# Analysis of Readiness to Organize Learning from Home for Early Childhood during the COVID 19 Pandemic Period in Indonesia

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## Abstract

This research was motivated by complaints from various parties about the less than optimal learning outcomes for children during the Covid 19 pandemic in Indonesia. This study aims to see the readiness of various parties to support the implementation of learning from home during the COVID-19 pandemic in Indonesia. This research is a descriptive research with a quantitative approach. The population of this study were educators and parents of children aged 3-6 years, research respondents found 450 people consisting of 325 PAUD educators and 125 AUD parents, who came from 5 provinces in Indonesia (West Sumatra, West Java, Central Java, East Java). Java and Gorontalo). Processing data using the percentage formula. Based on the results of data processing, conclusions can be drawn; 1) More than (an average of 53%) educators in PAUD institutions are already quite well prepared in dealing with learning activities from home, this can be seen from the readiness of learning plans, learning media, and learning applications used. However, there are still educators who are uncomfortable or unprepared because they have limited operational skills for learning applications, 2) Almost all early childhood parents (+ 47%) are not ready to face learning activities from home, because the media and supporting facilities they have are insufficient, limited knowledge and skills in using learning applications, the availability of internet

networks, and the time limit for assisting children to learn due to economic factors. 3) Almost learning from early childhood (+48%) are not ready for learning activities from home because children are accustomed to learning to play with peers, so that they are tired of studying on their own from home, children are not independent and need intensive assistance from parents, and limited media and supporting learning facilities from home.

## Keywords

Readiness, Organizing, Learning from Home, COVID 19 Pandemic.

## Introduction

The future of a nation's civilization is largely determined by the leaders and people who live and are the subject of development at that time. If the quality of the leaders and the available people have intelligence, skills and resilience in facing and finding solutions to the challenges of the times, then the nation will exist (Megheirkouni, M., & Mejheirkouni, 2020). On the other hand, if the quality of the leaders and the available people are not able to master the knowledge, skills and are not tough to face the challenges of the times, the nation will lose and be left behind from other nations.

The generation that is able to become intelligent, skilled and tough leaders did not come suddenly. It took a long and continuous effort in preparing it. Although every child born has various potentials, these potentials will turn into competencies after the stimulation process they receive (Shah, R., Isaia, A., Schwartz, A., & Atkins, 2019), (Gilbert, 2014) and (Green et al., 2020). Every child needs to be properly stimulated and given a conducive environment so that all the potentials they have been born with can be developed optimally. Parents, educators, and caregivers have a very important role in providing stimulation to children (Cuartas et al., 2020). Cooperation between all parties in synergy makes achieving the goal of creating a smart, skilled and resilient generation in the future can be realized.

The stimulation that children receive from their social environment is an important factor that can spur the development of children's intelligence to achieve the expected situation (Wang, M., & Shen, 2012) (Schiariti et al., 2021) (Peverill et al., 2021). Early childhood with all its limitations, do not yet have a self-concept, they do not realize the importance of education, and they do not understand the concept of value, all of these things cause children not to have learning independence. Support, reinforcement and facilitation from parents, teachers, caregivers will make children accustomed to learning and learning becomes their habitual (Sugiyono, 2017) (Ulloa, 2020) (Throuvala et al., 2021).

Massive changes in various fields during the COVID-19 pandemic also had a major impact on the world of education. Adaptation is carried out in the implementation of learning in order to reduce the rate of transmission of the dangerous COVID 19 virus. Government policies are issued in this regard, the affected education levels start from early childhood education, elementary schools, secondary schools, universities and various forms of education for adults and the elderly. All education providers are asked to apply a learning from home approach and temporarily limit the provision of education in the school environment (Ismaniar, 2020), (Drane et al., 2020) and (McNaughton et al., 2019).

During the implementation of the learning from home program, various problems began to arise and were quite worrying and even disturbing. Many parties began to voice their complaints. Even the mass media also reported an increase in cases of domestic violence to children, due to the less conducive learning situation at home. Meanwhile, not a few complaints came from teachers or educators at PAUD institutions who were depressed or stressed because they had to adapt to the skills of using information technology to design children's learning activities from home, while the response of children was quite low (Ismaniar, I., & Utoyo, 2020) (Swit et al., 2018) (Lesley et al., 2021).

