
EARLY CHILDHOOD TUTORING PRACTICES (BIMBEL) IN PANDEMIC ERA: STUDY CASE OF “MENARA ILMU” TUTORING INSTITUTION.

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Abstract: The rapid transition of education raises several new problems, one of which is the unpreparedness of teachers and parents, learning becomes less than optimal, especially the level of education for early childhood. There is no denying that this leads to high parental interest in non-formal learning such as private tutoring or private tutoring. The study aims to find out how private bimbel practices are for early childhood during pandemics. The method applied is qualitative descriptive, which is obtaining data using interview and observation techniques. Once the data is obtained it is then analyzed and concluded. According to the results of the study, the practice of early childhood private tutoring in the Tower of Science is more widely used as an enhancer (supplement) of formal education in schools.

Keywords: Early Childhood, Tutoring, Pandemic covid-19

Introduction

The Covid19 pandemic has hit all over the world. In Indonesia, the virus has been spreading since the beginning of 2020 until now. Efforts have been made by all parties to stop the spread of the virus that is increasingly mutating into this more deadly virus. The first policy carried out by the government is to impose social restrictions by changing work activities in offices and schools face-to-face to activities carried out from home (Circular Letter of the Minister of Education and Culture of the Republic of Indonesia Number 35952 / MPK). A/HK/2020, 2020). The change of face-to-face activities in schools to learning from home or School from home (SFH) has an impact on the quality of education in Indonesia.

The change of teaching and learning activities (KBM) in schools to schools from home requires teachers to be able to adjust all face-to-face activities into online . All Learning Implementation Plans (RPP), materials, and tasks must be delivered online. Some obstacles emerged after the change, including the ability of teachers in conveying material through interesting media and lack of interaction that occurred so that learning activities were less effective (Agustin et al., 2020). Learning from home is applied to all levels of Education, not least in early childhood education (PAUD).

The learning system in PAUD has a different system from the above level. Early childhood is a child who is in a golden age, where children will be given more stimulus activities to develop 6 aspects of development (Siti, 2017). The golden age experienced by early childhood is the most important foundation in the growth and development of children, so it is important to provide the right stimulus, especially through learning activities while playing. PAUD as a pre-school institution becomes a level of education that certainly should not be passed by children. However, during the Covid-19 pandemic, activities in PAUD were also affected by social restrictions so that teaching and learning activities were also carried out online.

The change of activities into learning from home, requires teachers to create innovative activities so that PAUD learning goals can be achieved. However, in reality there are various obstacles during online activities (Agustin et al., 2020). Not only on materials and technology, but also in the lack of interaction between teachers and students. Where at the PAUD level there needs to be a psychological and physical approach between teachers and students.

During the change of the learning system to distance, to support students' learning activities, many parents are concerned to facilitate children with the help of tutoring and private lessons at home. Tutoring activities (bimbel) are included in non-formal education which is expected to help children learn while at home. Based on Law No. 20 Article 26 related to non-formal education explained that the function of non-formal education is as a substitute, enhancer, and complement to formal education (National, 2003). During distance learning, many parents think that the baby does need a tutor or child guide directly who can really support the growth of children who can only be slightly monitored by the class teacher.

Even so, the spread of the corona virus cannot be ruled out. Coronavirus (Severe Acute Respiratory Syndrome Coronavirus 2) or shortened to Sars-Cov-2. This virus began to spread in Indonesia in early 2020 commonly known as Covid-19 (Ouassou et al., 2020). The spread of this virus through the air and attacks the respiratory part of humans, so it can cause respiratory diseases

ranging from colds to pneumonia. Various mild and severe symptoms will be felt by sufferers ranging from fever, cough, to respiratory problems. Corona virus can cause a decrease in lung function as much as 20 to 30 percent even though the patient has been declared cured (Wahidah et al., 2020). In addition to lung organs, for patients with severe symptoms with certain congenital diseases can certainly experience a decrease in other organs. The rise in covid-19 cases in Indonesia resulted in social distancing policies and the prohibition of associations still needs to be encouraged. Therefore, although education is very important, the existence of coronavirus should not be ruled out and underestimated (Yuliana, 2020). The longer the instability of education that occurs in Indonesia is not surprising if the increasing interest in private tutoring is getting out of control. Because at any time education is like an important need for the life of a human being.

