

Parents' hopes for early childhood education during the covid-19 pandemic: a case study in gunungsari sub-district, west lombok regency, west nusa tenggara, Indonesia

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ABSTRACT

The purpose of this study was to find out the parents' hopes for early childhood education during the COVID-19 pandemic in Gunungsari Subdistrict, by using a descriptive qualitative method. The objects were all parents who have children in early childhood education in Gunungsari Sub-district. Data collection was carried out using questionnaires and documentation. Furthermore, the data was analyzed by using the Miles and Huberman flow model. The results showed that distance/online learning was able to improve the quality of learning, specifically in the field of self-proficiency during COVID-19, because it provides guidance and supervision during the learning process, even though distance/online learning cost more. Many parents hope school learning will resume as usual with the consideration that schools need to implement health protocols by limiting the number of children in class, providing hygiene and health facilities, and collaborating with the closest health center regarding health facilities.

Keywords: hope, early childhood education, covid-19.

1 INTRODUCTION

Early childhood education, abbreviated as PAUD, is a coaching effort aimed at children from birth to age 6, conducted through the provision of educational stimuli to build physical and spiritual growth and development that will enable them to enter higher education (Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 18 of 2018 on the Provision of Early Childhood Education Services). The purpose of this education is to develop the knowledge and understanding of parents and teachers as well as the factors associated to early childhood education and development (Susanto, 2017).

On February 11, 2020, the WHO announced that Coronavirus Disease (COVID-19) was caused by the *Severe Acute Respiratory Syndrome Coronavirus-2* (SARS-CoV-2). It contains a single strain of positive RNA virus that infects the respiratory tract, with symptoms including fever, cough, and difficulty in breathing (Yuliana, 2020; Adityo, 2020). The global pandemic, currently affecting 216 countries, has changed everything. Furthermore, this pandemic is having multi-sectorial impact

including the education. Indonesia's education sector is facing new challenges and polemics. As an effort to reduce the spread of this virus, the government introduces a Large-Scale Social Restriction (PSBB) policy as regulated in PP No. 21 of 2020. The technical details and PSBB requirements are also stated in the Minister of Health Regulation Issue 9 of 2020 concerning Guidelines for Large-Scale Social Restrictions in the Context of Accelerating Handling of Corona Virus Disease (COVID-19). One of the things that was highlighted in the implementation of PSBB and its impact on education is school holidays. In this scenario, the learning is performed online from home, to comply with social distancing, including early childhood education (PAUD) which involves highlighting the main responsibility of parents in forming and optimizing child's personality development.

During the COVID-19 pandemic, many parents hope their children will continue to receive an education and that their development is achievable through learning because they are able to supervise the learning process, including learning in Gunungsari Sub-district, West Lombok Regency, West Nusa Tenggara, Indonesia. Conceptually, hope is motivation based on goals, paths, and experiences that are directed at the goal of thought. It is characterized as human power to manifest in the capacity (a) of a clear concept of goals, (b) to develop specific strategies for achieving goals (pathway thinking), and (c) to initiate and maintain the motivation to develop strategies (agency thinking) (Bustan et al, 2017). From the expectations of parents regarding children's education during the pandemic, studies have been conducted on how parents hoped for early childhood education in Gunungsari Sub-district, West Lombok Regency, West Nusa Tenggara, Indonesia.

2 METHOD

The method used is qualitative approach, by understanding the phenomenon experienced by subjects holistically and through description in words, in a given natural context by using different scientific methods (Moleong, 2016). The data were collected through questionnaires and documentation, and was analyzed using the Miles and Huberman flow model. According to Kurniati et al, (2020) the model consists of (1) data collection using questionnaires and documentation, (2) data reduction through selection process, by focusing on the simplification and transformation of rough data. The stages include, making summaries, coding, tracing themes, making clusters, or writing memos in order to set aside irrelevant information, (3) displaying data or describing a set of structured information that provides the possibility of drawing conclusions, and (4) conclusion drawing and verification, which is the final activity of data analysis and it include finding the meaning of the data that has been presented.

3 RESULTS AND DISCUSSION

The results showed that online learning is still recognized as an opportunity to improve the quality of learning, including in the area of personal skills such as washing hands with soap for 20 seconds under a running water, applying cough/sneezing etiquette by covering the mouth, using a mask when leaving the house, and maintaining physical distance when interacting with other people. Some parents agree with online learning using cellphones but the children need to be guided because they often use the cell phones to play games. Due to this scenario, some of parents prefer their children to learn how to use a laptop rather than a cell phone. However, a few parents prefer their children to learn how to use the LKA sent by the teacher/brought to school by the parents to reduce the side effects of radiation.

Moreover, parents need to continually provide supervision as long as their children are required to study online because of the government's appeal regarding suppressing the spread of COVID-19 to implement the Large-Scale Social Restriction (PSBB) policy as regulated in Government Regulation No. 21 of 2020. This technical details and requirements regarding the PSBB are also stated in the Minister of Health Regulation No. 9 of 2020. Hence, parents need to consciously take time out to be able to help their child's learning process while at home. Many parents see this as an extra activity to the household chores, but a good parent will not be too busy to help their child to learn and become successful, because at this time children need parental attention, specifically about early education. This education provides children with opportunities and experiences that help them to master all areas of development such as forming a good behavior, talents, and knowledge in order to increase their chances of success as they progress to the next level of education. When the environment teaches positive things that makes children well educated, both educational patterns and behavior will be formed because they are very sensitive to everything around them at this age.

Online learning is also considered to have more expenses in term of credit and internet quota to support the learning process. Despite the free quota provided from school to perform online learning for several months, parents still spend more because of the need that will automatically increase the cost of its purchase. After several months of this online learning process during COVID-19, parents hope schools reopen as usual by implementing health protocols that helps in limiting the number of children in a class, providing hygiene and health facilities, and collaborating with the nearest public health center regarding health facilities. Some parents do not agree to incur additional costs for the provision of hygiene facilities and health equipment because there is already a budget from the government. Nevertheless, some agreed to incur additional costs for the provision of cleaning facilities and health equipment, by carrying out a joint-scale cleaning of the facilities using a schedule.

Irrespective of the obstacles encountered, education needs to be implemented as early as possible to achieve the expected success in developing the children's potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society.

4 CONCLUSION

In conclusion, parents in Gunungsari Sub-district, West Lombok Regency, West Nusa Tenggara, Indonesia have good hopes for early childhood education, which shows that they are in support of online learning during the COVID-19 pandemic. This is seen in how they continually provide guidance and supervision during the online learning process. The parent's supervision helps children to develop skills including washing of hands with soap under a running water for 20 seconds, applying cough/sneeze etiquette by covering the mouth, maintaining physical distance when interacting with others, and using masks when leaving the house to interact with others.

However, online learning costs more in term of buying credit or internet quota. Hence many parents hope that school learning will be reopened as usual by implementing health protocols to limit the population of children in a class, provide hygiene and health facilities, and collaborate with the nearest public health center regarding health facilities. Some parents also agreed to incur additional costs for the provision of hygiene facilities and health equipment and then carry out a shared facility-scale cleaning using a schedule.

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