The readiness of the various parties involved in providing education will determine the success of the learning process with this new approach. In the implementation of education, especially at the level of early childhood education, the readiness to provide education from home is the responsibility of various parties. This is because each early childhood is very dependent on the adults around him. Readiness Parents, teachers, and caregivers will influence children to learn, if the various parties are ready, then the child will be ready. On the other hand, if all parties around the child are not ready, the child will not be ready either. Throndike, an education expert, revealed that there are several laws of learning that need to be considered in optimizing the achievement of learning outcomes, one of which is the law of readiness (Ni, Y., & Lu, 2020), (Dangol & Shrestha, 2020) and (Nurliasari & Gumiandari, 2020).

Based on the rationale above, the research team is interested in reviewing the readiness of various parties in the implementation of distance education or education from home in the implementation of early childhood education.

## Research Methods

The type of research used in this initial research is descriptive using a quantitative approach. This type of research is used because the researcher wants to describe the real

conditions/conditions that occur in the field regarding the readiness of various parties related to the implementation of learning from home during the COVID 19 period. Sugiyono said the descriptive analysis method is a research method used to create an overview of the existing situation or event (Sugiyono, 2017). The study population consisted of educators and parents of early childhood in Indonesia. The research sample was 450 people from 5 provinces, namely West Sumatra, West Java, Central Java, East Java and Gorontalo. Samples were taken using a purposive random sampling technique of 325 educators and 125 early childhood children. For data collection, the tool used is a questionnaire by utilizing the google form application. The collected data were analyzed using the percentage formula.

## Literature Review

### The Importance of Educational Stimulation for Children from an Early Age

Children are born with various potentials given by God to every human being as a provision for them while living life. All of these potentials will become useful competencies that do not just happen but through processes and support from the environment. According to Hardner Garner in (H. Zhou, D., & Hedges, 2020) (Ketut et al., 2020), in his book Frame of mind there are at least 8 intelligences consisting of; verbal-linguistic intelligence, mathematical logic intelligence, spatial intelligence, movement-kinesthetic intelligence, musical intelligence, intrapersonal intelligence, interpersonal intelligence, and naturalist intelligence.

Environmental support (stimulation) is an important factor in child development. Early childhood is born with all the limitations, it is impossible to be independent in meeting the needs of their growth and development. Montessory, a psychologist and child development researcher, asserts that early childhood is very sensitive and has a high absorption capacity about various things, but they do not yet have an understanding of values/norms, so children cannot distinguish between good and bad, right or wrong (Ismaniar, 2019). In early childhood stimulation today, there are two figures of educators in two different environments in early childhood stimulation. Each of them are parents (mother and father) in the family environment and teachers/caregivers in formal and non-formal early childhood education institutions. The environment that plays a role in early childhood stimulation, first and foremost, of course, is parents, because parents are the first to meet children, and parents who always interact intensely in their children's lives every day.

The second figure is a professional educator in an early childhood education institution environment. However, the changing times that have occurred due to the development of science and technology have led to higher awareness and need for parents for professional assistance to help stimulate their children to be more optimal, in addition to some others occurring for economic reasons. Stimulation of professional educators in PAUD institutions is an activity that is complementary and support, in the stimulation of children's growth and development. This means that the existence of professional educators does not necessarily eliminate the task of stimulation given by the family.

## Characteristics and Learning Styles of Early Childhood

Early childhood has characteristics and learning styles that are different from other age groups, in addition, each age has different developmental tasks (Redondo, B., Cózar-Gutiérrez, R., González-Calero, J.A., & Ruiz, 2020). Therefore, to optimize the stimulation of children's growth and development, parents and educators in intelligent early childhood education institutions are needed. They must be prepared both in terms of knowledge, skills and have the attitude and character of being patient in serving. It is the ability and creativity of the educators who can direct the characteristics of these early childhood so that they are willing and happy to follow the learning stimulation carried out.

Among the characteristics of early childhood in general are; very easy to imitate, identical to play activities, excess energy to move, have high fantasy power and so on (Goldman, 2020). All of these characteristics will require creative handling from educators, therefore if the atmosphere is conducive to child stimulation, it will not be optimized. Judging from the character of children who are easy to imitate, educators (parents/teachers) must be able to be the right example in acting and doing, so that what is imitated by children is something positive. On the other hand, if educators are not careful in acting and acting, they can be a bad example for children (Bell, R.Q., & Harper, 2020) and (Ismaniar, I., & Utoyo, 2020). Regarding the characteristics of children who are identical with playing activities, educators (parents/teachers) need to have understanding and tolerance with children. Educators (parents/teachers) must take advantage of the child's favorite play activities as a forum to stimulate them, modify the game so that it has educational value (Keenan, H., & Hot Mess, 2020). Furthermore, regarding the characteristics of early childhood who have excess energy, this should be an inspiration for educators (parents/teachers) to provide places and activities for children to channel their energy. The places and activities in question can take advantage of the existing environment around the house, in the house or in the surrounding environment but still taking into account the