In the National Education System law, Education is defined as a conscious and planned effort to realize a learning atmosphere and an active learning process to develop the potential of learners. Education is carried out in the form of guidance, teaching and training with the cultivation of moral values in an effort to optimize child development (National, 2003). Guidance is also provided as an aid to solving problems facing children and encouragement to develop potential and talent. However, it is also explained that PAUD is a fostering effort aimed at children from birth (0 years) to the age of 6 years which is done through the provision of educational stimulation to help physical and spiritual growth and development so that children have readiness to enter further education (Hasanah, 2019). There are many educational models that parents can choose from. In Indonesia there is formal education, non-formal education, and informal education that can support the development of the potential of the child. All three can be adjusted to the needs of children, especially during pandemics, parents can sort or collaborate education that feels right for children. Like the phenomenon that occurs lately, many parents feel formal education does not run optimally, plus parents have their own busy lives, thus making parents choose to register tutoring services as a solution.

One institution that offers tutoring services or private early childhood is “Menara Ilmu” . The institution, which was established starting in 2019, already has 70 teaching tutors who can accompany students from preschool to high school level. Especially for preschool-age children, “Menara Ilmu” applies Fun Learning methods that prioritize children learning while playing happily. “Menara Ilmu” modified the Montessori model of educational play with materials that were easy to get. Currently, “Menara Ilmu” has 40 preschool students in bantul region of Yogyakarta.

Since the beginning of the pandemic, “Menara Ilmu” educational institution has experienced the ups and downs of the number of study participants. But in recent times there has been a significant increase, especially the level of early childhood guidance. Even every month until it requires additional tutors to answer consumer demand. The increasing number of new enthusiasts enrolling in tower science educational institutions makes researchers feel interested in studying how the practice of tutoring during this pandemic, so that it can be in demand by many parents of early childhood. The purpose of this research is expected to be a picture to school teachers and other educational institutions about the practice of tutoring that is in demand by parents of early childhood.

Method

This research uses qualitative descriptive methods with phenomenological approaches (Yulia, 2021, p14). This research is aimed at looking at the reality or practice in tutoring institutions or private tutoring for early childhood that are increasingly in demand. The source of the research data comes from interviews conducted with parents and teachers of the Yogyakarta Science Tower private tutoring institution equipped with observation and documentation. But due to a pandemic that requires the implementation of social distancing and large-scale social restrictions (PSBB), interviews are conducted using the WhatsApp application.

Discussion

The increasing interest of parents towards tutoring services in the midst of a pandemic is undeniable. Tutoring is in demand by parents of early childhood to parents of high school students who do need the help of private teachers to help improve the education of their children. Stikes and Dorcy say tutoring is basically a help to someone to solve a problem that he is facing (syadid, 2005). In practice, education is in practice with the understanding of national education written in the National Education System Act of 1989 which writes that education can be realized in the form of guidance, teaching, and training.

Educational practices will continue to grow as the times progress. This is increasingly felt in times of pandemic, the transition of education that is forced so quickly makes some seem unprepared, so it requires guidance to solve the problem. It is also felt by early childhood parents at “Menara Ilmu” Children’s Guidance Institute. Many parents are worried about the education of their children who are not maximal during the pandemic because they have not been able to follow the

distance education process well (Salsalina, 2020). They regret this, according to them education in early childhood the most important thing is to optimize the basic abilities of children by creating experiences directly (Yulia, 2021), less suitable when using zoom media such as adults, children will tend to be passive and boring.

Based on the information provided by early childhood parents who are included in “Menara Ilmu” course, in this situation, tutoring is needed by their children. Informant revealed, in addition to the business factor of working from home, not a few parents who feel they do not have adequate qualifications to accompany their early childhood in developing aspects of development in the golden age of the baby. There are also parents who think that tutoring to complete learning materials in school, including material that only a child gets little or even not given to children at all. The opinion of the parents is in line with the purpose of tutoring which aims as a substitute, complement, or enhancer of education in school. Because basically to achieve optimal education, formal education in schools needs to be refined with non-formal education and informal education at home in tandem.

