

RESEARCH PROPOSAL
INVESTIGATING SELF-MOTIVATION SKILLS IN EARLY CHILDHOOD
EDUCATION DURING THE COVID-19 PANDEMIC IN INDONESIA

A. Introduction

Starting from the beginning of 2020, the world was shocked by the outbreak of the novel corona virus disease (COVID-19) which has infected almost all countries in the world. Since January 2020, the World Health Organization (WHO) has declared the world entered into a global emergency related to this virus. The corona virus that attacks the respiratory system has recorded more than 28 million cases from 213 infected countries. Quoted Pikiran-Rakyat.com from the Worldometer page, as of Sunday, September 13, 2020, the exact total has reached 28,916,010 positive cases of COVID-19. Globally (Anugrahana, 2020) The COVID-19 pandemic affects all activities of human life starting from sports activities, offices, even to transcendental relationships for all religions in the world, including in the field of education (Hewi & Asnawati, 2020). This has led several countries to decide to close schools and universities. In an effort to prevent the spread of COVID-19, WHO recommends temporarily stopping activities that could potentially cause crowds. Even during the outbreak, COVID-19 in Indonesia, there were many ways that the government did to prevent its spread through social distancing. One of them is the Circular of the Ministry of Education and Culture (Kemendikbud) of the Directorate of Higher Education No. 1 of 2020 concerning preventing the spread of COVID-19 in the world of education. In this circular, the Ministry of Education and Culture instructs to organize distance learning and advises students to learn from their homes. As of last March, the impact that COVID-19 has had on teaching and learning activities has been quite pronounced, this can be seen from learning that should have been done directly and meaningfully now can only be done independently. That way students carry out indirect learning by utilizing online or online learning which is deemed quite effective in situations like today (Sourial, Longo, Vedel, & Schuster, 2018).

Based on the joint decision of the Ministry of Education and Culture, Ministry of Religion, Ministry of Health, and Ministry of Home Affairs of the Republic of Indonesia on June 15, 2020 regarding guidelines for the implementation of the new academic year during the

COVID-19 pandemic, it was determined that the online learning system for PAUD (ECE) would continue to be enforced. PAUD institutions in green zone areas that already have education unit readiness according to the health ministry's health protocol can carry out face-to-face learning as early as November 2020. This implementation is carried out in stages, starting with a transition period of two months, if the results show safe, then it can be continued with new habits that can be started as early as January 2021. This is one of the policies taken by the government of the Republic of Indonesia to prevent an increase in the spread of COVID-19. However, online learning affects the achievement of early childhood development in kindergarten. The results showed that most of the children's development achievements in various aspects had decreased, except for the artistic aspect. The greatest decrease occurred in the social emotional aspect, especially the sphere of prosocial behavior (Wulandari & Purwanta, 2020).

Some of the factors that cause a decrease in achievement in the developmental aspect include the obstacles experienced by parents in accompanying children to study at home including a lack of understanding of the material by parents, difficulties for parents in enhancing children's interest in learning, not having enough time to accompany children because they have to work, parents' impatience in accompanying children while studying at home, difficulties for parents in operating gadgets, and obstacles related to internet service coverage. Therefore, in this online implementation, it turns out that parents have many obstacles in accompanying children to study at home (Wardani & Ayryza, 2020). Another challenge faced by PAUD institutions in implementing School From Home (SFH) policies is understanding the characteristics of early childhood children who are just starting to enter the world of school. New children learn how to go to school and still adapt to school life. In addition, there are also characteristics of early childhood children who are often moody, especially in terms of learning. Sometimes children are excited to go to school, sometimes they are lazy. It can be seen that early childhood learning motivation is still low and still needs guidance and encouragement from older people, whether teachers or parents as motivators or drivers. That is why it becomes a challenge in itself in terms of learning motivation, especially seeing the conditions of implementing SFH policies where learning activities are carried out at home. Without teachers who accompany them and classmates who are usually study partners, of course children will have less motivation and enthusiasm for learning (Fadlilah, 2020). The attitudes and skills of early childhood teachers in the use of technology also affect children's motivation and learning (Kim, 2020). Well-designed

courses can increase teachers' and students' motivation and their use of new technology (Chen and Chang 2006; Kerry and Farrow 1996).

As for the things that teachers can do to increase learning motivation in children, the teacher's strategy is to turn on student learning motivation in the SFH policy in the midst of the COVID-19 outbreak by publishing the results of student work proven to motivate students to implement SFH. Some of the obstacles that the teacher encountered in implementing the publication method were related to aspects of the parents of students, learning facilities, and teacher's creativity. The application of the publication of the work results of student assignments provides benefits in the form of growing student motivation, training student discipline, and helps improve closeness between parents and children. Although this method is fairly simple, the results of this study indicate that this method is quite effective in fostering student motivation (Fadlilah, 2020). This study aims to describe the learning motivation of children in Indonesia during the COVID-19 period. This research needs to be done to increase knowledge in distance learning so that it can be applied in the learning system.

