

DIGITAL MEDIA FOR EARLY CHILDHOOD EDUCATION DURING THE COVID-19 PANDEMIC IN CIREBON

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Abstrak

The impact of the Covid - 19 pandemic is being felt by all levels of society and all aspects of life, including early childhood education. Changes in learning begin with planning, strategy, media to evaluation. The survey methodology of 175 teachers contains semi-structured questions distributed via Google form which aims to obtain extensive data on the impact of the COVID-19 pandemic on early childhood education units in Cirebon. Data were analyzed descriptively using the framework of social change theory. The findings show that the obstacles faced include the unpreparedness of educators in applying gadgets and the internet as e-learning media, limitations of parents in operating features in gadgets, locations that are difficult to reach by internet access, economic limitations to fulfill study quotas, support and synergy between teachers and parents towards the e-learning process which is still difficult to build.

Keywords: *Digital media, Covid – 19 Pandemic, Early Childhood Education*

Pendahuluan

The corona virus, or what is commonly called covid-19, is the reason biggest result of massive digitization. All diverted the digital world, from the economy, religion, to education. So in this case educators must provide updates to facilitate the current learning process which is dominated by digital. The method itself requires creativity from educators in order to achieve an education system that is successful and in accordance with the conditions during this pandemic. PAUD teachers have to face countless dilemmas in this period, such as how to define online "learning" of preschoolers: how much time should children spend in front of digital devices, what content to use and how to adapt online teaching to the characteristics psychophysiological and developmental needs of this age group. Both teachers and children have experienced the closure of preschool institutions due to the pandemic.

PAUD teachers send learning materials to children, they even meet on different video chat platforms, but the taste is not the same , mostly due to lack of physical presence (Barabasi, 2021). Early childhood educators increase technological competency, have more interactive resources, can take advantage of user-friendly educational platforms specifically designed for the early childhood period, are equipped with resources to serve families, and have support for their psychological well-being. Given the important role of teachers, the COVID-19 pandemic has reminded them that it is very important to meet the needs

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mentioned above in order to improve the quality of distance education in early childhood (Alan, 2021). In mid-spring 2020, most early childhood programs were closed and many PAUD children were left without services. Another disturbance is the postponement of practicum for early childhood education program students in several PAUD units, because they chose not to accept practicum students to reduce the spread of COVID-19 (Groll, Kumen, 2021). COVID-19 and Child Care: Local UK-wide impact of the pandemic on education and early care services, finding wide and varied local support for the sector. Some closed a number of PAUD units because they had to close and saw the financial impact that occurred after financial support was withdrawn and the long-term impact of the pandemic (Hobs & Ria, 2021).

During the spring of 2020, every family that had access to child care was out of service. Some childcare centers continue to provide connections through virtual meetings, but these connections do not serve optimally for child development, social participation, and support for work, study, or other family activities (Underwood, et al, 2020). In early childhood education, this international health crisis has triggered unprecedented, sweeping, and dramatic changes in the lives of children and their families, children's pre-service and in-service teachers, and early childhood teacher educators. Around the world, Covid-19 has also pushed early childhood education systems to the brink of collapse and mobilized leading early childhood organizations to advocate for Covid-19 impact finance packages to assist early education programs (NAEYC 2020; Zero to Three 2020).

Many families withdrew their children from kindergarten/PAUD and child care services or cared for them at home due to social restrictions. The Australian Broadcasting Commission (ABC) is expanding educational television programming available nationwide each weekday from 10am to 3pm. Other online resources to support children's play and learning at home are available from each state and territory department of early childhood education. While a variety of freely available online learning and teaching resources are available, the nature of these resources varies widely across early childhood settings and the requirements imposed in different Australian states and territories (Eunheye et al., 2021).

As early childhood education centers reopen, educators are practicing strict infection control and organizing enough play activity for children to reduce fear and anxiety and create a relaxed learning environment. For example, in Shanghai, Activities are changed regularly to provide more flexible time periods for children to engage in free play, group and outdoor activities compared to the previous more structured schedule. Providing a stable schedule with shorter days and changing programs relieves parental anxiety and supports children's gradual return to kindergarten.

Since June 2020, most kindergartens have restarted regular education programs while implementing measures

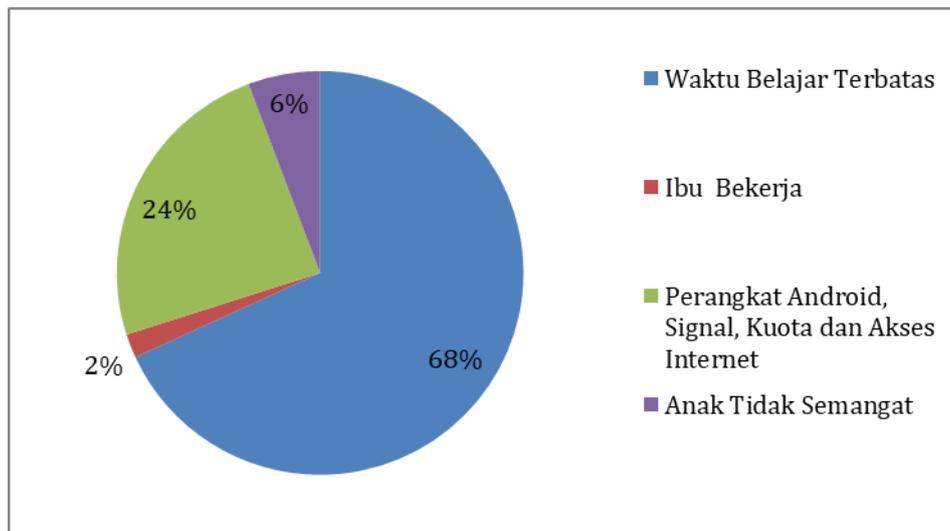
Metode

Research Methods Quantitative (Survey, Participants 157 formal and Non-Formal PAUD Educators, Location City / Regency of Cirebon, West Java, Data Collection Techniques Questionnaire (Semi Structured Questions) via Google Form, Data Analysis Techniques Descriptive.