Tutoring is a solution for parents to develop their child's potential. Tutoring is considered to help children's development become more optimal, there are already many tutoring institutions available today. Starting from tutoring provided by the school, as well as out-of-school tutoring institutions that can be tailored to the needs of children and the wishes of parents. Nowadays tutoring is better known as tutoring by the wider community, which means additional lessons outside of formal school. But there is a difference between tutoring and private tutoring. Tutoring tends to be similar to classroom learning activities. One tutor will accompany the study class but with fewer students than the students in the class. But currently there is also a private tutor where one tutor only focuses on teaching one student only. As for the practice, tutoring outside of school hours still refers to the purpose of tutoring written in Law no. 20. The year 2004 is aimed as a substitute, enhancer, and also complement formal education in schools (Rahmat, 2017).

Substitutes for Formal Guidance in Schools

Pre-school children are children aged three to six years who are in the period of motor, intellectual, and social physical development (Hurlock 1997). In the draft of early childhood education, of course, it refers to the Standard of Achievement Level of Child Development (STPPA) which is a reference for the entire course of learning based on the level of achievement that must be owned by children in accordance with the stage of age. All the movements of children in school are considered by teachers as a reference for assessment of the extent to which children develop. In school also provided various games or tools supporting child development. So that makes parents quite calm about the education of their children who are well supported in school.

However, in the pandemic all learning activities in schools had to be diverted at home. Many new problems are emerging, either from educators or teachers in schools, or parents at home. One of them is not a few parents and teachers who have not been able to follow the development of technology well. In addition, many parents complain of not being able to coordinate children who tend to be more difficult to manage at home than at school. Therefore, it is not surprising that many parents choose not to enroll their early childhood in formal educational institutions such as kindergarten or PAUD.

Recorded in the administration there are 10 children out of 40 students of “Menara Ilmu” who are not registered in formal institutions. According to the information disclosed by the source registering children in formal institutions in times like this is just a waste of cost and time. Because in reality distance education is not maximal and the same parents must intervene alone in teaching their children, because in practice distance education makes teachers can not act more to help the activities of students. Especially for early childhood who still need a lot of help from adults.

During the ban on learning activities in schools, many parents choose to remove their children from school and enroll their children in private tutoring institutions. As done by early childhood parents in “Menara Ilmu”. Tutoring was initially widely applied as an additional activity, when the pandemic was turned into a substitute education. According to the results of an interview with one of the parents of early childhood, by transferring their children to special early childhood tutoring is the same as getting an education in formal institutions such as kindergarten and PAUD. Activities designed by tutoring institutions are also in accordance with STPPA references that are also used by kindergarten and PAUD. It's just that tutoring is more focused on accompanying children. Moreover, parents can choose what kind of guidance model they want to give to their children. For example, parents who choose the Learning Tower tutoring because the tutoring focuses on developing the child's abilities with fun learning methods and improvements in their reading which parents think are suitable for the baby. For parents who do not enroll their children in formal institutions, the average asks for meetings four times to five times a week. This is considered more effective because the tutor focuses on one child.

Formal Guidance Enhancer in School

One of the functions of non-formal education is to meet the needs that are not obtained by children in formal schools (Rahmat, 2017). Especially in pandemic times, the transfer of knowledge and also the assistance of children's learning cannot run optimally. In the study of the science tower, novateurpublication.com

there are many parents who need help in accompanying children to study. Based on the results of the interview, not a few parents who feel they can not be maximal when accompanying their children.

The guidance at “Menara Ilmu” Turoing Institution provides more educational games to children to strengthen what has been learned with the teacher in the process. By providing tutoring to children as an educational tamahan, children will increasingly understand the material and also add to the child's experience and build the concept of thinking. Although the learning guide of “Menara Ilmu” has its own curriculum, but tutors also equate the development of children along with the material provided by the school. Because it only wants to be an enhancer, it must be adjusted to the school curriculum. However, in fact, through fun active learning, the child will directly have the ability to learn higher material.