progress. Lastly, regarding the characteristics of early childhood who have high fantasies, educators (parents/teachers) should make this the right time to grow and cultivate children's ideals. Positive responses from will make children creative and confident, on the contrary negative responses from the environment will lead to low self-esteem and not creative.

## The Relationship between Readiness to Organize Learning and the Success of Early Childhood Learning Stimulation

Readiness is seen as a factor that determines the success of an activity or activity carried out. According to Chaplin in the psychological dictionary what is meant by readiness is "the level of development of maturity or maturity that is favorable for practicing something" (Chaplin, 2006). Meanwhile, Dalyono emphasized that readiness is not only related to mental but also physical factors as he conveyed that "readiness is sufficient physical and mental ability (Dalyono, 2019). Physical readiness means sufficient energy and good health, while mental readiness means having sufficient interest and motivation to carry out an activity. To explain the notion of readiness, Oemar Hamalik has a more comprehensive view than the previous two experts, he said "readiness is a level or condition that must be achieved in the process of individual development at the level of mental, physical, social and emotional growth" (Oemar, 2008). Referring to some of these expert opinions, so conclusions can be drawn; Readiness is the totality of the condition of a person or individual to respond and practice an activity.

Furthermore, the readiness to organize learning is one of the main tasks of an educator. Both educators in formal, non-formal and informal environments. Learning activities aim to encourage learners to want to learn well. Not all learning residents are willing and eager to participate in learning activities that have been planned by educators. Especially in stimulating learning activities for children at the level of early childhood education. There is no awareness of the importance of learning in early childhood, causing early childhood to be very dependent on the people in their environment. So the readiness of the implementation of learning in early childhood does not only depend on the readiness of the child or learning community but also the readiness of parents and caregivers/teachers in early childhood education institutions. If educators (parents/teachers) of early childhood have readiness, both physically, mentally and socially when planning, implementing and evaluating learning activities, then the stimulation results will be optimal, otherwise if they are not ready, the learning outcomes will be less than optimal.

## Results and Discussion

### Results

In accordance with the research objectives that have been formulated, the research results will be presented in three groups; 1). An overview of the readiness of early childhood educators in organizing learning from home during the COVID 19 pandemic, 2) A description of the readiness of early childhood parents in organizing learning from home during the COVID 19 pandemic. 3) A description of the readiness of early childhood in organizing learning from home during this period the covid-19 pandemic.

### An Overview of the Readiness of Early Childhood Educators in Organizing Learning from Home during the COVID-19 Pandemic
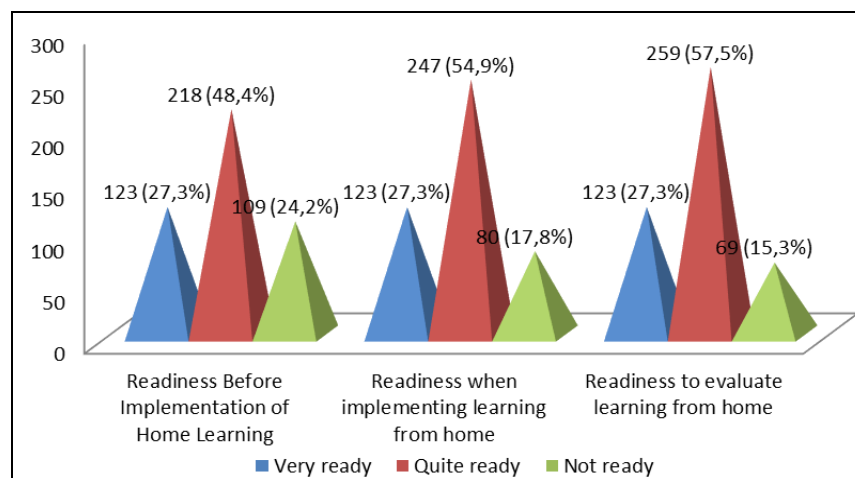


