencies taught, but instills good values in order to form a person of character. However, critical thinking, creativity, collaboration, and communication are always required no matter whether the class is taught online or offline (Kim, 2020).

Furthermore, PAUD children will certainly be focused on forming attitudes from the beginning. Children's character building should start within the family because to shape children's micro character in a family as the smallest society unit will depend on what parents teach at early age (Hasanah, 2018). It becomes important to be implanted early on. Internalization of character value and good attitude will certainly be more effective if delivered directly to students in the classroom. Not only that, face-to-face learning also makes it easier for teachers to convey things that teach because PAUD students of course still need direct guidance and attention.

Based on this description above, researchers want to know the perception of PAUD teachers towards the implementation of face-to-face learning as allowed by the Indonesian government. Researchers want to know the conditions in the field, especially at the low level of education, namely the readiness and perception of PAUD teachers to the recommendations for the implementation of learning directly or face-to-face.

Method

Research Design

This type of research is a cross-sectional survey. The method used in this research is quantitative method. Data collection in the survey was conducted through questionnaires. Questionnaires are given to respondents online using the Google Form app. The data obtained is then analyzed with descriptive statistics.

Sample

The survey was conducted on 91 respondents who are PAUD teachers in Bengkulu Province. Respondents came from eight out of ten regencies and cities in Bengkulu Province, namely Bengkulu City, Central Bengkulu Regency, North Bengkulu Regency, Muko Muko Regency, Kepahiang Regency,

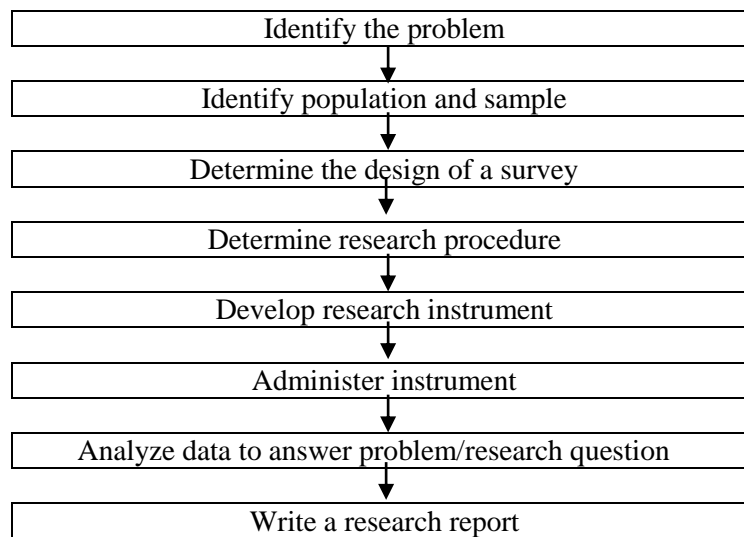
Rejang Lebong Regency, Seluma Regency, and South Bengkulu Regency. The respondents had various educational backgrounds, ranging from junior high school to master's.

Instrument

The instrument used in this study was a questionnaire consisting of 9 closed questions. On some questions, especially with regard to reason and method, respondents were allowed to choose more than one answer option available on the questionnaire. The questions asked relate to learning methods during BDR, the effectiveness of BDR, and face-to-face learning plans (PTM) in the era of New Habit Adaptation (AKB).

Procedure

This research was conducted through several stages. The stages carried out in this study are presented in Figure 1.



Data Analysis

The data obtained is statistically descriptive. The descriptive statistical measures used are percentages and modes. Percentage is used to determine the proportion of each number of respondents who choose the answer option by means of the number of respondents who choose a particular answer option divided by the overall number of respondents then multiplied by 100%. Next the researchers will investigate the tendency of answers from respondents on each question and theme of the question by looking at the largest percentage.

Result and Discussion

Result

Home Learning Method (BDR)

Based on the answers from questionnaires about BDR method, it was found that 64.71% used online face-to-face method, 23.53% used home visit method, and 52.9% used RPPH/RPPM method in parents shuttle. More specifically, it can be stated that 27.78% use face-to-face method only, 5.56% use

home visit method only, and 27.28% use RPPH/RPPM administration method to parents on shuttle only. Then the combined use of online face-to-face and home visit methods by 11.11%, online face-to-face methods and rpph/RPPM delivery method to parents on a shuttle basis of 22.23%, and the combined use of all three methods by 5.56%. Percentage data on the use of BDR methods based on all three categories is presented in Figure 2.

