Cakrawala Dini:
Jurnal Pendidikan Anak Usia Dini

PAUD Teachers Encouragement Strategies in Facing the Dynamics of Online Learning

Safrizal Safrizal [1], Resti Yulia [2]*

[1]Institut Agama Islam Negeri Batusangkar,
[2]Universitas Negeri Padang, Indonesia
Correspondence: E-mail: restiyulia911@gmail.com

A B S T R A C T

The pandemic condition has influenced policies in the world of education, especially the problem of changing learning system policies. Starting from full online learning to limited face-to-face learning, even some schools according to regulations have also conducted face-to-face learning. The changing learning conditions have an impact on the psychology of early childhood students. This study aims to describe the teacher's strategy in encouraging their skill to maintain early childhood learning motivation so that the possibility of learning loss can be minimized. This study uses a qualitative descriptive method, with informants selected by purposive sampling, namely 5 teachers who teach in kindergarten, and 1 student's parent. Data collection was carried out by conducting in-depth interviews, documentation studies, and observations made on teacher activities through WhatsApp snaps. The results showed that some of the encouragement strategies carried out by the teacher were carried out through giving appreciation in the form of praise, gifts, publication of the work, and home visits. This is done to encourage children and motivate them to continue learning during the pandemic.

1. INTRODUCTION

Since 2020, the world of education has undergone many changes in terms of how it is implemented due to the COVID-19 pandemic. The demand for the implementation of learning by the health protocol makes interactions in learning unable to be carried out as in normal conditions.

The need to maintain a distance and apply a clean and healthy lifestyle encourages the government to issue a distance learning policy, as stipulated in the circular letter of the minister of education number 4 years. The contents of the circular stated the implementation of learning in critical situations to prevent the spread of Covid-19. This forces all levels of education to carry out distance learning or what is called online learning.

Online learning has been going on for more than a year since Indonesia was declared a COVID-19 emergency. Over time education policies began to change. Face-to-face learning has been allowed although it is still limited and must meet several requirements, such as regional zones based on the number of cases of covid-19 restrictions on the number of children entering, restrictions on school duration restrictions related to snack regulations, and a set of health care programs that must be guarded by both teachers and children during face-to-face learning. limited advance (Putra and Radita, 2020). These policy changes have an impact on children's interest in learning, especially in early childhood.

Early childhood is an individual who learns through the process of playing. The pleasure of playing will encourage children to have an interest in learning. The psychological readiness of children to accept new things to be learned is also very much determined by pleasure (Safrizal et al., 2021; Suryana et al., 2021; Yulia, 2021). This is also supported by research results which show that the playing process is one step to increasing children's interest in learning that supports children's readiness for school and ultimately has an impact on children's ability to solve problems and have better reading and math skills at the next level of education (Safrizal et al., 2021). However, playing opportunities are not optimal in changing learning dynamics. This causes children to experience a decrease in interest in learning.

Various studies show that online learning affects early childhood learning interests. As shown by one study states that learning significantly affects children's learning interests. This is indicated by symptoms of a child's lack of enthusiasm in learning, boredom shown by rebellious behavior or not doing assignments, and the absence of children in learning (Safrizal et al., 2021).

This research is strengthened by other research which shows that online learning has an impact on increasing the level of boredom of children in participating in learning in online classes so that children lose interest in learning. This loss of interest is triggered by the child's lack of direct interaction with teachers and friends (Yunitasari and Hanifah, 2020).

Some of these studies show the reality that the dynamics of online learning, both online as a whole and limited, have serious implications for children's interest in learning. This requires the right strategy to provide reinforcement and encourage children to remain enthusiastic about learning even though learning cannot be done in full face-to-face.

2. METHODS

This study uses a qualitative descriptive method with the type of case study. To be able to describe the teacher's strategy in encouraging children during the online learning period, limited face-to-face meetings, or the transition to face-to-face learning in writing. The subject of this research is a teacher who teaches in TK B class who teaches in Kindergarten, Rambatan District, Tanah Datar Regency.

The key instrument in this study was the researchers themselves who were assisted by using mobile phones for them, observation sheets, and a list of questions related to the teacher's strategy to be studied. Data was collected through in-depth interviews, observation, and documentation. The data that has been collected is analyzed using the technique proposed by (Hilal and Alabri, 2013) which consists of data collection, data reduction, data display, and drawing conclusions. To ensure the validity of the data obtained, the authors validate the source triangulation technique.

