

# Kindergarten Teachers' Perceptions of Online Learning During the Covid-19 Pandemic in Mataram City

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## ARTICLE INFO

### Keywords:

Kindergarten;  
Teachers;  
Perception;  
Online Learning;  
Covid 19;

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### Article history:

Received 2022-02-03

Revised 2022-07-15

Accepted 2022-12-12

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## ABSTRACT

The purpose of this study was to describe Kindergarten Teachers' Perceptions of Online Learning During the Covid-19 Pandemic in the City of Mataram. The research subjects were 12 teachers from kindergarten institutions in 6 sub-districts in Mataram City. Data collection methods are interviews, documentation, and observation. The research time starts from January to March 2021. Data analysis consists of presentation, data reduction, and conclusions. The results showed that technological devices as distance learning tools were used during the covid-19 pandemic; preparation of schedules, media, learning applications, learning tools prepared before learning begins; students are less focused when learning online, causing ineffective learning; the internet is less stable; and the role of parents is needed in assisting students during online learning at home.

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## 1. INTRODUCTION

The World Health Organization or abbreviated as WHO issued information that on January 30, 2020, a virus emerged as a major pandemic that caught the world's attention, namely COVID-19 (Organization, 2021). A pandemic is the spread of a new disease worldwide (King et al., 2021). The emergence of the this pandemic has attacked several aspects of people's lives. Some aspects of people's lives according to research results such as political aspects (Purba et al., 2021), economic aspects (Nabila, 2021), cultural aspects (Flew & Kirkwood, 2021), agricultural aspects (Siche, 2020), welfare aspects (Yang & Ma, 2020), and educational aspects (Rohman et al., 2021).

Covid 19 had an effect to educational aspect is the learning proses at all levels of education which is a learning process can still be carried out. Due to the this pandemic, all educational institutions were closed and unable to carry out offline learning. Based on data, data on March 21, 2021 showed as many as 171,341,667 students worldwide, or about 9.8% of the total students in all countries had changed to the learning system due to COVID-19 (Roda et al., 2020; UNESCO, 2020).

In addition, In Ministerial Regulation No. 21 of 2020 issued a circular regarding Large-Scale Social Restrictions aimed at handling COVID-19 which includes regulations for working from home, worshipping at home, and studying from home for students starting from home. In addition, the government also recommends that online learning from home be applied during the pandemic while continuing to prioritize meaningful learning without students feeling burdened (Arini et al., 2021). This

online learning applies to the level of kindergarten education level. Online learning from home is the solution of system during a pandemic (Bahtiar & Ibrahim, 2022).

Learning from home can be done through online learning, it had been a solution learning model by providing better accessibility for students who previously lost the right to learn (Rasyid et al., 2020). It is very important to explore current situations and problems with online learning in order to keep improving students' experience and knowledge (Ota, 2020). Today, online learning had to make a communication to learning process (Cunningham et al., 2020). In the last few years, online learning has become the focus of application because it is adapted to the times (Lall & Singh, 2020). Teachers and students will get used to using technology if they continue to do online learning (Almaiah et al., 2020; Bahtiar & Ibrahim, 2022). Learning around the world will become a social platform between teachers and students if online learning is applied (Adedoyin & Soykan, 2020).

Potential online learning reach wider information, which means providing space for students to access education so that learning experiences are created (Adnan & Anwar, 2020). The advantage of distance learning is that students are technologically literate and reduce the cost of the learning process (Bahtiar & Ibrahim, 2022; Dwiyantri & Sari, 2021). Teachers need to be able to condition all learning components, such as methods, media, time, psychological factors, motivation, and interest in learning.

However, to increase the active involvement of teachers and the delivery of creative learning, teachers' perceptions of online learning also need to be studied. Understanding of perception is the human ability to distinguish, classify and then focus the mind on a thing and to interpret it. Perception is a top-down process, where the brain organizes information and carries it in a context which will then produce a human perspective on something as an individual interpretation and/or that can be understood together socially and culturally (Oey & Lim, 2021; Alizamar, 2013).

