OBJECTIVE CONDITIONS OF MEDIA AND LEARNING FACILITIES IMPLEMENTATION OF ONLINE LEARNING (FROM HOME) IN EARLY CHILDHOOD DURING THE TIME OF COVID 19

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Abstrack: The policy of online learning from home at the early childhood level brings pros and cons. However, given the importance of stimulation given to children from an early age, various parties must adapt to the existing situation. This study aims to reveal the objective conditions of implementing online learning from home, especially in the aspect of media and learning facilities during the covid 19 period. This type of research is descriptive with a quantitative approach, respondents are PAUD educators totaling 325 people from 5 provinces in Indonesia (West Sumatra, West Java , Central Java, East Java and Gorontalo). Data collection techniques using a questionnaire by utilizing the google form application, percentage data analysis techniques. Conclusion of research results; 1) more than half of early childhood still have difficulty in participating in learning activities from home because of the ability of parents to provide the media and learning facilities needed. 2) most of the early childhood children live in areas that have problems with the availability of internet networks, so it is difficult for them to join in online learning activities and even if possible the applications that can be used are very limited. 3) generally all educators prioritize the use of WA applications in supporting learning online during covid 19, besides there are several other application uses but the percentage is very small.

Key Word : Objective Conditions, media/learning facilities, Learning from home, early childhood, Covid 19

Introduction

Education is one of the important factors that determine the quality of human resources in a nation. Education carried out in various forms, methods or strategies basically aims to educate the nation's life (Indonesia, 1945). An intelligent nation is a figure of individuals who are able to find various solutions in dealing with problems or challenges in their lives. But the realization of a nation that has an intelligent life is certainly not an easy condition to realize. It requires involvement or cooperation of various relevant parties, both government, parents, educators/teachers, the community and the private sector, and besides that it must start from the beginning of each individual's life.

So far, the participation of all parties has shown a fairly harmonious relationship. So that both education through formal, non-formal and informal education moves dynamically. However, significant changes have occurred since the outbreak of the COVID-19 case, so because it is so dangerous, the WHO declared this a pandemic outbreak (Gita Laras, 2020). Responding to the dangers that occur due to the transmission of covid 19 and the number of areas in the territory of Indonesia that are declared red zone status (very dangerous), the government through the ministry of education and culture issued a policy to limit the implementation of learning activities in the school environment. The process of organizing learning activities is transferred from home with a distance approach, and optimizing the use of online learning systems (Ministry of Education and Culture, 2020)

The implementation of the policy of implementing learning from home is not always accompanied by the readiness of every student, teacher, and family with school-aged children, especially for children at the AUD level. Various complaints began to be raised by all parties. There are many teachers who complain that they feel pressured because they have to prepare for distance learning activities, so they automatically need to provide materials/materials, media that adapt to the use of ICT media and skills to operate the ICT media. Likewise, complaints from the family regarding the time that must be provided for children's learning assistance and economic capacity in providing media and learning facilities for children from home.

The unpreparedness of various parties in adapting education policies during a pandemic will certainly have an impact on the less than optimal achievement of learning objectives for early childhood. Characteristics of early childhood learning styles that are different from learning styles at other ages and the low level of independence of early childhood in learning makes it difficult to achieve stimulation targets. The readiness and presence of adults in the environment will determine the success of early childhood learning. Although early childhood is said to be the golden age of the development and growth of every human being (Committee, 2017), but that does not mean it can happen automatically or happen by itself.

Based on this background, the team is interested in conducting research in order to determine the objective conditions for implementing distance learning or known as learning from home at the level of early childhood education, especially in the aspect of media and online learning support facilities.

Method

This research is a type of descriptive research using a quantitative approach. The population in this study were all early childhood educators in Indonesia with 325 respondents from 5 provinces, namely West Sumatra, West Java, Central Java, East Java and Gorontalo. Samples were taken using purposive random sampling technique. The data collection tool uses a questionnaire and is distributed online using the Google Form application. The data analysis technique uses the percentage formula.

Results And Discussion

The data obtained from the results of the distribution of questionnaires conducted using Google Forms and 325 educators from five provinces in Indonesia have responded, showing the objective conditions for implementing learning from home policies at the level of early childhood education in the aspects of media and learning support facilities as follows:

Availability of media and learning facilities to support online learning for early childhood