**Graph 1 Readines of early childhood educators in implementing learning from home**

The data in graph 1 above shows that in general educators at the early childhood education level are in a fairly ready condition to organize learning programs from home. The condition of being quite ready dominates the respondents' answers both before the implementation of the home learning program begins, during the implementation of learning from home and when the learning evaluation is carried out. Furthermore, the readiness of the educators is a totality of data seen from the readiness to procure learning plans, learning media and applications used, as well as mastery of information technology skills to support learning activities for children from home. However, educators who are really ready (very ready) are only at 123 of the 450 research respondents or about 27.33% of the total respondents. From these encouraging conditions, it does not mean that there are no educators who are in a dilemma or problem. The data in the graph above shows that around 17% of educators feel they are not ready to adapt to the implementation of learning from home. The problem of unpreparedness of educators is due to the mastery of

technology skills and information technology-based learning applications that they do not master, and the limited distance learning facilities or infrastructure available and some regions do not have adequate internet network access to support learning.
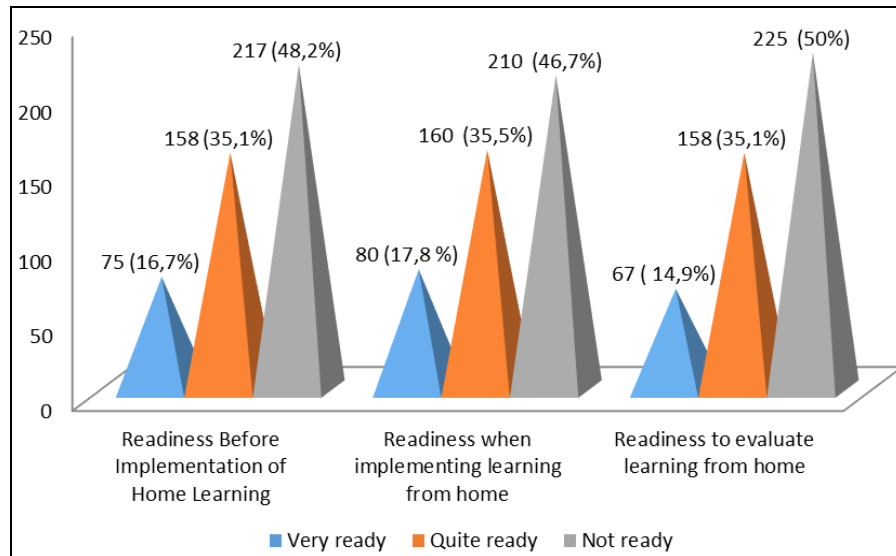
### An Overview of the Readiness of Early Childhood Parents in Organizing Learning from Home during the COVID-19 Pandemic
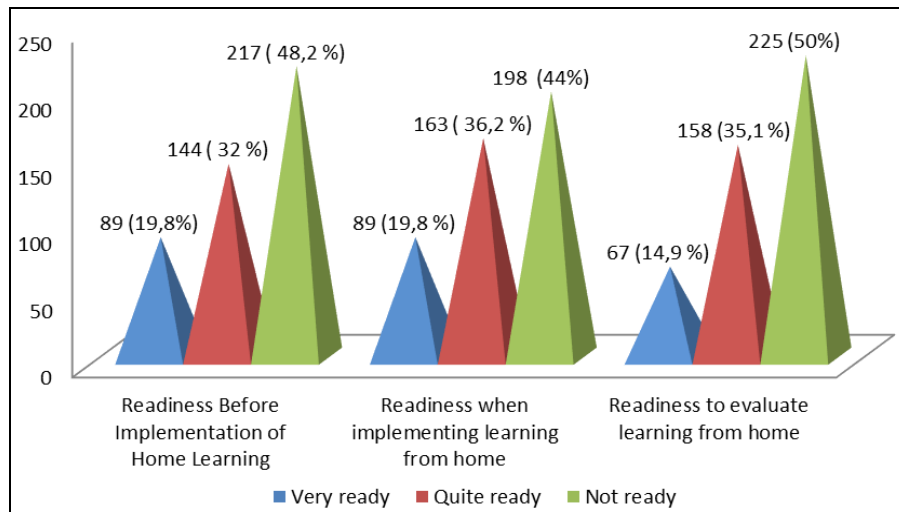