The process by which the brain interprets sensory information and converts it into meaningful statements is called perception (Nevid, 2017; Rizal et al., 2020). Through perception, the brain tries to interpret the collection of sensory stimuli that impinge on the sensory organs. The process of perception brain to organize various pieces of sensory information to form an orderly impression or picture of the world is perception. Perception is a cognitive process that allows us to interpret and understand the surrounding environment. Individual perceptions are influenced by functional factors and structural factors (Couto, 2016).

Personal factors are called personal factors such as needs, age, experience, personality, gender, emotions. Then factors outside the personal are structural factors such as environment, culture, and social norms. This can affect a person's perception of a particular object. Other experts state several factors that can shape and distort perceptions, including previous precursor factors (perceiver), factors in the situation (situation), factors on target (target) (Koh & Chai, 2014). Grace states that functional factors that determine a person's perception come from needs, past experiences and other things including what we call personal factors.

The results of previous research that discussed the problems faced in online learning for early childhood stated that facilities and infrastructure, schedules, and the ability to use applications are the big learning problem in early childhoods (Harahap et al., 2021). Furthermore, there are several problems that occur in online learning for kindergarten education from the perspective of teachers, principals, and guardians of students. From the teacher's perspective, the problem that occurs is that the teacher is not used to it and does not have interesting teaching materials to use in online learning. The ability to use computer and online technology is still lacking. From the principal's perspective, the problems that occur are limited information and government bureaucracy, regarding the provision of assistance in fulfilling school health protocol facilities (Arini et al., 2021). Meanwhile, from the parents' point of view, they prefer to provide their own learning to their children rather than having their children enrolled in PAUD schools, considering that online learning is done at home. In addition, according to the guardians of students, the level of early childhood education is a non-formal school level (Rachmayani et al., 2021).

In recent years, there have been several studies examining teacher perceptions of online learning. Mukhtar et al., (2020) said that distance learning, convenience, accessibility, while limitations involve

inefficiency and difficulties are the problem in online learning process. (Rasmitadila et al., 2020) said that national humanistic curriculum, support, and cooperation from all stakeholders, both government, schools, teachers, parents and the community are the component make success for online learning. A part from the perception of primary teachers towards online learning, there has been no research that examines the perception of Early Childhood Education (PAUD) teachers towards online learning.

Based on this description, the most dominant factor is the teacher, where the teacher has an important role in learning activities. These factors include the teacher's internal and external factors that greatly influence the success of learning. Internal factors include motivation, perception, competence, use of technology, discipline, and others. While external factors include the facilities and infrastructure owned by the teacher, the right schedule for doing online learning, internet connection and much more.

One of the internal factors is the teacher's perception. This teacher's perception is important in supporting the success of online learning. Perception or it can be called with this assumption has a big influence. If a teacher has a negative perception of online learning, then this can have a considerable impact on their students. This includes perceptions of e-learning applications that use internet technology. There are teachers who think that it is difficult to do online learning with e-learning, then the motivation that arises in the teacher will also weaken. However, if the teacher has a good perception, and has high self-confidence, the teacher will be motivated in compiling online learning.

Online learning is a new thing for kindergarten teachers, so the perception of kindergarten teachers on online learning is an important thing that needs to be studied more deeply. This is necessary so that it can be seen what the advantages and disadvantages of online learning in kindergarten institutions from the perceptions of kindergarten teachers are, so that it becomes input for various interested parties for the advancement of kindergarten institutions. Therefore, this study conducts research to reveal the meaning of the concept or perception of early childhood education (TK) teachers towards online learning based on awareness that during the COVID-19 pandemic in Indonesia. Readiness for online learning is not only needed during a pandemic, but also for educational readiness in the era of the industrial revolution 4.0 in Indonesia.

## 2. METHODS

This research used a phenomenological method. This method looks at the human experience through the description of the people who are research participants, so that researchers can understand the life experiences of participants (Cressweel, 2013). In this study, a phenomenological approach was carried out to examine the perception of kindergarten teachers during pandemic in kindergarten institutions throughout the city of Mataram, with an in-depth approach that was carried out for 3 months in stages to see the progress of online learning in kindergarten institutions (January - March 2021).