Data collected from respondents revealed that judging from the availability of media and online learning facilities for early childhood the phenomenon that occurred was quite alarming. In fact, more than half of the children participate in learning activities from home, with the support of media and learning facilities that are far from the expected conditions. An overview of the objective conditions related to the availability of online learning support facilities and media can be seen in graph 1. below;
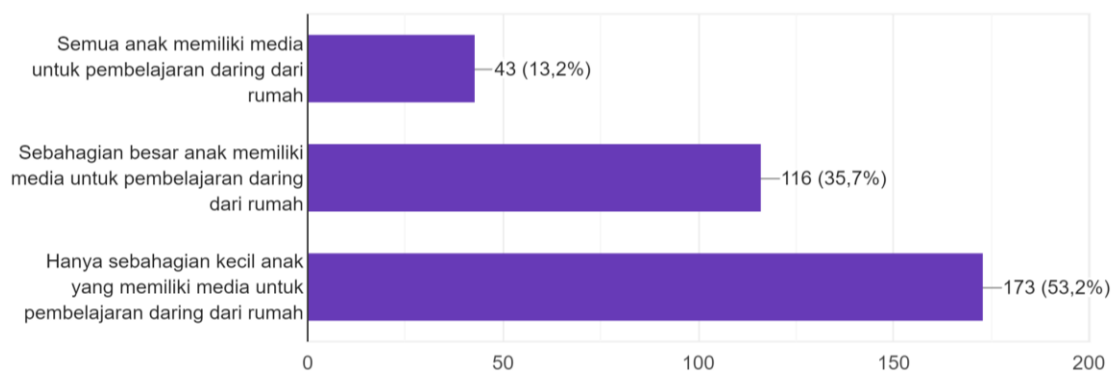

Graph 1. Availability of facilities and media to support children's online learning

In graph 1. It can be seen that 53.2% or more than half of children do not yet have the facilities and media that can support their online learning from home. Furthermore, it can be seen that 35.7% of respondents said that some of the children they serve already have online learning support media and facilities, but the conditions are not adequate, and only a small part (13.2%) of respondents stated that the students they were dealing with had already been educated. support them with adequate media and learning facilities when they study from home. This condition is certainly very worrying and interferes with the optimal implementation of learning.

The existence of media or learning facilities is a very important factor in early childhood learning. This is because early childhood cognitive development is still in the concrete pre-operational stage, Piaget in (Ismaniar, 2020). It was explained that at the concrete preoperational stage, children's ability to learn and understand something around them is largely determined by the availability of concrete objects or media that children can manipulate to help them understand the concepts being studied. Children have not been able to think abstractly or imagine a process in learning something or a concept about something. The availability of objects, symbols, or learning media greatly facilitates children in learning. Moreover, during a pandemic, learning activities are carried out online or from home, where the presence of educators/teachers is far from where the child is, so that the stimulus/response that children get when learning something cannot be directly obtained. So, the existence of media and learning facilities when children learn, becomes much more important than in normal or usual times or conditions.

Availability of internet network to support online learning

Furthermore, the ongoing online learning from home, of course, very much depends on its smoothness with the availability of the internet network. However, from the research data collected, it seems that this aspect also shows problems in supporting the smooth implementation of learning activities. The data obtained from the respondents showed that most of the early childhood experienced problems or constraints related to the availability of this internet network. The following graph 2 describes the condition of internet availability experienced by students when learning online during the covid 19 period;
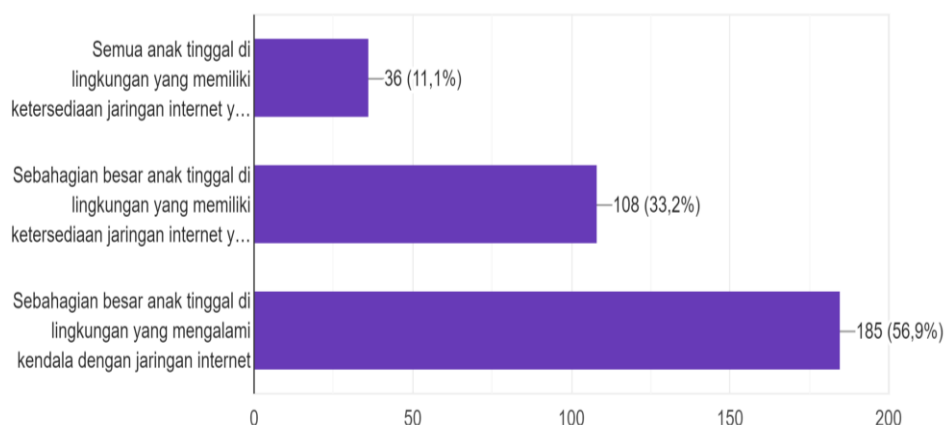
**Graphic 2. Availability of internet support in AUD online learning from home**

From the data depicted in graph 2. above, it can be seen that more than half of children (56.9%) have problems with the internet network, only 33.2% of respondents said that most of the children they serve live in neighborhoods or areas with internet network availability. adequate. Meanwhile, respondents who said the children served live in areas with very adequate internet network availability, only 11.1%.

