
The decrease of the character Of responsibility in early childhood as the impact of online learning during the covid-19 pandemic

Maria Agustiningrum^{1*}, Luluk Elyana¹, Trileksono¹, Fifti Istiklaili¹

¹ Universitas Ivet Semarang; mdenok14@gmail.com

¹ Universitas Ivet Semarang; lulukelyana76@gmail.com

¹ Universitas Ivet Semarang; trileksono1965@gmail.com

¹ Universitas Ivet Semarang; istiklailififti@gmail.com

DOI: <https://doi.org/10.32528/issn.v2i1.208>

* Correspondence:

Maria Agustiningrum

Email:

mdenok14@gmail.com

Published: Juli, 2022



Copyright: © 2022 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY NC) license (<http://creativecommons.org/licenses/by/4.0/>).

Abstract: The application of online learning is a learning method carried out by the Early Childhood Education unit in the Semarang city area during the covid-19 outbreak. This refers to the Information Letter published by the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of the Corona Virus. Since its implementation, several problems have arisen in the implementation process. The method used in this study is a qualitative method with a phenomenological approach, namely photographing the situation that occurs in the field and interpreting it as a factual event with all the backgrounds and goals that arise and then analyzing it through ethnographic theory so that it becomes intact and provides an overview of the solution. The research locations were three schools from 3 different sub-districts in Semarang. The subjects observed consisted of 9 teachers, 45 students, and 45 parents of students selected as representatives of distance learning conditions in Early Childhood Education units. A random sampling technique was used to determine schools and research subjects. This study indicates that 78% of teachers experience learning technology unpreparedness; 87% of students have learning difficulties; 91% of parents do not understand how to provide learning that instills the value of responsibility. This study concludes a learning loss on responsibility character education in distance learning for early childhood in Semarang.

Keywords : responsibility character; distance education; early childhood education; covid-19

INTRODUCTION

Regulations raised by the government through the Minister of Education and Culture Letter Number 2 of 2020 and Number 4 of 2020 concerning Prevention and Handling Corona Virus Disease (Covid-19), to the Governor; Regents/mayors throughout Indonesia signed March 24, 2020. The letter stated that all academic units in their respective work areas were expected to conduct online learning related to preventing Coronavirus transmission. This has led to a significant change in learning patterns in education units in Indonesia, especially learning patterns in early childhood education units.

As for online learning, what is meant is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions [1]. The Education unit then carries out the online learning model from early childhood education to universities in Semarang.

This unpredictable situation made teachers and parents unprepared when providing online learning assistance to children, so in the first year since the enactment of government regulations,

the schools were not well planned. These conditions directly result in children's learning situations that, in the end, impact children's learning outcomes that are less than optimal [2].

The emergence of difficulties both in terms of infrastructure and the online learning process in early childhood is a phenomenon that deserves to be interpreted in order to improve the learning process in the future so that the formulation of the problem in this study is how the online learning situation affects the development of the character of responsibility in early childhood. Therefore, the purpose of this study is to describe the results of the development of the character of responsibility in early childhood through online learning during the COVID-19 pandemic.

METHOD

This study uses a qualitative approach to see online learning as a process of changing learning patterns that result in changes in the learning behavior of early childhood responsibilities. This study sees every unique event that occurs as a part of a phenomenon that must be interpreted to upgrade science to remain up-to-date, sophisticated, applied, and axiological for society [3].

The research location is three schools that can represent several schools in Semarang, which are based on the geographical conditions of the city of Semarang, namely in industrial, residential, and urban areas. The research subjects taken from the three schools were sampled from students, teachers, and parents. Overall research subjects consisted of 9 teachers, 45 children, and 45 parent of students.

Techniques for collecting data were through questionnaires, interviews, and observations, considering the COVID-19 conditions, which called for the implementation of social distancing and avoiding crowds and the absence of face-to-face learning. The time used in this study was six months (October 2021 to March 2022), using the adequate learning time from Monday to Friday.

