

The Impact of the Covid 19 Pandemic on Early Childhood Moral Education

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Abstract

This study is used to explore moral inculcation in students during the Covid 19 pandemic. The purpose of this study is to examine how moral education in early childhood is in the Covid 19 pandemic era. The method used is qualitative. The results of this study are: The impact caused by the covid 19 pandemic, cognitively, emotionally and culturally students are less developed because learning activities cannot be face-to-face. Conclusion: Concepts, constraints and impacts of moral value education in early childhood in the era of the Covid-19 pandemic include the cognitive, emotional and cultural aspects of students. Recommendations: (1) Schools need support from the government in the learning process in the covid pandemic era, (2) The learning process in the covid pandemic era requires collaboration between teachers and parents of students.

Keywords: Education, Morals, Covid 19 Pandemic, Early Childhood, Values

Introduction

When the Covid 19 Pandemic occurred, it had an impact on all aspects of human life, including in the field of education. To limit the transmission of Covid 19, several educational institutions then issued a Work Form Home (WFH) policy. This policy requires that the learning process be carried out from home, thus making it difficult for teachers to convey moral values to their students. Implementation of learning from home for early childhood has its own challenges. The purpose of this study was to examine the impact of the Covid 19 pandemic on the moral values education of early childhood during the Covid 19 pandemic era at TK Al Hidayah IV.

Literature Review

Research result Hartijasti & Toar, (2015), Leal Filho et al., (2018), Marinaci et al., (2021), Alam & Asimiran, (2021), Das & Paital, (2021), (Koencaraningrat, Sejarah Teori Antropologi I, 1978; 170), Koentjaraningrat, (2009:149), Lunenburg, (2011), Horn, (2013:117), Hwang, (2015: 2), Csordas, (2013: 523), Barr (2003:35), Tadaki et al., (2012), Kuntowijoyo (2006:31), Merta, Ni Made Ari Setia Sunari dkk (2017), Bogomaz et al.,

(2015), Birhan et al., (2021), Liu & Wang, (2021),

Research result Permatasari, (2020) Putra, (2020) Yoo & Smetana, (2019), Penelitian Zanette et al., (2020). Yönden, (2015), Li et al., (2020), Johansson, (2009) Fialkowski et al., (2014), Gholami et al., (2011), Elbaz, (1992), Rahim & Rahiem, (2013), Johansson (2006).

Method

Type of study This research is a descriptive qualitative research that aims; examines the impact of the Covid 19 pandemic on early childhood moral education at kindergarten Al Hidayah IV.

Data sources and types of data The authors use primary data sources from in-depth interviews with informants regarding the education of moral values in early childhood during the Covid-19 pandemic. Another primary data source is field notes from interviews. The type of data used is qualitative data in the form of answers to open interviews and field notes.

Data collection techniques explored the education of moral values in early childhood in the era of the Covid-19 pandemic. The author interviewed 2 informants directly (face

to face), via telephone and via SMS. The interview technique used was a semi-structured interview with several open questions. The author recorded the interview and recorded all the informant's facial expressions and behavior during the interview. The total time spent on the interview was about 1 month. Selection of informants using a purposive sampling approach in this study, the selected informants were the principal and parents of students.

Data analysis In general, the interactive analysis model applied in this study is described in the following figure:

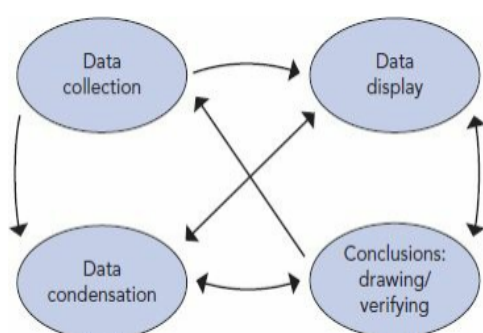


Figure 1. Schematic of Interactive Analysis

1. The steps according to Miles and Huberman are as follows. 1. Data collection, namely collecting data at the study site by making observations at Al Hidayah IV Kindergarten, in-depth interviews with key informants, namely, the principal and the main informants, namely Siawa's parents. Then record documents by determining the data collection strategy that is deemed appropriate and to determine the focus and depth of data in the next data collection process. The data collected is data on teachers, students, and student report cards of Alhidayah IV Kindergarten and field notes from interviews.
2. 2. Data condensation, namely as a process of selecting data from the field in the form of interview results, and document archives for Alhidayah IV Kindergarten. The focus of the interviews was conducted on 2 informants consisting of 1 key informant, namely the principal and 1 main informant, namely the student's parents. Abstracting, the transformation of raw data in the field is carried out

directly and forwarded at the time of data collection, thus data reduction begins when the researcher begins to focus on the research area.