What has been and continues to be done by families, child care/school and the government to improve the well-being of children in the era of COVID-19 are as follows:

Family. Parents' participation in education encourages positive outcomes, including children's performance in school work (Epstein, 2008; Morrison, 2013). In addition, children's emotional and social growth is often positively influenced when parents have a secure relationship with the teacher because as a result, children build trustworthy relationships with their teachers (Keyser, 2006). Parents should note that their children need clothing, nutritious food and a healthy place to live. Therefore, these basic needs must be met by parents and adults at home. They must also adopt clean and healthy living habits in the home environment such as washing their hands before and after doing activities, wearing masks when leaving the house and keeping a distance from people outside the house. This habit must be started by parents as good role models for children, motivators, facilitators and givers of children's freedom in playing and learning (Dewantara, 2013; Pujiastuti, 2020). In addition, boring conditions can be anticipated when parents assist children in playing and studying at home intensively so that children feel safe and comfortable at home. In addition, to adequate play facilities and effective communication with children, parents also need to improve their abilities in technology, especially in using the internet, computers, laptops, tablets, and smartphones so that when

children have activities with school or ECE they can also help children to operate these technological tools properly and wisely. Moreover, children need to feel accepted and loved by parents and the people around them, for example praising children when children do something good, explaining when children ask questions, reading stories and singing, discussing to solve problems, giving assignments that can be done by children, so that children can actualize themselves as much as possible. Therefore, conducive conditions at home need to be maintained so that children remain motivated to carry out positive activities at home, for example playing roles with parents and other siblings, cooking with children, gardening with children, cleaning vehicles with children, cleaning houses and tidying up household appliances and watching educational films with children.

Early childhood education institution. ECEC as a place to play and learn for children also has an important role in helping parents educate their children. School programs can be simplified by providing activities to children once a week that have been designed by the teachers in the lesson plans. The achievement of competence in the curriculum does not need to be forced on children because of pandemic conditions, which do not allow children to move freely. Themes can be adapted to the conditions of the child's home (Kemdikbud, 2020). Teachers should communicate the lesson plan well to parents so that there is good cooperation between teachers and parents. Teachers and parents agree on how distance learning should be carried out, for example by zooming the meeting (synchronize), asynchronizing, WhatsApp, and emails. Online activities, of course, require interesting features on the internet such as videos, and recordings of human voices, animals, nature, etc. to support learning. Parents guide children to do activities that have been prepared by their teachers. In the lesson plan, there are several components that must be understood by parents, namely learning objectives, materials, media, methods, learning processes and evaluation of children's development (Kemdikbud, 2015). Therefore, parents also prepare learning needs for children. When the area where the children live is in the green zone, the teacher can conduct a home visit every week or in two weeks to discuss with the child and parents for a short period of time, so that the children can also let go of their longing for the teacher. In this way, teachers can motivate children and parents to keep them healthy and keep learning from home. Effective communication strategies should be developed among teachers, parents and children, so that they continue to share and give affection with each other in these difficult conditions.

Government. As mentioned above, the government has made several educational policies during the pandemic, for example, learning must be done in a distance using electronics. To support this learning, the government has made a simplified curriculum module, lesson planning, instructional media, and developmental assessment for the pandemic, so that teachers and parents can learn the modules properly. These modules are created by academics and practitioners in collaboration with the bureaucracy. All components of society play an active role in helping the government so that this distance learning can be carried out well. The government has also trained PAUD teachers to be motivators for other teachers and parents in distance learning. The teacher training is conducted intensively every week and month so that teachers and parents understand and apply distance learning appropriately. In addition, the government's effort is to advise everyone that they must follow standard COVID-19 health protocols such as washing their hands after handling something, wearing a mask when outside the home, and keeping a distance from other people when outside so that everyone's health consciousness stays alert. People are also advised to check their health through rapid tests, swabs or PCR test, so that the government will easily detect people who have COVID-19. Currently the government has also provided a COVID-19 vaccine, so it can help people affected by COVID-19. Some of these vaccines have been tested in the laboratory, so that people can use for some time in the future. It is hoped that this can reduce the death rate caused by COVID-19. In these difficult conditions the government also provides fees/internet packages for teachers and students so that they can carry out distance learning well. The government also distributes staple food for the people so that they get adequate nutritional needs. The government has provided support to the public in the fields of education, health and social welfare for the Indonesian people.

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