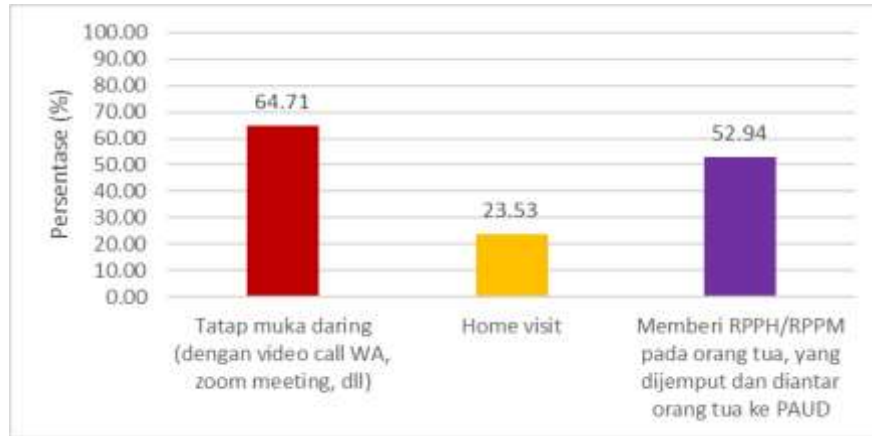


Figure 2. Percentage Use of BDR Method

Effectiveness of Learning from Home (BDR)

Based on the results of answers from questionnaires about respondents' opinions on the effectiveness of BDR it is known that 18.86% of respondents stated that the implementation of BDR is effective and 81.32% of other respondents stated that the implementation of BDR is ineffective. Respondents who stated that the implementation of BDR effectively conveyed that several factors that support BDR so that it runs effectively, namely parental support (88.23%) and supporting facilities and infrastructure such as the availability of HP and the internet (41.18%). Meanwhile, respondents who stated that the implementation of BDR effectively conveyed that some factors that cause BDR not to run effectively, namely lack of parental support (54.05%), less supportive facilities and infrastructure such as facilities and infrastructure such as hp and internet that do not support (75.68%), difficult to stimulate child development (75.68%), and difficult to assess child development (66.22%). Percentage data on the reasons for BDR's ineffectiveness is presented in Figure 3.

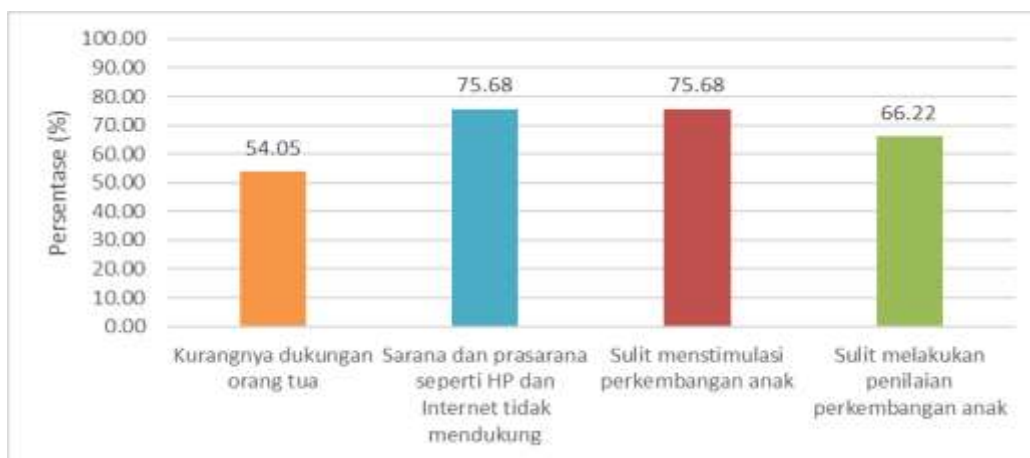


Figure 2. Percentage of reasons that BDR is not effective

Face-to-Face Learning Plan (PTM)

Based on the results of answers from questionnaires about respondents' opinions on government plans to allow the implementation of PTM in January 2021 it is known that 92.31% of respondents agreed while 7.69% of other respondents disagreed. Respondents who agreed to the ptm implementation plan stated several reasons, namely longing to meet children (5.95%), requests from parents (25.00%), for services in PAUD to run so that they earn income (9.53%), and PAUD teaching places are ready to carry out new habits that have been determined by the government (59.52%%). Meanwhile, respondents who disagreed with the implementation plan of PTM stated several reasons, namely the transmission of Covid-19 still occurs (85.71%) and BDR is safer and more effective (14.28%). The percentage data of reasons for agreeing to the PTM plan in January 2021 is presented in Figure 4.