3. RESULTS AND DISCUSSION

The results of the study indicate that several teacher strategies in encouraging early childhood are described as follows:

3.1. Home Visit Program

The home visit activity carried out by the teacher was one of the special findings obtained. Home visits activities carried out during the pandemic were carried out by establishing learning posts in each student's house that were close to each other. For the distance of a house that is close to being made into one post. This strategy was found based on the results of an interview described by one of the teachers:

"Because you're already dizzy, right, online learning doesn't work optimally, try discussing it with parents through groups, for home visits in the form of a command post, because if one by one there are quite a lot of children, yes, it's a waste of time, right, so this activity is carried out, the school is also okay because it feels safe if it is limited to children in one house" (W1/06/2020)

"Routinely done, also scheduled once a week, usually just like a post for a uni, to make it safer, there are children who share it, if it's a lot, it means it's divided into two shifts, so it's not too busy, right?" (W2/06/2020)

The researcher also obtained the same thing from the results of interviews conducted by one of the parents of students related to home visit activities, with the following explanation:

"It was a bit complicated with online learning at first, but there was an idea to make a kind of post if the Ustazah said it was for a home visit, the activities were carried out, taking turns, for example, this week's house is at address X, later the children who are close from there will gather at the appointed time, limited children, one address if there are many children, it is limited to five people, there are also 6 if there is more than one, right? Erm, it's safe, so the kids are excited to learn" (W3/06/2020).

The basis for implementing the home visit program which is carried out in the form of a post is an alternative that can be done by teachers to foster and ensure the continuity of children's learning during the pandemic. This strategy was born from the many cases and complaints of parents about online learning which were considered ineffective for early childhood. Furthermore, the home visit strategy carried out by the teacher has an impact on

the enthusiasm of students' learning even during the pandemic. This is an external motivation for children to keep their enthusiasm for learning by holding meetings through this strategy.

This strategy is carried out to motivate children related to online learning which starts to make children limited in terms of space and time, so this causes boredom, that in the long term can cause academic decline (learning loss) in children (Khoirunisa, 2021). Home visits are carried out on the basis that online learning carried out in early childhood has limitations, even some problems arise when the implementation of online learning is carried out at the early childhood level. Furthermore, the home visit strategy provides benefits and positive values for students related to the spirit of learning and fostering social values and other aspects of development.

The advantages obtained above are in line with the results of research conducted that the home visit strategy has a positive impact in providing the best educational services, which not only results in collaborative learning between parents and teachers but is also important in the success of the spirit of learning for education and child care (Iswantiningtyas, 2021; Nirmala and Annuar, 2020). This supports the goal of the national education system, which is to ensure the development of the potential of students to become human beings who are faithful, devoted, have a noble character, is knowledgeable, healthy and capable, creative, and independent.

The implementation of this strategy gives birth to intense collaboration and communication so that support for children's learning motivation during the pandemic is not only from teachers but also from parents as extensions of hands to oversee the online learning process carried out by children (Christina and Kamala, 2021; Suhendro, 2020; Susanti, 2021). Therefore, the statement of effectiveness described in the results of interviews with parents gave positive results in building children's learning enthusiasm even during a pandemic.

3.2 Publication of Children's Work

Publication of the work is the strategy that is most often found when online learning is carried out. the strategy of publishing student work is carried out in the form of posting the results of student work done while studying from home on the school's social media account, or the class teacher's social media account. The findings are obtained based on the results of a documentation study conducted by researchers on social media accounts from teachers or schools, as follows, (See **Figure 1).**

The picture above shows that the publication of children's works and activities during online learning is not only done by posting pictures on social media accounts but also contains captions containing short motivational messages, praise that makes children motivated and feels the results. His work was appreciated by the class teacher.