Participants in this study consisted of 12 kindergarten teachers. Participants were selected using purposeful sampling, where the sample was selected depending on the purpose of the study without regard to its generalizability (Sugiono, 2021) and there were no fixed rules about the minimum number of participants. Researchers collected data using observations from documentation sent by the teacher in the form of photos and videos as well as in-depth indirect interviews with 12 kindergarten teachers. All interviews were conducted by 12 kindergarten institutions spread across Indonesian using an application with prior notification and consent of the participants. Data analysis starts from data reduction, data presentation, and data verification. In this study, data reduction was carried out in the early stages of data analysis because the data collected was too much and not all data could be used as research data. There are some data that are not.

Narrative (text) is the presentation of data which is the result of data collection. It is presented in such a way that organized in a relationship pattern, so that it will be easier to understand. The last stage of data analysis is data verification. Data verification is done by looking at the results of data reduction and still referring to the analysis objectives to be achieved. This stage aims to find the meaning of the data collected by looking for relationships, similarities, or differences to draw conclusions as answers to existing problems.

Conclusions are temporary and can be changed if no further data is obtained. However, if the data is not found then the conclusion is credible data.. The research flow is presented in Figure 1 below.

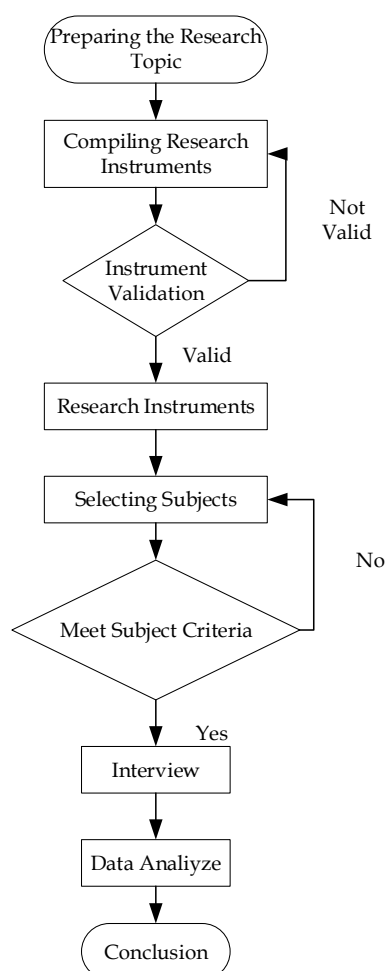


Figure 1. The Research Procedure

### 3. FINDINGS AND DISCUSSION

The results of the analysis of interview data with 12 kindergarten teachers as participants in this study showed that all teachers already knew what online learning meant, even though all participants had never implemented online learning before in kindergarten institutions, but due to the COVID-19 pandemic situation and there are regulations from government to learn from home, this makes teachers required to implement online learning so that the learning process in kindergarten institutions can still be carried out.

#### 3.1 Kindergarten Teachers' Perceptions of Understanding Online Learning

Participants from 12 kindergarten teachers had various perceptions regarding the notion of online learning, but all participants agreed that online learning was considered a learning activity with technology such as mobile phones, computers, and laptops and supported by the internet network.

This statement was also supported by other participants who explained that in carrying out online learning, it does not only require an internet network and technological devices, but also applications that can assist the implementation of online learning. Other participants mentioned applications that can be used in carrying out online learning and said that the teacher who guides the online learning process is the teacher, only those children also need to be accompanied by parents or

other adults in using these applications. Online learning is often also referred to as online learning (in a network), while face-to-face learning is called offline learning (outside the network).

Online learning can be carried out well if it is supported by a stable internet network, adequate technological devices, and assistance from parents at home in helping children use these technological devices. Online learning is rooted in the distance education tradition (Adedoyin & Soykan, 2020). Learning experiences using technology can give students access to online learning (Nasir et al., 2021). The use of the internet in various ways can increase teacher and student interactions in the online learning process. Online learning can also be done asynchronously through the web, WA groups and other media. Web-based distance education can be referred to as online learning. Online learning is used in many cases for online education by distance because most distance education is currently conducted online (Adnan & Anwar, 2020). Online education or e-Learning is generally defined as a space bridge for using web-based technology (Lee, 2017; Moore et al., 2011; Ryan et al., 2016). Online learning called digital and computer learning and as the instruction delivered on digital devices intended to support learning (Almaiah et al., 2020).