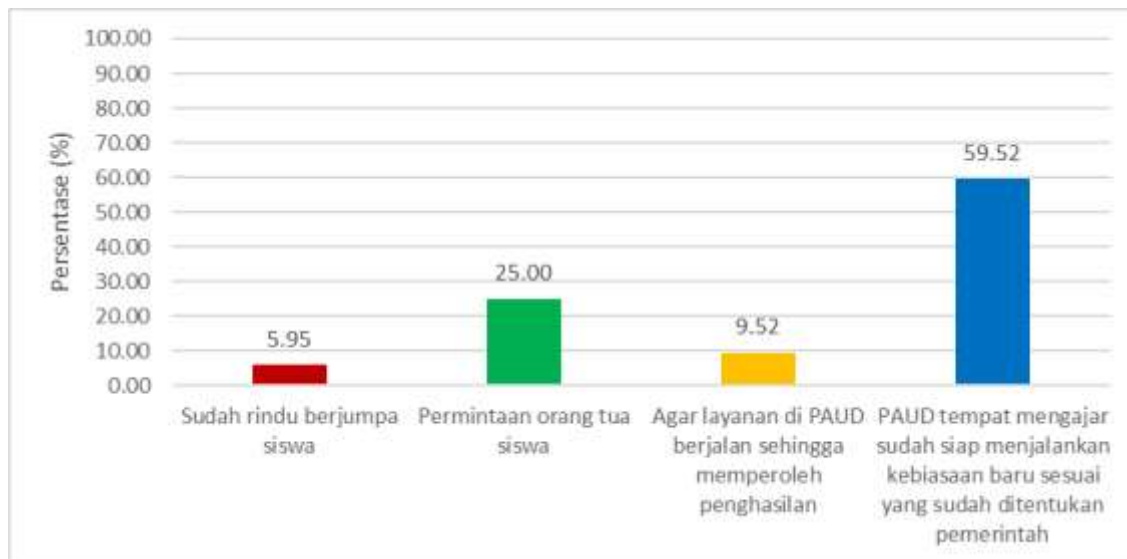


Figure 4. Percentage of Reasons to Agree to PTM Plan in January 2021

Readiness of Face-to-Face Learning (PTM) in New Habit Adaptation (AKB)

Based on the results of answers from questionnaires about respondents' opinions on Readiness of Face-to-Face Learning (PTM) in New Habit Adaptation (AKB) it is known that PAUD units already have several things that have been prepared, both related to facilities and infrastructure as well as policies and regulations. The things that have been prepared are having a place to wash hands (96.43%), getting used to wearing masks (98.81%), having a thermogun (57.14%), arranging the distance of children (78.57%), arranging the entrance schedule (86.90%), and all school residents using safe transportation (46.43%). Percentage data of Face-to-Face Learning Readiness Percentage (PTM) in New Habit Adaptation (AKB) is presented in Figure 5.

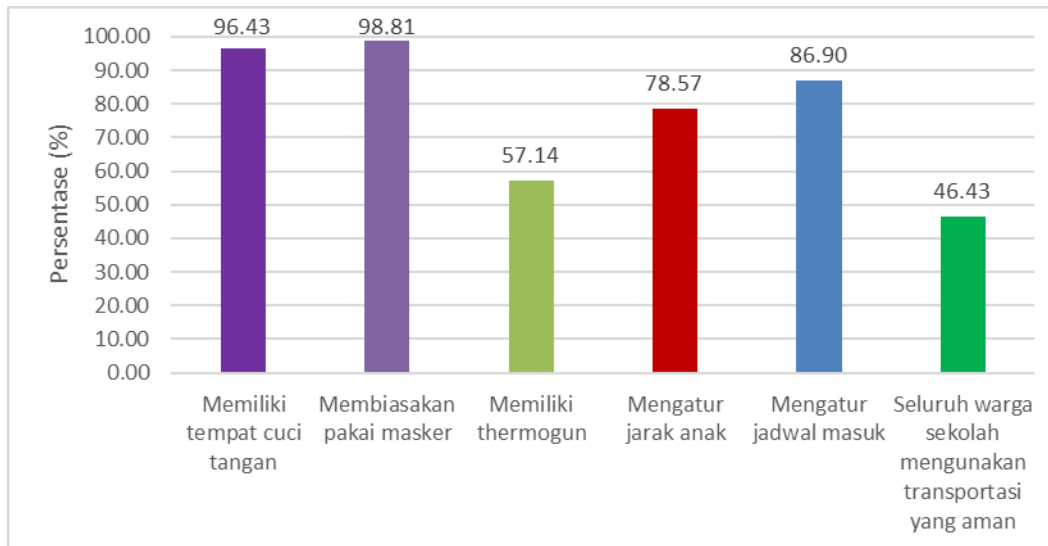


Figure 5. Percentage of Face-to-Face Learning Readiness (PTM) in New Habit Adaptation (AKB)