Figure 1. Publication of Children's Activities and Works on School Social Media

The publication of the work and learning from home activities are carried out as a way to increase children's motivation and enthusiasm for learning from home. Publications carried out usually mark parents' social media accounts, to have the motivation to encourage their children to carry out activities. This is the result of an interview conducted by one of the teachers who stated that:

"Usually we use the posting method, right, yes, the work of children, on WA, FB, Instagram using a teacher account or school account, usually, the parents are tagged so they can see their child on the school account, right?" (W7/06/2020)

Related to the purpose of using this strategy, it is also related to fostering children's enthusiasm to continue to be creative and hone creativity, especially in developing children's fine and gross motor skills, from various assigned work activities. In line with this, the explanation is also given as follows:

"Children's motor skills need to be trained, face-to-face, there are a lot of activities, right, online it's difficult to control, so children who have finished their work, are sent to the WA group and posted, usually there are a lot of immediate reactions, parents also struggle, right? so that his son too. All works, there are no criteria, children's work must be respected so that they are enthusiastic about learning" (W8/06/2020)

The description of the results above can mean that the publication of children's work has a positive impact on teachers as educators to gain trust from parents that during online learning the teacher also works. In addition, the publication of children's work makes the values of appreciation from the tangible form of the work produced feel appreciated by students (Fadlilah, 2020; Wirda et al., 2020).

Children will be increasingly competing to immediately work on and send their assignments to class teachers, the same is felt by parents as an extension of the teacher in controlling learning activities from their children's homes, will feel indebted if their children have not done the online learning assignments given. Furthermore, the publication of children's work on social media will encourage parents to immediately direct their children to do their work.

Children's eagerness to complete and submit assignments to their teachers is on the rise. With the advent of online learning, students feel a heightened sense of competition to demonstrate their diligence and efficiency. Whether it is a written task, a project, or an online quiz, children are driven by the desire to be the first to submit their work. This increased urgency can be attributed to the digital nature of assignments, allowing for immediate submission without the constraints of physical presence or classroom schedules.

Simultaneously, parents find themselves assuming the role of teachers in overseeing their children's learning activities from home. As an extension of the teacher, they feel responsible for ensuring that their children complete their assignments on time. The parents' dedication to their children's education is fueled by a sense of indebtedness to the teachers who continue to provide guidance and support remotely.

Failing to complete the assigned tasks would not only disappoint the children but also make the parents feel as though they have let down the teachers who have put in efforts to ensure a seamless learning experience.

Moreover, the proliferation of social media platforms adds another layer of influence on the urgency to complete assignments. Parents, in particular, are increasingly motivated to showcase their children's accomplishments to their networks. The opportunity to share their children's work on social media acts as a catalyst for immediate action.

It prompts parents to direct their children to prioritize their assignments, as the digital platforms offer an avenue to exhibit their children's talents, skills, and academic achievements. The desire to receive praise and recognition from friends and family further fuels the sense of urgency.

In this context, the convergence of children's eagerness to be prompt in submitting assignments, parents' sense of duty to facilitate their children's learning, and the allure of social media recognition creates a dynamic where assignments become a top priority. Children are propelled to complete their tasks promptly, knowing that their efforts will be acknowledged by both teachers and parents. This sense of competition and the social media factor intertwine to shape a new paradigm in which timely completion of assignments holds significant importance in a child's educational journey.

The implementation of the strategy for publishing activities and children's work can also be another form of reward given by the teacher as a form of non-verbal appreciation to provide satisfaction and happiness for children for the work made. In addition, this strategy also provides positive feedback on children's development, especially the spirit of learning (Damanik, 2019; Fadlilah, 2020). In other words, the publication of scientific papers is a stimulus given by the teacher, to get a response from students about the collection of assignments. The stimulus and response presented in this strategy invite many positive things that are obtained by children, namely discipline.

The description above is strengthened by the results of research conducted that the benefits of publishing children's work during the pandemic can help in training discipline, furthermore, this activity also provides benefits for the closeness of parents and children in the process of mentoring and parenting related to the completion of tasks given by the teacher (Azizah et al., 2019; Fadlilah, 2020).

Learning motivation that arises during online learning will indirectly have an impact on increasing children's learning outcomes during the pandemic, especially in aspects of child development, both fine motor and gross motor skills (Diyenti, 2019; Rakimahwati et al., 2018). This is a distinct advantage for the implementation of scientific publication strategies to minimize the dynamics of online learning during the pandemic.