The fact that early childhood has not been able to learn independently and needs help from adults around them has been stated by many experts through various studies. One of them is Montessory in (Yuliani, 2017) explaining that behind the child's very high learning ability in capturing the various lessons given, it is likened to a dry sponge that is ready to absorb whatever is around it. But on the other hand they do not have the awareness to learn and they also do not understand the concept of value, related to good and bad, right and wrong so that they must be accompanied continuously so that their learning activities provide optimal results. The presence of parents in accompanying children's learning is highly expected, but not all parents have the ability and knowledge to educate early childhood educators as well as early childhood educators. The ZPD theory put forward by Vigotsky (Ismaniar, 2018) also emphasizes the importance of the existence of strengthening from the social environment in the success of children's learning, which is known as scaffolding. So the existence of a smooth internet network will allow educators/teachers to optimally

assist children's learning. Children can learn more fun because they are accompanied by professional staff, strengthening learning development can also be directly accepted by children.

Applications used in online learning for early childhood

The research data collected also reveals the media/applications that are often used by educators in supporting online learning activities. Based on answers from respondents about the media that are generally used in the online learning process from home during the Covid period, it is known that there are several media/applications used by teachers with children. However, the most widely used application is the WA (Whats App), there may be various considerations from educators regarding this. However, to find out the complete picture can be seen in the following chart 3.
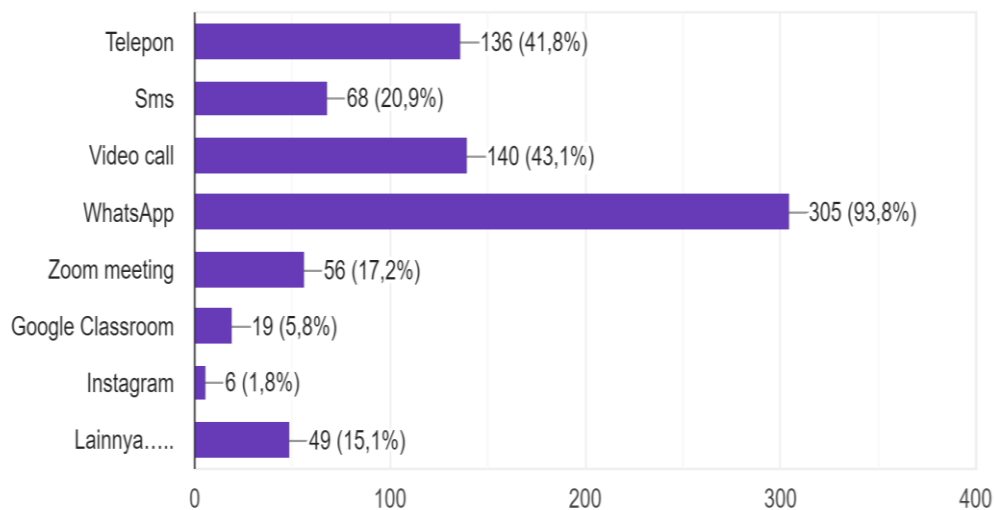
Graph 3. Applications/media used to support children's online learning activities

From graph 3. above, it can be seen that as many as 93.8% of respondents stated that in supporting children's learning activities, they use the WA application (whatsApp). It was also revealed that 43% of respondents also use video calls, 41.8% of them use telephones. In addition, some respondents also said they also use sms, zoom meetings, google classroom, instagram and so on, but the percentage of those who use these applications is quite small.

Based on the data above, it has actually been seen that the creativity of educators in trying to make learning activities for children at the early childhood education level can still take place, as evidenced by the variety of applications and learning facilities used. However, the fact that generally 93.8% of educators use WA more also indicates that the level of IT mastery of early childhood educators is still relatively low.Ada beberapa kelebihan sekaligus kelemahan ketika pelaksanaan pembelajaran daring pada anak usia dini jika hanya lebih mengandalkan aplikasi WA(F, 2021).
Here are three advantages of using WA in supporting children's learning from home;
1. Generally all parents of early childhood have and master the use of WA
2. WA is also more adaptive to regional situations where the network is relatively unstable
3. The cost of the data package used is cheaper if you use WA
Meanwhile, the disadvantages of using WA include;
1. Generally not all early childhood have mastered reading skills, while WA requires reading skills in children
2. The use of WA does not support synchronous meetings, while early childhood requires direct scaffolding in learning
3. The use of WA in children requires assistance from parents, while many parents in their daily life also have to work outside the home.

Based on the results and discussion of research that has been carried out related to objective studies of learning implementation, to get optimal results in online learning activities during covid and no loss learning occurs. It is necessary to conduct a more in-depth study so as to create a loss learning mitigation model in the implementation of online learning activities from home for early childhood

Conclusion

The conclusions that can be drawn from the objective conditions of the implementation of early childhood education during the covid period in the aspect of media and learning facilities are;

1. More than half of early childhood children still experience difficulties in participating in learning activities from home because of the ability of parents to provide the media and learning facilities needed.
2. Most of the early childhood children live in areas that have problems with the availability of internet networks, making it difficult for them to join online learning activities and even if possible the applications that can be used are very limited.
3. Generally, all educators prioritize the use of the WA application in supporting online learning during covid 19. The WA application has advantages in terms of efficiency but in terms of effectiveness it is very lacking because it requires reading skills from children and direct assistance from parents, while many parents work outside House.

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