Discussion

Since the Covid-19 pandemic, face-to-face learning in PAUD has been eliminated and then diverted to home learning or Home Learning (BDR). The methods used in BDR vary, namely online face-to-face (e.g. through WA video calls, zoom meetings, etc.), home visits, and RPPH/RPPM for parents who are picked up and dropped off by parents to PAUD. Among these three methods, online face-to-face method is the most widely used method by PAUD teachers in carrying out learning activities of 64.71%. The high percentage of use of this method is due to online face-to-face learning instructed by the government to all education units ranging from PAUD to universities in Indonesia to prevent the increasing number of victims due to Covid-19 especially for areas in the black, red, orange, and yellow zones that amount to more than 80%.

Face-to-face learning is generally done using mobile phones and the internet and utilizing various applications such as Whatsapp, Zoom, and others that allow teachers and students to interact audiovisually. However, the implementation of BDR is still felt ineffective by most PAUD teachers, which is 81.32%. The high percentage of PAUD teachers who feel ineffective implementation of BDR is due to several factors. Factors that cause the ineffectiveness of BDR most felt by PAUD teachers are facilities and infrastructure such as HP and the internet that do not support and difficulty in stimulating children's development. The implementation of BDR which is generally done using HP and the internet and utilizing various applications causes the BDR process is highly dependent on the availability of devices and internet networks that support. However, most paud teachers and students do not have a strong and stable internet network in their area or home. In addition, the implementation of BDR which is not possible for teachers and students to interact directly through face-to-face causes teachers to have difficulty providing stimulation and guidance and monitoring student development.

Other research reveals students' experiences learning from home with their challenges. The first findings result from students learning experiences from home in the middle of the Corona Virus pandemic proves how high the education gap is in several places in Indonesia. This is stated by teachers and researchers as student learning when the COVID-19 outbreak (Putra, et al, 2020). Selain itu, some students may not be technologically equipped to learn online, others may struggle to cope with the emotional challenges. The emotional repercussions of a school closure cannot be underestimated. Psychological distress such as anxiety and depression amongst students may increase as students start to

lose school connectedness, including loss or lessening of the belief that both adults and peers in their school care about their learning as well as about them as an individual (Joyce & Early, 2014; Pikulski et al., 2020; Wingspread Declaration, 2004). For many parents, some of whom are experiencing the personal disruption of unemployment and financial disadvantage, psychological distress, which in some cases is also coupled with ineffective coping mechanisms, may be problematic (Caplan & Schooler, 2007; Puterman et al., 2009).

The plan to allow Face-to-Face Learning (PTM) in January 2021 was responded positively by most PAUD teachers. A total of 92.31% of respondents agreed with the government's plan. The reason is that most PAUD teaching places are ready to carry out new habits that have been determined by the government, which is 59.52%. The readiness of PAUD units in welcoming the PTM plan can be known from various facilities and infrastructures as well as policies and regulations that have been owned related to the PTM plan. Almost all PAUD units already have a place to wash their hands and have the rules of getting used to wearing masks. Then more than half of PAUD education units already have thermoguns, have a class design that regulates the distance of children, and have a shifting entrance schedule with a small number of study groups, and almost half of PAUD units already have policies that support all school residents to use safe transportation when going to go and go home from the PAUD unit.

In addition, the importance of face-to-face learning, for many children, schools provide this stability. There is an urgent need for a proactive (Drane, et al, 2020). In addition, Jamilah (2020) in his research stated that it is recommended that under normal circumstances online learning should still be carried out with blended learning patterns face-to-face, online or offline. Only arranged portions of each of these learning patterns. Furthermore, in traditional classes, students usually actively contribute in learning process because of their face-to-face engagement with teachers and class fellows. 71.4% of students reported that learning in the conventional classroom was more motivating than distance learning (Adnant and Kianat Anwar, 2020). Hoq (2020) indicates that there are some challenges in e-learning such hardware and software issue, connectivity, financial matter, protection of personal information, instructor and support staff unavailability, technical support, lack of face-to-face interaction, psychological matters, and language obstacles.

Conclusion

Based on the description of the results of the study, it can be concluded that the implementation of BDR has been felt ineffective by PAUD teachers. PAUD teachers are very hopeful that they can immediately carry out face-to-face learning again. Therefore, PAUD teachers strongly welcome the government's plan to allow face-to-face learning in January 2021.

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