4. CONCLUSION

Based on the results of the research that has been described, it can be concluded that the encouragement strategy carried out by the teacher in dealing with the dynamics of online learning is carried out in two ways, namely home visits, and publication of children's work and activities. These two activities essentially succeeded in growing enthusiasm and closeness with parents as companions during online learning.

In addition to motivation, another success resulting from the application of these two strategies is student discipline in doing the tasks given by the teacher during learning from home. The simplicity of this strategy is considered quite effective in developing various skills and aspects of children's development, especially their learning motivation.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

6. REFERENCES

Damanik, B. E. (2019). Pengaruh fasilitas dan lingkungan belajar terhadap motivasi belajar. *Publikasi Pendidikan, 9*(1), 46.

Diyenti, A. K., and Rakimahwati, R. (2019). The influence of traditional games and gender on childrenâ€™ s motoric physical development. *Journal of Nonformal Education, 5*(2), 154-160.

Fadlilah, N., dan Azizah, P. I. A. U. D. Strategi menghidupkan motivasi belajar anak usia dini selama pandemi covid-19 melalui publikasi. *Jurnal Pendidikan Anak Usia Dini, 5*, 373-84.

Iswantiningtyas, V. (2021). Perkembangan kognitif anak selama belajar di rumah. *Efektor, 8*(1), 9-20.

Putra, A. S., dan Radita, F. R. (2020). Paradigma belajar mengaji secara online pada masa pandemic coronavirus disease 2019 (Covid-19). *MATAAZIR: Jurnal Administrasi dan Manajemen Pendidikan, 1*(1), 49-61.

Khoirunnisa, H., Khasanah, I., and Rakhmawati, E. (2021). Penanaman karakter peduli lingkungan melalui ecobrick pada anak usia 3-4 tahun. *Paudia, 10*(1), 211-218.

Hilal, A. H., and Alabri, S. S. (2013). Using NVivo for data analysis in qualitative research. *International interdisciplinary journal of education, 2*(2), 181-186.

Bailey, J. (2008). First steps in qualitative data analysis: transcribing. *Family practice, 25*(2), 127-131.

Nirmala, B., dan Annuar, H. (2020). Home Visit: Strategi PAUD dari Rumah bagi guru di daerah 3t pada masa pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 5*(2), 1052-1062.

Qudsyi, H. (2010). Optimalisasi pendidikan anak usia dini melalui pembelajaran yang berbasis perkembangan otak. *Buletin Psikologi, 18*(2).

Rakimahwati, R., Lestari, N. A., dan Hartati, S. (2018). Pengaruh kirigami terhadap kemampuan motorik halus anak di taman kanak-kanak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 2*(1), 102-110.

Safrizal, S., and Yulia, R. (2022). PAUD teachers encouragement strategies in facing the dynamics of online learning. *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini, 13*(1), 22-28.

Safrizal, S., and Yulia, R. (2022). PAUD Teachers encouragement strategies in facing the dynamics of online learninG. *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini, 13*(1), 22-28.

Safrizal, S., Yulia, R., and Suryana, D. (2021). Difficulties of implementing online learning in kindergarten during pandemic; teacher's perspective review. *Jurnal Pendidikan dan Pengajaran, 54*(3), 406-414.

Suryana, D., and Yulia, R. (2021). Model of questioning skill teacher for developing critical thinking skill in early childhood education in West Sumatra, Indonesia. *Educational Sciences: Theory and Practice, 21*(2), 101-114.

Susanti, D. (2021). Efektivitas kolaborasi peran guru dan keluarga terhadap peningkatan motivasi belajar peserta didik pada masa pandemi *Al Athfal: Jurnal Kajian Perkembangan Anak dan Manajemen Pendidikan Usia Dini, 4*(2), 1-15.

Wirda, O., Yeni, I., & Rakimahwati, R. (2020). Pelaksanaan Pembelajaran Motorik Kasar di PAUD sekolahalam Minangkabau Padang. *SELING: Jurnal Program Studi PGRA, 6*(1), 27-35.

Yunitasari, R., and Hanifah, U. (2020). Pengaruh pembelajaran daring terhadap minat belajar siswa pada masa covid-19, Edukatif: *Jurnal Ilmu Pendidikan. 2*(3), 232-243.