**Graph 2 Readiness of early childhood parents in implementing learning from home**

The data in graph 2 shows that respondents' answers regarding the readiness of early childhood parents in implementing learning from home are still dominated by the unprepared category. This unpreparedness of parents can be seen before the process of implementing learning from home, which includes the readiness of facilities or supporting media owned to support children's learning, skills in using learning applications and internet network facilities owned. While the unpreparedness of parents during learning activities is also low, it can be seen that almost half of the respondents' answers stated that they were not ready, apart from being seen from the factor of providing facilities or learning media and skills in using learning applications which were inadequate, but also seen from the lack of mentoring time carried out by parents during activities. Learning takes place. Furthermore, the data obtained also shows the dominance of parental unpreparedness during the evaluation of learning from home. Parents have not shown enough enthusiasm to know the results of their children's learning development, there are even parents who do the learning tasks given by the teacher to the child so that everything is finished quickly without considering the negative impact on the long-term development of the child's character. The available data shows that less than 20% of the total respondents are ready to support the implementation of learning from home.

**An Overview of the Readiness of Early Childhood in the Implementation of Learning from Home during the COVID-19 Pandemic**



**Graph 3 Readiness of early childhoods in implementing learning from home**

The data in graph 3 related to the readiness of children to participate in learning activities from home, also shows the dominance of unpreparedness, both in terms of conditions before implementation, during implementation and readiness for learning evaluation. The average unpreparedness of children in the three stages or conditions observed was almost 50% or half of the responses received. The indicators of children's readiness are seen from the ability to adapt to learning approaches from home that are not familiar to them, the enthusiasm/joy of children in participating in learning activities and the enthusiasm of children in doing tasks and learning activities designed by teachers under the support of parents at home. The data in the graph above also shows that it is not enough that 18% of the respondents stated that children are very ready to take part in learning activities from home.

## Discussion

### Readiness of Early Childhood Educators in Implementing Learning from Home

From the research data collected, it is known that teachers/caregivers in early childhood education institutions in Indonesia are quite ready to face learning activities from home, this is indicated by the average response expressed by the respondents. This can be seen from the readiness before the learning activities begin, when the learning implementation is carried out or seen during the learning evaluation.

In the implementation of learning for early childhood, the readiness of educators (teachers/caregivers) becomes an important factor, because during early childhood learning stimulation activities are very dependent on the conditioning carried out by the adults around them. This is in accordance with the stimulus-response theory in learning with a behavioristic approach which states that the success of a learning activity is highly dependent on the creation of a learning situation. (Caicedo-Acosta, J., Cárdenas-Peña, D., Collazos-Huertas, D., Padilla-Buritica, J.I., Castano-Duque, G., & Castellanos-Dominguez, 2019) and (Uno, n.d.) Uno, H.B. (2021). Educators (teachers/caregivers) as professionals in early childhood education institutions must be able to create conditioning situations and conditions in the child's learning environment. If the conditioning made by the teacher/caregiver is appropriate and comfortable for the child, the child will learn well, conversely if the teacher is not able to create comfortable conditions for the child to learn, they will be bored and lazy to study (Triatmanto, B., Prihantono, E.Y., & Warsi, n.d.) The learning conditioning referred to here includes setting goals, selecting methods, media and materials or learning activities that are suitable for children (Bengochea, A., Sembiante, S.F., & Gort, 2020). Educators at the early childhood education level must really know this, so that children can participate in learning activities properly.

Furthermore, in the implementation of the learning program from home during the COVID-19 pandemic, the factor of readiness of educators (teachers/caregivers) is increasingly influential. Teacher/caregiver readiness includes readiness to identify, select and skillfully use suitable and interesting learning applications, knowledge and skills to design or design learning activities (Tanko, 2020). So that it is easy and interesting for children to follow and can support children's learning activities even though they are far apart, as well as skills in designing simple but effective learning evaluations in accessing the development of children's learning outcomes.

So based on the description above, the results of research showing that educators are quite ready to face the implementation of learning from home is a condition that is quite encouraging. However, to be able to create creative and innovative learning designs, educators (teachers/caregivers) must continue to improve their knowledge and skills. Especially with the data showing that there are still teachers/influencers who feel they are not ready even though their number is less than those who are quite ready.

### Readiness of Early Childhood Parents in Implementing Learning from Home

Based on the data collected from the research, it is known that parents of early childhood are not ready to organize digital-based learning activities (learning from home). This can

be seen from the tendency of respondents' answers, only a small part stated that parents are very ready to support the implementation of digital-based learning during the COVID-19 pandemic.