Hasil Penelitian dan Pembahasan

Table 3.1
Obstacle Survey Results

Obstacles Faced in Learning			
Limited Study Time	Working Mother	Android Device, Signal, Quota and Internet Access	Unenthusiastic Child
107	3	38	9

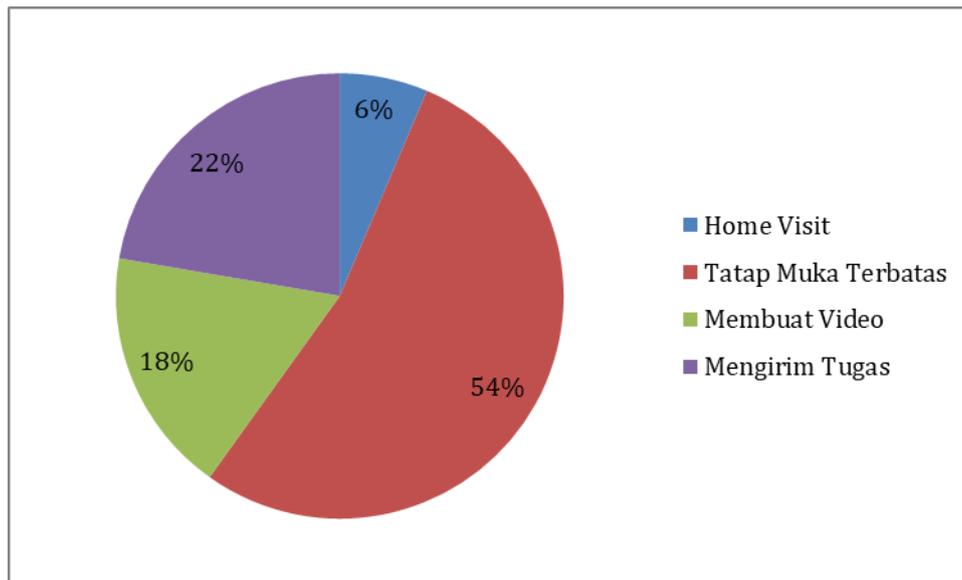


Picture 3.1
Graph of Obstacles to the Process of Learning Activities

Tabel 3.2
Results of the Survey of Learning Models during the Pandemic

Model pembelajaran			
Home Visit	Face to Face Limited	Video	Sending Tasks
10	84	28	35

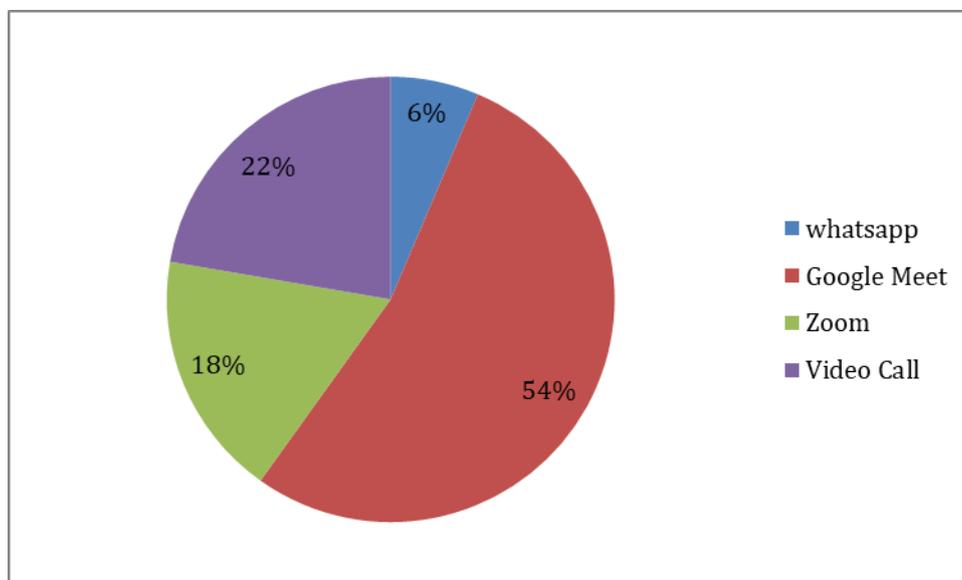
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Picture 3.2
Results of the Survey of Learning Models during the Pandemic

Table 3.3
Social media

Social Media			
whatsapp	Google Meet	Zoom	Video Call
10	84	28	35



Simpulan

The Covid pandemic has had an impact on changing patterns of learning and playing activities from face-to-face to distance learning, home visits and limited face-to-face. Teachers experience problems in carrying out learning activities through virtual face-to-face, due to limited ability to operate computers, limited quotas, not all parents have smartphone devices, and the location where parents live in villages where internet access is difficult to reach. Children are not optimal in providing stimulation of developmental aspects through distance learning and limited face-to-face. The time for accompanying parents during distance learning is limited and not optimal because they have to work. Children feel bored and lack enthusiasm because they are limited to playing and socializing with friend.

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