This research instrument measures changes in online learning behavior in children aged from 4 to 5 years old, namely the development of social-emotional abilities, especially the development of the character of responsibility. The involvement of teachers and parents in the learning process is also observed as part of understanding the background and reasons for the emergence of changes in children's responsible behavior.

The analysis technique used is the triangulation technique, namely, re-checking the data obtained from the questionnaire with interview and observation data. This is done to maintain data validation to make correct conclusions by describing the development of the character of early childhood responsibility through the online learning process.

RESULTS AND DISCUSSION

Understanding early childhood requires a thorough understanding of the developmental tasks that children must complete as a child growth and development process. According to Hurlock (1978), there are several abilities possessed by children that need to be stimulated properly, namely: (1) Cognitive Ability; (2) Emotional Social Ability; (3) Gross/Fine Motor Skills; (4) Creativity Ability; (5) Language Skills. [4]

This developmental task is then in the learning process in the early childhood education unit, which becomes the main goal of learning. The early childhood learning process is even contained in the curriculum of the early childhood education unit, and the five aspects are described in basic competencies and core competencies, which are the learning objectives. Applying the five devel-

opmental aspects is carried out through the play method, the play method being an effective method in stimulating the abilities possessed by early childhood.

Emotional and social ability is an aspect obtained through interacting with other people, both peers, parents, teachers, and their environment. This interaction process is part of continuous stimulation to develop children's abilities to become adults and be accepted by society [5]. It is essential that the social and emotional aspects could be simulated according to their age development.

Socio-emotional abilities of children aged 4-5 years, including the ability to take responsibility for themselves, this responsibility ability can be seen in the activities of children being consciously able to carry out their activities such as brushing their teeth while bathing, using their clothes, preparing their study equipment, feeding themselves, drinking alone, able to complete simple tasks on their own without the help of others. The process for carrying out these activities in regular learning before the COVID-19 pandemic occurred was carried out in the early childhood education unit in the teaching and learning process.

The teaching and learning process planned in such a way by the teacher through active interaction with children can make the child reach the level of complete development following his learning task. This is different when implementing online learning during the COVID-19 pandemic, where the process and learning patterns change; namely, children study at home with their respective parents. Early childhood learning processes and patterns change, and gadgets are the most effective medium during the online learning process at home.

The study results found that the change in learning patterns from face-to-face to online made it difficult for teachers to make materials that must be given to children in each class. Difficulties arise when teachers have to use technological devices in learning because only 10% of the learning carried out in schools when face-to-face uses technology. Sudden changes in materials without proper training and preparation require teachers to carry out the learning process by using simple or improvised technology.

The condition of teacher unpreparedness can be seen in the results of questionnaires and interviews with nine teachers who were the subject of the study. Seven teachers were not able to optimally utilize technology in learning. The teacher's incompetence is because the teacher cannot include five aspects of child development in providing material and assessing children's learning outcomes at home. The results also show that in this online learning process, 80% of teachers can only provide material that can stimulate cognitive abilities and ignore the other four aspects of development.

The next study discussing students as a key instrument showed that of the 45 children studied, 40 children had learning difficulties due to different learning patterns carried out by their respective parents with their class teachers at school. From several research instruments, it was found that children were less responsible, which was shown in the behavior of being reluctant to do schoolwork, reluctant to prepare school supplies, lack of motivation to complete tasks given by the teacher, lack of discipline in carrying out activities related to fulfilling the duties of the teacher. These results were obtained for several reasons: children feeling bored, uncomfortable, afraid of being scolded by their parents, and wanting to play.

This study also reveals the results of the third subject, namely parents of students as children's learning companions at home or during the online learning process to become teachers at home. A study conducted on 45 parents found that 41 parents felt uncomfortable with online learn-

ing due to several factors: children being difficult to advise, children being disobedient, parents not having enough time to teach children at school, wasting pulse, and making tensions rise. Because parents get angry easily, this is because parents feel they do not have the capacity as teachers for their children; parents are accustomed to handing over their children's teaching and learning process to teachers at school.