Parents are the closest people to their children's daily lives, especially during the COVID-19 pandemic where mobility outside the home is very limited. The readiness of children to participate in learning stimulation is very dependent on the readiness of parents to support them. Early childhood characters who like to play, like to imitate and do not have a self-concept (McNaughton et al., 2019) (Saragih, 2021), so they do not yet have an awareness of the importance of learning for their future, caused what their parents did (Broughton, 2020). The creativity of every parent in providing a conducive learning environment at home causes children to feel at home and want to learn. Moreover, when parents learn when they can assist and encourage them, the children's learning outcomes will be more optimal. This is as explained by Vigotsky about the importance of scaffolding in children's learning in the application of zone theory of proximal development (García-Alvarado, S., Arreguín, M.G., & Ruiz-Escalante, n.d.).

Based on the description above, for the implementation of learning activities from home during the COVID-19 pandemic, the readiness of parents to provide support for children is crucial. The support referred to is in the form of providing children's learning facilities and media, support for knowledge and skills that can direct and help children when they have difficulty participating in learning activities, as well as emotional support to provide reinforcement and comfort for children in learning.

### Readiness of Early Childhoods in Implementing Learning from Home

The results of data processing carried out on children's readiness in implementing learning from home show that very few children are very ready to participate in learning activities. On the other hand, the percentage of children who are not ready to take part in learning activities from home is very large, approaching half of the respondents' answers received. While others are only in the fairly ready category.

In addition to the importance of the readiness factor of educators (teachers/caregivers) who will prepare the design of learning activities, and the factor of parents who will provide support needs and assist children in learning activities from home, another factor that is no less important is the readiness of the children themselves. This is as explained by Thorndike about three laws in learning, namely: (1) Law of readiness, namely learning activities will work well if children have readiness to learn. (2) Law of exercise, which is

a behavior that is expected as a result of learning will be stronger if it continues to be trained and repeated continuously and vice versa the lack of exercise carried out will cause the expected behavior to become weak or not survive. And finally (3) Law of effect, namely the result of a learning produced will depend on the effect that is brought in, if the effect received by the child is something pleasant, the behavior of the learning outcomes will remain, while if the effect is painful or unpleasant. Then the behavior will disappear (Shaffer, K.M., Camacho, F., Lord, H.R., Chow, P.I., Palermo, T., Law, E., & Ritterband, 2020) of the three laws of learning that determine the success of a learning activity above, the law of readiness ranks first. This shows the importance of the readiness factor in the success of children's learning. However, regarding this readiness factor, in early childhood, the readiness of children is very dependent on the support of the adults around them, especially parents.

Children who live with parents who always bring joy, comfort and always accompany and encourage will make children more ready to learn (Lam, L.W., Chang, A.M., & Morrissey, 2006) On the other hand, parents who are cold, indifferent and don't care about their children's daily activities will make children unprepared or lazy to learn. So from the description above, looking at the research data which shows the low readiness of children to participate in learning from home activities, various parties need to take this seriously and immediately find a solution. This is because various studies have proven that early childhood is the most important period to get stimulation. (Yoshikawa, H., Wuermli, A.J., Britto, P.R., Dreyer, B., Leckman, J.F., Lye, S.J., & Stein, 2020). Therefore, the stimulation of children must be appropriate and optimal.

## Conclusion

Based on the results and data processing that has been done, it can be keywords;

1. Educators in early childhood education institutions in Indonesia are generally quite ready to support the implementation of learning activities from home. Meanwhile, the percentage of educators (teachers/caregivers) who are really ready is still small. The percentage of educators who are not ready to face learning from home is also still a smaller proportion compared to those who are quite ready.
2. Parents of early childhood who feel unprepared with learning programs from home are very large, almost from the respondents' answers. Meanwhile, the percentage of parents who are very ready to face learning from home is still very small.
3. The percentage of early childhood who are ready to take part in learning programs from home is still small. The dominance of the data is the largest proportion of

children who are not ready to organize learning from home. Meanwhile, the percentage of children who are quite ready is more than children who are not ready to take part in learning from home.

## Recommendation

Based on the conclusions of the existing research, there are several recommendations that can be put forward;

1. To be able to optimize the results of implementing learning programs from home, it is necessary to have good cooperation between early childhood educators in PAUD institutions and parents at home, both in increasing the knowledge and skills of all parties so that they are equally prepared to support children to have learning readiness.
2. It is necessary to create a creative, innovative and adaptive loss learning mitigation model for all children in dealing with the implementation of digital-based learning from home.

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