One of the sources said, during online learning, her daughter was only able to understand the concept of numbers, but by providing tutoring outside of school her daughter was able to memorize more numbers because the methods used were fun and also accompanied by a focused tutor. Many parents ask tutors to maximize their child's potential, because parents feel the child still has a lot of energy and more ability to learn new things outside of the material provided by the teacher through online learning. This proves that to optimize children's abilities more tutoring is needed, especially when parents are not able to accompany the child well more tutoring is needed, especially when parents are not able to accompany the child well.

The founder of the tutoring institute said there are as many as 20 out of 40 students enrolled in the private tutoring tower of science fall into the category of private bimbel practice which applies private tutoring as an enhancer of materials that have been given by teachers in schools. With the guidance tutor, parents hope that the baby's pedidikan can be more developed optimally, not limited to the material provided by the teacher only.

Complement to Formal Guidance in School

Tutoring not only helps children optimize cognitive development, there are many tutoring options that can help children's potential development. As for the kinds of tutoring / lessons that can be given to children such as painting, dancing, singing, counting, athletics, martial arts, to memorize the Quran. The types of tutoring mentioned are one of the offers for parents who tend to be satisfied with the child's achievement in school, so that the child is given painting, athletic, and so on as a complementary activity only.

“Menara Ilmu” quite provides a lot of complementary activities for children during the pandemic, one of which is english class, developing qur'anic's reading , and calistung for children of a certain age. This complementary activity is only given to children who do not experience obstacles or distance learning difficulties. Tutors will instruct parents to focus on aspects of children's development first if anyone is still left behind.

Practices during pandemics

Although it prioritizes education, but safety and health cannot be forgotten just like that. The spread of cov-19 virus must be stopped. This has more or less affected early childhood tutoring practices, especially in The Tower of Science tutoring. However, the change that is so felt there is an increasing demand for parents to accompany the learning of the baby, and also increase the number of parents who register need tutoring for children.

The implementation of fun learning activities is carried out in the homes of students while still complying with health protocols. This answers the requests of parents related to active learning in order to provide direct experience to the child. Health protocols are an aspect that is not forgotten for both tutors and parents and children. when teacher learning applies distance, so that for the participation of it, the selection of learning media is also considered. The media used is greater to make tutors able to supervise remotely.

Tutoring activities that were able to be carried out by two students at a time, now only done one by one. In addition to maintaining focus, it is also done to meet the crowding ban. Parents and tutors also maintain good communication, among others, to continue to communicate about the child's development as well as to ensure that tutors and children are in good health. For early childhood who are not healthy can do tutoring with the Online Fun Learning Model that is done remotely. However, even so, tutoring activities still use the media and are attractive without making children become bored and bored.

Conclusion

The covid-19 pandemic that is still spreading in Indonesia makes very significant changes in various aspects of life, not least the world of education. In fact, many parties are not ready for this rapid educational transition, so it is not surprising that education in pandemic times is considered less than optimal. Online learning by using the internet network is considered to make children bored faster and make children passive. Now, private tutoring is like bringing a breath of fresh air to parents, especially parents of pre-school children who feel unable to accompany the child's learning, both in time and skill qualifications.

These days tutoring is seen to be something different especially in the eyes of parents of pre-school children. If in the past parents thought that education in school is the main education, but today many parents prefer tutoring institutions as a forum for their children to learn. Based on data obtained by researchers, in the pandemic era parents use private tutoring practices as an enhancer or formal education implementation. There are 50% of parents who use tutoring institution as a supplement, 25% as a substitute or replace, and 25% as a complement. The high demand for bimbel as a implementation for early childhood is because many consider it a refinement of formal education that is considered less than optimal in the pandemic era.

In its implementation, tutoring is carried out at home, because it considers the development of children, and also the condition of the area that is considered safe to carry out teaching and learning activities. The activities are also carried out privately, with only one student and one tutor complete with health protocols.

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