The situation above has become a phenomenon that occurred in the online learning process during the COVID-19 pandemic in Semarang, especially in the early childhood education unit. The research results need to be interpreted and analyzed to be able to get future solutions to improve the learning process that has already occurred.

Education as a learning process needs to be organized, regulated, and planned in such a way as to be able to lead to the educational goals to be achieved or achieved [6]. The learning process that occurs in online learning situations during the COVID-19 pandemic has become an ineffective learning process for stimulating early childhood development. Several facts found the emergence of situations that did not support the child's learning process, namely the emergence of depressed and unpleasant situations, so the child could not carry out his development tasks properly. This depressing situation is increasingly unable to stimulate the aspect of social-emotional abilities, especially the character of responsibility. This is indicated by the behavior of children who cannot do simple tasks as an indicator of completeness in learning responsibility.

This is corroborated by research in several European countries, which states that smartphones make it difficult for children to interact significantly with other people and the surrounding environment [7]. The findings of research that was previously conducted in developed countries that first used technology, in this case, gadgets as a medium for children's learning, show a negative side that occurs in the learning process.

Socio-emotional abilities, especially responsibility, are important in growing early childhood development. Responsibility is one of the general characteristics that humans must possess as the ability to interact with other humans in a community or society. Responsibility needs to be taught and stimulated continuously from an early age. In time, it emerges as a character that the individual can use in overcoming any problems and problematics that arise in his life.

The habituation pattern carried out in the face-to-face learning process in the early childhood education unit does not appear in the online learning process, so the character of responsibility is not touched, which causes learning loss. The inability of parents to carry out the habituation pattern carried out by teachers makes the learning situation change. It has a real impact, namely changes in children's learning behavior.

CONCLUSION

This study shows that 78% of teachers experience learning technology unpreparedness; 87% of students have difficulty learning responsibility; 91% of parents do not understand how to provide learning that instills the value of responsibility. This research concludes that there is a learning loss in responsible character education in online learning for early childhood in Semarang.

REFERENCES

- [1] Chen, E., Kaczmarek, K., & Ohyama, H. (2020). Student perceptions of distance learning strategies during COVID-19. In *Journal of Dental Education*. John Wiley and Sons Inc.

-
- <https://doi.org/10.1002/jdd.12339>
- [2] Albitar Septian Syarifudin (2020). Impelementasi Pembelajaran Daring Untuk Meningkatkan Mutu Pendidikan Sebagai Dampak Diterapkannya Social Distancing. *Metalingua*. 5 (1).
- [3] Muhammad Rijal Fadli. (2021)“Memahami desain metode penelitian kualitatif,” *Humanika*. 21 (1).
- [4] Agustiningrum Maria. (2019) " Stimulation Of Social Emotional Abilities Of Digital Natives Through Learning Nawung Sekar Dance", *Golden Age*. 3 (2). <https://doi.org/10.29313/ga:jpaud.v3i2.5284>
- [5] Agustiningrum Maria. (2020) " Strategi Pengembangan Motorik Anak Usia 5-8 tahun dan Penanaman Karakter Tanggung Jawab melalui Tari Nawung Sekar ", *Sentra Cendekia*. 1 (1). <https://doi.org/10.31331/jsc.v1i1.1189>
- [6] Umi Nafisah, Dwi Hardiyanti, Luluk Elyana, Etika Umi Romlah. (2022). "Peningkatan Kemampuan Motorik Halus Melalui Kegiatan MdbS Di Kb Alaikal Huda Gombong Pecalungan Batang" *Sentra Cendekia*. 3 (1).
- [7] P.Elamathi, Dr.R.Nagaraja, (2019) " Smart Children Safety Using Wearable Device – A Review", *International Journal of Advanced Research in Electrical, Electronics and Instrumentation Engineering* 8 (11). DOI:10.15662/IJAREEIE.2019.0811005