This statement is also supported by the statements of other participants who stated that in carrying out online learning it is necessary to prepare RPPM and RPPH as well as applications that used to carry out online learning. Preparing lesson plans, learning media, and learning applications. Teachers also prepare learning schedules and learning strategies. It needs to be prepared with a learning implementation plan, learning media, learning applications, learning schedules, and learning strategies so that the implementation of the learning process can be carried out smoothly and effectively. This is supported by expert statements which state that in conducting online learning, several aspects that need to be considered are planning, measuring student needs, support systems, teacher competency development, material design, selection of the right platform, and evaluation of the progress of learning outcomes (Adedoyin & Soykan, 2020; Sipayung & Wibawa, 2020). Other experts report that aspects that need to be considered in online learning are students, teachers, learning materials which include quality and flexibility, the quality of the technology or platform used, and the learning environment. Another opinion mentions the need for three main aspects, namely developers, educators, and students who each face the same challenges, namely technological challenges, development challenges, and pedagogical challenges (Muhdi et al., 2020).

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### **3.2 Teacher's Perception Kindergarten on the Effectiveness of Online Learning**

All participants thought that the online learning process was less effective to apply to early childhood due to several reasons including the internet being less stable, children not focused on teachers attention, children not interested in online learning and children requiring direct attention during the learning process, while when learning online, the teacher cannot give direct attention to the child.

Besides being caused by an unstable internet network, online learning is considered less effective because children are less focused in participating in online learning. This statement was also supported by other participants who explained that there was. Some children are less interested in participating in online learning. The ineffectiveness of online learning to be applied to early childhood is due to several reasons including the internet network being less stable, children less focused on

paying attention to teachers, children less interested in online learning and children needing direct attention during the learning process, while online learning, The teacher cannot give direct attention to the child.

This is strengthened by the statement of (Belawati, 2019) who reported eight factors that were found to inhibit children in online learning, including administrative, social interaction, academic skills. Sahoo's research (2020) reports that students and teachers are found to feel stressed a significant percentage of, isolated and lack confidence in online learning platforms and disagree that curriculum can be effectively delivered via online mode.

### 3.3 Kindergarten Teachers' Perceptions of the Role of Parents in the Online Learning Process

All participants agreed that the child's parents had a role the online learning process for their children. Early childhood requires parents to use technology devices to participate in online learning. Participant 19 Kindergarten teachers participating in this study agreed that the role of parents is very important in accompanying children during the implementation of online learning, providing guidance in the use of applications, attention, and motivation to children so that children remain consistent and enthusiastic in online learning. In addition to assisting, the role of parents is also very important to provide guidance and attention to children during online learning, so that the use of technology used does not have a negative impact on children. While accompanying children,

Parents need to accompany children during learning based online. The role of parents is very important for various aspects of child development. Otto (2015) stated that the involvement of parents in the guidance and education of children is very necessary. Parents play an important role in children's language development. Berk (2013) stated that the role of parents predicts better language and IQ scores in early childhood. According to Susanto (Susanto, 2017), the roles of parents that can be given to children include training, getting used to behaving according to values based on moral references, and the need for parental control to develop it. Seefeldt (2010) states that the role of parents is very helpful in social studies, because all kinds of involvement, informal and formal, bring together parents, teachers, studi social with the world of children.

## 4. CONCLUSION

Online learning is activity need using technological devices is also usefull in kindergarten institutions. Online learning in kindergarten institutions also continues to prepare learning implementation plans, media, applications, schedules, and learning strategies so that the implementation of learning can be carried out smoothly and effectively. Online learning is not effective to apply to kindergarten age children because the internet network is less stable, children do not focus when paying attention to the teacher only on the application screen, children are not too interested in online learning because children need direct attention during the learning process, while online learning , the teacher cannot give direct attention to the child.

**Acknowledgments:** The author would like to thank the principal of a kindergarten school in Mataram City. Thanks also to the teachers and resource persons who have helped the research to completion.

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