3. Data presentation, namely the assembly of information organization that allows research to be carried out. Data testing data includes various types of image matrices, networks, activity linkages or tables.
4. Drawing conclusions, namely in collecting data researchers must understand and be responsive to something that is directly examined in the field by compiling patterns of direction and cause and effect.

Result and Discussion

During the Covid 19 pandemic, the disease had many impacts, one of which was in the field of education. The purpose of this study was to examine the concepts, constraints and impact of the Covid 19 pandemic on the moral values education of early childhood during the Covid 19 pandemic era at Al Hidayah IV Kindergarten. After conducting a field study, the researcher found several findings which will be discussed in this chapter.

a. Obstacles to early childhood moral education in the era of the co-19 pandemic

The results of an interview conducted with the school principal on November 7 2020, when asked the question "What are the obstacles to the cognitive, emotional, and cultural aspects of early childhood moral values education in the era of the co-19 pandemic", he answered:

“Cognitive aspect: Not meeting children face to face, not being able to carry out investigative activities (such as asking, trying to do something that requires an answer).

Emotional aspects: Children cannot appear in front of the teacher, friends in demonstrating waiting their turn patiently don't cry when left.

Obstacles to cultural aspects: we cannot monitor children's activities and children's work directly in appreciating their own

beauty. Own work or the work of others nature and the surrounding environment. The problem is that not all parents have cell phones.”

Based on the results of the field research above, the analysis that can be carried out regarding the cognitive, emotional, and cultural aspects of early childhood moral value education in the era of the Covid-19 pandemic is that because of the Covid-19 pandemic, learning cannot be done face-to-face. This has an impact on the learning process is not optimal. The solution taken by the teacher is online learning. However, another obstacle then emerged, that is, not all parents of students have cell phones.

b. The impact of the Covid 19 pandemic on early childhood moral education

The results of an interview conducted with the school principal on November 7 2020, when asked the question "What is the impact of the cognitive, emotional, and cultural aspects of early childhood moral values education in the era of the co-19 pandemic", he answered:

“The impact of the covid 19 pandemic on students' cognitive aspects: The cognitive impact on students is the lack of investigative activities such as actively asking questions, trying to do something to get answers.

The impact of the covid 19 pandemic on the emotional aspects of students: Can't see the development of children having the initiative to learn or do something without having to be helped by their parents or help like that.

The impact of the covid 19 pandemic on student cultural aspects: Not being able to display simple works in front of friends or other people. To enter school, children enter Tuesday and Thursday at 08.00-09.00 free clothes although there are other schools that enter full free clothes because the place is far from the crowds”

Based on the results of the field research above, it shows that there are many impacts caused by the co-19 pandemic. Cognitively, emotionally and culturally, students are less developed because learning activities cannot

be face-to-face. Here the teacher is very dependent on the completeness of the facilities owned by the students' parents. While some parents of students do not have HP.

Conclusion

Based on the studies that have been carried out by researchers, the following conclusions can be drawn:

- a. Obstacles to early childhood moral values education in the era of the Covid-19 pandemic at Al Hidayah IV Kindergarten, namely cognitive, social and cultural constraints.
- b. There are three impacts of the Covid 19 pandemic on students, namely;
 - 1) The cognitive impact on students is the lack of investigative activities such as actively asking questions, trying to do something to get answers.
 - 2) The impact of the Covid 19 pandemic on the emotional aspects of students: Can't see the development of children having the initiative to learn or do something without having to be assisted by their parents or help like them.
 - 3) The impact of the covid 19 pandemic on the cultural aspects of students: Cannot display simple works in front of friends or other people.

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